PROPOSED

CHICAGO PUBLIC SCHOOLS

Budget 2026/2027

Chicago Public Schools

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Dear CPS Families, Colleagues, and Supporters,

As the Superintendent/CEO of Chicago Public Schools (CPS), my goal is to shape a system that provides every child from every neighborhood with a rigorous, joyful, and equitable daily learning experience. This goal is at the core of Together We Rise, our District's five-year strategic plan, and our annual operating budget is the blueprint for the implementation of that plan.

The FY2027 budget, which totals $9.96 billion, is rooted in equity, transparency, and student-centered decision making. It follows the revised funding model introduced by CPS at the start of the 2023-24 school year, which provides resources to schools based primarily on student need. This budget also increases the overall funding provided to schools by $143 million over last year, and includes additional funding aimed at ensuring our students with disabilities have the resources they need to achieve their full potential and find their rightful presence at school. Importantly, the FY2027 budget also avoids adding to our District's existing debt, which currently totals more than $9 billion. This debt burden costs our school communities in excess of $900 million each year - money that would be much better spent supporting students in their classrooms.

Like many school districts across the country, CPS is grappling with a host of financial challenges, including declining enrollment, declining revenue, and greater student need. While our highest-need student populations continue to grow, federal and state funding are not keeping up with their needs. CPS is also facing higher costs in several key areas, including labor contracts, employee pensions, and maintaining our aging facilities that are an average of 86-years-old.

All of these factors contributed to the budget deficit of $732.5 million that CPS needed to close as a part of the FY2027 budget. We began as we always do, by rigorously identifying efficiencies and reducing spending across our Central Office and citywide departments in an effort to keep cuts as far from our classrooms as possible. Our next step was to make some modest changes to the positions allocated to our schools, including slightly adjusting the student-to-teacher ratio and the number of assistant principal positions allocated to our smallest schools.

Even after this work was complete, a budget gap of $297.6 million remained. The FY2027 budget includes an assumption of $285 million in surplus Tax Increment Financing (TIF) funds from the City of Chicago. If CPS does not receive any additional funding, CPS will make mid-year reductions to non-personnel budgets and institute a Districtwide mid-year spending freeze to keep costs under control.

I want to thank the hundreds of students, parents, educators, and community partners who participated in our robust community engagement effort around the FY2027 budget. We will need everyone to keep making their voices heard moving forward, especially as we continue collaborating with our state and local partners around identifying new sources of revenue to support CPS schools.

More revenue is needed to secure long-term financial stability for our District, beginning with our partners at the State of Illinois. According to Illinois' own Evidence-Based Funding (EBF) formula, CPS is currently receiving just 73% of the funding needed to adequately support our schools. This is down from 79% in FY2025 and 81% the year prior, marking a troubling eight point decline in state funding in just the past three 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 thank all of our District's stakeholders for your partnership in shaping our FY2027 budget, and for your continued support as we work toward our shared mission of providing every child from every community in Chicago with the high-quality education they deserve.

Sincerely,

Dr. Macquline King
Superintendent/CEO
Chicago Public Schools

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The CPS FY2027 Proposed Budget is the financial policy plan proposed to the Chicago Board of Education (Board) for the fiscal year beginning July 1, 2026, and ending June 30, 2027. The proposed budget is available to the public at www.cps.edu/budget. Physical copies of the FY2027 Proposed Budget are available at the Board Office at Chicago Public Schools Loop Office, Garden Level, 42 W. Madison Street, Chicago, Illinois 60602.

The FY2027 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 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 and Networks
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. Additionally, the chapter outlines the network management structure for District-run schools, which provides administrative support and leadership development to schools and school leaders.

Departments
This section profiles each Central Office department, including its mission and major programs, FY2027 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 $9.96 billion budget for FY2027 that largely protects key investments and programming without adding to the District's existing debt burden, which currently exceeds $9 billion. This budget is rooted in equity, transparency, and student-centered decision making, and is aligned to the vision set forth in CPS' five-year strategic plan, which ensures a rigorous, joyful, and equitable daily learning experience for every child.

Protecting What Works

This budget protects the overall level of school funding from the 2025-26 school year, thereby largely maintaining 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 shifts in enrollment, programming, and student need, the FY2027 budget increases the total amount provided directly to schools by $143 million over last year, with much of that going toward Cost-of-Living Adjustments for unionized school-based staff.

Protecting school funding has been a strategic priority for CPS leadership to continue driving students' 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. Even with the necessary reductions being made to staff as part of the FY2027 budget, CPS is maintaining the vast majority of these positions going into next school year.

As a result of our staffing investments, CPS students achieved a strong post-pandemic academic recovery, 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.

These investments have also helped CPS maintain its upward trajectory when it comes to high school achievement. CPS continues to set new records for graduation rate, scholarship dollars earned, early college credit attained, and rates of college enrollment and persistence.

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, funding has not kept up with the growing needs of our students, especially our children with disabilities.

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 CPS still does not have the appropriate level of funding from the state to meet students' needs, as we are currently receiving just 73 percent of what the formula says the District needs to be "adequately" funded. This is down from 79 percent in FY2025, and 81 percent the year prior, marking a sharp eight-point decline in just the past three years.

Furthermore, CPS is impacted by inadequate state funding of block grants and mandated categorical grants for services such as 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, CPS has benefited in recent years from the City's ability to surplus funds from Tax Increment Financing (TIF) Districts. The rise in TIF surplus funding has been commensurate with the growth in TIF funds themselves. The amount of property taxes collected by the City and claimed by Chicago's TIF districts grew 326 percent between 2014 and 2024. As of the most up-to-date information available and prior to the distributions received by CPS in FY2026, there was more than $3.2 billion in TIF revenue held in reserves by the City with over $1.25 billion of incremental new revenues flowing in annually. While CPS is grateful for the record amount of TIF surplus revenue provided by the City last year, the current program could yield over $735 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. The District's 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.

Additional Cost Drivers

At the same time CPS confronts significant revenue pressures for FY2027, the District faces major cost drivers, including continued growth in student needs, pension costs, labor contracts, and maintaining our aging facilities that are an average of 86 years old.

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. But while the needs have grown, the state and federal resources to serve those needs have not kept pace.

When it comes to pension obligations, CPS has received some support from the state of Illinois, but 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 36 percent of CPS' total cost in FY2027. The remaining 64 percent ($646.5 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 86 years, which requires significant maintenance, repair, and replacement needs. The District currently has more than $16 billion in necessary projects to maintain these aging facilities, and 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, in FY2027 the District must divert over $650 million of Evidence Based Funding (State Aid) and Personal Property Replacement Tax (PPRT) 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 CPS money in the long run and improve the learning experience for current and future students.

Prioritizing Direct Student Needs

Throughout the FY2027 budget development process, the District's priority was to protect those investments that have the most direct and measurable impact on student achievement, engagement, and well-being. We followed a framework where, for every line item, we considered whether the activity directly impacted students' daily experience at school and prioritized those investments with the most measurable, equitable direct impact. In reviewing those line items that are one, two, or more steps removed from a student's daily school experience, we worked to strategically align resourcing decisions in order to advance the goals of our five-year strategic plan.

We began with the school budget allocations, released in the spring. District leadership from across our academic and operational teams took great care reviewing every allocation formula, determining where we could make adjustments to sustain investments where they are needed most. The FY2027 school budgets:

- Maintain the needs-based funding model, providing a minimum set of foundational positions and funding to each school, regardless of size or enrollment, and then layering in additional resources based on enrollment and need;
- Increase the number of school-based special education teachers and special education classroom assistants by nearly 950 positions, reflecting the growing population and needs of our students with disabilities;
- Continue to invest in academic intervention and professional development supports at schools with the greatest needs; and
- Maintain levels of flexible, needs-based discretionary funding and increased levels of school-based Title I funding for eligible schools.

Changes to Staffing Allocation Formulas

CPS made adjustments to school-based staff allocation formulas in a way that accounts for the District's declining enrollment, while continuing to prioritize support for high-need schools. **Class size limits will not change** as a result of these adjustments. Staff allocations will just be more reflective of the needs of the students in the building.

- CPS reduced funding allocations for assistant principals at schools with fewer than 250 students.
    - These schools were still able to use discretionary funds to pay assistant principals, and many took advantage of this option. More than two-thirds of schools that were slated to lose funding for an assistant principal were able to retain an AP position for FY2027.
- CPS adjusted allocations for core teachers, shifting the student-to-teacher ratio by 1.
    - All schools are still receiving a minimum of 10 core teachers, regardless of their size.
    - The average teacher loss resulting from this shift alone was -0.9 teachers per school, with no elementary school losing more than four core teachers, and no high school losing more than six core teachers.
    - These changes were made after reviewing the data and determining that schools could still meet class size requirements under these adjusted formulas, and building in things like loss caps and appeals processes to account for unique enrollment patterns and other considerations.
- CPS made slight adjustments to the median score of the Opportunity Index - the tool the District uses to ensure resources are distributed equitably across schools.
    - All other things being equal, schools did not lose foundational resources as a result of this shift.

Closing the District's Deficit

Again this year, CPS was forced to grapple with a budget deficit going into the new school year. The deficit for FY2027 totaled $732.5 million, and several steps needed to be taken to address it.

As the District prepared initial department and school budget allocations in the spring, leadership identified $450.8 million in deficit reduction strategies, reducing the gap to $281.7 million. The largest reduction is $105 million in reductions to CPS department budgets, representing an approximately 17 percent reduction to the remaining portions of Central Office and Citywide budgets not included in school resourcing packages released during May's school budget process. Reductions impacted both Central Office expenditures that mainly pay for staff and vendors that provide critical administrative support to District functions, as well as Citywide expenditures that mainly fund staff, programming, and materials that are administered at the District level and serve students across multiple schools.

The following table outlines year-over-year changes from the FY26 original budget to the FY27 proposed budget in millions of dollars.

	$M
FY2027 Beginning Deficit	**$(732.5)**
Strategies applied to school funding	**$163.4**
Decrease in needs-based discretionary allocation due to enrollment decrease between Fall 2024 (FY26 budget) to Fall 2025 (FY27 budget)	1.8
Change in School Operations support allocation formulas	3.2
Position liquidations (fewer liquidations than in FY26, and at reduced amounts)	5.3
Reduction in core teacher allocations due to 1) Fall 2025 enrollment decrease, and 2) changes to student:teacher ratios used in the allocation formulas	81.9
Reductions in charter school funding, due both to Fall 2025 enrollment decrease and decreasing contingencies related to transition of schools from charter to district management	13.4
Savings from a combination of closing of engineering vacancies and continuing the FY26 hiring freeze for engineers	10.8
Reductions related to the change in Athletic Director formulas and staffing guidance (actual number of AD's is increasing in FY27)	1.1
Change to Assistant Principal allocation formulas	21.1
Reducing lead coach and intervention teacher supports, and realigning to available grant funding sources	13.2
Reducing Instructional Leadership Teams extended day pay allocations, based on previous years' spending patterns	1.9
Phasing out of school-based Whole School Safety funding, reducing school-based part-time security	4.7
Expand district efforts to, throughout the year, work with schools to clear negative budget lines related to part-time and extended day pay, occurring when expenditures exceed budget allocations	5.0
Strategies applied to Central Office / Citywide budgets	**$176.8**
Reductions to central office and citywide budgets (additional detail below)	105.0
Healthcare savings from implementing an additional insurance option during 2027 open enrollment	25.0
Procurement savings initiative to secure vendor rebates in FY27	1.5

Reducing central contingencies for project expansion	21.8
Reduction in central contingency for pension (does not reflect a reduction in pension benefits; rather, a reduction in a central pension balancing line due to those costs being carried with actual positions)	23.5
Projected Revenue Adjustments	**$110.6**
Assume additional grant revenue throughout FY27	26.0
Healthcare rebates	52.0
Additional EBF above initial projections	17.6
Additional Medicaid reimbursement due to implementation of internal process improvements	15.0
Total Initial Balancing Strategies	**$450.8**
FY2027 Remaining Deficit	**$(281.7)**

Details around the $105 million reduction to Central Office and Citywide Budgets
Central Office and Citywide savings were identified 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. These reductions meant laying off over 160 dedicated and hardworking District staff members. In this third consecutive year of Central Office and Citywide reductions, it has become increasingly difficult to identify savings that do not impact supports to students and schools or compromise our ability to remain effective as an organization. These layoffs are the unfortunate result of the difficult choices that CPS must make in order to protect school budgets and the District's overall fiscal health.

Details of spending reductions by department are provided below.

$37.15 million from Academic Offices:

- $1.8 million reduction to College and Career Coaches; the district will no longer centrally fund these positions at schools
- $1.0 million reduction to the amount budgeted for Ventra cards for students in temporary living situations (this will not result in fewer transportation supports for these students; rather, this is a budget adjustment based on historical spending trends)
- $15 million reduction to the local fund by moving Out of School Time (OST) to a dedicated state grant for after school programming. Going forward, the total OST budget will be dependent on the amount of the grant, historically about $8 million annually. For FY27, the total OST budget is $8 million, consistent with pre-pandemic funding levels
- $7.5 million reduction to Summer Bridge, in alignment with FY26 spending levels

- $4.5 million reduction to Choose to Change; based on outcome and participation data, this program will be discontinued in order to focus on maintaining other school-based mentoring programs
- $3.6 million reduction in education software licenses, including Skyline
- $1.8 million reductions to After School Matters and City Year, previously funded by intergovernmental agreements with the City (programs will continue at a smaller scale)
- $3 million reduction to centrally funded Tutor Corps; based on outcome data, centrally funded support of this program will be discontinued in FY27, although the district will maintain other academic intervention supports, such as school-based intervention teachers
- $1 million investment to the Office of Multicultural-Multilingual Education

$26 million from Operations:

- $1.0 million from Information Technology and Services (reduction of 3 positions and project management expenses)
- $0.2 million from Marketing
- $0.5 million from Nutrition Support Services in staff overtime and retention bonuses
- $4.0 million in utilities savings
- $2.0 million rebate related to the purchase of electric buses
- $0.5 million from Procurement (reduction of 3 positions and software costs)
- $15 million reduction to Facilities, including efficiencies in custodial supplies management and identification of large scale school repairs eligible for transfer to the capital budget
- $2.8 million reduction in routing efficiencies

$8.4 million in additional central and citywide departmental reductions:

- $0.8 million from Portfolio (reduction of 2 positions and professional services)
- $2.2 million from Student Health and Wellness (reductions of 13 positions to the pandemic-era Disease Prevention and Response and data team, and various non-payroll items)
- $2.7 million from Talent (reduction of 6 positions, training and development stipends, and various non payroll expenses)
- $2.7 million in reduction of 44 Resident Teacher positions (the district will retain 109 positions going into FY27)

Furthermore, as in FY26, CPS will continue its hiring freeze on central and citywide positions to save **$15.0 million** and eliminate district-sponsored food and travel expenses to save **$1.0 million**. The remaining **$17.5 million** will be identified in early FY27, as the District is continuing to review its central office organizational structures and citywide supports.

Together, these reductions and investments **total $105 million**.

Balancing the FY2027 Budget

Throughout June and the first half of July, the district's Finance team continued to analyze FY27 budget inputs, leading to refinements in several areas:

- Final adjustments to property tax estimates to actuals;
- Final adjustments to state revenue assumptions based on the state's final budget;
- Adjusting position vacancy assumptions (due to expected attrition and hiring patterns across the district) based on review of current year data;
- Full accounting of actual FY27 staffing costs, including all cost of living adjustments for union employees;
- Changing assumptions around incremental underspend across the district (i.e., accounting for the fact that not every budgeted dollar is spent at the end of each fiscal year) based on review of FY25 and FY26 financial performance;
- Anticipating opportunities for additional debt savings and increased interest income;
- Review of grant funding availability in FY27, including carryover and more aggressive strategies to fully maximize available revenue.

At the end of this process, the remaining budget gap increased slightly, from $281.7 million to $297.6 million. To close the remaining gap, the District will take the following actions:

1. Increase the TIF surplus assumption by $185 million, bringing the total TIF surplus assumption in the FY2027 budget to $285 million ($94 million less than in the FY2026 budget)
2. Implement a combination of procurement savings initiatives and a Districtwide mid-year spending and hiring freeze, for a savings of $112.6 million.

Balancing the FY2027 Budget	**$M**
FY2027 Beginning Deficit	**$(732.5)**
Total Initial Balancing Strategies	450.8
Adjustments/increases to the Deficit	(15.9)
Updated Remaining Deficit	**$(297.6)**
Increasing TIF assumption	185.0
Districtwide mid-year spending and hiring freezes with other procurement initiatives	112.6
FY2027 Ending Deficit	**$0**

The mid-year spending freeze is a measure of last resort. By delaying the implementation of this measure until the second half of the school year, we create a critical window between now and December 31, 2026. This timeline gives CPS, the Board, our labor partners, and city and state leaders the opportunity to collectively secure additional revenue required to close our remaining gap.

Engaging the CPS Community

Under the leadership of Superintendent/CEO Dr. Macquline King, CPS spearheaded an extensive community engagement campaign over the last two years to ensure that budget decisions were being driven by the families, educators, and community partners who are most impacted by them. During the summer of 2025, the District hosted several feedback sessions, in person and virtually, where stakeholders grew their understanding of the District's financial situation and offered suggestions on how best to invest resources. CPS hosted another series of feedback sessions this summer to continue engaging our communities.

Several themes emerged from these community conversations, many of them consistent with those from last year. By-and-large, CPS stakeholders said they wanted the District to:

- Protect funding for and continue to invest in providing additional resources to high-need students, especially students with disabilities, English Learners, and students in temporary living situations
- Work collaboratively with state and local partners, both governmental and philanthropic, to identify new streams of revenue to support schools
- Ensure a more equitable distribution of resources across schools and geographic areas
- Increase transparency about the District's fiscal health and engage communities and stakeholders around the budget earlier in the process, before decisions are made

This feedback directly informed the strategies CPS has implemented in shaping the FY2027 budget and moving closer to achieving the goals outlined in the District's five-year strategic plan.

Increasing Sustainable Revenue

The steps taken to balance the FY2027 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 a larger portion of CPS' teacher pensions and giving CPS additional tools to raise money for capital improvements.

At the local 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

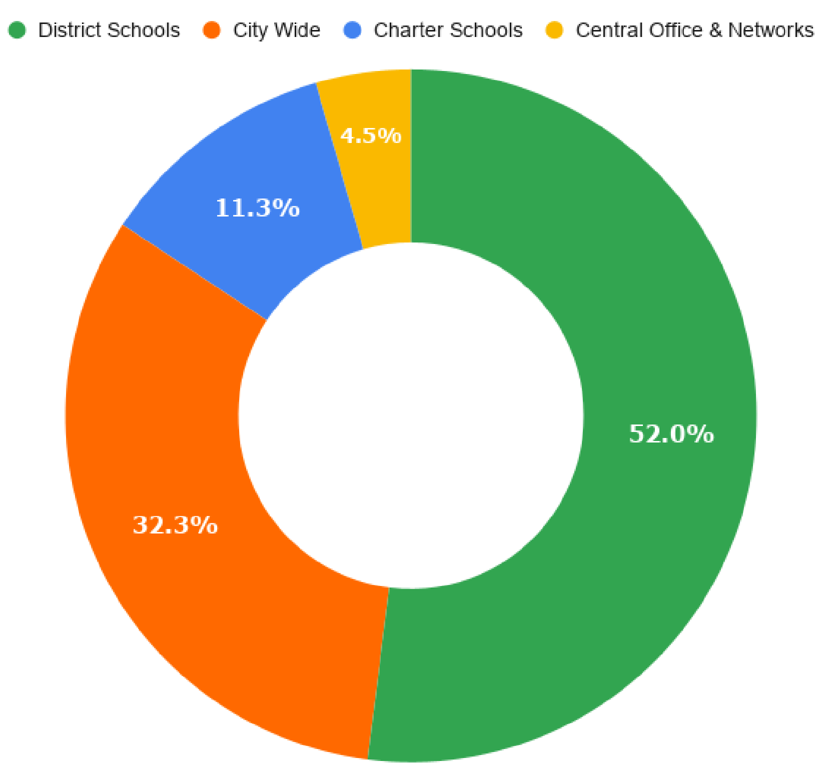
Two budget hearings will be held on July 20, 2026 to gather additional feedback from the CPS community on the proposed FY2027 operating budget. Information on how to participate in these hearings can be found at cps.edu/budget.

Following these hearings, the District will present the balanced FY2027 budget to the Chicago Board of Education for approval on July 30, 2026.

CPS' Operating Budget by Spending Unit

CPS' total operating budget includes $8.57 billion in funding, with 95.5 percent of these funds directly supporting schools. Funding allocated directly to District, charter, and contract school budgets makes up 63 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 32 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 4.5 percent of the CPS operating budget covers central office and network costs providing essential services in support of schools and the District.

Chart 1: FY2027 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 $8.57 billion operating budget by expense category, to provide an overview of what types of spending CPS has planned in its FY2027 budget.

Chart 2: FY2027 Budget by Expense Category ($ in Millions)

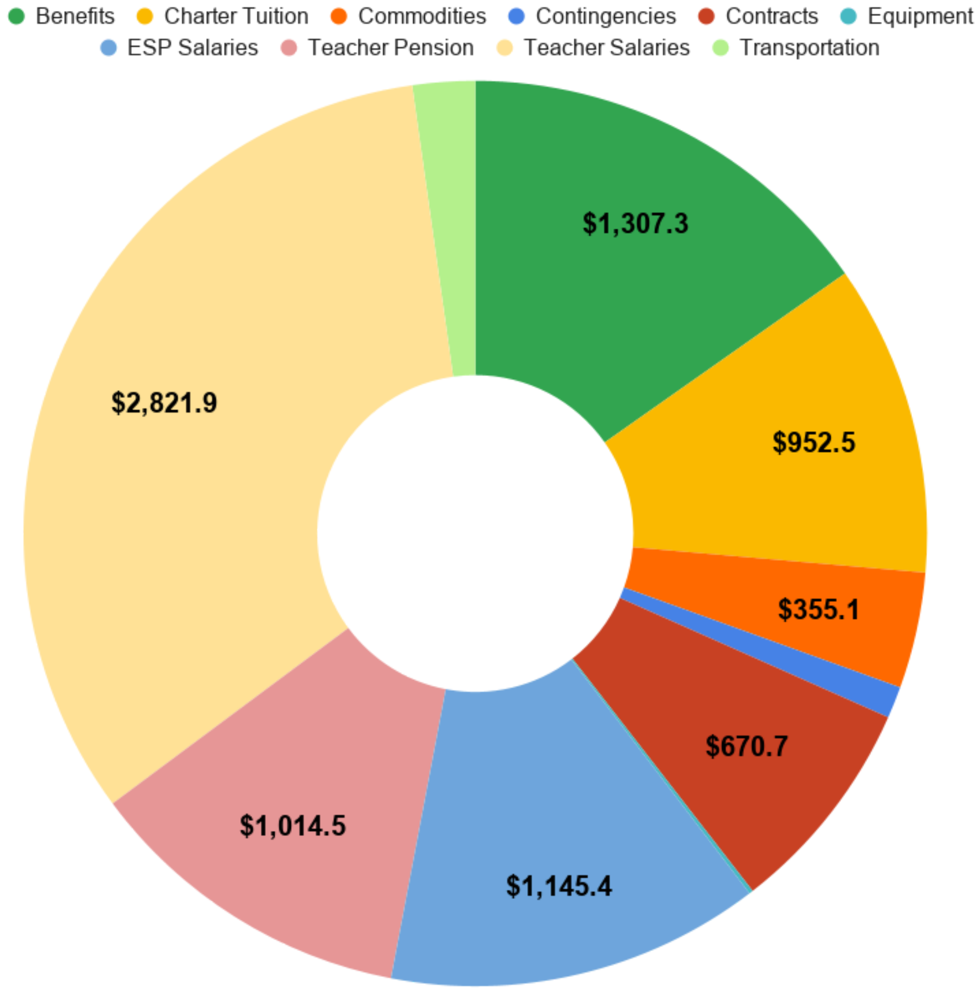


Table 1: FY2027 to FY2026 Operating Budget Comparison by Expense Category ($ in Millions)

	FY2026 Operating Budget	FY2027 Proposed Budget	FY2026 vs. FY2027 Budget
Teacher Salaries	$2,789.8	$2,821.9	$32.1
ESP Salaries	$1,070.6	$1,145.4	$74.8
Teacher Pension	$1,026.7	$1,014.5	$(12.2)
Benefits	$1,261.1	$1,307.3	$46.2
Charter Tuition	$976.0	$952.5	$(23.5)
Contracts	$695.4	$670.7	$(24.7)
Commodities	$363.9	$355.1	$(8.8)
Transportation	$182.0	$191.3	$9.3
Equipment	$12.1	$11.9	$(0.2)
Contingencies	$279.5	$97.1	$(182.4)
Grand Total	**$8,657.0**	**$8,567.7**	**$(89.3)**

Salaries and Benefits: 73 percent of the FY2027 operating budget funds employee salaries and benefits. The FY2027 budget for salaries and benefits reflects an increase of $141 million over the FY2026 budget which is primarily driven by the cost of contractual increases for union employees, and the addition of Special Education Teachers and Classroom Assistants.

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, non-capitalizable repair contracts, legal services, waste removal, and other services. FY2027 contractual costs decreased by roughly $39 million from FY2026. This reduction was largely driven by a shift of building repair costs into the capital budget, for repairs that are capitalizable. Additionally, the District transitioned custodians from contracted services to board employees. The District also identified efficiencies and cost savings throughout the operating budget in effort to balance the FY2027 budget.

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 FY2027 budget for commodities decreased slightly by approximately $9 million from the FY2026 budget. The District is anticipating energy efficiencies to reduce overall utility consumption, and has identified cost savings on purchased food as well as digital instructional materials.

Equipment: Equipment pays for the cost of furniture, computers, and similar other non-consumable items. The FY2027 budget remains relatively flat to FY2026 at a total of $11.9 million.

Contingencies: This account type includes two 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 FY2027 contingency budget reflects a reduction of $182 million, this is due to the inclusion of deficit balancing measures which include a districtwide mid-year spending freeze and mid-year non payroll budget reductions.

CPS' Operating Revenues

The following table breaks out the District's $8.57 billion operating revenues to provide an overview of where CPS' proposed FY2027 revenue comes from, with a comparison to the FY2026 budgeted revenues.

Table 2: FY2027 to FY2026 Operating Revenue Comparison ($ in Millions)

	FY2026 Operating Budget	FY2027 Operating Budget	FY2027 vs. FY2026 Budget
Property Tax	$4,156.5	$4,457.3	$300.8
Replacement Tax	$240.0	$181.3	$(58.7)
TIF Surplus	$379.0	$285.0	$(94.0)
All Other Local	$650.0	$591.1	$(58.9)
Total Local	**$5,425.5**	**$5,514.7**	**$89.2**
State Aid	$1,936.7	$1,816.6	$(120.1)
State Pension Support	$363.1	$368.0	$4.9
Total State	**$2,299.8**	**$2,184.6**	**$(115.2)**
Federal	**$902.8**	**$858.0**	**$(44.8)**
Investment Income	**$4.0**	**$10.5**	**$6.5**
Total Revenue	**$8,632.0**	**$8,567.7**	**$(64.3)**
Other One-Time Funding	**$25.0**	**-**	**$(25.0)**
Total Budget	**$8,657.0**	**$8,567.7**	**$(89.3)**

Local Revenues

CPS is projected to receive $4,457.3 million in property tax operating revenues in FY2027, 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 $646.5 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. CPS projects to collect $283 million in PPRT revenue in FY2027.

State law requires that surplus TIF District property tax revenue is proportionally distributed to the taxing bodies within the TIF Districts, a reclaiming of lost property tax revenue due to frozen TIF district equalized assessed property values. CPS has budgeted $285 million in TIF surplus, a year-over-year budget reduction of $94 million, and $267 million less than FY2026 actuals. CPS' share of TIF surplus funding will be finalized once the City of Chicago passes its budget in the fall. CPS' share in recent years has been approximately 54 percent.

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 FY2027, CPS' state revenue budget is $2,184.6 million, which comprises 25.5 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 FY2027, EBF represents 60.8 percent of the $2,184.6 million of CPS' state operating revenues.

FY2027 is the tenth 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 FY2027, the state contribution to CTPF is $368.0 million, an increase of $4.9 million from the prior year's contribution of $363.1 million, but only 36 percent of the District's total teacher pension cost.

In addition to EBF and teacher pension contributions, CPS is projected to receive $489 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 FY2027, and mandated categorical grants, estimated at $164 million in FY2027.

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 FY2027 Revenues, please review the Revenue chapter of the budget book.

CPS Personnel Budget

The FY2027 budget includes 46,288 full-time equivalents (FTEs), an increase of 746 FTEs from the FY2026 budget. Over 96 percent of all positions in the FY2027 budget provide direct support to schools.

Chart 3: Of the 46,288 Positions in the FY2027 Budget, Over 96 Percent Directly Support Schools

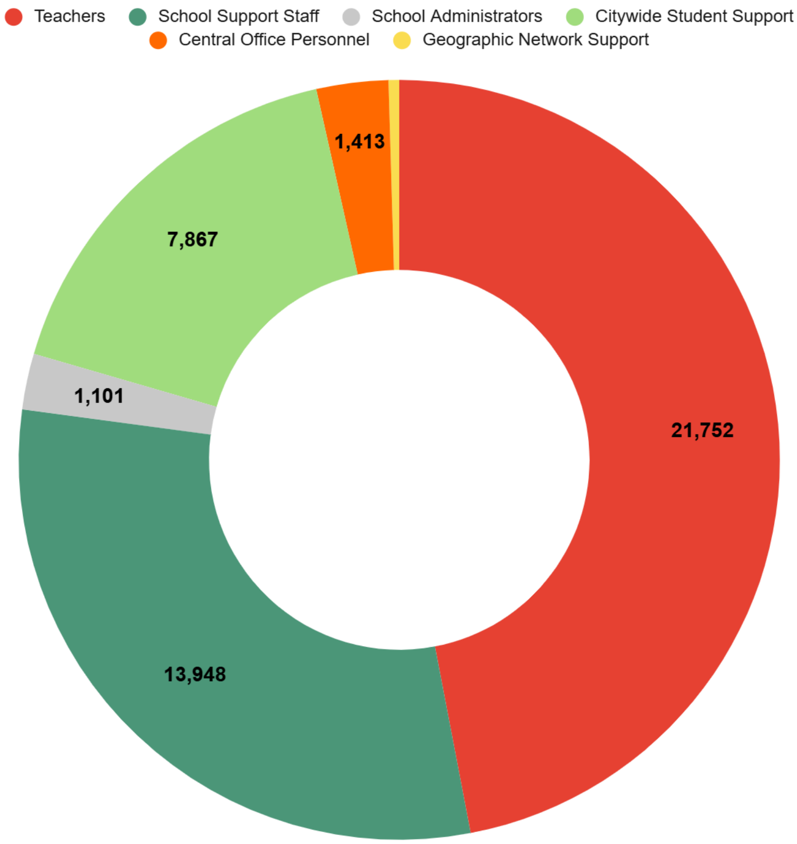


Table 3: FY2027 to FY2026 FTE Comparison**Table 3: FY2027 to FY2026 FTE Comparison**

	FY2026 FTE	FY2027 FTE	Increase or (Decrease)
*Teachers	22,468	21,752	(716)
*School Support Staff	13,793	13,948	155
School Administrators	1,138	1,101	(37)
Citywide Student Support	6,432	7,867	1,435
Central Office Personnel	1,509	1,413	(96)
Geographic Network Support	202	208	6
Grand Total	**45,542**	**46,288**	**746**

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

*The published FY2026 FTE figures for Teachers and School Support Staff included projected school-based positions to be added throughout the 2025-2026 school year to support enrollment increases and changing needs for students with disabilities. The FY2027 FTE figures are actual positions.

Over 79 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 FY2027 headcount include:

- A decrease of 716 Classroom Teachers from FY26 projected figures, driven by an enrollment decrease of over 7,700 students and an increase in the student-to-teacher ratio formula for centrally-funded core teachers. Additional information on methodological changes can be found in Appendix B of the FY27 Budget Book.
- A decrease of 37 School Administrators, driven by a reduction of centrally-funded Assistant Principals at schools with K-12 enrollments below 250 students.
- An increase of 155 School Support Staff over FY26 projected figures, primarily driven by additional Special Ed Classroom Assistants (SECAs) in certain settings to meet student Individualized Education Program (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 classroom support roles to be added during the school year, as needed. Support roles that were reduced year over year included Technology Coordinators, Teacher Assistants, and other roles.
- A decrease of 96 FTE in Central and Network offices; these include staff performing central operational functions within Talent and other administrative offices, Network support roles, and other staff providing academic, programmatic, and technical support to schools.
- An increase of 1,435 Citywide Student Support staff, primarily driven by the transition of private custodians to board employees during FY2026, these employees were previously paid via vendor contracts. Additionally, the FY2027 budget includes a staffing retention pool for Special Education Classroom Assistants, Special Education Teachers, Assistant Principals, and other roles to be staffed to schools throughout the year.

Capital Budget Overview

The FY2027 budget for Chicago Public Schools (CPS) includes a capital budget totaling $600.4 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 FY2027 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 FY2027 capital plan. The District's Equity Office played an important role in developing the FY2027 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 FY2027 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 FY27 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 6,600 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 527 campuses and 799 buildings. Our average facility age is over 86 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 FY2027 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 FY2027 budget is also funded by Tax Increment Financing (TIF) funds, state funding, and other outside resources as they are 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 FY2027 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, 2026, the Board has approximately $9.3 billion of outstanding long-term debt and $816 million of outstanding short-term debt. FY2027 includes appropriations of $794 million for long-term debt service payments. Approximately $27.0 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, 2026, all CPS outstanding long-term debt is fixed rate.

For additional information on the FY2027 Debt budget, please review the Debt Management chapter of the budget book.

According to the state's Evidence-Based Funding (EBF) model as of FY2026, CPS has 73 percent of the revenue that the formula says the District needs to be "adequately" funded. This is down from 79 percent in FY2025, 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' 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 FY2027, the relevant CPI has been calculated at 2.7 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 $350 million increase in EBF funding. As an under-resourced district, CPS will see additional state funding in FY2027, and, due to the EBF distribution construct, the additional amount will become the base for CPS' appropriation in FY2028.

The following section details the factors, assumptions, and trends that are the basis of the FY2027 revenue budget.

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

	FY2026 Budget	FY2027 Budget	FY2027 vs. FY2026 Budget
Local Revenues			
Property Tax	$4,241.7	$4,542.5	$300.8
Replacement Tax	$250.2	$283.5	$33.4
Other Local	$1,197.0	$1,056.9	$(140.1)
Total Local	**$5,688.9**	**$5,882.9**	**$194.0**
State Revenues			

EBF	$1,831.8	$1,908.4	$76.5
Capital	$12.5	$32.4	$19.9
Other State	$875.3	$840.5	$(34.8)
Total State	**$2,719.6**	**$2,781.2**	**$61.6**
Federal	**$931.7**	**$886.0**	**$(45.6)**
Investment Income	**$24.7**	**$21.6**	**$(3.1)**
Total Revenue	**$9,364.9**	**$9,571.7**	**$206.9**
Other One-Time Funding	**$25.0**	**$0.0**	**$(25.0)**
Total Budget	**$9,389.9**	**$9,571.7**	**$181.9**

Table 2: FY2027 Revenue Sources Allocated for Debt, Capital, and Operating Funds ($ in Millions)

	FY2027 Total Budget	Amount for Debt Service	Amount for Capital	Balance for Operating Budget
Local Revenues				
Property Tax	$4,542.5	$79.7	$5.5	$4,457.3
Replacement Tax	$283.5	$102.2	-	$181.3
Other Local	$1,056.9	$142.3	$38.5	$876.1
Total Local	**$5,882.9**	**$324.2**	**$44.0**	**$5,514.7**
State Revenues				
EBF	$1,908.4	$564.2	-	$1,344.1
Capital	$32.4	-	$32.4	-
Other State	$840.5	-	-	$840.5
Total State	**$2,781.2**	**$564.2**	**$32.4**	**$2,184.6**
Federal	**$886.0**	**$23.4**	**$4.7**	**$858.0**

Investment Income	**$21.6**	**$11.1**	**-**	**$10.5**
Total Revenue	**$9,571.7**	**$922.9**	**$81.1**	**$8,567.7**
Other One-Time Funding	**-**	**-**	**-**	**-**
Total Budget	**$9,571.7**	**$922.9**	**$81.1**	**$8,567.7**

Table 3: FY2026 to FY2027 Operating Budget Comparison by Revenue Category ($ in Millions)

	FY2026 Operating Budget	**FY2027 Operating Budget**	**FY2027 vs. FY2026 Operating Budget**
Property Tax	$4,156.5	$4,457.3	$300.8
Replacement Tax	$240.0	$181.3	$(58.7)
TIF Surplus	$379.0	$285.0	$(94.0)
All Other Local	$650.0	$591.1	$(58.9)
Total Local	**$5,425.5**	**$5,514.7**	**$89.2**
State Aid	$1,936.7	$1,816.6	$(120.1)
State Pension Support	$363.1	$368.0	$4.9
Total State	**$2,299.8**	**$2,184.6**	**$(115.2)**
Federal	**$902.8**	**$858.0**	**$(44.8)**
Investment Income	**$4.0**	**$10.5**	**$6.5**
Total Revenue	**$8,632.0**	**$8,567.7**	**$(64.3)**
Other One-Time Funding	**$25.0**	**-**	**$(25.0)**
Total Budget	**$8,657.0**	**$8,567.7**	**$(89.3)**

Local Revenues

Property Taxes

CPS is projected to receive $4,542.5 million in property tax revenues in FY2027, 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 $646.5 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 $3,810.8 million of CPS' property taxes are free to fund any other operating costs. $3,486 million of this is from the CPS property tax education levy, and $283 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 FY2027 budget includes a net increase in property taxes of $300.8 million. The increase is attributable to an increase of $119.8 million from the District's Transit TIF collections and a $136.8 million increase in education levy collections. Pension levy collections are expected to be $44.2 million higher relative to the FY2026 budget.

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 FY2027 property tax levy calculation, the calculated CPI is 2.7 percent. Inflationary increases under PTELL impact only the District's education levy and are expected to add $22.9 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. For the FY2026 budget, this growth was reflected in the pension levy revenue estimate; the pension levy is uniquely based on current year, tax year 2026, new property totals and the previous year, tax year 2025, property value tax base. The FY2027 budget includes a year-over-year EAV growth estimate for tax year 2026 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 2026, an anticipated amount of $609 million of newly constructed property and $249 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 2027 base.

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 54 percent of all revenue produced in the Transit TIF. In FY2027, CPS projects that Transit TIF revenues are budgeted to be $283 million, representing an increase of $119.8 million from the FY2026 revenue budget of $163 million. A primary driver of the significant increase is a right-sizing of the growth rate assumption for TIF district EAV. The updated assumption of approximately six percent in a non-reassessment year is based on a measured correlation between TIF district and base EAV growth.

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):

- 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.

PPRT overperformed FY2026 expectations with a projected end-of-year total of $283 million in CPS revenue, approximately $33 million more than the FY2026 budgeted total of $250 million. In FY2027, PPRT receipts are budgeted to be similar to FY2026 revenue. CPS projects to collect $283 million in PPRT revenue in FY2027. With debt service payments from PPRT totaling $102.2 million, the remaining $181.3 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 54 percent of the total surplus declared. In FY2026, CPS was allocated $552 million in TIF surplus, with $175 million dedicated as a non-statutory contribution to the City pension fund, a net revenue of $377 million. CPS has budgeted $285 million in TIF surplus for FY2027, a reduction of $267 million in total TIF surplus revenue compared to the FY2026 budget.

All other local revenue includes a variety of 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

FY2027 local capital revenue of $44.0 million assumes $27.9 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 FY2027, CPS' state revenue budget is $2,781.2 million, which comprises 29.1 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 FY2027, EBF represents 68.6 percent of the $2,781.2 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.

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 indicated that CPS' funding adequacy was 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 largely to an increase in calendar year PPRT revenue, CPS was reclassified as Tier 2 in FY2023, resulting in a 48% decrease in tier funding. Changes to revenue and expense factors within the EBF formula led to CPS returning to Tier 1 in FY2026.

For the FY2027 resources calculation, the formula utilizes actual PPRT disbursements in calendar year 2025. The calendar year amounts used in the calculation decreased by $65.5 million, or 19.5 percent. While this decline affects all districts across the state, PPRT makes up a significantly greater portion of the CPS local resources total than the average district. Given the change in comparative need, and the $350 million of new EBF funding in the state's recently passed FY2026 budget, CPS expects to receive an additional $85.5 million in tier funding in FY2027, about 24.4 percent of the total new funding. In FY2026, CPS received approximately 24.8 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

FY2027 is the tenth 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 FY2027, the state contribution to CTPF is $368.0 million, an increase of $4.9 million from the prior year's contribution of $363.1 million, but only 36 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 $505 million in revenue from other state-appropriated funds and categorical grants. The majority of this funding is from the Early Childhood Block Grant; CPS expects to receive the same level of funding as FY2026, a total of $277 million. CPS also expects to receive $3.2 million for teacher pipeline efforts based on the governor's recommended budget.

State Contribution for Capital

The state capital revenue total of $32.4 million comprises $3.6 million in gaming revenue for new construction projects and $28.8 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 eligible children, for example, those from low-income households, and children from non-English speaking families. 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 FY2027 is $289.2 million. CPS anticipates an additional $40 million in carryover.
- **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 $20 million in FY2027.
- **Title I-D—Neglected/Delinquent:** This grant targets the educational services for 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 FY2027 is $2.0 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 $18.1 million to be awarded for the FY2027 Title II-A grant and an additional $7 million of carryover.
- **Title III-A—Language Acquisition:** These funds support students with limited English proficiency who meet eligibility requirements. The total funding available is estimated at $17.0 million for FY2027.

- **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 $20.7 million to be awarded for the FY2027 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 FY2027.

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 FY2027 totaling $103.1 million.
- **IDEA Room and Board:** This grant provides room and board reimbursement for students attending facilities outside of Chicago and is estimated at $6.7 million in FY2027.
- **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 $2.5 million from the formula grant and $817,837 from a competitive grant for FY2027.

Total FY2027 IDEA funding equals $110.5 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:

- 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 $208 million in federal reimbursements for FY2027. These revenues include:
- $204 million for school lunches, breakfast, snacks, and donated foods
- $2.8 million for CACFP
- $1.3 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 FY2027 are projected to be $88.7 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 FY2027 Perkins formula grant is anticipated to be $9.7 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 FY2027 federal E-rate grant is anticipated to be $13.6 million.

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

In FY2027, CPS has budgeted to receive a direct federal subsidy payment of $23.4 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 $4.7 million is funded by the federal E-rate grant.

The FY2027 budget includes $1,014.5 million for the Chicago Teachers' Pension Fund (CTPF). With strong investment returns thanks to a favorable market, this amount is $42.1 million less than what CTPF forecasted last year for FY2027's projected contribution, and $12.1 million less than the FY2026 statutory contribution amount.

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 FY2027, this normal cost comes out to 36.3 percent of the total employer contribution amount. Despite these improvements, CPS still bears legacy costs that have—aside from FY2023 and FY2027—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.

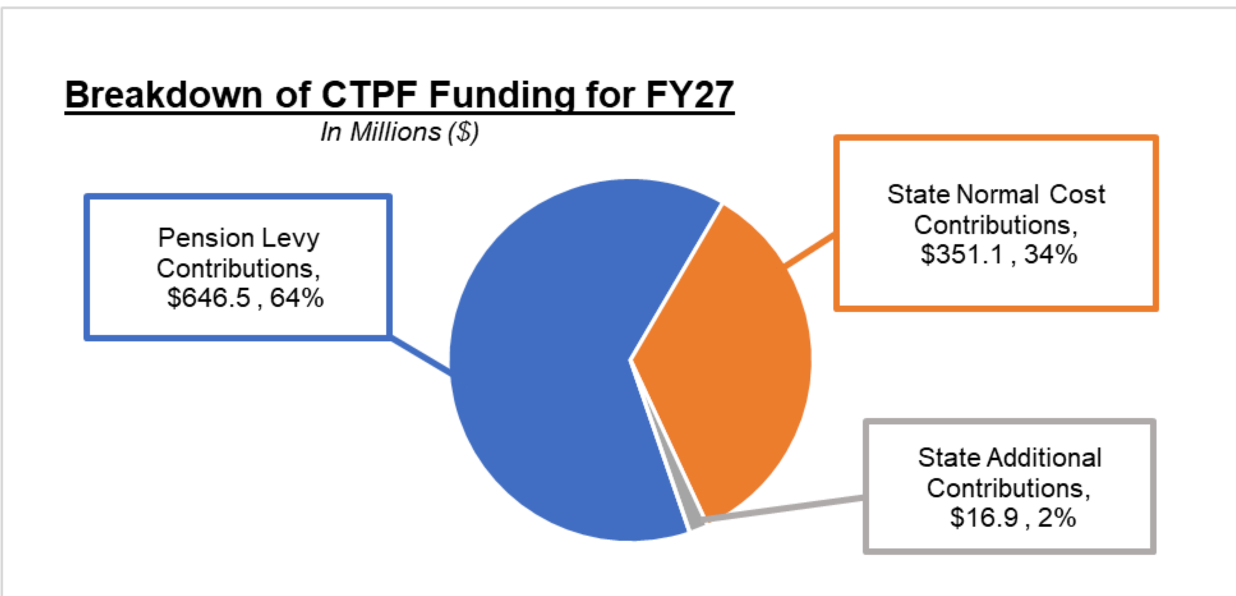
These costs are a burden unique to CPS. CPS remains the only school district in the State with its own teachers' pension system separate from the statewide Teachers' Retirement System (TRS). Full-time salaried CPS teachers and other licensed teaching staff are part of the CTPF, which, until FY2018, has 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.

