

2018 **chicago public schools educational facilities**
MASTER PLAN



Update – October 1, 2018





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207 SUMMARY OF RECOMMENDATIONS

CPS Educational Facilities Master Plan

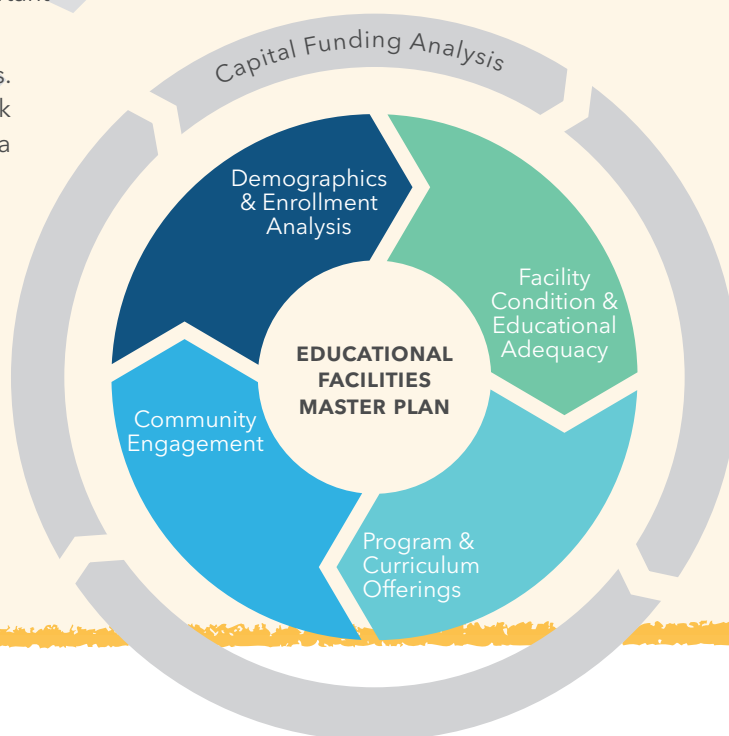
This 2018 update to the Educational Facilities Master Plan (EFMP) is part of Mayor Rahm Emanuel's and Chicago Public Schools (CPS) Chief Executive Officer Janice K. Jackson's commitment to making critical investments in our schools and classrooms. The EFMP focuses on CPS student achievement and places emphasis on good stewardship of district assets. It also aims to provide every child an educational environment of the highest quality while supporting the opportunity for all students to be prepared for career, college, and life.

CPS has made academic strides and has modernized or updated school facilities since the last EFMP update. This document captures the current state of our portfolio, including an overview of student demographics, academic programs and visions, a facility portfolio review, and a school capacity report. This is a snapshot of the school building portfolio and gives an overview of Chicago's 16 planning areas to document important planning considerations for each planning area.

Educational facilities planning is an iterative process. Effective planning combines data and feedback from internal and external sources to provide a

holistic picture of the District's short and long-term facilities needs. An educational plan addresses the current needs and anticipates the change that will occur during the life of the plan. The planning process, illustrated below, is part of a continuous effort to provide safe, healthy, and supportive learning environments. It also provides for sufficient space for the number of students in the building, equitable access to advanced technology, playgrounds, air-conditioned classrooms, programmatic upgrades, and ADA accessibility.

The planning process typically includes multiple data sets. Key data sets are facility assessments and analyses, demographic and enrollment projections, educational program needs, and forecasting of future funding requirements. This data set is a common starting point of conversation with community stakeholders. With this document, we are continuing our planning effort to consistently meet CPS's academic goals.



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district overview

Population

CPS is the nation's third largest school district. In the 2017-18 school year, CPS enrollment is 371,382.

Student Enrollment

Total: 371,382 (2017-2018 20th Day Enrollment)

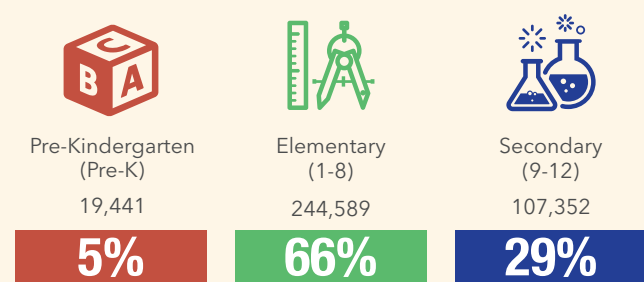


Figure 1: Student Enrollment

Race and Ethnicity¹

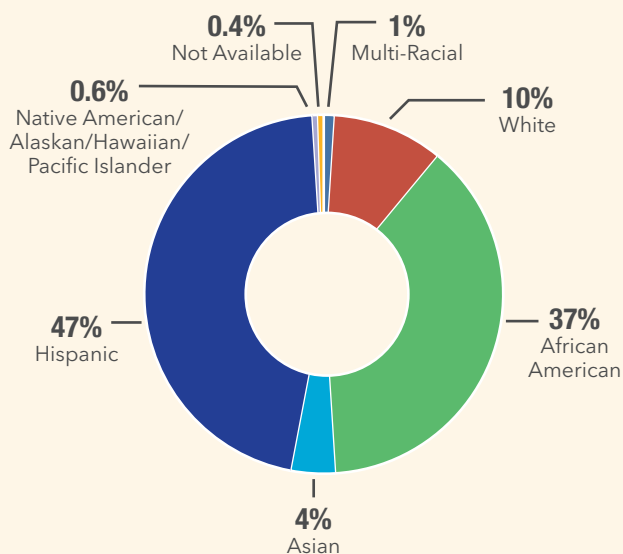
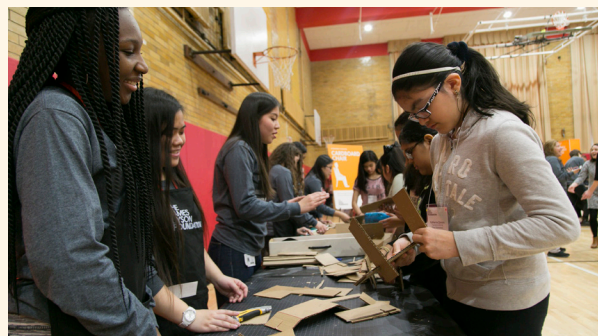


Figure 2: CPS Race and Ethnicity Distribution

English Language Learners²

In the 2017-18 school year, the enrollment of English language learner students is 67,009, or 18 percent of CPS student enrollment, compared to 10 percent in the State of Illinois. Approximately 48,907 student of the CPS enrollment (73 percent) are in grades Pre-K-5.

18% of CPS student enrollment are English language learners



¹ CPS

² Illinois State Board of Education; 2016-17 Illinois Report Card



Mobility Rate

A school's student mobility rate is the percentage of students who moved to a different school between the first school day of October and the last school day of the year.

The CPS mobility rate is 10.8% for the 2017-18 school year, compared to 19.2% the previous year¹.

The State of Illinois mobility rate for the same years are 7% for 2017 and 12% for 2016².

School Governance and Type¹

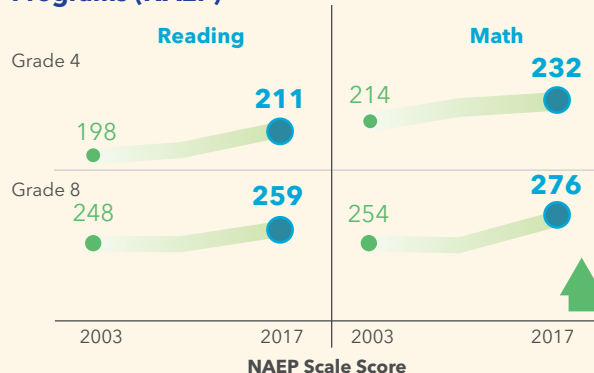
In the 2017-18 school year, charter and contract schools represent 20% of total schools in CPS. Traditional, District-run schools continue to be the most common school type within the CPS portfolio.

Table 1: School Governance and Type

Governance and Type	ES	HS	Total
District-run	421	93	514
Traditional	415	85	500
Options		4	4
Specialty	3	4	7
Early Childhood Center	3		3
Charter	56	66	122
Traditional	56	45	101
Options		21	21
Contract	2	7	9
Traditional	2	2	4
Options		5	5
SAFE		1	1
Options		1	1
Grand Total	479	167	646

Academic Results

2003-17 National Assessment of Educational Programs (NAEP)



2003-2017 NAEP Total Scale Score Gains

4th/8th Grade Reading and Math

13 pts
4th Grade
Reading

18 pts
4th Grade
Math

11 pts
8th Grade
Reading

22 pts
8th Grade
Math

Figure 3: NAEP Reading and Math Scores



¹ CPS

² Illinois State Board of Education; 2016-17 Illinois Report Card

Instructional Programs & Services

CPS offers a diverse range of instructional programs and services across the entire portfolio to ensure equitable readiness for college and careers. Figure 4 shows this offering across the entire District portfolio. Each program is explained below.

Honors and International Baccalaureate (IB) programs encourage students across the world to become active, compassionate, and lifelong learners. The IB program provides an accelerated curriculum that focuses on a world language, English, mathematics, humanities, sciences, arts, physical education, and technology.

Military Academies prepare high school students for college and subsequent careers in a structured environment.

Selective Enrollment Elementary Schools are founded on the principle that all students are entitled to equal opportunity to develop in relationship to their abilities. A city-wide network of program models and services is available to modify, supplement, and support the standard school program in order to challenge children identified as gifted and talented. These are students who consistently demonstrate superior general reasoning ability and/or potential to excel in specific academic, creative, or artistic areas. These schools consist of **Regional Gifted Centers, Regional Gifted Centers for English Learners, Classical Schools, Academic Centers,** and the **International Gifted Program**.

Selective Enrollment High Schools provide academically advanced students with a challenging college preparatory experience. Each of the Selective Enrollment High Schools offers a rigorous curriculum with mainly honors and Advanced Placement (AP) courses.

CPS Instructional Program Offerings

Honors/International Baccalaureate (IB)

Military Academies

Selective Enrollment Elementary Schools

Selective Enrollment High Schools

Career and Technical Education (CTE) Programs

Fine and Performing Arts

Science, Technology, Engineering and Mathematics (STEM)

World Language

CPS offers 46 different **Career and Technical Education (CTE)** programs organized within 12 different industries, ranging from business and finance to health sciences to architecture.

The **Fine and Performing Arts** program integrates the arts into core subject areas. Every student is offered training in at least two of the fine art disciplines: visual arts, music, dance, and drama.

The **Science, Technology, Engineering, and Mathematics (STEM)** school model focuses on preparing students for success in college, career, and life while introducing students to STEM career pathways.

World Language schools offer world language studies in the following languages: Arabic, Chinese, French, German, Italian, Japanese, Korean, Latin, Polish, Portuguese, Russian, Spanish, Urdu, and American Sign Language.

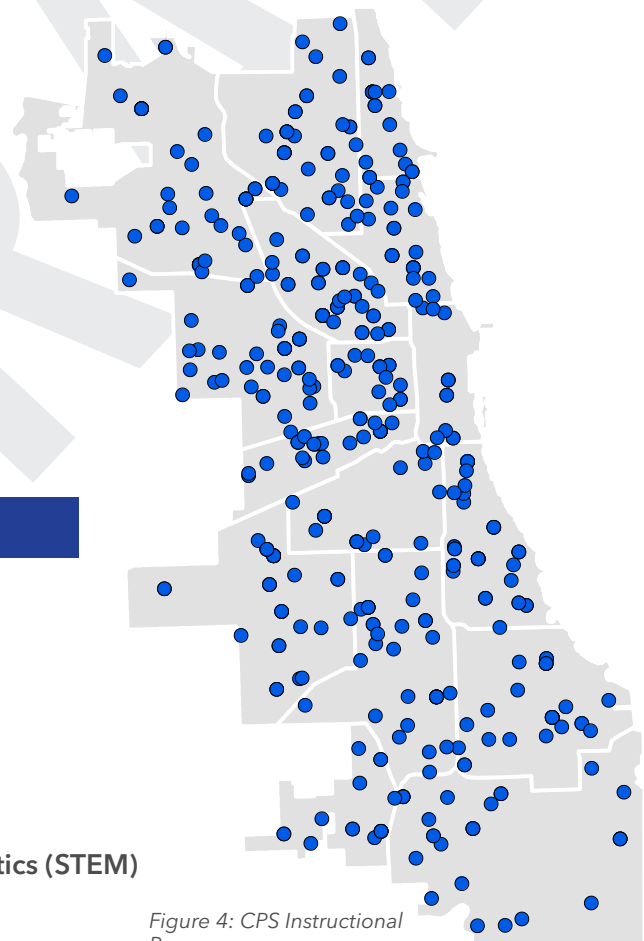
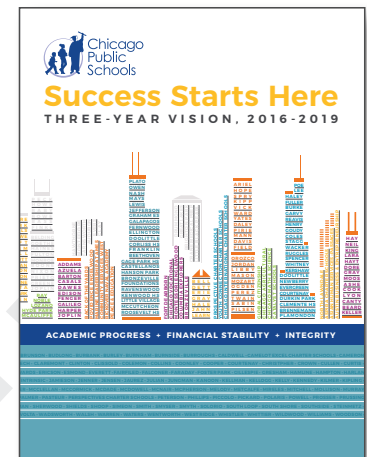


Figure 4: CPS Instructional Programs

Academic Vision & Strategies

The [CPS Vision](#) is a three-year collaborative effort (2016-2019) defining CPS's mission, goals, and approach to academic progress, financial stability, and integrity. Building on the momentum of the past several years, the plan lays out the next steps for improving student success. It outlines strategies to create pathways to reduce the achievement gaps that exist especially among Latino and African American students, and students with disabilities. It also outlines strategies that increase opportunities for college enrollment and persistence.

CPS's vision is to prepare young people for a rapidly changing world that demands a rigorous and holistic education. This preparation is critical to developing students to thrive in the 21st century with skills that employers seek, such as analytical thinking, creative problem-solving, communication, and teamwork. This is supported by investments such as expanding early childhood learning and high school program offerings, adopting research-based models to better support special education, empowering talented teachers and leaders, providing safe and supportive schools, creating a financially stable District, and committing to a continued integrity that supports all communities and neighborhoods.



Success Starts Here outlines CPS's vision for academic progress, financial stability, and integrity.



Figure 5: CPS Vision Strategies

Academic Progress



High Quality Rigorous Instruction

Improving Curriculum and Instruction

CPS is committed to ensuring that every school has a strong curriculum, effective teaching strategies, and a system to support every learner. These include:

- Developing a challenging and carefully sequenced Pre-K-12 curriculum
- Creating classroom assessment methodologies that are well-designed to accompany the curriculum, focused on helping teachers better monitor student progress
- Providing professional development to improve teachers' abilities to engage and support students in mastering curriculum objectives
- Ramping up on instruction by strengthening instruction in every subject area, including the following (refer to the [vision document](#) for more information about these subject areas):
 - » Language arts
 - » Mathematics
 - » Science
 - » Social science and civic engagement
 - » Fine and performing arts
 - » Computer science
 - » World and native languages
- Supporting more schools to adopt "Personalized Learning"
 - » Creating personalized classrooms that provide environments for multiple teaching and learning models
 - » Supporting teachers and administrators to work collaboratively to grow personalized learning opportunities from grassroots efforts, working with key partners and providing professional development

- » Continuing our partnership with LEAP Innovations for innovative models such as Breakthrough Schools and Pilot Network
 - » CPS will create an online forum where CPS teachers who have adopted personalized learning can ask each other for advice and share successful practices
- Supporting every school in establishing an effective multi-tiered system of supports (MTSS)
 - » During a 2016-17 initiative, every school built an MTSS to provide all students with the level of academic or social-emotional support they need to be successful

Strengthening Special Education

The underachievement of students with disabilities is a persistent national problem but one that can be solved if schools are provided with support to adopt research-based best practices. CPS's commitment to this effort includes:

- Intensifying training and guidance for special education teams and staff
- Improving professional development opportunities for special education teachers
- Improving methods for determining special education eligibility
 - » Improve methods to correct "Over Identification," which can mean students are inadvertently assigned to special education when their needs might be different
 - » Initiate an immediate first step to strengthen the standards, oversight, and professional training related to special education referral, evaluation, and eligibility

Laying a Stronger Foundation in Pre-Kindergarten

CPS's vision is the continuous improvement of the quality and accessibility of Pre-K programs that will raise student achievement in elementary school, high school, and beyond.

Strategies include:

- Increase the availability of full-day Pre-K
 - » Expand full-day opportunities for four-year-olds across the District, targeting the children most in need
- Pursue goal that by 2019, over 50% of CPS's Pre-K classrooms will provide full day programming – an increase of over 48% since 2011
- Focus on quality instruction and comprehensive services
 - » CPS will strengthen and seek partnerships with other city agencies to ensure that all providers that support young children and their families understand the expectations for kindergarten readiness
- Decrease barriers for families
 - » Online application to reduce obstacles for families to have access to high quality Pre-K offerings
- Increase community awareness of Pre-K
 - » City-wide marketing campaign to expand awareness of the value of early education

School-Based Pre-K Programs (Ages 3 and 4)

- Chicago Early Learning Programs
- Tuition-Based Preschool Programs
- Child Parent Centers
- Selective Enrollment & Montessori



Improving High Schools

CPS's high school strategy will build on the success of CPS' outstanding college and career preparatory programs, which have led to raising the graduation rate. The high school strategy has three areas of focus: equity in access, excellence, and advocacy.

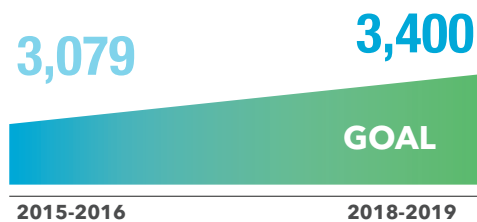
- Simplify high school application and enrollment
 - » Beginning in the 2017-18 school year, families of 8th graders completed a single application for all of their choices through GoCPS
 - » Allow more incoming freshmen to be matched quickly to a school of their choice, and informed high schools about their incoming freshman sooner
- Strengthen quality instruction to build common practices across CPS that lead to academic improvement at all high schools
 - » Office of Network Support and the Office of Teaching and Learning will provide individualized support to all high schools
 - » Schools will conduct Instructional Core Walks to engage in continuous cycles of improvement
- Recruit University and Corporate Partners for neighborhood high schools
 - » CPS will work with principals to recruit partners for every neighborhood high school to increase equity of these partnerships
- Expand high quality college and career programs to more high schools
- By 2019, at least 50% of all CPS high school students will graduate with a college or career credential



The high school strategy has three areas of focus: equity in access, excellence, and advocacy.

Opportunities To Earn a College or Career Credential

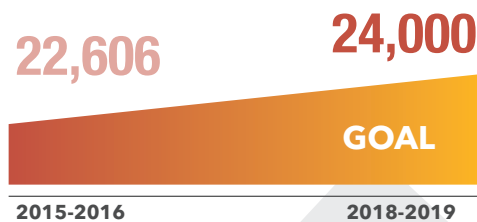
International Baccalaureate Increase Enrollments for 11th & 12th Graders



International Baccalaureate programs

- IB programs offer a chance to earn college credit through advanced coursework in literature, social science, mathematics, science, world or classical language, career studies, and the arts
- Many elementary schools now offer a Primary Years and Middle Years IB program to prepare students for the high school program

Advanced Placement Increase Enrollment



Advanced Placement (AP)

- Give students opportunity to engage in high quality rigorous college level coursework and to earn high school and college credit simultaneously in any of 37 AP courses
- Expand opportunities to all high school campuses and for all high school students while closing access and achievement gaps
- Offer courses at 87 CPS high school campuses
- Named AP District of the Year in 2018 by College Board (second time in seven years and the largest District to ever be honored with this distinction)

Early College STEM Programs Increase Enrollments in More High Schools



Early College STEM programs

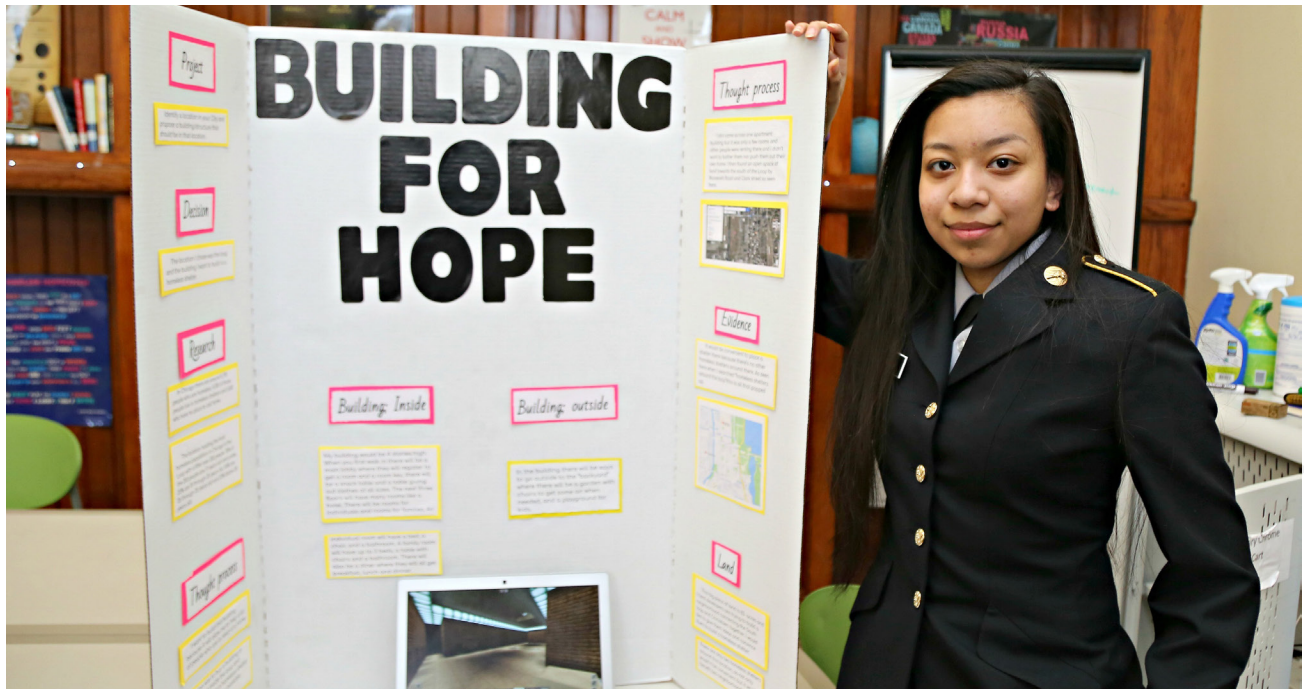
- Programs prepare students for future employment in the fast-growing areas of computer programming, information technology, and computer networking
- Students are able to work with leading industry professionals, acquire industry certifications, and earn significant college credit
- Many will earn associate degrees from City Colleges of Chicago along with their high school diplomas
- Since its inception in the 2012-2013 school year, total student enrollment in Early College STEM programs has reached 5,700.

Dual Credit/Dual Enrollment Increase Enrollments



Dual Credit and Dual Enrollment

- Allow students to earn both high school and college credit simultaneously in a variety of subject areas
- Dual Credit courses are available at 65 high schools through a partnership with City Colleges of Chicago
- Dual Enrollment courses are available at participating colleges and universities to any qualified junior or senior in CPS
- During its inaugural year (the 2011-12 school year) there were 720 students enrolled in Dual Credit or Dual Enrollment courses, and in the 2015-16 school year there were 5,031 students enrolled, an increase of nearly 600%



CPS offers the largest network of military academies of any school district in the country.

Career and Technical Education

- CPS offers programs in 12 industries through rigorous course work, pre-apprenticeships, internships, and industry certifications
- CPS Goal is to provide more equitable access to career programs
 - » Establish additional regional vocational centers
 - » Increase career programs in fields where there is strong demand from local employers

17,000+
CTE Students in 132 High Schools

Military Academies

- CPS offers the largest network of military academies of any school district in the country
- Goal to align Academies with the job force, college, and military demands
 - » Expand STEM offerings
 - » Invest in resources and equipment, such as a flight simulator and mock air traffic control center at the Air Force Academy with support of the Driskill Foundation



38

Service
Leadership/JROTC
Schools



6

Service
Leadership
Academies (SLA)



Currently Student Voice Committees in:

65

High Schools

30

Elementary Schools



GOAL

Every High School by 2019-20 School Year

Support Student Advocates to Improve their Schools

- CPS Student Advisory Council, facilitated in partnership with the Mikva Challenge, providing a student voice on District policies that improve school culture and learning
- Goal is to develop young people's advocacy skills so that they are better able to contribute to the City of Chicago in the future

Improve Postsecondary Success

CPS will guide students early in high school to explore postsecondary options, plan for the future, and take steps toward achieving their goals. Strategies include:

- Train high school counselors in college and career advising
- Pursue the 2014-15 school year initiative, in coordination with Thrive Chicago and the Options Institute-Goddard Riverside Community Center in New York, to pilot a program to improve the advising practices of school counselors and college coaches
- Establish the Chicago College and Career Advising Credential (CCCAC) training program
- **Ensure that every counselor will be certified through the CCCAC program by the 2019-20 school year**
- Ensure that every student has a postsecondary plan
- Increase student-to-counselor interaction time
- Leverage Postsecondary Leadership Teams and software tools used by students to monitor progress toward postsecondary decisions
- Goal is that counselors will ensure that every student has a clear postsecondary plan
 - » Accepting a college admission offer
 - » Enlisting in the military
 - » Enrolling in an apprenticeship or job training program
 - » Signing up for a gap year program
- Intensify college and career counseling for "mid-tier" students
- Beginning in the 2017-18 school year, CPS will target students with GPAs between 2.0 and 2.9 for more intensive college advising from school counselors, college coaches, and non-profit partners
- Collaborate with colleges to improve student retention
- **Goal is to increase the number of CPS graduates who earn college degrees**
 - » CPS has joined a partnership with 25 colleges and universities in Illinois to establish the Higher Education Compact
 - Analyze retention data on CPS graduates who attend member colleges
 - Identify roadblocks to remaining in college
 - Share successful strategies



Talented and Empowered Leaders

Strategies include:

- Recruit educators with credentials in shortage areas
- Specific shortage areas include:
 - » Special Education
 - » Bilingual education
 - » STEM subjects (science, technology, engineering, and mathematics)
- Create teacher residency programs
- Strengthen student teaching
- Actively recruit CPS student teachers for teaching positions
- Extend early offers to the best teaching candidates with credentials in shortage areas
- Provide intensive support for schools with high turnover and teacher applicant shortages

Teacher Development and Retention

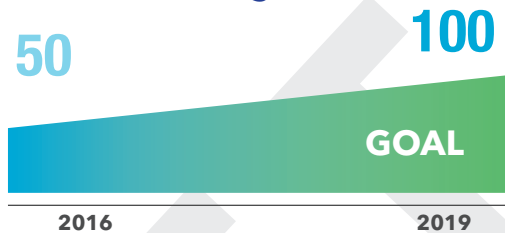
Strategies include:

- Encourage CPS teachers and paraprofessionals to earn new credentials
- Work with universities in the Chicago area to offer tuition discount programs
- Develop teacher leaders by providing professional development to their peers in content areas, such as pedagogy, social-emotional learning, and restorative student discipline



The CPS Vision calls to develop teacher leaders.

Aspiring Assistant Principals Program



Administrator Preparation and Recruitment

Strategies include:

- CPS joined with the Chicago Public Education Fund to create the Chicago Principal Partnership
- Attract, develop, support, and retain strong leaders for every CPS school
- Chicago Principal Partnership will enhance online resource hub to include programming and professional development that reflect best principal practices
- Continued collaboration with leadership programs such as the Chicago Principal Fellowship
- Launching the Aspiring Assistant Principals Institute in the 2016-17 school year to recruit the best teacher leaders to become assistant principals; goal is to raise the number of recruits from 50 to 100 annually
- Continue support and training of Local School Councils from the Office of Local School Council Relations to support the selection of strong principals

Administrator Development and Retention

Strategies include:

- Improve mentoring for aspiring and early career principals
- Continue 50 hours of coaching from an experienced colleague
- Continue work with Chicago Leadership Collaborative
 - » 10 principal preparation programs; served 290 year-long residencies for aspiring principals since 2011
- Expand the Independent Schools Principal Program for experienced leaders from 55 principals to 100 by 2019



CPS continues to promote professional development for security officers



Safe And Supportive Schools

CPS's vision recognizes that students learn best when they feel safe, both physically and emotionally. Research supports that school facilities have an enormous influence on student learning, behavior, and health. There must be an equitable investment in school facilities across CPS to support students' well-being and academic progress.

Strategies include:

- Establish school-based leadership team dedicated to improving school climate
 - » At every school, create a team of staff, students, families, and community members to work together to promote a positive school culture, using the CPS Climate Standards as a guide
- Create a plan for teaching social-emotional skills that integrates state standards for social-emotional learning into all academic areas in every school
- Guide schools to adopt "Restorative Practices" to improve student discipline

- **Reduction in student suspension and expulsion since the 2011-12 school year, with suspensions falling by 67 percent and expulsions dropping by 82 percent**
- Expand services to students at "Options"¹ schools and programs
- Partner with community organizations that can provide additional services including job training, internships, apprenticeships or job placement, tutoring, counseling, mentoring, service learning, or leadership development
- Continue to promote professional development for security officers by training officers to mediate conflicts, protect student rights, and identify and aid students experiencing trauma, allowing the primary role of the School Security Officer to move from enforcer to mentor

¹ See page 29 of Vision document

Facilities

Strategies include:

- Invest in capital improvements that enhance learning
- Provide air conditioning in every occupied classroom per the Mayor's initiative
- Make significant investments in critically needed improvements, including:
 - » Addressing the most critical facility needs (including structural issues)
 - » Relieving overcrowding in the city's most crowded schools
 - » Addressing deferred maintenance backlog
 - » Expanding programs such as STEM, IB, and other specialty programs
 - » Improving spaces such as updated science labs, computer labs, workshops, and art studios
- Expanding a new model for building maintenance repair
- Continuing to improve school internet access for enhanced learning
- Ensuring that every elementary school has a quality playground by continuing to invest in new playgrounds or renovating existing playgrounds
- Renovating nine schoolyards through the Space to Grow initiative and currently plan to complete a total of 28. The Space to Grow program transforms outdated schoolyards into vibrant outdoor places that benefit students, communities, and the environment
- Providing all students with a variety of out-of-school-time opportunities that give them a safe, positive space in which to build confidence and develop skills



Research supports that school facilities have an enormous influence on student learning, behavior, and health.



Financial Stability

Achieving financial stability has eased the uncertainty the recent budget crisis has created and allowed schools to devote their full attention to what matters most: educating children and investing in their futures. Budget cuts, management efficiencies, and increased taxpayer investments in schools have allowed CPS to make significant progress towards financial stability. CPS will continue to move toward its financial goals.

Additional strategies include:

- Leverage purchasing power
- Allow schools to purchase goods under District-wide contracts, enabling favorable pricing
- Reduce amount of time principals spend over vendor management and equipment servicing
- Concentrate financial expertise
- Transfer routine accounting tasks to central office to improve efficiency, reduces costs, and save time for school staff
- Work to ensure historic education is fully funded



Achieving financial stability will allow CPS to devote full attention to educating children and investing in their futures.



CPS believes that when families enroll their children in schools, they place their children's future in our hands. We take that trust seriously, and in return, we will strive to keep our commitments, achieve results, and strengthen relationships through clear, honest communication and respect for the expertise in our diverse communities.

