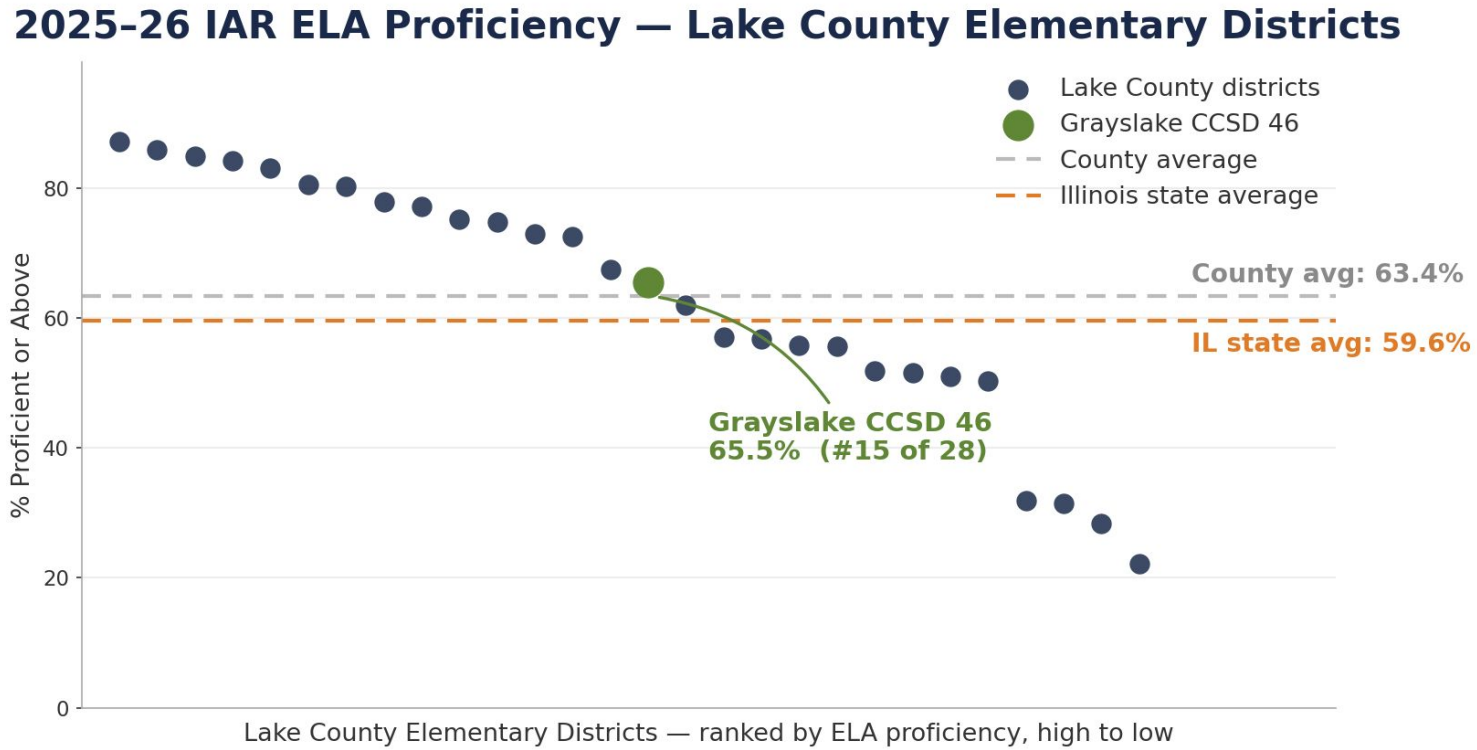
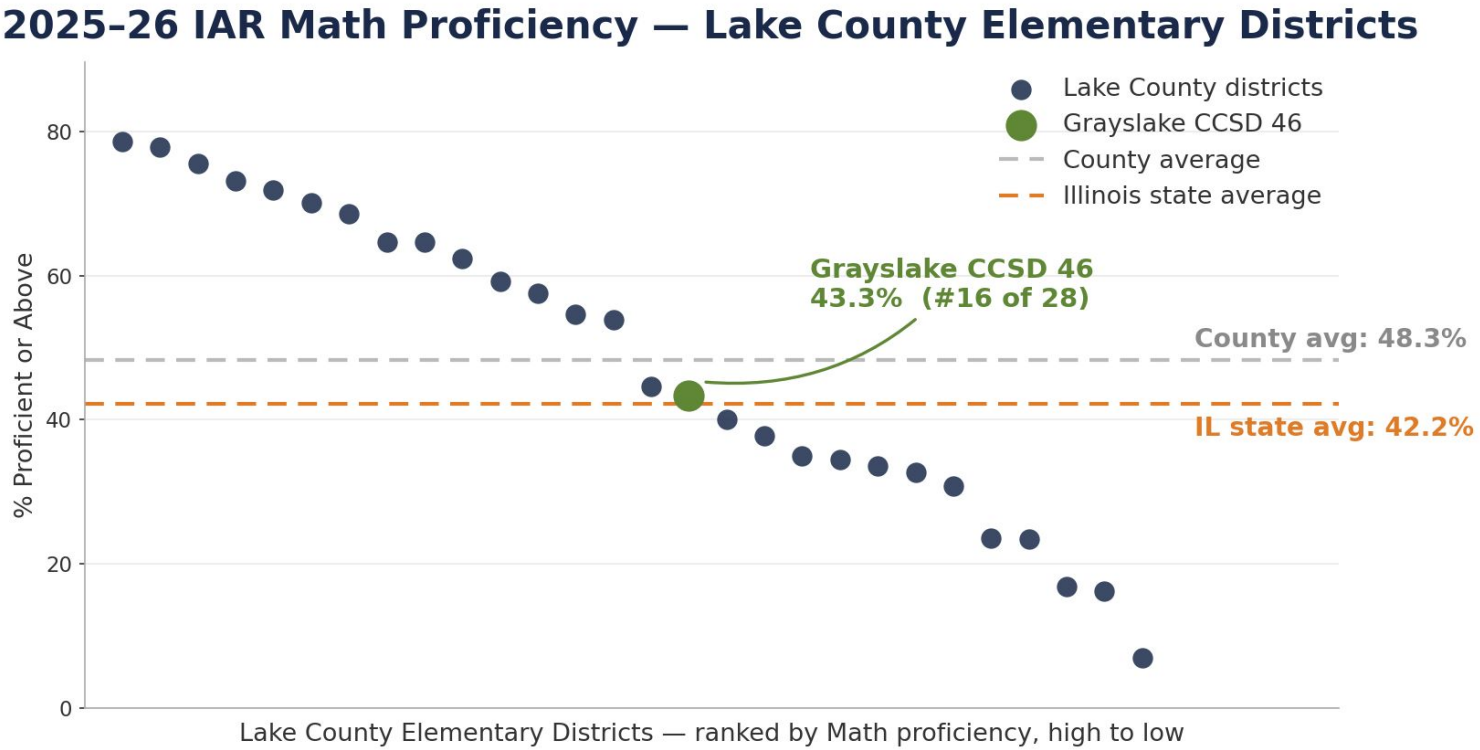
# Additional Data Requested by the Committee

