Board of Education
Board of Education Fall Retreat
10/22/2026 4:00 PM
Lincoln Center

1. **4:00 p.m. Call to Order**
   a. Approval of Agenda
   b. Recess for Board Dinner

2. **5:00 p.m. Welcome**

3. **5:10 p.m. CHCCS Strategic Vision**

   3a. CHCCS Strategic Vision
   As CHCCS approaches the conclusion of its current five-year strategic plan, the Superintendent will present a proposed framework for the district's future strategic direction and outline the process for developing the next iteration of the CHCCS Strategic Plan. This session will provide an opportunity for Board discussion and feedback on the emerging vision and strategic planning process.
   - Superintendents Vision - BOE Fall Retreat 10.21-22.2026.pdf

4. **6:10 p.m. Reflections on Middle School Programming**

   4a. Reflections on Middle School Programming
   The Board will review middle school data to examine current trends, strengths, and opportunities for growth. The Board will then discuss opportunities to strengthen student experiences, expand innovative programming, and enhance supports for middle school students.
   - Oct 2026 Board Retreat - Middle School Growth (Cawley).pdf

5. **7:10 p.m. Continuation Budget Outlook**

   5a. Continuation Budget Outlook
   The administration will provide an overview of the district's anticipated fiscal outlook and establish a baseline for developing the 2027–28 local operating budget. The discussion will highlight key budget assumptions, projected expenditures, and potential fiscal challenges to help the Board understand the upcoming budget development process.
   - 20261022_Fall_Retreat_Budget_Update.pdf

6. **8:00 p.m. Adjourn**

Note: Times listed are approximate. Speakers and presenters are encouraged to arrive early, as the Board may progress through the agenda more quickly than expected.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT - Interpreter services are available for non-English speakers and individuals with hearing impairments upon request. Please provide advance notice by contacting Sandra Pereira at ext. 20324 or translation@chccs.k12.nc.us.

Board of Education Agenda Abstract

Meeting Date: October 22, 2026
Agenda Type: Board of Education Retreat

Subject: CHCCS Strategic Vision

Division:	Office of the Superintendent	**Department:**	Superintendent's Office
Person Responsible:	Rodney Trice	**Feedback Requested From:**	

Strategic Plan Alignment: ALL AREAS

Previous Work Session (Y/N):	No	Date:
Previous Discussion and Action (Y/N):	No	Date:

Attachment(s):
Superintendents Vision - BOE Fall Retreat 10.21-22.2026.pdf

PURPOSE:

BACKGROUND:

FINANCIAL IMPACT:

PERSONNEL IMPACT:

SUGGESTED ACTION: As CHCCS approaches the conclusion of its current five-year strategic plan, the Superintendent will present a proposed framework for the district's future strategic direction and outline the process for developing the next iteration of the CHCCS Strategic Plan. This session will provide an opportunity for Board discussion and feedback on the emerging vision and strategic planning process.

RESOLUTION:

FROM DISCOVERY TO DIRECTION

Shaping the Future of CHCCS

BOARD OF EDUCATION / FALL RETREAT

October 22, 2026 • Dr. Rodney Trice, Superintendent

OUR PURPOSE TONIGHT

From Discovery to Direction

By the end of this session, we will have…

01	**REFLECTED**	on our current strategic plan, Portrait of a Graduate, and what we learned from stakeholders.
02	**EXPLORED**	an emerging superintendent vision for the future of teaching, learning, and student opportunity in CHCCS.
03	**IDENTIFIED**	questions, opportunities, and considerations to inform the next strategic plan.
04	**CLARIFIED**	how we will engage our community and move from a shared vision to an actionable five-year plan.

Reflection

Our Current Strategic Plan • Portrait of a Graduate • Stakeholder Perspectives

Reflection: Strategic Plan 2027, Portrait of a Graduate, Stakeholder Feedback

What do our commitments, graduate aspirations, and stakeholder perspectives tell us?

01 STRATEGIC PLAN 2027

2022–2027 Strategic Priorities

- Safety & Wellness
- Instructional Excellence
- Investing in Our People
- Fiscal Stewardship & Operations
- Family & Community Engagement

Strategic Priorities - Page 10

02 OUR ASPIRATIONS

Portrait of a Graduate

- Ethical & Empathetic Citizen
- Skilled Communicator
- Critical Thinker
- Effective Collaborator
- Adaptable Individual

Portrait of a Graduate

03 WHAT WE HEARD

Designing the Future of CHCCS (2025-2026)

PROTECT

Academic rigor, belonging, programs, educators

CREATE

Real-world learning, pathways, choice, partnerships

CHANGE

Unequal access, rigidity, narrow measures of success

Future of CHCCS

REFLECTION ACTIVITY | 15 MINUTES

From Discovery to Direction

What is our collective learning telling us about the future of CHCCS?



01 ALIGNMENT

Where do we see alignment?

Where do our strategic priorities, Portrait of a Graduate, and stakeholder feedback reinforce one another?

Identify one meaningful connection.

02 GAPS & TENSIONS

Where do we see gaps or tensions?

What may be missing, underemphasized, or not yet sufficiently realized?

Identify one gap or tension worth examining.

03 IMPLICATIONS

What does this mean for our future?

What might CHCCS need to prioritize, strengthen, or approach differently in the next strategic plan?

Identify TWO evidence-grounded implications.

Individual Reflection • Table Discussion • Whole-group Synthesis

Advancing Excellence. Expanding Opportunity.

A Strategic Direction for the Future of CHCCS

Closing Achievement Gaps Begins with

Closing Opportunity Gaps.

OUR REALITY

Strong Academic Tradition

Not equally experienced by all students

→

ACCESS

Rigorous learning

→

EXPERIENCE

Meaningful learning

→

SUPPORT

Personalized support

→

OUR RESPONSIBILITY

Opportunity for Every Student

Participation, learning, and stronger outcomes

Excellence cannot be our reputation alone. It must be every student's experience.

THE 5Cs: How We Learn. How We Lead. How We Work.

A Shared Way of Learning and Working Across CHCCS

Communication

Express ideas clearly, listen actively, and engage in dialogue.

Collaboration

Work across differences to solve problems together.

Critical Thinking

Analyze evidence, question assumptions, and make informed decisions.

Creativity

Generate ideas, design solutions, and approach challenges in new ways.

Curiosity

Ask questions, explore interests, and pursue understanding.

S

For Our Students

Competencies developed through rigorous, meaningful learning experiences.

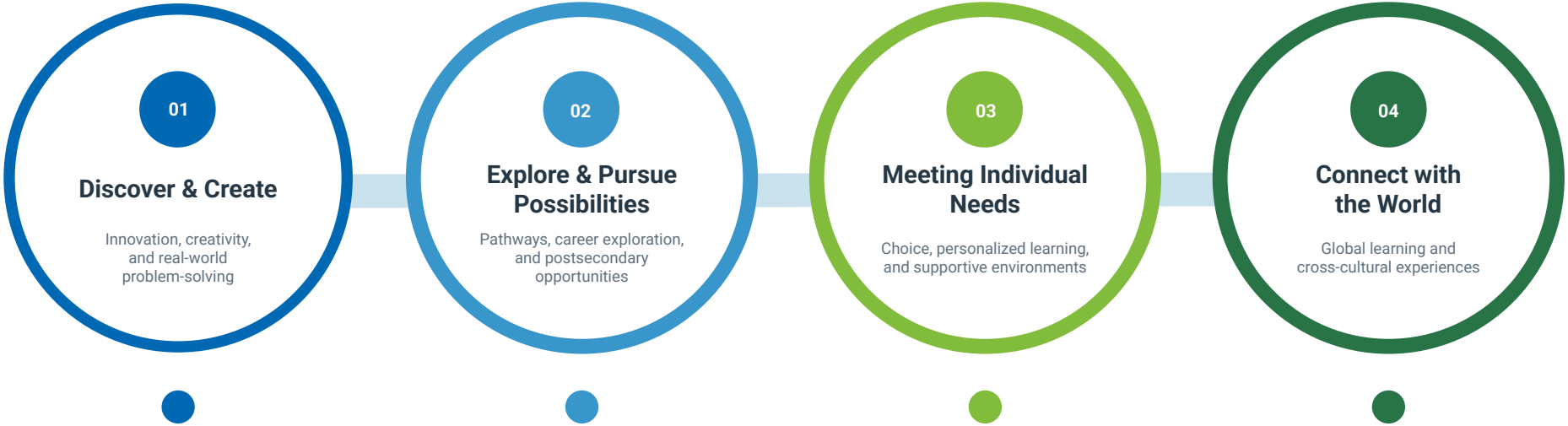
C

For Our Organization

Behaviors modeled by the Board, leaders, educators, families, and partners.

We must model the same competencies we expect our students to develop.

Four Dimensions of Opportunity



CURIOSITY TODAY. SOLUTIONS TOMORROW.

EXPLORE INTERESTS. BUILD PATHWAYS.

MULTIPLE PATHS. EVERY STUDENT.

LOCAL ROOTS. GLOBAL PERSPECTIVES.

Opportunity to Discover & Create

PreK–12 STEAM • Applied Learning • Real-World Problem Solving

FROM KNOWING TO DOING

Students investigate, design, test, communicate, and improve solutions to meaningful challenges.

1

PreK–12 STEAM

A coherent, interdisciplinary approach across grade levels.

2

Inquiry & Design

Curiosity, creativity, research, and hands-on problem solving.

3

Authentic Application

Projects connected to community needs and real-world questions.

Opportunity to Explore & Pursue Possibilities

Middle School Exploration • High School Pathways • Postsecondary Connections

FROM EXPLORATION TO PURPOSE

More opportunities to discover interests, develop strengths, and pursue meaningful futures.

1

MIDDLE SCHOOL REDESIGN

Exploratory learning, electives, and earlier career discovery.

2

HIGH SCHOOL CONCENTRATIONS

Majors, endorsements, and applied experiences.

3

PARTNERSHIPS & PATHWAYS

Durham Tech, employers, internships, and postsecondary options.

Opportunity to Learn in Ways That Meet Individual Needs

Personalized Learning • Specialized Communities • Flexible Options

LEARNING THAT FITS EVERY STUDENT

More ways for students to thrive through choice, responsive supports, and learning environments.