Strategies to maintain integrity:

- Communicate effectively with parents
- Seek input from all stakeholders on District policies, practices, and investments
- Release the Annual Regional Analysis (ARA) annually
 - » The ARA supports the District's mission to provide every student with a high-quality education in every neighborhood by giving stakeholders a common set of information regarding school quality, enrollment patterns, school options, and program offerings by region
- Expand Parent Universities, which launched in 2015 to help families further support their children's school success
 - » Provides workshops that introduce new approaches, such as the Common Core Standards, and addresses topics such as building children's academic and social-emotional skills at home or helping them plan for college and careers
 - » Offers GED classes and workshops on various topics ranging from technology to poetry
- **Increase the number of Parent Universities from 5 to 13, with one located at a school in each CPS network, so that they are readily accessible to families across the city**
- Support principals with engagement of parent and community volunteers
- Strengthen local school councils with recruitment and training

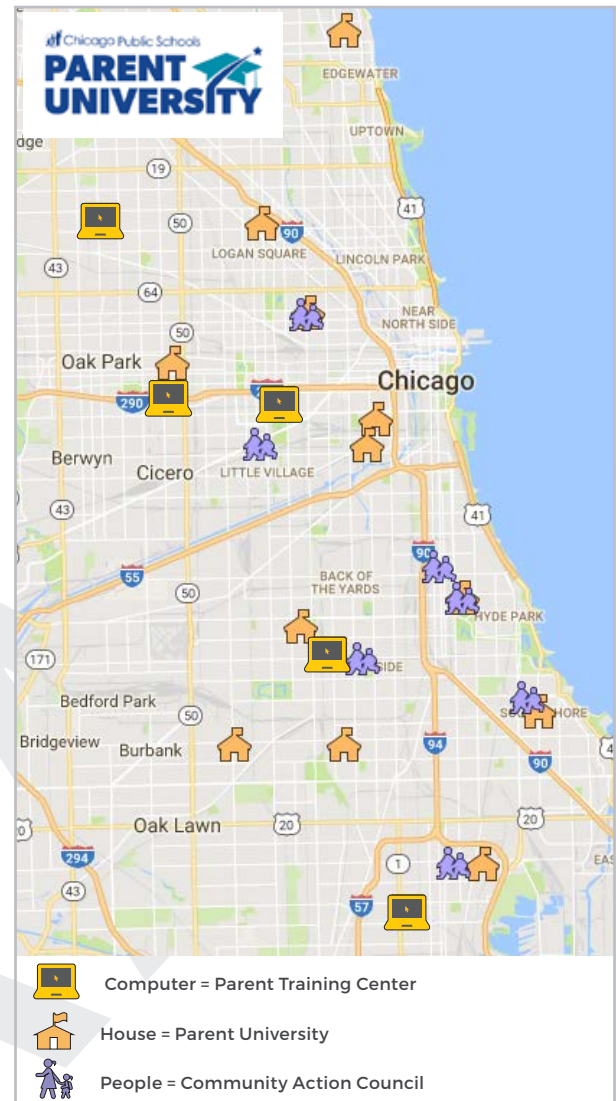


Figure 6: Parent University sites in the CPS network

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facility portfolio

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CPS has made strides over the course of the last 20 years in the renovation of its facilities and in its efforts to relieve overcrowding through the construction of new additions, linked annexes, and new schools. The combination of these efforts has created a portfolio that we would classify as being in fair condition.

Portfolio

The CPS portfolio is large and diverse. It is currently made up of 815 (see Figure 7) buildings on 526 campuses (administrative buildings and stadiums are excluded from these values).

815 Buildings
526 Campuses
61.6 M Square Feet

Building Portfolio

Administrative and stadium buildings excluded

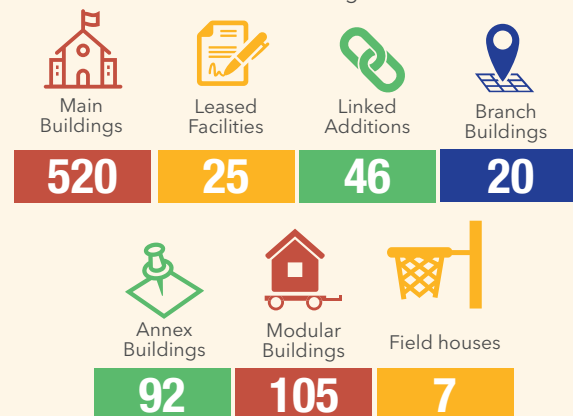


Figure 7: The Facilities Department classifies the portfolio based on campuses as opposed to schools because in a number of cases, there are multiple schools sharing a single campus.

CPS Campuses

A CPS campus can look several ways:

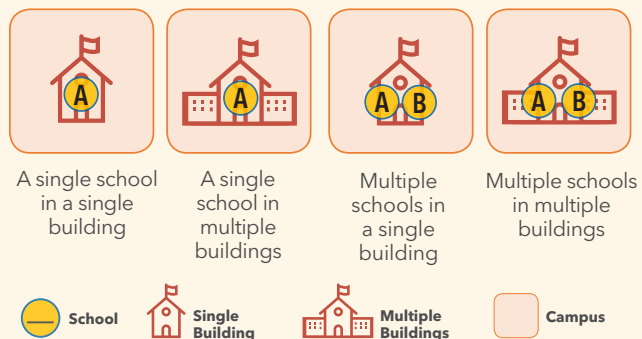


Figure 8: CPS Campus Types

Age

The average campus age in the CPS portfolio is 78 years, and the oldest campus is 144 years (1874). Today, roughly 10 percent of campuses have been built since 1996. By contrast, approximately 70 percent of campuses were built before the median year of 1960.

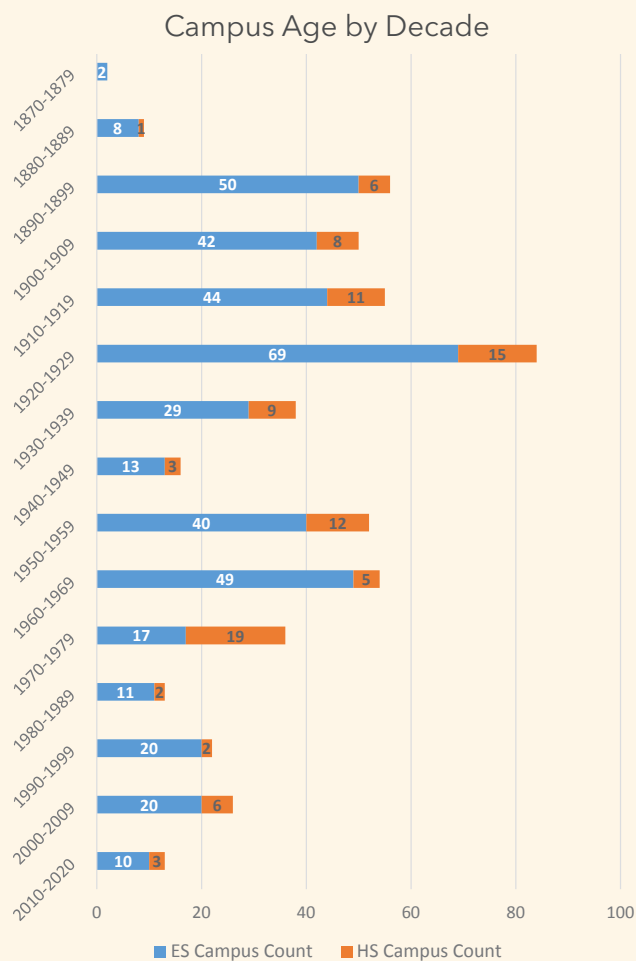


Figure 9: Campus Age by Decade

Total Assessed Need

In 2012, CPS estimated that it had \$3.9 billion in total assessed need district-wide, with \$1.56 billion considered to be “critical needs” (i.e. assessed systems determined to be past their useful life and in current need of replacement). As of December 2015, the total assessed need, based on the latest facility assessments¹, was reduced to \$3.4 billion, of which \$1.8 billion was considered to be “critical needs.” The following graph represents the distribution of total assessed need by major category.

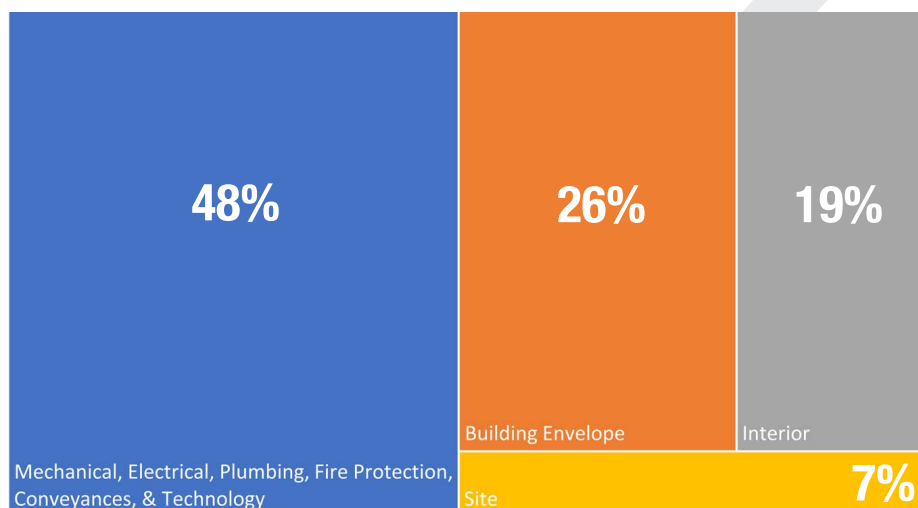


Figure 10: Total Assessed Need by Major Category

Project Development and Prioritization

Given the overall size and need of the facility portfolio, along with continued budget constraints, the Capital Improvement Plan (CIP) necessitates a needs-based prioritization approach for capital planning and project prioritization. This approach ensures that all renovation work is done in an efficient manner and that it prioritizes the facilities with the highest level of need while focusing on keeping buildings warm, safe, and dry (see Figure 13).

The aim of categorizing opportunities in this manner is to prioritize facilities with issues that may present a health/safety concern or which have an issue that may lead to accelerated deterioration of supporting systems if left unaddressed.

To identify potential projects within these categories and determine which to recommend for annual and long-term capital plans, the department engages in a rigorous filtering process that begins with the most recent facility condition assessment and then incorporates additional perspectives, considerations, and real-time validation.



Figure 11: Facility Needs-Based Prioritization Approach

¹ Figures in this document reflect the assessment data completed as part of the latest round of assessments, completed December 2015.

²APPA

STEP 1: Assess building conditions and identify needs. Items ranked 2, 3, 4, and 5 on the most recent facility assessment are considered “critical needs” and are reviewed under the categories of roofing, masonry, and mechanical systems and an initial list of priority projects is developed. This list is based on water infiltration, falling masonry, and inoperable heating/cooling systems. Specifically related to windows, if warranted by the rank, the CIP will prioritize facilities with windows that can no longer be repaired or maintained, or are actively leaking. For construction and cost efficiency, window replacement projects are executed with the roof/masonry project (when possible).

STEP 2: Further evaluate and rank building systems based on needs based on input from field staff and technical resources. Since the assessment represents a snapshot in time, the project list is sent to each CPS Facility Manager to confirm current conditions (in real-time). For a similar reason, plus the accelerated deterioration to roof and masonry systems caused by regular freeze/thaw cycles, technical reports (structural, masonry and roofing) are used to support the list of priority projects. School level capital request forms (including engineer surveys) are also reviewed and vetted against the list of potential projects.

STEP 3: Develop a project once the list of projects is scoped at a high level. At this point, scopes only include the critical need(s), required code compliance and where necessary, targeted interior finishes. If there are external sources of funds available to support a specific project, these are also identified.

The process incorporates other factors to produce a comprehensive capital plan. This is based on available funds.

Filtering Process

Projects are selected using a rigorous filtering process:

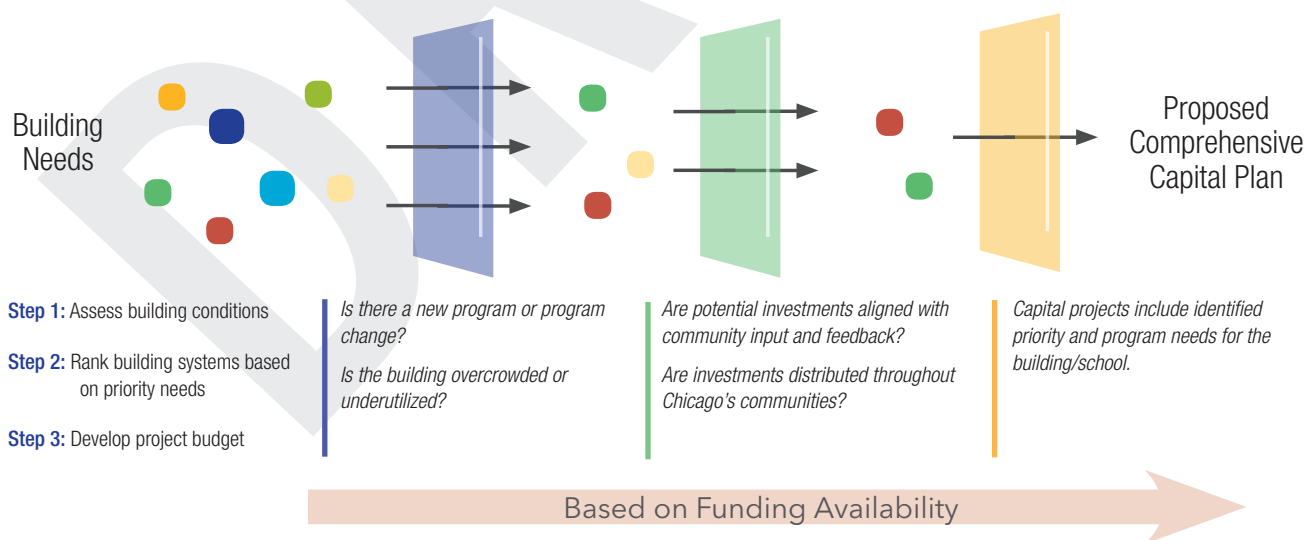


Figure 12: Filtering Process

Potential Sources of Funding

All of the EFMP goals will cost money to deliver, whether it is addressing deferred maintenance backlog, adding additional space to overcrowded schools, expanding program offerings, or bringing more students into the system. Delivering on the vision and providing every student with the 21st century learning environment that they deserve will require significantly more revenue than we receive today. CPS can take advantage of any of the following funding opportunities.

Potential Funding Sources

- Local Revenues
- State Revenues
- Federal Revenues
- Other Revenues



Local Revenues

CPS is authorized by state law to issue notes and bonds and to enter into lease agreements for capital improvement projects. General obligation bonds are a type of financing tool frequently used by local governments and school districts, which can be repaid from a property tax levied specifically to repay those obligations. State law puts restrictions on the type and amount of bonds that can be issued and subsequently the property taxes that can be levied for those bonds.

State law also allows CPS to issue a special kind of general obligation bond: alternate revenue general obligation bonds. CPS can authorize this debt 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. Current sources of alternate revenues which fund debt service on our bonds are evidence based funding (EBF), personal property replacement taxes (PPRT) and various intergovernmental agreements (IGAs) with the City of Chicago, backed either by a property tax levy or by revenues from tax increment financing (TIF) districts.

The majority of CPS bonds are backed by EBF, formerly general state aid (GSA). PPRT, a type of business income tax, funds a smaller portion of CPS debt. Both of these revenue sources also fund school district operations. Resources needed to pay bond-holders are

in direct competition with resources needed to ensure CPS continues to fund priorities that drive academic achievement. Future capital needs may be funded by EBF and PPRT. Every dollar pledged to repay capital debt service from these sources will reduce future available funding for operations.

CPS is also able to issue capital improvement tax (CIT) bonds. In 2015, City Council approved the ability for CPS to levy a capital improvement tax. CPS issued its inaugural financing against these bonds in 2016 and has \$793.48 million in CIT bonds outstanding. These bonds are only backed by the CIT tax levy; there is no additional general obligation of CPS behind these bonds. These bonds are better rated than the general obligation (GO) bonds, which allows for CPS to borrow at a lower borrowing cost than its alternate revenue general obligation bonds. Annually, the CIT grows at the rate of inflation which allows incrementally more revenues to bond against. These revenues can only be used toward capital projects per the statute authorizing the CIT levy, and as a result, these funds do not compete for operating dollars.

CPS also receives TIF funding for other special projects.

State Revenue

When available, CPS receives state revenue for school construction through the state's Capital Development Board (CDB). This funding is not predictable each year; however, since fiscal year (FY) 2015, CPS has received no CDB funding due to the lack of a state capital budget.

In addition to these funds, CPS receives gaming revenues to fund various infrastructure projects. Since FY14, CPS has received over \$50 million of gaming revenues to fund school construction.

Federal Revenue

CPS has benefited from issuing certain types of bonds in which much of the interest costs are paid by the U.S. Government, resulting in a very low cost of borrowing for CPS. These include qualified zone academy bonds, which provide capital funding for schools in high-poverty areas at reduced interest rates; qualified school construction bonds (QSCBs); and Build America Bonds (BABs). The American Recovery and Reinvestment Act of 2009 created QSCBs, bonds only school districts could sell, and BABs. QSCBs provided some of the lowest interest cost financing CPS has ever achieved.

BABs, which were available to school districts and other governments, provide a substantial subsidy for interest payments. In total, CPS has paid less than one-third of total typical interest costs on these specialized bonds due to subsidies. However, the BAB program ended in 2010 and Congress has taken no action to revive it.

Potential future sources of federal revenue include any new federal programs supporting school or state and local infrastructure.

Other Revenue

Potential non-governmental sources of revenue include public-private partnerships, grants from foundations, and partnering with charter school organizations that own their own buildings.

Funding Approach

The primary funding for future capital needs will continue to be determined by the amount of operating revenues (EBF, PPRT, or property taxes) that CPS designates to support this purpose. In addition, CPS will continue to work with other government entities to identify the best funding options.



Addressing Critical Needs and Other District Initiatives

CPS leadership is committed to maximizing investments in the classroom, student learning, and maintaining the building portfolio. Capital projects for FY19 include investments in critical building needs, IT upgrades, school security equipment, and other District initiatives. These categories build off of the nearly \$1 billion investment that was included in CPS's FY17 capital plan (funded primarily by the CIT).

Roof and Envelope Needs

Approximately 25 percent of the critical needs is under the Roof and Envelope category. Projects recommended in this category include the major renovation or replacement of masonry, roof, and/or window systems. These systems are typically beyond their useful life and/or are allowing water infiltration, and cannot be maintained effectively through minor repairs. If water (or air) infiltration persists, risks include:

- Accelerated deterioration of crucial systems (i.e. roofs)
- Collateral damage to other systems (i.e. plaster, paint, ceilings, floor tile)
- Eventually leading to the risk of catastrophic failure
- Potential health and safety issues such as crumbling lead paint, air quality, and/or mold growth
- Greater cost to repair

Chimney Program

The CPS building portfolio contains a large number of buildings with full height or truncated chimney stacks to support the exhaust of combustion and flue gases generated by gas-fired boiler systems. In addition to the facility assessment, a structural engineering firm was hired to provide more detailed assessments of the District's full-height chimneys. The purpose of these assessments is to aid in the planning and prioritization of capital projects aimed at ensuring the safety of students, staff, and community members traversing around these structures for parking, play, or other activities.

Mechanical Needs

Approximately 62% of the critical needs is related to the mechanical, electrical, plumbing, and fire protection category. Projects recommended in this category have mechanical systems that may be operational but are being operated inefficiently and require costly ongoing maintenance to keep the facility at an acceptable temperature throughout the school year. The risk of heating system failures in the winter (or cooling system failures in the summer) include:

- Potential air quality issues for students
- System failures (i.e. gas leak)
- CPS students' health and well-being in addition to the risk of having to relocate the school (during extreme temperatures)

Fire Alarm Systems: To ensure student safety, projects recommended in this category include updating or replacing current fire alarm systems. Most CPS schools have fire alarm systems that are operational, but have critical components that are obsolete and parts may not be available for repair.

Air Conditioning

In 2014, Mayor Emanuel and CPS initiated a large-scale plan to bring air conditioning to all occupied CPS classrooms.

Security Cameras

The use of surveillance cameras is a critical part of CPS's comprehensive safety strategy. Cameras are used by school administration at a local level as well as by CPS's Office of Safety and Security at a centralized level. As of December 2017, there are approximately 200 CPS schools that have an updated system: digital cameras that are networked to the city's 911 center. An additional 202 CPS schools have outdated legacy systems (primarily analog), while 118 CPS schools have no systems at all.

Playgrounds

In 2012, approximately 70 District-operated elementary schools did not have playgrounds. Each year since FY12, CPS has included funding to provide new playgrounds at various schools. In addition, CPS has supported various outside agencies in securing non-CPS funding to provide new playgrounds and/or replace or relocate existing playgrounds in poor or unsafe conditions. Since the start of the 2012-13 school year, CPS has invested in providing new or renovating existing playgrounds at 105 CPS schools. Today, there are only 29 CPS schools that lack playgrounds; all except 2 remaining schools use a Chicago Park District playground, have limited or insufficient space on the site for playgrounds, or have elected not to receive a new playground.

ADA Accessibility

As of April 2018, over half of CPS campuses meet the ADA requirements for Program Accessibility. There are currently 277 campuses classified as Usable, 50 classified as First Floor Usable, and 199 classified as Not Accessible. The definitions of these categories are identified below.

USABLE: Schools which meet the ADA requirements for Program Accessibility, including:

- Accessible site arrival point
- Accessible parking
- Accessible entry including route to the entrance and route from the entrance to the first floor (or to the main floor)
- Usable first floor toilets as well as drinking fountains
- Vertical access (passenger elevator)
- Accessible program spaces including some general classrooms, specialty classrooms, and other spaces or elements, such as lockers, lifts, gym, pool, locker rooms
- Visual fire alarm system
- Tactical signage

FIRST FLOOR USABLE: Schools which meet some, but not all, ADA requirements for Program Accessibility but minimally include the following:

- Accessible site arrival point
- Accessible parking
- Accessible entry including route to the entrance and route from the entrance to the first floor (or to the main floor)
- Usable first floor toilets as well as drinking fountains

NOT ACCESSIBLE: The school does not contain key accessible elements to be considered usable, such as no site arrival point, no accessible parking, an incomplete accessible route to the entry, no accessible entry, or no accessible first floor toilets.

Programmatic and Other Initiatives

We recognize that several other areas throughout the District require attention including: IT infrastructure, programmatic needs, and overcrowding relief. Some examples include:

- Continue full-day Pre-K expansion
- Invest in STEM, IB and Magnet expansion
- High School Science lab upgrades
- Invest to relieve district overcrowding

Asset Management

The Asset Management Team, under the Facilities Department, has the primary responsibility for the maintenance and cleanliness of CPS facilities. The Asset Management Team of lead facility managers and facility managers assist the schools in the day-to-day physical operation of their building, provide management and oversight of building engineers and custodians, assist in energy initiatives, oversee work by maintenance contractors, and ensure that annual building maintenance funds are appropriately allocated. Building engineers perform preventive maintenance and repairs of a minor nature. The preventive maintenance program includes monthly inspections and checklist tasks to address safety equipment, roofing maintenance, conveying equipment, mechanical equipment, and the site. Major and specialized tasks including annual boiler service, major equipment repairs, and maintenance on specialized building systems are generally performed through external contracts. Currently, 300 of the District campuses are under an Integrated Facility Management (IFM) Model where a facility management company provides for all facility management functions. By the end of 2018, all campuses will be under the IFM model.



Capital or Maintenance Investment

The FY19 budget for Chicago Public Schools includes a capital budget totaling \$989 million of investments in long-term district priorities, improvements to make sure every high school in the city offers state-of-the-art access to science labs and district-wide access to digital learning tools.

Building significantly onto the \$136 million in investments made in the FY2018 capital budget, this proposed plan is the largest single-year capital plan since 1998. To support schools throughout the city, the FY2019 capital plan provides funding in five main areas: critical facility needs, overcrowding relief, educational programs, site improvements, and IT and security upgrades.

Under the leadership of Mayor Rahm Emanuel, CPS and the Board of Education have invested nearly \$4 billion since FY2011 across the city to build new

schools, provide playgrounds and air conditioning, improve access to technology with new computers and increased bandwidth, expand academic programs, and make core investments to fix and maintain our facilities. Today, there are nearly \$791 million worth of major capital projects underway at over 185 schools. Each project supports CPS' vision of equitably expanding high-quality academic options for families across the city.

The FY19 capital budget is funded by proceeds from remaining prior year bond issuances backed by the Capital Improvement Tax (CIT) and state revenues, upcoming bond issuances, and potential outside resources as they become identified. The FY18 capital budget was funded primarily through bonds issued in November 2017.

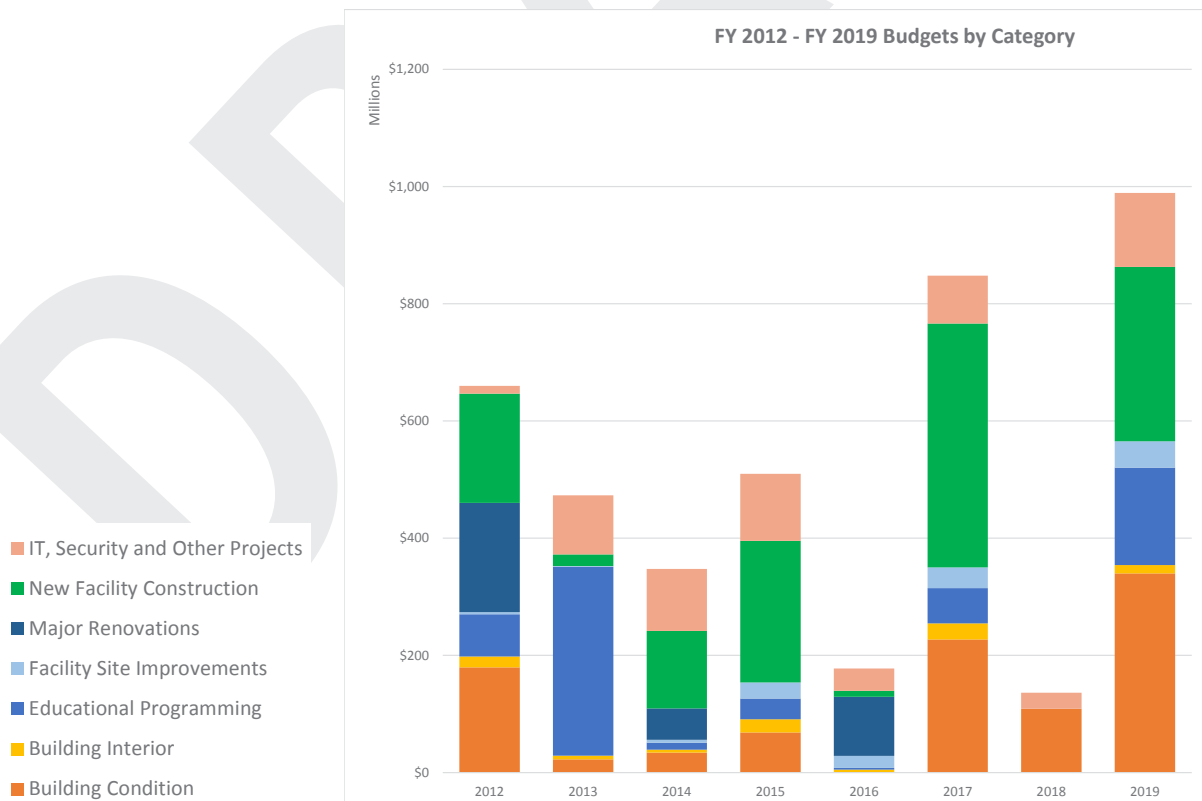


Figure 13: FY12 – FY19 Budgets by Category

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capacity needs for district

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Population and Enrollment Trends

CPS historic enrollment is declining.

Over the last 10 years, CPS enrollment has declined by approximately 36,500 students, or 8.9%. Much of this can be attributed to declining birth rates that peaked in 2000 (in the 21st century) and have been declining since that birth year. This is not just a trend in Chicago but also in the rest of Illinois and the United States as a whole¹.

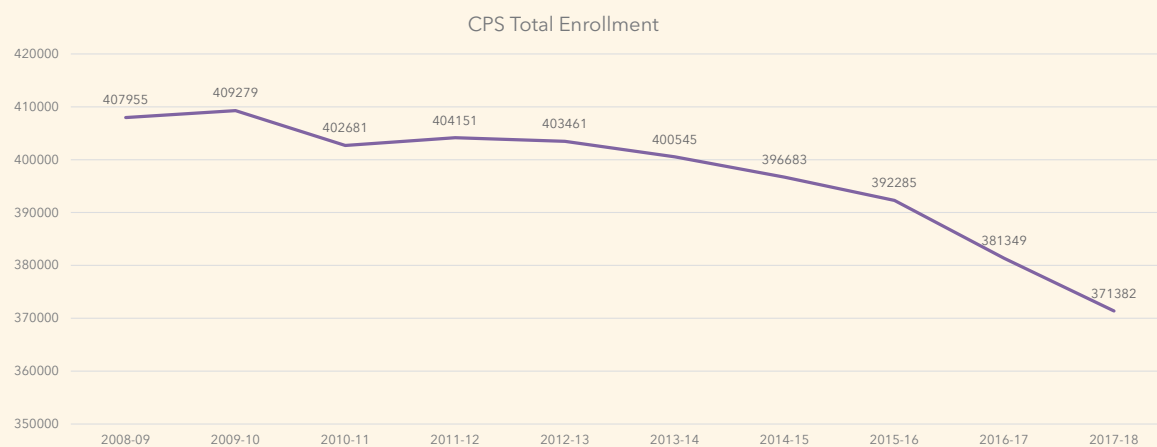


Figure 14: CPS Total Enrollment

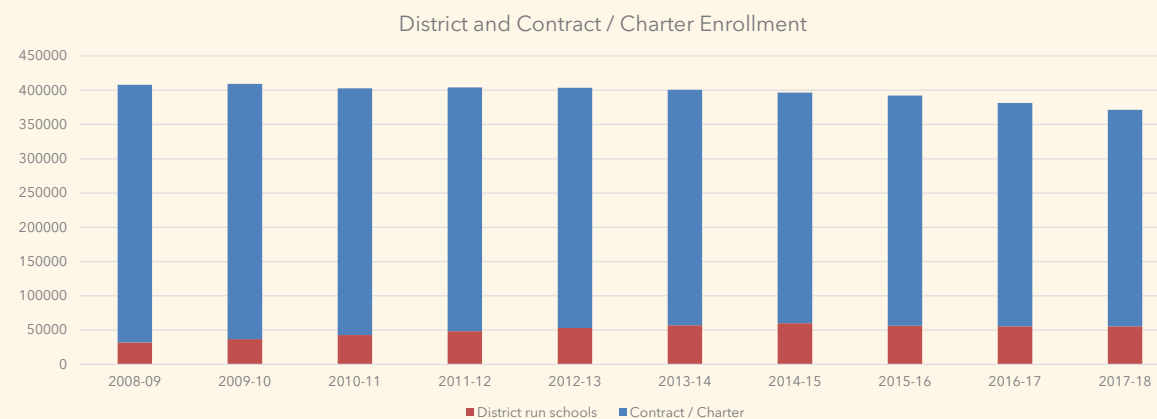


Figure 15: District and Contract / Charter Enrollment

¹Source: CPS

Elementary School Population Change (5-Year)