# 2025-26 ELA Proficiency vs. Lake County Districts



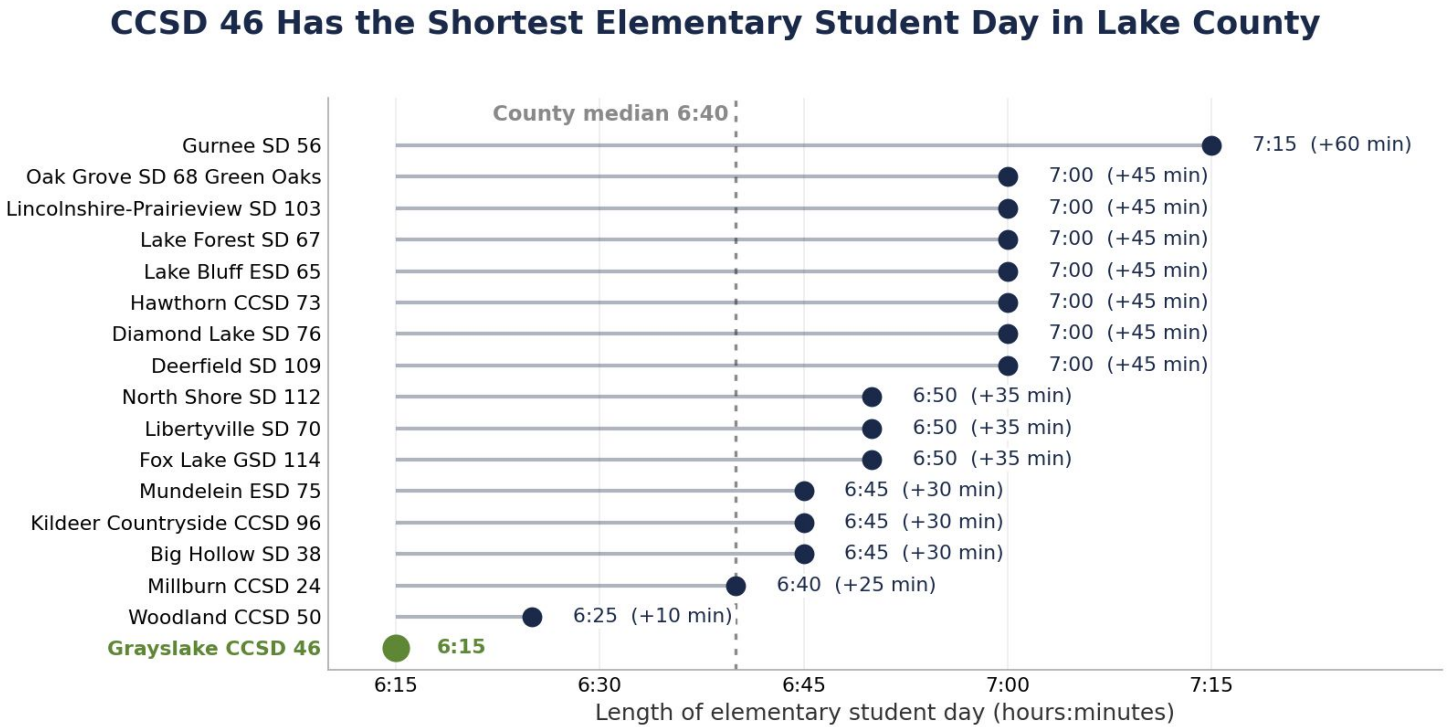
# 2025-26 Math Proficiency vs. Lake County Districts