1

PERSONALIZED LEARNING

Responsive instruction, student agency, and individual strengths.

2

SPECIALIZED LEARNING COMMUNITIES

Smaller, supportive settings designed around specific student needs.

3

FLEXIBLE LEARNING OPTIONS

Innovative school models, virtual learning, and meaningful choice.

Opportunity to Connect with the World

Dual Language • Global Partnerships • International Experiences

A WORLD OF POSSIBILITIES

More ways for students to learn languages, understand cultures, and engage with the wider world.

1

DUAL LANGUAGE & MULTILINGUALISM

Strengthen and connect language pathways from PreK through graduation.

2

GLOBAL SCHOOL PARTNERSHIPS

Build sustained connections with schools, educators, and students worldwide.

3

INTERNATIONAL EXPERIENCES

Explore exchanges, travel, and authentic cross-cultural learning.

Opportunity Must Be Equitable and Sustainable

A DISCIPLINED TEST FOR EVERY BIG IDEA

1	WHO BENEFITS?	Equitable Access	Access, participation, and outcomes
2	WILL IT IMPROVE LEARNING?	Instructional Excellence	Rigor, teaching, and student supports
3	CAN WE DELIVER WELL?	Organizational Capacity	People, leadership, and dependable systems
4	CAN WE SUSTAIN IT?	Fiscal Sustainability	Cost, trade-offs, and long-term value

Our choices must expand opportunity AND strengthen long-term results.

REFLECT & RESPOND

Shaping Our Direction Together

Board & Cabinet Discussion

01

What resonates?

Which aspects of the vision feel most compelling or important for CHCCS's future?

02

What questions or concerns arise?

What needs clarification, further exploration, or careful consideration?

03

What should guide our next steps?

What should we prioritize as we engage the community and develop the strategic plan?

The Road Ahead

FOUR MOVES TOWARD A COMMUNITY-SHAPED STRATEGIC PLAN

01	**ENGAGE**	Listen through existing school and community structures.
02	**SYNTHESIZE**	Identify shared priorities, possibilities, and concerns.
03	**DEVELOP**	Draft focused goals, measures, and resource considerations.
04	**BRING FORWARD**	Present a five-year plan for Board consideration.

The outcome: a concise plan with clear priorities and accountability.

Board of Education Agenda Abstract

Meeting Date: October 22, 2026
Agenda Type: Board of Education Retreat

Subject: Reflections on Middle School Programming

Division:	Instructional Services Division	**Department:**	Instructional Services Division
Person Responsible:	Dr. Bob Bales, Chief Academic Officer and Ben Cawley, Director of Reporting and Research	**Feedback Requested From:**	

Strategic Plan Alignment: Instructional Excellence: Preparing Students for Life

Previous Work Session (Y/N): No Date:
Previous Discussion and Action (Y/N): No Date:

Attachment(s):
Oct 2026 Board Retreat - Middle School Growth (Cawley).pdf

PURPOSE:

BACKGROUND:

FINANCIAL IMPACT:

PERSONNEL IMPACT:

SUGGESTED ACTION: The Board will review middle school data to examine current trends, strengths, and opportunities for growth. The Board will then discuss opportunities to strengthen student experiences, expand innovative programming, and enhance supports for middle school students.

RESOLUTION:



Middle School Growth Analysis

Board Retreat
October 2026

Dr. Bob Bales
Chief Academic Officer

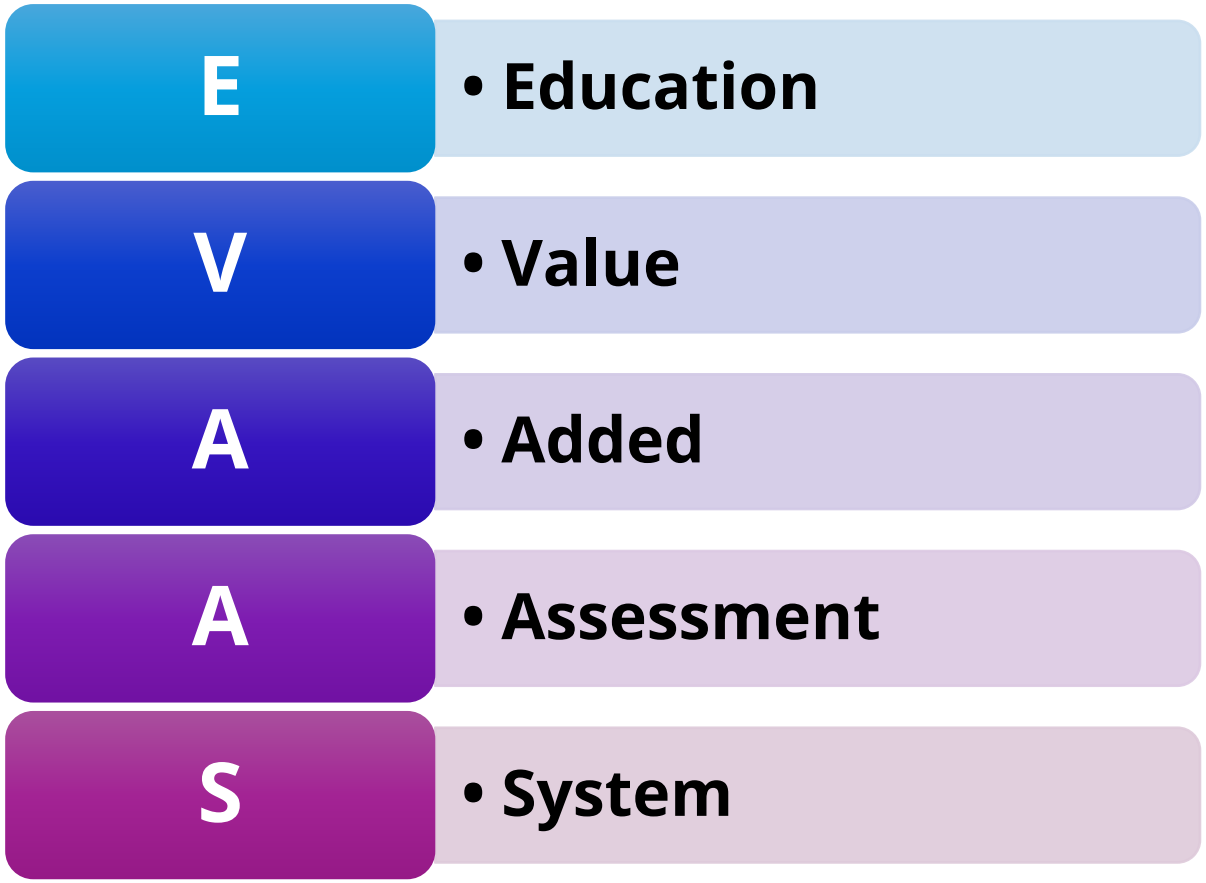
Ben Cawley
Director of Reporting and Research

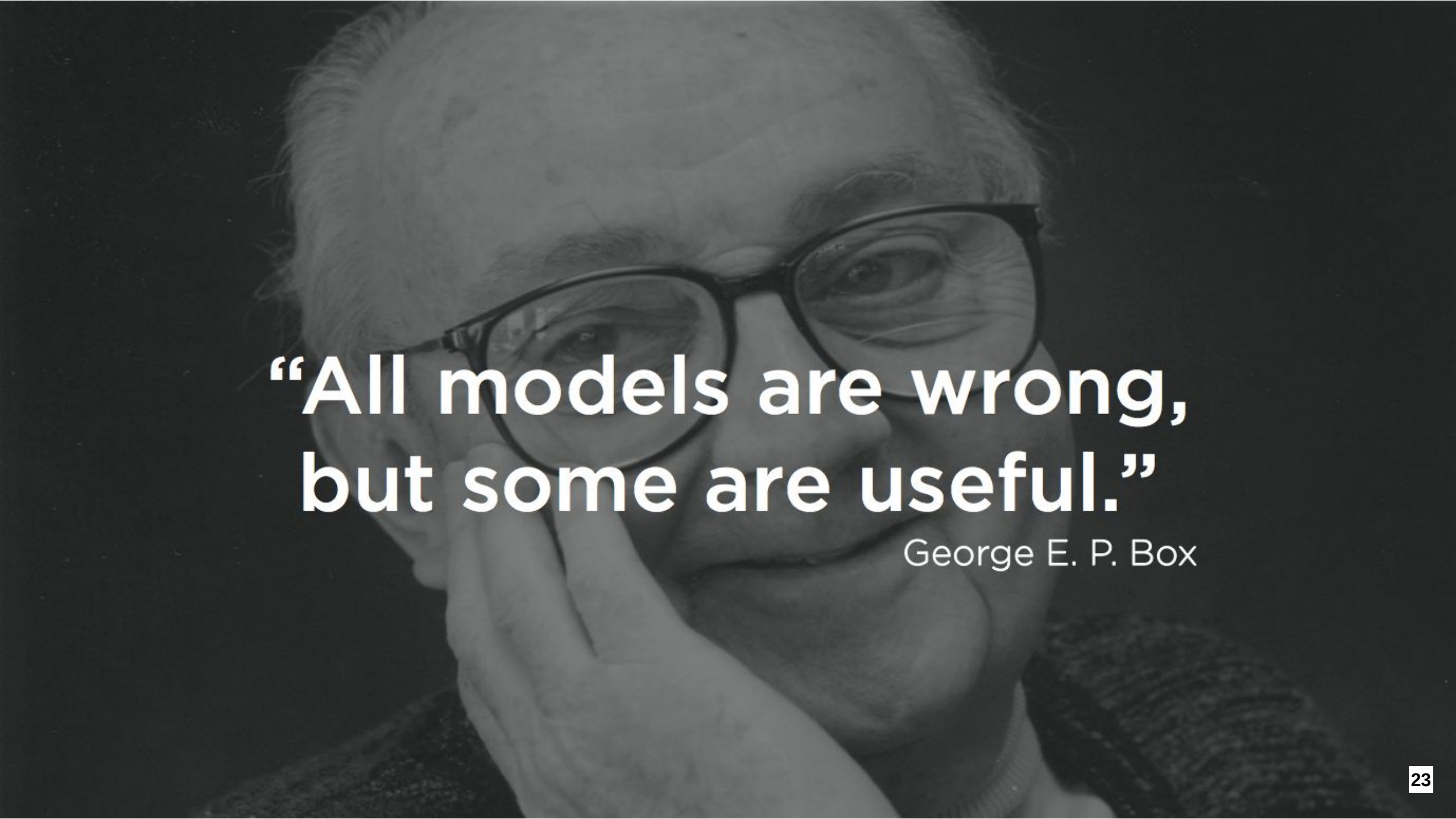
CHAPEL HILL-CARRBORO CITY SCHOOLS
Est. 1909
STRATEGIC PLAN
2022-2027

How does EVAAS measure growth?