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. The amount of operating funded contributions for FY2026 is anticipated to be significantly less than the $61.3 million budgeted amount, and may reach close to zero, but will not be fully reconciled until the property tax cycle is complete. However, thanks to a growing property tax base and continued investment performance, the dedicated pension levy for FY2027 will be able to cover the entirety of the District's CTPF pension payment. Whereas the operating revenue diversion exceeded $140 million in FY2024, FY2027 will see no operating revenue diversion. Diversions in out-years will be dependent on both projected levy revenue as well as changes to the statutory contribution amounts based on investment returns.

Per the CTPF's 2025 actuarial report, the total statutory, or required, employer contribution to the CTPF for FY2027 will be $1,014.5 million. Of that number, the State will pay $368.0 million, which is comprised of the projected normal cost of $351.1 million and $16.9 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 $368.0 million also includes $65 million in the form of a health insurance subsidy for retirees.

CPS' required contributions for FY2027 amount to $646.5 million. The pension property tax levy is projected to raise the same amount in FY2027 - $646.5 million. While the operating revenue diversion was $102.9 million in FY2025 and budgeted at $61.3 million in FY2026 (with the potential of being reduced to zero), no operating revenue is projected to be needed to cover the District's pension obligation for FY2027. Much of this decrease stems from increases in the pension levy revenue year-over-year paired with reduced required contributions due to strong investment markets and a higher than expected market return in recent years.

Chart 1: Projected FY2027 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) decreased slightly to 47.9 percent as of June 30, 2025, down from 48.1 percent on June 30, 2024. 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 decrease in the actuarial funded ratio stems from a lower-than-expected actuarial value return. The FY2025 actuarial value return was just 4.8 percent, below the assumption of 6.5 percent and the lowest actuarial value return since FY2012. When using the MVA to assess, which examines the unadjusted returns within a fiscal year, we see that the funded ratio rose from 47.5 percent as of June 30, 2024, to 50.2 percent as of June 30, 2025. The return on market value of assets was approximately 11.25 percent for FY2025, the strongest since FY2021. For context, the ten-year average for market value investment return is 7.3 percent, while the ten-year average for the actuarial value investment return is 7.2 percent.

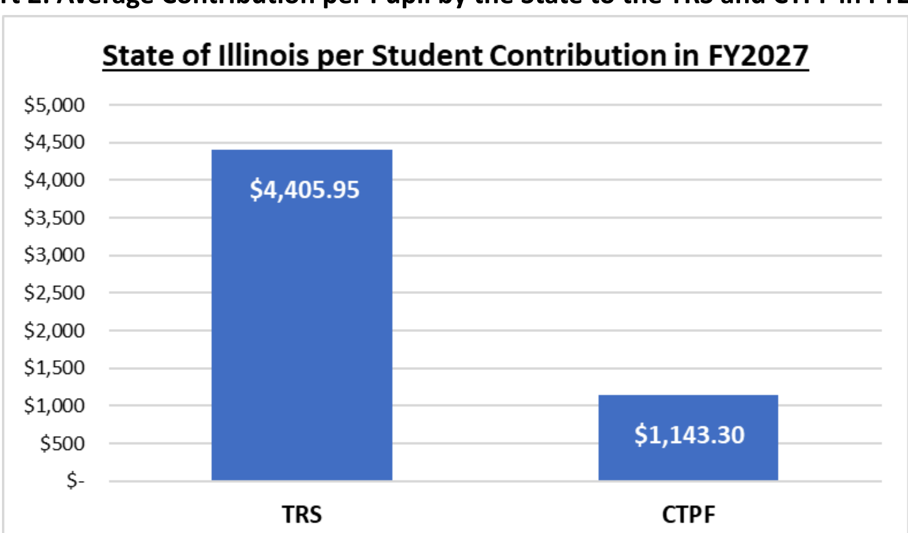
The unfunded actuarial accrued liability (UAAL) for CTPF grew by $237 million to $14.17 billion. The UAAL is calculated by taking the total accumulated cost of pension benefits and subtracting the value of the total assets in the plan's possession.

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 $368.0 million in FY2027 for CTPF teacher pension costs, which represents 36.3 percent of the total employer contribution. In FY2026, the State contributed $6.50 billion towards the mandatory employer cost for the TRS. In FY2027, the TRS will receive $6.59 billion from the State, which comprises 98.2 percent of non-member contributions. Accounting for an additional $27.8 million in contributions from federal funds, school districts across the State are only required to contribute 1.4 percent of the annual required contribution amounts. When compared to CPS' requirement to contribute 63.7 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 FY2027, the State's estimated contribution to TRS amounts to a pension contribution for downstate and suburban school districts of $4,405.95 per student, while CPS will only receive $1,143.30 per student.

Chart 2: Average Contribution per Pupil by the State to the TRS and CTPF in FY2027



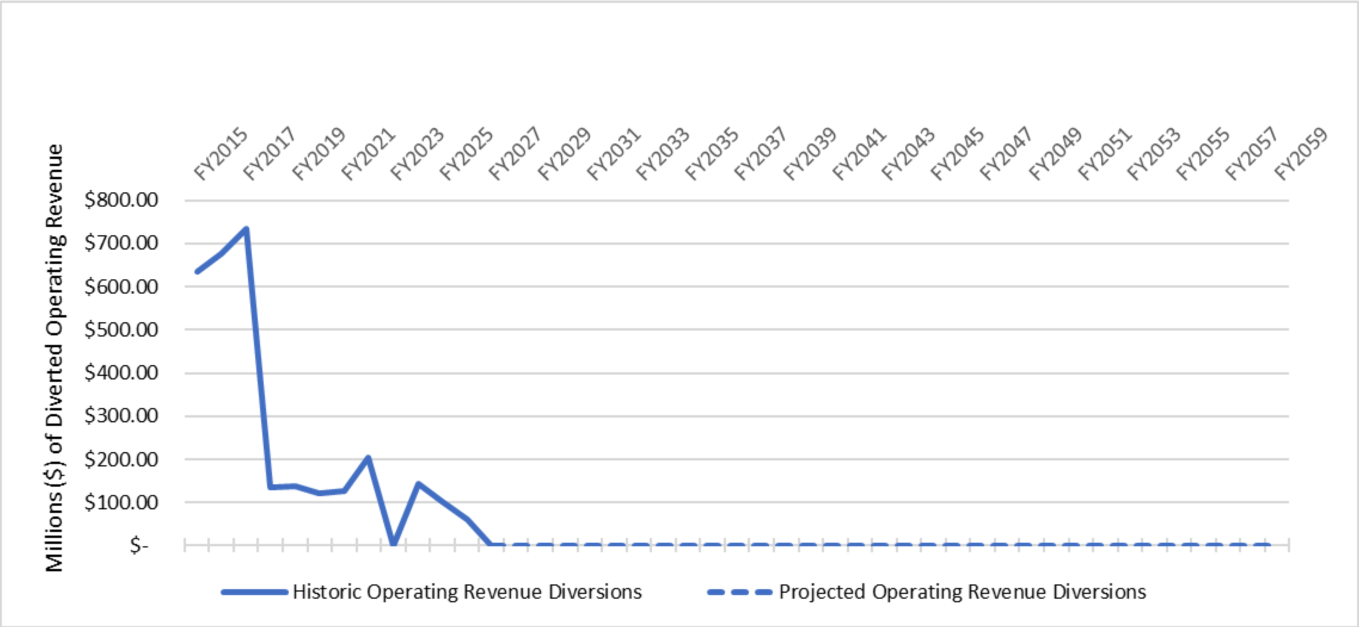
CPS' Employer Contribution Requirements: Diverting Operating Funds to Bridge the Gap

In FY2027, CPS is projected to contribute $646.5 million for Chicago teachers' pensions sourced entirely from the dedicated pension levy. The State will pick up the other $368 million, of which $351.1 million is for normal CTPF costs, and $16.9 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 have increased steadily in recent years and are expected to continue to grow. This growth creates additional revenue for the District which, in return, decreases the amount of funding diverted from the operating budget to close the gap in employer contributions. In FY2027, the entire $646.5 million that CPS must contribute is anticipated to come from the pension levy revenue and there will be no operating revenue diversions.

In the majority of fiscal years since its inception in FY2017, CPS has needed to divert operating revenue to help complete the statutory contributions, although at gradually lesser amounts. Based on estimations of pension levy growth due to an increased EAV in FY2025 and additional growth projected in FY2026, CPS will not need to rely on operating revenue to bridge the gap of statutory contributions for FY2027. Last year the District anticipated needing to divert operating funds to cover this obligation until FY2034, while in this fiscal year the District projects that the dedicated levy will be able to cover all required employer pension contributions. In future years, the trend of less reliance on operating revenue to supplement the payment is expected to continue and certain years of no operating revenue contributions are likely. The exact amount of operating revenue needed to supplement the pension levy in out years will be dependent on a variety of factors including the investment returns of the pension fund.

Chart 3: Operational Fund Diversions No Longer Needed to Cover Employer Pension Cost Obligations Based on Projected Levy Revenue and Employer Contributions



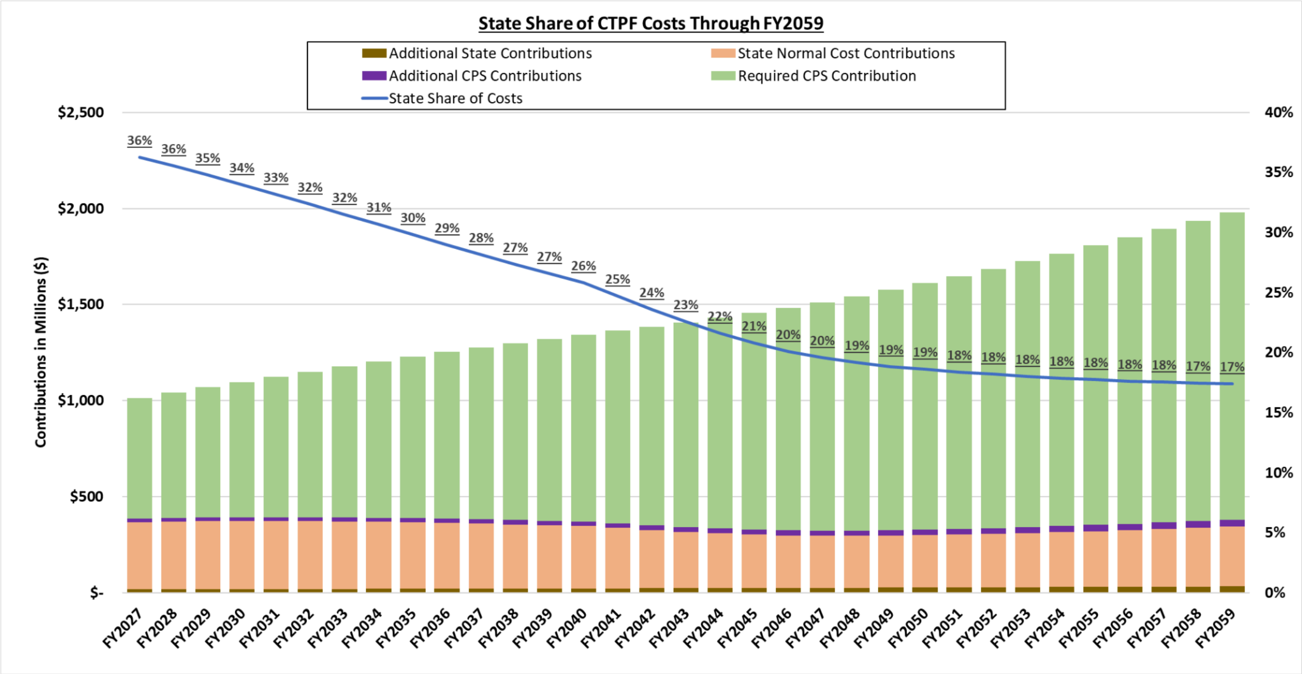
Pension Contributions by the State and Individual Employees

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 FY2027, the State's contribution is projected to make up 36.3 percent of the total employer contribution; however, this is scheduled to decline to 17 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 FY2027 and FY2051—increasing from $628.5 million to $1,316 million. By FY2059, CPS will need to contribute $1,660 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)

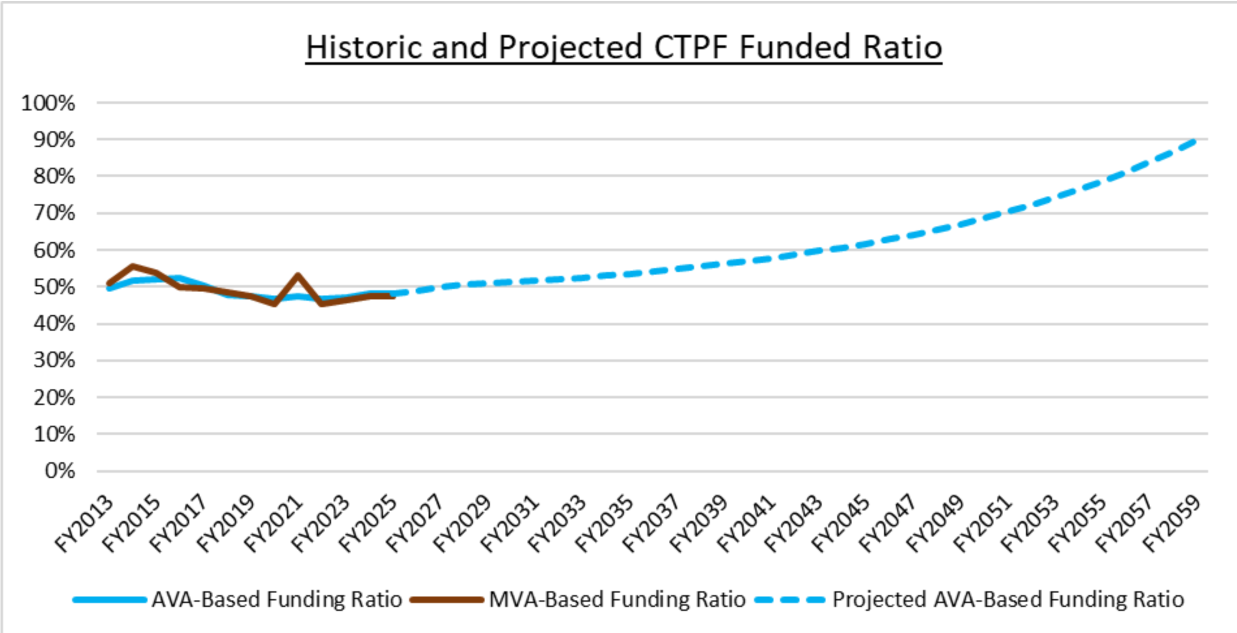


At the individual level, employees covered by CTPF are required by statute to contribute 9 percent of their salary to pensions. However, from 1981 through 2017, CPS paid the first 7 percent on the employee's behalf, in addition to its own employer contribution. Under the 2019–24 Collective Bargaining 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 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 FY2025 actuarial 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.

This year's budget is the third consecutive one to use a needs-based approach to resource the District's 500+ elementary and high schools. In FY2025, CPS fully moved away from Student-Based Budgeting (SBB) and adopted a needs-based funding model for District-managed schools that is more transparent, more equitable, and rooted in the *needs* of students in a school rather than just the *number* of students in a school. Despite financial pressures on the District, the FY2027 budget reinforces CPS' commitment to this approach by maintaining funding floors, flexibility through discretionary funding allocations, and instructional supports targeted to where they are most needed.

In total, $143 million more has been allocated directly to schools in FY2027 compared to FY2026, largely resulting from growth in salaries for unionized school-based staff due to cost-of-living adjustments. The following sections discuss funding for key instructional priorities and additional funding received by schools.

Enrollment

Most centrally provided budget allocations for SY2026–27 that incorporate an enrollment metric utilize each school's 20th day enrollment from the first semester of SY2025–26. Some departmental-based allocations, like English Learner supports and teaching and paraprofessional staff for students with disabilities, rely on other enrollments taken over the course of the year that best approximate the forecasted need for the following year.

Funding schools based on prior year enrollment ensures schools will not see a budget reduction in the fall, even if enrollment declines based on actual FY2027 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 FY2026 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

	FY2026 20th Day Enrollment		
School Type	**Pre-K**	**K-12**	**Total**
Traditional District-Run Schools	**15,291**	**244,599**	**259,890**
Charter Schools	**-**	**48,895**	**48,895**
Contract Schools	**-**	**1,824**	**1,824**
District Specialty Schools	**1,625**	**1,428**	**3,053**
District Options Schools	**-**	**531**	**531**
ALOP/SAFE	**-**	**2,031**	**2,031**

Total District Enrollment	**16,916**	**299,308**	**316,224**

Number of Schools

Per the 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 the 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 626 schools in FY2027. Table 2 provides the school count by type.

Table 2: FY2027 Number of CPS Schools by School Type

School Type	Description	FY2027
Traditional District schools	District-run schools receiving core formula allocations	504
Charter schools	Public schools managed by independent operators and certified under state charter law	99
Contract schools	Public schools managed by independent operators under a contract with the District	5
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
		626
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 FY2026 and FY2027.

Table 3: School Openings and Closings Between FY2026 and FY2027

School Short Name	Description	Change
Traditional District School		
Chicago Arts HS	New District-managed school opened for SY2026-SY2027	+1
Cisneros	New District-managed school opened for SY2026-SY2027	+1
De Las Casas	New District-Managed School Opened for SY2026-SY2027	+1
Fuentes	New District-Managed School Opened for SY2026-SY2027	+1
Santiago	New District-Managed School Opened for SY2026-SY2027	+1
Tamayo	New District-Managed School Opened for SY2026-SY2027	+1
Charter Schools		
Acero - Cisneros	School self-closed at end of SY2026	-1
Acero - De Las Casas	School self-closed at end of SY2026	-1
Acero - Fuentes	School self-closed at end of SY2026	-1
Acero - Santiago	School self-closed at end of SY2026	-1
Acero - Tamayo	School self-closed at end of SY2026	-1
Epic HS	School self-closed at end of SY2026	-1
ASPIRA - Early College	Charter revoked by Board of Education in April 2026	-1
ASPIRA - Business & Finance	Charter revoked by Board of Education in April 2026	-1
Urban Prep - Bronzeville	Campus closed & consolidated with Urban Prep - Englewood	-1
Contract Schools		
ChiArts HS	School self-closed at end of SY2026	-1
	Total Net Change in Schools	**-4**

School Budget Overview

The FY2027 budget contains more than $5.47 billion budgeted for school units. The following tables show fund and position allocations by school type and funding category.

Table 4: FY2027 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 & Grants	Total
District Run School-Based	$2,219,610	$306,717	$1,184,363	$68,488	$231,292	$73,778	$202,341	$7,733	**$4,294,322**

District Run Citywide	$6,500	$3,000	$39,000	$0	$0	$0	$0	$0	**$48,500**
All Charter Schools/ Traditional Contract	$851,964^	$48,467	$714	$6,241	$0	$1,697	$4,618	$1,136	**$914,837**
Contract Options	$9,663	$1,144	$1,619	$147	$0	$42	$3,933	$27	**$16,575**
ALOP	$19,425	$2,316	$3,111	$700	$0	$87	$10,307	$58	**$36,004**
Specialty	$21,334	$4,631	$71,215	$1,996	$18,408	$1,645	$2,647	$22	**$121,898**
District Options	$21,883	$1,850	$7,834	$120	$0	$442	$531	$3	**$32,663**
SAFE	$3,109	$76	$0	$10	$0	$6	$0	$3	**$3,204**
Total	**$3,153,488**	**$368,201**	**$1,307,856**	**$77,702**	**$249,700**	**$77,697**	**$224,377**	**$8,982**	**$5,468,003**

^ 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 pertain only to the single non-Options Contract School.
**This includes core classroom, holistic, loss cap, and appealed 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 of all types.*

Table 5: FY2027 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 & Grants	Total
District Run School-Based	15,447.1	1,935.1	11,777.1	460.0	1,981.0	509.8	3,248.9	56.0	**35,415.0**
District Run Citywide***	100.0	0.0	475.0	0.0	0.0	0.0	0.0	0.0	**575.0**
All Charter Schools/ Traditional Contract	0.0	0.0	0.0	0.0	0.0	0.0	77.0**	0.0	**77.0**
Contract Options	0.0	0.0	0.0	0.0	0.0	0.0	4.0**	0.0	**4.0**
ALOP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	**0.0**
Specialty	138.5	11.6	729.0	14.0	155.4	6.0	42.0	0.0	**1,096.5**
District	133.0	4.1	57.0	1.0	0.0	3.0	7.9	0.0	**206.0**

Options									
SAFE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	**0.0**
Total	**15,818.6**	**1,950.8**	**13,038.1**	**475.0**	**2,136.4**	**518.8**	**3,379.8**	**56.0**	**37,373.5**

**This includes core classroom, holistic, loss cap, and appealed 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 of all types.*
***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 SY2027. 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, the funding methodology for charter schools changed to a consolidated funding stream that mirrored the per-capita tuition charge (PCTC) figure published by ISBE each year. This figure is derived from the District's Annual Financial Report (AFR). The prior methodology was not able to keep pace with the growing per-capita tuition charge (PCTC), especially for schools with fluctuating enrollments. The Illinois School Code sets the minimum and maximum amounts charter schools can be funded relative to district schools based on PCTC.

As in FY2026, the FY2027 funding methodology will be based on one per-pupil amount that varies depending on whether or not the charter school student is taught in a CPS facility or an independently owned and operated facility. A new feature to the methodology for FY2027, instituted to best reflect the district approach despite the unique financial features of both types of schools, will be the inclusion of an enrollment-based funding floor. No charter school or replicating charter network will see its funding drop below the amount it would receive based on the number of students enrolled in its school(s) as of FY2026 Semester 2 10th Day (January 20, 2026), so long as it does not exceed the maximum 103 percent PCTC limit set forth in state law based on actual FY27 enrollment.

Contract schools, which are not subject to the same funding restrictions as charter schools, will continue to receive the same funding streams that were rolled out in FY2025. Core Instructional Funding (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 contract schools through Non-Instructional Funding. 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 FY2027, 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 2026. 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. ELs are served through two types of 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 FY2027 budget includes $77.7 million in supplemental funding for schools, used primarily for funding 458.0 supplemental bilingual education coordinators, 26.0 dual language coordinators, 28.5 critical language classroom teachers, and 6 world language teachers. Bilingual education is supported by local funding and dedicated state and federal funding.

Early Childhood

The Office of Early Childhood continues to prioritize equitable access to high-quality early learning opportunities in every community, grounded in research and developmentally appropriate best practices for young learners. Through a mixed delivery approach, CPS works in partnership with the City of Chicago Department of Family and Support Services (DFSS), community-based organizations, and the city's Head Start grantees to strengthen and align early childhood services across Chicago.

The FY2027 budget contains $249.7 million allocated to 371 elementary schools and early learning centers for early childhood programs, including universal pre-K and child-parent centers. Funding supports a comprehensive early childhood system that includes:

- Professional learning and coaching for teachers, leaders, and support staff;
- Curriculum, instructional materials, classroom furniture, and technology;
- Child screening, assessment, and continuous quality improvement efforts;
- Family engagement and comprehensive supports for children and families; and
- Nutritious meals and snacks for children in full-day programs.

Early childhood programming serves children from birth through age five across both school-based and community-based settings. Programs for preschool-aged children are funded primarily through the State of Illinois Early Childhood Block Grant, supplemented by local funds. CPS also administers and distributes state and federal grant funding to community-based early childhood providers to support high-quality programming and ensure families have access to diverse early learning options throughout the city.

This funding and support structure reflects the Office of Early Childhood's continued commitment to expanding access, strengthening instructional quality, supporting the early childhood workforce, and ensuring seamless services for children and families across Chicago's early learning landscape. Additional information on Early Childhood Education can be found in the department's narrative.

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)
	FY2027 Budget
Critical Language Initiative Teachers	28.5
Dual Language Coordinators	26.0
International Baccalaureate Coordinators	103.0
JROTC	118.0
Montessori Programs (Coordinators and TAs)	65.0
Personalized Learning Coordinators	19.0
Regional Gifted Centers Coordinators	11.0
Regional Gifted Centers ELL Coordinators	3.0
STE(A)M Coordinators	53.0
Total	426.5

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. On top of these discretionary funds, school operation funding support has now been rolled into the Needs-Based Flexible Funding stream as an additional on-top-of allocation with amounts adjusted to schools' enrollment, as mentioned in the Operational Expenses section below.

In total, $232.3 million in Needs-Based Flexible Funding was allocated to CPS Schools in FY2027 once appeals and liquidations were finalized from the FY27 School Budget Planning Cycle.

	Elementary School	High School
Base	$365/student	$1,095/student
Increment	$12 for each OI point above 11	$18 for each OI point above 11
Floor	$140,000	$420,000
High-Need Floor (OI>=35)	$180,000	$460,000

Title I of the federal Every Student Succeeds Act (ESSA) provides funds for supplementary services to schools with high concentrations of low-income students. Over 89 percent of CPS schools will qualify for Title I funds, receiving a cumulative $104.4 million in discretionary Title I funding in FY2027.

Operational Expenses

Schools receive additional positions, services, and funding for various operational expenses. In FY2027, the following operational funding appears in schools' budgets:

- **Security**: School security officers 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:** For FY2027, additional flexible funding added to each school's locally-funded discretionary fund cap will be earmarked for school operations support and supervision.

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 the 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 estimated initial 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. FY2027 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: FY2027 Budget for Private School Programs

Federal Program	FY2026 Original Budget	FY2027 Original Budget
Title I (improving academic achievement of disadvantaged students)	$27,460,602	$31,151,108
Title IIA (teacher and principal training and recruiting)	$2,819,510	$2,417,339
Title III (Language instruction for ELs)	$498,330	$424,116
Title III (Immigrant instruction for ELs)	$5,017	$15,433
Title IVA (Student support and academic enrichment)	$1,464,433	$3,185,591
Individuals with Disabilities Education Act (IDEA-Flow Through)	$1,895,611	$2,115,328
Individuals with Disabilities Education Act (IDEA-EC)	$-	$10,900
Title I, Part D (Neglected)	$426,905	$626,483
Stronger Connections	$318,204	$-
Total	**$34,888,612**	**$39,946,298**

Networks

District-run schools are organized into networks, which provide administrative support, strategic direction, and leadership development to the schools within the network. There are 18 networks to meet the unique needs of both elementary and high schools. Schools are either geographically organized into one of the 13 elementary or four high school networks, or they are part of the citywide Options network.

Networks are led by network chiefs who are responsible for building effective schools with strong leaders. Network chiefs play an integral role in developing professional development plans, collecting and assessing data to drive interventions, supporting schools in developing and implementing their Continuous Improvement Work Plans, collaborating on best practices with other networks, and fostering community and parental involvement. Networks are supported by deputy chiefs, data strategists, instructional support leaders, and administrative personnel. Each network also has a social-emotional learning specialist and a specialized services administrator, who appear in the budgets for the Office of College and Career Success and the Office of Students with Disabilities. All network staff report to the Office of Network Support.

In FY2027, each network will receive a $50,000 non-personnel budget for administrative expenses and professional development, in addition to the positions described above. Non-personnel costs are funded through general education funds, while positions are funded through a combination of general education, Title I, and Title II funds.

Table 8: FY2027 Network Budgets

Network	FY27 Personnel	FY27 Non-Personnel	FY27 Total Budget
1	$1,828,296	$50,000	$1,878,296
2	$1,694,019	$50,000	$1,744,019
3	$1,822,282	$50,000	$1,872,282
4	$1,786,119	$50,000	$1,836,119
5	$1,937,627	$50,000	$1,987,627
6	$1,814,283	$50,000	$1,864,283
7	$1,706,675	$50,000	$1,756,675
8	$1,681,613	$50,000	$1,731,613
9	$1,770,000	$50,000	$1,820,000
10	$1,800,935	$50,000	$1,850,935
11	$1,925,529	$50,000	$1,975,529
12	$1,898,472	$50,000	$1,948,472
13	$1,951,874	$50,000	$2,001,874
14	$1,647,031	$50,000	$1,697,031

15	$1,488,007	$50,000	$1,538,007
16	$1,646,737	$50,000	$1,696,737
17	$1,437,485	$50,000	$1,487,485
Options	$1,226,220	$50,000	$1,276,220
Total	**$31,063,204**	**$900,000**	**$31,963,204**

There are instances where schools are exempt from network oversight. Principals who have demonstrated exceptional leadership skills and are a part of the Independent School Principals (ISP) program have the autonomy to operate their schools with reduced oversight from the central office. In FY2027, 38 principals are estimated to retain their ISP status.

Table 9: FY2027 Network Structure

Network	City Planning Zones
1	Sauganash, Reed-Dunning, Albany, Irving
2	Ravenswood
3	Austin, Belmont-Cragin
4	Logan, Lincoln Park
5	Humboldt Park, Garfield, West Humboldt, North Lawndale
6	Near North, Near West, Loop, Bridgeport, Chinatown
7	Pilsen, Little Village
8	McKinley Park
9	Bronzeville, Hyde Park, Woodlawn
10	Beverly, Midway, Chicago Lawn, Ashburn
11	Englewood, Auburn-Gresham
12	Chatham, South Shore
13	Far South, Far East
14	High School Network 1 (shares planning zones with elementary networks 1, 2, and 4)
15	High School Network 2 (shares planning zones with elementary networks 3, 5, 6, 7, and 8)
16	High School Network 3 (shares planning zones with elementary networks 7, 8, 9, 10, and 11)
17	High School Network 4 (shares planning zones with elementary networks 9, 12, and 13)
ISP	Citywide - Independent schools not assigned to networks
Options	Citywide - Options schools assigned to Options-specific network

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 that 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 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**

2025 Actual Expenses are categorized by funding source (as are all other columns) to inform readers of the amount spent by the department during FY2025.

The **2026 Approved Budget** reflects the original budget for each department at the beginning of FY2026. 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 **2026 Ending Budget** reflects those changes.

The **2027 Proposed Budget** represents the amount allocated to the department for the fiscal year starting July 1, 2026, and ending June 30, 2027.

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

	2026 Budgeted Positions	2026 Ending Positions	2027 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**

2026 Budgeted Positions reflects the original number of full-time equivalent (FTE) positions for each department at the beginning of FY2026.

2026 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.

2027 Proposed Positions represents the number of FTE positions allocated to the department for the fiscal year starting July 1, 2026, and ending June 30, 2027.

For more details 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 4,056,545	$ 3,743,811	$ 3,686,805	$ 2,930,457
Total Department	**$ 4,056,545**	**$ 3,743,811**	**$ 3,686,805**	**$ 2,930,457**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	17.0	17.0	16.0
Total Department	**17.0**	**17.0**	**16.0**

MAJOR ACCOMPLISHMENTS in FY2026

- Reduced operating costs by discontinuing a contract with an outside vendor for our call center and insourcing the call center operations.
- Successfully completed the 2026 GoCPS admissions process with high school and elementary school offers going out in February for HS and March for ES, a month earlier than the previous year.

KEY BUDGET INITIATIVES for FY2027

- Continue identifying ways, through stakeholder feedback to our call center and email inbox, to make the enrollment process for all elementary and high schools more efficient and family-friendly.

- Continue improving the GoCPS application platform to make it more user-friendly for families and schools. Examples include, providing more information for receiving schools to aid in student programming and making it easier for families to navigate the rolling waitlists.

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 responsive engagement between the Board and the public to promote transparency and trust.
- Bolstering 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 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 1,635,582	$ 2,707,309	$ 2,672,428	$ 2,755,216
Total Department	**$ 1,635,582**	**$ 2,707,309**	**$ 2,672,428**	**$ 2,755,216**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	16.0	16.0	17.0
Total Department	**16.0**	**16.0**	**17.0**

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, 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. OMME 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 students are 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. OECE also provides resources, programs, and professional learning to support high-quality curriculum and instruction in the early grades.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 1,453,445	$ 636,018	$ 695,438	$ 972,287
Total Department	**$ 1,453,445**	**$ 636,018**	**$ 695,438**	**$ 972,287**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	3.0	3.0	4.0
Total Department	**3.0**	**3.0**	**4.0**

Superintendent/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. The office anchors the District's daily operations to the goals of *Success 2029: Together We Rise*, CPS' five-year strategic plan, ensuring that every department, network, and school is working in a coordinated way toward the plan's three priority areas — **Students**, **Schools**, and **Community**. As the office responsible for senior leadership, the Chief Executive Office leads the District's accountability for delivering on those priorities.

MAJOR PROGRAMS

- **Executive Administration:** Lead the District’s administration, including providing equitable and excellent education options that prepare all students for success, across our diverse District portfolio of schools: neighborhood, magnet, gifted, selected enrollment, and charter schools.
- **Chief of Staff:** Provide executive leadership and coordination with senior leaders across departments and partner with the Board Office to ensure strategic coordination in achieving the CPS mission.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 1,231,599	$ 1,238,134	$ 1,299,249	$ 1,272,506
Total Department	**$ 1,231,599**	**$ 1,238,134**	**$ 1,299,249**	**$ 1,272,506**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	6.0	6.0	6.0
Total Department	**6.0**	**6.0**	**6.0**

MAJOR ACCOMPLISHMENTS in FY2026

- Continued to promote policies and initiatives that maximize resources for the classroom, including supporting Central Office reductions and efficiencies that protected direct investments in schools.
- Advanced transparency and communication with stakeholders, including supporting community engagement around the District's budget, capital planning, and the search for new District leadership, including the Chief Education Officer and Deputy Chief Education Officer.
- Traveled to Springfield to advocate for equitable funding for CPS students, meeting directly with local and state elected officials to press for increased K-12 investment.

- Advanced a Central Office culture centered on customer service, shared accountability, and collective impact across departments.

KEY BUDGET INITIATIVES for FY2027

- Continue to align and advocate for resources to equitably serve students across the District based on need, ensuring consistent, high-quality conditions for success across all school types.
- Advance academic quality at schools through investments that support the Instructional Core Vision.
- Sustain and deepen engagement efforts to increase trust in the District through improved transparency and communication with all stakeholders.
- Strengthen a Central Office culture rooted in customer service, shared accountability, and collective impact, so departments operate as one system in service of schools.

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 our 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 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 390,812	$ 613,729	$ 603,772	$ 658,088
Total Department	**$ 390,812**	**$ 613,729**	**$ 603,772**	**$ 658,088**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 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 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 Together We Rise, 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 401,885	$ 741,864	$ 741,865	$ 763,916
Total Department	**$ 401,885**	**$ 741,864**	**$ 741,865**	**$ 763,916**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	6.0	6.0	6.0
Total Department	**6.0**	**6.0**	**6.0**

MAJOR ACCOMPLISHMENTS in FY2026

CFF secured over $9 million to date in philanthropic funding to support many areas across CPS, including:

- Career-connected learning initiatives, including the Chicago Roadmap 2.0, Transitional English and Math, the Early College STEM School model, Chicago Builds, expanded skilled trades and work-based learning opportunities, and student internships.
- Teach Chicago Tomorrow and P-STEP—over 300 participants across the two programs via philanthropic support to date.
- Expanding All-City Performing Arts programming and promoting equity in art access through community-driven public art projects in schools.
- Increased elementary and middle grade sports programming through CPS' SCORE initiative.
- Reimagining curriculum for early childhood educators to meet high-quality standards, combining

play and academic rigor.

- Out-of-school time robotics and eSports enrichment clubs, which have grown 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.
- College access supports, including college and career coaches at five CPS high schools and funds to support college campus trips for students at nearly 100 CPS high schools.
- Over $160,000 of emergency financial assistance for postsecondary costs being awarded to nearly 170 graduates and recent alumni through CFF's Alumni Assistance Fund.
- On track to reach 625 students in Choose to Change in SY2026, with 363 served to date.
- AI readiness and strategic adoption through AI University and SkAI, a curriculum co-design agent that leverages GenAI to help create and update the District's Skyline digital curriculum.
- CFF's Compassion Fund, which supported 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 Back to School (B2S) 2025-26, including B2S Bashes and parades, backpacks and school supplies, science kits, and more.
- Sponsor-a-School 1:1 partnerships with direct funding to schools, which recently supported school counselor and youth advocate positions; beautification projects; during and after school enrichment programs in arts and STEM; career exploration field trips; and more.

KEY BUDGET INITIATIVES for FY2027

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

- **Academic Success:** High-quality, culturally responsive curriculum; student-focused instruction; accelerated best practices; and academic interventions, focusing on supports for students furthest from opportunity. This includes in-school and out-of-school time (OST) programming across academic areas such as Early Childhood Education, STEM and computer science, Arts Education, the humanities, and civic engagement.
- **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 Summer Leadership Development programming to provide educators and school leaders with 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.
- **Direct to School, Student and Family:** 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. In addition, CFF works to create other mutually beneficial partnerships for schools that result in opportunities such as school space upgrades (marquees, library refreshes, Makerspaces), among other things. The Compassion Fund provides aid to CPS schools, students, and families across Chicago to meet emergent needs through financial relief, hygiene care closets, weather-appropriate clothing, holiday gifts, and back-to-school support.

College and Career Success

MISSION

The mission of the Office of College and Career Success (OCCS) is to promote social and economic mobility for CPS students by ensuring equitable access to high-quality opportunities that prepare every student for success in college and fulfilling, family-sustaining careers. In alignment with the CPS Together We Rise Strategic Plan, OCCS develops systems, partnerships, and support that equip students with the knowledge, skills, and experience necessary to navigate postsecondary pathways and develop critical competencies, including academic and financial readiness, career awareness, and foundational skills for lifelong success. By leveraging these competencies, our office supports students in creating concrete, personalized postsecondary plans, while utilizing career-connected learning, counseling, student engagement, athletics, and community partnerships to pave the way for their future success.

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.

- **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**: Provides 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. Provides focused SEL skill development specifically designed to positively impact a student or a small group of students.
- **CPL High School Interscholastic Sports**: Provides 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 the Office of Sports Administration.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 1,373,336	$ 5,943,219	$ 6,229,086	$ 1,306,549
Other Grants Funds	$0	$ 36,206	$ 1,562,006	$ 270,036
Total Department	**$ 1,373,336**	**$ 5,979,426**	**$ 7,791,092**	**$ 1,576,585**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	7.7	6.0	6.0
Other Grant Funds	0.3	2.0	2.0
Total Department	**8.0**	**8.0**	**8.0**

MAJOR ACCOMPLISHMENTS in FY2026

- Spearheaded Middle School Exploration (MSE) Days, which introduced over 3,000 students to CTE programs, featuring hands-on activities at 29 school sites, including all CTE flagship schools and Chicago Builds. These recruitment events enabled middle-grade students to explore career pathways and prepare for future opportunities, highlighting a strong connection between school and professional success.
- Led the District in scholarship application completion, resulting in the Class of 2026 being offered a record-breaking $3 billion in scholarships to date.
- Reduced total out-of-school suspensions District-wide by 13.8 percent, with a reduction of out-of-school suspensions for Black students by 13.6 percent and for students with disabilities by 5.6 percent. Reduced District expulsions by over 10 percent. Reduced the number of out-of-school suspensions of three days or more by 26 percent.
- Modernized STLS operations by transitioning to a digital eligibility form, enabling real-time tracking and assessment of data and trends while ensuring richer data capture and more precise support for students in temporary living situations.
- Acquired two new 21CCLC grants, totaling $1.2 million in funding, which allowed OCCS to continue implementing the Community Schools model in eight schools.
- Increased the number of JROTC students earning Early College and Career Credentials (ECCC) by more than 15 percent.
- Delivered successful, high-quality CPS SCORE Championships for wrestling, basketball, flag football, volleyball, cheerleading, soccer, track and field, and cross-country running.

KEY BUDGET INITIATIVES for FY2027

- Leverage a new $7.5 million investment to increase the number of SCS from 36 to 51, as aligned with the District's collective bargaining agreement with the Chicago Teachers Union.

- Elevate the competitive experience by delivering premier, high-quality championship events for all high school programs and expanding robust seasonal championships for seven core elementary school sports.
- Increase scholarship and career-pathway opportunities for JROTC cadets across the four main military branches (Army, Navy, Marine Corps, and Air Force) to equip them for postsecondary success.
- Aim for a 1.5 percent reduction in District-wide chronic absence in SY27, 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.
- Increase the number of school-based mentoring groups in middle grades that target Black Student Success or students on the immigration spectrum to increase their sense of connectedness and well-being, as well as ILP task completion.
- Increase the number of students earning the ISBE College and Career Pathway Endorsement by aligning work-based learning opportunities (high-quality internships, team-based challenges) with career pathway advanced coursework.
- Continue to reduce the disproportionate overuse of suspensions and expulsions, especially for Black students and students with disabilities, by expanding supportive discipline professional development, high-level discipline consultations, and on-site support for staff supporting student discipline.

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

- 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 1,512,499	$ 2,387,167	$ 2,384,352	$ 2,401,890
Total Department	**$ 1,512,499**	**$ 2,387,167**	**$ 2,384,352**	**$ 2,401,890**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	17.0	17.0	16.0
Total Department	**17.0**	**17.0**	**16.0**

MAJOR ACCOMPLISHMENTS in FY2026

- Led multifaceted communications campaigns highlighting student achievement, including the District's highest-ever graduation rate, record-breaking scholarship totals, and gains in standardized test performance.
- Developed creative assets and messaging to support staff recognition campaigns, including Principal Appreciation Month, Teacher Appreciation Week, and Crossing Guard Appreciation Month.
- Executed District-wide communications campaigns promoting summer learning opportunities and back-to-school engagement.
- Produced internal and external video content to explain District priorities, programs, and initiatives to diverse stakeholder audiences.
- Continued efforts to provide accessible, multilingual, and equity-centered communications to ensure families across all communities received timely and relevant information.

Stakeholder Communications

- 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 49 blog stories between July 1, 2025, and May 26, 2026, and the blog received over 150,000 pageviews during this period.

Media Relations

- Conducted critical media relations work, including:
  - Writing and distributing approximately 100 press releases and media advisories.
  - Coordinating more than 90 interviews with District leaders and representatives.
  - Responding to approximately 600 unique media inquiries.
  - Proactively securing more than 200 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.

Digital Communications and Social Media

- Provided photography and/or video coverage and created original content for 629 District events and observances.
- Across social media platforms, the District published 3,359 posts and 348 videos, generating more than 16.1 million impressions, 180,557 engagements, and 1,286,360 video views. The District's total social media audience grew by 8,558 followers, bringing the combined audience across platforms to 232,537 followers.
  - Facebook: Published 1,074 posts, generating 8.1 million impressions and 60,857 engagements. Video content generated 302,367 views and 9,841 engagements, while the platform grew by 3,534 followers.
  - Instagram: Published 1,444 posts, generating 7 million impressions and 107,762 engagements. Video content generated 766,737 views and 25,119 engagements, representing the strongest overall engagement across District platforms. The audience increased by 3,730 followers.
  - X: Published 694 posts, generating 999,122 impressions and 11,938 engagements. Video content generated 63,943 views and 3,164 engagements.
  - YouTube: Published 147 videos, generating 153,313 views while growing the channel audience by 1,294 subscribers.

KEY BUDGET INITIATIVES for FY2027

- 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 building systems for strategic coherence through planning, data strategy, and research. Our aim is to drive Districtwide transformation by ensuring that all offices, departments, 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 unified approach to strategic planning, data strategy, and research, we are able to set SMART goals, design evidence-based strategy, measure progress, inform decision-making, and promote effective continuous improvement (CI) processes 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

The work of this team is focused on leading the multiple levels of CI across CPS in a coherent way to realize the District's goals and vision from the five-year strategic plan. This group calculates the measures of school and District quality while guiding schools, networks, and central office teams through effective strategy development, implementation, and monitoring. This team ensures an aligned data strategy including reporting, analyses, and research.