# Questions from the Committee:

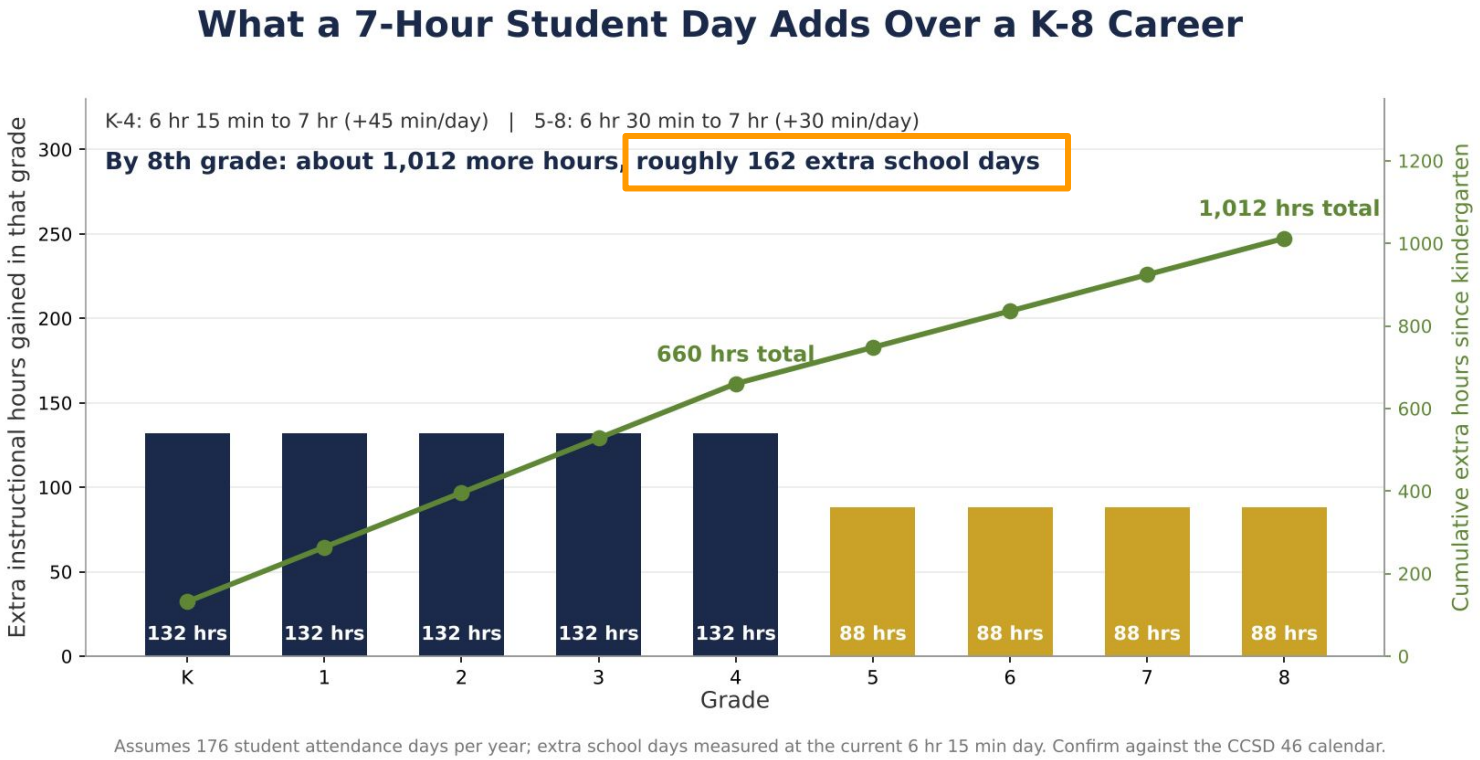
## How does the overall length of the school day compare across different districts in Lake County?

# Elementary School Day Length in Lake County




* Includes only the Lake County elementary districts that confirmed their school day length. Districts that did not respond are not shown.

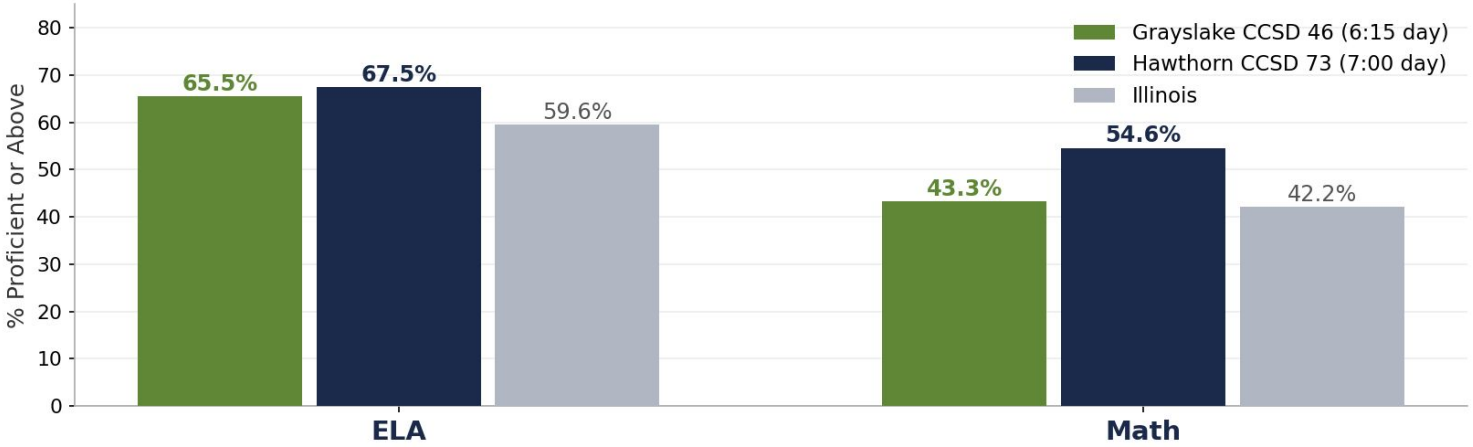
# What a 7-Hour Day Adds Over K-8




Assumes 176 student attendance days per year; extra school days measured at the current 6 hr 15 min day. Confirm against the CCSD 46 calendar.