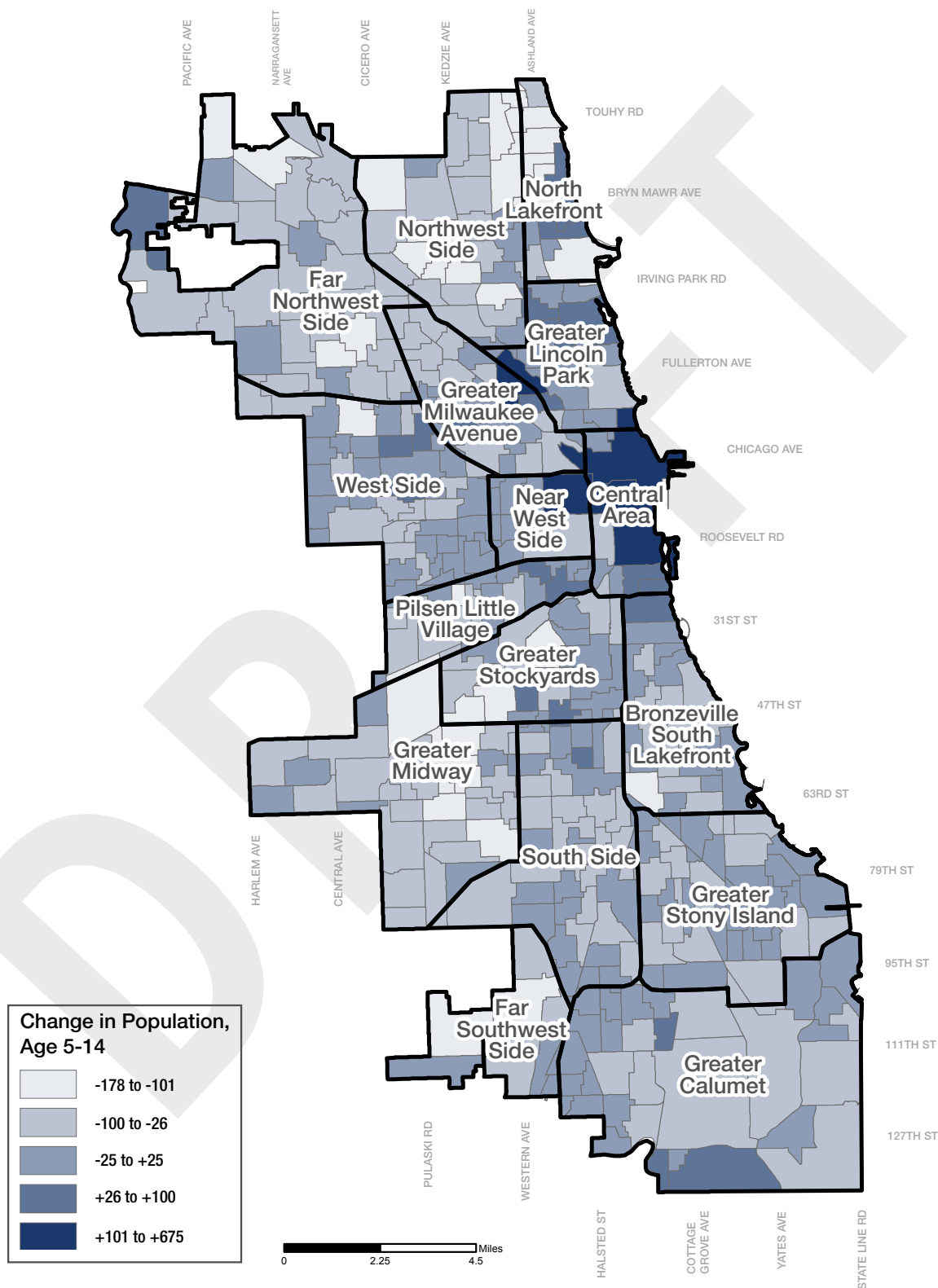


Figure 16: Elementary School Population Change (source: ESRI 2017-2022)

High School Population Change (5-Year)

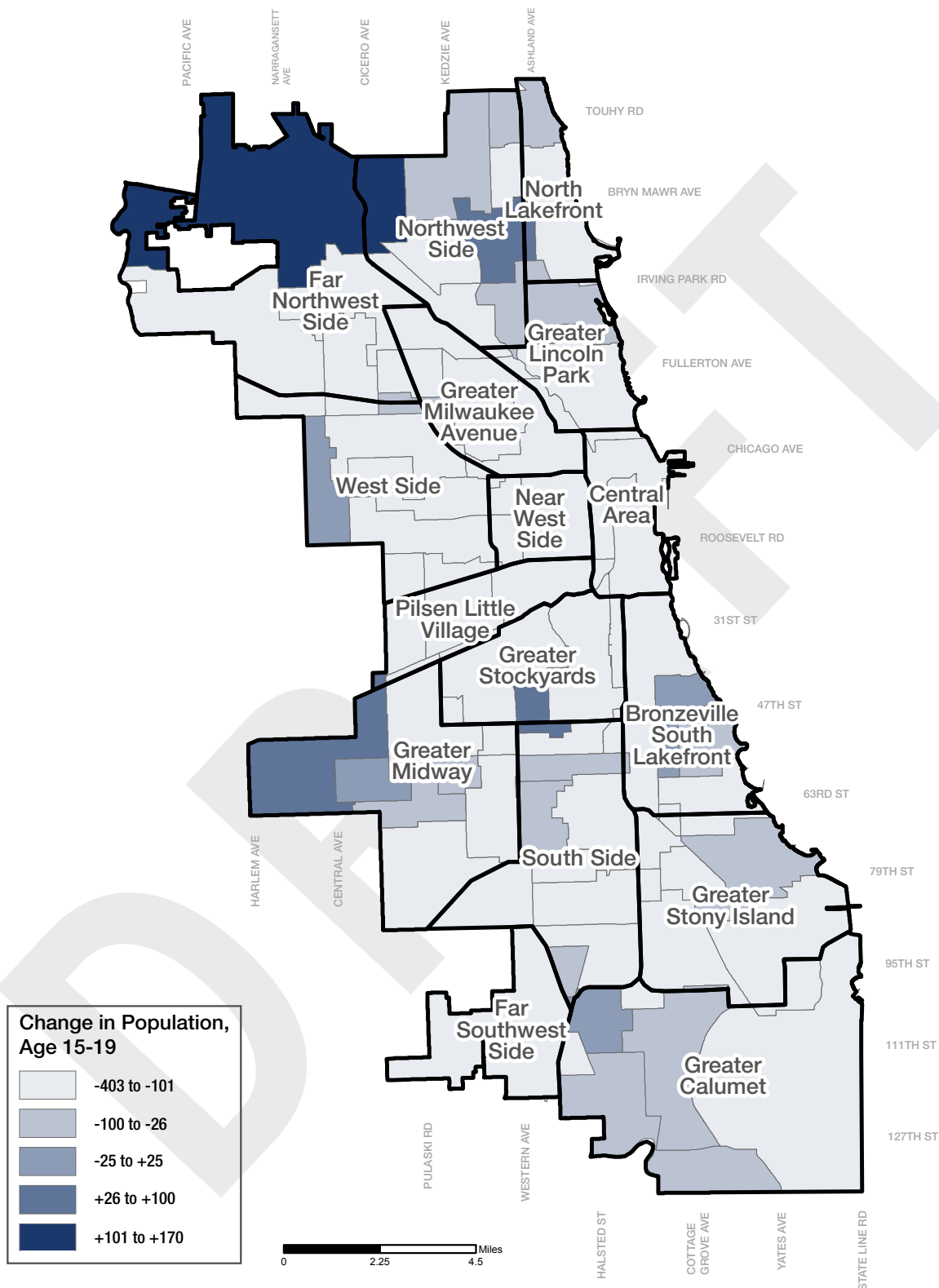


Figure 17: High School Population Change (source: ESRI 2017-2022)

School Capacity Methodology

The capacity of a school reflects how many students a school is designed to serve. There are various methodologies that exist to calculate capacity, each with its advantages and disadvantages. Design capacity is typically defined as the capacity of a facility as it was designed. One benefit of this approach is that two schools with the same number of classrooms will have the same capacity as one another. Design capacity is also enduring and consistent, not subject to shifts from year-to-year, or even within a school year. However, it may not accurately reflect the space constraints a school is experiencing at a given point in time based on the current programming of its building.

An alternative method, program capacity, evaluates school facilities based on how that facility is currently being used. The benefit of this approach is that it provides insight into the utilization of a building based on its current programming. A program capacity methodology might classify a single Pre-K classroom as having capacity for as many as 60 students during a day if it were used for AM, PM, and a third shift of students (or 20 if it offered only a single shift), and even fewer if it were a “blended” full-day classroom. Because of examples like these, two buildings that look

the same might have different program capacities due to different programs being offered at the school in a given school year.

The location and duration of programs, including Diverse Learner cluster programs and Pre-K classrooms, often shift from year-to-year and even during a school year, based on demand and other factors. Since these programs can change frequently, the program capacity would change as well, causing a lack of continuity. Using program capacity measures also can make it more challenging to identify situations where claims of space constraints are more easily addressed through programmatic changes, which is often a feasible and relatively low cost solution.

The methodology that CPS uses pursuant to its Space Utilization Standards is design capacity. The utilization rates derived via CPS’s approach are used as a guidepost, and further fact-specific inquiry is conducted when evaluating specific situations and developing priorities.

A more detailed summary of CPS’s Space Utilization Standards can be found here: http://cps.edu/About_CPS/Policies_and_guidelines/Pages/facilitystandards.aspx.



CPS employs the design capacity method to calculate how many students a school is designed to serve.

Capacity Rates by Planning Area

Figure 20 and Table 2 show the planning areas' capacity of schools in CPS-owned or leased campuses, based on campus utilization rates. Rates vary greatly by planning area.

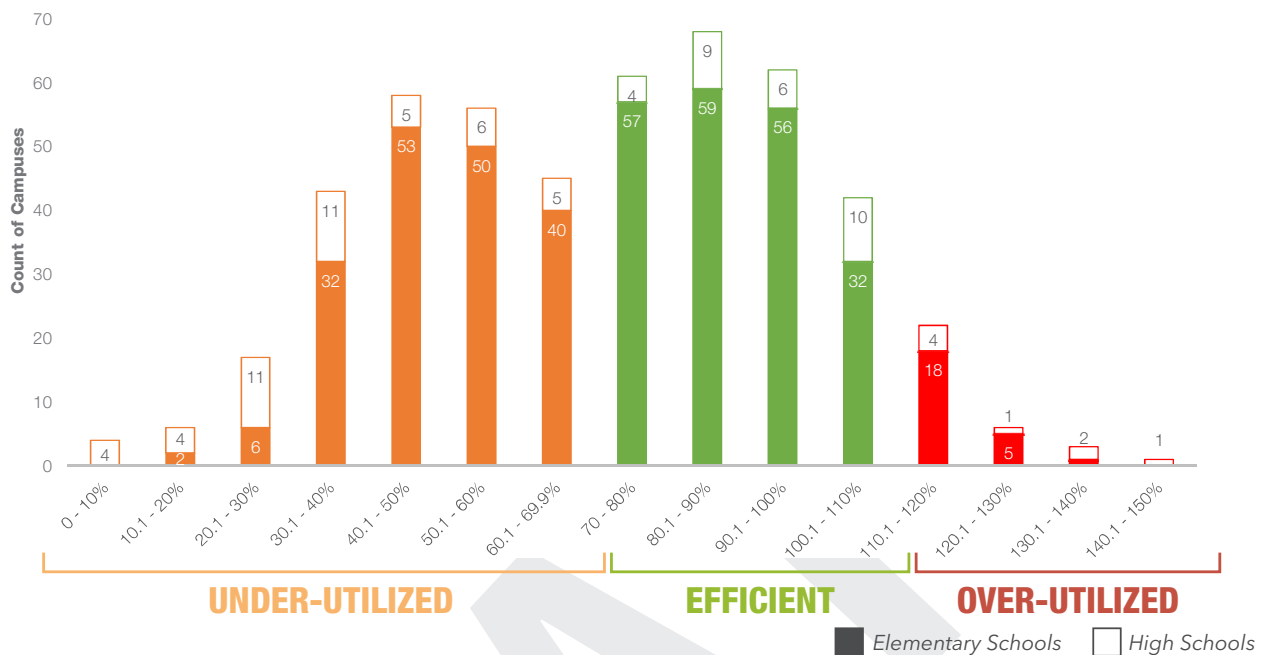


Table 2: Utilization Rates by Planning Area

	0-69%	70-110%	>110%
	UNDERUTILIZED	EFFICIENT	OVERCROWDED
Bronzeville/South Lakefront	22	11	0
Central Area	1	6	1
Far NW Side	4	29	9
Far SW Side	0	9	2
Greater Calumet	25	12	2
Greater Lincoln Park	1	16	1
Greater Midway	4	30	7
Greater Stockyards	11	15	2
Greater Stony Island	30	11	0
Milwaukee Ave	19	14	0
Near West Side	6	5	1
North Lakefront	7	10	0
Northwest Side	4	30	6
Pilsen/Little Village	13	15	0
South Side	40	10	0
West Side	42	10	1
Total	229	233	32

Elementary School Utilization Index, 2017-2018

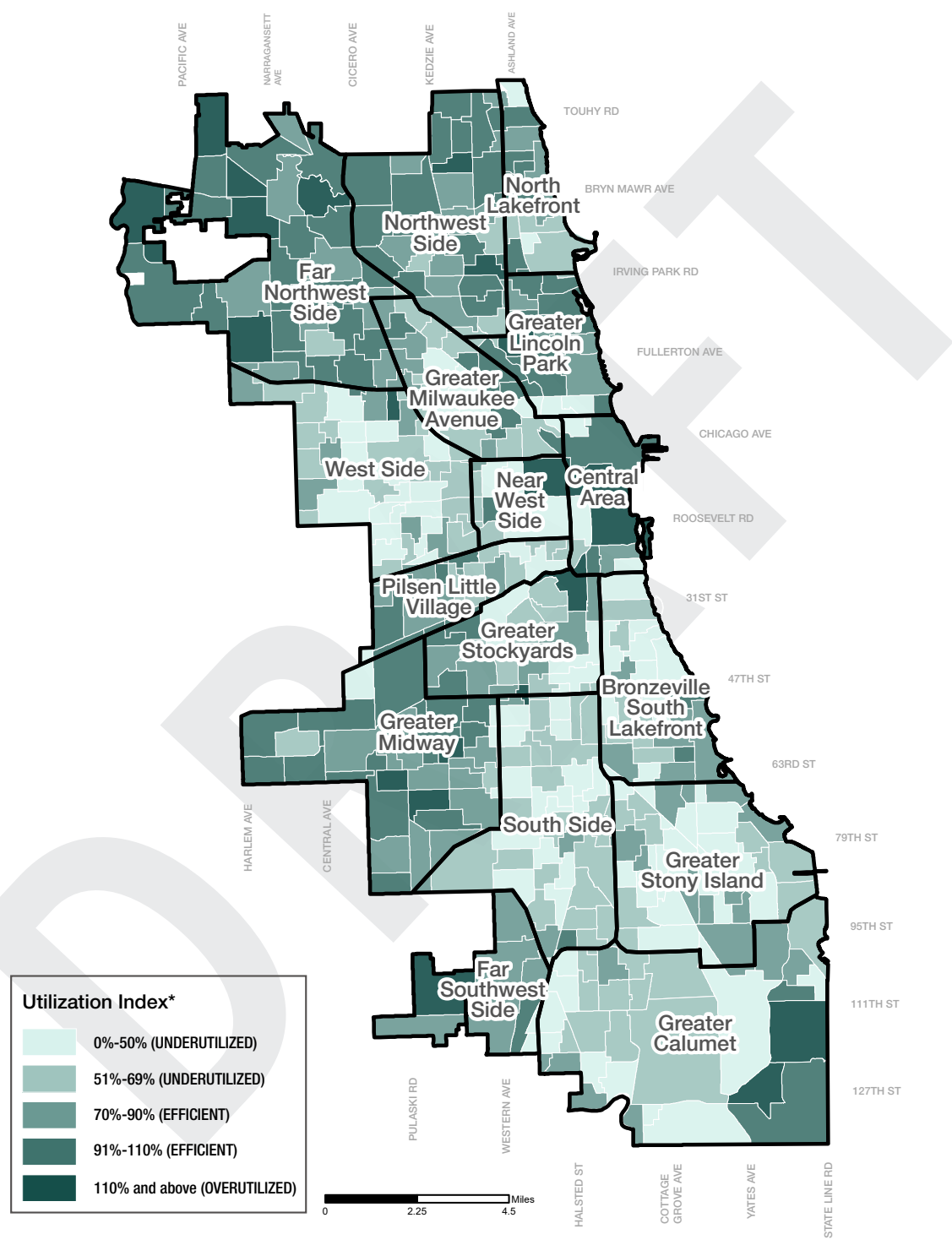


Figure 19: Elementary School Utilization Index

High School Utilization Index, 2017-2018

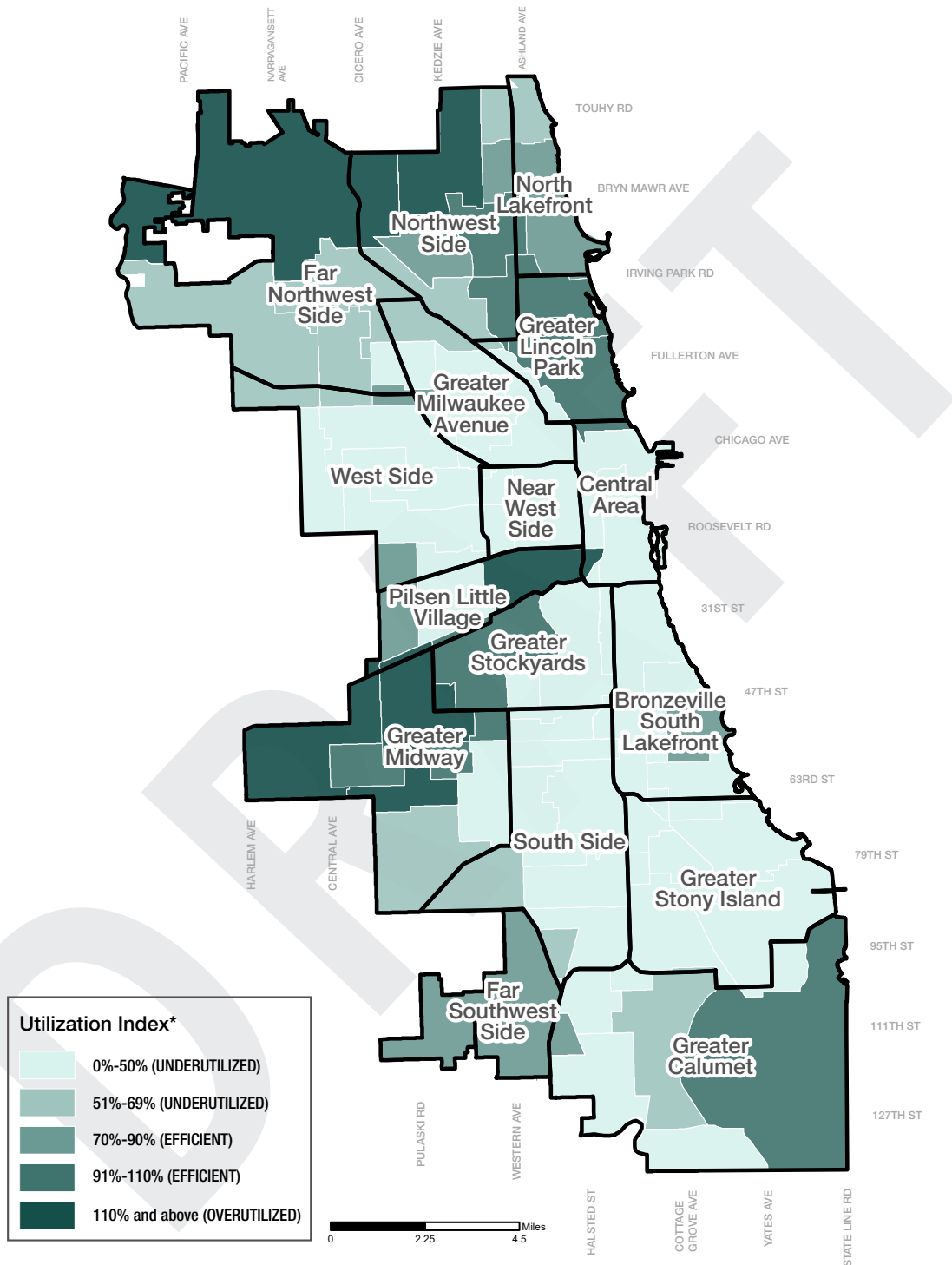


Figure 20: High School Utilization Index

Addressing Overcrowding

Since 2011, CPS has funded overcrowding relief for multiple schools through the construction of new schools, new annexes, modular classrooms, leases, and redesign of interior space.

Specifically, CPS has taken the following actions to alleviate overcrowding across the District, including both completed and ongoing projects.

Table 3: Actions to Alleviate Overcrowding

School Name	Overcrowding Relief Action	Estimated # of Classrooms Added	Construction Completion Date *Anticipated Date	School(s) Affected
NEW SCHOOL CONSTRUCTION/RENOVATION				
CAMRAS	New Elementary School Renovation	49 Classrooms	January 2011	Hanson Park, Lyon, Schubert
OGDEN ES	New Elementary School	36 Classrooms	July 2011	Ogden
SHIELDS MIDDLE	New Middle School	36 Classrooms	May 2012	Shields
GOODE HS	New High School	40 Classrooms	June 2012	Bogan HS
BACK OF THE YARDS HS	New High School	40 Classrooms	May 2013	Kelly HS
JONES HS	New High School	43 Classrooms	July 2013	Jones HS
SOUTHEAST ES	New Elementary School	54 Classrooms	Fall 2016	Addams, Gallistel
SOUTHWEST ES	New Elementary School	66 Classrooms	Winter 2016	Peck, Pasteur
READ DUNNING AREA HS	New School	48 Classrooms	Fall 2019*	Taft, Dunning Area
SOUTH LOOP ES	New Elementary School	48 Classrooms	Fall 2019*	South Loop
DORE ES (NEW CLEARING)	New Elementary School	51 Classrooms	Winter 2018	Dore
NEW ANNEX/ADDITION				
GARVY	New Annex/Addition	12 Classrooms	August 2011	Garvy
SAUGANASH	New Annex/Addition	13 Classrooms	August 2011	Sauganash
MOUNT GREENWOOD	New Annex/Addition	8 Classrooms	October 2011	Mt. Greenwood
EDGEBROOK	New Annex/Addition	10 Classrooms	May 2012	Edgebrook
ONAHAN	New Annex/Addition	10.5 Classrooms	November 2012	Onahan
STEVENSON	New Annex/Addition	11 Classrooms	November 2012	Stevenson, Dawes
DURKIN PARK	New Annex/Addition	10 Classrooms	November 2012	Durkin Park, Dawes
HALE	New Annex/Addition	15 Classrooms	January 2014	Hale
EDISON PARK	New Annex/Addition	10 Classrooms	January 2014	Edison Park, Ebinger
BELL	New Annex/Addition	3 Classrooms	August 2014	Bell
COONLEY	New Annex/Addition	15 Classrooms	August 2014	Coonley
ORIOLE PARK	New Annex/Addition	19 Classrooms	August 2015	Oriole Park
WILDWOOD	New Annex/Addition	15 Classrooms	August 2015	Wildwood
LINCOLN	New Annex/Addition	19 Classrooms	Winter 2015	Lincoln
PAYTON HS	New Annex/Addition	18 Classrooms	Winter 2016	Payton
EDWARDS	New Annex/Addition	24 Classrooms	Fall 2016	Edwards
JAMIESON	New Annex/Addition	16 Classrooms	Fall 2016	Jamieson
CANTY	New Annex/Addition	16 Classrooms	Fall 2016	Canty
BYRNE	New Annex/Addition	15 Classrooms	Fall 2018*	Byrne
SHERIDAN	New Annex/Addition	1 Classroom	Fall 2018*	Sheridan
PRUSSING	New Annex/Addition	8 Classrooms	Winter 2018	Prussing

School Name	Overcrowding Relief Action	Estimated # of Classrooms Added	Construction Completion Date *Anticipated Date	School(s) Affected
ZAPATA	New Annex/Addition	14 Classrooms	Winter 2018	Zapata
EBINGER	New Annex/Addition	15 Classrooms	Winter 2018	Ebinger
MOUNT GREENWOOD	New Annex/Addition	14 Classrooms	Winter 2018	Mount Greenwood
SKINNER WEST	New Annex/Addition	15 Classrooms	Winter 2018	Skinner West
MODULAR EXPANSION				
LOCKE J	Modular Expansion	2 Classroom modular unit (x2)	September 2012	Locke
GRIMES	Modular Expansion	8 Classroom modular unit	September 2012	Grimes/Flemming
HANSON PARK	Modular Expansion	6 Classroom modular unit	September 2012	Hanson Park
DIRKSEN	Modular Expansion	4 Classroom modular unit	August 2013	Dirksen
GRAY	Modular Expansion	4 Classroom modular unit	August 2013	Gray
LITTLE VILLAGE	Modular Expansion	4 Classroom modular unit	August 2013	Little Village
LOCKE J	Modular Expansion	4 Classroom modular unit	August 2013	Locke
LYON	Modular Expansion	4 Classroom modular unit	August 2013	Lyon
TONTI	Modular Expansion	4 Classroom modular unit	August 2013	Tonti
PECK	Modular Expansion	6 Classroom modular unit	August 2013	Peck
NIGHTINGALE	Modular Expansion	4 Classroom modular unit	January 2014	Nightingale
CASSELL	Modular Expansion	8 Classroom modular unit	August 2014	Cassell
HITCH	Modular Expansion	8 Classroom modular unit	August 2014	Hitch
PRIETO	Modular Expansion	8 Classroom modular unit	August 2014	Prieto
PRUSSING	Modular Expansion	6 Classroom modular unit	August 2014	Prussing
DORE	Modular Expansion	8 Classroom modular unit	August 2015	Dore
MOUNT GREENWOOD	Modular Expansion	6 Classroom modular unit	August 2015	Mt. Greenwood
TONTI	Modular Expansion	4 Classroom modular unit	August 2015	Tonti
DAWES	Modular Expansion	8 Classroom modular unit (x2)	Fall 2017	Dawes
BRIDGE	Modular Expansion	8 Classroom modular unit	Fall 2017	Bridge
COLUMBIA EXPLORERS	Modular Expansion	6 Classroom modular unit	Fall 2018*	Columbia Explorers
LEASED CAPACITY				
PECK PRE-K	Leased Capacity	2 Classrooms	Summer 2013	Peck
CHAVEZ PRE-K	Leased Capacity	3 Classrooms	Summer 2013	Chavez
COLUMBIA EXPLORERS	Leased Capacity	2 Classrooms	Summer 2013	Columbia Explorers
PECK PRE-K	Leased Capacity	1 Classroom	Fall 2014	Peck
COLUMBIA EXPLORERS	Leased Capacity	3 Classrooms	Summer 2015	Columbia Explorers

Prioritization Methodology

Utilization rates are not the only factor that CPS considers when prioritizing schools for overcrowding relief. For example, schools without boundaries generally do not receive priority for overcrowding investments, as the District/principal should be able to manage the number of students enrolled to prevent overcrowding¹. Schools experiencing or projected to experience space pressures are recommended to restrict their enrollment of new students from outside of the attendance area.

Other factors that are considered include:

- Whether the official utilization rates, which identify the design capacity of a building, fully reflect the current space conditions of a school
- Whether long-term enrollment projections suggest that the space issue will worsen
- Availability of affordable leased space nearby that could provide additional capacity
- Availability of local or state revenues to support specific projects or projects within specific areas
- Whether the facility houses a city-wide program that could be removed or relocated to a nearby facility with more space
- Whether a boundary change is feasible that would allow area students to go to a high performing school nearby
- Whether there is a programming deficiency, such as a dedicated lunchroom/cafeteria or gymnasium, which could only be provided via the construction of new permanent capacity
- The cost and feasibility of new construction, including the availability of space on the property and whether students would need to be relocated during the construction



¹ An exception may be made if the school were located in an overcrowded area, was sourcing nearly all of its students from the areas of other overcrowded schools, and the non-boundary school was best situated due to the availability of land, financing, or other reasons to receive investment.

Addressing Low Enrollment and Underutilization

CPS has taken - or is in the process of taking - several steps to address the challenge of operating low enrollment and/or under-performing schools.

Campus Efficiency

Campus efficiency evaluates the opportunity to decommission (and possibly demolish) excess building capacity that the schools do not need. Decommissioning or demolishing these buildings is expected to produce savings¹ by reducing annual operating costs as well as avoiding future capital expenditures. Campus efficiency is considered only when:

1. One school utilizes multiple stand-alone buildings
2. Removing one (or more) of the buildings will not cause overcrowding²
3. Uses of the decommissioned building(s) can be provided in the main school building (e.g. lunchroom, Pre-K, dedicated labs, etc.)

In general, the buildings identified through the campus efficiency process are separate, free-standing structures. They are often best described as precast tilt-up, prefabricated, or panelized-wall buildings, which were originally constructed in the 1960s and early 1970s to relieve overcrowding. These buildings are often fully electric, generally in poor condition, and the cost to maintain the building over the mid-term (5-10 years) could likely exceed 80% of the replacement value. For these reasons, among others, they are considered as potential options for decommissioning. Other building types that should be considered include: modular, leased³, and vacant buildings.

Charter Closures

Since 2013, the CPS Board of Education has approved the closure of multiple Charter Schools in CPS buildings. Recently, the Board of Education has approved the closure of ACE Tech. This will be effective at the end of the 2017-18 school year.

Community-Driven Approach

Community engagement is a key component for an effective master plan. CPS is investing in co-locating two nearby CPS schools. Rudolph Elementary Learning Center is combining with Hope Institute Learning Academy in the current Hope facility at 1628 W Washington. The 1628 W Washington facility is underutilized, and the facility can support the academic programming of both schools while being within the facility's enrollment efficiency range. Both Rudolph and Hope serve students with diverse learning needs. Members of the Rudolph school community support this proposal.

The Englewood community has recognized the enrollment challenges that are taking place in four existing neighborhood schools: Hope, Harper, Robeson, and TEAM Englewood. Over the past 10 years, each of these schools has seen declines in enrollment of 70-85%, with current enrollment between 90 and 135 students at each school. As a result, the Englewood Community Action Council (CAC) recommended that CPS create a state-of-the-art neighborhood high school in Englewood and consolidate existing neighborhood high schools in Englewood. In turn, CPS will be investing to build a new, state-of-the-art high school at the Robeson site and will provide individualized transition supports for students attending the four existing Englewood high schools. The existing high schools will be phased out over the next three years to allow students to finish high school at their current schools.

Two years ago, the Local School Councils at Edward Jenner Elementary Academy of the Arts (Jenner) and Ogden International School of Chicago (Ogden) requested that a consolidation of Jenner and Ogden be considered. Since then, there has been community support for this proposal, which was formally requested by a group of community leaders that formed a Jenner-Ogden steering committee. Jenner has been underutilized for each of the last four years, while

¹ Potential savings will vary from campus to campus but will likely include a reduction in overall custodial services, utility usage, and building maintenance (including, but not limited to, pest management, supplies, and O&M repairs).

² Enrollment trends (including residing and attending data) are evaluated in order to forecast the possibility of future overcrowding.

³ CPS leased buildings, identified through the campus efficiency process, should be evaluated and determined if lease could be terminated - not demolished.

Ogden has maintained a high enrollment and efficient utilization. As a result, Jenner and Ogden schools will consolidate and their attendance boundaries will be merged into one. Ogden Elementary will have two

facilities: Ogden East at 24 W. Walton (K-4) and Jenner at 1119 N. Cleveland (5-8). Ogden High School remains at the current facility (formerly Carpenter Elementary) and will be Ogden West at 1250 W. Erie.

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planning area analysis

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Planning Area Analysis

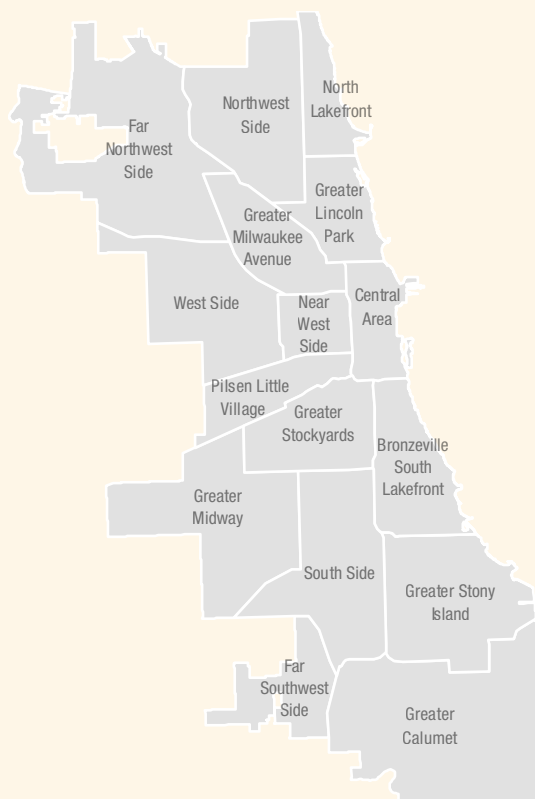
The following analysis identifies 16 planning areas used by the city's Department of Planning and Development (DPD) for the department's Chicago Neighborhoods Now initiative and other planning needs. Every one of Chicago's neighborhoods is represented in these planning areas, which use natural market boundaries and breaks in the physical environment (expressways, rivers, and rail lines) to suggest common needs and interests between neighborhoods.

For each community, we identify:

- Maps showing area schools and the overlays of the planning area relative to school attendance area boundaries and community areas
- Area history and significant assets
- Anticipated development from city departments and sister agencies
- Current and historical CPS school enrollments and utilization rates
- Instructional programs offered within the community's schools
- List of future planning priorities

CPS expresses extreme gratitude to DPD for its contribution to this plan. The area overview and history sections in the community area portions of the plan were created by DPD and it was through DPD that CPS has been provided insight into the priority investments/projects of the other city departments and sister agencies.