- **CI and Strategic Planning:** Designs and oversees the District's CI cycles and strategic planning processes.
    - **District**: Leads collaborative efforts to involve student, family, community, partner, and staff stakeholders in establishing the District's multi-year vision, priorities, goals, and strategies.
    - **Central Office and Networks**: Ensures that CPS central office and network teams build coherent strategies and plans that reflect with the District's five-year plan and the Continuous Improvement and Data Transparency Policy while collaborating to support school Continuous Improvement Work Plans (CIWPs).
    - **Schools and Networks**: Supports schools and networks with the culture, structure, knowledge, and skills necessary for effective CI through clear expectations, tools, resources, and professional learning. Also establishes and guides the processes for school CIWPs along with its platform. This work fulfills key elements of Illinois school code and federal Title I requirements.
- **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 Science, Insights, and Research**: Drives CPS' CI processes by helping to define school and District quality and providing clear, accurate reporting of interpretable results. The department drives the District's use of data through governance, management and validation, reporting, and insights. In addition, the department 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 23,915	$ 5,442,980	$ 5,237,660	$ 4,587,645
Other Grant Funds	$-	$ 179,116	$ 179,116	$-
Total Department	**$ 23,915**	**$ 5,622,096**	**$ 5,416,776**	**$ 4,587,645**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	30.0	30.0	26.0
Total Department	**30.0**	**30.0**	**26.0**

Note: 2 positions were transferred to the Office of Network Support

MAJOR ACCOMPLISHMENTS in FY2026

- Established a new Data and Analytics Governance Framework to better oversee and engage data use across the District.
- Worked with subject matter experts across departments to define the full scope of public and internal school practice reporting for CIDT.
- Published eight new internal metric dashboards.
- CI and Strategic Planning:
  - Established and maintained the CI Launchpad for networks as comprehensive yet streamlined, interactive libraries of CI resources for network staff.
  - Delivered professional learning and coaching for three networks to strengthen the Gears of CI among their teams through improved team meeting structures.
- CIDT Policy:
  - Engaged stakeholders in the school profile page redesign process.
  - Launched the redesigned school profile pages and improved navigation, clarity, and overall community experience.
  - Increased transparency on school performance by adding and updating publicly available school performance data to school profile pages.
  - Led cross-functional teams to solidify the CIDT Indicator Practices and related measures; established seamless alignment with school CIWP practices.
  - Improved equitable access to school performance across communities during the annual State of the School by customizing school slide decks with robust school-specific data.
  - Created a common and public space to publicize the annual State of the School address logistics along with publishing each school's deck to the school profile pages.
- CIWP and Network Strategic Plans:

- Established the CIWP Foundations for SY27–SY29, representing the critical work schools do across CPS. The CIWP Foundations provide a focused set of 24 high-leverage practices and associated references sourced from cross-functional teams of subject matter experts in order to realize Together with Rise and make improvements aligned with CIDT.
- Released the SY27–SY29 CIWP template, in the Unified CI Platform, to reflect plans for implementing CIDT and in response to user experiences.
- Delivered the SY27–SY29 Companion Guide complete with subject-specific guidance for root cause analysis across all 24 CIWP Practices and 9 CIWP examples, representing 13 CIWP Practices, for the major CIWP components.
- Designed and delivered training and communications for 550+ school leaders, CIWP teams, and Local School Council members to accomplish their responsibility within the SY27–SY29 CIWP development process. Between November 2025 and March 2026, worked with 55 percent of networks, including the Innovation & Incubation (I&I) department, to co-facilitate at least one school leader-facing session.
- Provided CIWP training for 20+ vendors that support schools, to promote school supports that are aligned with District expectations and messaging.
- Ensured around 4,000 mostly school-based users had seamless access to the CIWP template in the Unified CI Platform by providing highly responsive support.
- Managed Salesforce contract to support development of essential Unified CI platform enhancements for increased end-user functionality, plus some bug-fixes as necessary. Transitioned from Salesforce support to Staff Augmentation support.

- Network Planning Support:
  - Ensured around 300 network-based users had seamless access to the Network Strategic Plan template by providing highly responsive support in the Unified CI Platform.
  - Facilitated a quarterly learning series for network leaders supporting strategy progress monitoring with an equity lens considering student groups reflecting in Together We Rise and cross-network collaboration.
  - Guided and supported network staff to consistently reach more than 90 percent of District-managed CIWP goals to be progress monitored each quarter.
  - Collaborated with the I&I team on transitioning six schools to become CPS-managed schools.

KEY BUDGET INITIATIVES for FY2027

- Launch the new reporting tool, COMPASS, that will provide more comprehensive and effective reporting across the District.
- CI and Strategic Planning:
  - Formalize processes and structures for reciprocal accountability across levels of the organization and strategic plans, create related change management plans, and lead implementation for both adaptive and technical shifts (professional learning, tech tool enhancements, etc.).
  - Energize school improvement efforts by enhancing the State of the School's timeline and data elements to better align with the natural rhythms of schools and capitalize on efficiencies possible with new data tools.

- CIDT Policy:
  - Socialize the redesigned school profile pages.
  - Increase transparency around school practices by adding public reports for CIDT Indicators to school profile pages.
  - Increase public participation in the annual State of the School Address to engage school communities early in the school year.
  - Introduce a coherent data review and action planning cadence and scope to increase District responsiveness to trending or critical gaps in practice and performance.
  - Establish a comprehensive structure of central office and network supports and resources mapped to school practice and performance indicators as well as a system ensuring central office accountability to delivering supports and resources.
- School CI:
  - Operationalize CIDT Indicator for School Vision and Continuous Improvement (F2) by driving towards 90 percent of SY27 CIWP Practice and Performance goals being statused by school teams, within each progress monitoring window, and for CIWP teams to make plan adjustments based on their monitoring of progress.
  - Ensure 100 percent of SY28 CIWP Implementation Plans are approved as high-quality plans by their official approvers.
  - Provide guidance and learning for school leaders to create coherent schedules and focus for data review across school teams.
  - Support school teams in owning robust (regular, evidence-based, relevant data) examination of practice and performance data as part of a coherent data review system and effectively leading staff to implement and adjust CIWP Priorities while engaging families' support.
  - Support school communities with creating realistic and high impact plans to support their school's CIWP.
- Network Planning:
  - Make essential updates to SY27 and SY28 network planning template in the Unified CI Platform to reflect plans for implementing CIDT, particularly reciprocal accountability.
  - Ensure all 19 ONS networks have clear plans to provide differentiated support for schools, including their CIWP goals, while implementing District priorities as they relate to the five-year strategic plan and CIDT.
  - Provide ongoing tier 1 and tier 2 technical support for around 300 users of the NSP template in the Unified CI Platform.

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) and the city's five other Head Start grantees 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	3,280
Full-day (FD) General Education	13,344
HD Special Education	1,320
FD Special Education	1,488
1,580 of these seats are located at Child Parent Centers	

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 1,825,533	$ 2,021,054	$ 6,678,004	$ 3,794,362
Title Funds	$ 38,341	$ 37,191	$ 37,190	$ 38,546
Other Grant Funds	$ 90,266,783	$ 107,052,298	$ 116,135,661	$ 129,228,666
Total Department	**$ 92,130,657**	**$ 109,110,543**	**$ 122,850,856**	**$ 133,061,574**
Budgeted at Schools	$ 222,852,950	$ 241,388,504	$ 233,840,158	$ 249,700,325
Grand Total	**$ 314,983,607**	**$ 350,499,047**	**$ 356,691,013**	**$ 382,761,900**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	5.0	5.0	10.0*
Title Funds	0.3	0.3	0.3
Other Grant Funds	38.7	39.7	50.7*
Total Department	**44.0**	**45.0**	**61.0**
Budgeted at Schools	2,147.5	2,149.0	2,144.5
Grand Total	**2,191.5**	**2,194.0**	**2,205.5**

Note: The FY27 budget includes 16 positions transferred from the Office of Students with Disabilities

MAJOR ACCOMPLISHMENTS in FY2026

- Supported 245+ schools in the adoption and implementation of Pre-K Foundational Skills (English) and Pre-K Artes del Lenguaje del Español (Spanish Language Arts) curricula through resource distribution, professional learning for new and returning adopters, and in-classroom support.
- Provided Early Childhood-specific support to school leaders and pre-k team leaders at more than 100 schools. Conducted more than 2,600 visits across all schools with pre-k programs in SY26. Offered job-embedded coaching to more than 100 teachers, the majority of whom are in their first year of teaching pre-k. Designed and facilitated professional learning communities for cohorts of teachers within Network structures aligned to the CPS strategic priority of Effective Instruction.
- Hosted more than 1,200 pre-k teachers, teacher assistants, and special education classroom assistants across 100 professional learning sessions throughout SY26. Featured professional learning sessions aligned to the District's Instructional Core and pre-k-specific curriculum, assessment, and instruction tools.
- Facilitated a full-day professional learning session, "MTSS 101 in Pre-K," for over 70 percent of pre-k teachers (800+ educators) as well as supplemental sessions for school leaders, school

counselors, and other instructional leaders to support alignment and coherence of the Multi-Tiered System of Supports framework for pre-k students. Training included enhanced guidance documents and additional technical assistance support for the Branching Minds platform. Screening data (including ESI/ASQ-SE) and assessment data (TSG) are now available on this platform.

- Provided funding and support to a cohort of 42 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 100 family engagement programs utilizing this funding.
- Over 3,700 students participated in Kick Off to Kindergarten and Preview to Pre-K across 100+ schools to provide a strong foundation for the transition to pre-k and kindergarten.
- Supported 1,200 pre-k students to participate in Out-of-School Time programming across more than 95 schools.
- Launched a P-2 Visioning Cross Office Committee with 30+ cross-office representatives and an Educator Design Team with 40+ educators to co-create the P-2 vision.
- Built and launched a new system to review how Early Childhood Block Grant funds are used by community-based providers, helping ensure public dollars are spent appropriately and programs serving children and families are effectively supported.
- Supported schools to improve pre-k enrollment through canvassing support and additional funds for pre-k open houses and tours.
- Reduced the number of schools with fewer than 50% of General Education Pre-K seats filled from 44 to 29 between the beginning of the school year and March by implementing targeted community outreach strategies and developing individualized enrollment action plans for schools, resulting in increased preschool enrollment in historically under-enrolled programs.
- On track for a successful online application and placement process for fall 2026.

KEY BUDGET INITIATIVES for FY2027

- Sub-grant a portion of the Illinois Early Childhood Block Grant to DFSS, as well as the other five City of Chicago Head Start grantees, to support Community-Based Preschool for All and Prevention Initiative programs, 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 City Colleges of Chicago to strengthen the early childhood teacher pipeline.
- Establish and operationalize a unified fiscal oversight structure for the Early Childhood Block Grant under the new multi-grantee funding model, to include standardizing budgeting, invoicing, and monitoring processes.
- Enhance school and teacher support with a focus on effective instruction in alignment with District and network priorities. Provide direct teacher coaching to a cohort of new and veteran teachers. Provide direct school support for learning cycles focused on effective instruction in early childhood.
- Deepen professional learning opportunities for pre-k teachers and leaders aligned to the Instructional Core and key District priorities.

- Continue developing a new end-to-end early childhood application to serve community-based organizations and CPS early childhood programs.
- Continue school support for family engagement and attendance; continue aligning chronic absenteeism and attendance strategies with District and network priorities.
- Reduce the rate of chronic absenteeism for preschool through second-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 aligned to the postsecondary success goals in *Together We Rise*. ECCE is committed to ensuring that students have equitable access to high-quality college- and career-aligned learning experiences that accelerate them toward rewarding careers and fulfilling lives. This vision is realized by: (1) supporting conditions and practices in schools that lead to graduates earning at least one semester of college credit or a career credential while in high school; (2) designing and supporting the implementation of programs of study and work-based learning opportunities; (3) strategically sourcing and equitably allocating resources; (4) building the capacity of network and school leaders and staff; and (5) engaging industry, higher education, and other external partners to create paths to postsecondary credentials, inform program relevance, and support the work-based learning continuum of career-focused experiences.

MAJOR PROGRAMS

- **Career and Technical Education (CTE):** CTE empowers high school students through hands-on, career-focused learning. By integrating rigorous academics with practical training, industry-recognized certifications, and dual-credit courses, CTE bridges the gap between the classroom and the professional world. These programs build essential technical and employability skills, creating diverse pathways that improve graduation rates and prepare students for immediate employment, apprenticeships, or success in postsecondary education.
- **Early College (EC)**: EC accelerates postsecondary success by allowing high schoolers to earn college credit. Through initiatives like dual enrollment, dual credit, Early College STE(A)M Schools (ECSS), and CTE articulation agreements, students reduce both the time and cost of their future degrees. Early college coursework is available to qualifying juniors and seniors 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.
- **Work-Based Learning (WBL)**: WBL connects students to careers through a continuum of WBL experiences that intensify throughout the high school journey. Through structured opportunities like job shadowing, team-based challenges, workplace experiences, internships, and apprenticeships, students gain vital industry-specific skills and professional credentials. By bridging the gap between education and employment, we ensure students graduate with the authentic experience and career confidence required to succeed in life beyond high school.
- **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.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget

General Funds	$ 3,890,820	$ 3,557,639	$ 3,890,820	$ 2,194,092
Title Funds	$ 120,051	$ 1,625,708	$ 120,051	$1,404,244
Other Grants Funds	$ 9,008,580	$ 10,061,763	$ 9,008,580	$7,853,873
Total Department	**$ 13,019,451**	**$ 15,245,110**	**$ 13,019,451**	**$11,451,135**
Budgeted at Schools	$ 4,457,395	$216,969	$ 216,969	$ 73,705
Grand Total	**$ 17,239,617**	**$15,462,079**	**$ 13,236,420**	**$11,524,840**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	11.9	11.5	6.2
Title Funds	13.6	12.6	11.6
Other Grants Funds	48.5	37.9	26.2
Total Department	**74.0**	**62.0**	**44.0**
Budgeted at Schools	2.0	2.0	1.0
Grand Total	**76.0**	**64.0**	**45.0**

MAJOR ACCOMPLISHMENTS in FY2026

Early College and Career Credential (ECCC)

- To expand approved credentials for the ECCC metric, a new certification appeal process was established. This initiative broadens the list of recognized industry credentials, enabling CPS students to showcase specialized expertise, gain a competitive edge in the job market, and increase their attractiveness to employers.
- Improved reporting for dual credit and dual enrollment data to allow schools to have visibility into enrollments and grades updated on a weekly basis, and standardized data sharing with CCC in a new data-sharing agreement.

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. In SY26, the Illinois State Board of Education (ISBE) approved CPS to recognize additional career-focused coursework offered through CTE, dual credit, and dual enrollment sequences.
- Achieved a nightly sync between SchooLinks and the departmental service and event capture mechanism that helps evidencing impact and informs metrics aligned to the CCPE and ECCC requirements, including career-focused instruction, career exploration, team-based challenges, academic readiness, and individual plan activities aligned to grades 9–12.
- CCPE candidates were pre-identified and school trackers were shared with schools for final review and collection of additional evidence. 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.

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

- 6,729 anticipated graduates earned 1+ college credits while in high school
- 66,702 early college credits earned
- 1,056 graduates earned 15+ early college credits
- 326 graduates earned 30+ early college credits
- 252 graduates earned an associate's degree while in high school
- $10,472,214 saved in tuition costs
- 14.8 percent increase in 15+ credit hour milestone earners
- 19.4 percent increase in associate's degree earners
- Data sharing between CCC and CPS was moved to a secure data warehouse
- Made use of the Student Travel Plan, which established clear travel plans and safety protocols for students who are participating in programming outside of their school

Career and Technical Education (CTE)

- 13,402 students enrolled in CTE courses in SY26
- 3,230 projected concentrators in the class of 2026, up from 3,148 in the 2024–25 school year.
- Middle school engagement significantly surpassed initial targets, with 12 ARVR events reaching nearly 3,100 students and Chicago Builds impacting 1,400 students via spotlights, fairs, and other engagements.
- Middle School Exploration (MSE) Days introduced over 2,500 students to CTE programs, featuring hands-on activities at 36 school sites, including all CTE flagship schools and Chicago Builds. These recruitment events enabled middle-grade students to explore career pathways and prepare for future opportunities, highlighting a strong connection between school and professional success.
- In summer 2026, CTE launched over 50 summer camps across 23 schools—including all CTE flagship sites—providing hands-on career exploration for 750+ rising 6th–9th graders.

Work-Based Learning (WBL)

- More than 7,700 WBL engagements were recorded for more than 5,800 students.
- At least 70 team-based challenges were recorded, giving 1,000 students the opportunity to participate in a group learning project related to a problem facing their career of interest.
- Matched 1,484 students in summer internship positions with 260+ industry partners.
- Collaborated with the Office of Teaching and Learning to issue academic credit for summer internships and with the Office of School Counseling and Postsecondary Advising to assign related activities in SchooLinks – the official college and career platform used by students in CPS.
- Enhanced SchooLinks' capability to support partnership management and the summer internship process.

Citywide Programs

- Chicago Builds
    - 125 students from 34 schools graduated from Chicago Builds; 28 percent increase from 2025.
    - Partnered with Power Construction, IBEW NECA Institute, Trinal Inc., ComEd, the Chicago Department of Buildings, and the Public Building Commission to facilitate comprehensive career development opportunities. By coordinating site tours, internships, and soft-skills workshops, trainees were provided with critical industry

exposure and direct pathways into the construction trades.

- Chicago Police and Firefighter Training Academy (CPFTA)
  - 100 cadets from 62 schools graduated from CPFTA in SY26, reflecting a 2 percent increase from last year.
  - Cadets earned over 678 certifications, including: Occupational Safety and Health Administration (OSHA) General Public Safety, OSHA Law Enforcement, OSHA EMS, CPR, First Aid, Community Emergency Response Training (Cert), Provisional Fire Safety Director, Stop the Bleed, and Unarmed Security Training.
  - Cadets were recognized with scholarships from various Public Safety Organizations across the city, including the National Order of Black Law Enforcement, Crime Stoppers, the Chicago Association of Women in Law Enforcement, and CPFTA Instructors.
  - 44 cadets will participate in a paid summer internship between their junior and senior years, fostering an enhanced understanding of all facets of public safety careers.
  - Upon completion of two years in high school and two years at a city college, participants satisfy the minimum educational requirements to sit for the Chicago Police and Fire Department entrance exams.
- Cooperative Education
  - 257 students kicked off their pre-internship training this year—120 with Genesys Works and 137 with Urban Alliance.
  - The cooperative education program achieved a 96 percent completion rate, with 129 of 134 placed students scheduled to finish. The program included student representation from CPS or affiliated charters, with 73 Genesys Works graduates and 61 Urban Alliance graduates from these schools.

Chicago Roadmap

- Nearly 2,000 seniors from 120 CPS schools attended CPS-CCC Enrollment Days throughout May 2026.
- 23 schools offered 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.
- Engaged in the Chicago Roadmap 2.0, an expansion of the existing partnership between CPS, CCC, and the University of Illinois Chicago. The initiative ensures student credit retention, reduces transfer barriers, and provides comprehensive support for a smoother, more affordable transition from high school to college. To date, this partnership has outlined eight transfer plans that will enable a seamless transition with zero credit loss, supporting students in completing their bachelor's degrees.
- 850 students from 55 high schools attended CPS-CCC Career Spotlight Days throughout SY26.
- 982 students with disabilities from 70 high schools attended CPS-CCC Transition Fair in February 2026.
- 250 graduates will participate in the CPS-CCC Summer Start Bridge program in Summer 2026, a no-cost initiative offering free coursework, English as a Second Language (ESL) support, and a soft launch into CCC. This eight-week program helps students transition to college while

providing stipends.

KEY BUDGET INITIATIVES for FY2027

CCPE & ECCC Earners

- Increase by 5 percent the number of graduates who complete requirements within an approved CCPE endorsement area.
- Increase by 5 percent the number of graduates who earn an ECCC.
- Ensure more students graduate with economically viable employment options or postsecondary enrollment.

Career-Focused Instruction

- Increase by 5 percent the number of students completing 2+ years of CTE coursework.
- Increase by 5 percent 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.

Dual Enrollment and Dual Credit

- Increase by 5 percent by the number of students who earn an associate's degree while still in high school.
- Increase by 5 percent the number of students who earn 30+ early college credits.
- Increase by 5 percent the number of students who earn 15+ early college credits.
- Increase by 5 percent the number of students who earn 1+ early college credits.

Work-Based Learning

- Ensure more students participate in two career exploration activities or one intensive career exploration experience.
- Increase by 5 percent the number of students who participate in 2+ team-based challenges.
- Increase by 3 percent the number of 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 opportunity gaps that exist in education quality, policy, and support for both students and adults.

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 the National Equity Project's district network learning series for five years and completed the final year of NEP's District Redesign Network, alongside Network 7 and 15 Equity Inquiry Teams. NEP has convened a national network of national 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.
    - **Office of Network Supports (ONS) Equity PL Series:** The Office of Equity engaged Network Chiefs and Deputy Chiefs in a three-part professional learning series to deepen self-awareness about identity, bias, and privilege and begin conversations about how these can shape leadership coaching for instructional equity.
    - **Courageous Conversation 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.
- **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 and improve the daily learning experiences and life outcomes of Black students in CPS by addressing opportunity gaps and advancing equity. This work is 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 ensure all names associated with CPS are culturally responsive, anti-racist, and anti-bias, and promote diversity and representation within District learning environments.

- **District Resource Equity/CPS Opportunity Index Update and Engagement:** In alignment with the CPS Strategic Plan, "Success 2029: Together We Rise," and the CPS Equity Framework, the CPS Opportunity Index serves as a tool to operationalize CPS' commitment to Resource Equity, which is rooted in Targeted Universalism. By measuring relative levels of need based on school demographics, community factors, and historical funding, the Opportunity Index identifies which school communities require additional support to thrive. Ultimately, it provides a transparent, data-driven framework that enables CPS offices, departments, networks, and external partners to prioritize resources where they are needed most to address systemic inequities. The Office of Equity collaboratively updates and validates the CPS Opportunity Index annually to ensure accuracy, clarity, and usability for implementers of the tool. In addition, the Office of Equity is committed to using multiple modalities to continuously engage with stakeholders to foster a better understanding of what the Opportunity Index is, why it exists, and how it should be used.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 1,447,064	$ 1,919,746	$ 1,891,446	$ 2,219,815
Total Department	**$ 1,447,064**	**$ 1,919,746**	**$ 1,891,446**	**$ 2,219,815**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	13.0	13.0	13.0
Total Department	**13.0**	**13.0**	**13.0**

MAJOR ACCOMPLISHMENTS in FY2026

- **District Equity Professional Learning:**

- Engaged over 1,100 participants in more than 40 professional learning sessions and connected with over 600 new teachers locally and internationally to introduce the CPS Equity Framework and Targeted Universalism.
- Launched the Office of Network Supports Equity PL Series to engage Chiefs and Deputy Chiefs of Schools in professional learning to deepen self-awareness about identity, bias, and privilege to begin designing equity leadership coaching sessions for school leaders.
- Facilitated the second installment of Courageous Conversation about Race (CCAR) Book Club and launched part 2 of the Book Club centered on application and engagement with the equity lens for school and central office staff.
- Networks 7 & 15 completed the final year of NEP's three-year District Redesign Network with school-based equity teams, including students, cultivating inclusive partnerships and student voice.
- Achieved 93 percent overall engagement score through participant surveys, across all learning engagements.
- Led the successful execution of the Great Expectations Mentoring Program (Cohort 5) from March 2025 to January 2026, engaging 17 Fellows, including central office staff, principals, and assistant principals.

- **Launch & Engagement of Black Student Success Plan**
  - Launched the School Leader Professional Learning Series in partnership with the Office of Networks to help school leaders make meaning of the BSSP, align their CIWP goals to the plan, and develop targeted strategies to improve Black student outcomes.
  - Launched the Black Student Success Convening and Collaboration Series to bring internal departments and offices into a cross-departmental professional learning community to develop annual goals, discuss data, and share best practices while deeply examining the strategies, challenges, and successes in advancing the plan's five-year vision.
  - Continued community engagement through the BSSP Community Roundtable Series (March 2026), quarterly convenings of the Black Student Success Champion and Stakeholder Alliance, and ongoing partnerships with the Office of Family and Community Engagement (FACE), including outreach to Community Action Councils (CACs), community-based organizations (CBOs), and faith leaders.
  - Spearheaded the development of a District-wide Black Student Union (BSU) Landscape Analysis, Resource Guide, and Toolkit in collaboration with Mikva Challenge. This initiative involves comprehensive engagement with schools and students to identify existing models and surface critical needs, establishing a strategic framework to strengthen BSU programming and scale student leadership and advocacy.
  - Launched the Black Student Success Newsletter as the primary communication channel for the BSSP, providing quarterly updates on plan implementation. With an expanding audience of over 400 subscribers, the newsletter serves as a strategic platform to keep stakeholders informed and engaged in the district's efforts to advance Black student success.
  - Given the District's current budget challenges and limited federal resources available to support this work, the strategy to secure financial resources has centered on activating the plan's call to action and deepening engagement with the philanthropic community.

This approach positions the District to build sustainable funding partnerships that align with the BSSP’s goals and ensure long-term investment in Black student success.

- **District Equity Policy Engagement**
    - Engaged over 40 policy stakeholders across 15+ CPS departments through 9 Equity Policy Workshop (EPWS) sessions. As a result, 77 percent of respondents reported feeling more equipped to operationalize the CPS Equity Framework in their policy work.
    - Provided equity-centered support for all CPS Board policies and rules undergoing revision in SY26 (16 approved) through customized equity policy synopses, ongoing 1:1 coaching, and office hours. This work continues to surface systemic inequities and strengthen alignment with the CPS Equity Framework by equipping departments to apply the equity lens across policy design, revision, and implementation.
    - Co-evaluated and refined the District's policy revision process after three years of implementation, applying continuous improvement practices to enhance equitable and ethical policy review support for Board Policy Owners.
    - Implemented and maintained key policy infrastructure tools, including the Equity Biennial Policy Tracker and the Interdepartmental Policy Revision Tracker, to provide step-by-step revision guidance and strengthen alignment, visibility, and equity monitoring across departments.
- **District Resource Equity/CPS Opportunity Index Update and Engagement**
    - Updated the SY26 CPS Opportunity Index scores and resources, shared with high-priority offices and departments, networks, and school leaders, and released publicly via a webpage.
    - Met with stakeholders to provide support, consultation, and answer questions regarding the CPS Opportunity Index during dedicated office hours and scheduled meetings. Attendees included 12 Principals, one Assistant Principal, and two Deputy Chiefs across Networks 1, 2, 3, 7, 14, 17, and ISP.
    - Presented on the CPS Opportunity Index with all Network Data Strategists to continue to build capacity for Network Data Strategists to support school leaders with the Opportunity Index.
    - Presented on the CPS Opportunity Index with Networks 2, 7, and 9 Principal and Assistant Principal Meetings, Networks 5 and 15 Principal Meetings, and a Network 6 Team Meeting. More than 90 percent of attendees who completed our feedback survey shared that they have a better understanding of what the Opportunity Index is and why it exists, with 88 percent indicating that they have a better understanding of how it should be used.

KEY BUDGET INITIATIVES for FY2027

- **District Equity Professional Learning**
    - **CPS Equity Framework Professional Learning for District Leaders**
        - Continue to prioritize 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, Black Student Success Plan, and How to Apply an Equity Lens to Data to support their teams in understanding how this work applies to their individual scope of practice.

- **Understanding Need and Revision for Asynchronous Introduction of the CPS Equity Framework Professional Learning Series**
    - The Asynchronous Introduction of the CPS Equity Framework was first offered in SY26 and 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. Based on current engagement, our strategy for engagement with the District will be revisited in SY27 to maximize use.
- **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 be invited to facilitate the next iteration of the professional learning series for Courageous Conversation 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 2 Year 1**
    - Launch Cohort 2 of the District Redesign Network, which will provide participating network and school teams with the opportunity to begin their work to grow in equity leadership capacity, build stronger organizational conditions, and improve learning conditions, with a clear, sustainable path forward, through the development of a comprehensive plan to sustain system-level change.

- **Black Student Success Plan**
    - Continue collaborating with central offices and departments to finalize and launch BSSP plans, ensuring seamless integration into their continuous improvement (CI) goals.
    - Secure funding to develop, launch, and pilot the BSSP School Cohort Model, creating a structured pathway for schools to deepen implementation of the plan.
    - Secure funding to launch and pilot the BSSP Research Practice Partnership.
    - Continue and deepen engagement with Networks and School Leaders post-CIWP to ensure the effective implementation of school-based strategies.
    - Launch the Black Student Union (BSU) Resource Guide and Toolkit to support District-wide implementation of Black Student Unions, and host the district's inaugural Black Student Union Conference to celebrate and elevate Black student leadership and advocacy.
- **District Equity Policy Engagement**
    - **Expansion of Equity Policy Workshops**: Expand Equity Policy Workshops to foster deeper collaboration across a diverse range of stakeholders. By bridging District leadership and school-based staff, these sessions ensure that policymaking is a collective, transparent process.
    - **Evaluation and Co-Design of Policy Tools:** Evaluate and co-design policy tools alongside diverse stakeholders to equip Board Policy Owners with the resources and guidance necessary for the District's transition to a fully elected Board of Education in 2027. This work will be anchored in Continuous Improvement Cycles to ensure the policy revision process remains responsive, transparent, and equity-centered.
- **District Resource Equity/CPS Opportunity Index**

- **Update and share the SY27 CPS Opportunity Index and accompanying resources**
  - The CPS Opportunity Index indicators will be updated to reflect SY27 data, which will then inform SY28 resource equity across the District.
  - Existing resources will be updated to align with the SY27 Opportunity Index and incorporate additional stakeholder feedback received in SY26.
- **Continue 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 five 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 investments 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:** These are 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.
- **Custodial Training:** Development and expansion of Training Program with hands-on opportunities and small group training sessions based upon our cleaning practices and Healthy Green Schools Campaign (HGSC) standards.
- **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 maintenance, 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, vendor 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 systems, 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

- **Vacant Property Sales:** Dispose of unutilized properties while generating revenue for the District. CPS has approximately 20 vacant school buildings, with several already in the sale approval process, in addition to 30-plus vacant land sites. The properties are sold through a sealed bid sale process as required by state statute, and the vacant sites will continually be put out to bid until the District no longer has any vacant properties.
- **School Facility Rentals on Facilitron:** Supports school-based facility rentals to third parties and centralizes the process into an online platform for all District schools to utilize. Revenue generated from such rental activities directly benefits the school where the rentals occur, as they currently receive 100 percent of the net revenue generated from such activities.
- **Rooftop Cellular Program:** There are currently 100-plus schools with rooftop cellular telecommunications equipment, generating over $4 million in revenue annually to the District. The program requires the periodic renewal of agreements, structural review, and equipment upgrades, requiring active management of this program. The goal is to expand the portfolio to generate additional revenue for the District. School sites where such equipment is located receive one-third of the income generated at that site.
- **Leasing Management:** The District manages 50-plus leases, mostly for school sites, where CPS is the tenant, and over 25 leases where CPS is the landlord or licensor. There are approximately 50 more annual license agreements for various parties' use of school sites during evening hours or on the weekend. Management of the leases entails obtaining Board approval for periodic renewals, a monthly rent invoicing and payment process, landlord and tenant communication regarding facility issues, as well as negotiation of lease terms and general oversight.

- **District-wide Parking Operations:** Currently, only a handful of schools generate income from parking operations, and the goal is to expand such operations District-wide. The plan is to identify a parking operator to manage parking operations at all District-owned sites on a revenue-sharing basis. Schools receive a majority of the income generated from such activities, and this will allow more schools to benefit from the District's real estate assets.

Warehouse

- **Integrated Fulfillment and Strategic Logistics:** Serves as the primary logistical partner for all CPS departments by providing centralized warehousing and end-to-end inventory management. This service optimizes District resources and reduces lead times for critical instructional materials by leveraging a streamlined, direct-to-school distribution model.
- **Furniture Reuse Program:** Facilitates the lifecycle management of District assets by reclaiming and redistributing surplus furniture and equipment. This program drives fiscal responsibility through significant cost avoidance and ensures classroom environments remain functional and clutter-free.
- **District-wide Distribution Services:** Coordinates high-volume, specialized logistics in partnership with internal departments and external agencies to ensure the equitable and timely allocation of bulk shipments across all school sites.
- **Lending Library Event Support:** Maintains a specialized inventory of mobile stages, podiums, and seating to provide essential infrastructure for CPS-sponsored events, ensuring professional execution of District-wide initiatives.
- **Specialized Equipment Transport:** Provides expert handling and transport for high-value, oversized assets, such as athletic and fine arts equipment, protecting District investments during intra-District transfers.
- **Corporate Partnership Management:** Leverages external relationships to secure and manage in-kind donations of professional-grade furniture, expanding the District's internal inventory without additional capital expenditure.
- **Mail and Courier Operations**: Manages the secure, efficient exchange of internal correspondence and materials District-wide, ensuring the essential flow of information between administrative offices and schools.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 500,070,452	$ 509,641,838	$ 493,094,842	$ 528,379,044
School Generated Funds	$ (99,944)	$ 20,000	$ 181,696	$ 505,800
Other Grant Funds	$ 109,450	$ 98,292	$ 527,878	$ 265,000
Total Department	**$ 500,079,958**	**$ 509,760,130**	**$ 493,804,416**	**$ 529,149,844**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	1,524.0	2,521.0	2,523.0
Other Grant Funds	1.0	1.0	0.0
Total Department	**1,525.0**	**2,522.0**	**2,523.0**

Note: 996 custodial positions were opened during FY26 when the District transitioned custodial services from private vendors to the Board.

MAJOR ACCOMPLISHMENTS in FY2026

Asset Management

- Ended custodial management contracts with external vendors and created approximately 1,000 custodial positions. This increased oversight of custodial operations and saved the District administrative fees and management costs.
- Continued to find efficiencies across the management of engineers.

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 Space to Grow projects and started work on five more. Space to Grow is 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 U.S. Department of Agriculture 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 greenhouse gas emissions.

Real Estate

- Completed the sale of two closed schools, and the Board approved the sale of five additional vacant school sites over this time period. The District is proceeding with another bidding round as well, which should result in additional sales, generating much-needed income from the District while reducing holding costs for vacant properties.
- Began the expansion of the Facilitron rental platform to all District schools, which remains ongoing. This should result in a noticeable increase in revenue generated from such operations.
- Purchased Chicago Academy ES and HS from City Colleges of Chicago, which should result in long-term lease savings nearing $1 million per year, as the payback period is approximately three years and seven months.

Warehouse

- Classroom environment optimization has been a significant priority this year, with our team responding to over 200 requests to remove surplus furniture and equipment, helping principals reclaim underutilized space for safe, functional learning throughout their buildings.
- Expanded event resources were provided for over 90 District-wide activities through the Lending Library, marking a 35 percent increase in service volume and ensuring professional infrastructure for all CPS-sponsored events.
- Streamlined school fulfillment efforts resulted in the successful delivery of over 500 E-Marketplace orders to 230-plus schools, with a specialized focus on providing high-quality, repurposed seating for early childhood and primary classrooms.
- Reliable District-wide distributions remain a cornerstone of our operations, having executed more than 300 departmental distributions with a 98 percent on-time completion rate to ensure critical instructional materials reach students and teachers exactly when needed.
- Virtual Marketplace maturity has been achieved following its successful launch in September 2024; the platform has now fully modernized how schools access furniture by replacing outdated physical fairs with a convenient, 24/7 digital solution.
- Phased fleet modernization reached a key milestone with the successful integration of 10 new District-owned vehicles into our daily operations, providing a more reliable logistics foundation while reducing reliance on costly, fluctuating third-party rentals.

KEY BUDGET INITIATIVES for FY2027

Asset Management

- Continue to improve custodial processes now that all custodial services are managed by CPS.
- Identify cost savings across CPS’ vendor pool and maintenance contracts

Capital Planning and Construction

- Continue to support the Educational Facilities Master Plan (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

- Investigate the purchase of the Central Office premise using TIF funds or Capital funding, with the goal to complete the acquisition at or below the net present value of remaining lease payments, which will result in long-term lease savings. The estimated savings are approximately $8 million per year.
- Complete the rollout of District-wide parking operations on a shared revenue basis, with the District retaining approximately 75 percent to 80 percent of revenue generated from the program.
- Complete the expansion of Facilitron to all school sites, with the goal of doubling revenue.

Warehouse

- Fleet modernization and continuity funding are a critical dual-path request to ensure our schools experience no service interruptions. We are seeking capital to procure or lease the final 14 specialized vehicles while maintaining necessary "bridge" funding for our current rentals until the new trucks are fabricated and delivered. This strategy allows us to stabilize the logistics budget by phasing out variable rental costs without sacrificing daily reliability.
- Lending Library expansion will directly address the 35 percent increase in demand for school celebrations and District-wide activities. By investing in additional stages, seating, and podiums, we can eliminate current scheduling overlaps in which high-volume dates exceed our available inventory. This expansion ensures that every school has equitable access to professional event equipment, regardless of their event date.
- Continue expanding Program Bridge (ERP) to transform the Warehouse into a high-efficiency logistics hub by providing end-to-end delivery transparency for the entire District. By fully integrating our workflows into the ERP system, we can utilize real-time tracking and logistics to monitor driver productivity and precise delivery windows. This digital shift enables school staff to track requests with ease, better prepares principals, and reduces administrative burdens.

Family and Community Engagement

MISSION

The Office of Family and Community Engagement (FACE) serves as the primary driver of stakeholder engagement (from school, to network, to District), bridging the gap between our public school system and the diverse communities of Chicago. We believe that systemic transformation is only possible when families and caregivers are co-designers of the educational experience. Through human-centered practices, grassroots outreach, whole-family engagement, and high-impact partnerships with community and faith-based organizations, we transform passive involvement into authentic agency. We anchor our work in the Spectrum of Inclusive Partnerships to ensure that stakeholders have an authentic and influential voice in shaping the future of our schools and the success of our students.

MAJOR PROGRAMS

Several federal, state, and local mandates guide FACE's approach and implementation of family and community engagement.

Title I Operations and Family Engagement

- **Title I Parent Advisory Councils (PACs) and School Leader Engagement:** FACE owns the Title I ESSA Parent and Family Engagement Policy that mandates all Title I eligible schools to create, engage, and consult Parent Advisory Councils (PACs). Our Title I and FACE Specialist teams ensure that CPS Title I schools meet all state and federal grant requirements by tracking and supporting compliance and spending, training parent leaders, providing guidance and technical assistance to principals, and offering targeted parent engagement interventions to schools. There are 440 Title I schools in FY26, accounting for 88 percent of all District-run elementary and high schools.
- **Management of the Parent Board of Governors (PBG):** Beyond fulfilling federal mandates for "meaningful consultation," the PBG serves as a specialized, 13-member executive advisory council. Representing a diverse cross-section of CPS Title I schools, this body provides a critical, localized perspective from each geographic network. The PBG is a strategic partner in the co-creation of District policies, vetting programming and priorities to ensure they resonate with the lived experiences of our students and families. To sustain this high level of governance, members engage in a rigorous leadership development continuum, sharpening their expertise in District vision, family advocacy, and organizational strategy.
- **School and Community Supports:** 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 budget community engagement sessions and capital meetings.
    - **Network PAC Meetings:** FACE Specialists conduct monthly meetings for PAC members in each network where parents and partners receive critical District updates and build community.

State and District-wide Volunteer Processing

- **Volunteer Policy Ownership:** Responsible for developing and implementing the District's Volunteer Policy that guides the vetting process for all current and prospective volunteers at our schools.
    - **Processing Level 1 and Level 2 Volunteers:** Oversee 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/Family Capacity Building and Staff Professional Development

- **Parent Programmatic Offerings:** 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' and their own learning. 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.
- **"Reimagining with Community" Stakeholder Engagement Micro Labs:** These sessions are in-person, two-day workshops designed to help central office teams lead engagement efforts that support their work across the District. We equip teams with the essential tools and knowledge to cultivate a human-centered approach to working with internal and external stakeholders. These sessions focus on the Reimagining with Community Toolkit and the Spectrum of Inclusive Partnerships to guide participants through hands-on activities and planning. Participants walk away with actionable steps that are aligned with the Five-Year Strategic Plan and the Continuous Improvement and Data Transparency (CIDT) Framework.

Family Engagement Efforts

- **Strategic Consultation for District-Wide 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 community budget forums, Black Student Success Plan, and Springfield advocacy.
- **Policy Consultation and System of Support:** FACE is a member of the Interdepartmental Policy Core Team that meets bi-weekly to discuss District policies before they are presented to the Chicago Board of Education. Policy owners are required to complete a stakeholder engagement check-in with FACE as part of their revision process. By leveraging FACE's established networks like the PBG, PACs, and Community Action Councils, we facilitate a targeted stakeholder prioritization exercise to identify key influencers and impacted groups. This process ensures policy language is effectively contextualized within current political and labor realities while formally anchoring the necessary District structures and family supports.
- **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, and direct outreach to ensure strong first-day-of-school attendance.
- **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 nine CACs in priority communities, each of which creates connection points between District policies and initiatives (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.

- **Partnering with Faith Institutions:** FACE is also home to the Office of Faith-Based Initiatives (OFBI). OFBI creates partnerships with faith-based communities across the city and hosts quarterly interfaith gatherings where the District engages stakeholders in presentations and conversations about student learning, health, and social-emotional learning development. Additionally, the team implements the Safe Haven Program, a year-round, out-of-school-time opportunity for CPS students.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 2,387,726	$3,400,312	$3,025,026	$3,710,356
School Generated Funds	$ 8,300	$ -	$ -	$ -
Title Funds	$ 981,683	$1,324,282	$2,273,549	$1,241,935
Other Grant Funds	$ 1,113,773	$1,000,000	$1,000,000	$ -
Total Department	**$ 4,491,482**	**$ 5,724,594**	**$ 6,298,575**	**$ 4,952,291**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	23.4	23.4	23.4
Title Funds	11.6	11.6	11.6
Total Department	**35.0**	**35.0**	**35.0**

MAJOR ACCOMPLISHMENTS in FY2026

District-wide Initiatives

- **Back-to-School Engagement:**
  - Supported 13 back-to-school events across the city, including four Back-to-School Bashes
  - 8,000+ families engaged in back-to-school engagement efforts
  - 18,000 backpacks with school supplies were distributed to families and schools
  - 200 yard signs distributed
- **Family and Community Supports for Velma Thomas School**: We have remained committed to continuous engagement with the Velma Thomas community. We co-developed an engagement plan and monthly working group model with the Velma Thomas leadership and Local School Council (LSC). To date, we’ve presented and facilitated 10 monthly working group sessions.

- **Black Student Success (BSS) Roundtables:** Provided strategic, logistical, outreach, and facilitation support to the Equity Office for the implementation of four BSS community roundtables across the city.
- **STEAM Programming in North Lawndale:** This year, FACE worked closely with the North Lawndale CAC to finalize a pre-k to 12th-grade STEAM programming pipeline at Chalmers Elementary, Johnson Elementary, and Collins Academy High School. This multi-year engagement strategy culminated in Chalmers' chicken coop, dedicated during Black History Month. A ribbon-cutting for a new Parent University site at Collins took place on March 10, 2026, with the expectation of classes and workshops to be implemented in partnership with local community-based organizations and the North Lawndale CAC.
- **Immigration Supports for Students and Families:** As part of our engagement and support of immigrant students and families, our office hosted 32 Know Your Rights (KYR) workshops across our Parent Universities in partnership with nine community-based organizations. More than 790 parents and families received critical information, resources, and referrals. FACE Specialists connected schools to legal and community-based organizations to host KYR workshops locally in their own school community. 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.

<u>**FACE-led Initiatives**</u>

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.

- **Title I Engagement:**
    - **Compliance and Expenditures:** Redesigned training and compliance tools, templates, and easy-to-use processes to help school leaders meet key compliance deadlines, organize meetings, and manage expenditure processes in a timely manner.
        - District-wide compliance remains above 89 percent for FY26, and targeted intervention supports have been provided to schools with parental engagement challenges.
        - Expenditure spending is a reflection of how local schools are supporting their parent community. As of the end of February 2026, the expenditure stands at 23 percent.
    - **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 23 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 with one-on-one coaching, group training, and brief sessions and consultations. We have provided more than 600 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.
    - **Network PAC Meetings:** Since September 2025, FACE specialists have hosted 70+ network-wide PAC meetings across the District, engaging more than 2,000 parents and community members around District updates and Title I training.
    - **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 quarterly public PBG meetings in FY26.
- **Programming:** Parent University programming reached more than 7,405 parents across 868+ in-person sessions and 70 events across 13 sites and one 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.
    - Created a digital academy and trained seven cohorts of parents in basic computer skills and STEAM-related curriculum. Parents gained knowledge through the use of vinyl machines, 3D printers, and sublimation machines. Learning their hardware as well as the corresponding software. Parents obtained Fab Lab certifications at the end of their six-week course.
    - Expanded services to an additional 382 parents across 22 virtual sessions over a five-month period. Specialized topics included special education, student health and wellness, social-emotional learning, immigrant rights, and postsecondary opportunities.
    - Relaunched the *FACE to FACE* podcast in April 2026. To date, two episodes have been broadcast.
    - In partnership with the Field Museum and Shedd Aquarium, we hosted eight informational sessions and nine field trips at six Parent University sites for 163 families.
- **Building CPS Central Office Engagement Capacity:** Designed an interactive workshop intended to equip CPS staff with the essential tools and knowledge to lead stakeholder engagement efforts within their own department. To date, FACE has conducted 15 engagement trainings for 162+ CPS staff from various Central Office teams.
- **Level 1 and Level 2 Volunteer Processing:** Approved a total of 38,484 Level 2 and 7,347 Level 1 volunteers in SY26.
- **CAC Supports:** Since July 2025, there have been 132 CAC meetings with 1,595 participants across the nine current CACs. These meetings include the monthly stakeholder meetings, executive (leadership) and sub-committee meetings, and the monthly All-CAC chair meetings. In addition, CACs have hosted eight special/community events that have totaled an additional 1,181 attendees. Key CPS departments and initiatives that have presented and collaborated with CACs so far this year include Portfolio, Transportation, Facilities, Early Childhood, Teaching and Learning, STEM, Communications, Equity, Student Health and Wellness, and Marketing. In addition, FACE was represented at the majority of the monthly CAC stakeholder meetings to provide updates from our various teams (i.e., Title I, Parent U, Faith-Based, LSC). This school year was the official launch of the Greater SouthEast CAC, including stakeholders from the South Shore and surrounding communities. The meetings have been very productive so far, with the

CAC choosing officers, holding monthly executive (leadership) meetings, and working on redesigning their strategic plans and bylaws.