# Hawthorn: Similar Students, a 7-Hour Day

## Similar Students, 45 More Minutes: Hawthorn vs. Grayslake, 2025–26 IAR




| | Grayslake | Hawthorn |
|---|---|---|
| Low-income students | 35.0% | 31.2% |
| English learners | 20.3% | 29.4% |
| Students with IEPs | 20.1% | 16.2% |

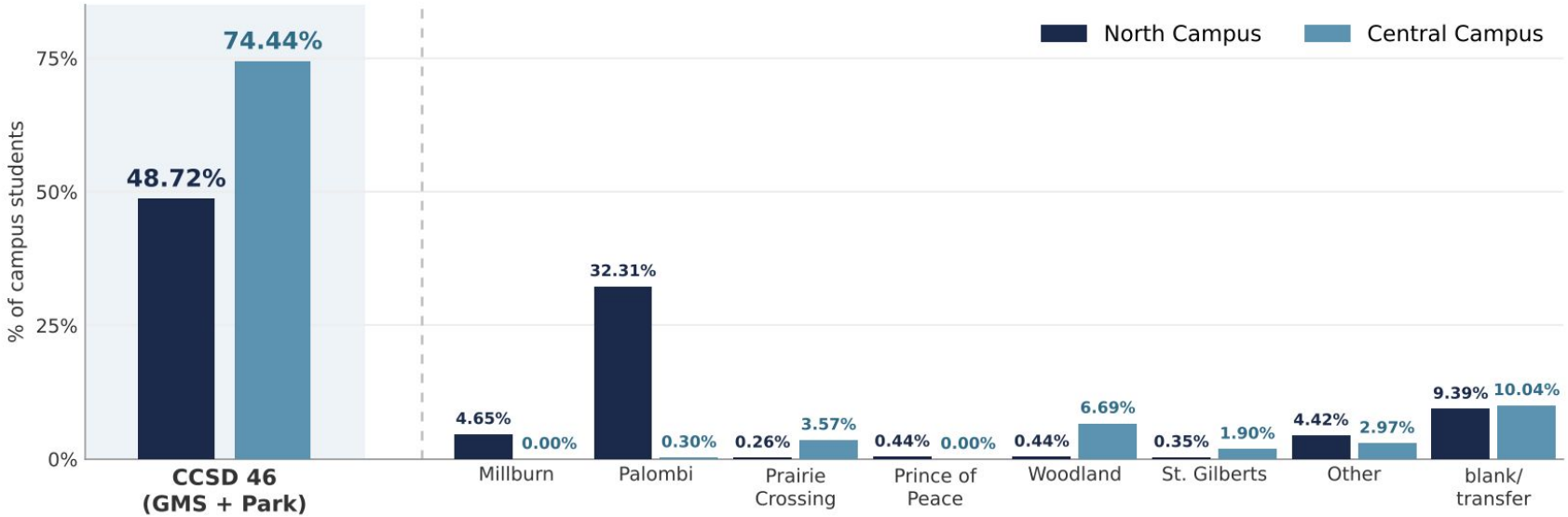
Hawthorn serves a comparable population (more English learners, fewer students with IEPs) and has had a 7-hour day since 2023-24.

# How do Grayslake CCSD 46 graduates perform academically after transitioning to District 127?

# Where D127 Students Come From

## CCSD 46 Is the Largest Source of Students at Both D127 Campuses

Percent of each campus's students, by school they came from (CCSD 46 feeders GMS and Park combined)




**CCSD 46 students are 48.72% of North and 74.44% of Central.**

Source: D127 enrollment data. CCSD 46 = GMS (Grayslake Middle School: 48.11% North, 47.98% Central) + Park (0.61% North, 26.46% Central).

# CCSD 46 Alumni at D127: At a Glance

## How CCSD 46 Students Are Doing After They Leave Us

**98%+**

**Freshman on-track rate in every cohort**

Five cohorts, ranging from 98.1% to 99.7%

**1,187**

**Students in honors, AP, or dual credit courses**

Between 271 and 329 students at each grade level, 9 to 12

**90%**

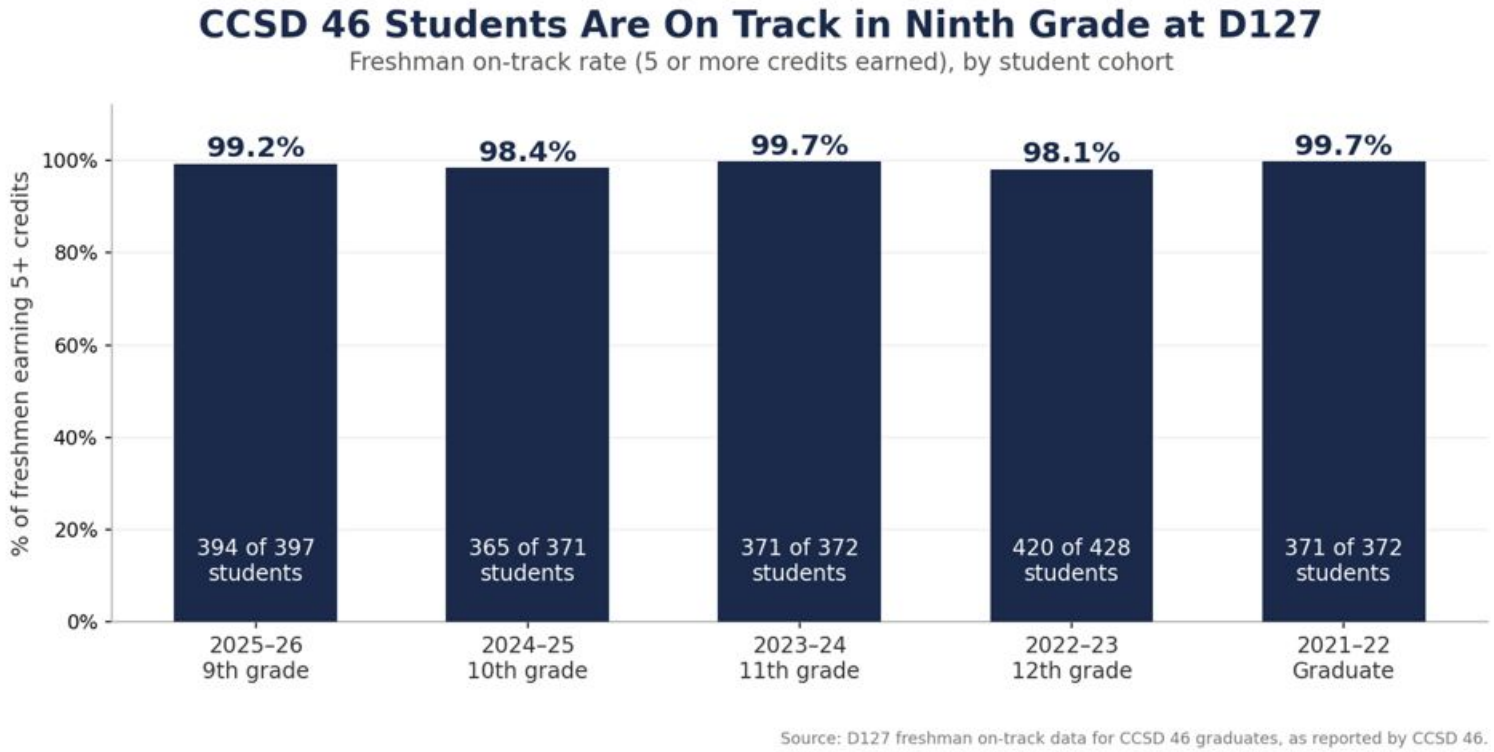
**Of grades in those courses are a C or better**