CHAPEL HILL-CARRBORO CITY SCHOOLS
Est. 1909
STRATEGIC PLAN
2022-2027

THINK (AND ACT)
DIFFERENTLY


E
• Education
V
• Value
A
• Added
A
• Assessment
S
• System


“All models are wrong,
but some are useful.”
George E. P. Box

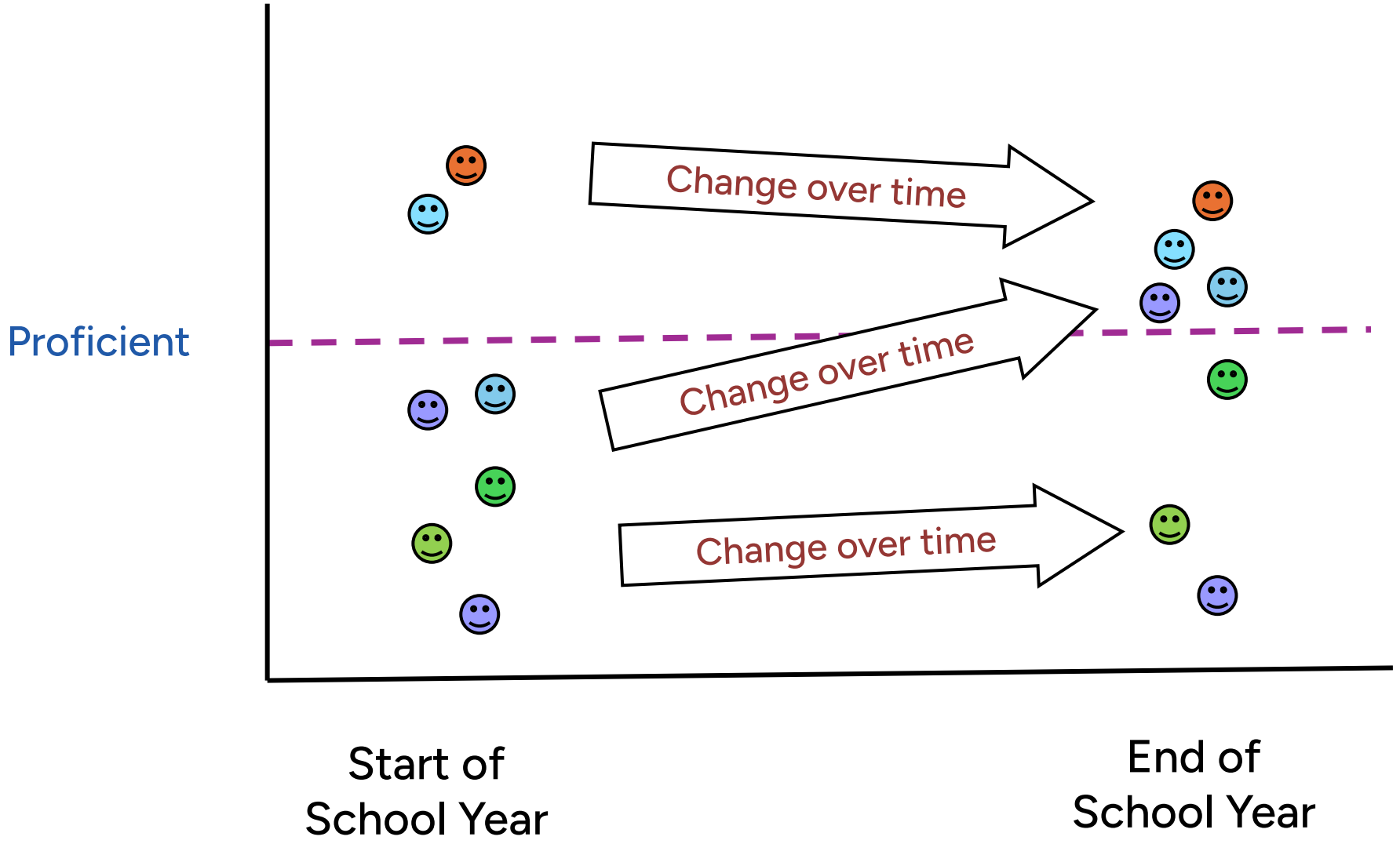
Student Achievement



Proficient

End of School Year

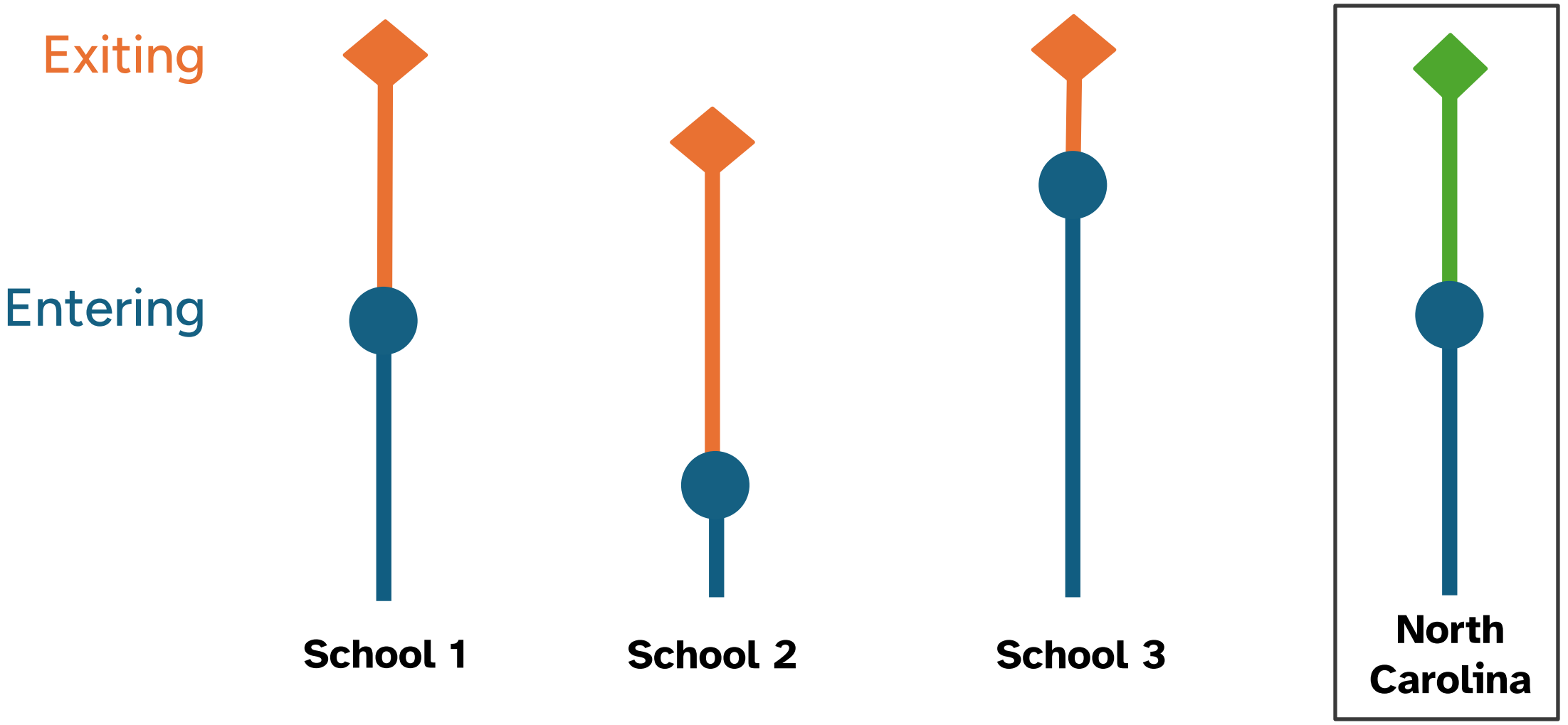
‘Teaching to the Middle’



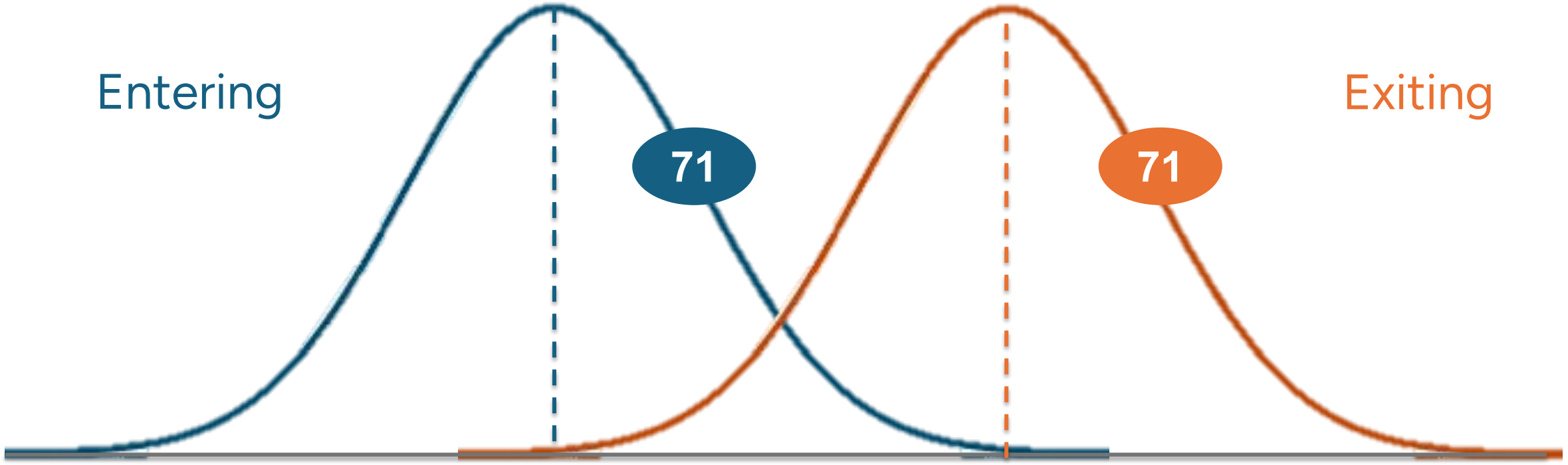
Proficie



How is School Growth Measured?