- **CAC Budgets/Strategic Plans:** Each CAC was allocated a $7,000 budget this school year and 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 have included the following: cultural field trips, history festivals, student recognition and principal breakfasts, back-to-school festivals, an All-CAC Summit, school/community mini-grant applications, CAC marketing supplies, and meeting refreshments.
- **Shifting to In-Person**: Another big shift for the CACs was to encourage them to meet in-person for at least a portion of their monthly stakeholder meetings. Although meeting virtually since the pandemic had proved convenient for many CACs, some stakeholders had mentioned that in-person meetings helped to strengthen relationships and deepen conversations. Most CACs (and the All-CAC Chair meetings) complied, with most shifting to meeting in person at least every other month.
- **CAC Retreat/Summit:** New for SY26 was hosting an All-CAC Chair retreat at the beginning of the school year and an All-CAC Summit toward the end of the school year. The retreat allowed chairs to share some of their history with CPS, their plans and priorities for the year, and a chance to share best practices with each other. The All-CAC Summit targets all stakeholders from all nine CACs. The day included a keynote address from Superintendent/CEO Macquline King, panel discussions on the CPS Elected School Board as well as family and community engagement, a total of about 10–12 different workshops on educational issues that are often discussed in the CAC meetings, and a showcase highlighting the efforts and accomplishments of the CACs over this past school year.
- **CAC Planning Committees:** This school year also included the formation of ad-hoc planning committees for events that included multiple CACs, multiple partners, or both. Over the last few years, there has been an ongoing North Lawndale CAC Design Team bi-weekly meeting to oversee the implementation of the three STEAM schools within the North Lawndale community. The new committees for this year included the All-CAC Spring Summit planning committee and the Langford Elementary Basketball Tournament committee. The Chicago Sky women's basketball team refurbished the outdoor court at Langford Elementary at the start of the school year and the Englewood CAC hosted an event to encourage community usage and ownership of the court during non-school hours. The tournament occurred over Memorial Day weekend in order to kick off other summer programming that can be facilitated and supervised by other community partners.

- **Office of Faith-Based Initiatives/Safe Haven Program:** Since September 2025, we’ve held four 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:** OFBI currently manages 20+ Safe Haven sites and serves 450+ students.
- **Adopt-a-School:** OFBI works to connect schools with churches, exploring partnerships for Out-of-School Time programs, wellness initiatives, and other relevant resources that a local church can provide to a neighboring school. Currently, there are a total of 26 formalized partnerships.
- **Crisis Support:** Since July 2025, a total of 76 crisis alerts were managed and triaged with the appropriate supports given to families. Additionally, the 8th annual Legacy of Love luncheon was held in December 2025 to honor the lives of 82 CPS students who passed away the previous year.

KEY BUDGET INITIATIVES for FY2027

- **Title I/CIWP Alignment:** We will be working closely with schools to move away from a "check-the-box" budget to a "strategic-spend" model. By aligning Title I funding directly with the Continuous Improvement Work Plan (CIWP), we want to ensure that the Title I federal dollars schools receive are tied to a specific school-level growth goal rather than just being set aside for generic use.
  - **PAC Engagement and Training:** Our goal is to transform PACs from passive observers into active co-designers. We will place a renewed emphasis on budget literacy to ensure PACs are trained to review the CIWP and provide informed feedback on how the 1 percent Title I Parent and Family Engagement funds can best support school improvement goals. These efforts will include Network- Title I clinics, All-PAC Summits/webinars, school visits, and 1:1 PAC consultations.
  - **School Leader Coaching:** We will be creating differentiated trainings for new leaders that focus on the "Compliance & Cycle" (understanding deadlines, allowability, and the CIWP calendar) and veteran leaders that focus on "Innovation & Redesign" (using Title I funds to match CIWP goals).
  - **FACE Specialist Tiered Supports:** Directing FACE Specialist resources where they are needed most.
- **Programming Restructure:**
  - **FACE2FACE:** In FY27, we will expand our digital engagement strategy with a multi-platform model that includes bi-weekly virtual live sessions via Zoom, on-demand content on YouTube, and monthly FACE podcast episodes featuring international and external subject matter experts. We will partner with CPS departments and community-based organizations to ensure we deliver robust and critical District information.
  - **Micro Labs and Toolkit Standalone Trainings:** Scale our "Reimagining with Community" trainings to further align District-wide engagement efforts. We will continue hosting quarterly sessions for Central Office staff while expanding participation to include Network staff and school administrators who have prioritized family engagement within their CIWP. Additionally, we will implement a "train-the-trainer" model for FACE

Specialists to directly support schools with practical tools to monitor and engage stakeholder groups on their CIWP and other school-side parent engagement efforts.

- **Volunteer Team Shifts / Policy Revision**: In FY27, the Volunteer Team will continue engaging stakeholders to ensure our policies prioritize student safety while expanding opportunities for parents and community members to serve at their local school. Additionally, we will conduct a comprehensive review of volunteer operations to optimize system efficiencies and enhance the return on investment of our daily administrative processes.
- **Back-to-School Engagement:** In FY27, 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 will be the localized, school-driven back-to-school events. These events will be tailored to each school community to foster meaningful connections and excitement for the upcoming academic year. Additionally, FACE will 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. To support this shift, we'll provide a back-to-school playbook, District event tracker, and comprehensive feedback mechanism to refine our approach and effectively meet schools' evolving needs.

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, and analysis for our leaders to anticipate and respond effectively to the financial 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 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.
  - Annual Budget Process: Leads the annual budget process, including school budget development and release, department-level budgeting processes, and revenue analysis, in order to produce a balanced budget aligned to the district's five-year strategic plan.
  - Data Analysis: Provides fiscal support for the District throughout the year through continuous monitoring of expenditures against budget, to help ensure successful implementation of the annual approved budget in support of the district's strategic vision.
  - School Support: Provides ongoing technical assistance and training to school staff developing and implementing local school budgets in alignment with their Continuous Improvement Work Plans.
  - Grants Management: Manages the development and on-time submission of over $500M in average annual grant applications and amendments, supports grant implementation for all eligible charter schools, and coordinates federal, state, and

external audits in order to ensure the district's compliance with grant regulations.
  - Non-Public Programs: Oversees the management of grant-funded services, including supplemental instructional, social-emotional, and mentoring services, to eligible students of non-public, private schools, as part of federally required proportionate share services.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Fund	$ 50,682,640	$ 43,088,208	$ 58,792,316	$ 45,968,081
Title Funds	$ 4,016,858	$ 22,881,502	$ 6,826,786	$ 22,933,015
Other Grant Funds	$ 13,178	$ 2,904,108	$ 1,373,306	$ 2,526,007
ESSER Funds	$ 70,977	$-	$-	$-
Total Department	**$ 54,783,653**	**$ 68,873,818**	**$ 66,992,408**	**$ 71,427,103**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	153.4	153.4	153.4
Title Funds	28.6	28.5	28.6
Other Grant Funds	0.0	0.1	0.0
Total Department	**182.0**	**182.0**	**182.0**

MAJOR ACCOMPLISHMENTS in FY2026

- Completed the FY2025 Annual Financial Audit with a clean audit opinion. There were no material weaknesses or individual significant deficiencies in either the financial statement audit or the Single Audit for federal awards for the 3rd consecutive year. Additionally, there is no new recommendation for improvement from the external auditors. This is the best outcome that can be achieved by any government entity.
- Received the Certificate of Achievement for Excellence in Financial Reporting for the District's Annual Comprehensive Financial Report from the Government Finance Officers Association (GFOA) for 29 consecutive years and from the Association of School Business Officials International (ASBO) for 27 consecutive years. The District also received a Certificate of Achievement for its Popular Annual Financial Report from the GFOA.
- Continued to design and implement an 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 $3.74 million in duplicate invoice payments were identified, totaling about $14.1 million in errors prevented since implementing a strong internal control process using internal audit Accounts Payable software.

- Implemented Electronic Data Interchange payments with Amazon for massive numbers of invoice transactions to improve the efficiency and effectiveness of Accounts Payable invoice processing.
- Generated $137 million in budgetary refunding savings through the largest bond transaction in CPS' history.
- Managed liquidity through the five-month delay in the distribution of over $1.4 billion in property taxes by Cook County.
- Refined the District's school funding formula to ensure equitable resourcing across the District; incorporated updated Opportunity Index data into FY27 needs-based funding formulas.
- Supported the transition of six charter schools to District-managed schools.

KEY BUDGET INITIATIVES for FY2027

- Continue the implementation of Oracle Cloud, including configuring, installing, and testing for Accounting, Accounts Payable, Accounts Receivable, School Internal Accounts, and Grant modules by partnering with IBM, consulting firm, ITS/EFS, Procurement, and Talent office.
- Continue to update all policies and procedures in Accounting, Accounts Receivable, Accounts Payable, and Auditing according to the new Oracle Cloud system and best practices for school districts and government accounting.
- Streamline the grant claim process by implementing a grant automation report within the ERP platform and utilizing artificial intelligence technology.
- 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 $1.25 billion in order to maintain adequate cash flow and liquidity needs in FY2027.
- Continue to partner with departments across the District to reduce inefficiencies, streamline operations, and leverage external funding sources to the greatest extent possible in order to successfully implement the Board-approved budget and maintain solid financial performance.
- Engage in ongoing community feedback efforts, building upon two years of CPS Budget Community Roundtables, in order to learn from our various stakeholders on their funding priorities.

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. To meet the technology needs of the District, ITS:

- Innovates, deploys, and maintains core District information and technology systems that are used by thousands of staff and students every day.
- Supports more than 680,000 devices, such as desktops, laptops, Chromebooks, and iPads.
- Provides a robust data and telephone network across nearly 600 locations consisting of more than 60,000 pieces of voice and network equipment, such as network switches, phones, and wireless access points, as well as more than 8,000 mobile devices and 3,000 hotspots.
- Responds to more than 155,000 requests for support annually through the IT Service Desk.

MAJOR PROGRAMS

- **Operationalizing AI for District Excellence:** Building on the established foundations of AI governance and literacy, ITS is driving the full-scale operationalization of AI initiatives to increase administrative efficiency and instructional innovation. Central to this evolution is the expansion of the CPS ASSIST project, which will deploy a robust network of specialized chatbots designed to provide 24/7 personalized support for school operations and student inquiries. Furthermore, the District will launch AI University, a comprehensive, multi-tiered learning ecosystem developed in collaboration with premier technology partners. This initiative will provide tailored certification pathways and hands-on training for staff, principals, teachers, students, and parents, ensuring that every member of the CPS community is equipped to lead in an AI-augmented landscape. These innovations transform AI from frontier technology to a sustainable pillar of the CPS experience.
- **Project S.T.R.E.A.M.:** Project S.T.R.E.A.M. (Store, Transform, Refresh, Enhance, Analyze, Manage) is CPS’ strategic initiative to modernize the District's 16-year-old data warehouse and 13-year-old analytics tools by migrating to a modern, cloud-based data platform built on Microsoft Azure Fabric and Power BI. The initiative establishes a single source of truth for all District data—spanning schools, students, vendors, facilities, and employees—while delivering intuitive executive dashboards that enable faster, more reliable, and more equitable access to insights across all departments. Aligned to CPS' five-year strategic plan and the Continuous Improvement and Data Transparency (CIDT) policy, Project S.T.R.E.A.M. lays the foundational data infrastructure needed to support better student outcomes, drive informed decision-making at every level of the organization, and position the District for future advances in AI and data-driven innovation.
- **Program BRIDGE:** Program BRIDGE is a comprehensive strategic transformation initiative designed to transition the District from legacy Oracle systems to a modern, cloud-based Enterprise Resource Planning (ERP) solution powered by Oracle ERP Fusion Cloud. The primary objective of the program is to mitigate technology risks and modernize essential operational

functions across the District, specifically targeting human resources (Hire to Retire), finance (Record to Report), procurement (Procure to Pay), and asset management (Acquire to Retire). By focusing on robust data governance, standardized workflows, and increased process automation, the program aims to reduce manual errors, eliminate heavy customizations, and optimize overall staff productivity. Ultimately, Program BRIDGE will streamline operations and improve financial equity, allowing CPS to enhance its overall service delivery and focus more effectively on educating students and serving its school communities.

- **Wide Area Network (WAN) Redesign:** The WAN Redesign Project is an ongoing effort to provide schools with new, resilient network connectivity via a dedicated fiber-optic network. This new network will future-proof the CPS network to support AI, digital learning, and innovation, and will provide a significant increase in bandwidth compared to existing school connections.
- **ITS Shared Services Model:** The School Field Support Shared Services Model is an initiative 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 equitable tech support for underserved schools.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 91,730,752	$ 92,694,638	$ 104,879,129	$ 96,229,140
Other Grant Funds	$ 4,987,035	$ -	$ 5,960,314	$ 337,087
School Generated Funds	$ 3,681	$ -	$ 9,436	$ -
Total Department	**$ 96,721,468**	**$ 92,694,638**	**$ 110,848,879**	**$ 96,566,227**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	151.0	194.0	186.0
Total Department	**151.0**	**194.0**	**186.0**

Note: 36 Network Technology Coordinators were added during FY26 to the department's budget to comply with the District's collective bargaining agreement with the Chicago Teachers Union.

MAJOR ACCOMPLISHMENTS in FY2026

- Spearheaded National AI Literacy Day, delivering 19 sessions for nearly 790 attendees and achieving an exceptional 4.7/5 average participant satisfaction rating.
- Launched the Student AI Challenge, a design-thinking event for 100 high school students to develop "Skyline AI" student learning partner solutions.
- Cultivated a robust AI Community of Practice comprised of 250 AI change champions and 500 cross-functional stakeholders to drive District-wide adoption.
- Expanded the AI Accelerator training program, developed training, and delivered two half-day trainings to three departments, focusing on increasing staff's understanding of the responsible and ethical use of AI as well as practical applications through hands-on instruction.

- Facilitated professional development for 120 stakeholders, successfully qualifying them for the AI Explorer Badge through targeted instructional sessions.
- Engineered the comprehensive Instructional GenAI Playbook and completed a major revision cycle for the District's AI Guidebook to provide a cohesive governance framework.
- Engineered and deployed a comprehensive Project Lifecycle framework, establishing rigorous stage gates and standardized work packages to ensure robust governance and active stakeholder engagement.
- Facilitated a strategic prioritization initiative with executive leadership, utilizing the MoSCoW (Must have, Should have, Could have, Won't have) methodology to align project selection with organizational objectives.
- Operationalized the Project Management Office (PMO) portfolio, successfully launching all approved projects through the newly defined lifecycle, ensuring a disciplined transition from ideation to execution.
- Designed and implemented a Project Intelligence Dashboard, providing executive leadership with real-time visibility and data-driven insights into the status and health of the prioritized project portfolio using Power BI.
- Vetted business project proposals, ensuring proposals were baselined with formal charters before annual budget planning and MoSCoW prioritization cycle.
- Standardized the project intake pipeline, ensuring departmental initiatives were strategically aligned and resource-ready for executive review.
- Fortified project delivery by solidifying business analysis protocols, ensuring technical requirements were strictly mapped to both customer and developer expectations to guarantee project fidelity.
- Implemented project requirements validation to reduce technical debt and project churn, as well as minimize rework and "throw-away" efforts.
- Upgraded 70,000 devices to Windows 11, ensuring a secure environment and application compatibility.
- Expanded the ITS Student TechCrew program, seeking designation as an official Out-of-School Time (OST) Program for students in grades 6-12 who train to provide basic technical support for their schools.
- Provided District-funded technology support services to more than 380 schools, ensuring devices at schools without a dedicated technology coordinator are maintained and in good working order.
- Reduced staff augmentation costs, shifting work to low-cost, high-skilled resources offshore in preparation for the adoption of a Managed Service Provider (MSP) model.
- Initiated Application Total Cost of Ownership (TCO) 2.0, providing more transparency around the true costs—for people, process, and technologies—of mission-critical applications.
- Scaled the Managed Print Services (MPS) program to 125 schools, streamlining document management workflows and driving operational cost efficiencies for campus-level administration.
- Expanded the Azure DevOps ecosystem, enhancing the Continuous Integration and Continuous Deployment (CI/CD) pipeline orchestration, accelerating software delivery, and improving code quality through automated governance.

- Deployed Azure Fabric infrastructure, enabling advanced data analytics and real-time insights to drive educational innovation through programs like Project S.T.R.E.A.M.
- Deployed more than 250 virtual desktops (VDI), ensuring Program BRIDGE's infrastructure met the District's security standards while providing a high-performance remote environment for offshore resources.
- Maintained a 99.99 percent high-availability server environment, ensuring uninterrupted access to critical digital resources for students, educators, and administrative staff.
- Operationalized the Vulnerability Management Program, enabling proactive enterprise risk tracking and reducing vulnerabilities across all endpoints.
    - Modernized CPS Data Center Network Architecture through Cisco Application Centric Infrastructure (ACI) implementation, improving system reliability, disaster recovery capabilities, and ensuring critical instructional systems remain available to over 300,000 students and 40,000 staff.
- Advanced District Network Visibility and Management by migrating from Cisco Prime to Catalyst Center, strengthening proactive monitoring, automation, and faster issue resolution to minimize classroom disruptions.
- Expanded High-Speed WAN Infrastructure to over 350 schools through the dark fiber WAN Redesign Program, positioning CPS to deliver 20GB connectivity to all 562 schools by 2027. This transformation will increase elementary school bandwidth by up to 40 times and high school bandwidth by 10 times, enabling digital curriculum, online assessments, and future AI-enabled learning environments.
- Upgraded Network Infrastructure in over 120 schools through the E-Rate-funded Data Network Upgrade (DNU) program, delivering modern switches, wireless access points, and high-capacity infrastructure necessary to support 1:1 devices, digital learning platforms, and instructional technology initiatives.
- Strengthened infrastructure workforce capability through strategic training partnerships by collaborating with Organizational Change Management (OCM) and technology partners (Cisco, Microsoft, security platforms) to deliver targeted in-house training, certification pathways, and operational readiness programs—building internal engineering capacity, reducing vendor dependence, and preparing teams to support modern digital learning environments.
- Advanced infrastructure service delivery modernization through ServiceNow governance and Information Technology Infrastructure Library (ITIL) alignment by improving service catalog structure, intake workflows, and cross-resolver group coordination to better support students, teachers, and staff through faster resolution times, clearer ownership, and a more consistent customer service experience across ITS.
- Worked toward decommissioning legacy Microsoft SharePoint infrastructure, which is a critical step toward improving security, performance, and maintainability. The process begins with a comprehensive assessment to identify active sites, content ownership, and business-critical data.
- Migrate the Relativity infrastructure to RelativityOne (RealOne). This provides a strategic opportunity to reduce costs and modernize the eDiscovery environment. By moving from an on-premises setup to a cloud-based platform, the District has saved significant capital on hardware expansion, storage, and ongoing maintenance of the existing Relativity infrastructure.

- Moved to enhance security posture by enabling advanced security features and fine-tuning the Mimecast environment, which has significantly reduced the volume of phishing and spam emails. By optimizing policies such as URL protection, attachment scanning, impersonation protection, and content filtering, the organization has strengthened its email security posture.
- Successfully completed the Google Security Audit, ensuring the Google Workspace environment is aligned with industry best practices and organizational security standards. Strengthened key controls, including Multi-Factor Authentication (MFA), access management, and threat protection, while remediating identified gaps. This achievement enhances overall security posture, reduces risk, and improves compliance and visibility across the environment.
- Completed Demand Response Summer Testing of 99 sites. This program, in conjunction with PJM and CPower (our utility providers), is designed to demonstrate that our Building Automation Systems (BAS) can set back buildings during a grid emergency. By opting into the program for the District, it yields a rebate check back for each building we opt into, and can prove that we can shed the utilities during the testing period. Our target was 5MW (MegaWatt), and we achieved 20MW and unlocked approximately $750,000 in rebates for CPS from summer testing.

KEY BUDGET INITIATIVES for FY2027

- Continue ERP implementation. The first go-live is anticipated for the end of 2026, requiring all work to be completed, tested, and piloted by the start of the FY27 school year.
- Transition Project S.T.R.E.A.M. to steady state operations. Continue to ensure the District has better access to quality data to inform decisions by transitioning the project to the CPS team, completing the remaining reports, optimizing Project S.T.R.E.A.M. architecture, and developing steady-state plans.
- Continue WAN redesign. Redesign efforts provide new resilient network connectivity to schools through a dedicated fiber-optic network.
- Strengthen mobile device redistribution. Operationalize the reallocation of surplus student devices from schools with excess inventory to those facing shortages.
- Expand the ITS Student TechCrew Program to 30+ schools and designate it as an official CPS Out-of-School Time (OST) 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.
- Complete TCO 2.0 implementation. Operationalize efforts to reduce software and application redundancy and costs throughout CPS by ensuring the intentional selection of technology platforms and vendors.
- Execute the ITS Applications, Data, and Analytics roadmap. Reduce technical debt by reducing 2,000 contract hours through the use of Gen AI tools (Claude Code, Google Code Assist, and CoPilot).
- Continue the contractor rate reduction strategy. Reduce overall contractor spending while maintaining service quality and ensuring compliance with data security requirements by focusing on two areas: more contingent work to offshore and nearshore models, and renegotiating rates with current vendors.
- Implement Third-Party Risk Management (TPRM). TPRM assesses and mitigates risks associated with third-party vendors.

- Phase out copper telecommunication lines. Replace copper lines across District sites to maintain compliant backup phone service for life-safety systems as required by the Federal Communications Commission (FCC) Copper Phase Out initiative.
- Modernize identity and access management. Update or replace the existing identity and access management system to ensure security and streamline access to our mission-critical systems.
- Continue data center transition. Continue to move server workloads from our data center to cloud infrastructure and migrate remaining systems to a new data center to reduce cost and improve operational agility.
- Continue to improve demand response (a utility load shedding program) by modifying our BAS to expand on the pilot run over the summer to include the top utility consumers in the District and prepare for a winter proving period with hopes of a rebate similar to last summer's.
- The Identity and Access Management (IAM) RFP initiative is focused on selecting a modern, secure, and cost-effective IAM solution that meets the District's evolving needs. This process involves evaluating leading vendors based on key criteria, including security capabilities, scalability, user experience, integration with existing systems, and total cost of ownership.
- Decommissioning the legacy Microsoft Exchange infrastructure modernizes communication services—such as scan-to-email and application notifications—to Google mailboxes while strengthening data security. Critical systems, including applications and Multi-Function Devices (printers and scanners), are securely migrated to modern platforms such as Mimecast and Google, ensuring data integrity, compliance, and improved accessibility. Moving away from on-premises Exchange eliminates the need for costly hardware upgrades, maintenance, and complex disaster recovery, reducing operational overhead and avoiding significant capital investments.

Innovation & Incubation

MISSION

The Office of Innovation and Incubation (I&I) manages a diverse portfolio of 81 traditional charter schools and one contract school, serving approximately 40,000 students. I&I's primary objective is to uphold rigorous authorizing standards across all schools under its oversight, with a focus on Academic Excellence, Operational Integrity, and Financial Stability.

I&I promotes accountability, collaboration, and continuous improvement across the charter and contract school sector while serving as a liaison between charter schools and CPS departments. The office evaluates proposals for new and renewed schools, provides recommendations to the Chicago Board of Education, and ensures high-quality oversight and management.

In addition to its authorizing function, I&I supports the creation of new educational opportunities for Chicago students by overseeing the incubation of District, charter, and contract school models. Through a structured process, I&I helps new schools establish the foundational systems, resources, and supports needed for long-term success.

MAJOR PROGRAMS

- **Authorization and Renewal of Schools:** Ensures a rigorous, effective decision-making process for opening and incubating new schools and 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 members, 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 authorizing best 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 early warning indicators and 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 the 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 1,795,902	$ 3,084,779	$ 3,496,185	$ 3,295,895
Other Grant Funds	$ 280,630	$ -	$ 124,923	$ -
Total Department	**$ 2,076,532**	**$ 3,084,779**	**$ 3,621,108**	**$ 3,295,895**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	19.0	21.0	20.0
Total Department	**19.0**	**21.0**	**20.0**

MAJOR ACCOMPLISHMENTS in FY2026

- Delivered the successful transition and opening of six schools (five charter elementary and one contract high school) as District-managed schools by July 1, 2026, serving approximately 1,620 students. Led end-to-end project management across all CPS Central Office departments, external vendors, charter operators, and governing boards, ensuring full operational readiness and a seamless handoff to principals for back-to-school execution.
- Directed the wind-down and student transition of 13 charter and contract schools, impacting approximately 3,200 students, and achieved a greater than 95 percent student enrollment and retention rate. Established and executed a coordinated, cross-functional transition model that ensured continuity of instruction, compliance with legal requirements, and minimal disruption for students and families.
- Launched CPS' first Multi-Tiered System of Supports (MTSS) Professional Learning Community for charter leaders in partnership with the Office of Teaching and Learning. Co-designed responsive, leader-informed curriculum and facilitated monthly convenings engaging 36 schools, strengthening instructional practice and MTSS implementation across the charter sector.
- Led system-wide stakeholder engagement to design and refine the Mid-Cycle Continuous Improvement framework, conducting seven leader listening sessions and integrating feedback to align with District accountability priorities. Established a pilot recruitment strategy to support phased implementation and continuous improvement.

- Designed and executed a charter student voice strategy, embedding authentic student agency into school improvement efforts. Successfully piloted in two schools (one elementary school and one high school) where students are actively developing and presenting “proposals for change” to school leadership, advancing student-centered decision-making.
- Spearheaded the inaugural “State of Charter School Performance” session, with 78 percent of participating school leaders reporting that the data and insights provided were actionable and supported school-level decision-making.
- Conducted 37 targeted coaching engagements, including classroom observations and pre-coaching sessions aligned to the Academic Support Process for schools identified through ISBE summative designations. Delivered three CIWP trainings, incorporating School and District Improvement Grant (SDIG) updates, to strengthen school planning and execution.
- Led the comprehensive revision of the District’s Shared Facilities Policy, governing 34 co-located District, charter, and contract schools serving approximately 13,500 students. Designed and executed a robust stakeholder engagement process—including surveys and 15+ in-person and virtual sessions—resulting in a more transparent, equitable policy framework. Introduced a formal, time-bound Conflict Resolution Process and established a cross-sector Conflict Resolution Committee to ensure the timely resolution of issues impacting the student experience.
- Developed and implemented a more transparent charter renewal framework, clearly linking school performance outcomes to term length recommendations. This work strengthens authorizer rigor, increases transparency, and improves predictability for school communities.
- Established a Financial Early Warning System grounded in leading indicators, informed by trends observed from 2024–2026 charter operator performance. This system enables earlier identification of fiscal risk and proactive intervention. Schools flagged through the process are required to submit enhanced financial reporting (bi-weekly expense tracking, revised budgets, and cash flow analyses), while CPS initiates formal oversight actions, including warning and watch notices, participation in board meetings, and mandated financial planning sessions, significantly strengthening financial accountability and risk management across the portfolio.

KEY BUDGET INITIATIVES for FY2027

- Strengthen CPS’ approach to charter school oversight by shifting to a more proactive, real-time model that identifies risk early and intervenes before issues escalate. This includes updating the financial accountability system to incorporate early warning indicators, improve transparency, and ensure stronger alignment between financial performance and student impact. This work will also establish clearer intervention protocols and guardrails to manage financial distress long term, such as data and transparency tools that will allow real-time visibility into school performance (financial and academic).
- Redesign and implement structured transition and incubation supports to ensure seamless continuity for students and families during school closures, transitions, and governance changes. This includes clear protocols for enrollment, records transfer, and continuity of services, alongside strengthened cross-departmental coordination and dedicated transition

infrastructure. This work ensures CPS meets its legal obligations while minimizing disruption, particularly for students with the greatest needs.

- Coordinate targeted School Leader Summits focused on building capacity in financial management, academic improvement, and operational sustainability, while fostering alignment with District expectations and creating space for shared problem-solving across schools.
- Expand and formalize support for co-located schools by establishing transparent, equity-driven protocols for shared space and resource allocation, informed by school and community input, to improve conditions for all students.
- Strengthen charter governance by equipping boards with clearer data, stronger financial oversight tools, and targeted training to support informed, accountable decision-making and prevent governance-related risks.
- Advance the next phase of the Charter School Accountability Policy by continuing progress toward alignment with the District's Continuous Improvement and Data Transparency (CIDT) priorities, recognizing this as a multi-year effort. This phase will focus on strengthening transparency, refining expectations, and embedding equity-centered frameworks.
- Conduct a CPS system analysis to assess whether existing data systems can support charter-specific CIDT practice measures, and identify necessary enhancements to enable more timely, actionable performance monitoring.
- Implement a mid-cycle performance review process post-renewal to provide earlier insight into school performance, allowing CPS to identify challenges, provide targeted support, and reinforce accountability 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 4,763,502	$6,927,795	$ 6,927,795	$ 7,151,998
Total Department	**$ 4,763,502**	**$6,927,795**	**$ 6,927,795**	**$ 7,151,998**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	54.0	54.0	52.0
Total Department	**54.0**	**54.0**	**52.0**

MAJOR ACCOMPLISHMENTS in FY2026

- Conducted a major initiative to examine millions of dollars in rising costs on travel expenditures across the District. The OIG found excessive spending, various abuses, and a travel-expense process in need of major reform.
- Substantiated 55 cases in the Sexual Allegations Unit and partnered with CPS departments, including the Office of Student Protections and Title IX, to take appropriate action and ensure students are protected.

- Continued to investigate hundreds of allegations over a range of categories, including sexual misconduct against students, fraud, and other criminal conduct.
- Notable investigations include:
    - A network chief who engaged in a multiyear phony billing scheme with a vendor that defrauded the District of nearly $90,000;
    - An IT employee who defrauded CPS of at least tens of thousands of dollars by reporting false work hours for contracted services through an IT vendor;
    - Principals who defrauded pandemic relief programs, including the Paycheck Protection Program, as well as State of Illinois pandemic-related rental-assistance programs;
    - A program manager who falsified federal grant applications year after year with inflated program enrollment numbers.

KEY BUDGET INITIATIVES for FY2027

- As required by Illinois law, 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 approximately 2,000 allegations 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, among other things, 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 322,590	$ 1,106,105	$ 1,104,055	$ 1,266,101
School Generated Funds	$ 14,906	$ -	$ -	$ -
Total Department	**$ 337,496**	**$ 1,106,105**	**$ 1,104,055**	**$ 1,266,101**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	7.0	8.0	9.0
Total Department	**7.0**	**8.0**	**9.0**

MAJOR ACCOMPLISHMENTS in FY2026

- Successfully secured $9.7 million in Tax Increment Funding (TIF) to support capital investments at seven CPS schools.
- Successfully secured $1,898,645 in Menu Funds for 16 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 and secured $10 million in city funding to continue to support the North Lawndale STEAM partnership and created an advocacy group composed of parents, students, teachers, and the North Lawndale Community Action Council to speak in support of the city funding component.

KEY BUDGET INITIATIVES for FY2027

- Partner with the General Assembly to bridge the funding gap by advocating for the $985 million required to move CPS closer to the state-mandated 90 percent Evidence-Based Funding (EBF) adequacy target by the close of the fiscal year.
- Deepen fiscal and operational coordination with the City of Chicago and Cook County to identify an efficient and timely transfer of tax funds to Chicago Public Schools.
- Engage the Illinois congressional delegation and federal agencies to secure alternative, sustainable revenue streams and competitive federal grant awards.
- Monitor, analyze, and shape legislative mandates at the Springfield level to protect District fiscal autonomy, minimize unfunded regulatory burdens, and ensure compliance during the school board governance transition.

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. Our vision is to be a trusted partner in cultivating a culture of continuous improvement and accountability that advances our District's commitments to a high-quality daily learning experience that is rooted in rigor, joy, and equity, the foundations of the CPS Together We Rise strategic plan.

MAJOR PROGRAMS

- **School Audits**: Support school administrators in achieving operational, financial, and strategic objectives by assessing the accuracy of transactions; the safeguarding of assets; compliance with applicable laws, regulations, ordinances, contracts, and Board policies; as well as identifying opportunities for process improvements.
- **District-wide Audits**: Support Central Office in ensuring strong internal controls are in place District-wide. 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**: Identify high-risk IT areas and implement 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).
- **Management Action Plan (MAP) Tracking**: Coordinate MAP implementation to ensure that the corrective actions agreed upon by management are implemented effectively and on time. Rigorously tracking MAPs ensures that risks are not merely identified but are permanently neutralized, fostering a culture of continuous improvement and accountability.
- **Continuous Monitoring Audit Program (CMAP)**: Provide 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. Conduct school internal control quarterly training sessions.
- **Special Projects**: Provide assistance to high-priority projects identified by management, the Board, or other stakeholders.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 1,307,833	$ 1,836,104	$ 1,807,504	$ 1,813,677
Total Department	**$ 1,307,833**	**$ 1,836,104**	**$ 1,807,504**	**$ 1,813,677**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	15.0	15.0	15.0
Total Department	**15.0**	**15.0**	**15.0**

MAJOR ACCOMPLISHMENTS in FY2026

- **Financial and Operational Efficiencies:** Strengthened financial review processes to reinforce accountability and prevent recurring billing discrepancies, safeguarding substantial organizational resources.
- **Internal Control and Risk Management:** Developed and rolled out an internal control certification tool across the entire District. This initiative empowers various departments and schools to formally attest to and actively improve their fiscal and administrative control environments.
- **School-Level Support:** Provided critical School Internal Control Support through targeted audits, specialized training, and advisory services to more than 90 schools and 400 school personnel.
- **Enterprise Risk Management (ERM):** Oversaw the District's comprehensive risk framework, encompassing 80 assessed risks and 198 active mitigation plans, ensuring proactive management of operational, financial, and compliance exposures.
- **Management Action Plan Tracking:** Provided ongoing oversight of hundreds of action plans, accelerating the completion of required improvements and reducing exposure to operational and financial risks.
- **Process Improvements:** Advanced organizational effectiveness by identifying improvement opportunities through audits and supporting the implementation of stronger programs, processes, and controls.

KEY BUDGET INITIATIVES for FY2027

- Enhance the school audit program by refining audit scopes, strengthening root-cause analysis, and improving the clarity of recommendations so schools receive more actionable insights that reduce repeat deficiencies and elevate financial and operational control performance.
- Improve District-wide audit coverage by deepening the annual risk assessment, sharpening risk-based scoping, and increasing cross-departmental coordination to deliver more timely, targeted audits that address the most significant financial, operational, compliance, and technology risks.
- Strengthen the IT audit program by expanding cybersecurity, data governance, and access-control testing; improving collaboration with IT leadership; and increasing the use of data analytics to identify vulnerabilities earlier and support more resilient technology operations.
- Advance the Continuous Monitoring and Auditing Program by expanding metrics, improving data quality, and increasing the frequency of automated testing to provide earlier detection of control breakdowns and more consistent visibility into school and central office compliance.
- Improve internal control training by updating content to reflect emerging risks, incorporating real audit trends, and expanding practical tools and examples so school administrators can build stronger capacity to maintain effective controls and reduce audit findings.
- Strengthen the District-wide corrective action plan process by improving the quality of action plans, increasing accountability for timely remediation, and enhancing reporting to leadership to ensure

control deficiencies are resolved and operational improvements are sustained.

- Enhance the annual internal control certification process by increasing the rigor and evidence expectations of attestations, improving guidance to leaders, and strengthening follow-up on identified gaps to produce more reliable certifications and deeper District-wide risk mitigation.
- Improve the effectiveness of the quarterly Risk Management Committee so each meeting drives clearer risk-based decisions and strengthens alignment across internal audit, external audit, investigations, and departmental compliance functions.
- Advance the CPS Risk Universe by refining risk definitions, improving scoring methodologies, and integrating emerging risks to ensure leadership has an accurate, dynamic, and actionable view of District-wide financial, operational, strategic, compliance, reputational, and technology risks.
- Strengthen the Quality Assurance and Improvement Program by enhancing internal quality reviews, aligning methodologies with the new Global Internal Audit Standards, and preparing for an external Quality Assurance Review to ensure the internal audit function remains effective, credible, and continuously improving.

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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 1,748,211	$ 2,373,715	$ 1,864,199	$ 2,034,286
Total Department	**$ 1,748,211**	**$ 2,373,715**	**$ 1,864,199**	**$ 2,034,286**
Budgeted at Schools	$ 9,507,370	$ 11,500,082	$ 12,830,082	$ 14,100,519
Grand Total	**$11,255,581**	**$13,873,797**	**$14,694,281**	**$16,134,805**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	11.0	10.0	11.0
Total Department	**11.0**	**10.0**	**11.0**
Budgeted at Schools	119.0	119.0	118.0
Grand Total	**130.0**	**129.0**	**129.0**

MAJOR ACCOMPLISHMENTS in FY2026

- 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.
- SY27 consent forms were issued in February, ensuring students and counselors had ample time to complete them ahead of the SY27 programming season.
- 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.
- 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 FY2027

- 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.
- 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.
- Integrate STEM-focused curriculum into JCLC summer camp program to enhance cadet engagement, strengthen critical thinking skills, and expand exposure to STEM career pathways.
- Incorporate work-based learning opportunities and team-oriented challenges into the JROTC curriculum to promote career exploration, develop leadership competencies, and improve student achievement outcomes.

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 core 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. The eight practice areas collectively manage twelve distinct workstreams:

- **Executive:** Reports directly to the Board per By-Law 1-9, and provides essential legal, strategic, and operational oversight for the Law Department. Delivers critical strategic legal counsel to the 21-member Board and District leadership.
- **Freedom of Information Act Office (FOIA):** Responds to requests for records submitted in accordance with the Illinois Freedom of Information Act 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 checks, and Local School Council (LSC) election challenges.
- **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. Represents the Board in wage claims and Occupational Safety and Health Administration (OSHA) complaints filed with the Illinois Department of Labor.
- **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 Local 73, Unite Here Local 1, Teamsters Local 700, and SEIU Local 1), which collectively represent over 30,000 employees. Directs the simultaneous negotiation of two annual collective bargaining agreements, including mid-term bargaining and the full implementation of all resulting contracts. Provides strategic guidance and counsel to internal stakeholders by advising on contract interpretation, compliance, and labor-related matters spanning more than 100 bargaining unit job classifications. 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. Reviews certain criminal background checks via the District's criminal background process to ensure compliance with Board Rules and the Illinois School Code. Provides regular counsel to

various stakeholders on issues related to employee discipline, criminal background, and reference checks, among other topics.

- **State Litigation:** Represents the Board and its employees in litigation relating to matters such as breach of contract, tort and personal injury, workers' compensation for workplace injuries, property tax objections, tuition fraud, garnishments, mechanic's liens, petitions for injunctions and temporary restraining orders, declaratory judgment actions, commercial litigation, court ordered and voluntary arbitrations, mediations, bid protests, debarments, collections, FOIA disputes, state tax levies, OSHA complaints, administrative code violations, excess insurance and additional insured matters, and wage and hour claims. Responds to court-ordered subpoenas for records and personnel. Manages threatened litigation matters, including preserving evidence. Coordinates with the District's Third Party Administrator and Risk Management to monitor the District's exposure and reserves. Manages outside counsel. Pursues affirmative litigation to recover damages when the District has been harmed. Provides regular counseling and liability analysis to internal stakeholders.
- **Federal Litigation:** 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 law. Represents the District in both state and federal appellate matters. Pursues affirmative litigation to recover damages when the District has been harmed. Manages outside counsel. Provides regular counseling and liability analysis to internal stakeholders.
- **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.
    - **Ethics:** Advises Board members, employees, and LSC members on compliance with the Board's Code of Ethics. Provides ethics training for the District in video, virtual, and in-person formats, supported by guidance documents. Manages ethics disclosure requirements, including secondary employment, ethics travel certification forms, and ensures compliance with employee ethics filings mandated by state law and Board policy.
    - **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. Provides oversight, guidance, and training for record maintenance, storage, retention, and destruction.
    - **Former Student Records:** Manages the District's compliance with transcript requests, education verifications, and disability verifications for former students.
- **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, school restructuring, LSC issues, legislative review, charter school matters, and educational initiatives. Manages the District's response to regulatory bodies, including the Illinois State Board of Education and the U.S. Department of Education Office of Civil Rights.
- **Special Education (SpEd):** Advises and represents the Board in a variety of special education matters. Provides legal support to the Office for Students with Disabilities (OSD) and

school-based staff. Represents the District’s interests in state complaints and special education due process complaints.

- **Transactions:** Manages the lifecycle of contracts requested by schools and departments across the District and required by the Board, including processing, drafting, and negotiating. 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. 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, charter schools, and compliance with Board rules, policies, and procurement laws.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 12,068,805	$ 16,468,284	$ 16,499,101	$ 15,710,607
Other Grant Funds	$ 57,939	$ 89,416	$ 89,416	$ 100,559
Total Department	**$ 12,126,744**	**$ 16,557,700**	**$ 16,588,517**	**$ 15,811,166**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	103.0	103.0	99.0
Other Grant Funds	1.0	1.0	1.0
Total Department	**104.0**	**104.0**	**100.0**

MAJOR ACCOMPLISHMENTS in FY2026

The eight core practice areas and functional units have resolved approximately 6,000 matters between July 1, 2025, and February 28, 2026. The department manages a diverse caseload ranging from routine administrative matters to high-risk litigation. In addition to addressing a number of legal cases brought against the Board and its employees, the department provides extensive counseling and training to the Board, employees, principals, assistant principals, and administrators to mitigate risk and ensure compliance. Highlights for the fiscal year to date are as follows:

- **Freedom of Information Act Office:**
    - In FY2026 to date, the office has received 1,357 FOIA requests, indicating that it is on pace to meet or exceed the new record of 2,081 requests received in FY2025. To date, 1,485 requests have been closed.
    - Obtained a favorable determination from the Public Access Counselor (PAC) on a FOIA request made by a *pro se* litigant against the Board seeking records not required to be created to answer his questions.

- Obtained a favorable determination from the PAC upholding a denial of a request seeking minutes of closed sessions of the Board of Education that have not been otherwise made available to disclosure.
- Obtained a favorable determination from the PAC ruling that denials of requests made for commercial purposes are not reviewable by the PAC.
- Participated in the Data and Analytics Governance Committee.

- **Law Investigations Unit (LIU):**
  - Successfully closed 294 triage matters, with seven matters currently open and actively managed.
  - Closed 36 formal investigations, and 30 cases remain open and under review.
  - Developed and implemented new standard operating procedures in order to ensure the timely resolution of all reported allegations.
  - Refined LIU's jurisdictional boundaries to ensure investigations are thorough, focused, and cost-effective.
  - Continued to focus the triage process on prioritizing cases by severity, allowing non-harmful and first-time incidents to be addressed at the school level or through Human Resource Business Partners (HRBPs).
  - Worked closely with Facilities Operations and Maintenance, Nutrition Support Services (NSS), and Networks to identify appropriate resolutions without necessitating formal investigations.

- **Labor and Employee Discipline:**
  - Managed, advised, and prosecuted approximately 722 employee discipline cases.
  - Managed, advised, and represented the Board in approximately 627 labor arbitration matters, including unfair labor practice charges and representation cases before the Illinois Educational Labor Relations Board (IELRB).
  - Responded to approximately 95 Illinois State Board of Education (ISBE) subpoenas.
  - Responded to approximately 3,086 Reference Check requests.
  - Collaborated with Talent and the Office of Administrative Hearings (OAH) to transition the review of ESP/PSRP unsatisfactory evaluations from the OAH to Talent's Educator Effectiveness Team. Provided Talent with guidance, along with OAH, and continues to partner with Talent during this transition.
  - Issued five Warning Resolutions to tenured teachers for misconduct, including attendance abuse and tardiness concerns, verbal and physical abuse, failure to report student suicidal ideation, and repeated student removals from class against the school administration's clear directives.
  - Terminated a tenured teacher who intentionally left a student unsupervised at a park after soccer practice, and received other favorable awards from ISBE hearing officers.
  - The IELRB dismissed an unfair labor practice charge filed by a teacher alleging suspension and termination for engaging in protected activity under the Illinois Educational Labor Relations Act. The IELRB ruled in favor of the District, concluding there was no evidence of a causal connection between the teacher's protected activity and the

decision to terminate his employment.
  - The IELRB dismissed two consolidated unfair labor practice charges filed against the District by a teacher. The IELRB determined the teacher's claims were untimely and the allegations did not involve any concerted protected activity. Over the past two years, this teacher has filed three ULP charges against the Board related to the termination, all of which the Board successfully defended, resulting in the charges being dismissed by the IELRB.
  - The IELRB dismissed an unfair labor practice charge filed by CTU claiming the Board violated the IELRA when it took disciplinary actions against two teachers for allegedly engaging in protected activity during the October 2019 CTU strike. In dismissing the complaint in its entirety, the IELRB found the actions of the teacher who was terminated amounted to strike misconduct, causing a loss of IELRA's protections and rendering the misconduct terminable. As to a teacher who received a Level 2 PIP, the IELRB found the Union's charge to be untimely and outside the six-month jurisdictional period prescribed by the IELRA.