This analysis highlights the current state and priorities of each CPS planning area.





The Museum of Science and Industry

The Bronzeville/South Lakefront Planning Area

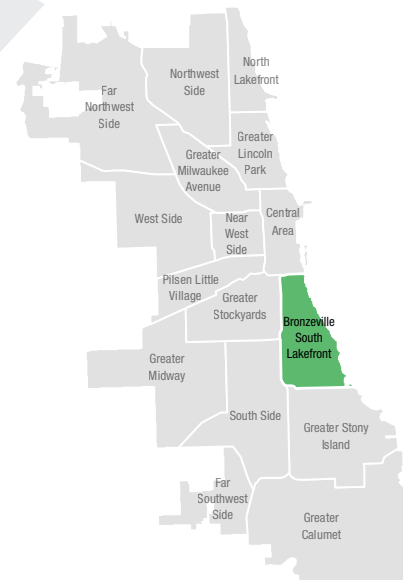
HIGHLIGHTS. The Museum of Science and Industry | The University of Chicago | Washington and Jackson Parks

Area Overview

Bronzeville/South Lakefront is bounded by the Stevenson and Dan Ryan Expressways, Lake Michigan, and 67th Street. It consists primarily of eight neighborhoods—Douglas, Grand Boulevard, Hyde Park, Jackson Park, Kenwood, Oakland, Washington Park and Woodlawn.

Bronzeville/South Lakefront is covered by four wards: 3rd, 4th, 5th and 20th. In addition to miles of beautiful lakefront, the area is home to the Museum of Science & Industry, Illinois Institute of Technology, University of Chicago and will soon be home to the Barack Obama Presidential Library.

The planning area is home to approximately 12,300 public elementary school students and approximately 5,000 public high school students.



127,300
total residents



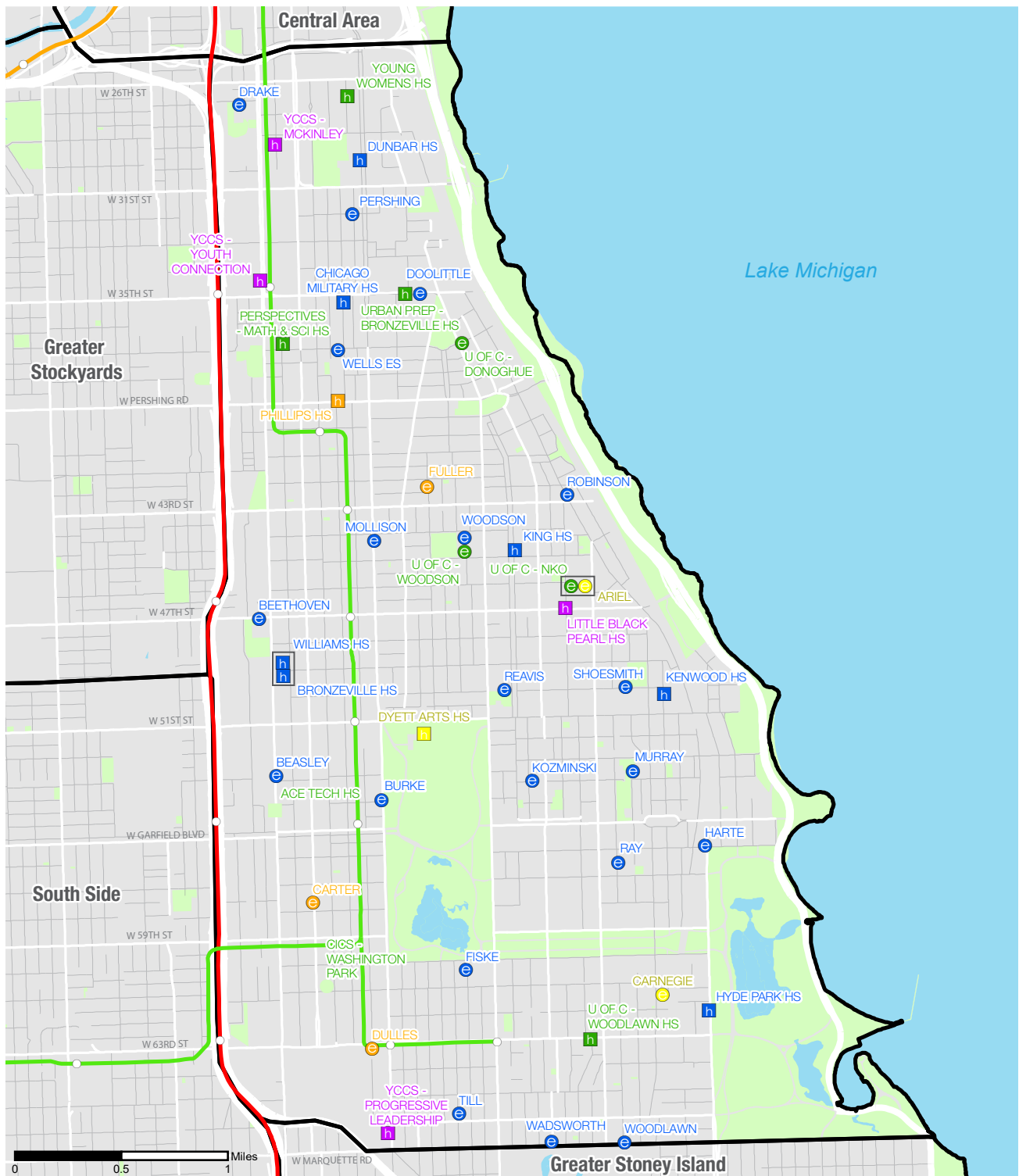
19
transit stops



70
open spaces

Source: City of Chicago Department of Planning and Development

Bronzeville/South Lakefront Planning Area Map



Source: Chicago Public Schools

- | | | |
|---------------------------------|-------------------------------------|--------------------------|
| ⓔ District Operated Elementary | ⓔ Alternative / Options Elementary | 🌳 Park / Open Space |
| ⓗ District Operated High School | ⓗ Alternative / Options High School | 💧 Water Feature |
| ⓔ AUSL Elementary | ⓔ Charter / Contract Elementary | 🚇 CTA Rail |
| ⓗ AUSL School | ⓗ Charter / Contract High School | 📏 Planning Area Boundary |
| ⓔ ISP Elementary | | 🏠 Co-located Schools |
| ⓗ ISP School | | |

History and Context

The seven communities of the Bronzeville/South Lakefront Planning Area developed in similar fashion. Over the years, Kenwood and Hyde Park were greatly affected by the founding of the University of Chicago in the 1890s.

Overall Bronzeville/South Lakefront's relationship with the University of Chicago has led to interest in further development. Currently, The Barack Obama Presidential Center is planning the presidential library of Barack Obama in Jackson Park near the University of Chicago.

The Douglas, Oakland, and Grand Boulevard communities are home to the Illinois Institute of Technology and the heart of historic Bronzeville. Burnham, Dunbar, and Ellis parks offer open space, while the Chicago Bee and George Cleveland Hall branch libraries provide quiet space indoors.

The Kenwood and Hyde Park communities are home to the University of Chicago, the Museum of Science and Industry, and DuSable Museum. Burnham and Jackson Parks and the Midway Plaisance offer open space, while the Blackstone library provides quiet space indoors.

The Washington Park and Woodlawn communities are located in the southernmost portion of the planning area. Washington and Jackson Parks offer open space for the public, while the Bessie Coleman branch library provides quiet space indoors. Washington Park is also home to the U of C Arts Incubator.

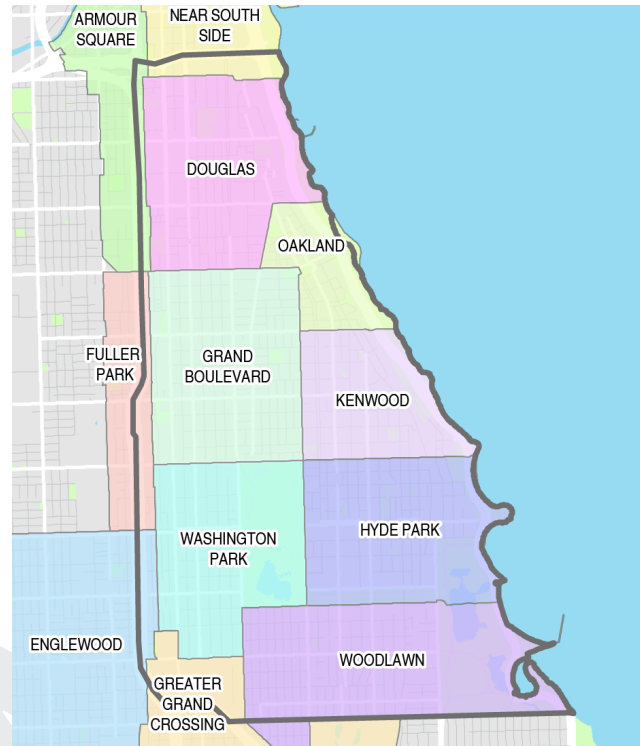







Figure 21: Planning area communities; Source: City of Chicago Department of Planning and Development

The planning area also includes very small portions of the Near South Side, ArmCPS Square, Fuller Park, Englewood, and Greater Grand Crossing communities, but the history and future investments in these areas will be documented in neighboring action plans.

Table 4: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
Douglas	8	113	1	2	0
Grand Boulevard	12	141	4	1	1
Hyde Park	13	99	0	0	1
Kenwood	7	50	0	1	0
Oakland	6	25	0	0	0
Washington Park	2	110	2	0	0
Woodlawn	10	131	2	1	1

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in Bronzeville/South Lakefront and how these affect demographic trends. Figure 22 illustrates anticipated development that CPS is evaluating with regard to the master plan.

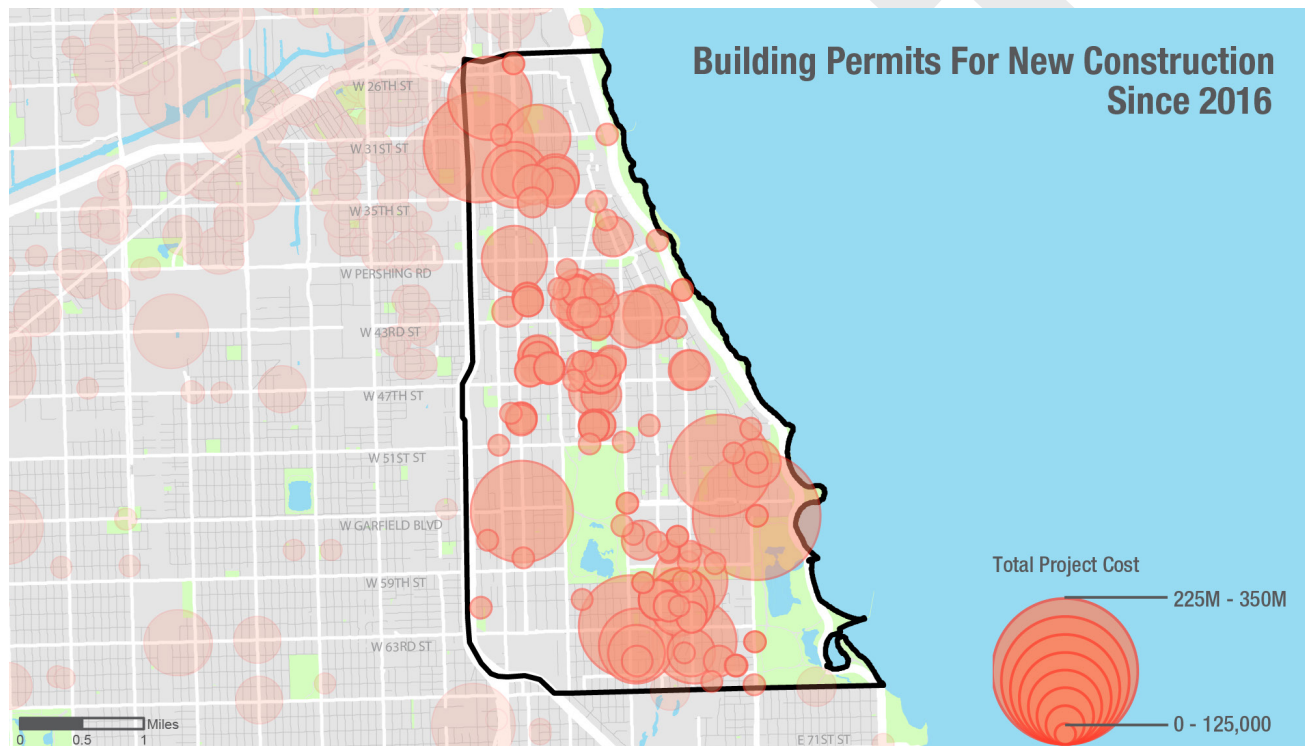


Figure 22: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

Population Trends

The number of children living in the Bronzeville/South Lakefront area experienced a relatively small increase in the last several years. Population estimates from an independent third party (ESRI), indicate that from 2015 to 2017, the number of children aged 0-19 residing in Bronzeville/South Lakefront increased from 32,369 to 35,688, or about 10%. Forward-looking estimates indicate that there will be a slow decline in the total number of children, but that the number of children aged 0-4 living in the area will increase.

Table 5: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	7,758	8,559	8,962
5-9	7,426	8,265	7,965
10-14	7,532	8,359	7,968
15-19	9,653	10,505	10,209
Total	32,369	35,688	35,104

School Facility Overview

47 Public Schools 

29

Elementary Schools¹



18

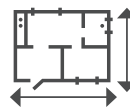
High Schools¹



1939 Average Campus Year Built²

3,471,433

Total campus square footage²



Enrollment by Governance

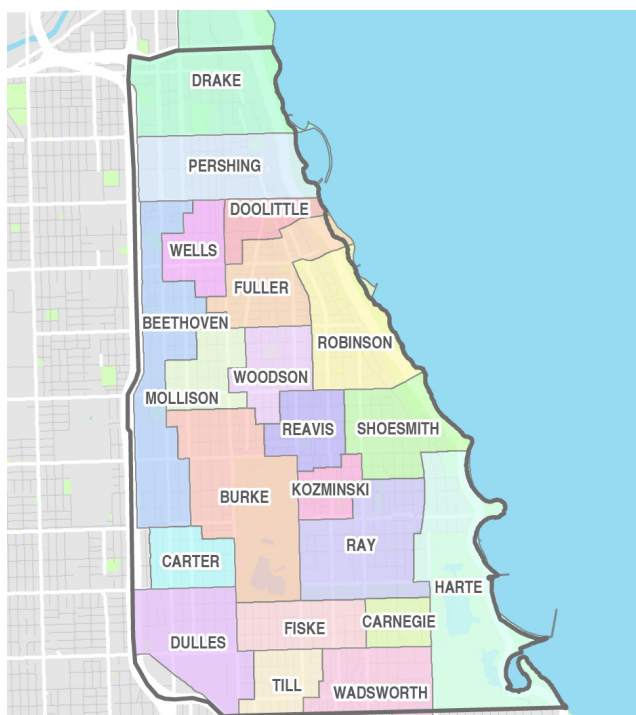
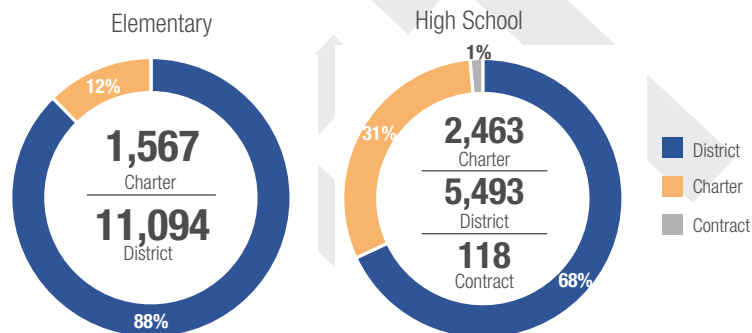


Figure 23: Elementary school boundaries

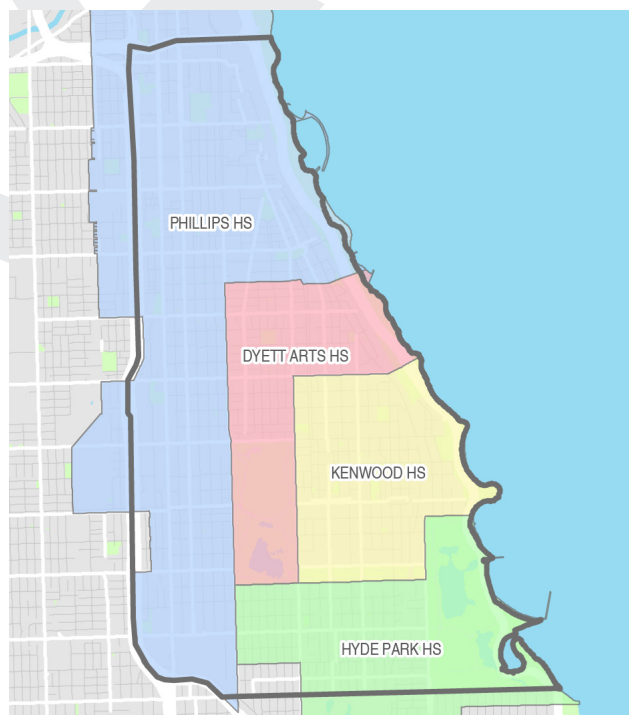


Figure 24: High school boundaries; Source: Chicago Public Schools

¹ Elementary and high school counts include all CPS schools regardless of governance.

² Data calculated from CPS owned and leased campuses

Utilization

Figure 25 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 26 below shows that the area average utilization for elementary schools is approximately 60% and the area average utilization for high schools is 41%.

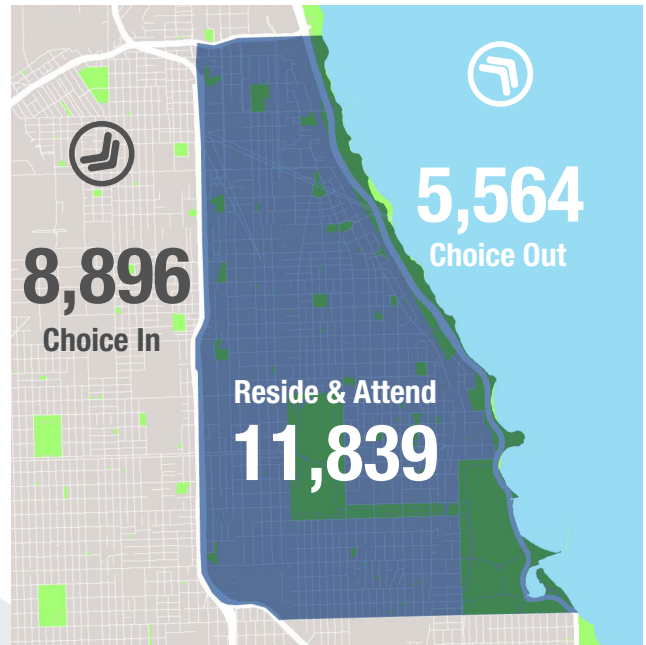


Figure 25: Choice In vs. Choice Out



Figure 26: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

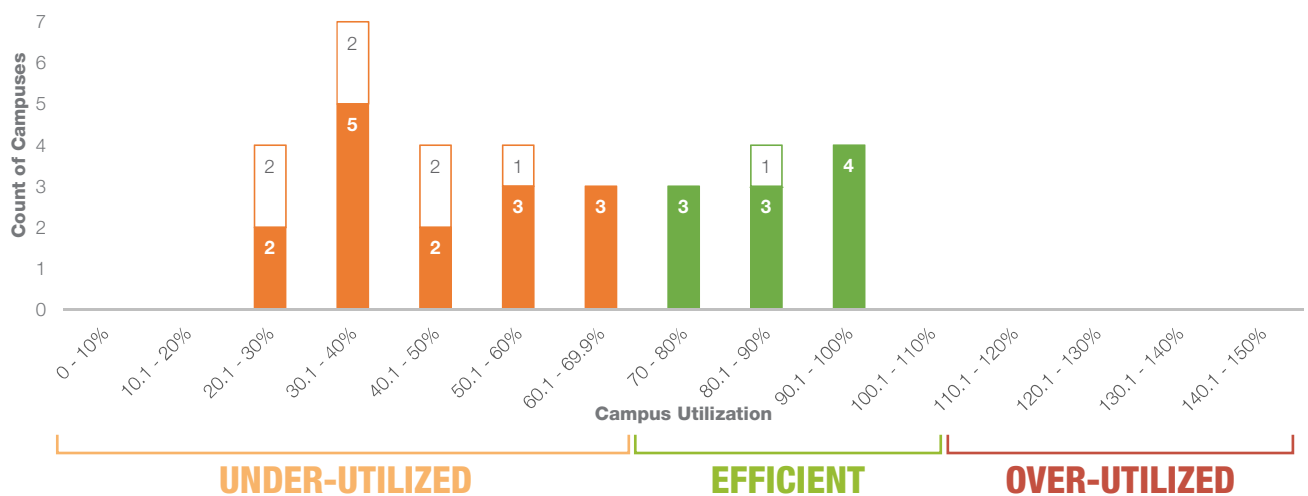


Figure 27: School count by utilization range; Source: Chicago Public Schools

■ Elementary Schools □ High Schools

Current Facility Deficiencies

Figure 28 depicts the significance of need for each building system for campuses within Bronzeville/South Lakefront. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

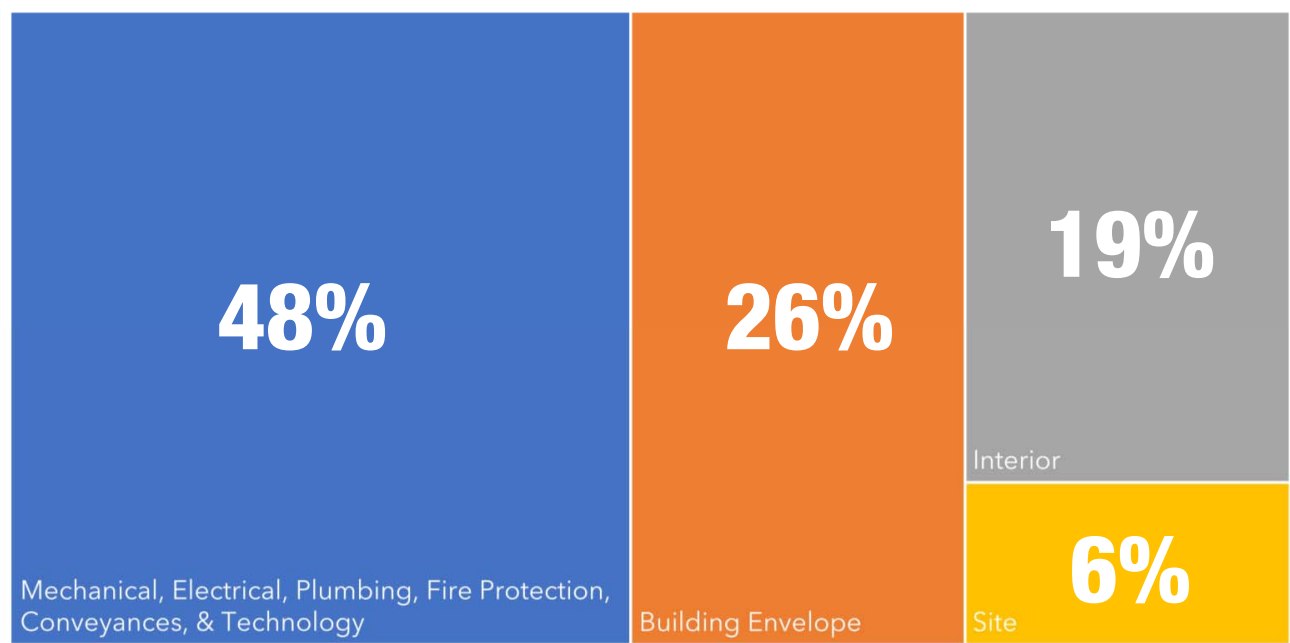


Figure 28: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Explore specialty program offerings to attract students to under-utilized facilities
- Decommission unused space
- Examine new construction options to right-size schools
- Explore grade configurations alternatives to expand grade level offerings by school

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior building condition improvements for structural integrity
- Continue mechanical, electrical, and plumbing (MEP) repairs
- Invest in district initiatives such as classroom air conditioning at various schools
- Upgrade site, including new turf fields
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$257.2 million for capital improvement projects in the Bronzeville/South Lakefront Planning Area (see Figure 29). Of this, approximately \$98.6 million of projects have been completed and an additional \$55.4 million of projects are in the closing phases. The remaining \$103.3 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan identifies capital investments in educational programming (Hyde Park), IB expansion (Fiske), science lab upgrades (Bronzeville, Dyett, Hyde Park, Phillips, and Williams), full-day pre-K expansion (Kozminski, and Pershing), athletic amenity upgrades (Phillips), and priority building needs (Kenwood, King HS, and Reavis). This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences. Please refer to the published FY19 capital plan on cps.edu for additional detail.

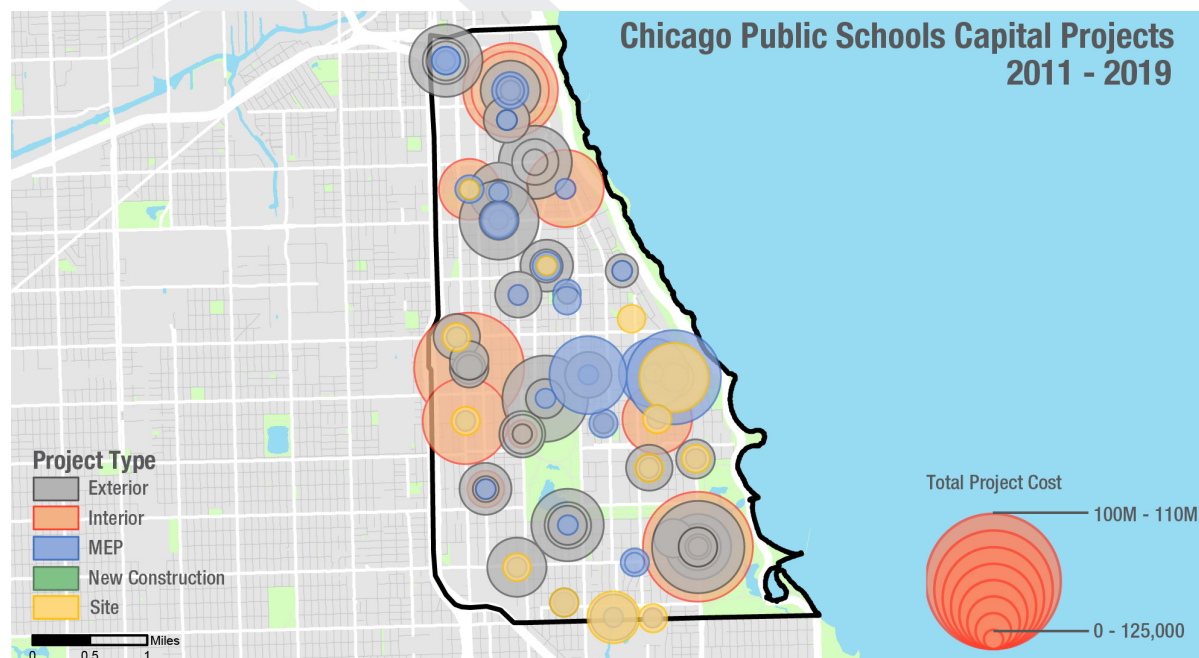


Figure 29: Capital improvement projects since 2011; Source: Chicago Public Schools

The Bronzeville/South Lakefront Planning Area Data

School Name	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity	Utilization	Adjusted Utilization	Utilization Status
ARIEL ₁	ES	District	Citywide	Owned	Yes	542	523	▼ -19	1020	81%	85%	EFFICIENT
BEASLEY	ES	District	Citywide	Owned		1440	1246	▼ -194	1320	94%	94%	EFFICIENT
BEETHOVEN	ES	District	Attendance Area School	Owned		451	388	▼ -63	960	39%	39%	UNDERUTILIZED
BURKE	ES	District	Attendance Area School	Owned		447	432	▼ -15	690	63%	63%	UNDERUTILIZED
CARNEGIE	ES	District	Attendance Area School	Owned		610	635	▲ 25	660	96%	96%	EFFICIENT
CARTER CICS - WASHINGTON PARK	ES	District	Attendance Area School	Owned		426	433	▲ 7	780	56%	56%	UNDERUTILIZED
DOOLITTLE	ES	Charter	Citywide	Non-CPS		-	458	-	#N/A	#N/A	#N/A	#N/A
DRAKE	ES	District	Attendance Area School	Owned		307	277	▼ -30	630	44%	44%	UNDERUTILIZED
DULLES	ES	District	Attendance Area School	Owned		419	341	▼ -78	900	28%	36%	UNDERUTILIZED
FISKE	ES	District	Attendance Area School	Owned		740	660	▼ -80	840	79%	79%	EFFICIENT
FULLER	ES	District	Attendance Area School	Owned		511	461	▼ -50	870	53%	53%	UNDERUTILIZED
HARTE	ES	District	Attendance Area School	Owned		392	375	▼ -17	750	50%	50%	UNDERUTILIZED
KOZMINSKI	ES	District	Attendance Area School	Owned		384	319	▼ -65	390	76%	81%	EFFICIENT
MOLLISON	ES	District	Attendance Area School	Owned		343	257	▼ -86	720	36%	36%	UNDERUTILIZED
MURRAY	ES	District	Attendance Area School	Owned		416	343	▼ -73	480	71%	71%	EFFICIENT
PERSHING	ES	District	Citywide	Owned		529	519	▼ -10	540	96%	96%	EFFICIENT
RAY	ES	District	Attendance Area School	Owned		549	590	▲ 41	870	68%	68%	UNDERUTILIZED
REAVIS	ES	District	Attendance Area School	Owned		733	725	▼ -8	870	83%	83%	EFFICIENT
ROBINSON	ES	District	Attendance Area School	Owned		277	253	▼ -24	750	34%	33%	UNDERUTILIZED
SHOESMITH	ES	District	Attendance Area School	Owned		139	121	▼ -18	420	29%	29%	UNDERUTILIZED
TILL	ES	District	Attendance Area School	Owned		348	363	▲ 15	390	101%	93%	EFFICIENT
U OF C - DONOGHUE	ES	District	Attendance Area School	Owned		367	346	▼ -21	1440	24%	24%	UNDERUTILIZED
U OF C - NK0 ₁	ES	Charter	Charter-Attendance Area School	Owned		565	539	▼ -26	#N/A	#N/A	#N/A	#N/A
U OF C - WOODSON	ES	Charter	Citywide	Owned	Yes	355	356	▲ 1	1020	81%	85%	EFFICIENT
WADSWORTH	ES	Charter	Attendance Area School	Non-CPS		322	214	▼ -108	#N/A	#N/A	#N/A	#N/A
WELLS ES	ES	District	Attendance Area School	Owned		549	551	▲ 2	750	73%	73%	EFFICIENT
WOODLAWN	ES	District	Attendance Area School	Owned		422	390	▼ -32	690	57%	57%	UNDERUTILIZED
WOODSON	ES	District	Citywide	Owned		211	216	▲ 5	330	65%	65%	UNDERUTILIZED
ACE TECH HS	ES	District	Attendance Area School	Owned		386	330	▼ -56	840	37%	35%	UNDERUTILIZED
BRONZEVILLE HS ₂	HS	Charter	Citywide	Owned		439	316	▼ -123	#N/A	#N/A	#N/A	#N/A
CHICAGO MILITARY HS	HS	District	Citywide	Owned	Yes	448	322	▼ -126	2424	23%	23%	UNDERUTILIZED
DUNBAR HS	HS	District	Citywide	Owned		326	310	▼ -16	552	56%	56%	UNDERUTILIZED
DYETT ARTS HS	HS	District	Citywide	Owned		761	457	▼ -304	1872	24%	24%	UNDERUTILIZED
HYDE PARK HS	HS	District	Attendance Area School	Owned		-	328	-	936	35%	35%	UNDERUTILIZED
KENWOOD HS	HS	District	Attendance Area School	Owned		807	856	▲ 49	2052	42%	42%	UNDERUTILIZED
KING HS	HS	District	Attendance Area School	Owned		1724	1756	▲ 32	2100	84%	84%	EFFICIENT
LITTLE BLACK PEARL HS	HS	District	Citywide	Owned		695	599	▼ -96	1476	41%	41%	UNDERUTILIZED
PERSPECTIVES - MATH & SCI HS	HS	Contract	Citywide	Non-CPS		-	118	-	#N/A	#N/A	#N/A	#N/A
PHILLIPS HS	HS	Charter	Citywide	Owned		534	461	▼ -73	#N/A	#N/A	#N/A	#N/A
U OF C - WOODLAWN HS	HS	District	Attendance Area School	Owned		643	634	▼ -9	1980	32%	32%	UNDERUTILIZED
URBAN PREP - BRONZEVILLE HS	HS	Charter	Charter-Attendance Area School	Owned		641	645	▲ 4	#N/A	#N/A	#N/A	#N/A
WILLIAMS HS ₂	HS	Charter	Citywide	Owned		420	315	▼ -105	#N/A	#N/A	#N/A	#N/A
YCCS - MCKINLEY	HS	District	Citywide	Owned	Yes	265	231	▼ -34	2424	23%	23%	UNDERUTILIZED
	HS	Charter	Citywide	Non-CPS		-	155	-	#N/A	#N/A	#N/A	#N/A

School Name	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity	Utilization	Adjusted Utilization	Utilization Status
YCCS - PROGRESSIVE LEADERSHIP	HS	Charter	Citywide	Non-CPS		-	155	-	#N/A	#N/A	#N/A	#N/A
YCCS - YOUTH CONNECTION	HS	Charter	Citywide	Non-CPS		-	223	-	#N/A	#N/A	#N/A	#N/A
YOUNG WOMENS HS	HS	Charter	Citywide	Owned		347	193	-154	#N/A	#N/A	#N/A	#N/A

Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

^{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.