3,319 of 3,695 course grades across grades 9 to 12

CCSD 46 students are earning credits on time at D127, and many are succeeding in advanced coursework.

Source: D127 data for CCSD 46 graduates, as reported by CCSD 46.

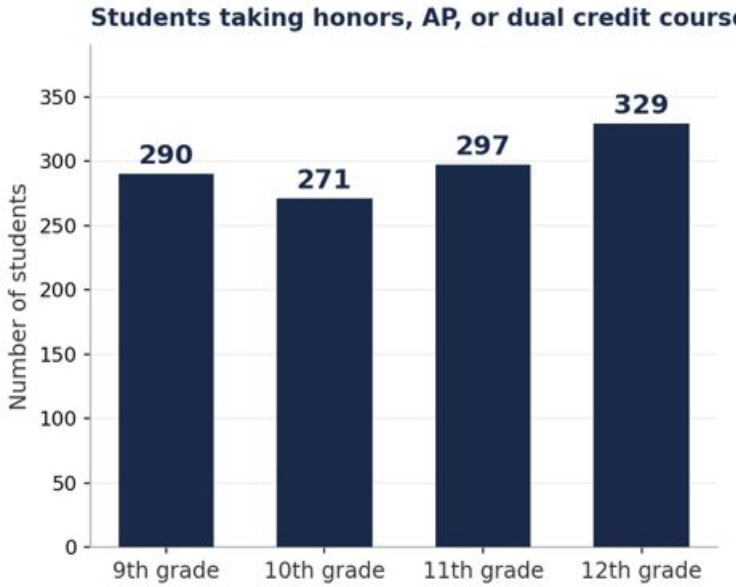
# Ninth-Grade On-Track at D127

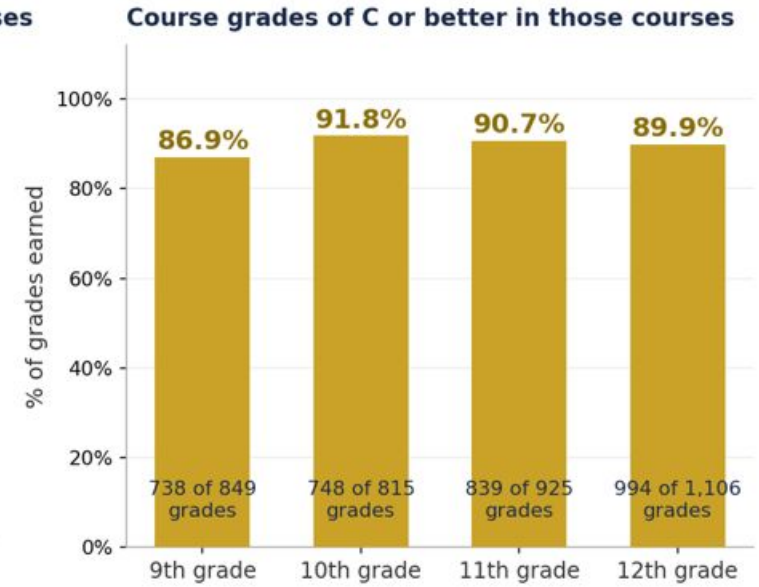


# Honors, AP, and Dual Credit at D127

## CCSD 46 Alumni Are Taking, and Succeeding in, Rigorous Courses at D127

Current D127 students from CCSD 46, by grade level




Source: D127 course data for CCSD 46 graduates, as reported by CCSD 46.

# D127 State PSAT and ACT Assessment Results

Districtwide results

**66%**

**of students proficient in ELA**

**40.1%**

**of students proficient in math**

**19.2**

**average ACT composite score**

ACT scores range from 1 to 36

Source: Illinois Report Card, Grayslake CHSD 127.

# Sustainability and the Strategic Plan

Facts about the environment and our budget, for the Strategic Plan Committee

# Why Sharing this information today?

*“Include Sustainability as a key consideration in the next strategic plan and, through that planning process, develop actionable targets by 2026.”* (ref: October 16, 2024 Board resolution)

**In plain words:** The Board asked us to think carefully about how the environment and our schools affect each other, and to set goals we can measure.

### Where the facts come from

Scientists, health researchers, and our own Finance Office.

### You decide what to use

Committee members choose which ideas, if any, go into the strategic plan.

# Part 1: Environmental Sustainability

Taking care of the world around us, so it stays healthy for students today and in the future.

### Clean air and water

Healthy air to breathe and safe water to drink at school.

### Comfortable, safe buildings

Classrooms that stay cool in the heat and use less energy.