- **Labor Relations:**
  - Continued negotiations of the UNITE HERE successor collective bargaining agreement.
  - Continued negotiations for the first-ever principals and assistant principals collective bargaining agreement; currently operating under a historical interim MOU that established initial terms for compensation, safety protocols, and due process.
  - Continued negotiations of various mid-term bargaining items, including the Virtual Academy, accredited titles, charter closure and transition implications, and assessment procedures.
  - Maintained leadership of the elementary school schedule guidance task force, the grading guidelines task force, and the student support task force.
  - Continued preparations for the upcoming successor collective bargaining agreement negotiations for 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 302 grievances and 381 disciplinary decisions, including termination recommendations later adopted by the Board.
  - Updated and released the eighth edition of the template staff handbook to school administrators.
  - Collaborated with Talent and the Labor and Employee Discipline Unit to finalize amendments to the Board's Drug and Alcohol Free Workplace Policy.
  - Implemented the grievance and suspension appeal process outlined in the Chicago Principals and Administrators Association's tentative agreement.

- Collaborated with Information and Technology Services to streamline processing of suspensions pursuant to Board policy and collective bargaining agreements.
- Led implementation of CPS-CTU Joint Discipline Committee revival per CTU's bargaining agreement.
- Developed a conflicts check protocol for OAH legal interns.
- Implemented multi-user polling using existing Google Workspace tools to increase efficiency in the scheduling of grievance hearings.
- Designed and managed an information exchange between CTU, Talent, and Payroll Services to proactively address or resolve pay errors in advance of grievances being filed.
- Prepared and delivered training for new NSS leadership regarding the discipline process.
- Implemented tracking tool between CTU and internal CPS central office stakeholders that resulted from OAH's 2024-25 Continuous Improvement Work Plan goal.
- Provided support to the Talent Office's Educator Effectiveness team on the ESP and PSRP evaluation process through document review and collaborative sessions related to process improvement and policy decisions.
- Collaborated with Talent on solutions related to student-teacher misconduct concerns.
- Collaborated with OSHW and Payroll Services regarding effective collective bargaining agreement compliance related to work days, pay, and schedule.
- Collaborated with Safety and Security and Payroll Services regarding Crowd Control Specialists' pay and discipline issues to provide guidance in compliance with state and federal law and any applicable collective bargaining agreements.
- Collaborated with Talent and the Litigation Unit to support alignment on CTU's assault leave collective bargaining agreement provision.

- **Litigation:**
    - Favorable settlements and appellate decisions include:
        - Participated in 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 (gross) to CPS over a three-year period, with approximately 90 percent already paid and approximately 10 percent due in December 2026.
        - Recovered $100,000 in reimbursement of workers' compensation benefits paid to an employee from a settlement between an employee and a snow and ice removal company. The employee sued the vendor alleging negligence in the vendor's snow and ice removal work at the school.
        - An individual filed suit claiming to have slipped and fallen on an interior stairway at a school. The individual initially admitted that their shoes were to blame, but in a lawsuit alleged a defect in the stair step. The matter was assigned to mandatory arbitration, and the Board prevailed. The plaintiff rejected the arbitration result and demanded a jury trial, but voluntarily dismissed the lawsuit the day before the trial.
        - The Board prevailed in an appeal filed by the owner of an elevator services contracting company. The Board had disbarred the contractor for misconduct,

and the contractor sued, alleging the Board had wrongly damaged its reputation. The Court of Appeals affirmed that dismissal.

- Dismissals and Summary Judgments:
  - The U.S. District Court awarded summary judgment to the Board in a case involving procedural due process claims filed by a former principal. The Board also obtained a bill of costs of about $4,000 against the former employee who filed suit.
  - The Board and a Network Chief prevailed on a former principal's federal claims that alleged various forms of discrimination and harassment when the former principal 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 Court granted the Board's motions to dismiss in several recent cases, including one where the OIG concluded that a member of the school support staff committed Paycheck Protection Program (PPP) fraud, and another where a teacher asserted national origin discrimination.

- Affirmative Litigation Efforts
  - The Board joined a lawsuit filed in the Northern District of California against certain social media companies. The action seeks compensation for the vast sums expended by the Board as a result of the adverse effects of social media on students.
  - Collaborated with the Illinois Attorney General's Office on litigation to recover the loss of federal grant funding.

- **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 comprehensive legal guidance to the Office of Local School Council Relations, including procedural compliance, eligibility determinations for both pre-election and post-election challenges to promote a fair, transparent, and legally compliant process across the District's schools.
  - Collaborated with District stakeholders to appeal the U.S. Department of Education's decision to rescind the District's Magnet Schools Assistance Program (MSAP) funding to advocate for restoration of critical resources.
  - Designed and delivered professional development opportunities for school administrators, network staff, and other District staff through monthly webinars on "hot topics" in education law, including student records and privacy, external research and

review board proposals, records management, fundraising compliance, and risk management.
    - Implemented strategic process enhancements to the student adjudications process to improve efficiency, transparency, and timeliness for students, parents and guardians, and schools. This resulted in reduced expulsion hearing backlogs and timely determinations.
    - Provided legal counsel to central office stakeholders in support of the District's physical education waiver submission to the Illinois State Board of Education, including the submission of required applications and compliance with applicable School Code requirements in order to promote equitable access to instruction and advance operational priorities for students.
    - Provided critical legal support to JROTC in establishing enrollment and transfer guidance that is in alignment with federal and state statutes and Board policy to promote school and cadet accountability and reduce legal risk.
    - Collaborated with various Central Office stakeholders 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 extensive research into topics affecting education law, including curriculum, immunizations, and minimum health requirements.
    - Provided legal guidance on over 400 legislative bills and assisted with drafting legislation to support CPS endeavors.
    - Supported schools in processing and coordinating over 800 requests for student records pursuant to subpoenas or court orders.
    - Represented the Board in 17 Office for Civil Rights complaints. Despite a federal government shutdown and the closure of the Chicago regional office of OCR, the District closed out five of these matters with no formal findings against the District.
    - Represented the Board in over 184 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 Program (IEP) meetings and supporting teams with compliance, such as legal requirements relating to the translation of vital IEP documents; annual revisions to the OSD Procedural Manuals; and District-wide compliance efforts relating to physical restraint and time-out training and reporting.

- **Transactions:**
    - Opened 311 matters and closed 256 contract matters in FY26.
    - Continued implementation of a new Contact Management System (CMS). This system streamlined contract processing and execution for the District, while dramatically improving reporting on contracting trends and business processes.

- Conducted training for Central Office and Office of Network Support staff regarding the contracting process and contracting material development.
- Closed the Educational Technology, Social Emotional Learning, Out of School Time, Various Trades, and Professional Learning Pools encompassing more than 1,000 vendor contracts.
- Executed multiple contracts for student placement and assistive technology to ensure compliance with student IEPs and 504 Plans.
- Completed multiple complex negotiations for the new Enterprise Resource Planning initiative handled by Project BRIDGE.
- Completed review and improvement of the Board's Intellectual Property policy.
- Managed all charter school renewal contracts, including drafting and negotiating contracts with each new annual charter cohort. With the evolving challenges faced by CPS charter schools since 2024, Transactions' charter work has included intensive counseling and strategic guidance to departments and the Board to mitigate operational emergencies, charter closures, and student transitions.
- Provided comprehensive support and counseling to departments and schools across CPS regarding transactional issues, including intellectual property, artificial intelligence, data breach proceedings, limitations of liability, and more.

- **Policy, Ethics and Records:**
  - Advised all departmental policy owners through amending, rescinding, adopting, or readopting Board policies and rules.
  - Conducted training for Board members related to ethics, campaigning, and conflicts of interest.
  - 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.
  - Facilitated District-wide requests regarding records-related collections and deliveries.
  - Directed the District-wide diploma fulfillment process, ensuring precise data collection and vendor execution for all graduating students.

KEY BUDGET INITIATIVES for FY2027

- The Department has identified five strategic priorities toward which our staff members are focusing their efforts and individual goals that 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 (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., students with disabilities, students in temporary living situations, English language learners, newcomer population).
- Negotiate the UNITE HERE successor collective bargaining agreement.
- Continue negotiating for the first-ever principals and assistant principals collective bargaining agreement; currently operating under a historical interim MOU that established initial terms for compensation, safety protocols, and due process.
- Negotiate various mid-term bargaining items, including the Virtual Academy, accreted titles, charter closure and transition implications, and assessment procedures.
- Continue participation in social media litigation brought by CPS and other school districts against Meta, YouTube, Snapchat, and others. Recent verdicts against these social media companies suggest that they committed tortious conduct in the distribution of their services and that school districts suffered significant financial challenges as a result.
- Continue working with external partners to recover or prevent the loss of federal funding.

Local School Council Relations

MISSION

The Office of Local School Council Relations (OLSCR) is a core pillar of the Office of Family and Community Engagement (FACE). OLSCR specifically manages the democratic process that allows communities to govern their neighborhood schools. We believe that schools succeed when the people closest to the students—parents, staff, and neighbors—have a real seat at the decision-making table. By providing training and daily support to over 500 Local School Councils (LSCs), we help stakeholders turn their passion for education into effective leadership. Our goal is to ensure every LSC is a fair, transparent, and powerful voice for its school community.

MAJOR PROGRAMS

The Illinois School Code guides OLSCR's approach and implementation of LSC operations and engagement.

- **Member Support:** Provides comprehensive, direct support to approximately 6,000 LSC members across 511 schools to ensure effective governance. OLSCR delivers real-time technical assistance and coaching on governance practices, legal requirements, and parliamentary procedure. OLSCR team members have regular contact with LSC members and attend hundreds of LSC meetings each year. OLSCR guides councils in conducting compliant meetings aligned with the Open Meetings Act and District policy. It also provides direct support for high-stakes processes, including principal evaluation, contract renewal, and principal selection.

- **Training and Resources:** Oversees the delivery of required training for approximately 6,000 LSC members across 511 schools, spanning nine core governance and leadership content areas. It provides targeted training to support LSCs during critical processes and authority, including monitoring of the school budget and school academic plan, principal selection, principal retention, and contract renewal. Training is delivered through both in-person and virtual formats to ensure accessibility and broad participation. OLSCR also develops and maintains a comprehensive suite of tools and resources to support members in fulfilling their roles effectively. This includes the LSC Reference Guide, available in both English and Spanish, which serves as a foundational resource for governance and compliance. In addition, OLSCR offers on-demand training modules accessible at any time, allowing members to engage with content flexibly as needed.

- **Elections:** Administers one of the largest decentralized school governance election systems in the country, across all Chicago Public Schools.

    - **Bi-annual LSC Elections**: Oversees the planning and execution of elections across 511 schools, supporting more than 6,200 elected LSC positions. OLSCR leads a comprehensive election infrastructure that includes candidate recruitment and certification, voter eligibility guidance, election day operations, and post-election validation. OLSCR develops standardized procedures, materials, and timelines to ensure consistency across all schools while maintaining compliance with the Illinois School Code and CPS policy. Additionally, the office recruits, trains, and deploys over 1,200 election judges and provides direct oversight and support to more than 500 school-based staff members who implement election-day activities. This work requires extensive coordination, quality control, and real-time problem-solving to ensure election integrity at every site.

- **Annual Student LSC Elections:** Supports schools in their annual student LSC elections in schools serving grades 7–12, facilitating the election of approximately 642 student representatives each year. OLSCR provides guidance to school leaders on candidate recruitment, election procedures, and student engagement strategies to ensure meaningful student voice in school governance. These elections serve as a critical pipeline for developing student leadership and civic engagement across the District.
- **Bi-annual Local School Council Advisory Board (LSCAB) Elections**: Oversees the administration of bi-annual LSCAB elections and certification of results. These elections elevate LSC members' voices at the District-level and ensure community perspectives inform Board of Education policy and CPS decision-making.

- **Engagement**
  - **Local School Advisory Board (LSCAB)**: Supports the work of the LSCAB, a representative body of elected and appointed members that provides formal recommendations and feedback to the Chicago Board of Education and CPS District leaders on policies and practices affecting schools and LSCs. OLSCR ensures alignment between LSCAB priorities and District initiatives while facilitating communication between community leadership and CPS decision-makers.
  - **Monthly Engagement Sessions**: Hosts monthly citywide engagement sessions designed to inform, equip, and elevate LSC members through timely updates, targeted guidance, and interactive learning opportunities. These sessions provide a consistent forum for members to deepen their understanding of governance practices, engage directly with District leaders, and train LSC members on their roles and responsibilities. Each session serves as both a capacity-building and feedback mechanism, strengthening transparency and community voice.
  - **Conflict Resolution and Mediation**: Offers conflict resolution support to LSCs by connecting councils with trained external partners and providing internal guidance to address disputes constructively. This work helps maintain functional governance, preserve relationships among stakeholders, and prevent escalation that could disrupt school operations.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 1,381,710	$ 2,523,722	$ 2,250,044	$ 2,288,709
Total Department	**$ 1,381,710**	**$ 2,523,722**	**$ 2,250,044**	**$ 2,288,709**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	13.0	12.0	12.0
Total Department	**13.0**	**12.0**	**12.0**

MAJOR ACCOMPLISHMENTS in FY2026

- **Modernized Internal Operations:**
  - Transitioned from paper candidate and judge application forms to electronic forms for FY2026 elections. This improvement made it so school-based staff did not have to manually enter data into the LSC Dashboard, reducing human error and providing the District with real-time data on received applications.
    - Received 6,606 LSC applications.
    - Received 1,800 election judge applications.

- **Election Day 2026:**
  - For this election, we deployed 109 election monitors from the central and network offices. These monitors were stationed on-site at schools to observe LSC Elections and ensure full compliance with established procedures. This number represents the largest deployment of monitors we have ever utilized for an election.
  - OLSCR Operation Center, called "Election Central," received hundreds of telephone calls from various school communities across the city and provided real-time answers and support.

- **Increased Engagement:**
  - Received a significantly increased number of LSC applications, with 6,606 applications received for the March 18, 2026, election. This represents the highest volume since the 2014 election cycle, surpassing the 6,457 applications received in 2024.
  - Averaged 50–80 participants each month through its virtual LSC Member engagement sessions, where LSC members drop in to attend workshops on budgeting, new principal selection, internal accounts fundraising, Continuous Improvement Work Plan (CIWP) principal evaluation, and other topics.

KEY BUDGET INITIATIVES for FY2027

- **Operational Modernization:** Implement streamlined digital voting systems and election tools to increase efficiency and stakeholder reach.
- **Policy and Governance Review:** Partner with the Policy and FACE teams to update District LSC guidelines and ensure the Illinois School Code is implemented effectively.
- **Professional Development:** Expand staff coaching and training to provide higher-impact support and technical assistance to school councils.
- **Fiscal Optimization:** Shift resources from manual administration to digital platforms to significantly lower election-cycle expenses.

Marketing

MISSION

The 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

- **Required Documents & Information:** Coordinate the collection of content from department SMEs and oversee the design, production, and delivery of key documents, booklets, guides, posters, websites, letters, and other outreach media that are required by a legal, operational, or policy mandate.
- **Accessibility Design:** Work with other CPS departments to create, review, and remediate digital content to meet jurisdictionally mandated accessibility standards and allow people with disabilities to effectively perceive, navigate, and interact with the content.
- **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.

- **District-wide 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 4,560,930	$ 2,024,647	$ 8,816,460	$ 8,207,628
Title Funds	$ 302,334	$ -	$ 259,789	$ -
Other Grant Funds	$ -	$ -	$ 24,320	$ -
School Generated Funds	$ 15,160	$ -	$ 32,795	$ -
Total Department	**$ 4,878,424**	**$ 2,024,647**	**$ 9,133,364**	**$ 8,207,628**

Note: The FY26 Ending Budget reflects transfers from other departments into Marketing to open purchase orders for marketing campaigns, printing, and other expenses incurred during the year. The FY27 budget includes funding that was previously held centrally for districtwide initiatives.

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	7.0	7.0	7.0
Total Department	**7.0**	**7.0**	**7.0**

MAJOR ACCOMPLISHMENTS in FY2026

- Rebranded and relaunched five Acero schools and ChiArts as District-managed CPS schools with marketing materials, including new school logos, stationery, a website, collateral, social media, and environmental designs.
- Developed a process for document accessibility capture and remediation, completed more than 400 separate remediation tasks to ensure compliance with WCAG standards, and rolled out accessibility training and support material to district departments and schools.
- 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 seven 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.

KEY BUDGET INITIATIVES for FY2027

- Rebrand and relaunch three military academies under new names with marketing materials, including new school logos, stationery, website, collateral, social media, and environmental designs.
- Further advance and prepare the District for compliance with Web Content Accessibility Guidelines (WCAG) standards by the new deadline of April 26, 2027.
- Manage a full LSC election cycle campaign to secure candidates and get residents out to vote.

Multilingual-Multicultural Education

MISSION

The mission of the Office of Multilingual-Multicultural Education (OMME) is to foster an inclusive community rooted in equity, social justice, and integrity, and cultivate a supportive environment where all Chicago Public Schools (CPS) students can thrive. OMME guides the District in providing a high-quality education for all language learners that is attentive to a culturally and linguistically diverse community of students, families, and educators. In alignment with the District's Five-Year Strategic Plan, OMME expands access to multilingual pathways by strengthening Bilingual, Dual Language, and World Language programs. This mission is supported through advocating for multilingualism and multiculturalism throughout the District, developing and delivering meaningful professional development and resources, and collaborating with additional offices and community partners.

MAJOR PROGRAMS

- **English Learner (EL) Programs:** Provide English language instruction and support to over 88,000 students (27 percent of all CPS students) from diverse language backgrounds who 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 ELs' (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' 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 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, leadership-building 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 7,699,230	$ 10,941,773	$ 10,724,938	$ 14,587,596
Title Funds	$ 2,209,708	$ 2,990,736	$ 3,107,768	$ 3,303,029
Other Grant Funds	$ 2,977,344	$ 3,092,824	$ 4,203,185	$ 7,260,412
Total Department	**$ 12,886,283**	**$ 17,025,333**	**$ 18,035,891**	**$ 25,151,037**
Budgeted at Schools	$ 53,968,659	$ 67,656,500	$ 74,416,820	$ 75,927,191
Grand Total	**$ 66,854,942**	**$ 84,681,833**	**$ 92,452,710**	**$ 101,078,228**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	53.0	*64.0	72.0
Title Funds	22.0	23.0	23.0
Other Grant Funds	11.0	11.0	11.0
Total Department	**86.0**	**98.0**	**106.0**
Budgeted at Schools	511.0	517.0	512.5
Grand Total	**597.0**	**615.0**	**618.5**

Note: 10 Bilingual Teaching Assistants were added in FY26 per the District's collective bargaining agreement with the Chicago Teachers Union.

MAJOR ACCOMPLISHMENTS in FY2026

- State Seal of Biliteracy results are still preliminary, as additional testing results will become available over the summer. Currently, 3,161 State Seals were earned by high school graduates, while an additional 2,016 Commendations toward Biliteracy were also awarded. The Seals were awarded in a record 46 different world languages, with top languages being Spanish, Mandarin, Polish, French, and Ukrainian. Seals were earned for the first time in Cebuano (Visayan), Macedonian, Malay, Panjabi (Punjabi), Tamil, and Telugu. 62 students earned a Seal in more than one language, and four students earned the Seal in three different world languages. 87 high schools had at least one Seal recipient. The diversity of the group reflects the District's efforts to create more pathways to multilingualism for all students: 54.1 percent of recipients were former English learners (ELs), 17.1 percent were current ELs, and 28.8 percent were never ELs.

- A record number of elementary and middle schools have participated and earned the Pathways to Biliteracy Awards for 5th and 8th graders. 4,172 students in 5th grade received the award, and 3,391 students in 8th grade received the award. A record number of 227 schools participated, compared to 206 last year. Awards were given for proficiency in a record of 25 different languages, with almost 96 percent for Spanish.
- As part of the Together We RISE strategic plan, OMME added three new Dual Language Education (Spanish/English) and three new World Language Education (Spanish) programs as part of the planned four-year expansion and commitment to providing pathways for students to become multilingual. The expansion prioritized access for historically underrepresented neighborhoods. Selected schools will receive targeted investments and comprehensive support during a multi-year incubation phase to ensure the sustainability and success of each program.
- This year, the Dual Language team continued to expand and strengthen high-quality bilingual programming across CPS by providing monthly training to the three new Dual Language schools, managing the Districtwide DLE application process, and conducting site visits to onboard three additional schools for next year.
- The team is hosting the 3rd Annual CPS Dual Language Conference, serving 750+ educators across the District, facilitating monthly meetings for DLE coordinators and quarterly meetings for school administrators, publishing a new CPS Dual Language Education Handbook and program brochure, and coordinating the District-wide Spanish Oratory Competition to elevate students' academic Spanish and discourse practices.
- The dual language team continued implementing the Caminata DLE Learning Walk—aligned to the three pillars of dual language, the CAL Guiding Principles, and CPS instructional priorities—which informs school learning cycles, CIWPs, and DLE action plans while fostering collaborative partnerships across DLE schools, underscoring the growing scope of this work and the need for sustained and expanded funding to support high-quality implementation.
- Reached a historic peak of 109,927 students studying 11 languages, resulting in an unprecedented 3,587 students earning the State Seal of Biliteracy.
- Empowered over 1,000 teachers through 50+ research-driven professional development sessions, featuring national experts and the launch of the Skyline World Language Cohort.
- Secured vital collaborations, including a major book grant through the "Window of Shanghai" project, French Heritage programs funded via the French Consulate, and innovative gallery-based learning with the Art Institute of Chicago.
- Delivered authentic cultural experiences through the STARTALK Summer 2025 program, artist-in-residence initiatives, and life-changing study abroad opportunities.
- Three hundred CPS teachers were offered spots in the English Learner Cohorts, where they are taking coursework toward obtaining their ESL or Bilingual Teaching endorsement. CPS is in need of more endorsed teachers in order to provide and improve required services for English Learners.
- Strengthened multilingual learner instruction Districtwide through sustained coaching and professional learning for EL Program Teachers and school leaders, including six ELPT professional

learning sessions and three cycles of school visits totaling more than 1,400 school visits. The team also conducted over 500 Rigor Walks using the EL Lens, supporting increased evidence of language-rich instruction, differentiated support for multilingual learners, and student engagement in grade-level tasks.

- Expanded implementation of Skyline Artes del Lenguaje del Español by leading Year 1 and Year 2+ professional learning, supporting unit internalization, and developing resources to strengthen Spanish Language Arts instruction across classrooms. The team also codified core biliteracy instructional practices and developed system tools, including the Biliteracy Look-For Tool and the Biliteracy Trajectory, to align Spanish and English foundational skills and support coherent biliteracy development.
- Strengthened Tier 1 instruction for multilingual learners by designing and facilitating Effective Instruction professional learning for District curriculum and content teams to ensure language development is embedded in core instruction.
- The Instructional Design and Development team designed and facilitated multiple District-wide professional learning strands to strengthen Tier I instruction for English learners, including 3 learning strands for ELPT professional learning cycles (more than 500 ELPTs), the Effective Instruction series with content and curriculum teams, and leadership learning through ILTI (direct instructional support for over 380 teachers to strengthen classroom implementation of language-based instructional practices).
- 30 Bilingual Teaching Assistants (BTAs) were hired and deployed to schools with a low number of EL-endorsed teachers and significant increases in EL populations. BTAs included staff who spoke Spanish, Ukrainian, Arabic, Dari, and Pashto to support the diverse EL populations at schools.
- Delivered over 70 ELPT Power Hour sessions to 100+ participants. The team also completed 63 on-site support visits and assisted 20 schools with on-demand support. Completed 9 support sessions for new principals during the transition to the District.
- Conducted 9 charter school program reviews (with 20 total expected by year-end) and performed 65 ISBE monitoring visits across multiple networks.
- Supported 594 ELs during the Summer 2025 session, achieving a 100 percent completion rate for attending students in ESL I and II courses. The program expanded to 7 sites with 91 students in Fall 2025 and is projected to reach 9 sites and 160 students in Spring 2026.
- Provided transitioning school support to ACERO campuses and ChiArts.
- Provided targeted professional learning for the Office of Students with Disabilities' Related Service Providers to strengthen their capacity to support English Learners with disabilities. Reached over 300 RSPs and provided in-person training with more than 100 related service providers, early childhood itinerants, and therapists, building awareness of language development, culturally responsive practices, and strategies to better serve multilingual students receiving specialized services.
- Facilitated five parent workshops since the beginning of the school year, engaging over 200 families through virtual and in-person sessions focused on understanding IEPs, language rights, and how to advocate for bilingual and special education services.
- Led quarterly citywide Multilingual Parent Council meetings attended by an average of 440 parents, as well as monthly Bilingual Advisory Committee (BAC) meetings attended by an average of 450 parents. The BAC and CMPC meetings were attended by representatives from

over 200 schools on average at each meeting. Supported schools in establishing and conducting Bilingual Advisory Councils at schools. Eighty-six percent of schools required to have a BAC, as well as 20 additional schools (for a total of 365 schools), have established a BAC.

- Completed over 700 foreign credential evaluations, ensuring students received proper academic placement. By providing direct guidance to hundreds of families, the team streamlined the enrollment process across the District and fostered a welcoming environment for newcomers. Furthermore, they strengthened systemic support through six professional learning sessions for school counselors, programmers, and clerks, and four strategic meetings with refugee agencies to maintain accurate, up-to-date communication with community partners.
- The OMME Center curated three collaborative exhibits (Journey, Día de Los Muertos Around the World, Celebration African Diaspora, and Celebrating the Heritage of Asian Americans and Pacific Islanders) featuring local organizations, ethnic museums, community members, and students to serve as immersive educational tools. These exhibits provided a unique foundation for specialized professional learning sessions and workshops designed to train teachers, parents, and students alike. Beyond these displays, the center furthered its mission by hosting seven parent engagement workshops and multiple instructional sessions to deepen cultural understanding throughout the District.

KEY BUDGET INITIATIVES for FY2027

- Expand access to the English Learner teacher cohorts. The EL cohorts are an opportunity for CPS teachers to obtain the ESL or bilingual teacher endorsement needed to provide instruction and services that are required for English Learners. Currently, in alignment with CBA, the program admits 300 teachers who have 100 percent of their tuition toward courses needed for the endorsement paid for by OMME.
- Expand World Language and Dual Language programs through the Multilingual Pathways strategy to add three more WL and three more DLE programs.
- Maintain a pool of thirty bilingual teacher assistants (TAs) to deploy to support schools with rising EL populations and unmet staffing needs.
- Continue to support the continuous improvement of EL programs at schools by allocating about 450 EL Program Teacher (ELPT) positions to schools and per-pupil supplemental funding ($1.1 million) to schools that do not qualify for an ELPT position due to a smaller EL population.
- Adopt a District ESL curriculum designed to provide consistent instructional resources for schools serving English learners.
- Fund foundational literacy materials to support the implementation of Skyline ALE (Spanish Language Arts) curriculum.
- Provide all schools with access to a phone interpretation service to enable meaningful engagement with families, particularly regarding enrollment and parent-teacher meetings during report card pick-up, and similar events.
- Increase funding for Seal of Biliteracy testing to expand participation by schools and students (at least $470,000 is needed to test all fifth-, eighth-, and high school students).
- Continue funding for schools that establish Bilingual Advisory Committees for parents of English learners.

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 support and resources, and empowering leaders. ONS supports the implementation of all major District initiatives and monitors schools' progress toward the District's commitments to a high-quality daily learning experience that is rooted in rigor, joy, and equity.

MAJOR PROGRAMS

- **Network-Led Continuous Improvement, Strategic Planning, and Data Analytics**
  - General Continuous Improvement (CI): Strengthens the "Gears of CI" (Culture, Structure, Knowledge & Skills) among school teams through communicating clear expectations, delivering professional learning, and sharing tools and resources.
  - Supporting & Monitoring School Continuous Improvement Work Plans (CIWPs): Supports and monitors the CIWP development and implementation by sharing tools and engaging school leaders in related professional learning and workshops fulfilling the IL school code and federal Title 1 requirements.
  - Completing & Implementing Network Plans: Engage in strategic planning for network improvement based on evidence of school practice, performance and priorities.
  - Network Data Strategist Team Management & Development: Serve as direct data support for District-managed schools, connect strategists to District-wide initiatives ensuring that school voice is amplified, and positioning strategists to support implementation.
  - COMPASS: Serving as Redesign Leads in the cross-departmental project, the team drives engagement and gathers feedback from networks and schools to ensure their needs are represented in the design and development of reporting. By upgrading the District's data infrastructure and modernizing the primary data access point, they support all schools and networks through training and rollout to ensure a seamless transition.
  - Lead year-long Data Learning for Network Leadership: The team leads year-long data learning initiatives focused on Network Strategic Plan data reports.
  - Represent school and network needs in work requiring cross-departmental collaboration: The team maintains the primary school-facing compliance reporting mechanism through the ONS Dashboard and essential data infrastructure during the by managing Command Center and State of the School reporting.
- **Department of Principal Quality**
  - School Leader Development: Support the in-role and ongoing development of our 1,100+ sitting principals and assistant principals by providing meaningful and differentiated professional learning aligned to District priorities and schools' & students' needs. Programs include the new Principal and AP Institutes, New Principal Mentorship, responsive opt-in PLCs, Network collaboration PD and PLCs, and Cahn Fellows.
  - School Leader Engagement: Retain school leaders and inspire aspiring leaders through engagement opportunities that shape a District culture of community, care, and celebration, where they feel valued and empowered and their input informs decisions. This

includes Principal Advisory Council (PAC), DPQ Affinity Groups & Presents series, District-wide School Leader Care Team + Network-based Care Team training support.
    - Local School Council (LSC) Principal Supports: Empower LSCs and ALSCs with effective processes, systems, training, resources, and tools for principal evaluation, principal selection/recommendation, and principal contract renewal; equip sitting and aspiring principals with the skills needed to nurture productive relationships with LSCs/ALSCs in service of students' needs and schools' missions. This includes the principal LSC mentoring program and Crucial Conversations PD.
    - School Leadership Pipeline: Develop a steady and diverse stream of aspiring leaders - from teacher leaders aspiring to school leadership to school leaders aspiring to District leadership - who are prepared to ensure student success in their next role in CPS. This includes Aspiring AP Institute - Tiers 1-3, Chicago Leadership Collaborative - Pathways 1-3, CPS Executive Fellows, Aspiring Leaders Essentials series, Common App process.
    - School Leader Transitions: Identify school leadership needs and talent pool; ensure talent management processes and data systems to support the selection, placement, and onboarding of principals. This includes Eligibility Policy, Process, and List maintenance; Administrators-in-Charge; displaced AP pool; principal contract Database; board reports; LSC postings; and slates for principal selection.
- **Professional Learning**
    - Creates and implements a system of District-wide professional learning for network leaders, network teams, and Instructional Support Leaders (ISLs). Collaborates within ONS, across Central Office teams, academic departments, and with external partners (University of Illinois at Chicago and The Chicago Public Education Fund) to design relevant professional learning that is responsive to networks' and school leaders' needs.
- **School Supports**
    - Facilitate parents' concerns toward resolution and support with appropriate resources in conjunction with various CPS departments.
    - Provide comprehensive assistance to School and District Improvement Grant (SDIG) recipients through targeted support, structures, and resources that directly align with school improvement goals and ISBE compliance.
    - Coordinate and oversee the implementation of critical processes provided by the State Board of Education, including: American Institute for Research(AIR) assessment administration and data analysis, Learning partner programs that deliver targeted instructional support to school communities, and Instructional Leadership Team (ILT) development and ongoing support facilitated through the Illinois Association of Regional Superintendents of Schools (IARSS).

Office of Network Support
BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 4,326,585	$ 3,082,768	$ 3,094,161	$ 3,065,376
Title Funds	$ 746,417	$ 903,062	$ 903,062	$ 935,508

Other Grants Funds	$ 440,990	$-	$ 874,461	$ -
Total Department	**$ 5,513,992**	**$ 3,985,830**	**$ 4,871,683**	**$ 4,000,884**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	19.0	17.0	17.0
Title Funds	7.0	7.0	7.0
Total Department	**26.0**	**24.0**	**24.0**

Geographical Networks
BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 17,861,060	$ 18,499,062	$ 18,890,328	$ 18,790,564
Title Funds	$ 19,934,219	$ 17,798,248	$ 17,397,470	$ 18,888,487
Other Grants Funds	$ 5,596,976	$ 4,400,571	$ 4,498,060	$ 4,376,183
Total Department	**$ 43,392,255**	**$ 40,697,882**	**$ 40,785,858**	**$ 42,055,234**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	89.3	104.3	92.1
Title Funds	121.2	123.2	120.4
Other Grants Funds	25.5	25.5	25.5
Total Department	**236.0**	**253.0**	**238.0**

MAJOR ACCOMPLISHMENTS in FY2026

- **Continuous Improvement, Strategic Planning, and Data Analytics**
  - General Continuous Improvement (CI): Familiarized schools with key resources from the CI Launchpad and select teams strengthened their team structures by learning and applying the Tactical Meeting structure.
  - CIWPs:
    - Acquainted every school leadership team with the SY27-SY29 CIWP template and delivered related training for the Unified CI Platform. Supported 3,000 school users with technical assistance with the CIWP template.
    - Introduced the SY27-SY29 Companion Guide with subject-specific guidance for root cause analysis across the CIWP Practices with CIWP examples.
    - Adapted and delivered training and communications for ALL school leaders and CIWP teams in the process of developing high quality SY27-SY29 CIWPs.

        - Guided and supported schools to consistently reach more than 90 percent of District-managed CIWP Goals progress monitored each quarter.
    - Network Data Strategist Team Management, Support, and Development: Implemented new Problem of Practice protocol with team leading to consistent positive feedback (100 percent positive exit ticket responses in both BOY and Summer meeting)
    - Project STREAM/COMPASS: Created a plan to engage school stakeholders from schools in 19 Networks on 8 key reports so that school needs are represented in future reporting.
    - Lead year-long Data Learning for Network Leadership at ONS Meetings: Improved outcomes downstream of topics covered by ONS Data Learning. District-wide YTD metrics improving YTD from the same time last year include 3-8 On Track, 9th Grade On Track, High School B or better rates, Chronic Absenteeism, and Benchmark/Screener Assessment. Also launched a new quarterly learning series for network leaders supporting strategy progress monitoring with an equity lens

- **Department of Principal Quality**
    - Steadily decreased principal transition rate (all transition types) (18.1 percent in SY22 to 9.5 percent in SY25)
    - Principal departure rate (resignations & retirements) was under our 8 percent goal every year since SY22 (SYs 23-25). We anticipate being just below it in SY26.
    - Increased representation of aspiring Black and Latine leaders in Chicago Leadership Collaborative (CLC), a cornerstone pipeline program, via a strategic structural expansion. The program saw an increase from 40 percent Black participants and 13.3 percent Latine participants in SY22 to 59.2 percent and 26.3 percent, respectively, in SY26. Importantly, this increase is inclusive of Black and Latino male participation. In SY22, 7 percent of CLC participants were Black males, and there were no Latino males in the cohort. In SY26, 12 percent and 11percent of participants were Black and Latino males, respectively.
    - High numbers of school leader participation and satisfaction in PD offerings
        - We filled just under 1,500 PD seats (1,493) during SY26 with 100 percent of exit slip respondents agreeing or strongly agreeing that the learning "was responsive to their professional needs."

- **Professional Learning**
    - Collaborated with Teaching Lab and T&L to review and strategize professional development aligned with improving math and ELA instructional practices across Networks 1,4,7,12 *(Daily Learning Experience).*
    - Collaborated with OECE to discuss and plan ongoing support with aligning Rigor Walk and Pre-K, network supports, and Chief & Deputy PL.
    - Continued partnership with the UIC Center for Urban Education Leadership to provide network leaders with coaching around leading for equity through effective Instruction.
    - Continued partnership with The Chicago Public Education Fund to provide succession planning support to network leaders as they plan for principal transitions.
    - Rigor Walk: Maintains systems to support rigor walk practices that measure and support Tier 1 core instruction continuous improvement with a focus on standards-aligned instruction, to promote collaborative and collective responsibility of adult learning

communities, and to support teacher practice shift to center on student empowerment so that all students have a rigorous, joyful, and equitable learning experience.
    - Instructional Empowerment: Maintains a system to train Rigor Leaders across central office departments and network teams. Rigor Leaders are trained to lead professional learning around rigorous instruction, aligned to Marzano's taxonomy, as well as lead rigor walks and debrief sessions to review school-level data, trends, and ensure alignment to CIWPs.
    - Rigor Leader Communities of Practice (coP): Maintains systems necessary to provide quarterly support to Rigor Leaders through CoPs. CoPs are opportunities for Rigor Leaders to meet with their network teams to receive support and strengthen foundational knowledge around the intent of the IE Rigor Classroom Walk pillars and use of data in making instructional decisions.
    - Collaboration with Instructional Empowerment and planning of individual rigor leader training sessions that provide training in the continued growth and development in the capacity to calibrate a team and coach around RW 3.0 with network and school leaders.
    - Overall management of access to the Instructional Empowerment platform by ensuring each school in the District maintained four active users who could access and input rigor walk data, as well as providing ongoing monitoring and support in the completion of virtual training sessions.
- **School Supports:**
    - Significant growth in school performance, with 52 percent (40) of schools in the RC24 (77) cohort successfully increasing their ISBE annual summative designations for the RC25 cycle.
    - Increased the use of SDIG by 20 percent, preventing CPS from sending a large portion of the grant funds back to the state.
    - Strengthened organizational coherence by facilitating cross-functional collaboration between Continuous Improvement (CI) and Teaching & Learning (T&L). Developed and delivered targeted professional learning for external partners to ensure alignment with District priorities, establishing a unified foundation for school-level support.
    - Ensured every school that required a learning partner was fully supported.
    - Strengthened principal leadership by facilitating strategic sessions that deepened their expertise in the ISBE School Improvement Cycle and state accountability standards.
    - Managed the reporting process to reach a 100 percent completion rate for ISBE SIR 1 submissions, keeping all schools in full compliance with state standards and expectations.
    - Facilitated learning opportunities in collaboration with ISBE, IARSS West 40, Catalyst for Educational Change, & AIR for understanding state designations, the AIR process for the needs assessments, and ISBE indicators for accountability.
    - 100 percent AIR assessments scheduled for schools to have pertinent data in support of developing their new CIWP.
    - Launched a six-week support model to streamline how schools monitor their learning cycles and ensure teaching strategies or leadership practices are working effectively.

KEY BUDGET INITIATIVES for FY2027

- **Continuous Improvement, Strategic Planning, and Data Analytics**
    - General Continuous Improvement (CI):

        - Implement for both adaptive and technical shifts (professional learning, tech tool enhancements, etc.) associated with processes and structures for reciprocal accountability (as it relates to schools, networks, and their CIWPs/strategic plans)
        - Energize school improvement efforts by enhancing the State of the School's timeline and data elements to better align with the natural rhythms and increase efficiency.
    - School Continuous Improvement Work Plans (CIWPs):
        - Drive towards 90 percent of SY27 CIWP Goals being statused by school teams, within each progress monitoring window, and for CIWP teams to make plan adjustments.
        - Provide guidance such that 100 percent of SY28 CIWP Implementation Plans are high quality and approved by their official approvers.
    - Network Strategic Plans (NSPs): Ensure each network has SY27 strategies and plans to provide differentiated support for schools, including CIWP Goals, while implementing District's five-year plan & CIDT.
    - Network Data Strategist Team Management, Support, and Development: Provide PowerBI training for all 11 Network Data Strategists ahead of launch of new PowerBI-based platform.
    - COMPASS: Support Initial Launch and training of new CPS data platform for all 1,190 administrators at all District-run schools by providing training materials and facilitator training on at least 8 new reports for Networks to use in engaging staff at schools.
- **Department of Principal Quality**
    - Sustain the level of opportunities and quality that school leaders have become accustomed to over the past four years
        - Increase external philanthropic funding & grants for DPQ work by more than 50 percent
        - Restructure roles and organization to ensure effectiveness and efficiency in work
        - Lean into highly-effective models of network collaboration for PD with school leaders
        - Use data to prioritize the highest impact programs and opportunities
    - Create transformational model of pipeline programs that further increases accessibility and reach
        - Use SY26 stakeholder engagement to inform an innovative Request for Qualifications (RFQs) for future pipeline services, contract with vendors in alignment with this goal
- **Professional Learning**
    - **Instructional Empowerment (Rigor Walks):** Continue partnership with Instructional Empowerment to support the use of the Rigor Walk 3.0 tool to strengthen the use of effective instructional practices through learning cycles.
    - **Rigor Leader Development and Support:** Collaborate, plan, and implement a plan with T&L and IE on the next iteration of rigor leader development to ensure readiness to sustain Rigor Walk practices across the District.
    - **ONS Meetings:** Ongoing planning and implementation of all ONS Meetings to support the work of ONS and alignment to District goals and priorities.
- **School Supports**
    - Aligning external resources (SDIG) with CIWP's and Professional Learning Plans

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

- **Meal Programs:** NSS provides healthy, high-quality meals that support a joyful and equitable daily learning experience for all students. CPS continues to participate in the Community Eligibility Provision (CEP), which allows the District to offer breakfast and lunch at no cost to all students without the need for individual household applications. CPS is certified for CEP through 2028.
  - **National School Lunch Program:** A federally assisted meal program that provides nutritionally balanced lunches to children each school day.
  - **School Breakfast Program:** A federally assisted meal program that provides nutritious breakfasts to students in schools and residential childcare institutions.
  - **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 food, Saturday meals, and Saturday snacks.
  - **Fresh Fruit and Vegetable Program:** Provides 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.
- **Operations:** NSS ensures schools have the proper resources to provide high-quality meals and an optimal level of service.
  - **Equipment:** NSS manages school kitchen equipment.
  - **ITS:** NSS will upgrade its point of sale and ITS hardware, including terminals, field-based computers, and printers, to streamline the reimbursement process and provide leadership with real-time data for operational decision-making.
  - **Data Analytics and Reporting Tools:** NSS continues to develop Integrated Data Visualization Tools. NSS leadership can now monitor the health of the nutrition program at a granular level. These dashboards track key performance indicators (KPIs).
  - **Daily Absence Dashboard:** Developed and piloted a Daily Absence Dashboard and automated email reporting system. This tool provides real-time visibility into school-level staffing shortages to ensure service continuity.
  - **Compliance and Training:** NSS will provide high-quality, standard training to all staff in order to create a standard dining experience across all schools.

- **Annual Training Requirements**: Under USDA guidelines, all NSS staff must receive a minimum of six hours of continuing education credits annually.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ (23,318,217)	$ 10,000	$ 1,290,282	$ 16,045,938
Other Grant Funds	$ 1,465,337	$ 1,978,650	$ 1,359,100	$ 1,327,338
Lunchroom Funds*	$ 150,221,445	$ 124,611,903	$ 121,800,438	$ 97,735,125
School Generated Funds	$ (3,915)	$ 487,907	$ 526,785	$ 506,278
Total Department	**$128,364,651**	**$ 127,088,460**	**$124,976,606**	**$ 115,614,679**
Budgeted at Schools	$ 88,975,197	$ 96,046,149	$ 95,159,150	$ 109,330,731
Grand Total	**$217,339,848**	**$ 223,134,609**	**$220,135,756**	**$ 224,945,410**

Note: The FY27 commodities credit is typically determined in July and is not included in the department's proposed budget. The projected credit is approximately $11 million.

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
Lunchroom Funds	144.0	140.0	140.0
Total Department	**144.0**	**140.0**	**140.0**
Budgeted at Schools	2,073.0	2,077.0	2,131.0
Grand Total	**2,217.0**	**2,217.0**	**2,271.0**

MAJOR ACCOMPLISHMENTS in FY2026

- Conducted 39 student tastings to gain student feedback on new menu offerings and recipes.
- Collected approximately 13,000 responses from students and caregivers on the CPS School Food Survey to assess SY26 menu initiatives and inform SY27 menus.
- Conducted seven 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 $315,315 to update infrastructure and modernize equipment at eight schools.
- Coordinated pop-up events at 25 high schools to feature limited-time offers and made-to-order stations.
- Earned four USDA Health Meal Incentive Awards: Breakfast Trailblazer, Innovation in Nutrition Education, Innovative School Lunch Makeover, and Innovation in Preparation of School Meals.
- Supported meals at schools with significant staffing challenges with new Emergency Meal offerings and an Express Menu.
- Launched NSS Allergy Training for all nutrition staff.

KEY BUDGET INITIATIVES for FY2027

- Meal programs:
    - Menus and Participation: launch District-wide, student-approved CPS Sauce; create and develop new menu items and recipes; facilitate 24 student tastings; continue to offer limited-time and premium menu options in schools; and investigate meal program flexibilities that can increase student participation, such as serving whole milk.
    - Sustainability: Decrease use of single-use plastics, launch bulk condiments, and fully transition to unwrapped utensils.
- Operations:
    - Continue to modernize dining environments and improve the student experience by replacing aging serving lines and lunchroom furniture.
    - Launch Hexagon inventory management program.
    - Continue to develop and use data analytics tools to stabilize staffing, allowing the department to conduct targeted site assessments and make technology-driven operational adjustments to staffing models.
- Compliance and Training:
    - Oversee, implement, and establish training for all District staff, including vendors.
    - Establish comprehensive training opportunities, including the development and launch of NSS Academy and an NSS training school.

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 support.
        - 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 least restrictive environment (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, and physical therapy. 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.
    - RSPs support other initiatives through service delivery within OSD: homebound, nonpublic evaluations and IEPs, Assistive Technology/Augmentative and Alternative Communication (ATRC), and Citywide Assessment Teams to ensure students receive mandated IEP services.