Navy Pier

The Central Planning Area

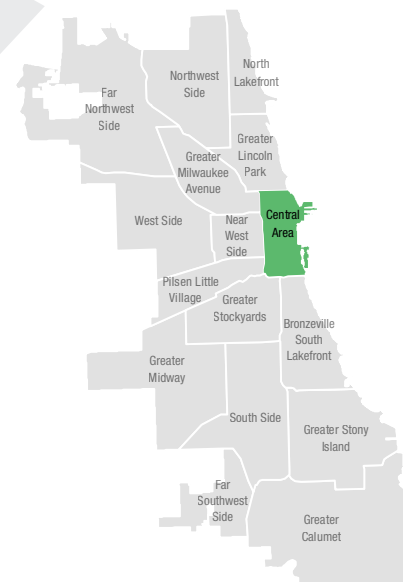
HIGHLIGHTS Navy Pier | Art Institute | State Street | McCormick Place | Oak Street Beach | Chinatown | Daley Plaza | Magnificent Mile | Soldier Field | Millennium Park | Museum Campus | Theater District

Area Overview

Chicago's Central Area is bounded by Division Street on the north, Lake Michigan on the east, the Stevenson Expressway on the south, and by N Halsted Street and the Kennedy/Dan Ryan Expressway on the west. It consists primarily of eight neighborhoods—Chinatown, Grant Park, the Loop, Museum Campus, Near South Side, River North, Streeterville and portions of the West Loop.

The Central Area is covered by seven wards: 2nd, 3rd, 4th, 11th, 25th, 27th and 42nd. Although among the smallest areas geographically, the Central Area currently has the fastest growing population, the highest use of commercial space and continues to be the economic driver for the Chicago region.

The planning area is home to approximately 3,500 public elementary school students and approximately 1,100 public high school students.



130,000
total residents



36
transit stops



35
open spaces

Source: City of Chicago Department of Planning and Development



Source: Chicago Public Schools

- ⓔ District Operated Elementary
- h District Operated High School
- ⓔ AUSL Elementary
- h AUSL School
- ⓔ ISP Elementary
- h ISP School

- ⓔ Alternative / Options Elementary
- h Alternative / Options High School
- ⓔ Charter / Contract Elementary
- h Charter / Contract High School

- Park / Open Space
- Water Feature
- CTA Rail
- Planning Area Boundary
- Co-located Schools

History and Context

The Central Area’s seven community areas developed as early trading posts and residences grew around the three branches of the Chicago River. Transportation has always been the driving force behind Chicago’s development; when the first canal and railroad opened in the 1800s, Chicago became the transportation hub of the country. During this period, much of the Central Area’s land was filled with rail tracks that converged at the edges of the commercial core. Commerce continued to grow, and between 1837 to 1871, Chicago’s population grew from around 4,000 to nearly 300,000.

After the 1871 Chicago Fire, the city reconstructed what was previously all wooden infrastructure. Builders and architects developed new “fireproof” building materials, construction techniques, and architectural styles, leading to taller buildings supported by steel frames and the world’s first skyscraper: the Home Life Insurance building of 1885.

While many examples of this late 1800s building period survive today on State Street and Wabash Ave, Chicago’s central business district has experienced successive waves of new development. The 20th century brought the expansion of commercial areas north of the river, most notably N Michigan Ave, which was branded as the “Magnificent Mile” in the 1940s.

With the rising use of automobiles, plans for Chicago’s primary highways were completed in 1940, and various expressways opened in the 1950s and 1960s. They all converged at the Central Area, forming new borders on the area’s south and west sides.

Outside of these notable developments, the 1960s were tough times for some parts of the Central Area. The Central Area’s rail tracks were abandoned as

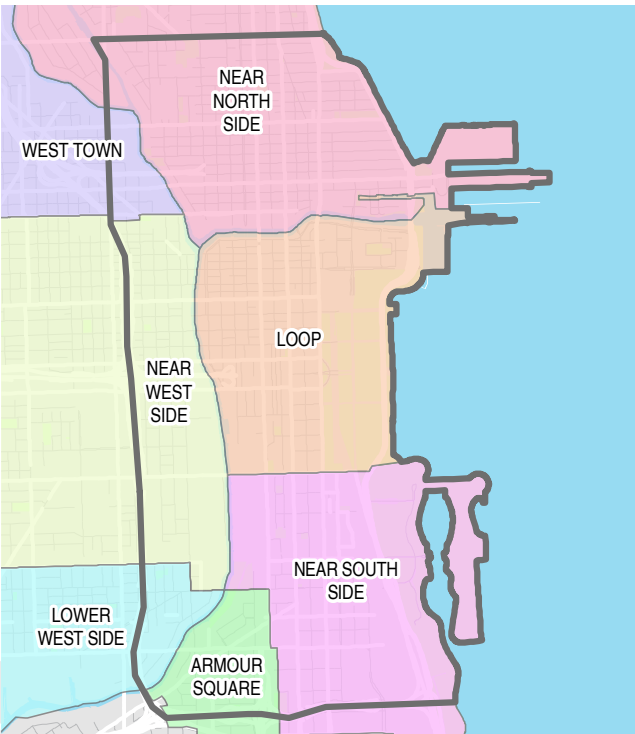







Figure 30: Planning area communities; Source: City of Chicago Department of Planning and Development

automobile and interstate truck use increased, and businesses began moving outside the city or closed altogether.

During the past 40-plus years, the city plans have made the downtown area vibrant again. An overall vision to make the Central Area more residential has been a resounding success. Well-known residential developments, such as Printers Row, Lakeshore East, Dearborn Park, New Chinatown Square, and Central Station, occupy former manufacturing buildings and rail yards.

Today, the Central Area continues to improve, as historic buildings are restored and converted to new uses. Revitalized theaters, retail areas, tourist

Table 6: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
ArmCPS Square	4	32	1	1	0
Loop	7	155	16	1	0
Near North Side	14	194	5	1	2
Near South Side	12	87	3	0	1
Near West Side	2	51	2	0	0

attractions, and modern skyscrapers dot the Central Area's urban landscape, with Navy Pier and Millennium Park representing the city's top tourist attractions.

Beyond the Central Area's headline attractions, each community area is full of local gems that define neighborhoods, improve residents' quality of life, and add to the area's vitality. The Near North is home to some of the city's most prestigious neighborhoods and university campuses, including DePaul, Loyola, and Northwestern. The Streeterville neighborhood is home to a major medical district focused around Northwestern Memorial Hospital. Although the portion of the Near West Side east of the I-94 expressway is primarily a commercial area, the Presidential Towers are one of the area's most visible residential developments. Meanwhile, the Near South is one of the fastest growing residential areas of the city, with new large-scale residential developments like Dearborn Park and Central Station occupying former rail yards.

DRAFT

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in the Central Area and how these affect demographic trends. Figure 31 illustrates anticipated development that CPS is evaluating with regard to the master plan.

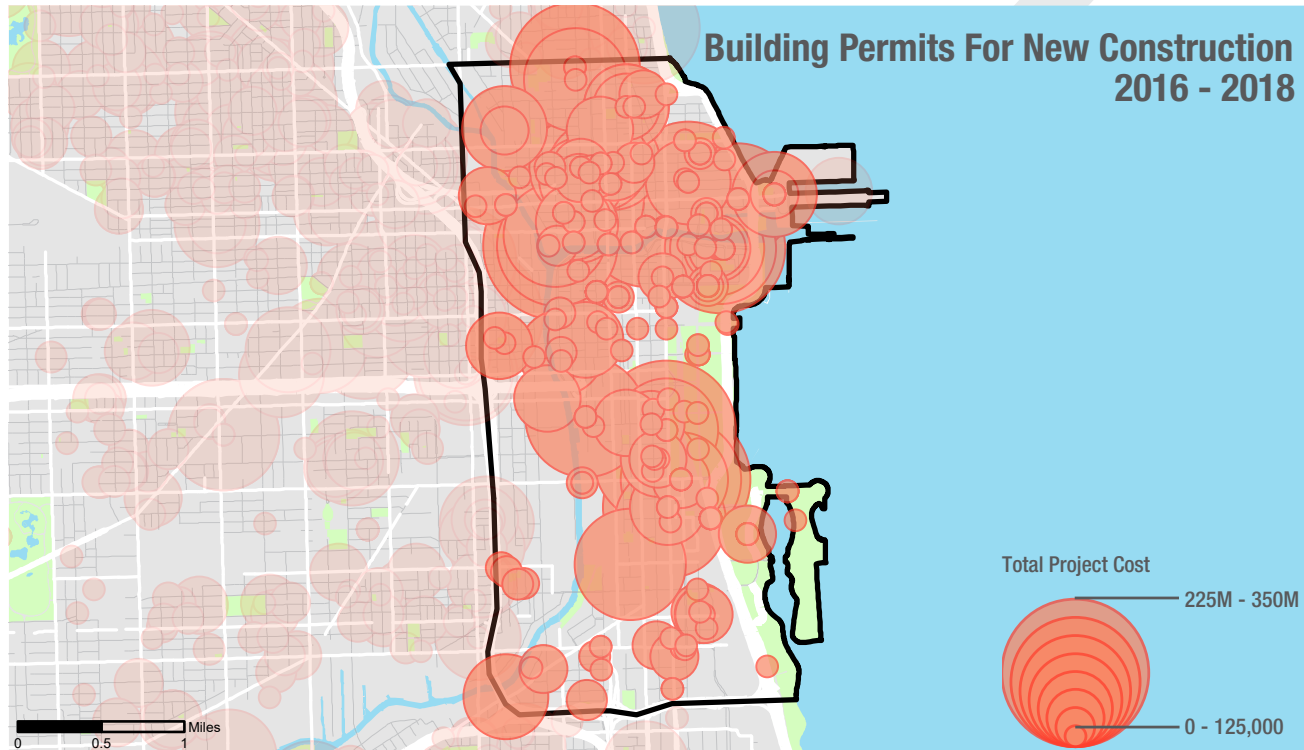


Figure 31: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

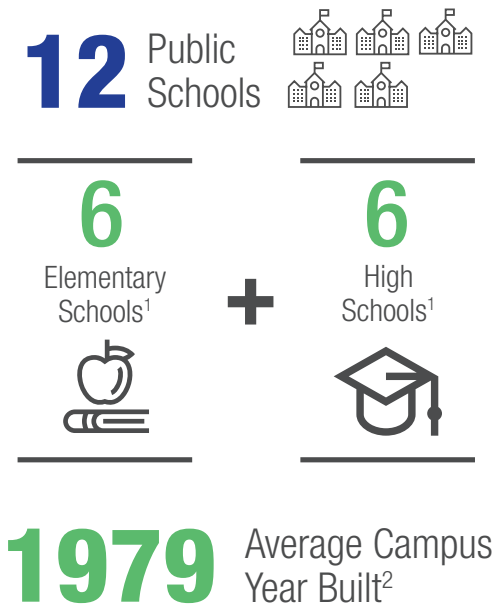
Population Trends

The number of children living in the Central Area has grown rapidly. Population estimates from an independent third party (ESRI), indicate that from 2015 to 2017, the number of children aged 0-19 residing in the Central Area grew from 15,036 to 16,153, or 9.94%. Forward-looking estimates indicate that over the next five years, the Central Area's population will continue to grow.

Table 7: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	4,702	4,807	5,087
5-9	3,281	3,244	3,540
10-14	2,050	2,348	2,785
15-19	5,003	5,754	5,826
Total	15,036	16,153	17,238

School Facility Overview



1,194,694 

Total campus square footage²

Enrollment by Governance

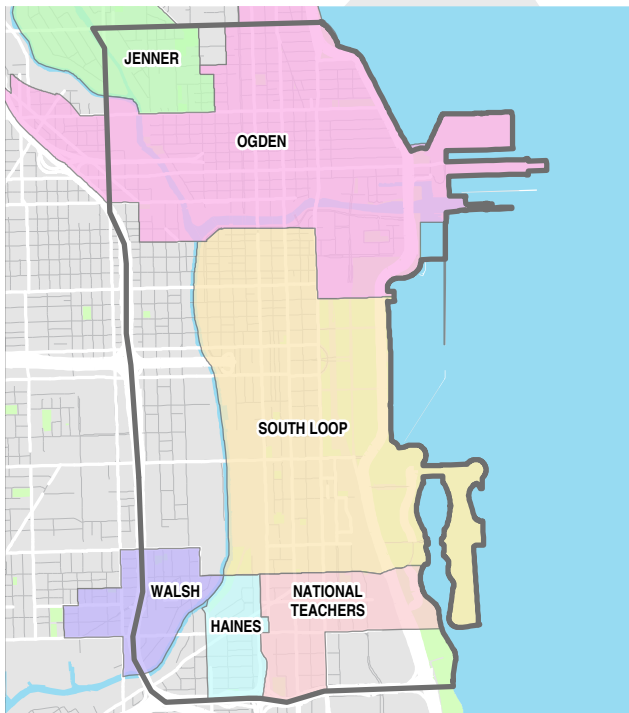
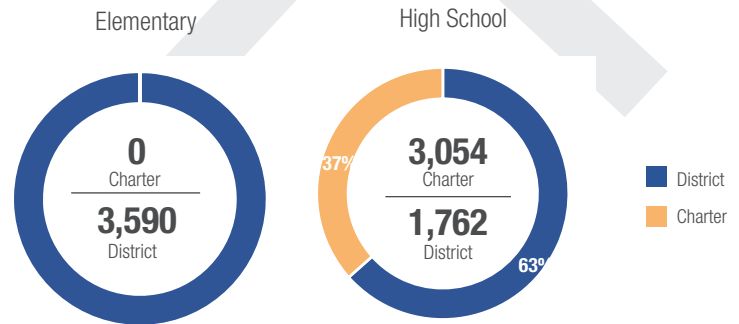


Figure 32: Elementary school boundaries

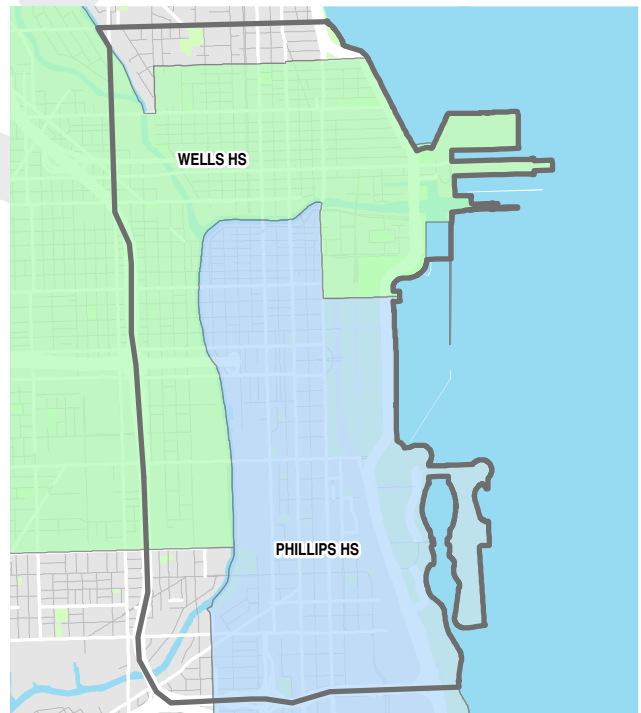


Figure 33: High school boundaries; Source: Chicago Public Schools

¹ Elementary and high school counts include all CPS schools regardless of governance.

² Data calculated from CPS owned and leased campuses

Utilization

Figure 34 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 35 below shows the area average utilization for elementary schools is approximately 84% and the area average utilization for high schools is 92%.

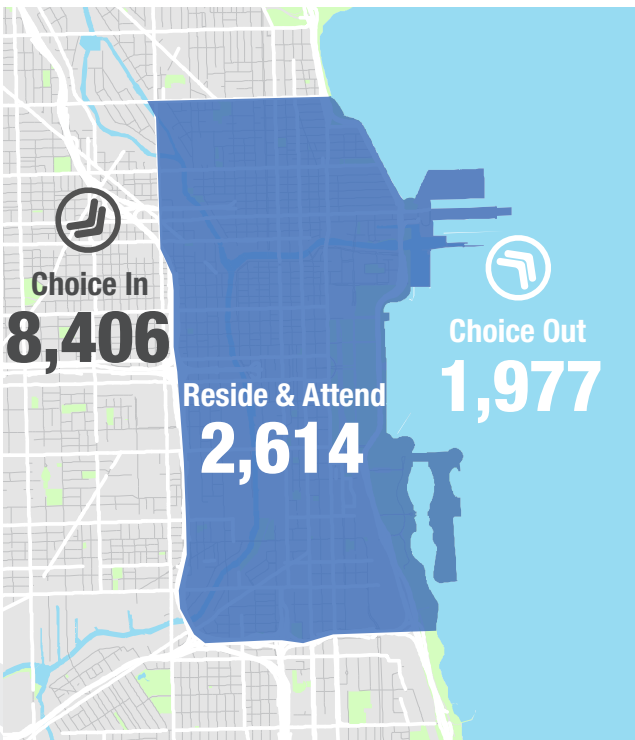


Figure 34: Choice In vs. Choice Out



Figure 35: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

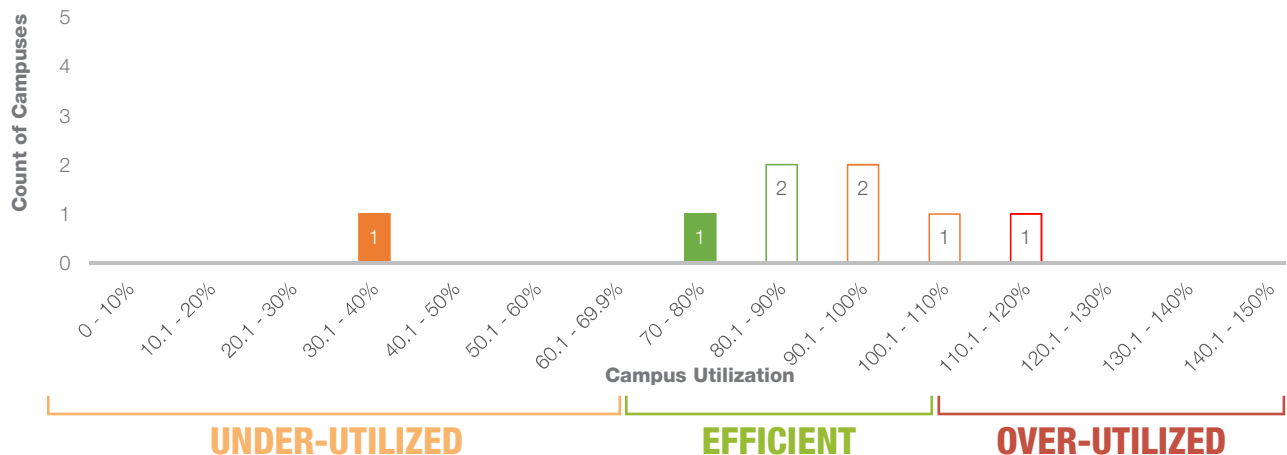


Figure 36: School count by utilization range; Source: Chicago Public Schools

■ Elementary Schools □ High Schools

Current Facility Deficiencies

Figure 37 depicts the significance of need for each building system for campuses within the Central Planning Area. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

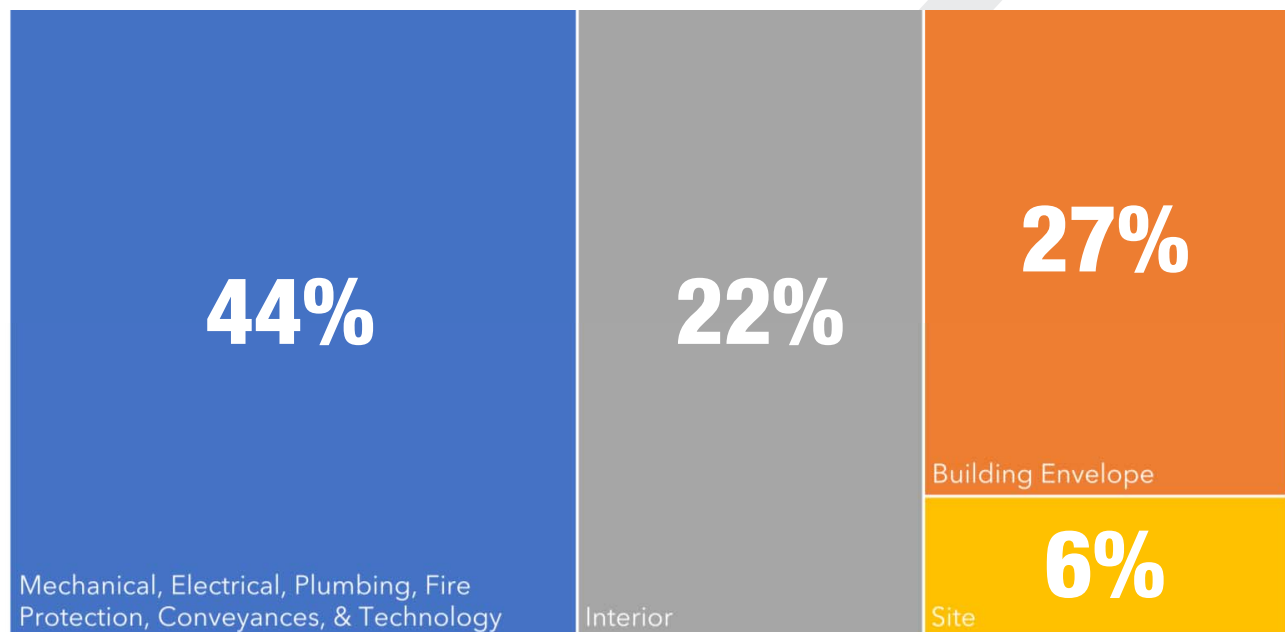


Figure 37: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Explore specialty program offerings to attract students to under-utilized facilities
- Explore grade configurations alternatives to expand grade level offerings by school
- Balance enrollment through boundary analysis to relieve over-utilized schools

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior condition improvements for structural integrity
- Continue mechanical, electrical, and plumbing (MEP) repairs
- Relieve overcrowding at South Loop Elementary School
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$144.5 million for capital improvement projects in the Central Planning Area (see Figure 38). Of this, approximately \$8.9 million of projects have been completed and an additional \$1.9 million of projects are in the closing phases. The remaining \$133.7 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan will continue to invest in supporting building maintenance priorities. This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences.

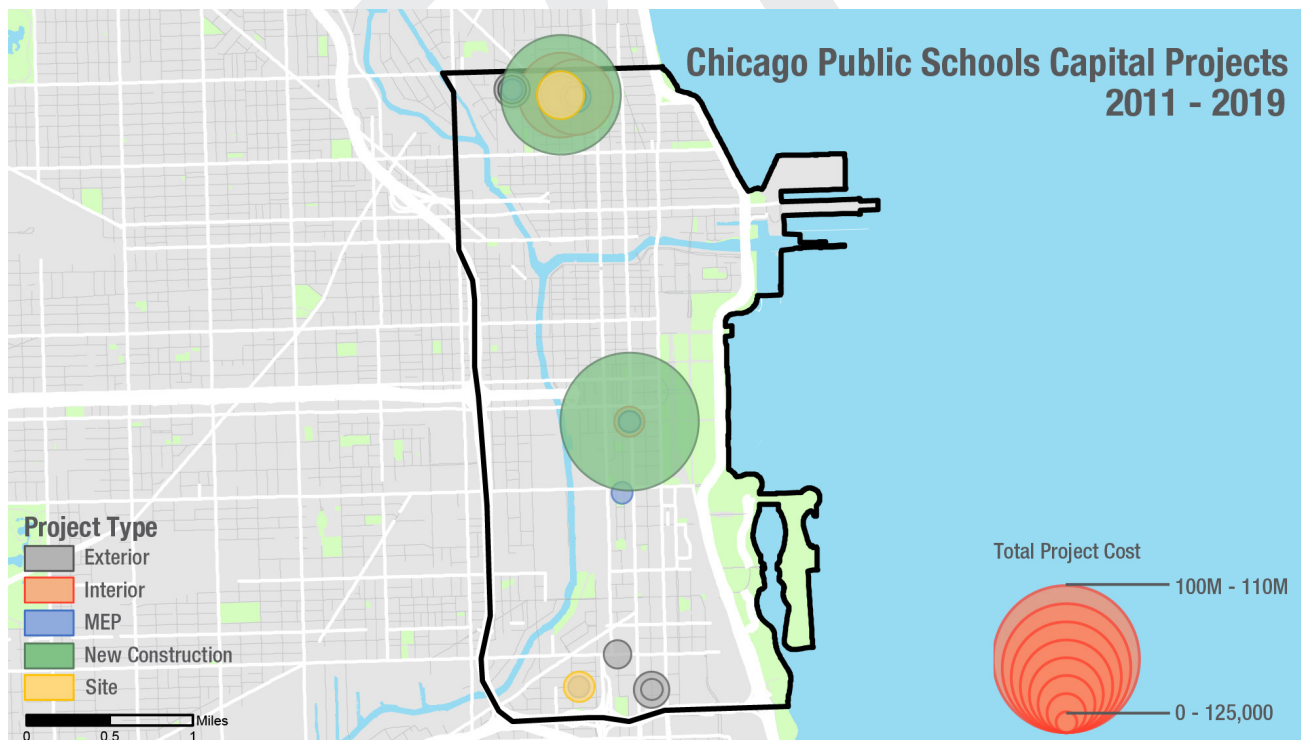


Figure 38: Capital improvement projects since 2011; Source: Chicago Public Schools

The Central Planning Area Data

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
HAINES	ES	District	Attendance Area School	Owned		659	686	▲ 27	690	99%	99%	EFFICIENT
JENNER	ES	District	Attendance Area School	Owned		246	250	▲ 4	720	35%	35%	UNDERUTILIZED
NATIONAL TEACHERS	ES	District	Attendance Area School	Owned		649	723	▲ 74	990	60%	73%	EFFICIENT
OGDEN ES	ES	District	Attendance Area School	Owned		865	806	▼ -59	810	100%	100%	EFFICIENT
SALAZAR	ES	District	Citywide	Owned		364	345	▼ -19	390	88%	88%	EFFICIENT
SOUTH LOOP	ES	District	Attendance Area School	Owned		815	780	▼ -35	690	113%	113%	OVERCROWDED
GRAHAM HS	HS	District	Citywide	Owned		132	117	▼ -15	#N/A	#N/A	#N/A	#N/A
JONES HS	HS	District	Citywide	Owned		1670	1865	▲ 195	1860	100%	100%	EFFICIENT
NOBLE - MUCHIN HS	HS	Charter	Citywide	Non-CPS		-	959	-	#N/A	#N/A	#N/A	#N/A
PAYTON HS	HS	District	Citywide	Owned		887	1072	▲ 185	1332	80%	80%	EFFICIENT
PERSPECTIVES - JOSLIN HS	HS	Charter	Citywide	Non-CPS		-	389	-	#N/A	#N/A	#N/A	#N/A
YCCS - INNOVATIONS	HS	Charter	Citywide	Non-CPS		-	414	-	#N/A	#N/A	#N/A	#N/A

Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

^{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.



O'Hare International Airport

The Far Northwest Side Planning Area

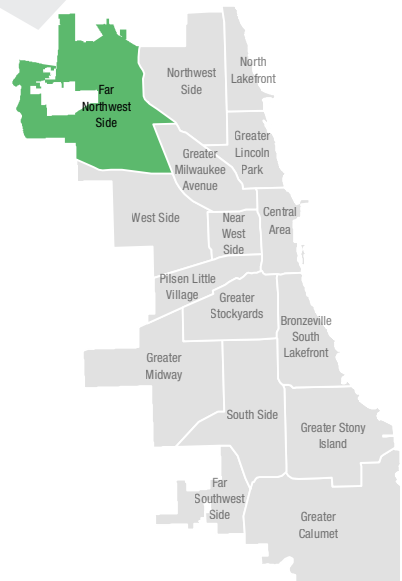
HIGHLIGHTS. O'Hare International Airport | Six Corners | Jefferson Park

Area Overview

The Far Northwest Side Area is bounded roughly by Howard and Touhy Avenues, Interstates 94 and 90, the Milwaukee District North Metra Line, and the Des Plaines River. It consists primarily of ten neighborhoods—Belmont-Cragin, Dunning, Edison Park, Hermosa, Jefferson Park, Montclare, Norwood Park, O'Hare, Portage Park and portions of Sauganash—all of which were originally villages and suburbs that were annexed by the City of Chicago between 1890 and 1910.

Roughly 92% of the Far Northwest Side is covered by six wards: 30th, 31st, 36th, 38th, 41st and 45th. It has the third highest open space acreage per 1,000 residents and mixed housing types that range from nineteenth-century Victorian houses to post-World War II bungalows, ranches, two-flats, Georgians, Victorian Greystones, A-frames, and Cape Cods.

The planning area is home to approximately 37,000 public elementary school students and approximately 14,000 public high school students, making the Far Northwest Side the most heavily K-12 populated among all 16 planning areas.