### Time outside in nature

Places where students can learn and play outdoors.

# Part 2: Financial Sustainability

Making sure the district can pay for what students need, today and for years to come.

### Balancing the budget

Spending no more than we take in.

### Saving for the future

Keeping money in reserve for repairs and surprises.

### Caring for our buildings

Planning and paying for repairs and upgrades over time.

PART 1

# Environmental Sustainability

*Facts about the environment and our schools*

# Earth is getting warmer

## 1.1°C

**Earth is about 1.1 degrees Celsius (2 degrees Fahrenheit) warmer than it was in the late 1800s.**

Scientists are very sure people caused this, mostly by putting heat-trapping gases into the air.

## 2.8°C

**If countries only follow today's plans, Earth could be about 2.8°C (5°F) warmer by the year 2100.**

The goal countries agreed on is to stay near 1.5°C. Today's plans are not enough yet.

## Double the Heat

**Very hot days now happen twice as often in North America as they did in the 1970s.**

Nights are warming too, so people and buildings get less time to cool off.

*Next, we look at how this shows up near us, in Illinois and Lake County.*

*Sources: IPCC Climate Change 2023 Synthesis Report; UN Environment Programme Emissions Gap Report 2025; Copernicus Climate Change Service (2026).*

# What this means near us

## Hotter days

Very hot days can make people sick, especially young children, older adults, and families without air conditioning. Scientists expect more very hot days in the future.

## Bigger rainstorms

In the Midwest, the 4 wettest days of the year now bring about 35% more rain. In Lake County, big storms drop more than an inch more rain than in the 1970s, which can flood streets and basements.

## Harder to breathe

Hot weather makes ozone, a kind of air pollution that can hurt lungs and hearts.

*Sources: U.S. EPA, "What Climate Change Means for Illinois" (2016); Brushwood Center at Ryerson Woods, Health, Equity, and Nature: A Changing Climate in Lake County, IL (2023).*

# Fresh air helps students learn

Clean air inside classrooms helps students learn and stay healthy.

## About 3 more

students out of every 100 passed math tests when classrooms got more fresh air.

## About 3 more

students out of every 100 passed reading tests when classrooms got more fresh air.

## 14 million

school days are missed each year across the U.S. because of asthma linked to poor indoor air.

*Sources: Haverinen-Shaughnessy et al., as summarized by Fisk (Lawrence Berkeley National Laboratory) and U.S. EPA; 14 million figure from a 2025 review in Cureus.*

# More ways our surroundings matter

## Car and bus exhaust near schools

*Researchers looked at 9 studies of young students*

- Breathing tiny particles and gases from traffic was linked to a harder time paying attention and remembering.
- Schools can help by choosing where to put drop-off lines and bus loops.

## Learning outdoors

*Researchers looked at 147 studies from 20 countries*

- Students felt more confident and worked better together.
- Students were happier and more interested in school.
- Test scores were about the same as with indoor learning.

*These studies are helpful but not perfect. The traffic researchers say we need more studies. The outdoor learning studies were of medium quality, and many had no comparison group.*

*Sources: Gartland et al., Int. J. Environ. Res. Public Health (2022); Mann et al., Frontiers in Public Health (2022).*

PART 2

# Financial Sustainability

*Facts about our budget and our buildings*

# ISBE Financial Profile: where D46 stands

Status designation
**Financial Review**

Total score
**3.35 / 4.00**

| Indicator | Weight | Score |
|---|---|---|
| Fund balance to revenue ratio | 35% | 1.05 / 1.40 |
| Expenditure to revenue ratio | 35% | 1.40 / 1.40 |
| Days cash on hand | 10% | 0.20 / 0.40 |
| Short-term borrowing remaining | 10% | 0.40 / 0.40 |
| Long-term debt margin remaining | 10% | 0.30 / 0.40 |

## 2025 statewide distribution

**851**
districts evaluated

**3.77**
statewide average score

| Designation | Districts | Share |
|---|---|---|
| Recognition | 746 | 87.7% |
| Review (CCSD 46) | 82 | 9.6% |
| Early Warning | 15 | 1.8% |
| Watch | 8 | 0.9% |

*Tiers: Recognition 3.54–4.00; Review 3.08–3.53.*

*Source: ISBE Financial Profile 2024–2025 and 2025 statewide distribution, as presented in the CCSD 46 Finance Office, Financial Update for Strategic Planning (Oct. 22, 2026).*