- **Academic Access:**
  Over the past year, OSD successfully navigated a strategic pivot to consolidate our disparate teams into a unified, high-performance organization. This transition was designed to eliminate silos, standardize our workflows, and create a single source of truth for our operations. Our current focus includes:

    1. **Tooling & Systems Migration:** OSD is currently mid-implementation of a shared resource model to ensure all team members have access to the same real-time data and collaborative tools.
    2. **Workflow Optimization:** OSD is actively refining new processes based on initial performance metrics to ensure maximum efficiency.

3. **Scalability Planning:** With the foundation set, OSD is now implementing scalable frameworks that allow the consolidated team to handle increased volume without a proportional increase in overhead.
    - Center IEP Quality and 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.

- Work 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 certain 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).
- 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 250,109,511	$ 356,497,914	$ 351,319,338	$ 369,098,256
Other Grant Funds	$ 15,206,235	$ 22,576,898	$ 23,026,822	$ 18,273,538
Total Department	**$ 265,315,747**	**$ 379,074,811**	**$ 374,346,159**	**$ 387,371,794**
Budgeted at Schools	$ 1,077,084,664	$ 1,130,848,238	$ 1,190,062,603	$ 1,268,855,020
Grand Total	**$ 1,342,400,411**	**$ 1,509,923,049**	**$ 1,564,408,762**	**$ 1,656,226,814**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	1,871.0	1895.6	1,955.0
Other Grant Funds	108.0	93.0	77.0
Total Department	**1,979.0**	**1,988.6**	**2,032.0**
Budgeted at Schools	11,609.0	13,127.2	12,563.0
Grand Total	**13,588.0**	**15,115.8**	**14,595.0**

Note: FY2027 citywide FTE includes an additional 28 speech pathologists, 12 psychologists, 11 school social workers, 16 occupational therapists & physical therapists, and five case managers.

MAJOR ACCOMPLISHMENTS in FY2026

- 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.
- 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.
  - The process includes a multi-layered system of checks and balances through three levels of leadership.
  - Special Education Coordinators (SECs) provide consultation to schools around allocations and schedules to promote equity and access.
  - Completed the transition to the ServiceNow platform for additional position requests, which allows for more efficient and timely processing of requests.
- Transitioned the physical restraint and time-out process and team, as well as the behavior team, to the Office of College and Career Success to align with this team's focus on providing behavior support to students.
- 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.
- Rebuilt Case Manager Meetings to reflect the department's mission of high-quality IEPs that provide effective instruction. Meetings build case manager capacity to provide feedback to teams on special education practices.
- Began exploring high-quality curriculum that is aligned with the CPS Strategic Five-Year Plan.
  - Built collaborative structures in professional learning and District tools for unit internalization and lesson planning aligned to Skyline.
  - Collaborated with the Curriculum and Instructional Design team to create a significantly modified curriculum for students in LRE2 and 3 that aligns with grade- level curriculum.
- 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. Through these targeted initiatives, we have strategically expanded capacity to completely absorb the current enrollment backlog and fully satisfy projected student demand for the upcoming academic year.
- Reorganized the Service Delivery Department to streamline manager support of combined teams.
- Successfully instituted the Homebound Referral process in SSM, and named Case Managers as "Homebound Coordinators."
- Initiated the itinerant model for Early Childhood Special Education teachers, which provided the ability for students to remain in their neighborhood school and receive ECSE itinerant support.
- Increased collaboration between the Early Childhood Special Education team and the CPS Office of Early Childhood Education, resulting in enhancements to the Chicago Early Learning website and new ideas for supporting families in navigating early childhood options.
- Hired additional RSPs for all disciplines to meet the increased demand of related services across the District and deliver high-quality professional development to RSP staff that promotes rightful presence and equity for students with disabilities.
- Academic Access Team's Key Achievements:
    - **Organizational Alignment:** Completed the integration of legacy teams into a centralized structure, resulting in clearer reporting lines and reduced operational redundancy.
    - **Process Standardization:** Defined and documented a core set of unified methodologies that now serve as the foundation for the team's collective output.
    - **Cultural Integration:** Facilitated cross-functional workshops that have successfully bridged previous gaps in communication and collaborative styles.

KEY BUDGET INITIATIVES for FY2027
- 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.
    - Providing robust professional learning opportunities for school and network staff to instill best practices with opportunities for collaboration, practice, and feedback.
- Increase the number of evaluation teams from 10 to 12 to enhance the quality and efficiency of the 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 2026-2027 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.
- Create a sustainable option for high-quality curriculum across LRE settings to ensure access to grade-level instruction.

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 enrollment 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

- **School and Region Planning:** Leads the evaluation of strategic portfolio planning, including co-locations, grade-level configurations, and program allocations. Manages core District policies—including attendance boundaries—and partners with communities to provide data-driven insights for long-term regional planning and resource distribution.
- **Space Utilization and Capacity:** Executes legally mandated reporting on building usage for all District-managed school facilities. Current initiatives focus on enhancing data accuracy through ITS integration to streamline reporting timelines, ensuring facility capacity aligns with academic and operational needs.
- **Attendance Boundary Review:** Oversees the legally required five-year comprehensive review cycle for all District attendance boundaries. This function ensures equitable student access, with the most recent major elementary school review released in spring 2026.
- **Enrollment Forecasting and 20th Day Reporting:** Generates sophisticated, school-level enrollment projections and the official 20th-day enrollment data used by various departments for planning purposes.
- **Spatial (GIS) and School Data Management:** Serves as the primary business owner for the District-wide School Data Management System and manages the geospatial architecture for public-facing tools like the School Locator and related data such as LSC boundaries and Safe Passage routes.
- **District-Wide Mapping and Student Assignment:** Provides advanced geospatial visualizations for various departments to evaluate the equitable distribution of resources across the city. Supports individual student placements for legal compliance and manages the central back-to-school operational support.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 634,358	$ 836,820	$ 805,325	$ 825,370
Total Department	**$ 634,358**	**$ 836,820**	**$ 805,325**	**$ 825,370**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	6.0	6.0	6.0
Total Department	**6.0**	**6.0**	**6.0**

MAJOR ACCOMPLISHMENTS in FY2026

- Released the SY26 Space Utilization data and updated CPS' school capacity standards, which included updates to the elementary school capacity formula.
- Released the SY26 Annual Regional Analysis, a collection of interactive reports that provide information about school enrollment, District demographics, school choice, and program offerings.
- Released the elementary attendance boundary review in spring 2026.
- Continued to review elementary school boundaries prioritised for in-depth analysis.
- Provided strategic data analysis to help inform recommendations submitted to the Portfolio Office.
- Supported internal departments with over 100 annual requests for maps or ad hoc analyses.

KEY BUDGET INITIATIVES for FY2027

- Streamline the process for updating and validating classroom space usage, which will lead to more accurate and timely space utilization data.
- Continue to collaborate with ITS on key data initiatives to bring additional data to school dashboards that includes historical enrollment, choice patterns, and demographic data to support school strategic planning.
- Release the high school attendance boundary review.

Portfolio Management

MISSION

The mission of the Office of Portfolio Management (OPM) is to ensure that every student, school, and community is supported by an equitable, well-resourced educational ecosystem. OPM achieves this by designing aligned systems for enrollment, data-driven regional planning, and the incubation of high-quality school options, ensuring that all Chicago neighborhoods have robust pathways tailored to students' unique learning needs.

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).
- Collaborates with external and internal stakeholders to leverage data for neighborhood planning, driving equity of access for all students.
- Governs Portfolio policy updates to ensure consistent community access to rigorous, high-quality, and enriching educational experiences.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 629,689	$ 728,185	$ 767,567	$ 742,511
Other Grant Funds	$ 287,581	$ 749,929	$ 740,936	$ -
Total Department	**$ 917,270**	**$ 1,478,114**	**$ 1,508,503**	**$ 742,511**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	3.0	3.0	3.0
Other Grant Funds	3.0	0.0	0.0
Total Department	**6.0**	**3.0**	**3.0**

MAJOR ACCOMPLISHMENTS in FY2026

- In the final year of the Chicago Communities Co-Creating Education (CCCE) Grant Project, funded by the U.S. Department of Education's Fostering Diverse Schools Grant, CPS collaborated with stakeholders to develop a community-led educational vision for Austin, Roseland, and Washington Park. Intended to foster ongoing discussion regarding educational planning in these communities, stakeholder advisory groups presented these visions locally in the fall of 2025, followed by official publication in December 2025.
- Following Board approval in 2024, CPS collaborated with internal CPS departments to support the expansion of 8th grade at the Laughlin Falconer Elementary School (Falconer). Falconer will officially serve students in 8th grade in the fall of 2026, completing Falconer's expansion to a PK-8 school.

- As required by Illinois School Code, the 2025-2026 School Actions Guidelines were published to provide a framework for schools considering shared facility options. While no co-locations will be implemented for the 2026–2027 school year, OPM conducted significant stakeholder engagement and data analysis. The insights gained from this process are being directly integrated into our planning frameworks to ensure future facility decisions are equitable, transparent, and consider community impact.

KEY BUDGET INITIATIVES for FY2027

- Oversee community engagement and the comprehensive review for the Attendance Boundary process, ensuring all adjustments safeguard equitable access to rigorous, joyful, and safe learning environments.
- Facilitate authentic, community-driven dialogue regarding OPM policies to strengthen District supports for schools experiencing enrollment shifts, space constraints, or shared facility dynamics.
- Reduce and mitigate disruptions to student learning by building strong systems and policies that address charter and contract school financial performance challenges.

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 agreement support and ensure the safety of our students and staff.

MAJOR PROGRAMS

- **Sourcing:**
  - Ensures 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.
  - Manages and reviews the Board Action Plan (BAP) process across the District for the procurement of goods and services.
  - Manages 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 background checks, insurance requirements, and data sharing agreements.
  - Manages the Procurement call center and processes customer service requests received via our ticketing software system for both internal and external stakeholders.
- **Keep Improving District Services (KIDS):**
  - Engages 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.
  - Partners 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:**
  - Monitors and enforces contract compliance through monitoring, auditing, and verification of prime vendors' commitment to the aspirational goals of 30/7 for MBE/WBE.
  - Promotes and markets the goals of the Business Enterprise Development 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 2,546,142	$ 4,363,674	$ 4,350,614	$ 3,958,465
Total Department	**$ 2,546,142**	**$ 4,363,674**	**$ 4,350,614**	**$ 3,958,465**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	35.0	35.0	32.0
Total Department	**35.0**	**35.0**	**32.0**

MAJOR ACCOMPLISHMENTS in FY2026

- Exceeded our Savings KPI goal of $80 million ($92 million) in FY2026 with the completion of more than 220 procurement projects.
- Processed over 15,000 POs in FY2026 and provided support for over 16,000 internal and external stakeholder inquiries.
- Worked with Finance, Information and Technology Services, and Talent to design the District's new ERP Oracle Fusion software and began user testing of department enhancements.
- Exceeded aspirational goals of 30 percent MBE and 7 percent WBE with Minority Owned and Women Owned Business Enterprises.
- Reduced the amount of off-contract spend through the implementation of spend controls and overall prioritization of contracted services to drive purchasing efficiencies.

KEY BUDGET INITIATIVES for FY2027

- Continue to work with the Finance, ITS, 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 presented to the Board for approval, and by 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 of 30 percent MBE and 7 percent WBE with Minority Owned and Women Owned Business Enterprises.

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.
    - 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 and emergency preparedness. Key responsibilities include the following:
  - Providing training on developing emergency plans and how to conduct emergency drills for incidents such as fires, tornadoes, and other active threats.
  - Conducting Safe Schools Audits.
  - 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.
  - Responding to emergency situations that may warrant evacuation, relocation, or lockdowns.
  - Partnering with the Office of Sports Administration to deliver security to high-profile sporting events across the district.
- **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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 65,686,034	$ 55,935,707	$ 58,235,399	$ 59,694,455
Other Grant Funds	$ 2,299,406	$ 562,095	$ 97,679	$ 101,056
ESSER Funds	$ 169,940	$ -	$ -	$ -
School Generated Funds	$ 2,299,291	$ 250,000	$ 287,147	$ 200,000
Total Department	**$ 70,454,672**	**$ 56,747,802**	**$ 58,620,225**	**$ 59,995,512**
Budgeted at Schools	$ 83,423,357	$ 88,795,059	$ 90,385,920	$ 96,164,036
Grand Total	**$ 153,878,029**	**$ 145,542,861**	**$ 149,006,145**	**$ 156,159,547**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	808.0	812.0	789.0
Other Grant Funds	1.0	1.0	1.0
Total Department	**809.0**	**813.0**	**790.0**
Budgeted at Schools	1182.8	1181.5	1206.8
Grand Total	**1991.8**	**1994.5**	**1996.8**

Note: 13 positions were transferred from OSSS' citywide unit to schools and 12 positions were opened at newly incubated schools.

MAJOR ACCOMPLISHMENTS in FY2026

- Continued collaboration with the University of Chicago Consortium to conduct a research study examining the quantitative and qualitative impact of School Resource Officers (SROs) within Chicago Public Schools. The Consortium is producing a series of five research briefs; two have been published to date, a third is scheduled for release in May 2026, and the final brief will be published in the fall.
- Partnered with Community-Based Organizations (CBOs) to host press conferences to elevate Whole School Safety (WSS) and highlight key findings from the research. In collaboration with the CBOs, developed a one-page external document outlining the Whole School Safety approach
- 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.
- Continued collaboration with the Innovation & Incubation (I&I) Office to integrate the Whole School Safety Planning Process into charter school contracts as they come up for renewal. Additionally, select charter administrators were provided with the Whole School Safety Implementation Guide to gather feedback on how the process can be effectively adapted and implemented within charter schools.
- Collaborated with the Marketing Department to develop an intranet page that provides school administrators and Whole School Safety Teams with centralized access to the information, tools, and resources needed to develop and implement their Whole School Safety Plans.
- Collaborated with the Kids First Chicago Learning Task Force to co-develop a parent resource and implementation guide.
- 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 Student Protections (OSP) and the Office of Inspector General (OIG) to set up bi-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.
    - Bi-monthly data was received and reviewed to determine substantiated incidents involving security personnel.
    - All incidents were analyzed to determine next steps for follow-up (i.e., one-on-one, training refresher, and/or disciplinary action).
    - By prioritizing training in alignment with follow-up, there has been a measurable decrease in security officer incidents from security officers being the second highest respondent role across the district, just below teachers in SY19, to the third lowest category out of seven (7) role respondents.

- 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.
    - Improved the operational readiness of school security personnel by conducting strategic post-onboarding check-ins, ensuring 100 percent compliance with safety protocols, and increasing officer confidence in real-world skill application.
- Delivered updated trauma-informed restorative practices training to 100 percent of all security officers, in addition to the updated Sexual Misconduct Prevention training that was provided both in person and virtually, and incorporates concerning behaviors that security officers are reportedly engaging in.
- Driving the transition to the Standard Response Protocol (SRP) through rigorous stakeholder engagement and iterative feedback loops, ensuring that Emergency Planning Guidelines are not only compliant but deeply integrated into the school community's safety culture.
- Partnered with the Office for Students with Disabilities (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 Chicago Fire Department (CFD) and the Mayor's Office for People with Disabilities (MOPD) and will alleviate the District's need to continue purchasing evacuation chairs at approximately $5,000 per chair.
- Installed a new or upgraded camera system at 6 schools in SY26 as part of the CPS Camera Initiative and continued repairing or replacing antiquated burglary alarm systems.
- Improved the efficiency of school entry processes. Between July 1, 2025, and June 30, 2026, more than 500,000 visitors were processed through the visitor management system, contributing to a growing total of 2 million visits since its implementation.
- Ongoing collaboration with the Crisis Unit and the Department of Principal Quality aims to reinforce and extend support systems for our school leaders in the wake of a loss. This partnership ensures our leaders are provided with space and time to process, receive timely support and resources, with the intention of acknowledging the essential role our leaders play in guiding their school communities through grief and recovery.
- 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.
- Sustained the Crossing Guard staffing rate at above 95 percent for SY26 and built out a platform-based system with Frontline to better manage Crossing Guard attendance and payroll.
- Continued to refine the centralized hiring process for school leaders to have real-time access to pre-vetted security candidate resumes to more quickly and efficiently fill security officer vacancies with candidates who are interested in working in their geographical area.
- Sustained the School Security Officer staffing rate between 90-95 percent throughout SY26. We will continue to partner with outside agencies that can provide a pipeline of security professionals.
- Successfully launched the Connect Team app to centralize Event Safety scheduling, timekeeping, and communication. The app is a user-friendly platform and has allowed for a more efficient

payroll process and people management. This tool has significantly improved accountability, transparency, and operational efficiency. We've added more users for the renewal to hire more Event Safety staff and to add school-based officers who support sporting events at school sites.

    - In addition, we have maintained collaboration with the Office of Sports Administration in weekly meetings to debrief on past events, identify and plan for upcoming sporting events likely to require Event Security coverage or additional security support. 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.

KEY BUDGET INITIATIVES for FY2027

- 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
- Implement a creative recruitment strategy to target pre-vetted School Security Officer candidates to serve as event security.
- Continue to expand the Frontline platform to serve as a subfinder for substitute security requests and assign team members to schools in need.
- 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.
- Deploy an incident management system that supports real-time reporting, centralized case management, and data-driven decision-making to enhance workflows, strengthen accountability, and improve overall operational efficiency.
- The Crisis Unit will undertake a full review and revision of the Crisis Manual to ensure alignment with current best practices, organizational structure, and emerging risk landscapes, and continue to deepen collaboration with key departments (OSEL, OSHW, OSD, DPQ) to ensure a coordinated and unified response framework.
- Elevate District-wide safety standards by executing a comprehensive transition from ELSA crisis codes to the Standard Response Protocol (SRP). This initiative will unify emergency communications under a universally recognized, research-based framework, ensuring that students, staff, and first responders can act with decisive clarity and absolute synchronicity during critical incidents.
- Align Emergency Response protocols to best practices through the removal of Evacuation Chairs from schools, and provide training on the new evacuation protocols designed in collaboration with CFD.
- Continue partnership with CFD and MOPD to refine Emergency Response protocols, as needed, to ensure the safety of all students, staff, and visitors in our buildings.
- Implement the CrisisAlert pilot with Centegix. Nine schools will be trained on the use of the CrisisAlert button and will pilot the use of the safety equipment to determine the pros and cons of its use.
- Expand the New Hire Orientation training model to five days. This enhanced curriculum will bridge critical gaps in special education safety protocols and equip new officers with a deeper

toolkit for de-escalating high-tension adult encounters, ensuring a seamless and high-standard transition into their school-based roles.

- Conduct a strategic deployment to priority campuses, providing high-touch training and hands-on guidance to ensure School Emergency Management Teams possess the operational capacity to support their school community in an emergency situation.
- Continue collaborating with the Office of Student Protections (OSP) and the Office of Inspector General (OIG) in setting up data reports on School Security Officer infractions to provide intervention to address and correct the behavior, as well as ensure appropriate disciplinary actions are taken at the school level. This close collaboration and intervention allow us to continue to decrease the number of OSP and OIG infractions security officers engage in.
- Enhance the comprehensive Safety & Security training dashboard for a more user-friendly experience, specifically for principals and security officers to track completion status with required training.

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 and postsecondary advising certifications 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 Support 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 years. 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 SchooLinks 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.

- **School-Based Mentoring:** Serving eighty schools to provide mentoring to a cohort of students in grades six through twelve in order to improve students' connectedness and wellbeing, attendance, and postsecondary Individualized Learning Plan tasks. The program provides a small stipend to the school staff member acting as the mentor lead, ongoing professional development for that staff member, and a small pool of programmatic funds for exposure trips and activities.
- **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 Grant:** 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 6,499,977	$ 7,924,093	$ 7,515,476	$ 7,853,546
Title Funds	$ 5,831,21	$ 2,313,563	$ 2,304,196	$ 1,389,495
Other Grants Funds	$ 3,962,764	$ 3,352,248	$ 3,744,772	$ 477,014
Total Department	**$ 16,293,952**	**$ 13,589,903**	**$ 13,564,443**	**$ 9,720,056**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	39.5	38.0	21.2
Title Funds	13.9	15.5	11.1
Other Grants Funds	2.6	3.6	2.7
Total Department	**56.0**	**57.0**	**35.0**

MAJOR ACCOMPLISHMENTS in FY2026

- The Alumni Support Initiative drove college enrollment for the Class of 2025 to a record-breaking 72.6 percent (70 percent when charter schools are included) and college persistence for the Class of 2024 to a record-breaking 81.3 percent (78 percent when charters are included).

- 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 Free Application for Federal Student Aid (FAFSA) to 82 percent compared to the 54 percent national completion rate, and ensured that 97 percent of CPS seniors met the financial aid graduation requirement, which includes the Illinois Alternative Application for students on the immigration spectrum.
- Successfully supported all schools with the Learn.Plan.Succeed. graduation requirement, leading to a 95.15 percent completion rate for all schools, with 54.66 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 2026 being offered a record-breaking $3 billion in scholarships to date.
- Provided direct service to more than 3,000 students through postsecondary exploration events such as Network College Fairs and the Middle School Summit.
- Continued to secure philanthropic funding to support the District’s alumni emergency fund that has, to date, provided more than $2.1 million to 2,370 alumni from the Classes of 2020–2025 to support persistence in their postsecondary education.
- Expanded the school-based mentoring program from 70 schools in SY25 to 80 schools in SY26 to provide targeted and robust mentorship to priority population students and increase Individualized Learning Plan task completion and the student on-track metric.
- Expanded the full-year Alumni Success Initiative, which allowed 95 high schools in the winter and 110 high schools in the summer to provide multi-tiered support to the Classes of 2024 and 2025 throughout their first two years of postsecondary education.
- Coached eleven 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.
- Increased the submission of schools completing the District’s ASCA Model Programming Plan by 70 percent from 211 schools to 359, 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 38 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 the Multi-Tiered System of Supports and ASCA model alignment.
- Trained more than 122 school counselors and staff via the Chicago Undocumented Champion Credential to equip counselors with specific postsecondary advising strategies for supporting undocumented students.
- Supported 83 high schools in offering High School Connection to over 9,000 rising 9th graders.
- Increased partnership engagement and efficacy by designating 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 FY2027

- Sustain the growth and quality of the Alumni Support Initiative at all District-managed high schools for both summer and winter sessions to ensure continuous improvement in college enrollment and persistence rates in alignment with the Continuous Improvement and Data Transparency Policy.
- Oversee targeted improvements to the CPS Success Bound (C4) curriculum to increase usage and improve the completion rates of Individualized Learning Plan (ILP) Tasks and successful postsecondary key performance indicators.
- Increase school and student engagement rates in High School Connection to ensure that approximately 50 percent of incoming 9th-grade students participate. Along with CPS Success Bound and key ILP Tasks, it is one of the major ways to improve 9th-grade on-track rates.
- Create a Black Student Success cohort within our Postsecondary Advising Planning Cohort to ensure impactful practices for Black student postsecondary outcomes are implemented with fidelity and drive outcomes.
- Provide a robust professional development (PD) calendar that tracks exit slip responses, attendance, and awards badges and credentials for key adult competencies for school counselors, seminar teachers, school leaders, and college and career coaches in direct support of the Continuous Improvement and Data Transparency Policy.
- Increase the number of School-Based Mentoring groups in middle grades that target Black Student Success or students on the immigration spectrum to increase their sense of connectedness and wellbeing, as well as ILP task completion.
- Continue to refine systems for scholarship completion and documentation to improve our annual scholarship reporting alongside our other financial aid completion structures.

Social and Emotional Learning

MISSION

The Office of Social and Emotional Learning (OSEL) partners with schools, networks, and departments to develop and sustain supportive learning communities founded on caring relationships and the integration of robust targeted and intensive systems of support that meet the social emotional needs of all students. OSEL supports training, coaching, and implementation of research-based strategies to foster restorative school and classroom culture grounded in trauma-engaged practices, de-escalation strategies, and targeted social-emotional learning (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.
- **Classroom Behavior Support, 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. In partnership with the Office for Students with Disabilities, implement a referral structure classroom behavior consultation by Board Certified Behavior Analysts. In partnership with various departments and vendors, 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. Support schools in developing, implementing, and improving coordinated service delivery with community partners.
- **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 that meet the needs of school administrators, discipline leads, and Restorative Justice

Coordinators districtwide to better support teachers in the use of restorative classroom strategies.

- **Physical Restraint and Time-out (PRTO):** 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. Provide school administrators with technical assistance and oversight in the completion of PRTO event documentation in accordance with ISBE requirements.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 4,864,882	$ 8,197,689	$ 8,654,428	$3,602,455
Title Funds	$ 7,983,606	$ 4,622,162	$ 4,622,162	$ 4,500,000
Other Grants Funds	$ 5,039,130	$ 1,338,208	$ 1,338,792	$ 697,539
Total Department	**$ 17,887,619**	**$ 14,158,059**	**$ 14,615,382**	**$ 8,799,994**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	25.1	21.0	17.0
Title Funds	0.9	0.0	0.0
Other Grants Funds	12.0	11.0	7.0
Total Department	**38.0**	**32.0**	**24.0**

MAJOR ACCOMPLISHMENTS in FY2026

Classroom Behavior Support, Behavioral Health Interventions, and Community Partnerships

- Responded to more than 420 requests for classroom-level behavior support resulting in consultations, observations, and plan development using applied behavior analysis.
- Trained more than 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 more than 400 SEL No-Cost Agreements, organizing services across more than 230 schools to expand school-day programming services, resulting in mentoring services provided to 6,300+ students and behavioral health services provided to 4,100+ 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

- In FY2026, reduced total out-of-school suspensions district-wide by 13.8 percent, with a reduction of out-of-school suspensions for Black students by 13.6 percent and for students with disabilities by 5.6 percent. Reduced district expulsions by over 10 percent. Reduced the number of out-of-school suspensions of 3 days or more by 26 percent.

- Provided training for over 1,500 administrators, school discipline and restorative justice leads, including districtwide training and professional learning community sessions engaging administrators and discipline leader attendees across over 500 elementary and high schools.
- Engaged district-wide cohorts of school-based restorative justice coordinators in healing-centered professional learning and provided quarterly community of practice support.
- Provided training for student groups in over 30 schools in the implementation of restorative justice practices.
- Provided Training for over 2,000 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.

Physical Restraint and Time Out (PRTO) Support

- Over 3,400 staff received Safety Care training in person to provide safe de-escalation and physical restraints if required.

KEY BUDGET INITIATIVES for FY2027

- Increase the number of schools implementing culture and climate teams and behavioral health teams through training, data monitoring, and integration of district-supported tools to manage team functioning in order to build high quality tiered systems for school culture improvement support and behavioral and mental health needs.
- Continue elimination of the overuse of out-of-school suspension and expulsion for Black students and students with IEPs, who are historically disproportionately excluded as a result of student discipline infractions through training, data monitoring, policy change, and connections to restorative, evidence-based behavioral health interventions.
- Create additional high quality professional learning content for school administrators and school discipline designees related to the implementation of the CPS Student Code of Conduct and Addressing Bullying and Bias-Based Behavior Policy, including required asynchronous content that utilizes the district's Safe School's training platform
- Increase the number of school administrators and school team staff trained on restorative justice practices, including introductory and advanced practices to be used in the creation of restorative school cultures and supportive discipline responses. Revise and socialize a district-wide framework for implementing restorative justice practices at the school level to all school stakeholders in collaboration with partner departments and the CPS marketing team.
- Increase the number of schools with student leadership groups trained in the implementation of restorative practices in service of creating positive school cultures and responding to peer behaviors.
- Ensure that all schools are provided with training and technical assistance to implement evidence-based de-escalation practices, safe physical restraints, and required documentation of incidents involving physical restraints and time outs. Continue the reduction of the number of physical restraints or time outs used across all schools.

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

- **CPS SCORE!:** Empowers middle school student-athletes by providing a consistent “Open Road to Excellence” across all seasons of play. We are dedicated to fostering character, teamwork, and foundational skills in multiple sports, ensuring our 6th–8th graders develop the competitive spirit and discipline necessary for success on and off the court.
- **High School Sports**: Champions an equitable playing field for every high school student, ensuring that zip codes and backgrounds never dictate athletic opportunity. By removing barriers to entry and providing universal access to a diverse array of sports, we strive to cultivate an inclusive environment where every student-athlete has the resources, coaching, and support to reach their full potential.
- **Infrastructure and School Renewal:** Ensures that every school in our network is a premier environment for athletic achievement. We are committed to the continuous renewal and modernization of equipment, providing the high-quality tools and safe facilities necessary for students to compete at their best. By systematically supporting all schools with updated resources, we eliminate infrastructure gaps and ensure that excellence is standard across the board.
- **The "Positive Coaching Alliance" Model:** To cultivate a culture of mentorship, we provide comprehensive professional development for all coaches centered on the “positive coaching” philosophy. Our goal is to equip leaders with the tools to teach life skills through sports—transforming every practice and game into a classroom for resilience, integrity, and teamwork. We invest in our coaches so they can, in turn, invest in the holistic development of our student-athletes

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$29,050,812	$30,788,455	$ 46,446,717	$ 42,689,668
Other Grant Funds	$ 722,956	$ 385,473	$ 200,000	$ 1,154,094
Total Department	**$ 29,773,768**	**$31,173,928**	**$ 46,646,717**	**$ 43,843,762**
Budgeted at Schools	$ 7,535,142	$8,111,030	$8,172,597	$ 6,318,313
Grand Total	**$ 37,308,910**	**$39,284,958**	**$ 54,757,746**	**$ 50,162,075**

Note: FY26 CBA funds ($15.5M) were loaded to the department’s budget as the school year progressed.

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	26.0	21.0	22.0
Total Department	**26.0**	**21.0**	**22.0**
Budgeted at Schools	46.0	46.0	58.0
Grand Total	**72.0**	**67.0**	**80.0**

MAJOR ACCOMPLISHMENTS in FY2026

- Delivered successful, high-quality CPS SCORE Championships for wrestling, basketball, flag football, volleyball, cheerleading, soccer, track and field, and cross-country running.
- Delivered successful, high-quality High School Championships for 20 sports, including baseball, girls flag football, wrestling, track and field, water polo, and more.
- 30 percent of students within CPS participated in athletics this season (90k+).
    - 40k+ high school athletes.
    - 50k+ elementary school athletes.
- Nine elementary sports programs offered.
- 17 high school girls sports programs offered.
- 15 high school boys sports programs offered.

New Records Set and Top Accomplishments:

- Lane Tech baseball became the first Class 4A school to win a sectional in CPL baseball history.
- Lane Tech girls wrestling captured the inaugural CPL Girls Wrestling Dual Team City Title.
- Chicago Academy brought home its first-ever state trophy in soccer, securing 4th place.
- King won their first-ever city championship in flag football and finished the year as one of the top-ranked teams in the country.
- CPL hosted the first-ever Latino Baseball Classic, showcasing Latino culture and pride through the sport of baseball.
- Simeon track and field made history, winning their first 2A Girls 4x4 IHSA State in track and field.
- Kenwood student Danielle B. broke the all-time scoring record in basketball at the school (boys and girls), totaling over 2,000 points in her four-year career as a Bronco.
- Farragut boys basketball made their first final four in the IHSA Basketball state tournament in over 25 years, finishing fourth.
- Marshall boys basketball won their first state title in basketball in almost 20 years.
- Farragut won its first-ever 16-inch softball city championship, the school's first championship in over 20 years, proudly representing Little Village.
- For the first time since the 1960s, Taft won the CPL baseball championship at historic Wrigley Field.
- Whitney Young flag football finished another impressive season as the IHSA runner-ups.
- Westinghouse's Jasmin G. became the CPL all-time leader in girls soccer scoring, surpassing 150 goals over her four years at the school.
- Marquis C. broke NBA star Quentin Richardson's scoring record at Whitney Young, totaling more than 1,830 points.
- South Shore's track and field star Jordan H. became a national champion, completing the 60-meter hurdle in 8.18 seconds at the New Balance Championship.

- Kelly girls wrestling made history at the IHSA state championships, with Sara M. finishing 2nd in state at 170 lbs, and Yasmine G. finishing 6th in state at 115 lbs.
- Lake View's Luis C. became one of the first Wildcats in program history to medal in the IHSA state cross country tournament.

CPS SCORE! City Champions (5-8 grade):

- Cross Country
    - 5th / 6th grade: Coonley (Girls)
    - 5th / 6th grade: Bell (Boys)
    - 7th / 8th grade: Lane Tech (Girls)
    - 7th / 8th grade: Whitney Young (Boys)
- Volleyball
    - 7th / 8th grade: O.A Thorp (Girls)
    - 7th / 8th grade : Jamieson (Boys)
- Boys Soccer
    - 7th / 8th grade: Mitchell Elementary
- Wrestling
    - 5th / 8th grade: Sullivan ES
- Basketball
    - 7th / 8th Grade: Bell (Girls)
    - 7th / 8th Grade Beasley (Boys)
- Cheer
    - Brooks (Small)
    - Emmett Till (Medium)
    - Bell (Large)
- Flag Football
    - 7th / 8th grade: Morgan Park (Boys)
    - 7th / 8th grade: Beasley (Girls)
- Girls Soccer
    - 7th / 8th grade: Lane Tech
- Track and Field
    - Girls Track and Field
        - 5th / 6th grade: Pulaski
        - 7th / 8th grade: Kenwood
    - Boys Track and Field
        - 5th / 6th grade: Powell
        - 7th / 8th grade: Whitney Young

High School City Champions:

- Cross Country
    - Lane Tech (Girls)
    - Lane Tech (Boys)
- Football
    - Morgan Park
- Flag Football
    - King
- Golf
    - Whitney Young (Girls)

- Payton / Jones (Boys)
- Boys Soccer
  - Taft
- Girls Swimming and Diving
  - Lane Tech
- Girls Tennis
  - Whitney Young
- 16-inch Softball
  - Farragut
- Girls Volleyball
  - Whitney Young
- Basketball
  - Curie (Boys)
  - Kenwood (Girls)
- Bowling
  - Lane Tech (Boys)
  - Morgan Park (Girls)

KEY BUDGET INITIATIVES for FY2027

- Modernize athletic programming across all cylinders by investing in high-quality, up-to-date equipment that ensures student-athletes have the tools necessary to compete at an elite level.
- Elevate the competitive experience by delivering premier, high-quality championship events for all high school programs and expanding robust seasonal championships for seven core elementary school sports.
- Streamline event operations by establishing a transparent, standardized funding and communication model for security personnel at all OSA-hosted positive events.
- Cultivate a culture of excellence by establishing a formal Champions Ceremony during all major title games to honor and celebrate the historic achievements of past championship teams and athletes.
- Modernize and update concessions at all football stadiums using vendors while creating $100K in profits.
- Expedite the hiring of ESP staff to become athletic directors to save $400K plus in athletic director stipends.
- Move to a rotating days-off system for stadium attendants to reduce overtime pay in spring 2027.

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, technical assistance, and resource implementation necessary to ensure District health-related 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 and indirect clinical, care coordination, and consultation services to students and families to advance health equity. Allocates required 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 enrollment support for public benefits, including Medicaid and Supplemental Nutrition Assistance Program (SNAP). These efforts impact Title I funding.
- **Student Health Services:** Works to eliminate barriers to health by providing 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 32 school-based health centers and various mobile health care providers.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	17,123,594	$ 89,062,851	$ 88,631,597	$92,471,399
Other Grants Funds	5,475,829	$ 3,557,3231	$ 3,872,527	$1,415,821
Total Department	**$ 22,783,60**	**$ 92,620,174**	**$ 92,504,123**	**$93,887,221**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	786.2	855.2	771.5
Other Grants Funds	12.8	13.8	13.0
Total Department	**799.0**	**869.0**	**784.5**

MAJOR ACCOMPLISHMENTS in FY2026

- **Health Promotion:**
  - Hosted student focus groups regarding substance use involving 150 CPS student participants.
  - Over 200 CPS staff have been trained in Youth Mental Health First Aid.
  - Over 1,600 students received prevention education and pledged to live vape-free through a partnership with CDPH's "Inked Intentions" anti-vaping campaign.
  - 17 high schools in Networks 14, 15, and 16 have been engaged in a substance use prevention health promotion project with an average implementation rate of 46 percent. This includes safety kits sent to 107 schools.
  - Of the 300 schools that indicated having growing spaces in the SY25 Healthy CPS Survey, half were activated and in compliance with Eat What You Grow (EWYG), a CPS Certification Program during SY25, representing a 30 percent increase. A total of 43 schools were eligible for support with school garden construction.
- **Public Health Operations:**
  - Completed more than 1,800 Medicaid, SNAP, and TANF applications, leading to more than 3,000 individuals being enrolled and maintaining a Medicaid enrollment of at least 82 percent among eligible students.
  - Received more than 6,000 Healthy CPS Hotline calls, primarily trending toward assistance with public benefits enrollment, along with school health services and school health requirements.
  - Attended over 1,050 outreach events and held over 40 enrollment events for public benefits.
  - Disease Prevention and Response Specialists responded to at least 2,100 school-reported cases during FY26 in collaboration with Nursing. Specialists completed 221 visits with school administrators during the school year, and at least 8,000 outreach calls were made for medical compliance.
  - Implemented the Healthy CPS Survey, School Health Profiles, and the Illinois Youth Survey to ensure programs and policies are data-driven and reflect feedback from students and school staff members.
  - Implemented the final year of a $7.9 million Epidemiology and Laboratory Capacity (ELC) grant for data infrastructure improvement in partnership with ITS.
    - This project improved data and technology infrastructure for an effective public health response by connecting CPS to the I-CARE vaccine registry, expanding case management software to include all reportable diseases, and modernizing student health records and dashboarding as part of Project STREAM.
  - Continuously improved CPS immunization data infrastructure by partnering with ITS to update both the data import from the State I-CARE vaccine record registry and immunization data storage.
  - On track to complete all mandated state reporting to ISBE and IDPH for immunizations, physical exams, vision exams, vision screenings, hearing screenings, dental exams, sexual health education, and physical education minutes.

- Through February 2026, over 85,000 CPS students have received at least one vision screening, and over 87,000 students have received at least one hearing screening.
    - Over 30,000 CPS students have received an eye exam in the past 12 months.
    - Over 102,000 CPS students have received a dental exam in the past 18 months.
- **Nursing:**
    - Successfully filled vacant staff nurse positions to meet a 60-90 day vacancy-to-fill ratio.
    - Expanded the number of Certified School Nurses completing the CSN program from a baseline of 34 percent to 37 percent, totalling 242 certified school nurses.
    - 100 percent of eligible nurse managers attained their PEL-CSN certification.
    - Strengthened mental health interventions with 83 nurses completing the Youth Mental Health First Aid course.
    - Six CPS nurses were awarded national DAISY awards this school year, totaling 24 awardees since the inception in 2023.
    - Three nurses received statewide recognition as Pinnacle Leaders at the University of Illinois Power of Nursing Leadership event.
    - Achieved 90 percent compliance for student immunizations.
    - Worked with school administrators at both District and charter schools to ensure compliance with Illinois laws regarding designated care aides. As of the current school year, 409 school employees have completed the Initial Diabetes Designated Care Aide training, and 620 school employees have completed the Initial Seizure Designated Care training.
- **Medical Compliance:**
    - 90.3 percent of students are compliant with all immunizations, up from 86.4 percent in SY 24-25. This is the highest overall immunization compliance since the reporting year before the pandemic (SY 19-20).
    - The overall medical compliance (physical exams and immunizations) percentage has increased from 84.90 percent to 85.46 percent.
    - 256 schools meet or exceed 90 percent for overall compliance.
    - Over 5,500 patient encounters (60 percent who were uninsured) received vaccination or examination services.

KEY BUDGET INITIATIVES for FY2027

- **OSHW:**
    - Implement, educate, and sustain the rollout of the Cardiac Emergency Response Plan (CERP).
    - Create and revise policies that impact the overall CPS Strategic plan based on evidence and backed by data-driven approaches, including the reviews of the District's Local School Wellness policy, Administration of Medication policy, OSHA-related policy, and supporting procedural guides.
    - Roll out a risk management reporting program to improve continuous quality improvement practices and focus on risk mitigation and management.
- **Health Promotion:**

- Implement evidence-based interventions, including Youth Mental Health First Aid training, with school nurses, STLS liaisons and advocates, and other school-based employees to improve students' experiences when accessing mental health resources. Increase access to mental health referrals through the school-based health center model and the Chicago Department of Public Health referral network. Provide technical assistance to schools that have identified substance use and mental health support needs, including post-crisis supports and external referrals.
- Manage federal, state, and local grant awards, including "Improving Adolescent Health and Well-Being Through School-Based Surveillance and the What Works in Schools" Program, and implement Strategy 1A-1D effectively (Health Education).
- Increase compliance in Healthy CPS scores District-wide by providing effective technical assistance and resources. SY25 saw 83 percent of CPS schools complete the Healthy CPS Survey; on average, responding schools aligned with 74 percent of the Healthy CPS criteria, with the goal of reaching a 95 percent District response rate by 2029.
- Develop a standard operating procedure for the construction of school gardens to support capital development projects and increase OSHW's capacity to provide oversight of growing initiatives.

- **Student Health Services:**
  - Provide student access to Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) services (e.g., immunizations, physical exams, dental exams, and eye exams) focusing on children who are uninsured or underinsured, or have Medicaid.
  - Manage screening, identification, and referrals for students with vision and hearing needs.
  - Develop, implement, and evaluate relationships with Chicago's hospitals and healthcare systems, including 32 school-based health centers and various mobile health providers.
- **Public Health Operations:**
  - Implement and evaluate care coordination resources and protocols to support an effective communicable disease response.
  - Review and develop OSHW key performance indicators based on the CPS Strategic Plan and OSHW Continuous Improvement Plan for FY27, while providing strategic epidemiology and data support to all OSHW program areas.
  - Implement the 2027 Youth Risk Behavior Survey and analyze the 2026 School Health Profiles Survey.
  - Maintain efforts to ensure eligible students are enrolled in Medicaid and other public benefits.
  - Manage federal, state, and local grant awards, including "Improving Adolescent Health and Well-Being Through School-Based Surveillance and the What Works in Schools Program" and implement Strategy 1E effectively (data collection through school-based surveillance).
- **Nursing:**
  - Continue working to staff the equivalent of one full-time nurse in every school.
  - Maintain OSHA-compliant intervention during cardiac or respiratory arrest through a standardized distribution of disposable CPR mouthpieces.

- Work closely with partners to address potential funding gaps with stock albuterol programs.
- Collaborate with legal healthcare partners to provide targeted training on best practices in clinical documentation, reinforcing the legal integrity of school nursing services.

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

- **Title VI of the Civil Rights Act of 1964 (Title VI):** Title VI protects people from discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance. As a school district receiving federal financial assistance, Title VI applies to CPS, including all of its schools, education programs, and activities.
  - Title VI states that "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."
  - Aligns with Illinois Human Rights Act, Racism Free Schools Act, Illinois Bullying Prevention Law, and Chicago Human Rights Ordinance.
- **Title VII of the Civil Rights of 1964 (Title VII):** Title VII protects employees and prospective employees from discrimination on the basis of race, color, religion, sex, or national origin. Title VII applies to all CPS employees and prospective employees, and provides protections that overlap with Title VI and Title IX for employees and prospective employees only.
  - Title VII states that "It shall be an unlawful employment practice for an employer (1) to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual's race, color, religion, sex, or national origin; or (2) to limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual's race, color, religion, sex, or national origin."
- **Title IX of the Education Amendments of 1972 (Title IX)**: Title IX protects people from discrimination based on sex in programs or activities that receive federal financial assistance. Similar to Title VI and Title VII, Title IX also applies to CPS, including all of its schools (including Contract, Charter, and Options schools), educational programs, and activities.
  - Title IX states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity, including but not limited to educational programs, employment, and admission receiving Federal financial assistance."

    - The District's Title IX Coordinator is responsible for coordinating CPS efforts to comply with and carry out the District's responsibilities under Title IX and implementing regulations to investigate, stop, prevent, and remedy sex or gender-based harassment or discrimination, sexual misconduct, and retaliation.
    - Aligns with Illinois Human Rights Act, Faith's Law, and Chicago Human Rights Ordinance.
- **General Staff Misconduct:** General staff misconduct encompasses several different types of adult-to-student harm, including corporal punishment, physical abuse, verbal abuse, and failure to report harm by staff in accordance with state law and District policy.
    - Aligns with Illinois Abused and Neglected Children Reporting Act and collective bargaining agreements.

For each of the major programs, OSP provides the following specialized supports to meet students' diverse needs, ensuring safe and supportive school communities:

- **Intake and Triage:** Review all reports of abuse, harassment, and discrimination involving students and adults and determine appropriate next steps, including appropriate 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 student and staff services, counseling, and support to students involved in or experiencing 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, and investigate severe and pervasive allegations of discrimination, harassment, sexual harassment, sexual misconduct, and retaliation between students and staff and between District 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 and share data with the Board of Education, internal stakeholders, and the public. Analyze data to inform the response to key areas that affect students and staff, as well as the development of OSP and EOCO initiatives.