328,000
total residents



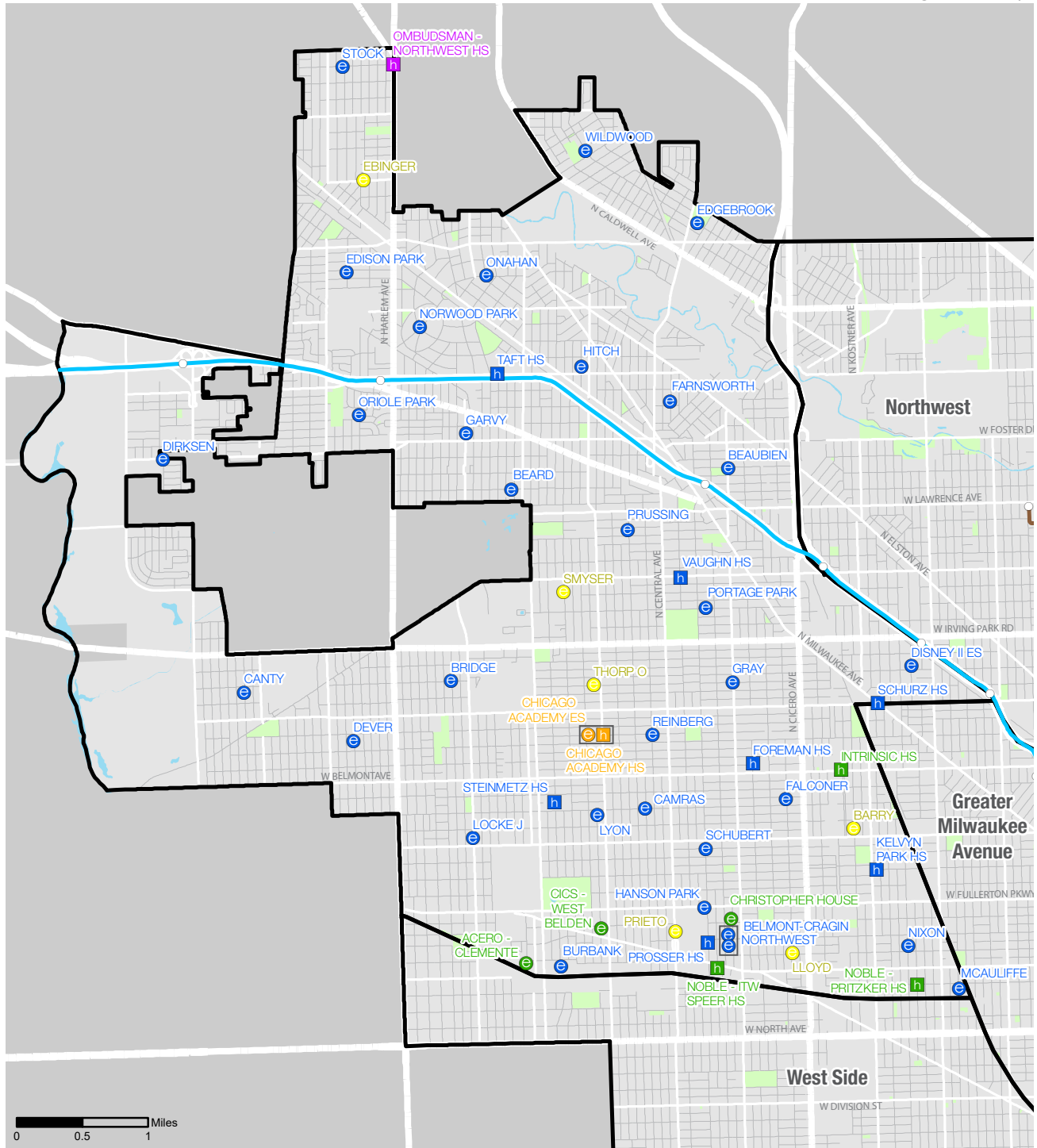
16
transit stops



72
open spaces

Source: City of Chicago Department of Planning and Development

The Far Northwest Side Planning Area Map



Source: Chicago Public Schools

- | | | |
|-------------------------------|-----------------------------------|------------------------|
| District Operated Elementary | Alternative / Options Elementary | Park / Open Space |
| District Operated High School | Alternative / Options High School | Water Feature |
| AUSL Elementary | Charter / Contract Elementary | CTA Rail |
| AUSL School | Charter / Contract High School | Planning Area Boundary |
| ISP Elementary | | Co-located Schools |
| ISP School | | |

History and Context

The Far Northwest Side, the second largest of the 16 Chicago planning area) it is located near O'Hare International Airport and is made up of 11 communities. This planning area originated as a diverse collection of remote villages, transportation centers, and industrial areas that evolved over time into a solid, attractive area.

Norwood Park transformed from a resort destination to a residential community with areas like the Circle streets that defy the normal Chicago grid. Forest Glen was developed from the start as a suburban-like oasis, surrounding forest preserves just within the city limits. Edison Park grew after World War I as car travel made the area more accessible, and Montclare's development began after utilities were installed and streets were paved in the 1920s. Jefferson Park also boomed in the 1920s around the intersections of several rail lines and continues as a transportation hub today. Life for Portage Park residents has centered on the park since its construction in 1916 and later at the Six Corners commercial hub. Dunning is home to Wright Community College and the neighborhoods of Schorsch Village, Belmont Heights, Belmont Terrace, and Irving Woods. Belmont-Cragin and Hermosa grew through the development of heavy industry and prominent rail lines as well as the housing built for its workers. The O'Hare community is centered on the airport, including dense commercial and hotel developments.

Today, the Far Northwest Side offers many housing and transportation options. The Forest Glen, Norwood Park, and Edison Park communities are home to 16,023 people. Twenty-one parks and two forest preserves offer open space for the public, while the Edgebrook and Roden libraries provide quiet space indoors.

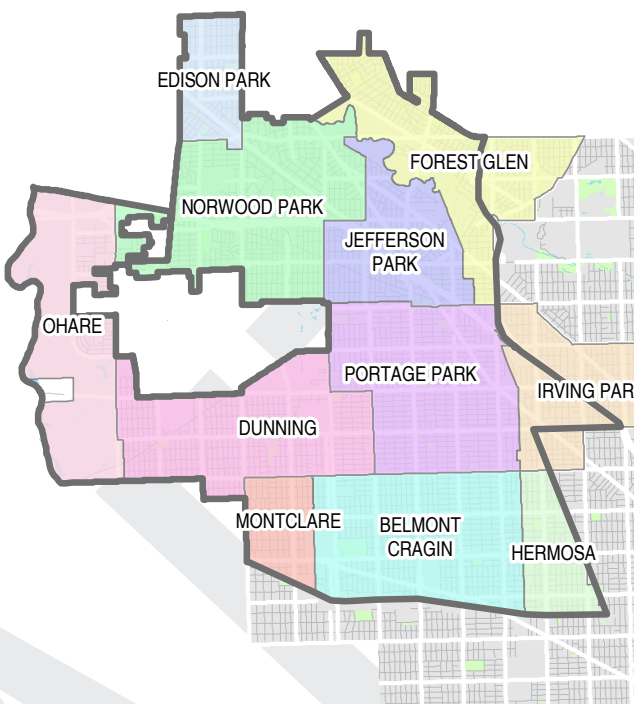







Figure 39: Planning area communities; Source: City of Chicago Department of Planning and Development

The Jefferson Park, Portage Park, and Dunning communities are home to 24,306 people. Twenty-four parks offer open space for the public, while the Austin-Living, Jefferson Park, and Dunning libraries provide quiet space indoors.

The Belmont-Cragin, Hermosa, and Montclare communities are home to 13,627 people. Eleven parks offer open space for the public, while the Galewood-Mont Clare, Portage-Cragin, and West Belmont libraries provide quiet space indoors.

Table 8: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
Belmont Cragin	4	247	0	1	0
Dunning	3	163	0	1	1
Edison Park	4	16	0	0	0
Forest Glen	8	68	0	1	0
Hermosa	3	51	0	0	0
Irving Park	2	65	0	0	1
Jefferson Park	4	101	1	0	0
Montclare	2	39	2	1	1
Norwood Park	10	104	1	2	1
O'Hare	1	30	1	0	0
Portage Park	7	244	0	3	1

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in the Far Northwest Side and how these affect demographic trends. Figure 40 illustrates anticipated development that CPS is evaluating with regard to the master plan.

Building Permits For New Construction 2016 - 2018

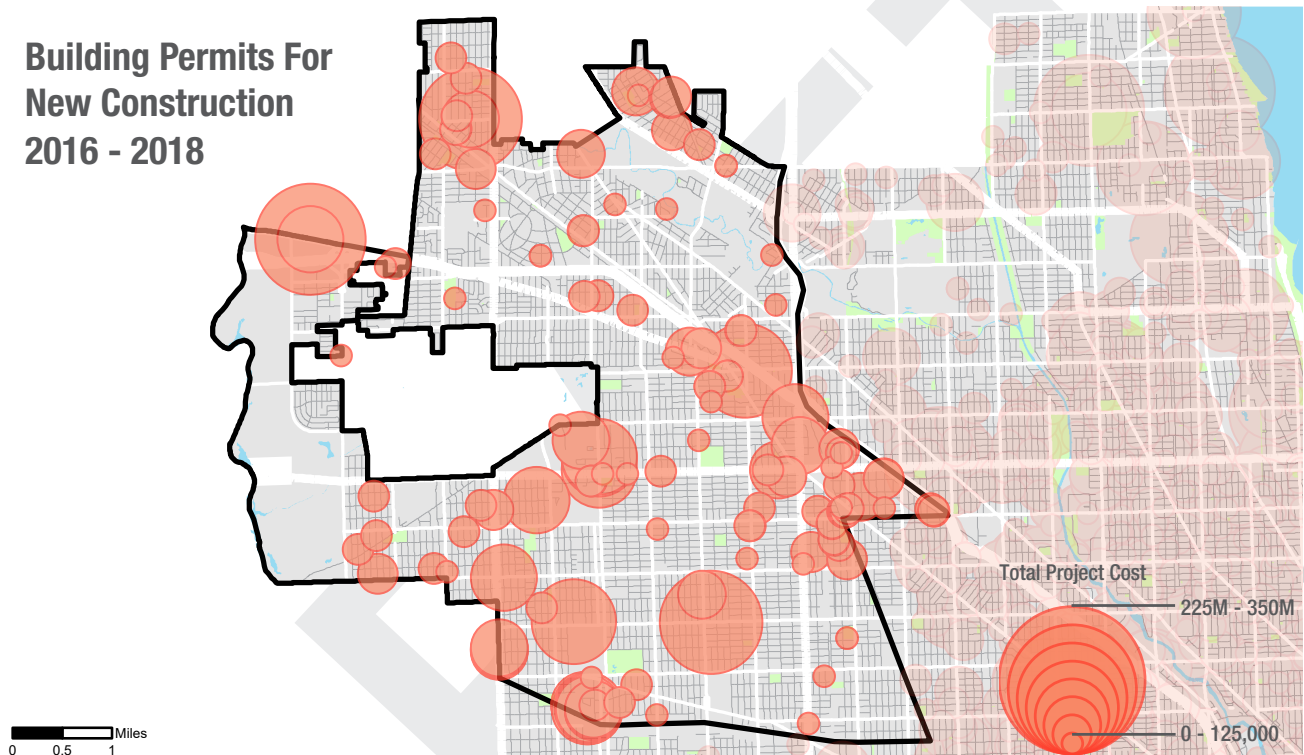


Figure 40: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

Population Trends

On an area-wide basis, the number the children living in the Far Northwest Side has recently been steady. Population estimates from an independent third party (ESRI), indicate that from 2015 to 2017, the number of children aged 0-19 residing in the Far Northwest Side decreased from 87,910 to 87,804, or 0.12%. Forward-looking estimates indicate that over the next five years, the area's student aged population will decline among children aged 5-9 and 15-19, but will increase among children aged 0-4 and 10-14.

Table 9: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	22,564	22,462	22,664
5-9	22,676	22,223	20,818
10-14	21,935	22,167	21,728
15-19	20,735	20,952	20,504
Total	87,910	87,804	85,714

School Facility Overview

54 Public Schools 

42

Elementary Schools¹



12

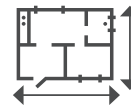
High Schools¹



1931 Average Campus Year Built²

5,765,570

Total campus square footage²



Enrollment by Governance

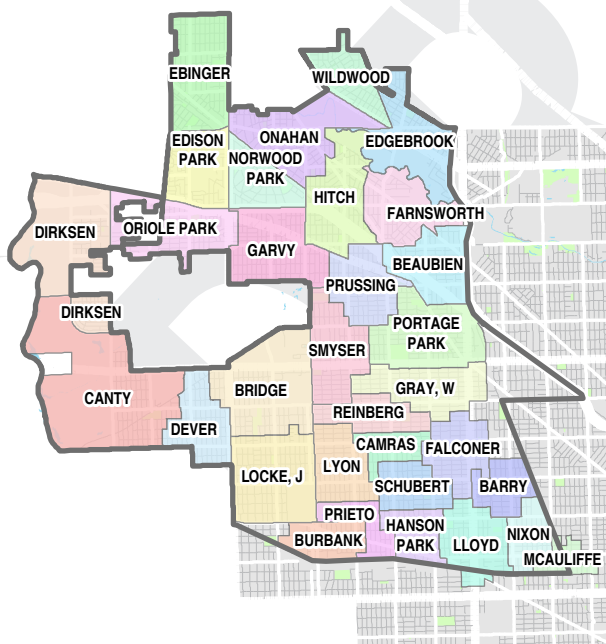
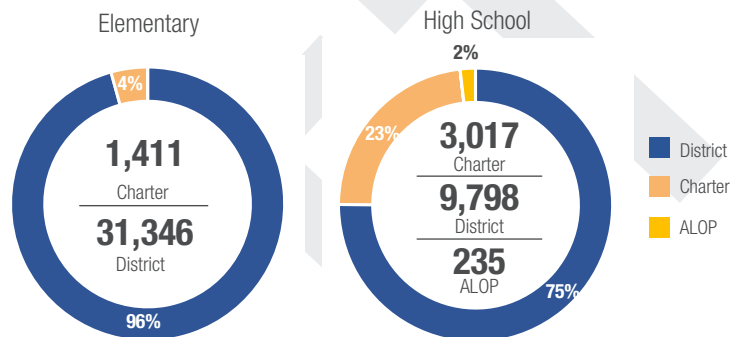


Figure 41: Elementary school boundaries

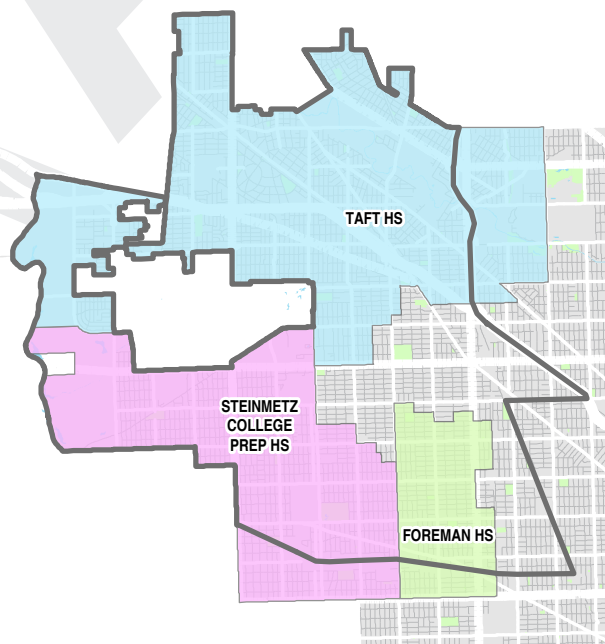


Figure 42: High school boundaries; Source: Chicago Public Schools

¹ Elementary and high school counts include all CPS schools regardless of governance.

² Data calculated from CPS owned and leased campuses

Utilization

Figure 43 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 44 below shows the area average utilization for elementary schools is approximately 97% and the area average utilization for high schools is 84%.

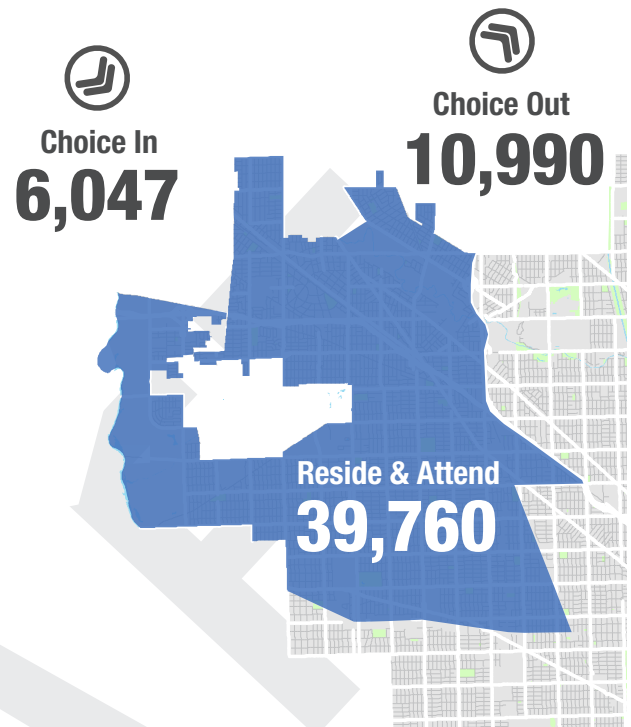


Figure 43: Choice In vs. Choice Out



Figure 44: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

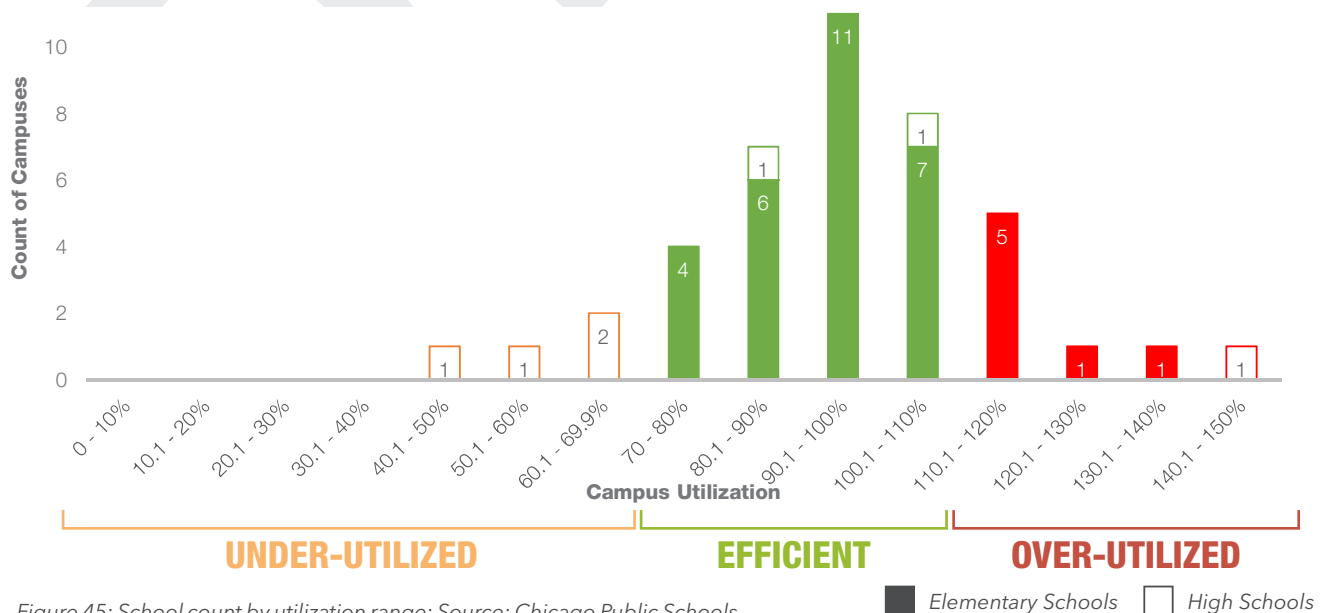


Figure 45: School count by utilization range; Source: Chicago Public Schools

Current Facility Deficiencies

Figure 46 depicts the significance of need for each building system for campuses within the Far Northwest Planning Area. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

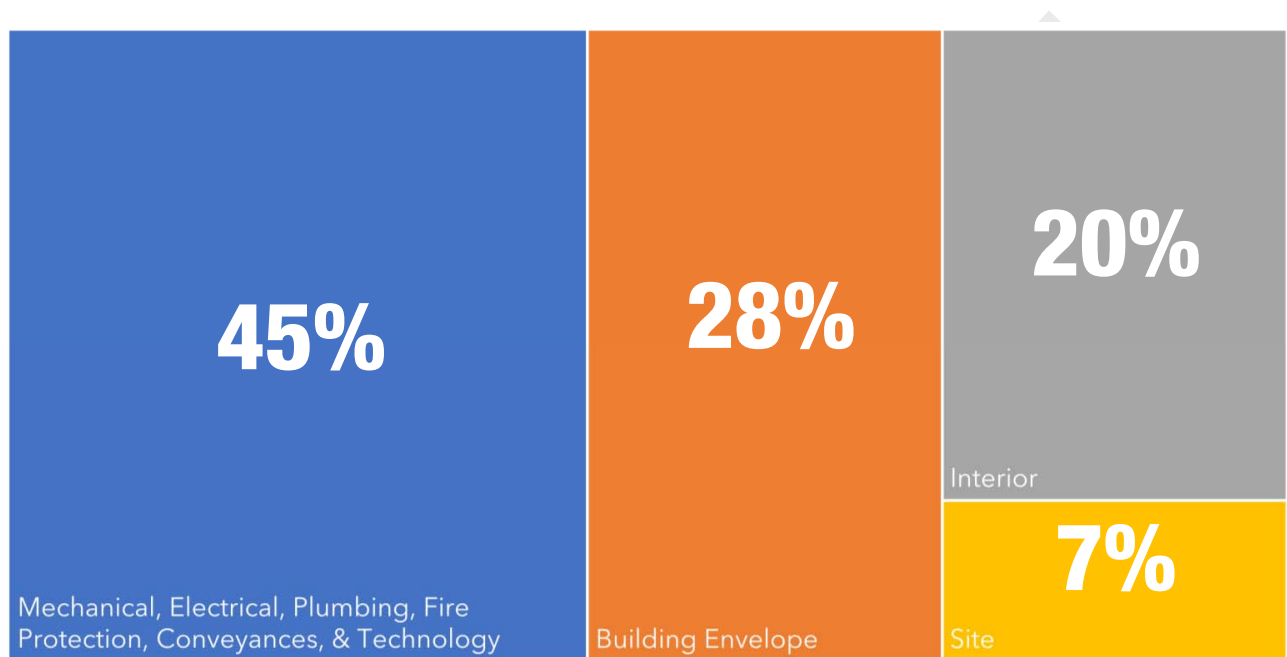


Figure 46: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Explore specialty program offerings to attract students to under-utilized facilities
- Decommission unused space
- Examine new construction options to right-size schools
- Explore grade configuration alternatives to expand grade level offerings by school
- Balance enrollment through boundary analysis to relieve over-utilized schools

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior condition improvements for structural integrity
- Continue MEP repairs
- Addressing overcrowding at ES and HS schools
- Invest in district initiatives such as classroom air conditioning at various schools
- Upgrade site, including new turf fields, campus parks, and playgrounds
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$346.7 million for capital improvement projects in the Far Northwest Planning Area (see Figure 47). Of this, approximately \$135.0 million of projects have been completed and an additional \$65.0 million of projects are in the closing phases. The remaining \$166.8 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan identifies capital investments in educational programming (Prosser, and Rickover – new school), STEM expansion (Steinmetz), new construction (Dirksen), site improvements (Farnsworth, Reinberg, Shubert, Steinmetz and Taft), science lab upgrades (Prosser, and Steinmetz), full-day pre-K expansion (Camras), and priority building needs (Dirksen, Reinberg, and Locke J). This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences. Please refer to the published FY19 capital plan on cps.edu for additional detail.

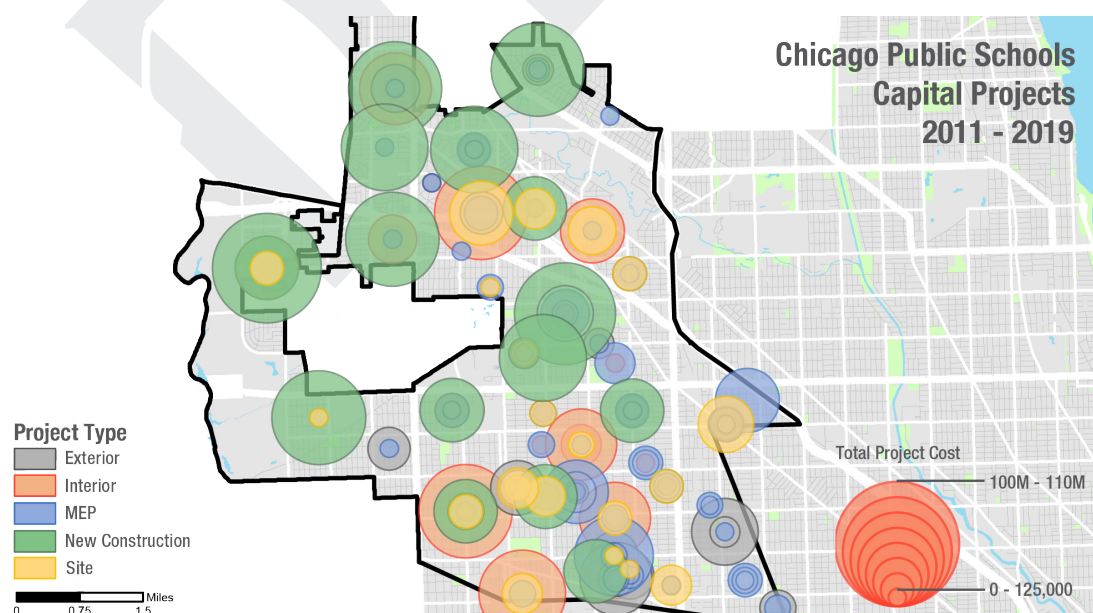


Figure 47: Capital improvement projects since 2011; Source: Chicago Public Schools

The Far Northwest Area Data

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
ACERO - CLEMENTE	ES	Charter	Charter-Attendance Area School	Non-CPS		-	544	-	#N/A	#N/A	#N/A	#N/A
BARRY	ES	District	Attendance Area School	Owned		771	718	▼ -53	750	104%	96%	EFFICIENT
BEARD	ES	District	Citywide	Owned		171	185	▲ 14	#N/A	#N/A	#N/A	#N/A
BEAUBIEN	ES	District	Attendance Area School	Owned		1117	1100	▼ -17	1050	102%	102%	EFFICIENT
BELMONT-CRAGIN ₁	ES	District	Citywide	Owned	Yes	608	570	▼ -38	1140	107%	93%	EFFICIENT
BRIDGE	ES	District	Attendance Area School	Owned		1108	1116	▲ 8	1290	219%	87%	EFFICIENT
BURBANK	ES	District	Attendance Area School	Owned		975	904	▼ -71	1230	70%	71%	EFFICIENT
CAMRAS	ES	District	Attendance Area School	Owned		1052	932	▼ -120	1110	84%	84%	EFFICIENT
CANTY	ES	District	Attendance Area School	Owned		833	859	▲ 26	930	87%	91%	EFFICIENT
CHICAGO ACADEMY ES ₂	ES	District	Citywide	Leased	Yes	612	602	▼ -10	1344	#N/A	85%	EFFICIENT
CHRISTOPHER HOUSE	ES	Charter	Citywide	Non-CPS		-	341	-	#N/A	#N/A	#N/A	#N/A
CICS - WEST BELDEN	ES	Charter	Citywide	Non-CPS		-	526	-	#N/A	#N/A	#N/A	#N/A
DEVER	ES	District	Attendance Area School	Owned		823	781	▼ -42	750	124%	104%	EFFICIENT
DIRKSEN	ES	District	Attendance Area School	Owned		859	926	▲ 67	780	182%	119%	OVERCROWDED
DISNEY II ES	ES	District	Citywide	Owned		416	432	▲ 16	480	90%	90%	EFFICIENT
EBINGER	ES	District	Attendance Area School	Owned		776	832	▲ 56	600	198%	139%	OVERCROWDED
EDGEBROOK	ES	District	Attendance Area School	Owned		511	509	▼ -2	510	100%	100%	EFFICIENT
EDISON PARK	ES	District	Attendance Area School	Owned		549	541	▼ -8	540	95%	95%	EFFICIENT
FALCONER	ES	District	Attendance Area School	Owned		1316	1186	▼ -130	1230	94%	96%	EFFICIENT
FARNSWORTH	ES	District	Attendance Area School	Owned		613	604	▼ -9	480	126%	117%	OVERCROWDED
GARVY	ES	District	Attendance Area School	Owned		810	831	▲ 21	690	120%	120%	OVERCROWDED
GRAY	ES	District	Attendance Area School	Owned		1262	1160	▼ -102	1080	117%	107%	EFFICIENT
HANSON PARK	ES	District	Attendance Area School	Owned		1550	1483	▼ -67	1440	134%	97%	EFFICIENT
HITCH	ES	District	Attendance Area School	Owned		592	567	▼ -25	630	126%	90%	EFFICIENT
LLOYD	ES	District	Attendance Area School	Owned		1237	1097	▼ -140	1170	94%	94%	EFFICIENT
LOCKE J	ES	District	Attendance Area School	Owned		1357	1337	▼ -20	1170	135%	114%	OVERCROWDED
LYON	ES	District	Attendance Area School	Owned		1487	1410	▼ -77	1350	112%	104%	EFFICIENT
MCAULIFFE	ES	District	Attendance Area School	Owned		767	732	▼ -35	840	87%	87%	EFFICIENT
NIXON	ES	District	Attendance Area School	Owned		962	833	▼ -129	1080	79%	77%	EFFICIENT
NORTHWEST ₁	ES	District	Attendance Area School	Owned	Yes	572	486	▼ -86	1140	107%	93%	EFFICIENT
NORWOOD PARK	ES	District	Attendance Area School	Owned		401	436	▲ 35	360	121%	117%	OVERCROWDED
ONAHAN	ES	District	Attendance Area School	Owned		640	659	▲ 19	690	96%	96%	EFFICIENT
ORIOLE PARK	ES	District	Attendance Area School	Owned		709	751	▲ 42	780	96%	96%	EFFICIENT
PORTAGE PARK	ES	District	Attendance Area School	Owned		1002	951	▼ -51	1080	86%	87%	EFFICIENT
PRIETO	ES	District	Attendance Area School	Owned		1051	999	▼ -52	990	119%	98%	EFFICIENT
PRUSSING	ES	District	Attendance Area School	Owned		698	738	▲ 40	720	164%	103%	EFFICIENT
REINBERG	ES	District	Attendance Area School	Owned		848	802	▼ -46	750	111%	100%	EFFICIENT
SCHUBERT	ES	District	Attendance Area School	Owned		928	755	▼ -173	1080	84%	70%	EFFICIENT
SMYSER	ES	District	Attendance Area School	Owned		1007	945	▼ -62	930	121%	101%	EFFICIENT
STOCK	ES	District	Citywide	Owned		234	234	0	#N/A	#N/A	#N/A	#N/A
THORP O	ES	District	Citywide	Owned		841	849	▲ 8	690	113%	119%	OVERCROWDED
WILDWOOD	ES	District	Attendance Area School	Owned		475	494	▲ 19	630	78%	78%	EFFICIENT
CHICAGO ACADEMY HS ₂	HS	District	Citywide	Leased	Yes	542	542	0	1344	#N/A	85%	EFFICIENT
FOREMAN HS	HS	District	Attendance Area School	Owned		1045	792	▼ -253	1428	67%	55%	UNDERUTILIZED
INTRINSIC HS	HS	Charter	Citywide	Non-CPS		-	1012	-	#N/A	#N/A	#N/A	#N/A
KELVYN PARK HS	HS	District	Attendance Area School	Owned		711	451	▼ -260	1116	40%	40%	UNDERUTILIZED
NOBLE - ITW SPEER HS	HS	Charter	Citywide	Non-CPS		-	1019	-	#N/A	#N/A	#N/A	#N/A
NOBLE - PRITZKER HS	HS	Charter	Citywide	Non-CPS		-	986	-	#N/A	#N/A	#N/A	#N/A
OMBUDSMAN - NORTHWEST HS	HS	ALOP	Citywide	Non-CPS		-	235	-	#N/A	#N/A	#N/A	#N/A
PROSSER HS	HS	District	Citywide	Owned		1455	1394	▼ -61	1212	115%	115%	OVERCROWDED
SCHURZ HS	HS	District	Attendance Area School	Owned		2002	1739	▼ -263	2688	65%	65%	UNDERUTILIZED
STEINMETZ HS	HS	District	Attendance Area School	Owned		1545	1278	▼ -267	1908	79%	67%	UNDERUTILIZED
TAFT HS	HS	District	Attendance Area School	Owned		3212	3372	▲ 160	2400	141%	141%	OVERCROWDED
VAUGHN HS	HS	District	Citywide	Owned		193	230	▲ 37	#N/A	#N/A	#N/A	#N/A

Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

_{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.

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The Far Southwest Side Planning Area

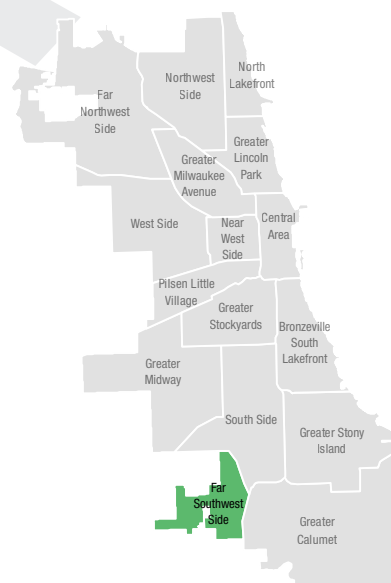
HIGHLIGHTS. Mt. Greenwood Park | The Beverly Arts Center | The Longwood Drive | Walter Burley Griffin Place and Beverly/Morgan Park Railroad Station Historic Districts

Area Overview

The Far Southwest Side Area is generally bounded by W 87th Street to the north, the city boundary to the west and south, and S Beverly Avenue and S Vincennes Avenue to the east. It consists of three neighborhoods—Beverly, Morgan Park, and Mount Greenwood—that were annexed by the City of Chicago between 1890 and 1927. Although among the smallest populated public school student areas, compared to Chicago’s other 15 planning areas, the Far Southwest Side has the highest percentage of single-family homes.