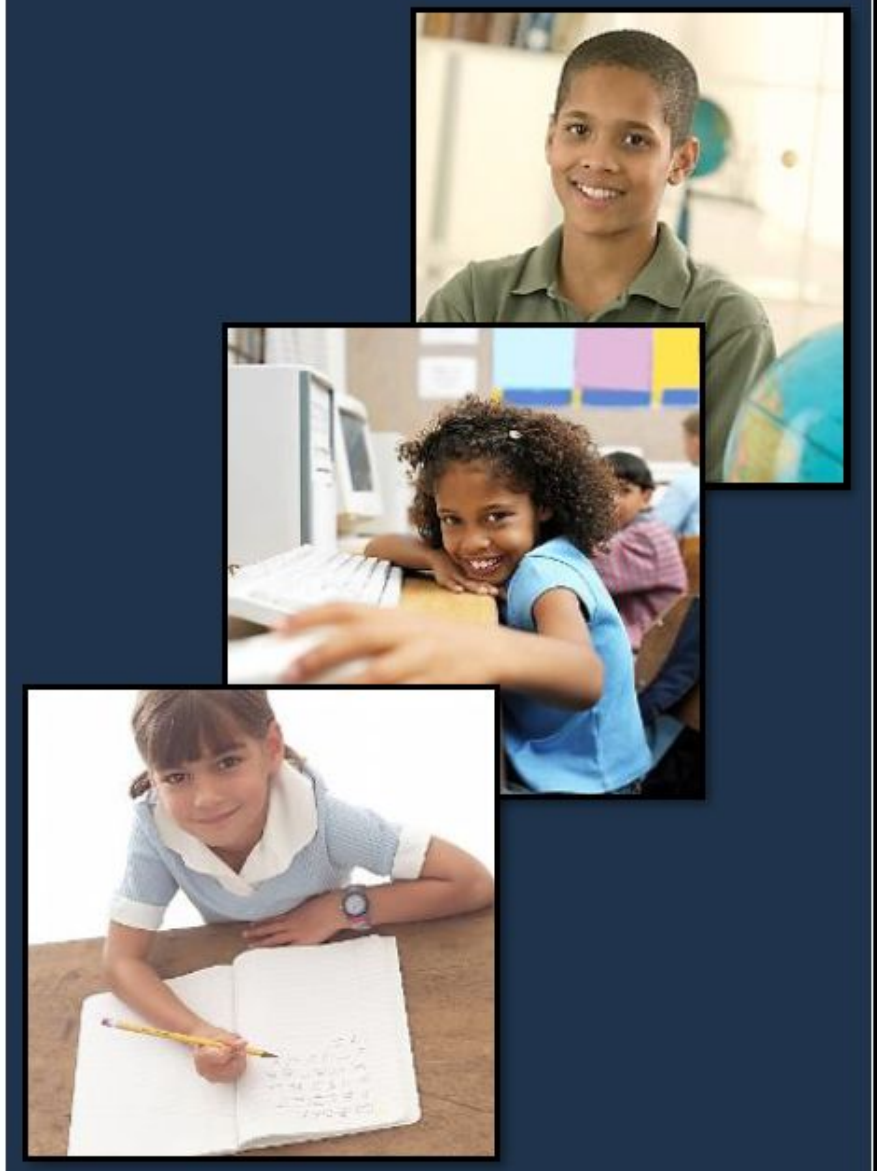
How is School Growth Measured?



The expectation in EVAAS is that, **regardless** of their entering achievement level, students should **at least maintain** their achievement level relative to their peers.

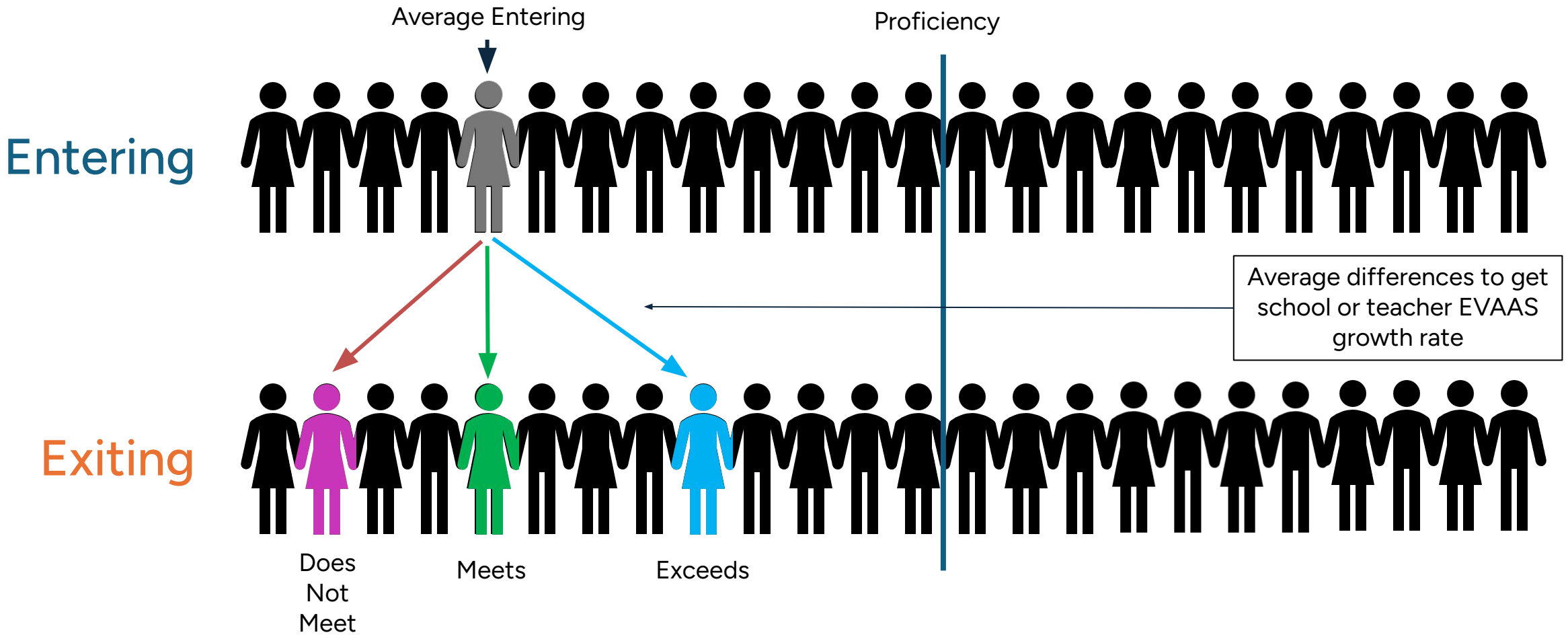
Expected Growth

Regardless of their entering achievement, students should at least maintain their achievement relative to other students across the state.



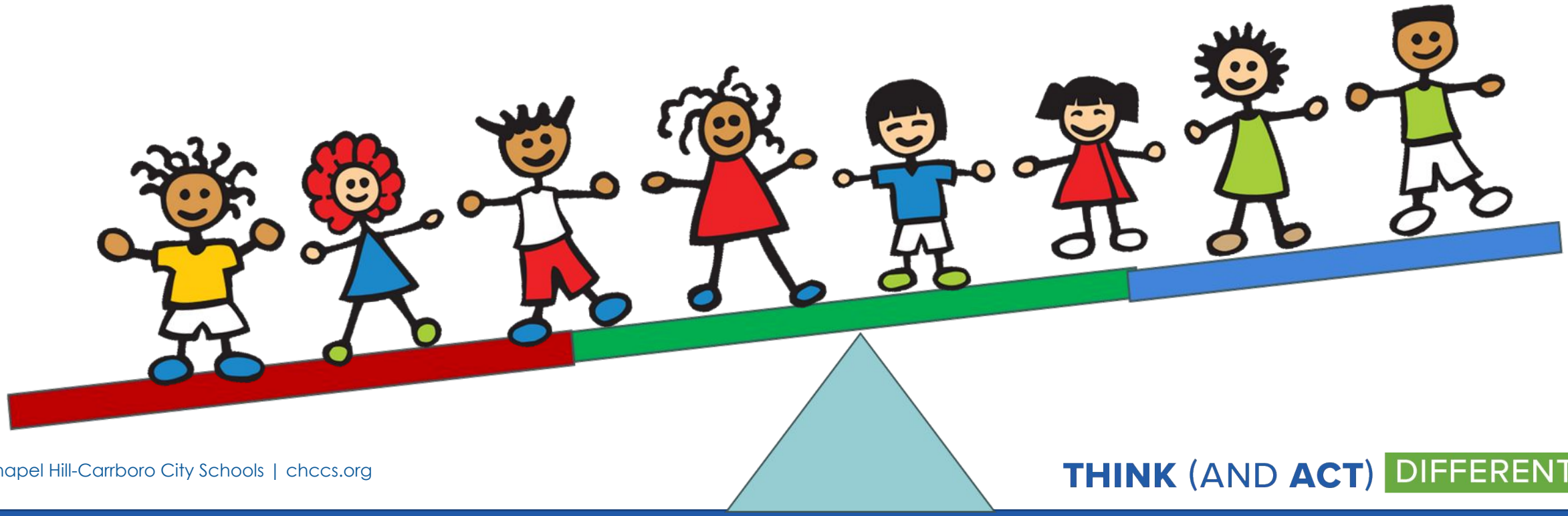
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How is School Growth Measured?



Analyzing Average Growth

Because EVAAS Growth is an average difference, we can think of it as a balance between students that score higher than their expected score and those that don't.