- **Restorative Justice:** Implement a restorative justice framework through informal resolution 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 3,237,419	$ 5,165,252	$ 5,161,397	$ 5,541,477
Other Grant Funds	$ 159,889	$ 165,269	$ 214,119	$ 133,213
Total Department	**$ 3,397,308**	**$ 5,330,521**	**$ 5,375,516**	**$ 5,674,691**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	44.0	44.0	44.0
Other Grant Funds	1.0	1.0	1.0
Total Department	**45.0**	**45.0**	**45.0**

MAJOR ACCOMPLISHMENTS in FY2026

- OSP Intake Specialists triaged 9,000 reports from the beginning of SY26 (BOY) through March 2026, maintaining a backlog of less than 5 percent of reports.
- From BOY SY26 through March 2026, OSP opened and assigned 237 OSP-led investigations and investigative consult cases.
- From BOY SY26 through March 2026, OSP investigators closed 316 OSP-led investigations and investigative consult cases during this time frame. Additionally, 43 Title IX investigations have been completed, a 95 percent increase from SY25.
- OSP Student Protections Coordinators provided administrator guidance and/or student support for 1,782 school-based investigations, 234 new OSP investigations, and 165 OIG investigations from BOY SY26 through March 2026.
- OSP provided guidance and support (when requested) in 2,505 cases designated as “Support Only” (cases not within the purview of OSP) from BOY SY26 through March 2026.
- As of March 2026, our therapy partner, Gaggle, has matched 92 percent of referred students with a therapist within two days of referral for SY26.
- As of March 2026, 263 of Gaggle therapy sessions have been held with students involved in OSP cases for SY26.
- As of March 2026, 91 percent of Gaggle therapy sessions scheduled have been completed (not canceled or student no-shows) for SY26.

- In collaboration with OSP, Gaggle has developed pre- and post- surveys for students receiving Gaggle services and began piloting the student survey to measure the functional impact of support. Gaggle also developed a parent survey to be piloted before the close of SY26.
- OSP has developed a quarterly report model that provides all District-managed schools with a personalized overview of their cases, case status and compliance, and training compliance data.
- The OSP Investigations Team Lead provided a high-level review of 29 school-based investigations and assisted school administrators to ensure the school-based investigations were prompt, thorough, and equitable.
- The OSP Investigations Team Lead and OSP Investigations Director collaborated with the CPS Office of Administrative Hearings to develop an employee discipline refresher training for the HRSP/HRBP team related to school-based investigations involving OSP and EOCO incidents, strengthening support for administrators across central office departments.
- Eighty-two draft investigative reports were completed by the part-time Investigations Report Writer to support efforts in timelier resolution of cases.
- One hundred 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 developmentally appropriate.
- The OSP Compliance and Training Team led professional learning for 365 staff members at over 40 schools as well as District-wide professional learning.
- The OSP Compliance and Training team have led training for over 675 students on preventative skill building, OSP basics, and policy mandates.
- The OSP Compliance and Training Team trained 481 Student Protections School Representatives (SPSRs) on policies regarding their role and how to conduct school-based investigations.
- The OSP Compliance and Training Team monitored athletic interests for ninth-grade students by surveying students across the District to identify and ultimately expand sports offerings at CPS high schools. This workstream with 24 schools helped pinpoint any inequitable gaps in athletics opportunities.
- Our Inclusive Coaching Cohort with the Chicago Bulls supported training for 25 schools with numerous workshops and received ongoing coaching from NBA league professionals.
- Through the Civil Rights Scholars Program, we continue to train and support an annual student cohort each summer consisting of 20 high school students from across the District on expanding their leadership capabilities, building community across the District, and shaping CPS' response to bias-based harm.
- OSP collaborated with the Office of Network Support to implement a protocol for temporary assignment to Virtual Academy during emergency removals to another district.
- In response to the increase in reports of students experiencing dating violence in schools, the OSP Compliance and Training team created and disseminated a Dating Violence training for staff to increase awareness of the specific type of harm and provide steps to report and address it.
- EOCO collaborated with the Office of Safety and Security, Office of Network Support, and Office of Labor Relations to develop a District response for support/interim measures involving principals.

- EOCO has absorbed Title IX athletic equity investigations. Sixty percent of EOCO investigators have been certified in Title IX Athletics.
- EOCO has opened and assigned approximately 500 EOCO-led investigations, consults, and triages from BOY SY26 to March 2026.
- In addition to their investigative caseloads, EOCO investigators have served as Title IX decision makers in 17 cases from BOY SY26 through March 2026.
- In addition, the OSP Policy Advisor served as a Title IX decision-maker for 29 cases from BOY SY26 through March 2026, increasing timelier resolution of complex cases of harm.
- EOCO has provided consultations to school and department leaders on 25 separate matters in SY26 as of March 2026.
- Approximately 100 EOCO matters were assigned specifically for EOCO-investigator-led intake, investigation, or dedicated support (safety plans, caution meetings, etc) in SY26.
- From BOY SY26 through March 2026, approximately 15 percent of the EOCO matters assigned to investigators led to a substantiated finding and a referral to employee discipline.
- OSP revised the District's Reporting of Child Abuse, Neglect and Inappropriate Relations with Students policy with extensive stakeholder engagement.
- In consultation with the Law Department's Employee Discipline Unit and the Talent Office, OSP created and executed the Protecting Chicago's Children's (PCC) Training Compliance Plan to improve the District's mandatory training compliance rates and ensure awareness of District's staff's reporting responsibilities to keep students safe. As of September 29, 2025, the PCC compliance rate was 39 percent and the Department of Children and Family Services (DCFS) training compliance rate was 45 percent. The PCC Training Compliance Plan was executed on October 3, 2025. As of March 27, 2026, the PCC training compliance rate was 93 percent and the DCFS training compliance rate was 94 percent.

KEY BUDGET INITIATIVES for FY2027

- Ensure 100 percent of all staff complete Title IX and Title VI training to ensure compliance with updated federal regulations and procedures. Identify a Title VII training to ensure EOCO investigators are equipped with best practices and updated guidance regarding federal regulations.
- Continue focus on resolving OSP and EOCO investigations from prior school years, improving efficiency and case closure timelines by maintaining adequate staffing levels.
- Identify no- or low-cost training in the continued professional development of investigators to ensure equitable and trauma-informed investigations for students.
- Ensure 100 percent District-wide compliance for Student Protections Student Representative (SPSR) attestation and training.
- Identify areas of opportunity to increase the PCC mandated training rates to 90 percent completion.
- Expand our bias-based harm curriculum and peer-to-peer training model by 15 percent to schools.
- Increase the number of opt-ins for our Informal Resolution process which offers students, families, and staff a restorative, non-punitive alternative for mitigation of conflict and harm.

- Continue efforts to cultivate an annual cohort of high school students through our three-week-long Civil Rights Scholars program which emphasizes civil rights through a social justice lens and includes five Chicagoland field trips.
- Develop a bank of training related to common EOCO complaints and/or concerns. Once developed, these trainings may be deployed quickly to address staff issues at a particular site, increasing support and timelier resolution to concerns for school administrators.
- Increase stakeholder engagement outside of policy development to ensure all facets of engagement are incorporating the student, parent, and school administration experience.
- Increase data reporting capabilities with the procurement of a new case management system. Customize the system to meet the needs of multiple workstreams of harm and increase transparency and accountability to stakeholders.

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 to drive 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 is successfully streamlining every workstream to facilitate a strategic move to a collective focus on the student experience, as evidenced by average daily attendance and student retention. Our FY26 strategy recognized that students attend school when they feel safe, seen, and supported. By establishing a clear throughline from basic outreach and stabilization to high-interest engagement, OSSE is working to optimize its resources to ensure that every student, including those furthest from opportunity, has a compelling reason to be at school every day.

- **Attendance and Enrollment:** Provides the tools and training necessary for schools to move from reactive tracking to proactive prevention. This work aims to unify efforts through a Multi-Tiered System of Supports (MTSS) lens. We empower schools to identify at-risk students early, applying targeted resources to improve the student experience and drive down chronic absenteeism rates District-wide. This team also delivers cross-departmentally developed 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.
- **Student Engagement:** Establishes and manages the infrastructure for the high-interest programming that transforms a school building into a joyful and connected community. By funding before-school, after-school, and weekend initiatives, this department creates the conditions for connectedness essential to reducing absenteeism. These programs are the primary tools for helping students form the peer and adult relationships that make them *want* to show up, stay engaged, and discover their personal paths to success.
- **Students in Temporary Living Situations (STLS):** Actively protects the educational rights of students experiencing housing instability. In the current landscape, the team serves as a critical attendance stabilizer, addressing the specific enrollment and logistical challenges that lead to chronic absenteeism. By providing immediate essentials like transportation, uniforms, and supplies, STLS ensures that a student’s living situation does not dictate their attendance record, fostering the stability required for a positive student experience.
- **Transitions and Stabilization:** Specializes in the recovery phase of the attendance throughline. By monitoring students returning from Nancy B. Jefferson (NBJ) or those with extended absences, the team provides high-touch Tier III interventions. Through reconnection advocacy and restorative re-entry, we actively disrupt patterns of chronic truancy, ensuring that the transition back to the learning community is seamless, supportive, and permanent.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 14,296,694	$ 16,288,623	$ 14,296,694	$6,324,638
Title Funds	$ 8,729,699	$ 8,336,264	$ 8,729,699	$6,642,076
Other Grants Funds	$ 26,381,468	$ 15,423,535	$ 26,381,468	$11,847,704
Total Department	**$ 49,940,860**	**$ 40,048,422**	**$ 49,940,860**	**$24,814,419**
Budgeted at Schools	$ 8,502,582	$ 5,434,322	$ 8,502,582	$ 5,324,342
Grand Total	**$ 57,849,903**	**$ 45,482,744**	**$ 57,849,903**	**$ 30,138,761**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	17.2	14.0	10.0
Title Funds	10.0	9.5	8.5
Other Grants Funds	27.8	25.5	16.5
Total Department	**55.0**	**49.0**	**35.0**
Budgeted at Schools	58.0	59.0	52.0
Grand Total	**113.0**	**108.0**	**87.0**

MAJOR ACCOMPLISHMENTS in FY2026

- Launched an updated Out-of-School Time (OST) funding model anchored by the Opportunity Index and aligned with the District's new discretionary fund framework. This shift ensured that fiscal resources were allocated equitably, prioritizing schools with the highest need to maximize impact on student connectedness.
- Strengthened fiscal accountability while maintaining high-quality programming by refining overspending reviews and monitoring processes for both OST and academic competitions.
- Executed District-wide training mandates, including training all school staff on the McKinney-Vento Act (MKV) through the Safe Schools platform, conducting intensive training for STLS advocates and liaisons on MKV legal mandates, and delivering specialized administrative training on mid-year policy updates to ensure leadership alignment.
- Modernized STLS operations by transitioning to a digital eligibility form, enabling real-time tracking and assessment of data and trends while ensuring richer data capture and more precise support for students in temporary living situations.
- Launched the Branching Minds platform for STLS advocates. This digital transition improved action plan completion rates and monitoring, ensuring vulnerable students remained connected to their learning communities.
- Surpassed 1.5 percent reduction in District-wide chronic absenteeism for SY26.
- Increased projection accuracy for 8th-to-9th grade transitions and successfully reduced unverified transfers. Through rigorous data audits, summer outreach, and school-level training

on withdrawal coding, OSSE ensured that every student remained accounted for during critical transition years.

- Launched the District's first public-facing attendance website, expanding access to clear, user-friendly attendance guidance and resources. OSSE also developed family-facing enrollment materials to support consistent communication and strengthen engagement across schools and communities.
- Implemented new filters and workflows in Aspen to further enhance student outreach, enabling schools to quickly identify and connect with students needing support.
- Established a cross-departmental OST Data Collaborative, convening monthly with OSA, OSEL, OSCPA, FACE, CSI, and SCS to align data collection and reporting, advancing our progress toward the District's five-year goal of 50 percent student participation in OST opportunities.
- Strengthened accountability and transparency through a standardized KPI collection process for Strategic Source Vendors, improving visibility into program reach across 174 unique schools and informing more strategic investment decisions.
- Expanded the Program Quality Strategy Framework through a 90 percent increase in site visits, integrating observation tools, and using feedback to drive continuous program improvement.
- Advanced the Northwestern/Digital Youth Network/CPS OST Opportunity Landscape Project through collaborative monthly meetings and by hosting a November 14 focus group with school and central office staff to review a Partner Connect Tool. Designed to help schools identify and connect with local CPS vendors and community-based providers, the tool will improve alignment of resources to school and student needs. Feedback from the session will guide enhancements to usability and relevance, supporting equitable access to high-quality OST programming and more strategic resource utilization.
- Increased OST budget utilization from 48.9 percent to 60 percent, and student attendance from 65.7 percent to 69 percent, while expanding access to extracurricular programs
- Launched a "Chess Champions" pilot with partners Twist and Shout and Accepted Admissions, targeting students in temporary living situations (STLS) from Parker, DePriest, and Ogden Elementary schools, advancing equitable access to high-quality enrichment through coordinated OST and Academic Competition support.
- Successfully launched OST Spring Break Programming, engaging 94 students across five high-interest opportunities, including Bronzeville Fencing, Ladies of Virtue, Schoolhouse Kitchen & Studio, True Star, and Twist and Shout Chess, providing meaningful enrichment and hands-on skill-building during the spring intersession.
- Elevated Academic Competitions through citywide, state, and national recognition, highlighting student achievement and visibility. Notable milestones include the March 19, 2026, Chicago Bulls City of Champions Program honoring Kenwood Debate, Englewood STEM Chess, and CVCA Academic Decathlon teams as "academic athletes"; Englewood STEM Chess qualifying for the National High School Chess Tournament; Lasalle II Magnet sixth grader Seraj Zerhouni winning the CPS Citywide Spelling Bee and advancing to the Scripps National Spelling Bee; Taft High School debate captains appearing on FOX 32's Good Day Chicago; and the Whitney Young Magnet high school Academic Decathlon team winning its 24th consecutive state championship.

Expanded opportunities engaging over 500 students in the Citywide Math League and nearly 400 in summer camps, reinforcing college and career readiness pathways.

KEY BUDGET INITIATIVES for FY2027

- Refine and further expand the implementation of the OST Program Quality Framework, providing targeted coaching and support 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.
- Expand the digital intake platform District-wide to build upon the success of the initial pilot in advocate schools. For FY2027, this centralized digital model completely replaces the remaining paper compliance trails across all campuses. By using real-time data capture, the predictive early warning system flags indicators of housing instability instantly, allowing for targeted support before academic attainment or attendance rates decrease.
- Roll out the automated transit program pilot in CPS District high schools, leveraging an established operational infrastructure for immediate implementation. This initiative replaces manual, single-use transit passes with reloadable Ventra cards linked directly to existing student data systems, enabling the use of real-time transit usage data as a proactive tool to track and support stable student attendance.
- Maintain the optimized staffing structure to ensure intensive advocate resources stay concentrated at high-density campuses. In FY2027, the phase-out of school-based STLS advocate positions continues at sites with fewer than 75 STLS students, in direct compliance with the CTU Collective Bargaining Agreement, keeping team members positioned where displacement acuity is most severe.
- Institutionalize a standardized student enrollment process through ongoing, mandatory training for all front-office, school-based, and central office staff. The focus for FY2027 is to deepen alignment across central CPS departments to permanently eliminate systemic enrollment barriers and guarantee a consistent, compliant intake experience for every transient family.
- Stage 2 of the Middle School SOAR pilot focuses on strategic timing and concurrent data tracking. By expanding a targeted engagement program to 7th and 8th grades in high needs schools and tracking attendance data alongside SOAR Mentoring/Advocacy, we will establish a clear, data-driven foundation to assess the pilot's viability for District-wide expansion.
- Expand intensive mentoring referral base for justice-involved youth and strengthen partner accountability through quarterly data review convenings focused on key KPIs such as youth consent, engagement, and persistence rates.
- Refine SOAR by incorporating partner feedback survey data to streamline the program referral process, strengthen relationships with current collaborators, and analyze 10+ absence attendance data to develop new partnerships for student support with high needs schools.
- Leverage partner feedback survey data to further refine program structures and processes, allowing for increases in specialists’ caseloads and expanded support for chronically absent students by 30 percent for SY27.
- Partner with the Office of Network Support (ONS) to improve compliance with attendance plan requirements by enabling schools to upload plans directly into the ONS dashboard, creating a centralized process that strengthens oversight, standardizes review of fraudulent enrollment

concerns, ensures consistency across networks, and guarantees every school maintains an active attendance plan.

- Fine-tune the outreach continuum by expanding student outreach documentation requirements, clearly defining five-day outreach expectations, and exploring centralized daily outreach options to eliminate paper documentation, while strengthening family-school connections through more consistent, timely, and documented communication with families.
- Strengthen data and fiscal accountability by conducting specialized office hours and targeted Aspen training to proactively close reporting gaps and ensure daily data entry fidelity.
- Deepen outcome measurement by building tracking models that directly link program participation to student grades, daily attendance, and social-emotional learning (SEL) growth.
- Expand strategic messaging by providing tools that help schools explicitly embed OST and Academic Competitions into their Continuous Improvement Work Plan (CIWP) as core student engagement and attendance strategies.
- Intensify efforts to ensure equitable access to high-quality OST programs through refined data tracking, expanded site visits, and actively incorporating student voice to move beyond compliance via our standardized program quality rubric, establishing integrated feedback loops to maintain positive and impactful student experiences.

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 to transform their local school communities and foster collective well-being. OSCS is centered on prioritizing historically disinvested communities and operates as a cohort model, fostering collaboration by cultivating professional learning communities and coaching opportunities for staff.

MAJOR PROGRAMS

- **Sustainable Communities Schools (SCS):** Funds 36 schools with $18 million yearly, as established in the Chicago Teachers Union (CTU) collective bargaining agreement (CBA).
- **Community Schools Initiative - 21st Century Community Learning Centers (21CCLC):** Funds 36 District-managed Community Schools at $5.4 million.
- **Full Service Community Schools (FSCS):** Funds five schools with $1.1 million in federal grant funds.
- **Community Schools Initiative - External (CSIx):** 27 District schools implementing the CSI Model where CPS is co-applicant and the External Organization is the fiscal agent/grantee directly implementing programs.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	9,090,269	$ 14,515,730	$ 13,341,315	$25,311,760
Title Funds	$999,022	$ 798,142	$ 798,142	$ 804,507
Other Grants Funds	$ 10,311,157	$ 6,510,429	$ 9,814,230	$8,149,106
Total Department	**$ 20,400,448**	**$21,824,301**	**$23,953,687**	**$34,265,373**
Budgeted at Schools	$ 2,903,493	$ 2,767,958	$ 3,967,958	$ 4,337,409
Grand Total	**$ 23,303,941**	**$ 24,592,259**	**$ 27,921,645**	**$ 38,602,782**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	12.1	13.7	14.7
Title Funds	1.3	7.0	7.0
Other Grants Funds	7.6	1.3	1.3
Total Department	**21.0**	**22.0**	**23.0**
Budgeted at Schools	31.5	40.8	41.1
Grand Total	**52.5**	**62.8**	**64.1**

MAJOR ACCOMPLISHMENTS in FY2026

- Engaged more than 15,500 students and 3,240 adults in before- and after-school programs.
- Acquired two new 21CCLC grants, which allowed us to continue implementing the Community Schools model in eight schools for a total of $1.2 million in funding.
- Expanded SCS from 20 schools to 16 additional new schools and added 14 new Lead Partner Agencies to the SCS board report for inclusion in expansion of SCS.
- In partnership with CTU, agreed upon two evaluation processes for SCS:
    - Participatory action research in partnership with Center for Urban Research and Learning (CURL) at Loyola.
    - Evaluation including quantitative and qualitative data in partnership with Praxis Institute.
- Identified promising best practices through the AIR Effectiveness Analysis for 21CCLC schools.

KEY BUDGET INITIATIVES for FY2027

- Leverage a new $7.5 million investment to increase the number of SCS from 36 to 51, 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 FY2027. Collaborate with other departments to seek and obtain grant opportunities
- Seek supplemental funding for the FSCS FY27 cohort through the Department of Education.

Talent Office

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 (teacher evaluation), Principal/AP Evaluation, RISE (central office evaluation), and ESP/PSRP (school support staff evaluation). We manage data for all aspects of District evaluation systems, ensuring systems are grounded in clarity, equity, and continuous improvement. We provide training, tools, and direct operational support to school-based and central office stakeholders, 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:** Optimizes the foundational systems and services that power our workforce. By overseeing core functions, ranging from records management and substitute services to a high-volume engagement center, we ensure the organizational infrastructure is both resilient and responsive. Our team manages the complexity of tens of thousands of annual staffing adjustments with precision, adhering rigorously to state and federal mandates. By streamlining the onboarding lifecycle, we remove administrative friction for educators and school leaders, allowing them to remain focused on instructional excellence. Furthermore, we leverage the Safe Schools platform to institutionalize a culture of safety and compliance through standardized, District-wide professional development.
- **HR Business Partners (HRBPs):** Serve as the primary strategic partners for a dedicated client portfolio and are instrumental in driving operational excellence across the talent landscape. The team provides expert advisory in workforce optimization, succession planning, and organizational design, ensuring departmental structures align with District-wide goals. By synthesizing frontline insights into actionable intelligence, the team enables leadership to refine talent-related workflows and enhance institutional efficiency. At its core, the HRBP model is defined by a proactive, solution-oriented consultancy that balances rigorous employee advocacy with a commitment to high-performance culture and professional standards.

- **Health, Benefits, Wellness, Leaves, and Disability Management:** 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.
- **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 and diverse 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.
- **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 strategic workforce planning, job architecture, and organizational design guidance to District leadership to ensure alignment with strategic priorities, promote operational excellence, and reflect the District's commitment to equity and transparency.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 66,768,368	$ 46,261,215	$ 43,708,535	$ 93,081,135
School Generated Funds	$ 160,069	$ 132,339	$ 854,378	$ 263,512
Title Funds	$ 5,163,799	$ 6,391,797	$ 12,398,130	$ 3,238,990
Other Grant Funds	$ 7,124,363	$ 9,816,606	$ 10,744,838	$ 6,865,256
Total Department	**$ 79,216,599**	**$ 62,601,957**	**$67,705,881**	**$ 103,448,893**

Note: The FY27 proposed budget reflects investments to substitute coverage across the District and special education retention pools.

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	147.0	248.0	568.0
School Generated Funds	1.0	3.0	2.0
Title Funds	67.0	62.0	17.0
Other Grant Funds	104.0	104.0	51.0
Total Department	**319.0**	**417.0**	**638.0**

Note: FY27 includes 375 retention pool positions for special education teachers and classroom assistants. Four positions transferred from the Law Office

MAJOR ACCOMPLISHMENTS in FY2026

- As of March 30, 2026, 52 CPS graduates enrolled in the upcoming cohort for the Teach Chicago Tomorrow program, on track to reach the goal of 100. Expanded the number of four-year Institutions of Higher Education (IHE) offerings to National Louis University.
- Achieved a pre-service-to-lead teaching conversion rate of over 70 percent for P-STEP student teaching participants over the course of program inception in Spring 2023. In SY25, 71 percent of the cohort was retained; 85 percent of those retained are teachers of record; 81 percent of school-based hires are in high-need schools; 16 percent are in substitute or rotating positions; 3 percent are not in high-need schools. Sustained the Teacher Residency Program for the 2025-26 school year, training 146 resident teachers, 66 percent of whom will be endorsed to teach Special Education.
- Launched and expanded Lead With CPS strategy for central and network office staff. For central offices, one in three employees has engaged in professional development (training, cohorts, and mentorship). 622 staff have engaged in 39 development opportunities at least once. 74 percent of staff who engaged were staff of color. Those who engaged had an eight (8) percentage point higher retention rate from 2024-25 (96 percent versus 88 percent). Those who engage in Lead with CPS learning are more likely to be promoted (30 percent versus 19 percent).
- For Lead with CPS for teachers, we further formalized and expanded the central teacher leadership pathway in high-need schools and among diverse teachers through Teachers Lead Chicago (TLC). As of March 2026, there are 826 teacher leaders in 359 schools. 58 percent of teacher leaders are teachers of color. Notably, 87.2 percent of Black TLC teacher leaders were retained in SY26, compared with 86.1 percent of Black teachers in the District overall, contributing to stronger retention of our Black educators. In general, over the past three years, Black and Latinx TLC Teacher Leaders have been retained at their schools at rates up to 8 percent higher than the CPS overall retention of teachers in the same group. This stability not only saves the District significant turnover costs but also fosters the "relational trust" and representation to support academic outcomes for students of color. 238 out of 359 (66 percent) of TLC schools have opportunity indexes at or above 3.0, representing that teacher leadership is being implemented in the highest-need, underserved schools to grow teacher practice, collaboration, retention, and ultimately student learning. Specifically for our New Teacher Mentors, 358 are mentoring 715 new teachers; 67 percent of New Teacher Mentors are in schools with an opportunity index of 3.0 and above. Our priority is to provide the most in-school new teacher preparation to the most underserved schools.
- Continued to implement a three-tiered communications plan to report REACH teacher evaluation data across the organization with notable process improvements from SY25. Compliance data is updated on a weekly 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. Improvements from SY25 to SY26 include an increased focus on identifying trends and providing disaggregated to Network leaders, including disaggregating evaluations by evaluator.
- Provided three training sessions to Network Chiefs and Deputies to improve the quality of evaluations for Principals and Assistant Principals. The team has provided in-person training at network meetings at the request of principal supervisors, reaching nine networks thus far. 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 SY27.

- Created and adopted new competencies and new scoring rubrics for RISE. Redesigned the protocols to support implementation of the RISE evaluation system for central office staff, which was the first revision to the framework since its initial launch in 2017. The team designed and executed comprehensive “train the trainer” sessions for senior leaders during summer 2025, reaching over 200 Directors, Executive Directors, Deputy Chiefs, and Chiefs. Designed and delivered opportunities to calibrate central office managers on the evaluation process. Attendance at calibration sessions increased 30 percent from SY25, reaching 75 central office managers between BOY launch and MOY evaluation deadline. In addition, the team created and implemented a compliance tracking system for RISE evaluations, providing weekly updates to cabinet members.
- Created two new learning modules for managers to clarify the process for ESP/PSRP evaluation. Presented to the Principal Advisory Committee to solicit feedback on how to improve this process. Created and implemented a new communication protocol to explain steps required for follow-up with employees who score less than proficient. These communications were sent to over 200 school leaders based on mid-year evaluations. Designed, piloted, and implemented a DocuSign process for ESP evaluations to increase efficiency and reduce paperwork burden on administrators.
- Utilized continued funding from the Department of Education’s School-Based Mental Health Professionals Grant to hire over four 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. We are also building sustainability practices to continue high levels of retention for related service providers in partnership with the Office for Students with Disabilities.
- Achieved significant participation and engagement in the Be Well program, including over 7,000 enrollments in wellness programs, 270 Be Well Ambassador engagements, and a 48 percent increase in newsletter open rates. Employee rewards were successfully implemented to incentivize this proactive participation.
- Expanded specialized, virtual-first benefits to proactively address high-cost health issues, including: Hinge Health for Musculoskeletal and women's pelvic floor care, Oshi Health for Gastrointestinal (GI) care, Pelago for substance use care (tobacco, alcohol, opioid, cannabis), with 242 enrollments to date, and Posterity Health for male reproductive and hormonal health.
- Enhanced medical and dental plans to offer preventive care at no cost, and increased coverage for services like fertility and hearing aids, and ended the extended costly GLP-1 pharmacy benefits.
- A partnership with the United States Associates (USA) increased healthcare enrollment (PPO, HMO, HSA) by 16 percent and FSA enrollment by 8 percent.
- Successfully identified and protested $1.34 million in charges through a comprehensive unemployment benefits audit.

- 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.
- In FY26, the Talent Office made significant progress in strengthening the educator workforce pipeline and supporting schools in meeting staffing needs. Through continued partnership with principals, the team provided consistent, hands-on support to fill vacancies, including targeted outreach and participation in 10+ fall and spring job fairs. Early hiring efforts have also shown promising results, with close to 50 teacher early offers extended in hard-to-fill areas such as Special Education. These recruitment efforts are complemented by strong retention outcomes, including a clinician retention rate exceeding 90 percent, underscoring the District's ability not only to attract but also retain high-quality talent.
- Our Opportunity Schools initiative has already successfully hired 150 teachers for the upcoming school year, demonstrating a robust start to our annual staffing cycle. A core commitment to diversity and inclusion is reflected in the demographic data for these new hires: 73 percent of these teachers identify as people of color, aligning with the District's equity goals and ensuring our teaching staff more closely reflects the diversity of our student body. In addition, the team is driving school-level strategies centered on meaningful teacher appreciation, including recognition programs and public acknowledgments of teachers' vital contributions.
- A major priority for the Opportunity Schools team has been the strategic improvement of our Special Education Classroom Assistant (SECA) recruitment process to ensure high-quality support for our students with special needs. Our efforts have resulted in the successful onboarding of nearly 1,000 new substitute SECA professionals to the District this school year. Crucially, the team is simultaneously focused on creating a clear pathway for these substitutes to transition into full-time SECA roles, stabilizing our SECA workforce.
- The Substitute Services Department significantly increased the teacher fill rate throughout SY26. As of March 2026, the year-to-date fill rate reached 93.04 percent, an increase from 74.21 percent in SY23, 78.8 percent in SY24, and 86.45 percent in SY25, ensuring more consistent instructional support for schools across the District. This progress reflects several key drivers: effective use of Frontline, the District's automated substitute placement system; a record-high substitute pool of more than 9,500 across all subgroups in partnership with the Opportunity Schools recruitment team; targeted High Needs, SPED, and bilingual incentive programs; the deployment of 170 core cadre substitutes available for Networks to support schools; and enhanced benefits that allow substitutes to accrue sick and PTO days.

KEY BUDGET INITIATIVES for FY2027

- 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 68 percent 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.
- Invest in a tiered incentive structure for the Sharecare platform and specialty virtual care partners (Hinge Health, Pelago, Oshi Health, Posterity Health) to drive a significant increase in engaged membership. The goal is to steer members toward these preventative and high-value virtual channels to reduce reliance on higher-cost in-person specialist and facility-based care, thereby maximizing estimated cost avoidance.
- Budget for the expansion of cost-containment audits beyond unemployment benefits to include a full-scale dependent eligibility verification audit and an in-depth review of high-dollar medical claims (claim recovery audit). These initiatives are designed to proactively identify and recoup improper payments and ensure that all resources are directed exclusively toward eligible members and medically necessary services, leveraging the success of the FY2026 unemployment audit.
- Partner with the Office for 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.
- Implement and increase the impact of Teachers Lead Chicago (TLC) for formal teacher leadership pathway roles in highest-need schools: 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. We will prioritize recruitment and nominations for New Teacher Mentors for schools that are most underserved and in need of first-year mentorship support by giving first priority to schools with opportunity indexes at or above 2.5 and above-average three-year new teacher hires. For Instructional Team Coaches, eligible schools for these roles will be those with opportunity indexes of 3.0 or above and above-average student populations, in order to account for teacher release time to coach and develop peer teachers.
- Continue to partner with Procurement, Information and Technology Services, and Finance in implementing Program BRIDGE: Enterprise Resource Planning (ERP) Modernization Program.
- Expand HR4U automated client interaction tool to enhance customer experience as it relates to employment assistance for both prospective and current employees.

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:** Ensures that every student receives a high-quality arts education by creating conditions at the classroom, school, District, and state level that allow the arts to grow and flourish.
- **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.
    - **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 computer science and computational thinking in elementary school through a system of school pathways, training, development, and curriculum.
        - **High School:** Focuses on supporting all high schools in meeting the Computer Science graduation requirement and increasing access to advanced and accelerated CS, AI, and data science 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; provides access to grade-level content; and explores ways to notice, interpret, and empower the student experience.
- **Teacher Development (formerly Professional Learning)**: Supports multiple teacher leadership, teacher mentoring, teacher development, and professional development initiatives across CPS. Content teams and Network ISLs will be co-planning and co-facilitating professional learning sessions. The Teacher Development team and content managers will build baseline content. Specialists manage connections, provide PL Quality Control (design, scope, and delivery), and assist with classroom visits and data collection.
    - **Skyline:** Leads the District's curriculum-based professional learning strategy to improve teacher practice, student learning, and student wellbeing through implementation of

high-quality curriculum with integrity.

- **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.
- **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:** Sets and drives a bold, research-aligned, and innovative K–12 social science instructional vision for Chicago Public Schools. Provides curricular resources to school leaders and teachers, while equipping District leaders with tools to sustain high-quality, culturally responsive inquiry-based learning. Builds educator capacity and refines District policies to create anti-racist classrooms that honor students' lived experiences and position 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.
- **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, libraries, and a pipeline of new school librarians in partnership with the University of Illinois.
- **Advanced Learning and Specialty Programs (ALSP):** Oversees the implementation of Advanced Placement (AP), Gifted, International Baccalaureate (IB), Magnet, Competency Based and Personalized Learning programs across CPS. Empowers learners to be successful and positive contributors in their school communities, postsecondary pathways, and life.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 38,198,328	$ 91,992,687	$ 78,337,277	$ 81,805,797

Title Funds	$ 57,362,522	$ 24,710,785	$ 20,854,803	$ 17,889,946
Other Grant Funds	$ 10,988,566	$ 12,498,990	$ 12,763,444	$ 3,494,257
Total Department	**$ 106,549,416**	**$ 129,202,462**	**$ 111,955,524**	**$ 103,190,000**
Budgeted at Schools	$ 33,414,934	$ 35,235,589	$ 35,235,589	$ 36,587,663
Grand Total	**$ 139,964,350**	**$ 164,438,051**	**$ 147,191,113**	**$ 139,777,663**

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	160.4	155.4	165.0
Title Funds	95.6	91.6	75.0
Other Grant Funds	7.0	7.0	1.0
Total Department	**263.0**	**254.0**	**241.0**
Budgeted at Schools	266.0	266.0	257.0
Grand Total	**529.0**	**520.0**	**498.0**

MAJOR ACCOMPLISHMENTS in FY2026

- **Arts Education:**
  - For the first time in over a decade, CPS has a comprehensive, data-driven view of arts education across the District.
  - Provided a professional learning convening with 300+ arts educators from across the District.
  - Successfully supported 73 Fine and Performing Art Schools' implementation of wall-to-wall arts learning.
  - The REVERBERATE festival featured 170 performances from over 2,000 CPS students from 96 schools.
  - Obtained $1.7 million in grants to expand arts opportunities for students.
- **STEM Curriculum-Based Professional Learning:**
  - **Computer Science:** Trained 1,268 teachers in Effective Instruction and 177 teachers in Robotics. Eighty-eight schools participated in ESports and increased partnerships.
  - **Science:** 140 educators were supported in the adoption of Skyline Science, 275 supported for unit internalizations, and 173 educators engaged for experienced Skyline implementation.
- **Student Assessment and MTSS:** Achieved record-breaking engagement and positive student outcomes during the school year across two key areas:
  - Professional Learning and Engagement: The department saw its highest-ever engagement, training over 4,200 teachers, RSPs, and instructional staff. This included monthly PLCs for nearly 3,250 elementary and high school interventionists/leads across

all networks, workshops for over 1,800 pre-k teachers now utilizing the Branching Minds platform, and targeted support for 250 participants in Innovation & Incubation (I&I) Charter schools. These efforts were backed by strong field support, averaging 32 direct school visits per month and earning a 4.2 out of 5 satisfaction rating.
    - Data-Driven Student Impact: Enhanced intervention fidelity successfully shifted student needs toward foundational instruction. From the beginning of the year to the middle of the year, Tier 1 placement increased to 68.4 percent in reading and 70.5 percent in math, while Tier 3 intensive needs decreased to 13.5 percent in reading and 11.4 percent in math. Overall, the percentage of identified students actively receiving a documented academic plan rose significantly to 66.1 percent (up from 57.6 percent last year), ensuring more students received the timely support needed to succeed.
- **Balanced Assessment:** Successfully advanced equitable, data-driven assessment practices and enhanced system infrastructure during the school year:
    - Assessment Administration and Platform Redesign: Executed a comprehensive redesign of the Checkpoint assessment platform to improve student usability and accommodations. Through April 2026, this modernization supported the administration of 2,279 Skyline assessments across 286 schools, totaling 372,567 unique student assessment events.
    - District Accountability and Strategy: Directed the Assessment Vote Plan with a 99 percent on-time submission rate across 514 District schools, while spearheading cross-department analysis protocols (lesson-level through state testing) now embedded across all District-facing professional learning.
    - Curriculum-Embedded Assessment Updates: Partnered cross-departmentally to update and implement District-wide design tools and criteria. This work scaled high-quality, standards-aligned, and culturally responsive end-of-unit assessments for K–8 ELA, K–12 Math, K–5 ALE, the new K–10 Social Science curriculum, and early units of the new Science curriculum.
- **Professional Learning and Network Partnership**s: Collaborated with Networks 2, 3, 6, 7, 8, and 13 to lead 26 customized Assessment for Learning sessions for 338 District administrators. An additional 18 evidence-based sessions reached 70 managers, 247 ILT members, 170 lead coaches, and 72 early-career teachers across various District initiatives.
- **Professional Learning:** Drove substantial gains in educator capacity and student performance across four core areas:
    - Skyline Implementation: Executed a cohort model serving 4,429 first-year and 1,114 veteran educators across 214 schools, earning a 98 percent satisfaction rate. Students in participating schools outperformed peers with 33 percent greater growth in math and 12 percent greater growth in reading.
    - Instructional Leadership Team Institute (ILTI): Engaged over 3,000 school leaders across four institutes, resulting in 87 percent of District-managed schools establishing quarterly PL goals, and 97–98 percent of participants reporting increased leadership capacity.
    - Distributed Leadership: Supported 340 teacher leaders through coaching, collaboratives, and PLCs. As a result, 91 percent of supported schools and 87 percent of teacher leaders are tracking to move up one or more proficiency bands on District frameworks.

    - New Teacher Induction and Mentoring (NTIM): Guided 400 new educators and developed 600 induction teacher leaders. Mentored new teachers achieved an 80.3 percent retention rate, significantly outperforming non-mentored peers at 63.3 percent.
- **Literacy:** Advanced reading proficiency and adoption rates across the District:
    - Expanded Skyline ELA to 315 schools and increased District adoption to 85 percent.
    - Strengthened implementation support for 1,500 educators.
    - Expanded intervention access and technology support.
    - Convened 32 literacy partners and expanded family engagement opportunities.
- **Social Science:** Advanced rigorous, culturally responsive instruction and expanded citywide partnerships through four key milestones:
    - Skyline Pilot and Curriculum Refinement: Launched the SY26 Skyline Social Science Pilot across 12 schools with 22 teachers—successfully refining 23 new units aligned to state and national inquiry standards—while designing a new Districtwide AP Social Science pathway model.
    - Professional Learning Delivery: Facilitated 84 standards-aligned training sessions for 653 educators (potentially impacting over 38,000 students) alongside specialized sessions for the city-mandated Reparations Won curriculum and the Financial Literacy graduation requirement.
    - Strategic Partnerships: Collaborated with 26 external organizations, placed the Chicago Torture Justice Center Speakers Bureau in more than 14 classrooms, and strengthened the Facing History and Ourselves partnership to embed local and critical histories into all Grade 6–10 curricula.
    - Civic Engagement and Grant Funding: Supported the statewide Illinois I3 initiative with a 70-teacher CPS cohort, expanded the NextGen City Council program to eight schools, and secured $90,000 in grants and philanthropic funding to develop a District digital media literacy toolkit.
- **Physical Education and Health:** Expanded educator capacity, advanced critical safety standards, and drove student post-secondary readiness across four key areas:
    - Professional Learning and Partner Integration: Delivered 34 professional learning sessions (an 18 percent attendance increase) with a 96 percent satisfaction rate. Teachers led 33 percent of these sessions, which integrated 21 community partners to provide resources and curriculum.
    - Aquatic Safety and Teacher Leadership: Awarded 173 specialized teacher certifications—including 54 Basic Water Rescue, 86 Lifeguard/Recertifications, and 33 Water Safety Instructions. Additionally, successfully launched the inaugural Teacher Leadership Program with nine capacity-building sessions.
    - Curriculum and Policy Advancement: Spearheaded the development of a comprehensive, District-wide Health Education Policy, utilizing diverse focus groups to ensure community alignment ahead of the upcoming October 2026 Board proposal.
    - Student Outcomes and Career Readiness: Prepared 38,111 students to successfully complete the 30-hour classroom and Behind-the-Wheel Driver's Education course, while helping four students earn their professional Lifeguard Instructor (LGI) certifications.
- **CIDL:** Advanced instructional infrastructure and curriculum accessibility:

- Collected and published data for the District's high-quality curriculum metric—as outlined in the CIDT policy—while supporting school leaders and teacher leadership teams in updating their plans.
- Revised all PK–12 Skyline instructional and assessment resources for increased rigor and accessibility, including piloting new Social Science, Science, and Biliteracy curricula; middle school compacted math; and K–9 Visual Arts resources.
- Continued developing a GenAI architecture for Skyline to leverage AI-driven insights for curriculum development, grading, feedback, and teacher-driven differentiation.
- Provided schools with the physical classroom materials associated with the digital curriculum and released the Educational Technology Catalog 2.0.
- Supported incoming school librarians and expanded the local talent pipeline through the dedicated CPS Librarian Cohort.

- **ALSP:** Expanded advanced placement access, deepened educator capacity, and drove enrollment growth across specialty programs and advanced coursework:
    - Increased the number of eligible accelerated placement applicants from 763 to 3,487, expanded external student testing from 594 to 3,319 students, and improved the testing conversion rate for eligible students who were contacted and applied from 78% to 95%.
    - Delivered extensive educator development by facilitating 16 ongoing professional learning communities, executing 84 individual training sessions, and supporting 11 AP and IB working groups/communities of practice.
    - Provided deep instructional support to classrooms through 39 program coordinators and 79 IB coordinators, who combined to deliver nearly 7,000 coaching touchpoints to over 1,500 teachers District-wide.
    - Hosted 37 District IB workshops for 688 teachers, while coordinating AP Summer Institute training slots for up to 250 AP teachers across District-hosted and vendor-approved sessions.
    - Drove measurable growth in advanced coursework, including a 5.5 percent increase in AP exam enrollment, a 23 percent surge in AP Seminar registration, and enrollment gains across IB pathways, highlighted by a 14 percent increase in Career-related and a 10.4 percent increase in DP course enrollment.
    - Partnered with Equal Opportunity Schools to serve 34 schools, hosting three dedicated school leader convenings that averaged 70 administrators per session.

KEY BUDGET INITIATIVES for FY2027

- **Arts Education:** Expand access to certified instruction, rigorous curricula, and ongoing professional learning. This year, the initiative will further deepen student expression and academic growth across more than 70 Fine and Performing Arts Schools and through inclusive Districtwide student programs. This sustained commitment is backed by the Creative School Fund, which continues to provide vital grants and leverage partnerships with over 600 arts organizations, alongside the ongoing preservation of the Works of Art Collection's 5,000 original pieces.
- **Computer Science:**
    - Expand access and elevate attainment for all students, with a dedicated focus on Black

student success and post-secondary readiness through advanced CS courses.
    - To ensure a rightful presence for students with disabilities, the department utilizes Universal Design for Learning (UDL4CS) and robotics to foster meaningful, integrated learning alongside general education peers, complemented by Unified Special Olympics programming in out-of-school time (OST) spaces. This year, the department will further develop neighborhood technology eco-systems to strengthen ES-to-HS pathways, increase access to its Lending Library, and expand teacher capacity in high-demand fields like Computational Thinking, AI, and Data Science.
- **Student Assessment and MTSS:** Through the renewal of the Branching Minds platform—which consolidates academic, behavioral, and social-emotional data via screeners like the DESSA and SRSSIE—the department provides the tools, guidance, and professional learning necessary to enact an equity-based MTSS framework with fidelity. Furthermore, educators will be empowered to analyze curriculum-embedded assessments and deploy District-funded interventions in math and reading. This includes Amira, an AI-powered reading tutor aligned with the Skyline curriculum and Summer Bridge, and Freckle, an adaptive math platform syncing with Star Math data to seamlessly target individual student learning gaps.
- **STEM:** Expand its high-quality curriculum and instruction by scaling the K–12 Science Teacher Leader Program for approximately 70 leaders and 200 educators. In collaboration with Loyola and Northwestern Universities, this community of practice empowers teacher leaders to enact change and build instructional capacity across the District. Additionally, the department is managing the transition to new foundational instructional materials for Skyline Science K–8 through stakeholder engagement, cohort pilots, and targeted professional learning. To deepen classroom connections, the team is engaging local museums, universities, and community partners to deliver professional learning for K–2 educators—including preparing for the SY27 state climate education mandate—while continuing to evaluate network partnerships and host the annual STEM Exhibition.
- **Student Voice and Engagement:** Continue expanding Student Voice Committees (SVCs) across the District to strengthen programming and meet the Whole School Safety Policy mandate requiring active SVCs in all high schools by SY29. In partnership with the Board of Education (BOE), the department will continue the BOE Student Voice Roundtable Initiative to foster intergenerational dialogue that informs policy change, while also hosting student-led, stipend-supported Student Voice Convenings. Furthermore, the department will provide inclusive, responsive professional learning—backed by a new five-year Cultivate contract with UChicago—to help educators leverage student experience data, strengthen youth-adult partnerships, and integrate social-emotional learning (SEL) across all subjects and grades throughout the school day.
- **New Teacher Induction and Mentoring (NTIM):** execute the District's Teacher Induction and Mentoring Policy across three primary workstreams, with specific implementation details contingent upon finalized funding. The program will deliver induction professional learning, including the annual New Teacher Orientation, to boost instructional effectiveness and retention for pre-service through early-career teachers. Additionally, NTIM will ensure all new-to-District teachers are informed of and connected with school- or District-based mentors upon request, while simultaneously providing differentiated, job-embedded coaching for induction teacher

leaders measured against the Induction Teacher Leader Framework.