# 2026–27 operating funds: a $3.6M gap

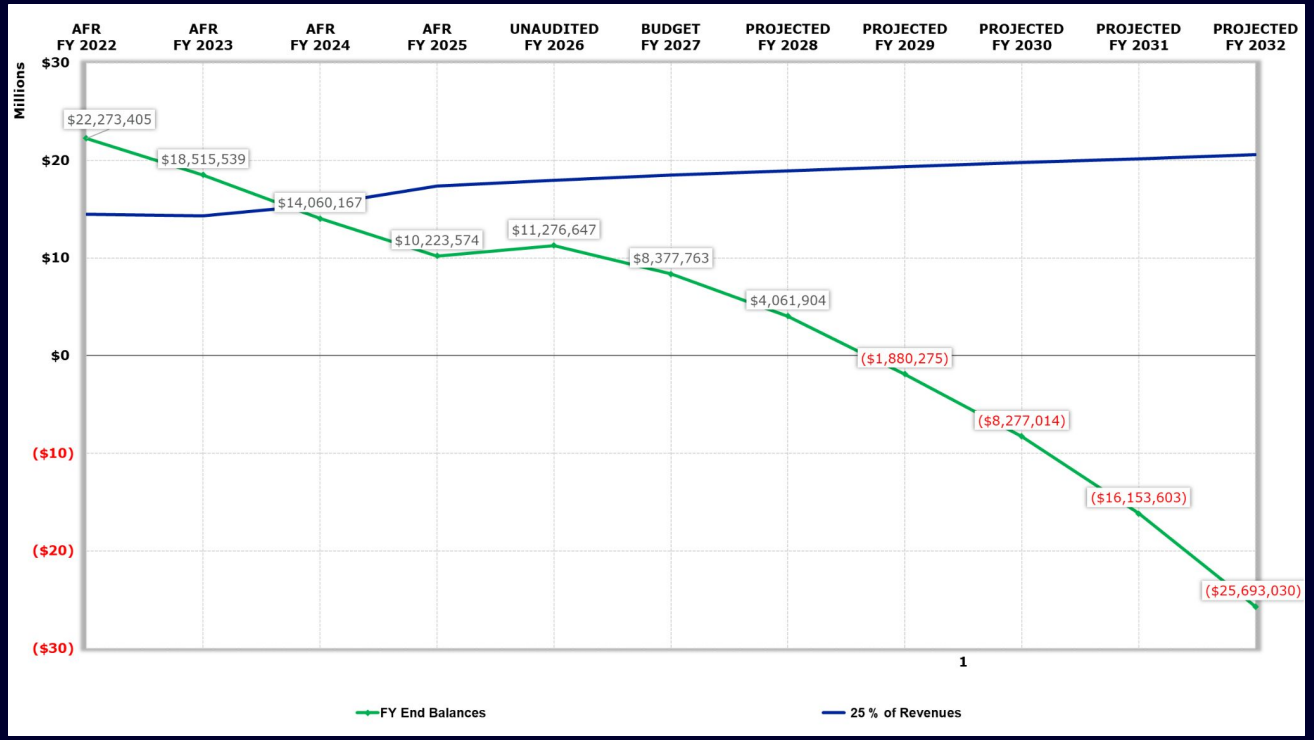
| FUNDS | REVENUES | EXPENDITURES |
|---|---|---|
| 10 - Educational | $ 61,784,061.93 | $ 59,600,910.60 |
| 20 - Operations & Maintenance | $ 5,440,027.21 | $ 7,148,718.24 |
| 40 - Transportation | $ 4,524,353.55 | $ 5,758,967.33 |
| 50 - SS/IMRF | $ 1,497,362.94 | $ 1,877,210.03 |
| 70 - Working Cash | $ 99,715.85 | $ 2,500,000.00 |
| 80 - Tort | $ 292,571.60 | $ 351,170.00 |
| **TOTAL** | **$ 73,638,093.09** | **$ 77,236,976.20** |

**–$3.6M**

budgeted gap in operating funds: revenues of $73.6M against expenditures of $77.2M

*Source: CCSD 46 Finance Office, Financial Update for Strategic Planning (Oct. 22, 2026), Operating Funds for School Year 2026–27.*

# Fund balance projected to turn negative in FY2029




**$8.4M**

budgeted year-end balance for FY2027

**–$1.9M**

first negative year-end balance, projected for FY2029

**–$25.7M**

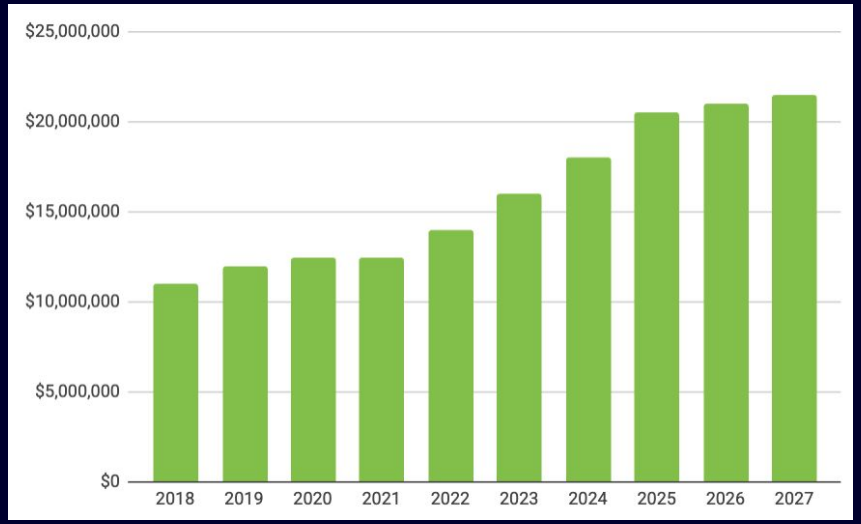
projected balance by FY2032

*A projection, not a forecast: it shows the direction if current assumptions hold. The blue line is 25% of revenues.*

*Source: CCSD 46 Finance Office, Financial Update for Strategic Planning (Oct. 22, 2026), Projected Fund Balances for Operating Funds (Forecast5 assumptions).*

# Enrollment and state funding pressures

### Evidence Based Funding (EBF)




### Student enrollment, 10 years (September 1)

| School Year | Enrollment Count | +/- Year to Year |
|---|---|---|
| 2016 - 2017 | 3741 | |
| 2017 - 2018 | 3713 | -28 |
| 2018 - 2019 | 3639 | -74 |
| 2019 - 2020 | 3639 | 0 |
| 2020 - 2021 | 3471 | -168 |
| 2021 - 2022 | 3458 | -13 |
| 2022 - 2023 | 3519 | 61 |
| 2023 - 2024 | 3493 | -26 |
| 2024 - 2025 | 3493 | 0 |
| 2025 - 2026 | 3367 | -126 |
| **2026 - 2027** | **3237** | **-130** |

**−504** students over the past decade, a 13% decline since 2016-2017

**1.6%** growth in state EBF this year, much lower than usual

**$20,709** per-pupil spending in 2025–26, up from the prior year

*Source: CCSD 46 Finance Office, Financial Update for Strategic Planning (Oct. 22, 2026).*