Overview of Middle School EVAAS Growth

CHAPEL HILL-CARRBORO CITY SCHOOLS
Est. 1909
STRATEGIC PLAN
2022-2027

THINK (AND ACT)
DIFFERENTLY

Middle School Achievement & Growth

School Name	2024 SPG	2025 SPG	2026 SPG	2024 Growth Status	2025 Growth Status	2026 Growth Status
Culbreth MS	C	C	B	Not Met	Met	Exceeded
McDougle MS	B	C	C	Exceeded	Not Met	Not Met
Phillips MS	B	C	B	Exceeded	Not Met	Not Met
Smith MS	B	B	B	Met	Met	Met

School Accountability Growth Index

School	2019	2022	2023	2024	2025	2026
Culbreth MS	-1.5	3.07	-6.53	-2.22	0.16	4.28
McDougle MS	4.86	3.98	-0.85	2.07	-3.04	-3.6
Phillips MS	4.65	-1.04	2.71	2.12	-4.99	-3.42
Smith MS	1.64	3.17	-1.67	1.04	1.97	-0.2

Math and Reading Growth

Math

School	2019	2022	2023	2024	2025	2026
Culbreth MS	-0.96	1.41	-7.82	-7.59	1.00	1.14
McDougle MS	5.06	4.02	-0.33	-0.08	-1.06	-4.25
Phillips MS	4.73	-0.99	-0.63	1.45	-4.26	-4.16
Smith MS	2.94	2.60	-1.38	3.15	-0.51	2.77

Reading

School	2019	2022	2023	2024	2025	2026
Culbreth MS	-1.6	1.05	-2.98	1.15	-2.01	3.29
McDougle MS	2.06	2.28	0.23	2.78	-0.92	-0.02
Phillips MS	-0.06	-1.13	0.56	0.82	-3.61	-1.61
Smith MS	-1	1.62	-2.07	-2.55	0.28	-2.31

Growth of Student Groups

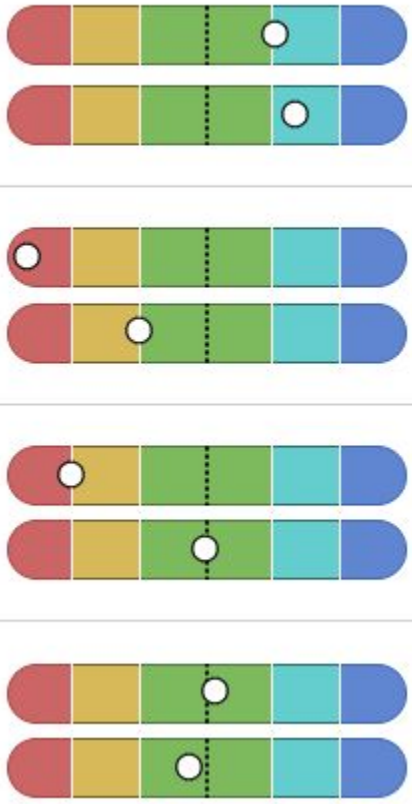
School	Student Group	2019	2022	2023	2024	2025	2026
Culbreth MS	Asian	-1.39		-1.38	-0.62		
Culbreth MS	Black	2.12	-0.19	-2.93	-1.69	-0.80	0.16
Culbreth MS	EDS	0.71	1.47	-2.40	-0.98	2.16	5.23
Culbreth MS	Latinx	-0.44	1.74	-1.46	-0.89	1.69	5.39
Culbreth MS	ML	0.38	1.85	0.32	0.20	0.76	5.96
Culbreth MS	Multiracial	-1.28	0.44	-1.51	-1.76	0.44	0.24
Culbreth MS	SWD	1.11	-0.04	0.69	-0.49	-1.25	1.30
Culbreth MS	White	-1.37	2.50	-5.37	-0.87	-1.10	1.37
McDougle MS	Asian	2.52	2.06				
McDougle MS	Black	0.75	1.26	0.50	-0.11	-2.01	-2.44
McDougle MS	EDS	2.45	1.82	-0.50	2.04	-1.96	-4.41
McDougle MS	Latinx	3.67	2.26	-0.83	3.59	-0.09	-3.14
McDougle MS	ML	2.13	2.58	0.47	2.58	-1.44	-2.39
McDougle MS	Multiracial	-2.08	0.12	1.14	0.64	-0.22	-0.57
McDougle MS	SWD	0.12	1.53	0.22	2.70	-2.48	-1.96
McDougle MS	White	3.21	3.26	-0.96	-0.11	-2.68	-1.18
Phillips MS	Asian	4.05	0.24	3.26	2.16	-0.45	0.09
Phillips MS	Black	-0.40	-1.98	-0.62	1.65	-2.40	-2.00
Phillips MS	EDS	2.10	-0.35	0.40	2.92	-4.21	-2.01
Phillips MS	Latinx	2.84	0.81	1.13	-0.07	-1.92	0.40
Phillips MS	ML	4.93	0.51	2.60	1.25	-1.83	-0.21
Phillips MS	Multiracial	2.23	-0.02	-0.92	0.29	-0.15	-1.41
Phillips MS	SWD	1.85	-0.85	0.63	1.39	-3.58	-2.35
Phillips MS	White	1.27	-0.74	1.31	0.02	-4.29	-3.68
Smith MS	Asian	1.50	4.07	-1.79	2.04	3.34	1.40
Smith MS	Black	0.65	-0.38	-0.93	-0.69	-1.14	-1.42
Smith MS	EDS	0.88	1.32	-3.26	0.45	-2.24	-0.91
Smith MS	Latinx	-0.29	3.06	-1.78	1.40	-3.43	-0.42
Smith MS	ML	1.68	1.89	-1.47	1.42	-2.33	0.18
Smith MS	Multiracial	0.64	-1.75	-1.10	-0.10	-0.16	0.64
Smith MS	SWD	0.70	1.57	0.71	1.53	-2.18	-2.45
Smith MS	White	-0.70	1.73	0.82	-0.31	2.72	-0.73

Math Growth by Course

Subject	Grade	Year	Growth Indicator	Growth Index
EOG Math - Gain	5	2025	Exceeds Expected Growth	7.05
		2026	Exceeds Expected Growth	4.51
	6	2025	Meets Expected Growth	-1.95
		2026	Meets Expected Growth	-1.24
	7	2025	Does Not Meet Expected Growth	-3.42
		2026	Does Not Meet Expected Growth	-4.30
EOG Math - Predictive	8	2025	Meets Expected Growth	1.53
		2026	Meets Expected Growth	0.80

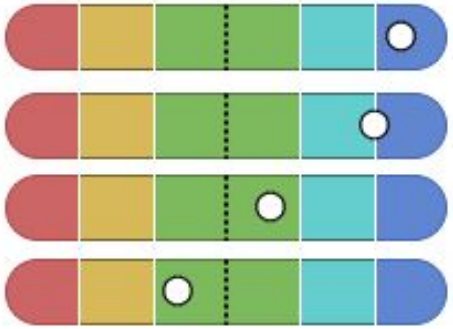
Reading Growth by Course

Subject	Grade	Year	Growth Indicator	Growth Index
EOG Reading - Gain	5	2025	Meets Expected Growth	1.03
		2026	Meets Expected Growth	1.33
	6	2025	Does Not Meet Expected Growth	-2.91
		2026	Meets Expected Growth	-1.01
	7	2025	Does Not Meet Expected Growth	-2.02
		2026	Meets Expected Growth	-0.01
EOG Reading - Predictive	8	2025	Meets Expected Growth	0.14
		2026	Meets Expected Growth	-0.26



Science Growth

Subject	Grade	Year	Growth Indicator
EOG Science - Predictive	8	2023	Exceeds Expected Growth
		2024	Meets Expected Growth
		2025	Meets Expected Growth
		2026	Meets Expected Growth



Science

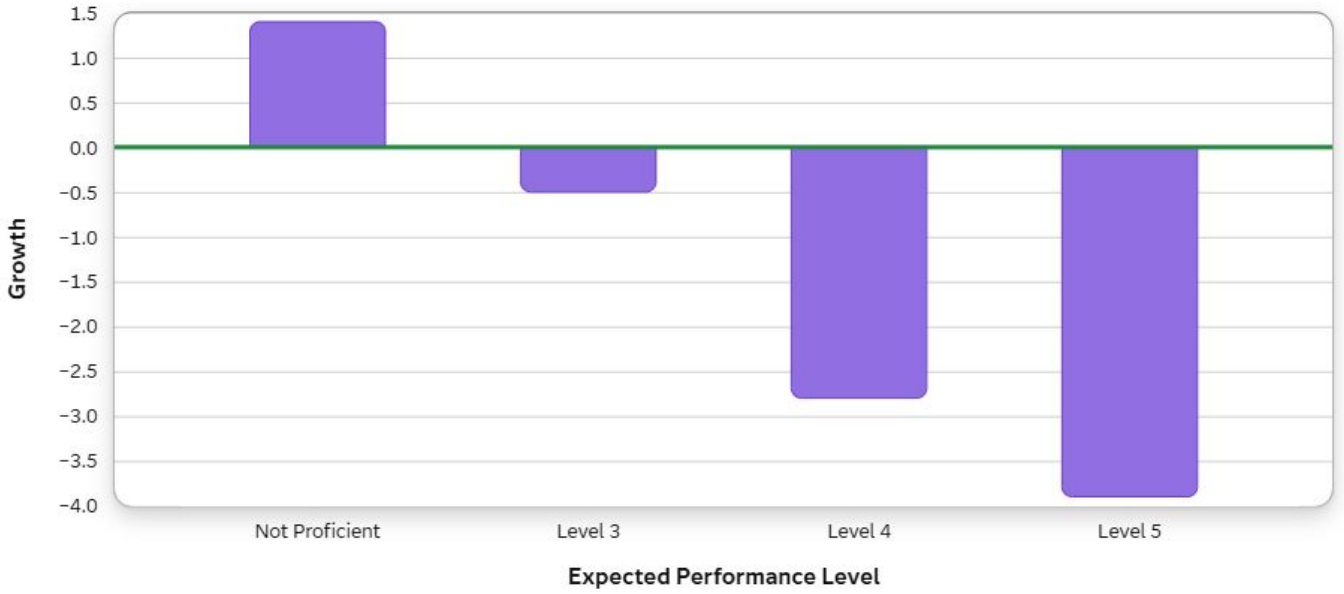
School	2023	2024	2025	2026
Culbreth MS	0.82	3.26	2.03	3.3
McDougle MS	-2.16	0.24	-5.08	-2.59
Phillips MS	7.04	0.85	0.4	-0.18
Smith MS	1.32	2.03	4.09	-0.84