Roughly 93% of the Far Southwest Side is covered by the 19th Ward with a small portion covered by the 34th Ward.

The planning area is home to approximately 3,900 public elementary school students and approximately 1,300 public high school students.



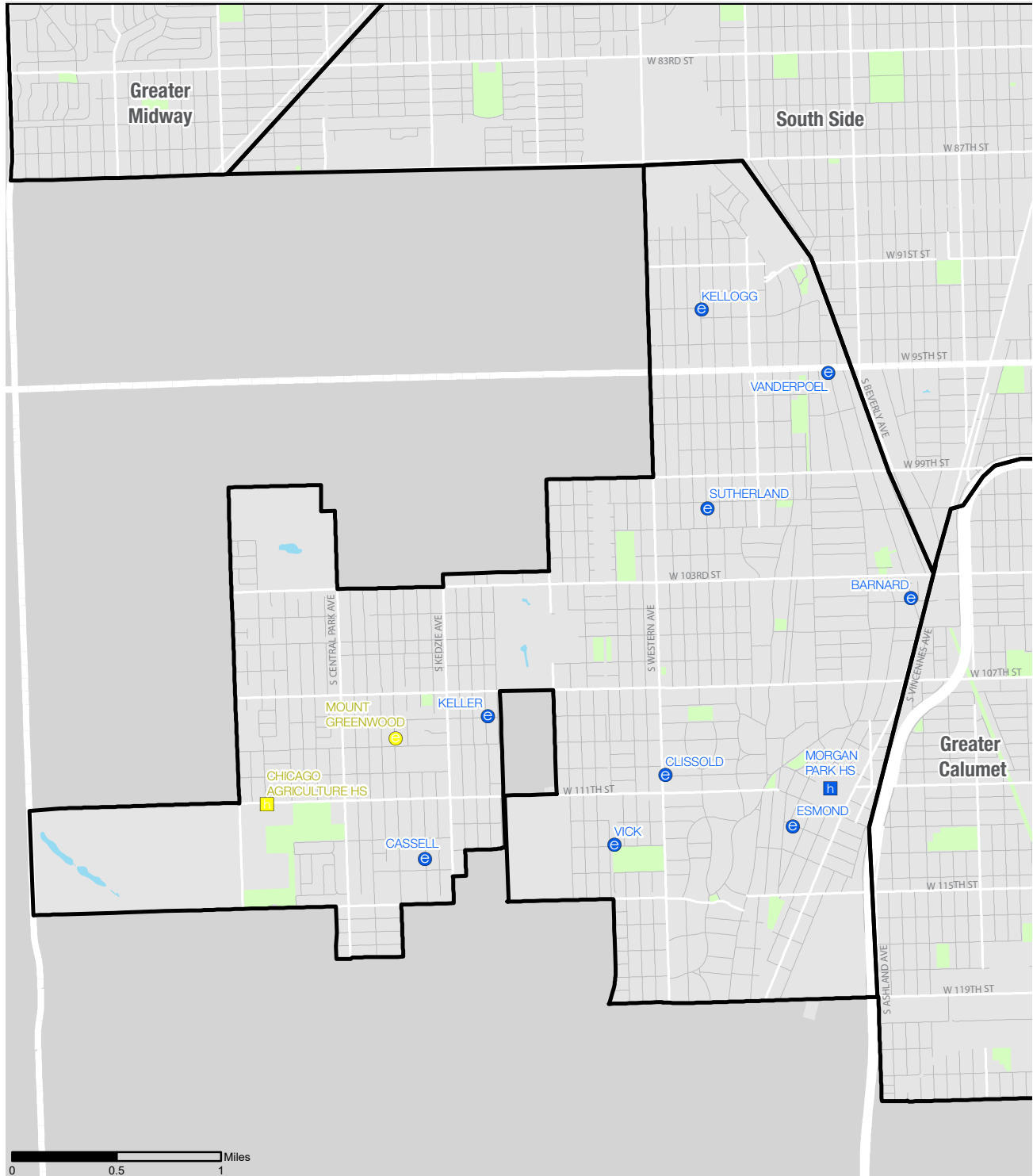
 **62,000**
total residents

 **7**
transit stops

 **21**
open spaces

Source: City of Chicago Department of Planning and Development

The Far Southwest Side Planning Area Map



Source: Chicago Public Schools

- District Operated Elementary
- District Operated High School
- AUSL Elementary
- AUSL School
- ISP Elementary
- ISP School

- Alternative / Options Elementary
- Alternative / Options High School
- Charter / Contract Elementary
- Charter / Contract High School

- Park / Open Space
- Water Feature
- CTA Rail
- Planning Area Boundary
- Co-located Schools

History and Context

The three Community Areas of the Far Southwest Side Planning Area first began to develop in the mid- to late-nineteenth century. Morgan Park, in 1869, was the first area of the three to have planned, suburban, residential development take shape, which became more desirable after commuter rail service was established in 1888. Large homes were built along the Blue Island Ridge, an elevated area left behind during the last glacial period. Beverly attracted those seeking a suburban environment in the late 1800s, with large houses being built along Longwood Drive. Development in these two communities focused mostly east of S Western Avenue until the post-World War II building boom, which lasted through the 1970s.

Mount Greenwood was first established as an outpost where those visiting a nearby cemetery could patronize taverns and restaurants. The area was one of the last neighborhoods annexed to Chicago and most residential development began after the Federal Works Program Administration began installing sewers, streets, and street lighting in the 1930s.

Today, the Far Southwest Side is largely comprised of neighborhoods with single-family homes on tree-lined streets, with residents commuting to jobs in other areas.

Beverly is home to two Chicago Landmark Districts that showcase the grand homes built in the area in the late 1800s and early 1900s: the Longwood Drive District, which extends into Morgan Park, and the Walter Burley Griffin Place District. In addition, the Beverly/Morgan Park Railroad.

In addition to historic homes and train stations, Beverly is home to the Beverly Arts Center and the Dan Ryan Woods.

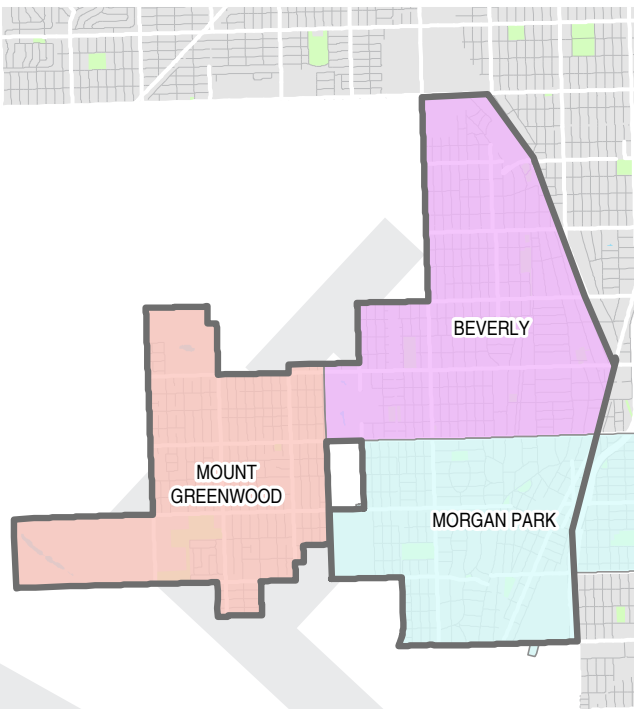







Figure 48: Planning area communities; Source: City of Chicago Department of Planning and Development

Morgan Park includes the few industrial properties in the planning area and the Marshfield Plaza shopping center, in addition to its historic homes and train stations.

Mount Greenwood is home to Saint Xavier University, as well as the Chicago High School for Agricultural Sciences, which boasts a 72-acre working farm. Mt. Greenwood Park offers public open space with ice-skating and ball fields, while the Mt. Greenwood Library provides the area's residents with educational programming and materials.

Table 10: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
Beverly	9	68	0	1	0
Morgan Park	6	58	0	1	0
Mount Greenwood	2	84	0	1	0

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in the Far Southwest Side and how these affect demographic trends. Figure 49 illustrates anticipated development that CPS is evaluating with regard to the master plan.

Building Permits For New Construction 2016 - 2018

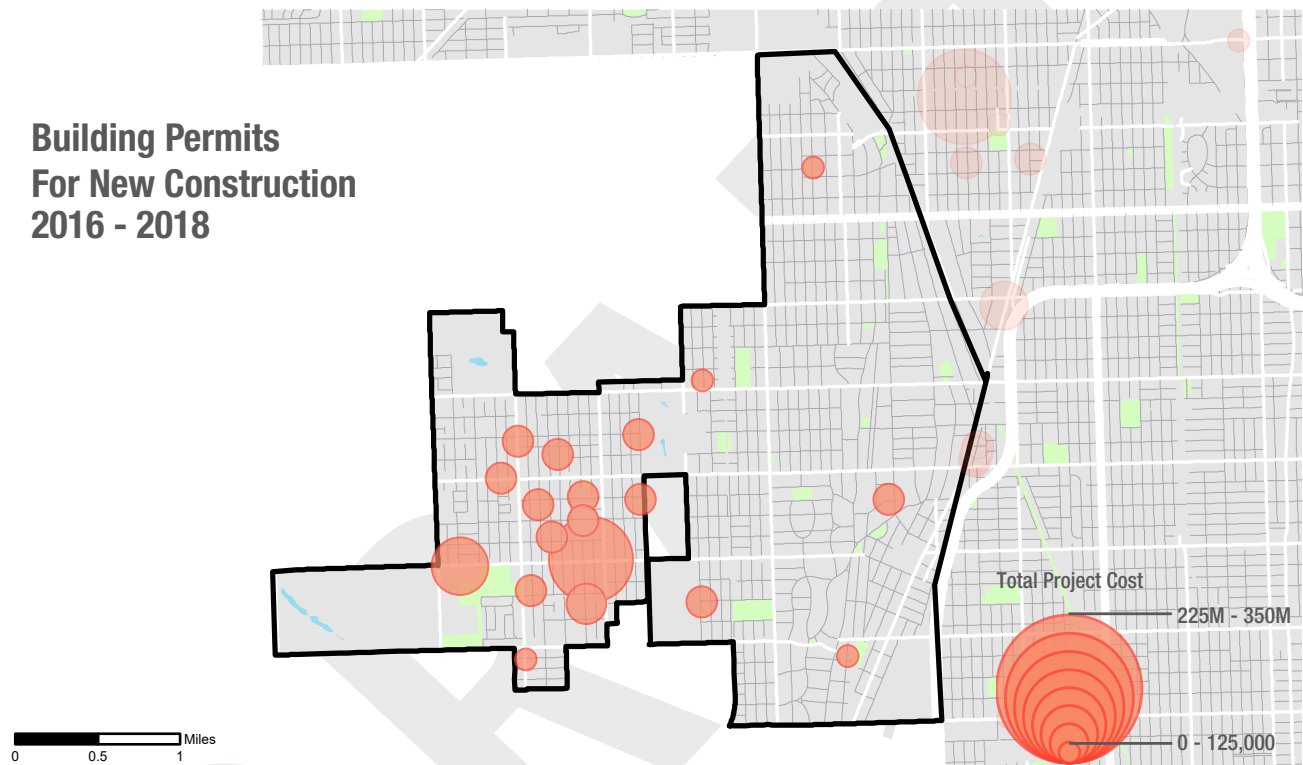


Figure 49: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

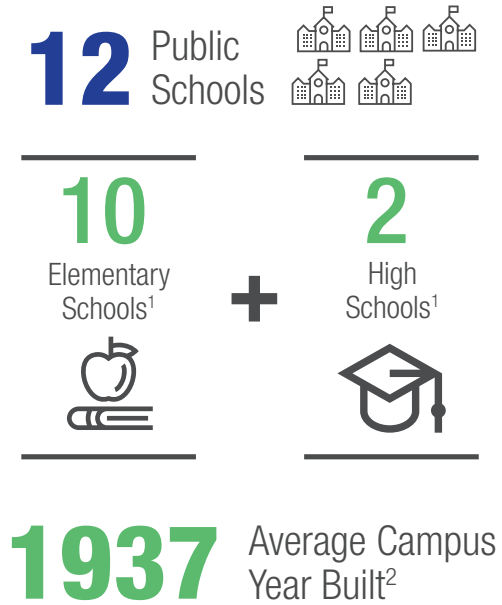
Population Trends

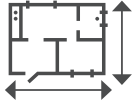
The Far Southwest Side has recently experienced a decline in the number of children aged 0-19. Population estimates from an independent third party (ESRI) indicate that from 2015 to 2017, the number of children aged 0-19 residing in the Far Southwest Side decreased from 14,010 to 13,812, or -1.4%. Forward-looking estimates indicate that over the next five years, the area's student aged population is expected to continue to decline.

Table 11: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	3,041	2,997	2,974
5-9	3,442	3,374	3,089
10-14	3,753	3,679	3,473
15-19	3,774	3,762	3,651
Total	14,010	13,812	13,187

School Facility Overview



986,774
Total campus square footage² 

Enrollment by Governance

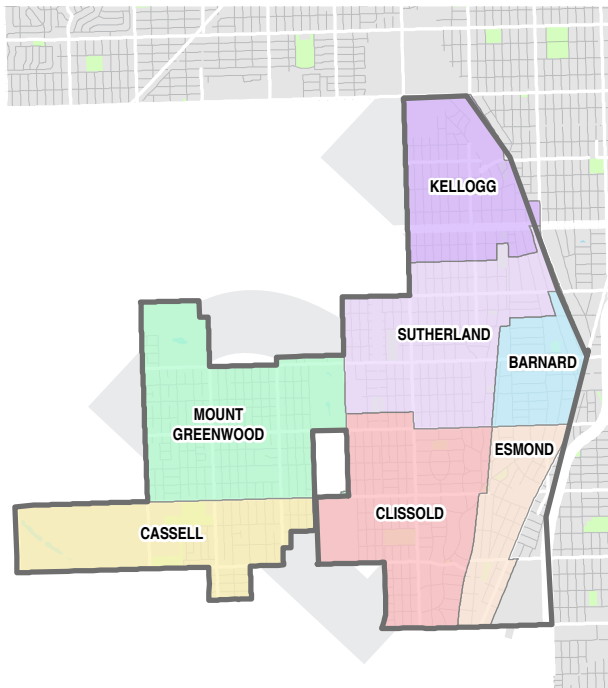
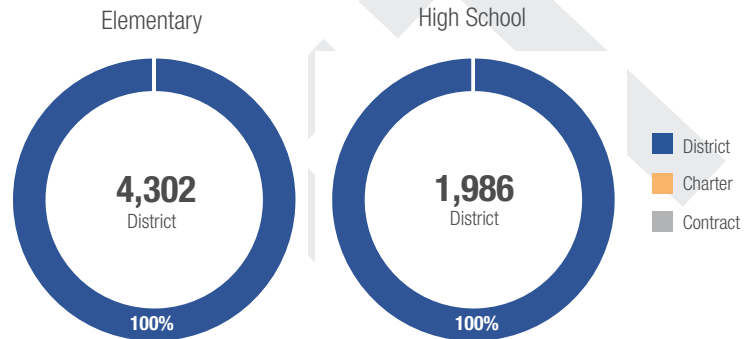


Figure 50: Elementary school boundaries; Source: CPS

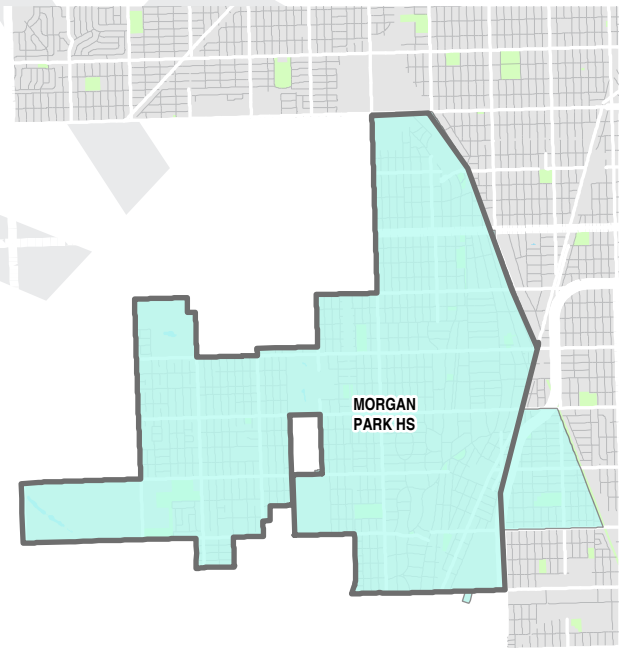


Figure 51: High school boundaries; Source: CPS

¹ Elementary and high school counts include all CPS schools regardless of governance.

² Data calculated from CPS owned and leased campuses

Utilization

Figure 52 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 53 below shows the area average utilization for elementary schools is approximately 95% and the area average utilization for high schools is 76%.

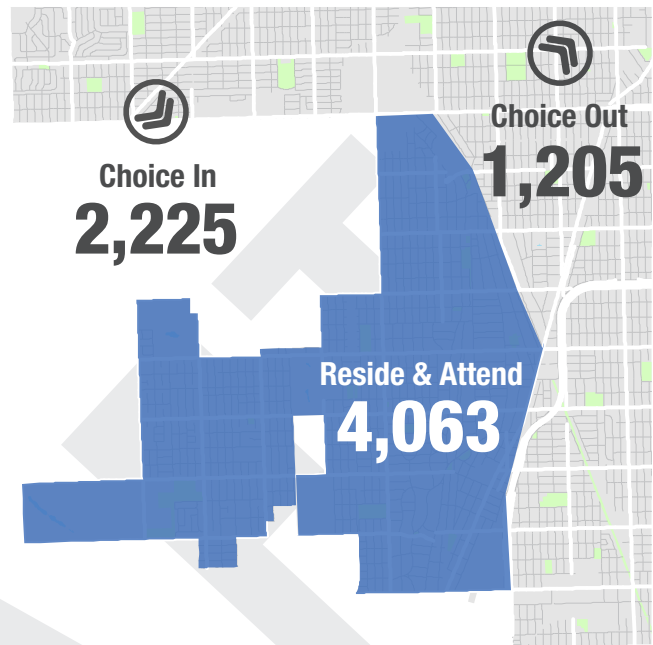


Figure 52: Choice In vs. Choice Out

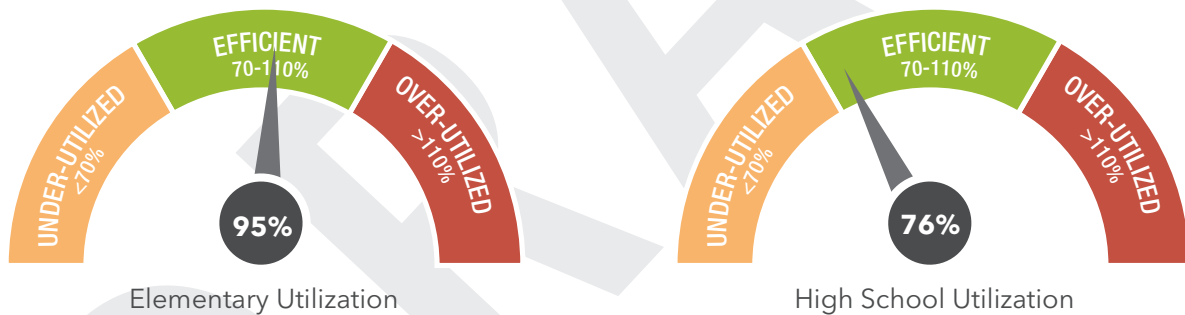


Figure 53: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

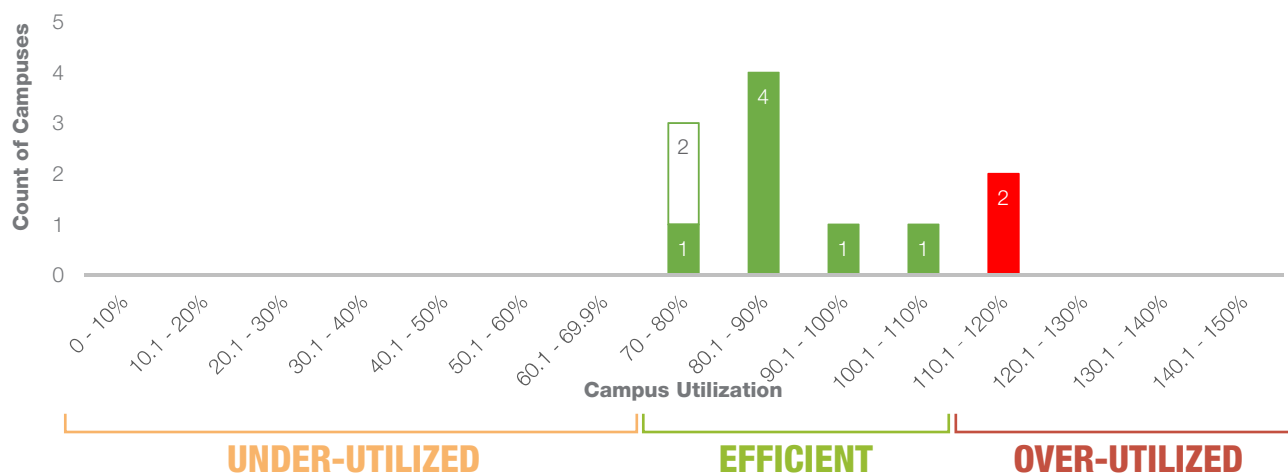


Figure 54: School count by utilization range; Source: Chicago Public Schools

■ Elementary Schools □ High Schools

Current Facility Deficiencies

Figure 55 depicts the significance of need for each building system for campuses within the Far Southwest Planning Area. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

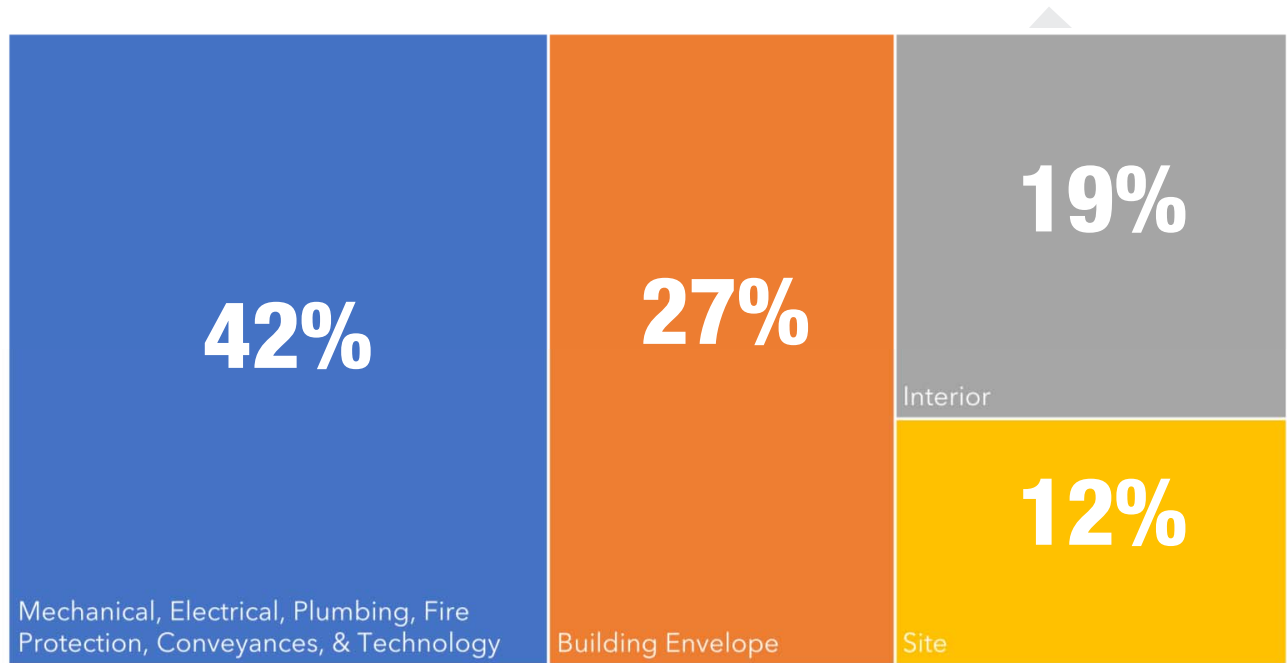


Figure 55: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Examine new construction options to right-size schools
- Explore grade configuration alternatives to expand grade level offerings by school
- Balance enrollment through boundary analysis to relieve over-utilized schools

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior condition improvements for structural integrity
- Continue mechanical, electrical, and plumbing (MEP) repairs
- Invest in District initiatives, such as classroom air conditioning at various schools
- Relieve overcrowding at Mt. Greenwood Elementary School
- Upgrade site, including new turf fields
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$97.5 million for capital improvement projects in the Far Southwest Planning Area (see Figure 56). Of this, approximately \$43.2 million of projects have been completed and an additional \$10.9 million of projects are in the closing phases. The remaining \$43.4 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan identifies capital investments in science lab upgrades (Chicago Ag), and priority building needs (Cassell). This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences. Please refer to the published FY19 capital plan on cps.edu for additional detail.

Chicago Public Schools Capital Projects 2011 - 2019

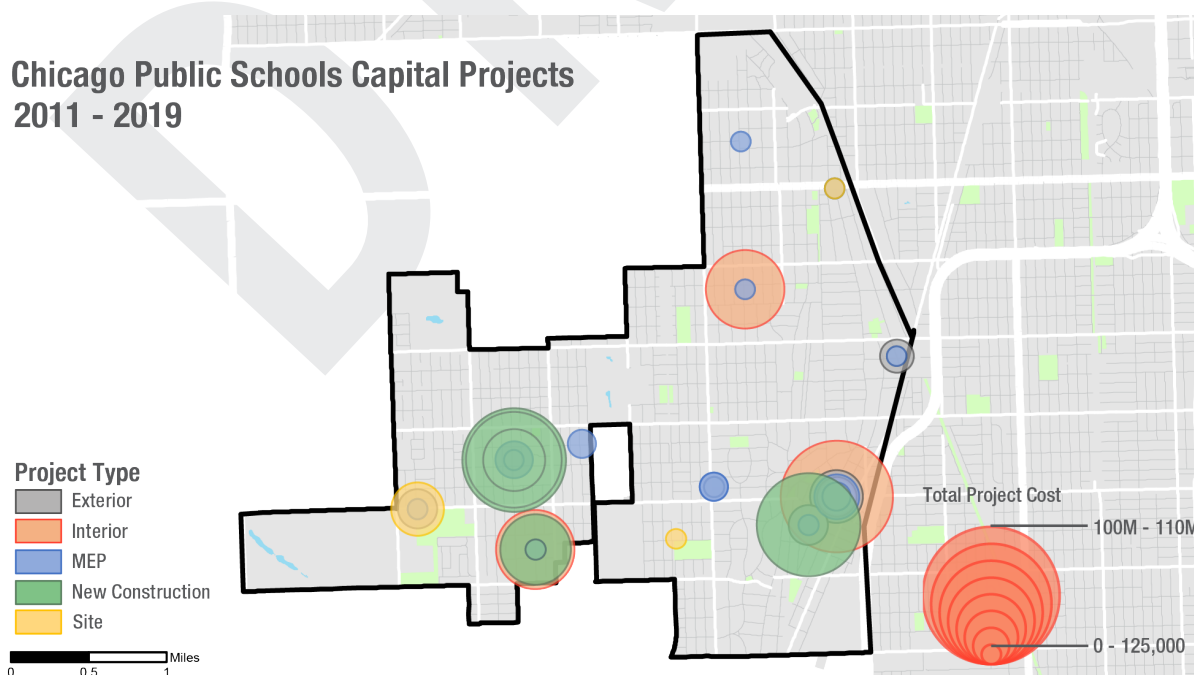


Figure 56: Capital improvement projects since 2011; Source: Chicago Public Schools

The Far Southwest Area Data

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
BARNARD	ES	District	Attendance Area School	Owned		308	324	▲ 16	360	0.9	0.9	EFFICIENT
CASELL	ES	District	Attendance Area School	Owned		405	411	▲ 6	480	125%	82%	EFFICIENT
CLISSOLD	ES	District	Attendance Area School	Owned		531	509	▼ -22	570	94%	84%	EFFICIENT
ESMOND	ES	District	Attendance Area School	Owned		289	280	▼ -9	300	93%	93%	EFFICIENT
KELLER	ES	District	Citywide	Owned		244	243	▼ -1	210	101%	113%	OVERCROWDED
KELLOGG	ES	District	Attendance Area School	Owned		252	257	▲ 5	330	107%	78%	EFFICIENT
MOUNT GREENWOOD	ES	District	Attendance Area School	Owned		1055	1125	▲ 70	930	134%	119%	OVERCROWDED
SUTHERLAND	ES	District	Attendance Area School	Owned		697	557	▼ -140	690	81%	81%	EFFICIENT
VANDERPOEL	ES	District	Citywide	Owned		292	280	▼ -12	270	104%	104%	EFFICIENT
VICK	ES	District	Citywide	Owned		355	316	▼ -39	#N/A	#N/A	#N/A	#N/A
CHICAGO AGRICULTURE HS	HS	District	Citywide	Owned		717	718	▲ 1	840	73%	77%	EFFICIENT
MORGAN PARK HS	HS	District	Attendance Area School	Owned		1431	1268	▼ -163	1668	76%	76%	EFFICIENT

Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

^{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.

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Church in Pullman, Chicago

The Greater Calumet Planning Area

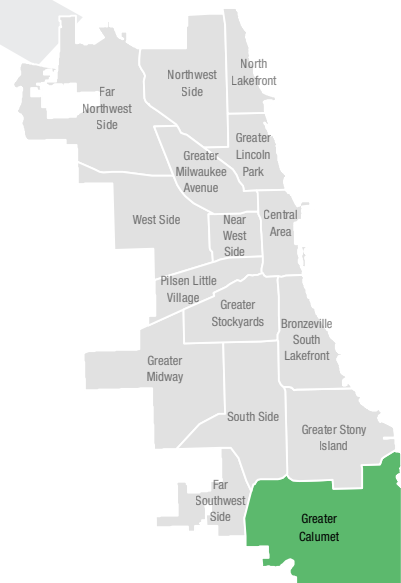
HIGHLIGHTS. Pullman National Monument | Harborside International Golf Center | Wolf Lake

Area Overview

The Greater Calumet Area is generally bounded by 95th Street, 100th Street and 103rd Street to the north, Interstate 57 to the west, the city boundary to the south, and the Illinois-Indiana state border to the east. It consists of nine neighborhoods—East Side, Hegewisch, Riverdale, West Pullman, and portions of Morgan Park, Pullman, Roseland, South Deering and Washington Heights.

Roughly 98% of the Greater Calumet Planning Area is covered by three wards: 9th, 10th, and 34th. It is the second largest planning area geographically and due in part to its expansive natural habitats, it is the least densely populated.

The planning area is home to approximately 16,100 public elementary school students and approximately 6,800 public high school students.