# The facilities plan carries $72.7M in needs

| | Scope Estimate | TIMELINE AND REPLACEMENT BUDGET Escalated | | | | Totals |
|---|---|---|---|---|---|---|
| | | 1-2 Years | 3-5 Years | 6-10 Years | 11-15+ Years | |
| SITEWORK | $ 3,872,387 | $ 707,798 | $ 3,961,987 | $ 68,534 | $ 83,382 | $ 4,821,701 |
| EXTERIOR ENVELOPE | $ 2,855,134 | $ 725,910 | $ 2,572,551 | $ 213,128 | $ 83,382 | $ 3,594,970 |
| ROOFS | $ 4,190,677 | $ - | $ - | $ 6,203,225 | $ - | $ 6,203,225 |
| INTERIOR / ADA | $ 2,987,580 | $ 349,759 | $ 725,622 | $ 3,061,758 | $ - | $ 4,137,140 |
| LIFE SAFETY | $ 3,180,247 | $ - | $ 1,407,826 | $ 2,994,707 | $ - | $ 4,402,533 |
| MECHANICAL & PLUMBING | $ 16,078,523 | $ 1,698,381 | $ 4,154,986 | $ 15,495,461 | $ 1,125,590 | $ 22,474,418 |
| ELECTRICAL | $ 1,429,632 | $ 56,784 | $ 27,983 | $ 2,004,446 | $ - | $ 2,089,213 |
| SECURITY | $ 3,375,000 | $ 4,142,569 | $ - | $ - | $ - | $ 4,142,569 |
| DISTRICT MAINTENANCE | $ 6,300,000 | $ 1,336,608 | $ 2,212,167 | $ 4,317,627 | $ - | $ 7,866,401 |
| EDUCATIONAL ADEQUACY | $ 11,427,850 | $ 9,961,233 | $ 2,975,000 | $ - | $ - | $ 12,936,233 |
| TOTAL ANNUAL DISTRICT PLANNING | $ 55,697,029 | $ 18,979,042 | $ 18,038,122 | $ 34,358,886 | $ 1,292,353 | $ 72,668,403 |

**$72.7M**

in needs identified in the Long Range Facilities Plan (escalated budget)

**$37.0M**

scheduled within the next five years ($19.0M in years 1–2, $18.0M in years 3–5)

**31%**

is mechanical and plumbing ($22.5M), the largest category

*Source: CCSD 46 Finance Office, Financial Update for Strategic Planning (Oct. 22, 2026), Long Range Facilities Plan (2025).*

# Funding tools exist, with real limits

| Funding tool | What it offers | What to verify |
|---|---|---|
| **ComEd public school programs** | Efficiency incentives for HVAC, lighting, and controls; $250 per kW rebate for qualifying solar; free Carbon-Free Assessment | Current rebate levels and eligibility for D46 sites |
| **Federal direct pay** | Up to 50% reimbursement of eligible clean energy project costs; geothermal and storage credits run through 2034 and 2035 | Solar that starts construction after July 4, 2026 must be in service by Dec. 31, 2027; paid after filing, not upfront |
| **Power purchase agreement** | A third party owns the system and the district buys power at a set rate; Joliet D204 uses this approach with no upfront cost | Contract length, rates, and which sites qualify |
| **Illinois Shines and Solar for All** | State solar programs for public schools; 19 districts have used Illinois Shines and 30 school projects have used Solar for All | Eligibility and current program capacity |

**Keep in mind:** incentives lower a project's price but do not close an operating gap, and direct pay reimburses after filing, so upfront capital or financing is still needed.

*Sources: ComEd; Wipfli and BlueGreen Alliance (2026) on direct pay; Shaw Local on Joliet D204; Northern Public Radio; ACE brief on the One Big Beautiful Bill Act.*

# A real example: our solar panels

Our district built solar panels at four schools for about $7.3 million. Here is the good news.

## 7.5 million

kilowatt-hours of clean electricity made so far (estimated)

## 3,241 tons

of carbon dioxide pollution avoided

## 8.3 million

miles of gas car driving avoided

*The environmental results are real. Next, we look at how the money has worked out.*

*Source: CCSD 46 Finance and Operations, solar project summary. Lifetime figures are estimates; carbon and mileage figures are equivalencies.*

# The money has not caught up yet

| What happened | Amount |
|---|---|
| Cost to build at 4 schools | $7,301,320 |
| Electric bill savings (2019 to today) | −$1,384,714 |
| ComEd rebates and SREC revenue | −$2,606,740 |
| Penalties for making less power than promised (about 2.5 years) | +$126,035 |
| **Still not earned back** | **$3,435,901** |

*Cost to build, minus savings and rebates, plus penalties.*

**$3.4M**

not yet earned back, and this is before the costs below

## Not included in that number

- Interest on the bonds. The exact amount cannot be found because the debt was refinanced.
- Yearly repairs and upkeep to keep the panels working.
- More penalties if the panels keep making less power than promised.

**The lesson:** a project can be good for the environment and still strain the budget. Looking at the full cost first helps us do both well.

*Source: CCSD 46 Finance and Operations, solar project summary. Amounts rounded to the nearest dollar.*

# One way to apply sustainability as a lens

### Health and learning

Does it improve air, water, heat, or outdoor conditions where students learn?

### Cost and funding leverage

What does it cost, what does it save, and what outside funding or partners could share the cost?

### Resilience

Does it help buildings and operations adapt to heat, storms, and shifting budgets?

### Equity across campuses

Do the benefits reach every school, including those with the greatest need?

### Community input

Does it reflect what students, staff, and families have told us?

## From criteria to actionable targets

### Baseline

Where are we today?

### Target

What measurable change, by when?

### Owner

Who is accountable?

### Funding

What does it cost, and who helps pay?

### Reporting

How will the community see progress?

**This is offered as one way to look at any candidate priority, from any source. Committee members may use it, adapt it, or set it aside.**