2026 EOG Math - Gain 7th Grade

Growth by Expected Performance Level

Add a Comparison

Years | Tests and Subjects | Districts and Schools | Other



+ Add a Year

2026 EOG Math - Gain 7th Grade
Base Test and Subject

− Expected Growth

2026 EOG Math - Gain 7th Grade
Base Test and Subject

Difference in Achievement	Expected Performance Level: Not Proficient	Level 3	Level 4	Level 5
Average	1.4	-0.5	-2.8	-3.9
Standard Error	1.2	1.0	0.5	0.6
Student Count	188	83	263	241
Percentage of Students	24.3%	10.7%	33.9%	31.1%

- Moderate evidence that the group exceeded the expected growth
- Evidence that the group met the expected growth
- Moderate evidence that the group did not meet the expected growth
- Not enough students to generate a growth measure

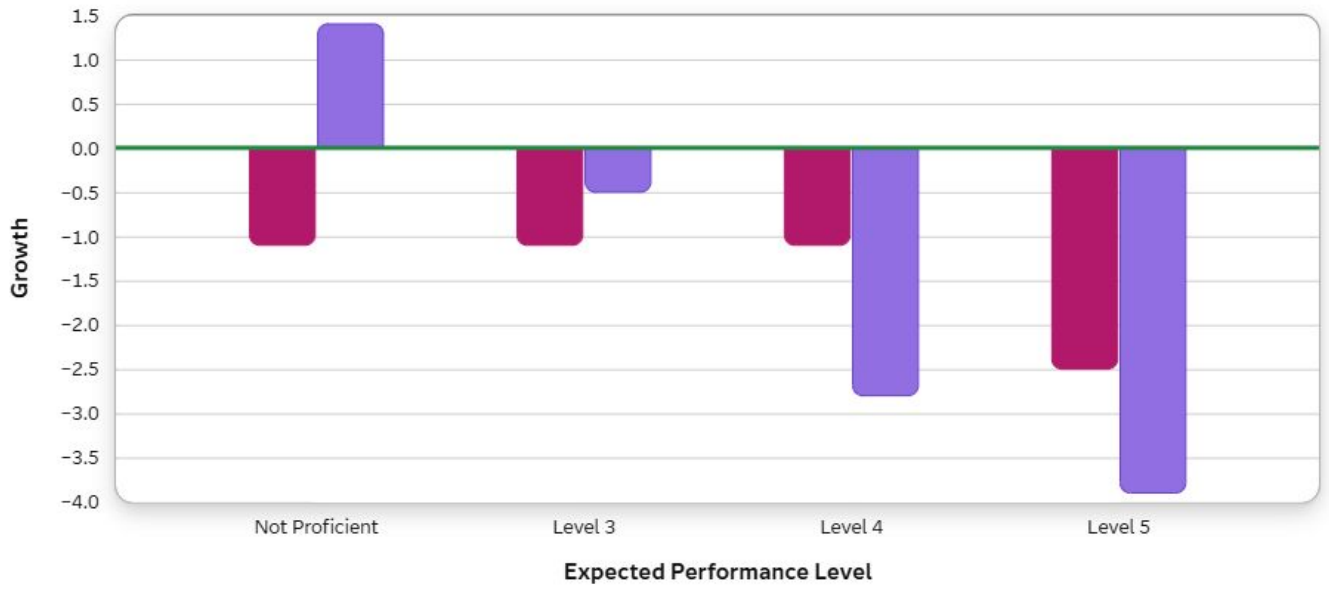
2026 7th Grade EOG Math by Expected Performance Level

2026 EOG Math - Gain 7th Grade

Growth by Expected Performance Level

Add a Comparison

Years | Tests and Subjects | Districts and Schools | Other



+ Add a Year

Compare Years Separately

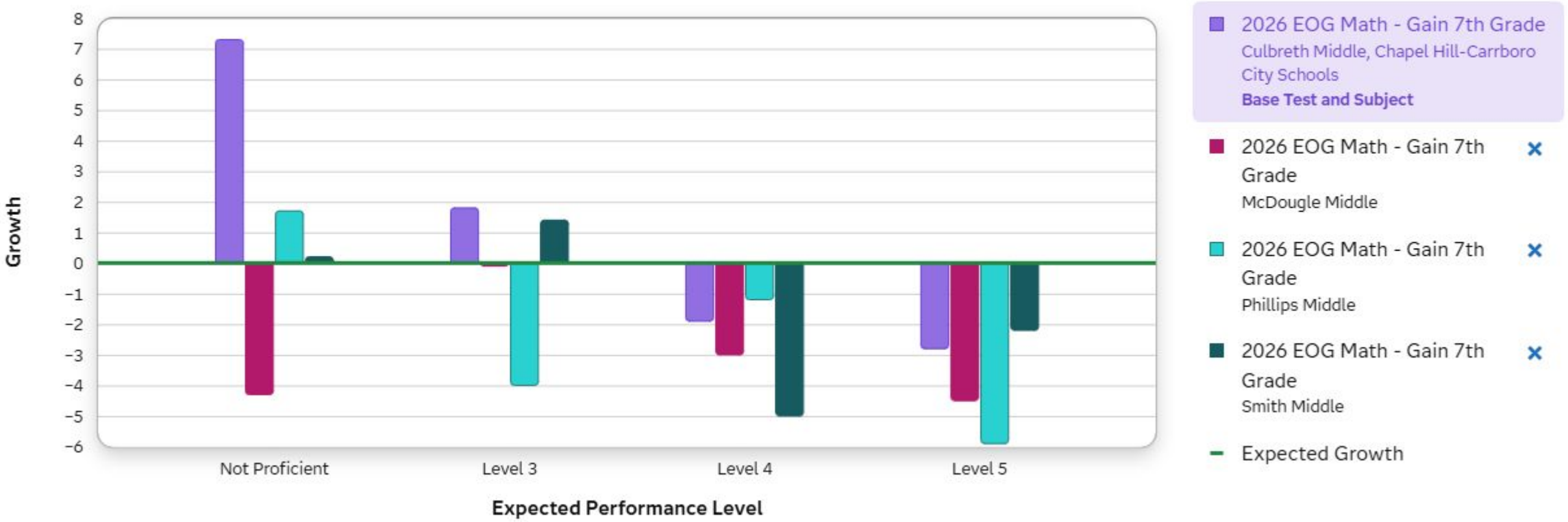
- 2025 EOG Math - Gain 7th Grade
- 2026 EOG Math - Gain 7th Grade
  Base Test and Subject
- Expected Growth

2026 EOG Math - Gain 7th Grade
Base Test and Subject

Difference in Achievement	Expected Performance Level: Not Proficient	Level 3	Level 4	Level 5
Average	1.4	-0.5	-2.8	-3.9
Standard Error	1.2	1.0	0.5	0.6
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- Moderate evidence that the group exceeded the expected growth
- Evidence that the group met the expected growth
- Moderate evidence that the group did not meet the expected growth
- Not enough students to generate a growth measure

2025 and 2026 7th Grade EOG Math by Expected Performance Level



School Comparison - 2026 7th Grade EOG Math by Expected Performance Level



Multiple Measures
One student experience

What might we better understand when we consider these measures together rather than in isolation?

What is this Data Asking Us to Consider?

Successes

There are successes worth understanding and building upon.

Patterns

There are patterns in student growth that warrant closer examination.

Context

The data tells us what is happening, but not the complete story of why.

Looking Beyond the Numbers



01

What stands out to you?

As you look across academic growth, attendance, and discipline, what patterns challenge your assumptions about student success? Where do you see reasons for encouragement or concern?

02

Through the eyes of a student?

If we looked beyond the data and followed students through a typical middle school day, what would we want to better understand about their experiences that might help explain the outcomes we're seeing?

03

Think differently about?

Considering the strengths and concerns in the data, what assumptions about how we organize instruction, support students, and create opportunities for academic growth might be worth reconsidering?

Consider multiple perspectives. Stay curious. Focus on learning, not explaining or defending individual results.

What Are We Learning?

01 One Takeaway

What is one important observation or realization from your table's conversation?

02 One Consideration

What is something we may need to think differently about as we work to improve middle school student outcomes?

1-2 minutes per table • Share a perspective, not a full recap

Setting the Charge

Thinking Differently About Middle School

Next week, a team of teachers and school leaders begins examining our middle school experience.

01

Investigate

Investigate what contributes to student growth, engagement, and success.

02

Challenge

Challenge assumptions about how we organize and deliver the middle school experience.

03

Consider

Consider improvements within existing structures or significant redesign, depending on what the evidence supports.

All options are open for examination. No solutions have been predetermined.

Board, where should we focus?



Design Team Discussion • Focus Areas for Middle School Experience

1. What should we investigate first?

Based on today's data and discussion, what two or three specific aspects of the middle school experience should our design team examine first?

2. What should we be willing to rethink?

What existing assumptions, instructional practices, or structures should be open to significant change if the evidence suggests a different approach would better serve students?

3. What would we want to learn?

What specific questions should the team work to answer before making recommendations?

2 Min - individual Reflection, 7 Min - Tabletop Discussion

Last 3 min - Each Table writes 1-2 Most Important Proposed Investigation Requests

Our Charge to the Middle School Design Team

Initial priorities for investigation

01
Priority 1:

_____

02
Priority 2:

_____

03
Priority 3:

_____

Our guiding expectation

Follow the evidence. Learn from what is working. Question existing assumptions. Consider meaningful redesign when warranted.

Thank You for Your Partnership!