- **Distributed and Supportive Leadership (DSL)**
  - Direct school support through differentiated teacher leadership models.
  - Scale District best practices through Teacher Leader and Coaching Collaboratives.
  - Strengthen ILT Institutes through data-driven learning cycles and job-embedded coaching.
- **Social Science:**
  - Skyline and Instructional Support: Execute Year 2 of the New Skyline Social Science pilot and provides targeted professional learning focused on process-based writing, interdependent discussion, and K–5 scheduling.
  - Curriculum and Policy Mandates: Lead multi-year revisions for the city-mandated Reparations Won and Participate Civics curricula, while aligning district resources with IL Inclusive History Mandates, Commemorative Days, and upcoming Financial Education requirements.
  - Civic Engagement: Develop District general elections guidance, increase voter registration via Chicago Votes, and expand access to Chicago Metro History Day (prioritizing high-need student groups), the Mikva Challenge, and the NextGen City Council program.
- **Physical Education and Health:** Expand programming, curriculum, and safety initiatives across five streamlined focus areas:
  - Curriculum and Driver's Education: Expand the PK–12 Skyline curriculum through high school, upgrading the Driver's Education fleet with five new vehicles to support over 30,000 students, and funding student internships alongside dedicated instructor compensation.
  - Aquatics Safety and Compliance: Hire dedicated certification staff, certifying over 150 adult staff and 50 lifeguards to meet CTU agreements, and expanding a Dryland Aquatics Framework to deliver foundational water safety lessons in gym settings for schools without pool access.
  - Professional Learning: Provide equipment and funding a competitively selected teacher leadership team to deliver high-quality professional learning to 500 educators District-wide.
  - Student Leadership: Purchase 100 Illinois High School Association (IHSA) student official licenses to build conflict resolution and hands-on officiating skills.
  - Communications: Develop a consistent health and PE messaging framework and distribute the finalized District health policy and implementation guides.
- **CIDL:**
  - Continue to collect and publish data related to the District's high-quality curriculum metric—as outlined in the CIDT policy—and support school leaders and teacher leadership teams in updating their plans.
  - Continue to 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. In particular, develop a Significantly Modified K–8 ELA curriculum.
  - Continue the 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.
  - Provide schools with the classroom materials associated with the digital curriculum.

- Support new school librarians and continue to build a pipeline of local librarian candidates through the CPS Librarian Cohort.
- Launch an updated Digital Learning Environment that hosts the digital Skyline resources, designed to improve user experience and functionality.

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 18 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 2,000 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.
- **Financial Incentive Program:** Provide funding to eligible families in lieu of transportation services.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	$ 192,432,408	$ 204,167,230	$ 204,039,084	$ 220,612,214
Other Grant Funds	$ 4,131	$ -	$ 17,596,314	$ -
Title Funds	$ -	$ -	$ 327,949	$ -
Total Department	**$ 192,436,539**	**$ 204,167,230**	**$ 221,963,347**	**$ 220,612,214**

Note: The FY27 budget reflects a projected increase in the number of students with disabilities who are eligible for transportation services.

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	719.0	755.0	719.0

Total Department	**719.0**	**755.0**	**719.0**

MAJOR ACCOMPLISHMENTS in FY2026

- Optimized use of CPS and non-public routes, transporting 86 percent of students who require transportation despite a significant bus driver shortage.
- Despite the national school bus driver shortage, we increased drivers by close to 2 percent over last year.
- Increased student routing by 4 percent compared to the 2024–25 school year.
- Reduced the amount of families participating in the financial incentive program by 71 percent due to their students receiving routes.
- Introduced one phase of hub stops, significantly expanding transportation access for over 2,000 general education students.
- Increased tiering to 88 percent which allowed us to utilize the same vehicles more than once.
- Changed bell schedules at 34 schools which allowed us to increase tiering, improve route optimization, and transport 400 additional students in comparison to last year.
- Formed a Principal Committee to garner support and feedback regarding future bell schedule shifts.
- 50 electric buses have been awarded to five bus companies to be utilized in highly polluted communities.

KEY BUDGET INITIATIVES for FY2027

- 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.
- Work closely with networks and schools to monitor student ridership.
- Collaborate with the STLS team to monitor cost sharing programs and reduce spending.

The FY2027 budget for Chicago Public Schools (CPS) includes a capital budget totaling $600.4 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 FY2027 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 FY2027 capital plan. The District's Equity Office played an important role in developing the FY2027 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 FY2027 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 FY27 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 6,600 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 527 campuses and 799 buildings. Our average facility age is over 86 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 FY27 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, as CPS specifications have been modified to include these materials (examples include energy-efficient mechanical equipment, roofs with higher R-values, low-volatile organic compounds content paint, etc.). We are also seeking public feedback on innovative ways for CPS to share our buildings to support the community.

The FY2027 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 FY2027 budget is also funded by Tax Increment Financing (TIF) funds, state funding, and other outside resources as they are identified.

Full details on the FY2027 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 $600.4 million FY2027 capital budget by funding and project type:

Table 1: Sources and Uses ($ in Millions)

Estimated Sources	
Anticipated Bond Offerings and Other Capital Funds[1]	$524.8
Tax Increment Financing Funding	$13.1
External Funding for Space to Grow	$10.6
Federal E-Rate Funding	$4.7
Other Potential External Funding	$47.2
Total FY2027 Capital Budget Sources	**$600.4**

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	$347.2
Educational Programming	$25.3
ITS Priorities and Facility Equipment	$70.5
Site Improvements	$64.4
ADA Accessibility	$6.0
Mechanical Upgrades and Repairs	$61.0
Capital Project Support Services	$26.0
Total FY2027 Capital Budget Uses	**$600.4**

District Opportunity 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 utilize the Opportunity Index, a tool to help identify opportunity differences, allowing resources to be prioritized for the schools in greatest need. The Opportunity 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 it. One of these outside funding sources is the Tax Increment Financing (TIF) funds, which are approved in a variety of categories. Also, CPS continues to work with the State to leverage funding from the Illinois Department of Commerce and Economic Opportunity (DCEO).

Utilizing the $75.6 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 access to a neighborhood school that is warm, safe, and dry. In addition to the $75.6 million in outside funding, CPS is allocating $375.6 million 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 FY2027 capital budget addresses the District's priority renovation projects and most urgent facility needs. We will invest in 18 major roof and envelope projects and 17 renovations to mechanical systems. Along with these projects, the funding will provide:

- $191.6 million for priority roof, envelope, and mechanical projects;
- $80 million for unanticipated emergency repairs;
- $43.6 million for space efficiency and interior improvements;
- $5 million for fire alarm system replacement;
- $10 million for energy efficiency projects.

Support for Students with Physical Limitations
CPS will invest $6 million to increase Americans with Disabilities Act accessibility in 9 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 $25.3 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 $23.5 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, $26.4 million will be allocated to improve parking lots and replace turf fields.

IT, Facility, and Building System Investments
In FY2027, we are also continuing our multi-year investment in the Technology Modernization Program and high-speed internet for schools throughout the city. In FY2027, the District is allocating $65 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.

Impact of FY2027 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 adding 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 the 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 FY2027, 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: FY2025 - FY2027 Summary of Capital Projects Funds ($ in Millions)

	FY2025 Actual	FY2026 Estimate	FY2027 Budget
Beginning-Year Fund Balance	**$83.4**	**$(153.8)**	**$180.5**
Revenues			
Local	$166.9	$70.1	$44.0
State	$25.7	$26.0	$32.4
Federal	$6.8	$0.8	$4.7
Interest & Investment Earnings	$3.2	$5.7	$0.0
Total Revenue	**$202.6**	**$102.6**	**$81.1**
Expenditures			
Capital Outlay	$447.4	$380.7	$500.0
Bond Proceeds and Transfers In/(Out)	**$7.7**	**$612.4**	**$525.0**
End-of-Year Fund Balance	**$(153.8)**	**$180.5**	**$286.6**

FY2027 local capital revenue of $44.0 million assumes $29.1 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	FY2028 Budget	FY2029 Budget	FY2030 Budget	FY2031 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, 2026, the Board has approximately $9.3 billion of outstanding long-term debt and $861 million of outstanding short-term debt. FY2027 includes appropriations of $794 million for long-term debt service payments. Approximately $27.0 million of appropriations for interest on short-term debt is included in the operating budget.

FY2027 appropriations for payments on long-term debt fell by approximately $269 million versus FY2026. However, the decrease was primarily attributable to debt service on CPS' 2009G Qualified School Construction Bonds maturity payment in FY2026. Based on the terms of that specific bond series, beginning in FY2011, CPS made required annual deposits into a sinking fund in anticipation of a final principal payment due in FY2026. Because the funding for that principal payment came from the sinking fund, it did not require additional funding or 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, 2026, 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, 2026, the total amount of outstanding Alternate Revenue GO bonds is $7.9 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 FY2027, approximately $564 million in EBF revenues will be required for debt service, compared to $394 million in FY2026 and $502 million in FY2025. In addition to debt service funded by EBF, $102 million of debt service will be paid from PPRT in FY2027. 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 FY2027 budget includes $23 million of federal subsidies for debt service. Additionally, the 2010C QSCB series has a sinking fund into which CPS has made required annual deposits since 2021. The sinking fund and its earnings will offset payment of the final maturity 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, 2026, CPS has sold four series of CIT bonds, and the total amount of outstanding CIT bonds is $1.4 billion.

The FY2027 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 FY2026, Kroll Bond Rating Agency (KBRA) lowered its rating from BBB to BBB-.

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, 2026)

Credit Rating	General Obligation				Capital Improvement Tax	
Rater	KBRA*	Fitch	S&P	Moody's	Fitch	KBRA
Current	**BBB-**	**BB+**	**BB+**	**Ba1**	**A**	**BBB+**
FY25	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

*KBRA rates GO bond series issued from 2016 to 2019 one notch higher than the underlying General Obligation credit (currently BBB).

FY2027 Liquidity and Short-term Borrowing

It is anticipated that the Board will issue Educational Purposes TANs in FY2027 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 Chicago Teachers' Pension Fund (CTPF) 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, FY2024, and FY2026, Cook County delayed the collection of second installment property taxes until December, necessitating additional TANs being borrowed by CPS. The FY2027 operating budget includes appropriations of approximately $27.0 million to pay debt service on TANs.

FY2027 Debt Service Costs

As shown in the table below, FY2027 includes total appropriations of approximately $794 million for long-term alternate bonds and CIT bonds. Due to the advance-funding requirements of various CPS bond series, a total of $666 million of operating revenues and $257 million of other revenues will be required during FY2027 for debt service during FY2027, FY2028, and FY2029.

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 FY2027 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 FY2027 will be paid from revenues set aside in FY2026. 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: FY2025-2027 Summary of Long-Term Debt Service Funds[1]
(in Millions of Dollars)

	FY2025 Actual	FY2026 Estimated	FY2027 Budget
Beginning Fund Balance	**1,113.2**	**1,121.1**	**839.7**
Revenues			
Evidence-Based Funding (State Aid)	501.5	394.1	564.2
Personal Property Replacement Tax	40.4	10.2	102.2
Intergovernmental Agreements	94.3	190.3	142.3
Federal Interest Subsidy	24.6	24.3	23.4
Capital Improvement Tax	72.5	86.9	79.7
Interest Earnings	50.6	23.0	11.1
Total Revenue	**783.8**	**728.8**	**922.9**
Expenses			
Existing Bond Principal payment[2]	225.9	494.5	229.3
Existing Bond Interest payment	550.5	569.2	564.5
Fees	0.1	0.1	0.5
Total Existing Bond Debt Service	**776.6**	**1,063.8**	**794.3**
Other Financing Sources			
Net Amounts from Debt Issuances	0.0	53.6	30.0
Transfers in /(out)	0.6	0.0	0.0
Total other Financing Sources /(Uses)	**0.6**	**53.6**	**30.0**
Ending Fund Balance	**1,121.1**	**839.7**	**998.3**

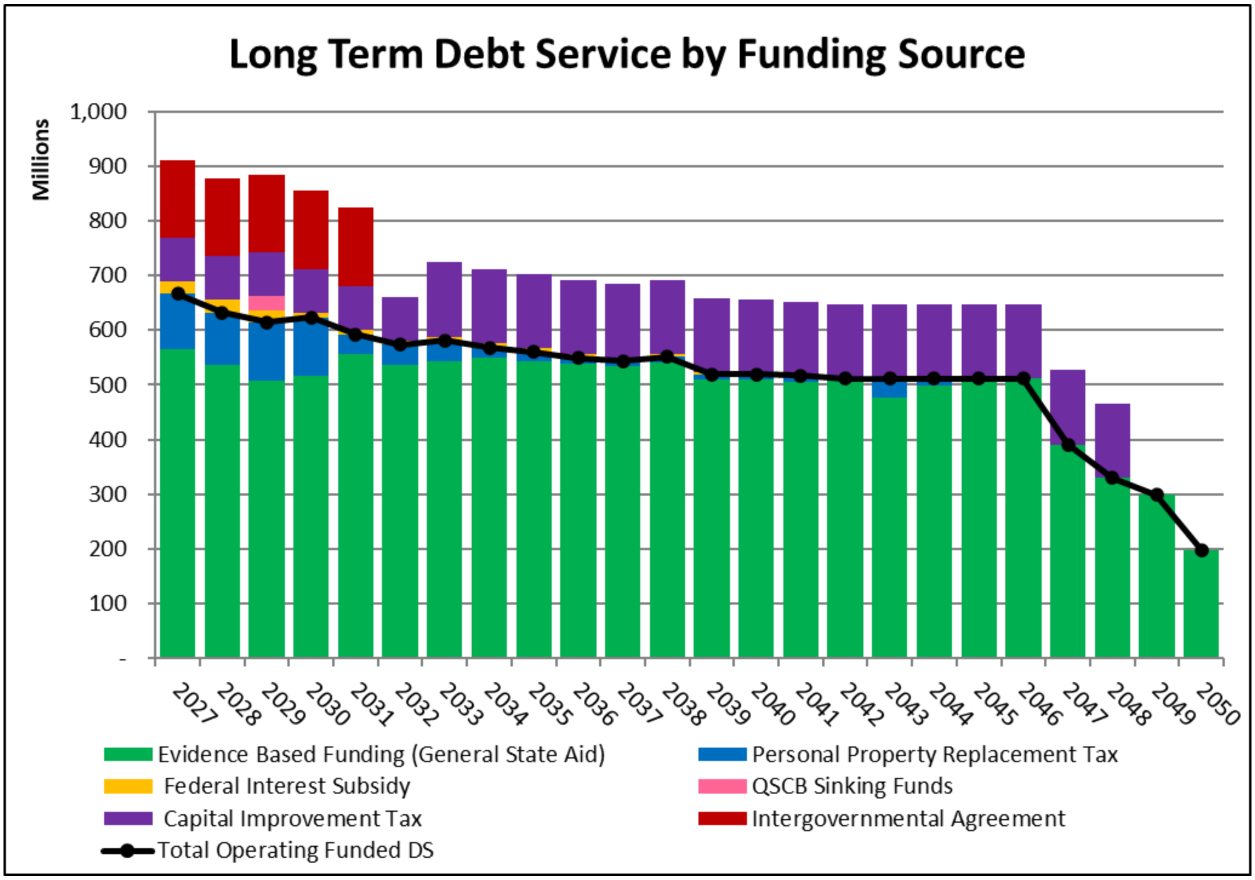
[1] FY2026 and FY2027 were estimated as of June 30, 2026. This includes long-term debt only. Interest on TANs is included in the Operating Fund budget. Totals may not sum due to rounding.

[2] The decrease in Existing Bond Principal payment expenses is attributable mainly to 2009G QSCB bonds reaching maturity in FY2026 and requiring a final principal payment of $254M. This payment was 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, 2026. 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, 2026)



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 FY2025 Annual Comprehensive Financial Report, general obligation debt per capita is $2,823. 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, 2026)

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	$105,711,550	4.55%-5.22%	IGA / PPRT
ULT GO Series 1999A*	02/25/99	12/01/31	98,942,574	4.30%-5.30%	IGA / PPRT
ULT GO Series 2005A	06/27/05	12/01/32	83,320,000	5.00%-5.50%	EBF
ULT GO BAB Series 2009E	09/24/09	12/01/39	435,395,000	4.68%-6.14%	EBF / Federal Subsidy

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	202,325,000	5.25%-6.00%	EBF
ULT GO Series 2015E	04/29/15	12/01/32	20,000,000	5.13%	EBF
ULT GO Series 2016B	07/29/16	12/01/46	77,945,000	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	172,545,000	7.00%	EBF
ULT GO Series 2017B	06/13/17	12/01/42	151,840,000	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	166,555,000	5.00%	EBF
ULT GO Series 2017D	11/30/17	12/01/31	38,960,000	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	395,830,000	4.00%-5.00%	EBF
ULT GO Series 2018C	12/13/18	12/01/32	213,560,000	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	195,385,218	2.89%-5.00%	IGA
ULT GO Series 2019B	09/12/19	12/01/33	91,950,000	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
ULT GO Series 2025A	9/25/25	12/1/50	650,000,000	5.75%-6.25%	EBF
ULT GO Series 2025B	11/12/25	12/1/44	799,390,000	5.25%-6.00%	EBF
ULT GO Series 2025C	11/12/25	12/1/45	294,780,000	5.25%-6.00%	EBF
Total Principal Outstanding			**$9,258,584,342**		

*Outstanding principal excludes accreted interest.

Table 4: Outstanding Short-Term Debt
(in $ as of June 30, 2026)

Description	Maturity Date	Principal Outstanding	Pledged Funding Source for Debt Service
Tax Anticipation Notes, Series 2025A	12/31/26	$383,000,000	Ed Fund Property Tax
Tax Anticipation Notes, Series 2025B	12/31/26	$424,000,000	Ed Fund Property Tax
Tax Anticipation Notes, Series 2025C	12/31/26	$54,000,000	Ed Fund Property Tax
Total Principal Outstanding		**$861,000,000**	

Table 5: Schedule of General Obligation Debt Service
Budgeted Requirements to Maturity*
(as of June 30, 2026)
($ in Thousands)

Fiscal Year ending June 30	GO Bond Principal	GO Bond Interest	Total GO Bond Debt Service
2027	$307,507	$554,604	$862,111
2028	288,189	509,504	797,693
2029	297,731	507,590	805,321
2030	292,924	481,929	774,853
2031	303,471	440,098	743,569
2032	259,435	322,064	581,499
2033	279,860	308,521	588,381
2034	278,970	296,421	575,391
2035	287,365	279,282	566,647
2036	296,995	258,194	555,189
2037	300,540	248,501	549,041
2038	322,075	233,459	555,534

2039	305,850	216,327	522,177
2040	320,885	200,116	521,001
2041	333,415	183,147	516,562
2042	351,605	160,328	511,933
2043	361,804	150,127	511,931
2044	384,091	127,837	511,928
2045	410,035	101,898	511,933
2046	425,560	86,376	511,936
2047	327,710	63,007	390,717
2048	285,190	44,541	329,731
2049	270,965	27,430	298,395
2050	186,200	11,172	197,372
TOTAL	**$7,478,372**	**$5,812,473**	**$13,290,845**

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, 2026, and any future anticipated transactions that are included in the FY2027 budget.

Table 6: Schedule of Capital Improvement Tax Debt Service Budgeted Requirements to Maturity*
(as of June 30, 2026)
($ in Thousands)

Fiscal Year ending June 30	CIT Bond Principal	CIT Bond Interest	Total CIT Bond Debt Service
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**	**$1,251,577**	**$2,652,892**

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, 2026, and any future anticipated transactions that are included in the FY2027 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 FY2026, CPS relied more heavily on TANs than in previous years due to delays from Cook County for the second installment of FY2025 property taxes. This was compounded again after Cook County's delay in the first installment of FY2026 property taxes. TANs were used throughout the year to provide needed liquidity. CPS had a maximum amount of $2.09 billion in TANs outstanding in FY2026 just prior to the second installment of FY2025 property taxes on December 1, 2025. The use of TANs will not be eliminated in FY2027 because year-end cash balances have not increased enough to fund operations for more than 60 days past year-end. CPS also anticipates receiving the second installment of FY2026 property taxes over 2 months late from Cook County on or about October 1, 2026 and will need additional TANs in order to further manage liquidity and replenish the amount of delayed revenues. CPS would need approximately $950 million more than recent year-end cash position amounts in order to eliminate the use of TANs at current FY26 budget levels of expenditures.

In FY2026, approximately $6.1 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 $379 million was required to be made in mid-February and another $54 million debt service payment was made in March, prior to the receipt of approximately $1.8 billion of the first installment of delayed property tax revenues in April. 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 delay in the first installment of FY2026 property taxes from March to April hampered any cash management efficiencies.

Historically, approximately 55 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 30 percent of annual budgeted expenditures. The timing of these payments is relatively predictable and spread throughout the fiscal year. Approximately 15 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 second time since FY2022, CPS ended the fiscal year with a negative net cash position. The net cash position was pushed lower by an estimated amount of over $300 million in undistributed property taxes from the FY2026 first installment. It consisted of $650 million in outstanding TANs with approximately $63 million in cash—resulting in a net cash position of -$587 million.

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 FY2026, CPS will receive approximately $4.0 billion of property taxes, of which $3.4 billion will be allocated to the operating fund, $581 million will be distributed to the CTPF through the pension tax levy, and $21 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 delayed first installment of approximately $1.8 billion was due April 1 and was received into the main operating account in late March and April. The second property tax installment to be counted as FY2026 revenues in the amount of approximately $1.7 billion is also anticipated to be delayed and become due on or about October 1, 2026. Property tax receipts have grown from $2.35 billion in FY2012 to $4.0 billion in FY2026—a compounded growth rate of 4.0 percent. Personal Property Replacement Tax (PPRT) revenue increased by approximately 10 percent through June compared to FY2025. Since FY2023, cumulative PPRT receipts through May have declined by 55 percent, dropping from $536 million in FY2023 to $283 million in FY2026.
- **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 FY2026, EBF totaled approximately 78 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. Approximately 11 percent of the annually budgeted CPS revenues come from federal revenue sources.
- **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 FY2026, delayed property tax distributions contributed significantly to the maximum amount of $1.65 billion in TANs issued by CPS in February to support liquidity - which was an increase of $450 million compared to FY2025. As of June 30, 2026, $650 million of TANs were outstanding at the end of the fiscal year, an increase of $200 million from FY2025 and largely driven by remaining undistributed property taxes from the past due from the first payment installment in April. TANs are repaid from the District's property tax levy used to fund operations. To support liquidity in FY2027, 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 FY2027, approximately $27 million in interest costs for TANs will be budgeted.

Cash Expenditures

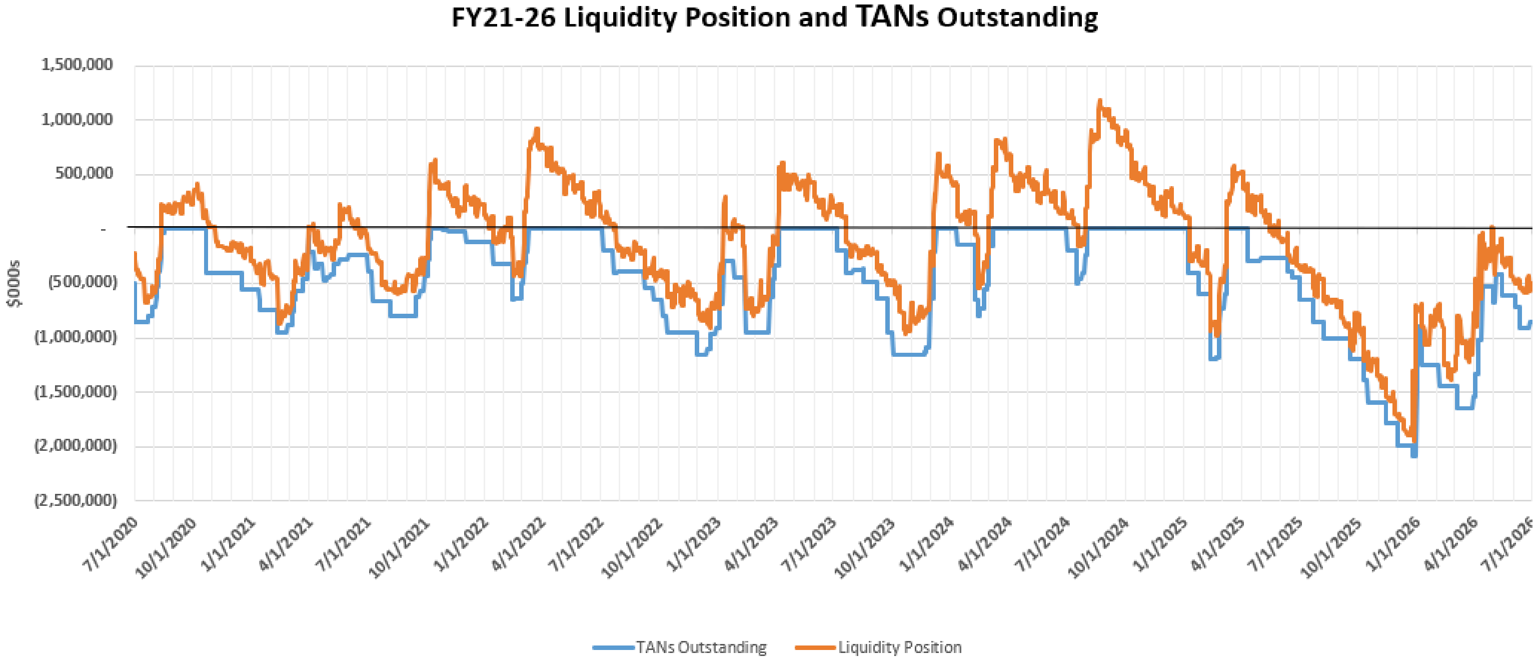
CPS expenditures are largely predictable, and the timing of these expenditures can be broken down into three categories: payroll and vendor, debt service, and pensions.

- **Payroll and Vendor:** Historically, approximately $5.2 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 $2.4 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 FY2026, the CPS debt service deposit from EBF was approximately $459 million. 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 CPS, which then allows the backup property tax levy that supports the bonds to be abated.
- **Pensions:** In FY2026, CPS anticipated approximately $30 million would be paid by unrestricted operating revenues to the CTPF before the fiscal year end, however the projected amount of first and second installment dedicated pension property tax levy revenues is now anticipated to cover the full amount. These tax levy revenues, when received, do not pass through the District's operating funds from a cash perspective (see the Pensions chapter for more detail on FY2026 funding sources).

Forecasted Liquidity

The chart below provides CPS' liquidity profile from FY2021 to FY2026.

Chart 1: FY2021–FY2026 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 (GAAP), 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)
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.

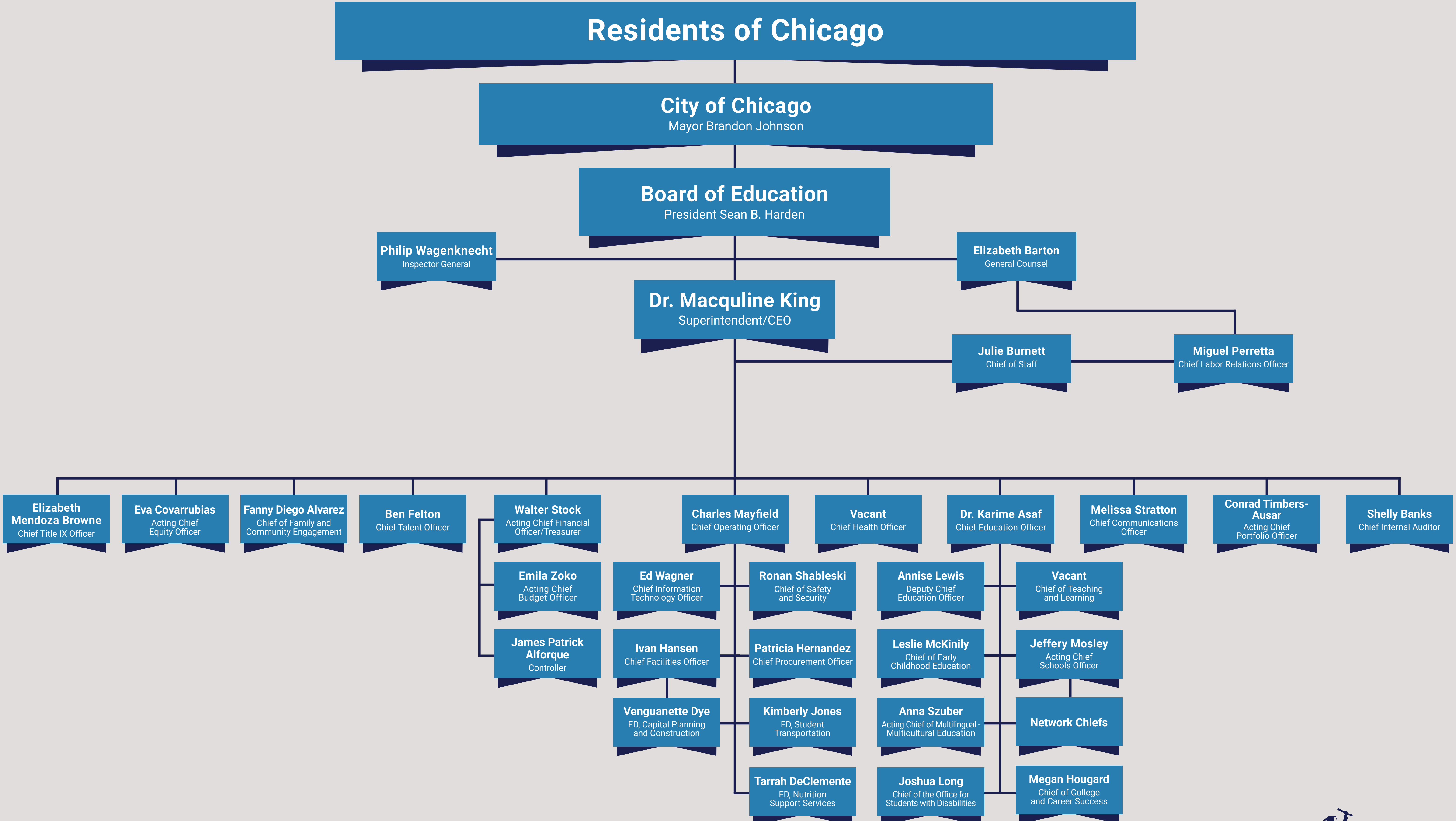
Capital Projects Funds (401–499)

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.



CHICAGO PUBLIC SCHOOLS

Organization Chart
July 2026

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 23rd-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 22.4 percent of the city's population is under 19 years old.

CHICAGO PUBLIC SCHOOLS ENROLLMENT

Chicago Public Schools (CPS) is the nation's fourth-largest school district. In the 2025–26 school year, CPS enrollment was 316,224, a decrease of 9,081 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: 46.4 percent of CPS students are Latinx, 34.3 percent are African American, 11.8 percent are White, 4.9 percent are Asian, and 2.4 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. 86,172 CPS students were English learners during the 2025–2026 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 227,119 economically disadvantaged students within CPS, representing 71.8 percent of the CPS student population.

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[1] As of the 2020 US Census.

Table 1: CPS Enrollment FY17–FY26

	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)	Fall 2025 (FY26)
School-based PK	20,673	19,441	17,668	17,492	11,494	15,430	16,403	17,589	17,893	16,916
Elementary Schools (K-8)	251,623	244,589	237,779	232,931	223,967	210,278	203,308	203,714	206,049	200,501
High Schools (9-12)	109,053	107,352	105,867	104,733	105,197	104,703	102,270	101,948	101,363	98,807
Total Enrollment	**381,349**	**371,382**	**361,314**	**355,156**	**340,658**	**330,411**	**321,981**	**323,251**	**325,305**	**316,224**

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 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 and non-District schools
- Charter schools, contract schools, and Alternative Learning Opportunity Programs (ALOPs)
  - Continuation of FY2026 Per-Capita-Tuition-Charge funding stream for Charter Schools for FY2027
  - 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 year-to-year budgeting 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 worrying about costs.

Administrative Foundation

All schools are allocated one principal, one clerk, and one counselor, regardless of size. Schools with K-12 enrollments above 250 will also receive a centrally-funded Assistant Principal position. 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 elementary schools will receive a supplemental interventionist if their K-12 enrollment is above 225. A second interventionist will be allocated if the school's enrollment is larger than 650. However, if a Title I-eligible elementary school has a Lead Coach and fewer than 300 students, they will not receive an interventionist. For Title I-eligible high schools, 1 supplemental interventionist will be provided. While fewer centrally funded supplemental interventionists were provided in FY2027, no school lost their sole interventionist and sole lead coach. Other guardrails like this have been implemented in various other places within the allocation methodology.

Instructional Foundation

From an instructional perspective, all ES will receive at least one teacher per grade and an additional teacher for junior high departmentalization. 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 FY26 20th day minus cluster students (since special education teachers are allocated for special education cluster classrooms).

For FY2027, the student-to-teacher ratios have increased by 1 for both elementary schools and high schools. The Opportunity Index (OI) thresholds have been adjusted to account for the new range of the updated index values for SY26. For ES with an OI of 25 or less, schools will receive one teacher for every 27 students. For an ES with an OI between 26 and 36, that ratio is lowered to one teacher for every 25 students. For an ES with an OI of 37 or above, that ratio is further lowered to one teacher for every 23 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 that need more than 10 teachers are then allocated based on enrollment and OI. For a HS with an OI of 25 or less, schools will receive one teacher for every 22 students. For a HS with an OI between 26 and 36, that ratio is lowered to one teacher for every 20 students. For a HS with an OI of 37 or above, that ratio is further lowered to one teacher for every 19 students. Similar to elementary schools, the enrollment used is FY26 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 FY2026 budget, but with the floors adjusted to reflect a new Opportunity Index. Additional discretionary funding is then added on top of these allocations as a set-aside to be earmarked for school building operations. These increments are $20K/$40K/$60K depending on the school's enrollment - below 600, between 600 and 1,000, and above 1,000.

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 11	$18 for each OI point above 11
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 includes a school clerk position to provide administrative support at the additional building. For FY2027, 38 schools received this additional allocation for a total of 46 FTEs.

The total cost of the FY2027 multiple building adjustment in District schools is $5.0 million.

Foundation Positions

Every District school is allocated three foundation positions—one principal, one counselor, and one clerk—in addition to the school's need-based flexible funding. Other schools qualify for an assistant principal, additional counselors, and/or restorative justice coordinators, depending on the size and needs of the school. The total cost of foundation positions in all District schools regardless of type in FY2027 is $376 million.

ALLOCATIONS OF SPECIAL EDUCATION TEACHERS AND PARAPROFESSIONALS

Diverse Learner Allocation

In the 2026-27 (FY27) school year, consistent with 2025-26, schools will receive an allocation of centrally-funded special education teachers and special education classroom assistants (SECAs) for their entire special education program.

A school's FY2027 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 2026. 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 SY27)**	**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	1	1	2

(formerly called EC Intensive)			
Transition Programming	1	1	N/A

This allocation may be supplemented with additional SECA position(s) for cluster students with dedicated SECA support included in their IEP. Each class is assigned one SECA to support shared services.

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 schools to support student needs based on EL enrollment.

Table 3: Supplemental Bilingual Position Allocations for District 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

Twenty-six schools received a Dual Language Coordinator position allocation, based on program enrollment, to support dual language programs in FY2027.

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 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.

Specialty schools also receive the following general education resources:

- Foundation positions: One principal, one assistant principal, one counselor, and one clerk.
- 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*	$629/student	$1,491/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 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. Instead, 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 various 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 - created a new Title I poverty index formula that is disentangled from Family Income Information Form-derived information (FIIF). The formula has been further refined in FY2027 to capture more qualifying students based on Medicaid enrollment that may not be captured in the state-run direct certification matching process. 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) enrolled in Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (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.*

Then, students who are currently enrolled in a State Medicaid program but who are not on the direct certification files are taken based on data from the Child & Family Benefits Unit in CPS. These students are weighted at 0.59x versus the 1.0x for directly certified students due to varying income thresholds for qualification. These students are 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 March 2026.

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. To provide as much revenue certainty up front for planning purposes, in FY2026, charter schools received their core tuition funding through one formula based on PCTC per-pupil rates. This replaced the discrete core instructional funding (CIF), non-CIF, special education, and facilities supplement allocation. This same approach will continue for FY2027. PCTC is a comprehensive total of all funds directed to schools, with the exception of certain federal grant funds. This includes the vast majority of special education funds which originate from unrestricted local funding.

Under this approach, PCTC allocations will be trued up to actual enrollment in the upcoming school year as of Fall 2026 20th Day, consistent with state statute. If charter schools experience an increase in enrollment from Fall 2026 20th Day to Spring 2027 10th Day, they will receive an additional one-half of the per-pupil tuition charge for the net increase in students. A new feature to the methodology for FY2027, instituted to best reflect the district approach despite the unique financial features of both types of schools, will be the inclusion of an enrollment-based funding floor. No charter school or replicating charter network will see its funding drop below the amount it would receive based on the number of students enrolled in its school(s) as of FY2026 Semester 2 10th Day - January 20, 2026, so long as it does not exceed the maximum 103 percent PCTC limit set forth in state law based on actual FY27 enrollment. This is being implemented to provide charter operators a sure footing in budgetary planning for the upcoming school year.

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. When compared to last year, the Pension Obligation and Short-Term Debt have increased marginally year-over-year due to additional projected expenses in line with budgetary growth, while Long-Term Debt has increased more substantially due to the District’s debt portfolio and repayment schedule.

Table 5a: FY2027 Per Capita Tuition Charge (PCTC) Breakdown

FY2027 PCTC Breakdown		Students in Independent Facility	Students in CPS Facility
	FY25 PCTC:	$21,700.28	$21,700.28
	97% PCTC Match:	**$21,049.27**	**$21,049.27**

	Expense		
On-Behalf-Of Contributions	Long-Term Debt	-	$3,414.05
	Short-Term Debt	$91.71	$91.71
	Pension Obligation	$2,097.92	$2,097.92
Direct Funding	**Minimum Per-Pupil Tuition** *(Based on Fall 2026 20th Day Enrollment)*	**$18,859.64**	**$15,445.60**

Special Education Funding at Charter Schools

Funding for special education is included in the per-capita tuition charge for FY2027, just as it was for FY2026. By the District's calculations, as shown in the table below, charter schools receive on average $4,064.17 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 FY2025 PCTC Calculation (ISBE)
Special Education Programs (not incl. PE/PK)	$1,095,944,981
Attendance & Social Work Services	$121,544,411
Health Services	$80,335,398
Psychological Services	$35,598,202
Speech Pathology & Audiology Services	$52,531,852
Special Education Payments to Charter, Contract, ALOP, and SAFE Schools^	$119,959,652
Federal Special Education - IDEA Flow Through Funds	($114,968,1094)
Federal Special Education - IDEA Room & Board	($3,150,249)
Medicaid Matching Funds - Administrative Outreach	($20,752,529)
Medicaid Matching Funds - Fee-for-Service Program	($44,949,096)

GRAND TOTAL SPECIAL EDUCATION	$1,322,094,513
FY25 20th Day Enrollment	325,305
District Per-Pupil Equivalent	$4,064.17

^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 FY2025. All other amounts in this table are found in the FY2025 Annual Financial Report for the Chicago Public Schools.

The enrollment used here is the full FY2025 20th Day enrollment, to align with the FY2025 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 and FY26, in FY27, 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

	FY2027 District School Allocation	Traditional District School Enrollment	Per-Pupil Equivalent
Foundation Positions at Traditional, District Schools	$363,422,132.26	246,527	$1,474.17
Per-Pupil Foundational Equivalent			**$1,474.17**
District K–8 School Base Rate	**$1,407,414,540**	**175,851**	$8,003.45
District 9–12 School Base Rate	**$604,046,679**	**70,676**	$8,546.70
Modified K-8 School Base Rate + Per-Pupil Equivalent*			**$9,477.62**
Modified 9–12 Contract/ALOP Base			**$10,020.87**

Rate + Per-Pupil Equivalent			

* 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 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 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.

NOTE: As of July 15, 2026, the non-instructional inputs have not been finalized. An updated copy with full detail of financial figures will be posted following the Board of Education's passage of the FY2027 budget.

SUPPLEMENTAL FUNDING FOR SCHOOLS IN INDEPENDENT FACILITIES

In FY2027, charter school, contract school, and ALOP facilities not owned by CPS will receive a facility supplement of $2,742 per pupil to cover the costs of renting or owning the school facility. The FY2027 rate reflects an increase of $157 from the FY2026 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

The enrollment counts for charter schools can be found earlier in this chapter. This section applies only to 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 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 FY2027, 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 FY2027, 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 Spring 2026 enrollment snapshot was used to determine each school's allocation for FY2027, based on the following rates:

Table 7: Special Education Per-Pupil Funding Rates

	LRE 1	LRE 2	LRE 3	504	Speech
Elementary School	$15,193.25	$18,231.88	$22,789.85	$3,098.24	$3,965.75
High School	$12,306.54	$14,787.83	$18,460.45	$3,098.24	$3,965.75

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.

Table 8: Special Education Reimbursements

Position	Maximum for average position	Maximum for any individual position
Allocated teacher positions (license required)	$110,092	$134,559
Allocated paraprofessional (license required)	$48,931	$64,837
Clinician allocation (license required)	$110,092	$134,559

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 $134,559 per year. The maximum reimbursement rate for all FTE special education teachers for each school is an average per-teacher reimbursement rate of $110,092 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 $64,837 per year. The maximum reimbursement rate for all FTE special education paraprofessionals for each school is an average per-paraprofessional reimbursement rate of $48,931 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 $134,559 per year. The maximum reimbursement rate for all FTE clinicians for each school is an average per-clinician reimbursement rate of $110,092.
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 schools. The stipend for FY27 will be $2,074.27 per semester.
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 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 9: Special Education Reimbursements

Position	Maximum for average position	Maximum for any individual position
Related service providers (license required)	$110,092	$134,559

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 10: State Funding for Charter Schools

Tier	EL Enrollment	No. of Schools	FY2027 Supplemental Funding Allocation
1	50+ EL students enrolled	50	$107,010
2	20 to 49 EL students enrolled	11	$57,505
3	1 to 19 EL students enrolled	52	$1,000 per EL student

Table 11: Federal Title III Funding for Charter Schools

Tier	EL Enrollment	No. of Schools	FY2027 Supplemental Funding Allocation
1	50+ EL students enrolled	50	$18,000
2	20 to 49 EL students enrolled	11	$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.

NOTE: As of July 15, 2026, the final non-instructional inputs have yet to be finalized. As such, the per-pupil facilities charges have also yet to be finalized. An updated copy with full detail of financial figures will be posted following the Board of Education's passage of the FY2027 budget.

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 FY2027. 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 12: 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 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 solely to enrollment. The District will continue this school funding strategy for the FY2027 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 FY2027 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 ● Counselor ● Clerk ● Core classroom and holistic teachers ● Professional development funding ● Baseline discretionary funding ● Centrally-managed positions (custodians, engineers, security, lunchroom staff, 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 ● 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 ● Assistant principals for larger schools

For the seventh consecutive year, school budget allocations were based on the prior school year's (SY26) 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 FY2027 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. FY2027 marks the fifth year of CPS' use of this budgeting system.

Budget Calendar

In the summer of 2025, the Office of Budget and Grants Management (OBGM) began the FY2027 budget planning process by developing revenue and expenditure assumptions for the upcoming fiscal year. OBGM released school budgets and guidance to principals in May 2026. Throughout the spring of 2026, OBGM worked closely with schools and departments to develop their budget proposals and integrate them into the FY2027 proposed budget.

Public Involvement

The FY2027 CPS budget, and specifically FY2027 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 June 2026. Our process included six community feedback sessions, five in-person sessions at Back of the Yards College Prep High School, Dyett High School, Gwendolyn Brooks High School, Roosevelt High School, and Westinghouse High School, and one virtual session. CPS also hosted a budget focus group in July with students from Mikva Challenge.

Over 500 people attended the six 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 $732 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 FY2027 budget.

CPS engaged stakeholders through other forums as well, providing specific opportunities for principals, Local School Council (LSC) members, labor partners, local legislators, and other key groups to provide input into FY2027 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 FY2027 budget at the Board meeting scheduled for Thursday, July 30, 2026.

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**
  - **<u>Assigned Fund Balance</u> (Stabilization Fund):** This policy will require the Board to maintain an assigned fund balance totaling 15 percent of the operating and debt service budget (<u>net of any budgeted non-cash expenditures or budgeted expenses derived from the dedicated Chicago Teachers' Pension Fund property tax levy</u>) 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.
  - **<u>Criteria to use Stabilization Fund and Unassigned Fund Balance</u>:** 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

    - **<u>Assigned Fund Balance Replenishment</u>:** 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 toward 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 the eligibility 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 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 details, 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.

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 Bowen 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.