CHAPEL HILL-CARRBORO CITY SCHOOLS
Est. 1909
STRATEGIC PLAN
2022-2027

Board of Education Agenda Abstract

Meeting Date: October 22, 2026
Agenda Type: Board of Education Retreat

Subject: Continuation Budget Outlook

Division:	Budget/Finance	**Department:**	Budget/Finance
Person Responsible:	Jonathan Scott	**Feedback Requested From:**	

Strategic Plan Alignment: Equitable and Transparent Fiscal Stewardship and Operations

Previous Work Session (Y/N): Date:
Previous Discussion and Action (Y/N): Date:

Attachment(s):
20261022_Fall_Retreat_Budget_Update.pdf

PURPOSE:

BACKGROUND:

FINANCIAL IMPACT:

PERSONNEL IMPACT:

SUGGESTED ACTION: The administration will provide an overview of the district's anticipated fiscal outlook and establish a baseline for developing the 2027–28 local operating budget. The discussion will highlight key budget assumptions, projected expenditures, and potential fiscal challenges to help the Board understand the upcoming budget development process.

RESOLUTION:



FY 2027-28

Continuation Budget Outlook

A baseline for next year's local operating budget

Presented by:

Jonathan Scott
Chief Financial Officer

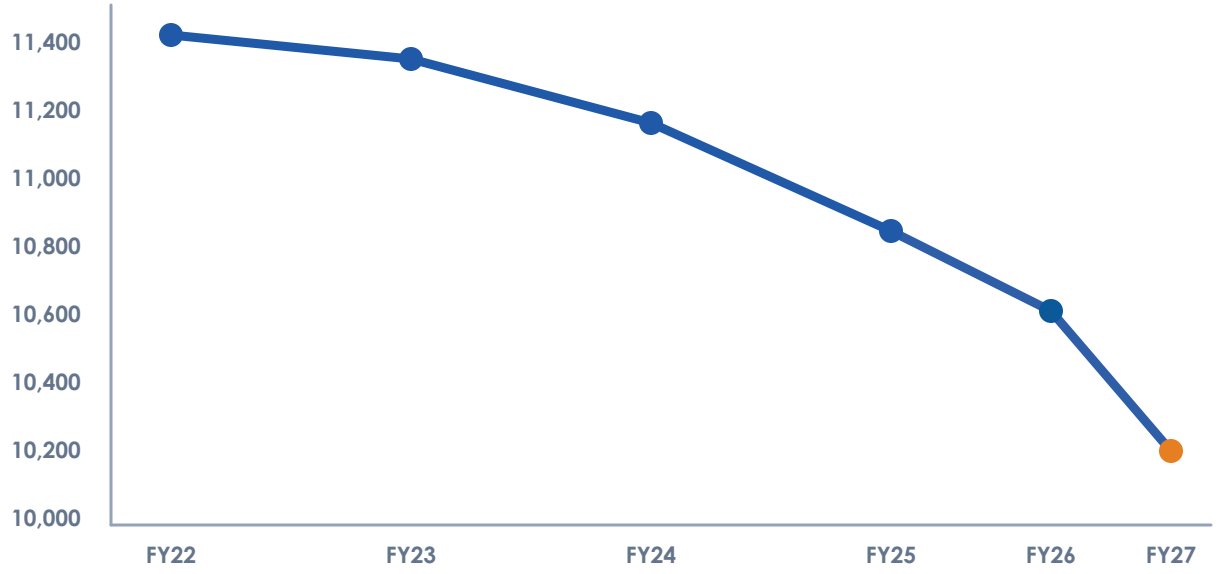
Board Retreat | FY2028 Planning

THINK (AND ACT) DIFFERENTLY

Enrollment Context: Five-Year Trend

Preliminary 20th-day ADM is 10,259; the current planning estimate for 40th-day ADM is 10,350.

FIVE-YEAR ENROLLMENT HISTORY



Enrollment has declined by 1,075 students since FY2022 — about 9.4%.

The current enrollment estimate is below both the prior-year ADM and the enrollment count used to calculate local funding for this year's budget.

CURRENT-YEAR CHECKPOINTS

10,350
estimated 40th-day ADM

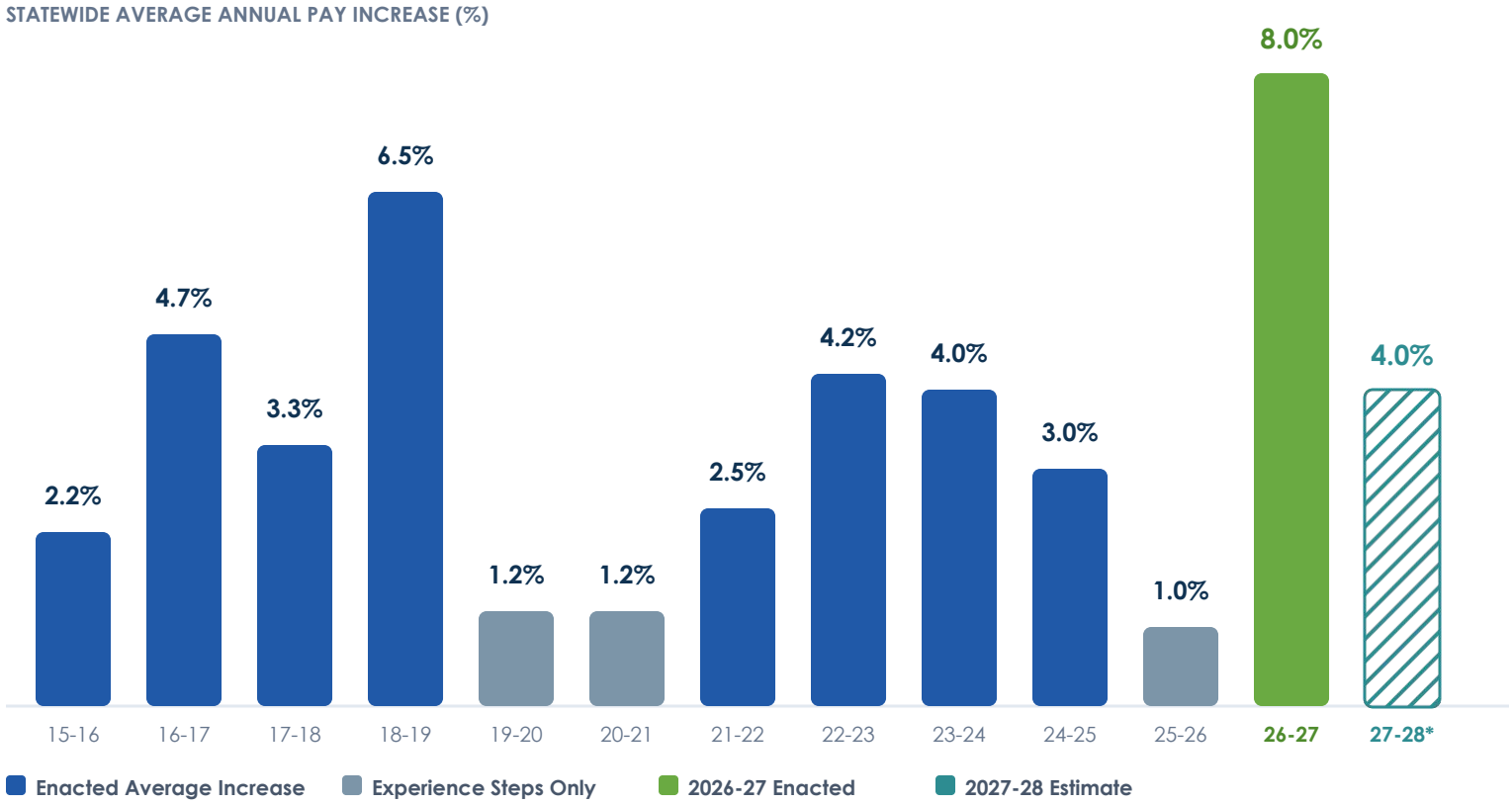
10,259
preliminary 20th-day ADM

−423
students vs. last year's 40th-day ADM

−391
students vs. local-funding budget base

Teacher salary increases since 2015

Average annual change in State-funded teacher pay, including experience steps



*FY 2027-28 estimate for planning. Figures include applicable step increases; one-time bonuses and targeted supplement funds excluded.

2026-27 ENACTED

8.0%

Enacted average increase

Highest single-year average increase enacted in the past decade, including experience steps.

2027-28 PLANNING ESTIMATE

4.0%

Estimated for planning

Baseline assumption modeling for continuation budget projections in upcoming fiscal year.

Employer matching benefit cost planning assumptions

The continuation model uses management assumptions designed to avoid understating next year's benefit costs.

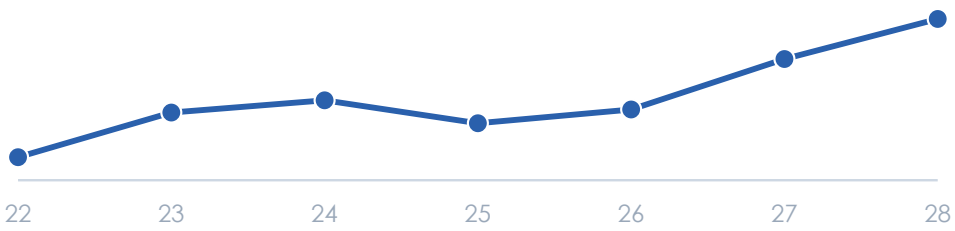
RETIREMENT

+9.2%

FY2028 retirement expense planning escalator

Management basis

Combines the 4% salary planning assumption with the employer retirement rate increasing from 26.10% to 27.41%, producing an approximately 9.2% increase in retirement expense.



Employer rate **26.1% --> 27.41%**

FY2028 rate increases 1.31 points vs FY2027 (+5.0%).

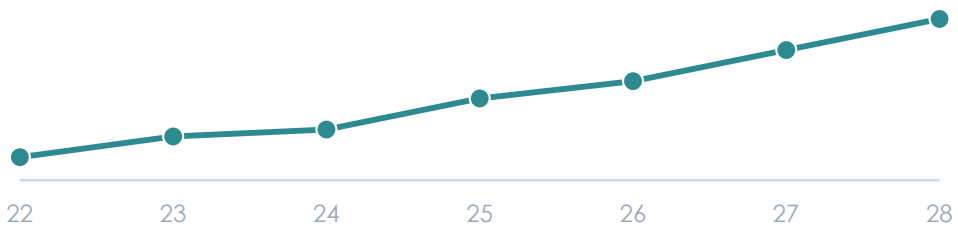
HEALTHCARE

+8.0%

FY2028 hospitalization expense planning escalator

Management basis

Uses an 8% healthcare trend assumption based on industry projections, rather than relying only on the current per-employee premium point estimate.



Per-employee premium **$8.9K --> $9.3K**

+3.68% current point estimate

The FY2028 continuation model takes the local budget from $98.12M to $102.86M

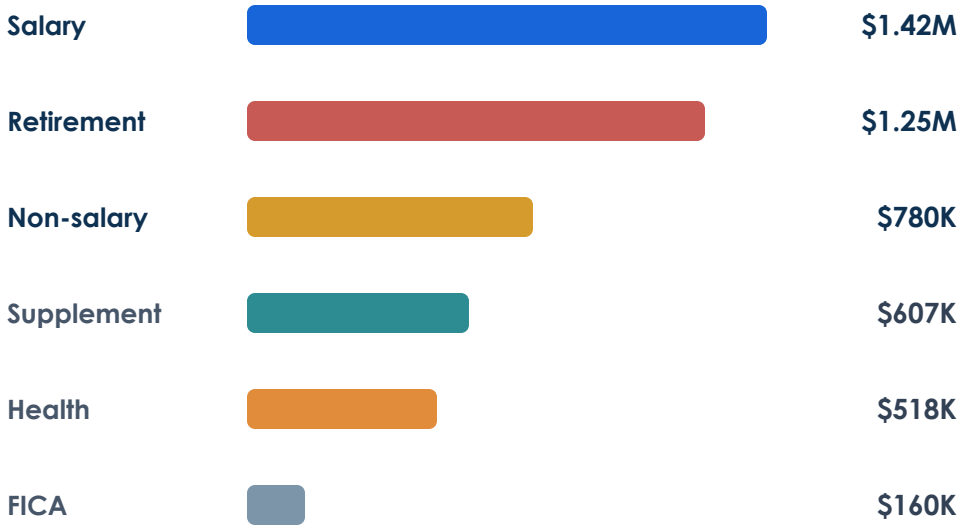
$98.12M
FY2027 BUDGETED
Current local operating base

$102.86M
FY2028 CONTINUATION
Current program at next-year costs

GROSS INCREASE
$4.74M
+4.83% YoY

Gross continuation cost increase.

GROSS INCREASE BREAKDOWN BY CATEGORY



PERSONNEL IMPACT
84%
$3.96M

Personnel-related continuation pressure

Combines salaries, retirement, supplements, hospitalization, and Social Security.

5 of 6 expense drivers are directly tied to employee compensation & benefits

FY 2027-28 continuation estimate - source detail

Detailed reconstruction of the continuation schedule used throughout this presentation.

Category	FY2027 budgeted	FY2028 continuation	Increase	Planning escalator
Salaries	$35,554,103	$36,976,267	**$1,422,164**	4.00%
Supplement	$15,186,005	$15,793,445	**$607K**	4.00%
Social Security	$4,009,566	$4,169,949	**$160K**	4.00%
Retirement	$13,618,388	$14,871,280	**$1,252,892**	9.20%
Hospitalization	$6,473,064	$6,990,909	**$518K**	8.00%
Other Salary Items	$3,792,042	$3,792,042	$0	0.00%
Non-Salary Items	$19,487,519	$20,267,020	**$780K**	4.00%
Total	**$98,120,687**	**$102,860,912**	**$4,740,225**	4.83%

Projected offsets cover $3.665M, or 77% of the continuation increase

GLENWOOD RECURRING SAVINGS

$2.1M

57% of identified offsets

Annual fixed operating savings now reflected in the outlook

ONE-TIME LOCAL BONUSES ROLL OFF

$962K

26% of identified offsets

Expense does not repeat in FY 2028

SPECIAL DISTRICT TAX GROWTH

$603K

16% of identified offsets

Illustrative 2% inflationary increase

OFFSET MIX BREAKDOWN

$3.665M total identified offsets



■ **57% Glenwood** ($2.1M)
Recurring operational savings

■ **26% Bonus roll-off** ($962K)
Non-repeating local bonus expense

■ **16% SDT growth** ($603K)
Special district tax revenue increase

The largest single offset is the recurring savings from the Glenwood closure.

Projected offsets reduce the preliminary continuation need to $1.08M

The current model leaves a preliminary FY2028 continuation need of about $1.08M before enrollment and revenue updates.

GROSS CONTINUATION INCREASE

$4.740M

+4.83% versus the FY2027 local budget

-

IDENTIFIED OFFSETS

$3.665M

Glenwood, bonus roll-off, and SDT growth

=

PRELIMINARY CONTINUATION NEED

$1.08M

Before ADM, county share, and other revenue changes

MANAGEMENT VIEW

The $1.08M continuation gap is the starting point—not the final local funding need.

The next step is to incorporate enrollment-driven revenue changes, State funding, and county allocation impacts.

FY2027 context

Last year's adopted continuation cost was $5.617M; the FY2028 gross continuation estimate is $4.740M.



FY 2027-28

County Appropriation Analysis

Modeling CHCCS revenue under alternative county funding scenarios

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THINK (AND ACT) DIFFERENTLY

CHCCS funding share declines as enrollment falls faster than OCS

Estimated 40th-day local-funding ADM assumptions; current expense only

LOCAL-FUNDING ADM CHANGE

FY 26-27 → FY 27-28

CHCCS −391 students (−3.6%)

10,741 → 10,350

OCS −182 students (−2.3%)

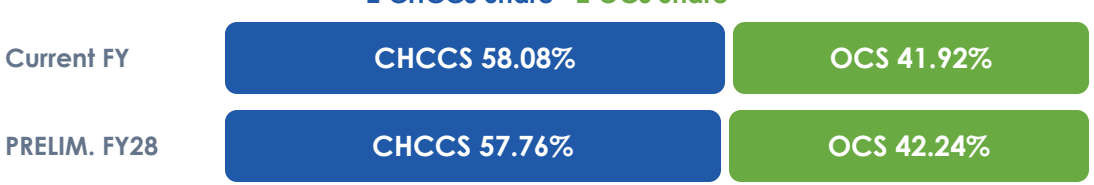
7,751 → 7,569

COUNTYWIDE TOTAL −573 students

18,492 → 17,919

CHCCS accounts for 68% of the projected decline.

COUNTYWIDE FUNDING SHARE



0.32

percentage-point shift away from CHCCS

≈ $378K

Estimated CHCCS revenue impact

if the total county funding pool remains flat

Takeaway: The countywide appropriation can grow while CHCCS receives less than the headline percentage increase.

Current funding model continues to generate meaningful CHCCS revenue growth

This scenario reallocates the larger county appropriation using the preliminary 57.76% CHCCS share

CURRENT CHCCS APPROPRIATION

$67.56M

FY 2026-27 approved current expense

Amounts rounded; excludes the CHCCS Special District Tax.

−0.6 pts

With a 4% increase in the county appropriation, CHCCS would receive an estimated 3.4% increase, approximately 0.6 percentage points below the countywide increase, because of its declining share of county enrollment.

COUNTYWIDE APPROPRIATION GROWTH	CHCCS INCREASE	NEW CHCCS TOTAL
3%	+$1.64M	$69.20M effective CHCCS growth: 2.4%
4%	**+$2.31M**	**$69.87M** **effective CHCCS growth: 3.4%**
5%	+$2.98M	$70.54M effective CHCCS growth: 4.4%

A 4% increase in the overall pool would add approximately $2.31M to CHCCS current-expense revenue.

Under a per-pupil model, roughly 4% growth is needed to keep CHCCS funding flat

The per-pupil rate rises, but it is applied to 391 fewer CHCCS students

3.78%

break-even per-pupil increase

Needed to hold CHCCS at the current $67.56M appropriation.

CURRENT BASELINE

$6,290 / pupil

$67.56M CHCCS total

PER-PUPIL INCREASE	NEW PER-PUPIL RATE	CHCCS TOTAL	CHANGE VS. CURRENT
3%	$6,479	$67.05M	($506K)
4%	$6,542	$67.71M	+$145K
5%	$6,605	$68.36M	+$796K

AT A 4% INCREASE
Approach comparison

Total county pool approach **+$2.31M**

Per-pupil approach **+$145K**

Because enrollment is declining, a 3% per-pupil increase would still reduce CHCCS county revenue by approximately $506K.

FY 2027-28

State Funding Outlook: Enrollment-Driven Revenue Exposure

How declining ADM may affect State revenue and formula-funded positions.

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THINK (AND ACT) DIFFERENTLY

State funding exposure from declining ADM

How declining ADM may affect State revenue and formula-funded positions.

STATE-FUNDED PUPIL COUNT

FY 2026-27 planning base

10,773

students

→

−423

−3.9%

FY2027-28 estimated 40th Day

10,350

students

ENROLLMENT-ONLY IMPACT

($3.24M)

estimated decline in State-funded spending

423 fewer students × **$7,670 per pupil**

At a flat per-pupil amount, the enrollment decline reduces this blended State-funding proxy by 3.9%.

Directional enrollment-based allotment exposure

Based on current planning allotment structure, grade mix, and State rounding rules.

~20	fewer classroom-teacher position allotments
~1	fewer K–5 program-enhancement position allotment
~2	fewer school-health and instructional-support positions allotments combined
10	fewer allocation months across assistant-principal and CTE formulas

At a constant per-pupil funding level, the enrollment decline represents approximately $3.24 million in potential State funding exposure. The net budget impact will depend on actual allotments and staffing adjustments.

Our ability to remain sustainable depends on recognizing change early

Adjusting proactively as new information becomes available preserves flexibility for students.

1

Enrollment

Tracking demographic trends and student counts continuously to align district resources accurately.

2

Funding

Evaluating State and local revenue streams to ensure multi-year fiscal stability and support.

3

Staffing

Adapting position allocations and section counts dynamically based on actual operational needs.

4

Facility Needs

Optimizing building capacities and site footprints to maintain high-quality learning spaces.

KEY TAKEAWAY

Keeping these evolving factors in view allows us to make thoughtful adjustments while protecting our priorities for students.

Board Discussion: Looking Ahead

Early guidance for FY 2028 budget planning

01

Questions to explore

What questions should staff explore as we refine this preliminary outlook?

02

Priorities to guide planning

What priorities should guide the development of the FY2028 budget?

03

Information for the next discussion

What additional information would help the Board prepare for the discussions ahead?