135,600
total residents



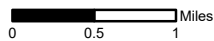
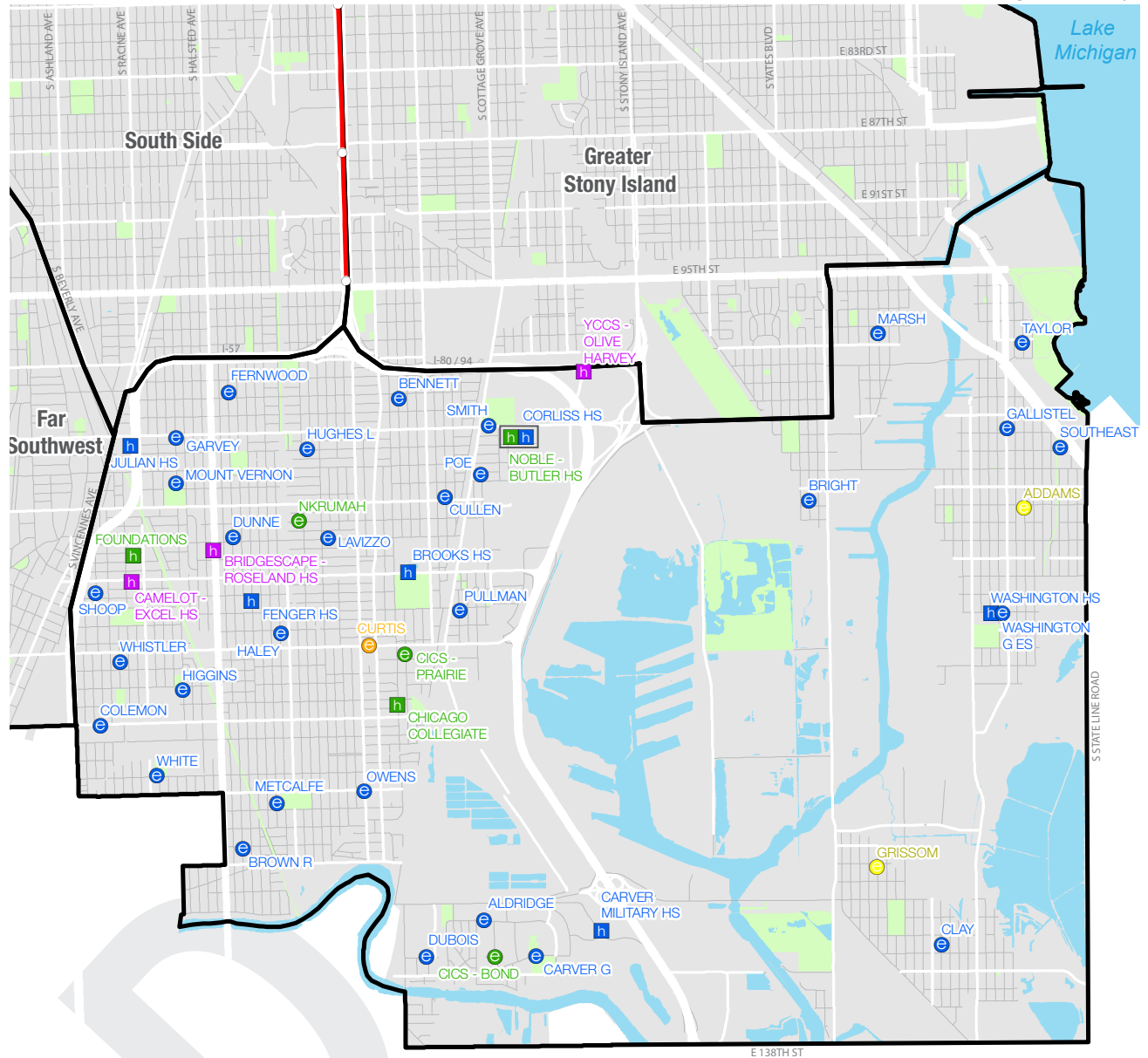
12
transit stops



61
open spaces

Source: City of Chicago Department of Planning and Development

The Greater Calumet Planning Area Map



Source: Chicago Public Schools

- e District Operated Elementary
- h District Operated High School
- e AUSL Elementary
- h AUSL School
- e ISP Elementary
- h ISP School

- e Alternative / Options Elementary
- h Alternative / Options High School
- e Charter / Contract Elementary
- h Charter / Contract High School

- Park / Open Space
- Water Feature
- CTA Rail
- Planning Area Boundary
- Co-located Schools

History and Context

The eight primary community areas of the Greater Calumet Planning Area constituted the industrial heart of Chicago’s steel industry for more than 80 years. East Side, Hegewisch, Riverdale, and South Deering were developed with industrial and manufacturing uses starting in the mid- to late-1800s and early 1900s, and small residential areas and commercial strips popped up to serve the area’s workers. Also an early industrial area, Pullman is perhaps the most well-known planned community in the United States, as George Pullman developed workers’ housing and amenities alongside his rail car factories in the late 1800s.

Roseland and West Pullman have historically been more residential in nature than the other community areas. All of the areas added new housing stock in the building boom following World War II and into the 1960s.

Today, after having lost much of the steel industry that was its economic driving force, Greater Calumet is now redefining itself around historic neighborhoods, natural areas, and clean industry. Portions of Pullman were recently designated as the Pullman National Monument; former industrial lands to the east of Lake Calumet are being developed as natural and recreational areas; and the new, state-of-the-art Method factory has opened in Pullman.

East Side, Hegewisch, Riverdale, and South Deering feature the city’s largest and most diverse natural areas, located alongside working manufacturing and industrial uses. Calumet Park, Carver Park, Mann Park, and Trumbull Park offer public open space, while the Altgeld, Hegewisch, and Vodak-East Side libraries provide educational programming and materials to area residents.

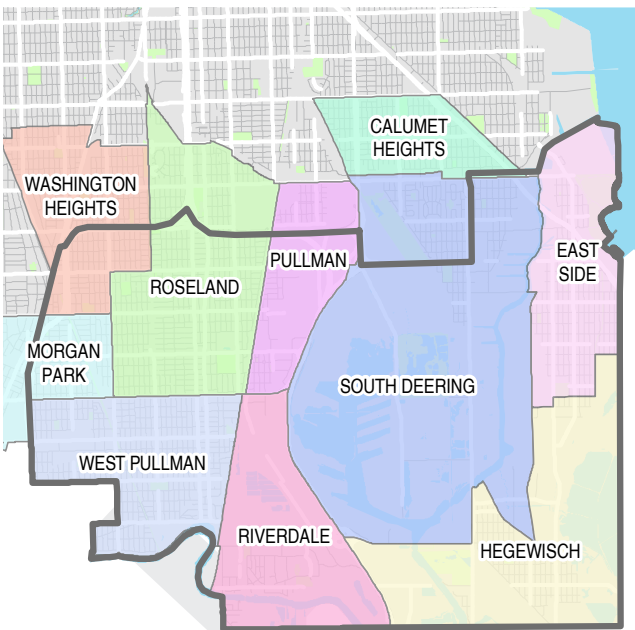







Figure 57: Planning area communities; Source: City of Chicago Department of Planning and Development

Pullman features the historic buildings of the Pullman National Monument, the Pullman Park shopping center, and the new Method factory. Gately Park offers public open space, and residents use the nearby Pullman Library. Roseland and West Pullman are still predominantly residential communities. The new Salvation Army Kroc Corps Community Center in West Pullman provides educational, sports, arts, and supportive programming, and the Gwendolyn Brooks College Preparatory Academy in Roseland is a top-rated public school.

Palmer Park and Gano Park offer public open space, and the Pullman and West Pullman libraries serve area residents. Roseland Community Hospital, located within the Roseland Medical District, provides medical care for residents.

Table 12: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
East Side	6	74	0	0	1
Hegewisch	3	47	0	1	0
Morgan Park	3	33	0	0	0
Pullman	4	34	0	0	0
Riverdale	2	23	0	1	0
Roseland	4	143	0	1	1
South Deering	3	50	0	1	0
Washington Heights	3	33	0	0	0
West Pullman	6	108	0	1	0

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in Greater Calumet and how these affect demographic trends. Figure 58 illustrates anticipated development that CPS is evaluating with regard to the master plan.

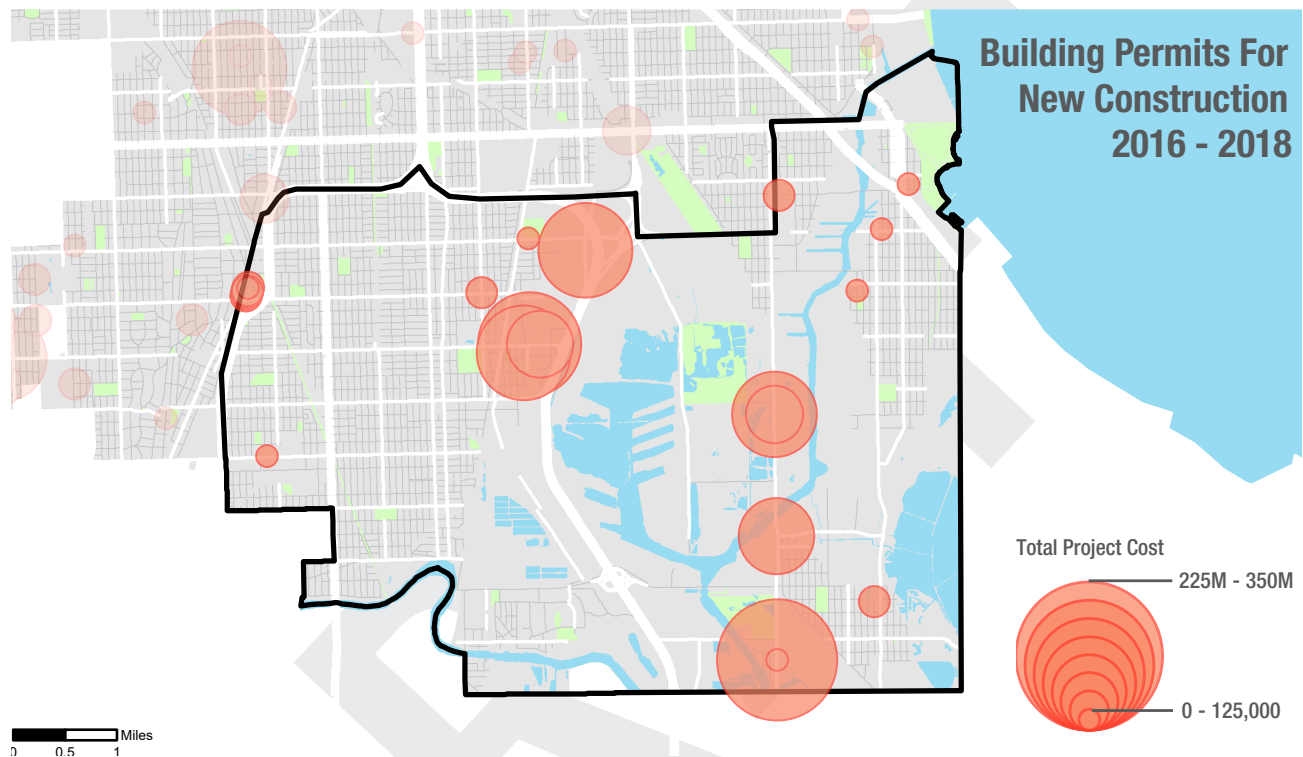


Figure 58: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

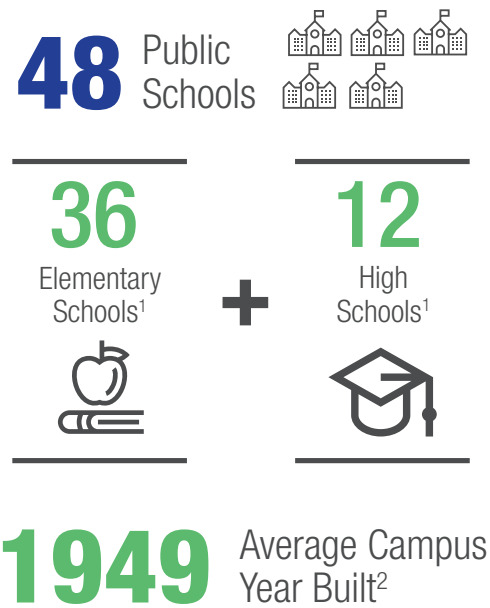
Population Trends

At the area-wide level, the number of children has been declining. Population estimates from an independent third party (ESRI), indicate that from 2015 to 2017, the number of children aged 0-19 residing in Greater Calumet declined from 38,277 to 37,611, or -1.7%. Forward-looking estimates indicate that over the next five years, Greater Calumet's student aged population is expected to continue to decline, though at slower rate.

Table 13: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	9,148	9,000	9,082
5-9	9,175	9,243	9,050
10-14	9,947	9,737	9,628
15-19	10,007	9,631	9,291
Total	38,277	37,611	37,051

School Facility Overview



4,121,174 

Total campus square footage²

Enrollment by Governance

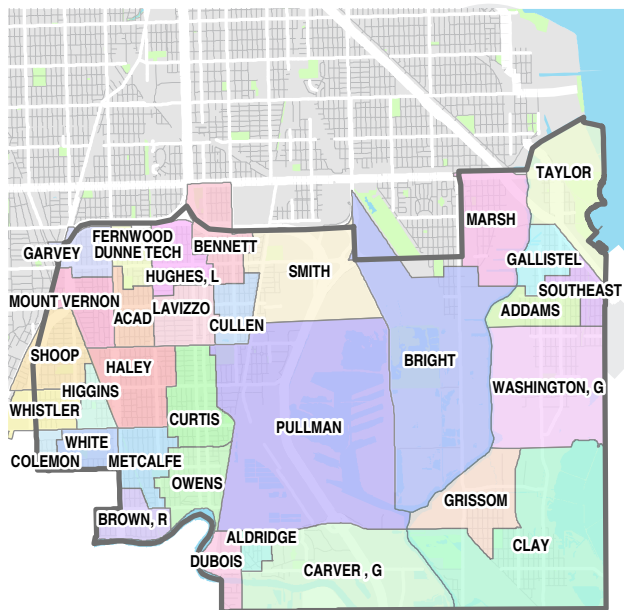
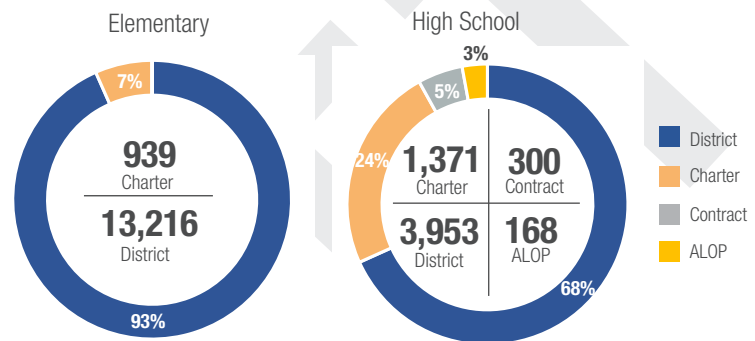


Figure 59: Elementary school boundaries; Source: CPS

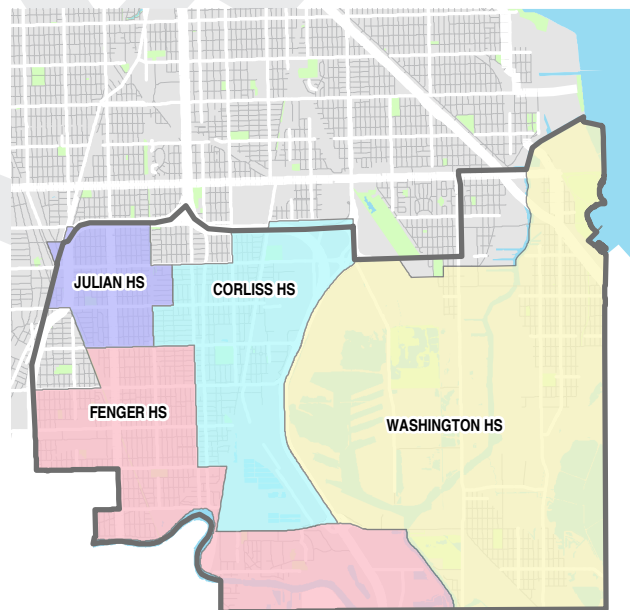


Figure 60: High school boundaries; Source: CPS

¹ Elementary and high school counts include all CPS schools regardless of governance.

² Data calculated from CPS owned and leased campuses

Utilization

Figure 61 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 62 below shows the area average utilization for elementary schools is approximately 62% and the area average utilization for high schools is 54%.

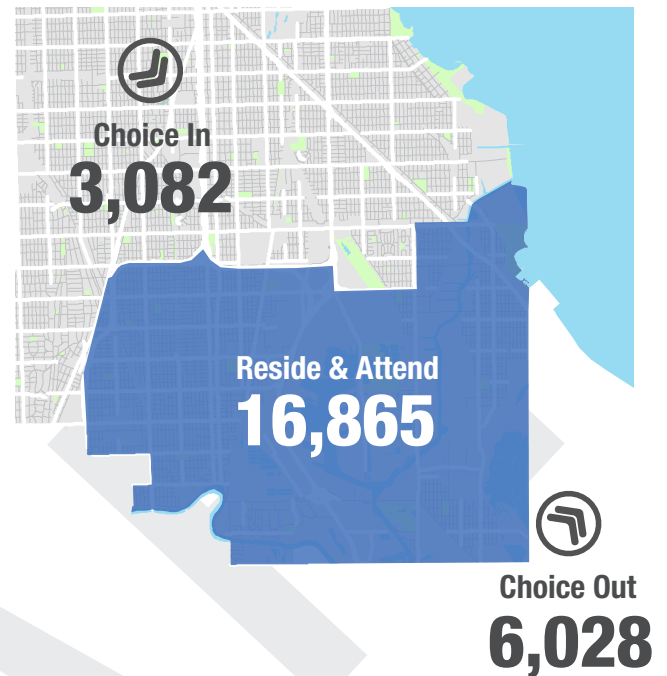


Figure 61: Choice In vs. Choice Out



Figure 62: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

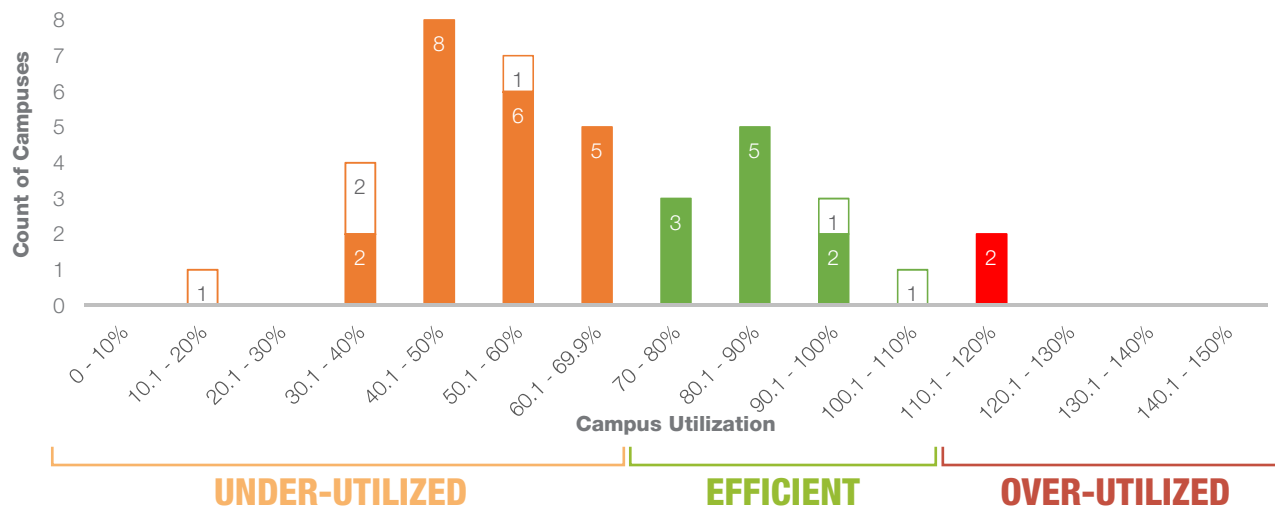


Figure 63: School count by utilization range; Source: Chicago Public Schools

■ Elementary Schools □ High Schools

Current Facility Deficiencies

Figure 64 depicts the significance of need for each building system for campuses within the Greater Calumet Planning Area. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

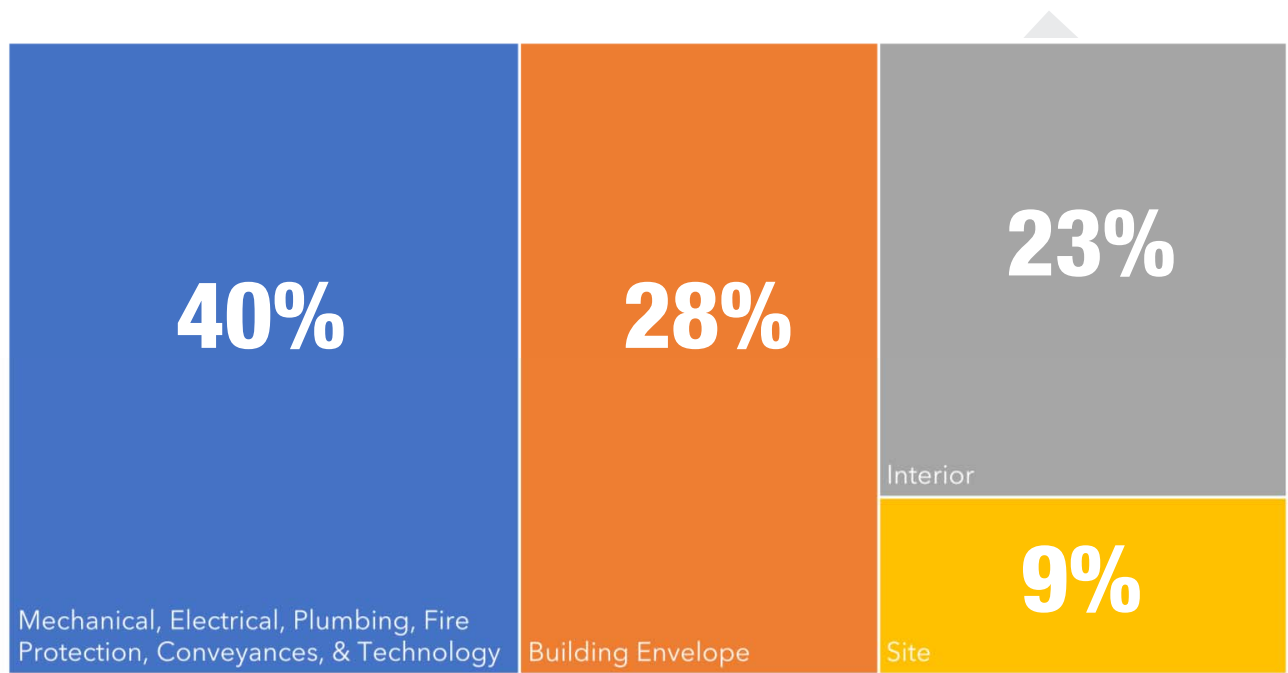


Figure 64: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Explore specialty program offerings to attract students to under-utilized facilities
- Decommission unused space
- Examine new construction options to right-size schools
- Explore grade configuration alternatives to expand grade level offerings by school
- Balance enrollment through boundary analysis to relieve over-utilized schools

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior condition improvements for structural integrity
- Continue mechanical, electrical, and plumbing (MEP) repairs
- Invest in district initiatives such as classroom air conditioning at various schools
- Upgrade site, including new turf fields and campus parks
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$176.7 million for capital improvement projects in the Greater Calumet Planning Area (see Figure 65). Of this, approximately \$100.7 million of projects have been completed and an additional \$14.9 million of projects are in the closing phases. The remaining \$61.2 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan identifies capital investments in expanding programmatic access (Poe), science lab upgrades (Corliss, Julian, and Washington HS), full-day pre-K expansion (Bright), site improvements (Bright), and priority building needs (Corliss, Higgins, and Washington HS). This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences. Please refer to the published FY19 capital plan on cps.edu for additional detail.

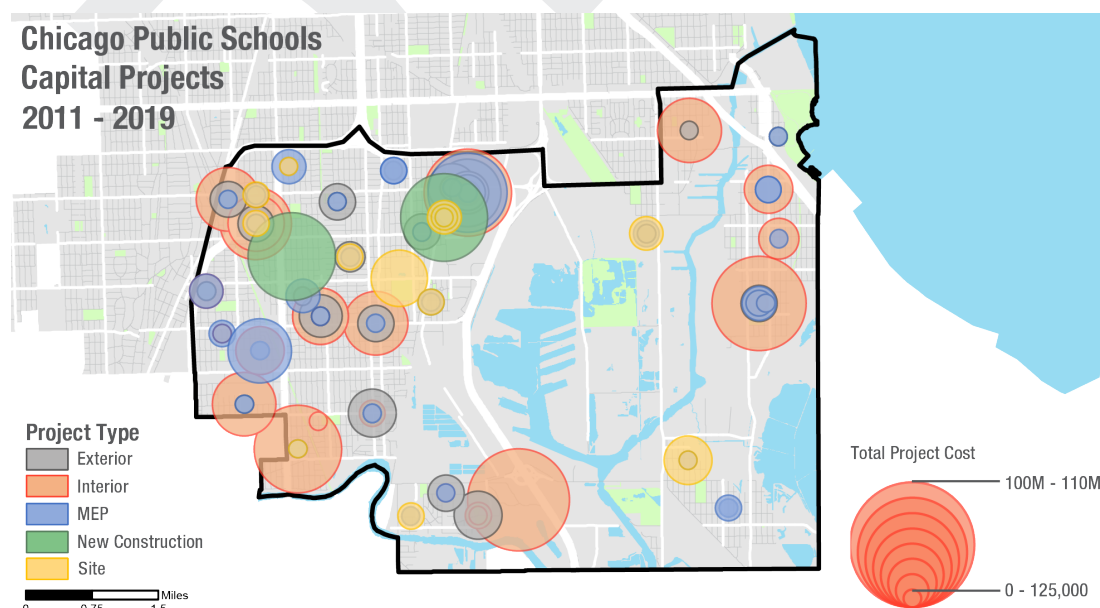


Figure 65: Capital improvement projects since 2011; Source: Chicago Public Schools

The Greater Calumet Area Data

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
ADDAMS	ES	District	Attendance Area School	Owned		894	716	▼ -178	780	140%	92%	EFFICIENT
ALDRIDGE	ES	District	Attendance Area School	Owned		194	199	▲ 5	570	35%	35%	UNDERUTILIZED
BENNETT	ES	District	Attendance Area School	Owned		353	308	▼ -45	540	57%	57%	UNDERUTILIZED
BRIGHT	ES	District	Attendance Area School	Owned		299	282	▼ -17	630	39%	40%	UNDERUTILIZED
BROWN R	ES	District	Attendance Area School	Owned		323	321	▼ -2	360	82%	88%	EFFICIENT
CARVER G	ES	District	Attendance Area School	Owned		485	493	▲ 8	990	50%	50%	UNDERUTILIZED
CICS - BOND	ES	Charter	Citywide	Non-CPS		-	339	-	#N/A	#N/A	#N/A	#N/A
CICS - PRAIRIE	ES	Charter	Citywide	Non-CPS		-	422	-	#N/A	#N/A	#N/A	#N/A
CLAY	ES	District	Attendance Area School	Owned		586	618	▲ 32	630	94%	98%	EFFICIENT
COLEMON	ES	District	Attendance Area School	Owned		262	251	▼ -11	300	84%	84%	EFFICIENT
CULLEN	ES	District	Attendance Area School	Owned		207	186	▼ -21	360	52%	52%	UNDERUTILIZED
CURTIS	ES	District	Attendance Area School	Owned		628	520	▼ -108	840	62%	62%	UNDERUTILIZED
DUBOIS	ES	District	Attendance Area School	Owned		209	235	▲ 26	330	71%	71%	EFFICIENT
DUNNE	ES	District	Attendance Area School	Owned		252	258	▲ 6	420	61%	61%	UNDERUTILIZED
FERNWOOD	ES	District	Attendance Area School	Owned		356	301	▼ -55	480	63%	63%	UNDERUTILIZED
GALLISTEL	ES	District	Attendance Area School	Owned		1200	793	▼ -407	900	115%	88%	EFFICIENT
GARVEY	ES	District	Attendance Area School	Owned		269	250	▼ -19	600	42%	42%	UNDERUTILIZED
GRISSOM	ES	District	Attendance Area School	Owned		351	353	▲ 2	300	131%	118%	OVERCROWDED
HALEY	ES	District	Attendance Area School	Owned		562	541	▼ -21	900	60%	60%	UNDERUTILIZED
HIGGINS	ES	District	Attendance Area School	Owned		308	268	▼ -40	480	56%	56%	UNDERUTILIZED
HUGHES L	ES	District	Attendance Area School	Owned		511	470	▼ -41	630	65%	75%	EFFICIENT
LAVIZZO	ES	District	Attendance Area School	Owned		412	357	▼ -55	690	52%	52%	UNDERUTILIZED
MARSH	ES	District	Attendance Area School	Owned		866	751	▼ -115	930	78%	80%	EFFICIENT
METCALFE	ES	District	Attendance Area School	Owned		460	387	▼ -73	960	40%	40%	UNDERUTILIZED
MOUNT VERNON	ES	District	Attendance Area School	Owned		244	232	▼ -12	630	37%	37%	UNDERUTILIZED
NKRUMAH	ES	Charter	Citywide	Non-CPS		-	178	-	#N/A	#N/A	#N/A	#N/A
OWENS	ES	District	Attendance Area School	Owned		493	397	▼ -96	900	43%	41%	UNDERUTILIZED
POE	ES	District	Citywide	Owned		206	208	▲ 2	240	87%	87%	EFFICIENT
PULLMAN	ES	District	Attendance Area School	Owned		329	390	▲ 61	570	68%	68%	UNDERUTILIZED
SHOOP	ES	District	Attendance Area School	Owned		481	430	▼ -51	1050	41%	41%	UNDERUTILIZED
SMITH	ES	District	Attendance Area School	Owned		362	360	▼ -2	660	55%	55%	UNDERUTILIZED
SOUTHEAST	ES	District	Attendance Area School	Owned		-	518	-	1230	42%	42%	UNDERUTILIZED
TAYLOR	ES	District	Attendance Area School	Owned		493	444	▼ -49	780	57%	57%	UNDERUTILIZED
WASHINGTON G ES	ES	District	Attendance Area School	Owned		884	873	▼ -11	780	112%	112%	OVERCROWDED
WHISTLER	ES	District	Attendance Area School	Owned		269	344	▲ 75	660	46%	47%	UNDERUTILIZED
WHITE	ES	District	Attendance Area School	Owned		189	162	▼ -27	180	90%	90%	EFFICIENT
BRIDGESCAPE - ROSELAND HS	HS	ALOP	Citywide	Non-CPS		-	168	-	#N/A	#N/A	#N/A	#N/A
BROOKS HS	HS	District	Citywide	Owned		836	961	▲ 125	984	98%	98%	EFFICIENT
CAMELOT - EXCEL HS	HS	Contract	Citywide	Non-CPS		-	300	-	#N/A	#N/A	#N/A	#N/A
CARVER MILITARY HS	HS	District	Citywide	Owned		490	479	▼ -11	1392	35%	34%	UNDERUTILIZED
CHICAGO COLLEGIATE	HS	Charter	Citywide	Non-CPS		-	394	-	#N/A	#N/A	#N/A	#N/A
CORLISS HS ₁	HS	District	Attendance Area School	Owned	Yes	419	310	▼ -109	1620	59%	59%	UNDERUTILIZED
FENGER HS	HS	District	Attendance Area School	Owned		271	251	▼ -20	1452	17%	17%	UNDERUTILIZED
FOUNDATIONS	HS	Charter	Citywide	Non-CPS		-	227	-	#N/A	#N/A	#N/A	#N/A
JULIAN HS	HS	District	Attendance Area School	Owned		720	516	▼ -204	1644	31%	31%	UNDERUTILIZED
NOBLE - BUTLER HS ₁	HS	Charter	Citywide	Owned	Yes	450	647	▲ 197	1620	59%	59%	UNDERUTILIZED
WASHINGTON HS	HS	District	Attendance Area School	Owned		1433	1436	▲ 3	1392	111%	103%	EFFICIENT
YCCS - OLIVE HARVEY	HS	Charter	Citywide	Non-CPS		-	103	-	#N/A	#N/A	#N/A	#N/A

Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

_{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.

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Lincoln Pond

The Greater Lincoln Park Planning Area

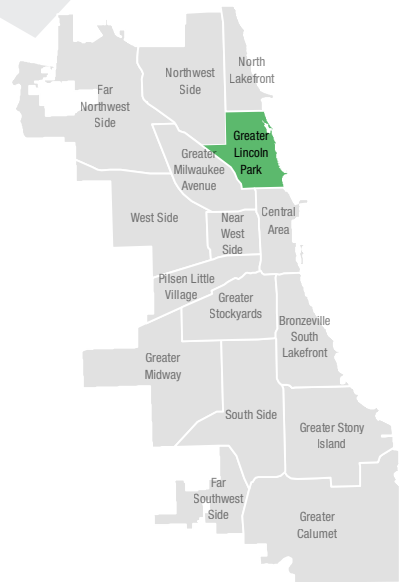
HIGHLIGHTS. The Lakefront Trail | Lincoln Park Zoo | Wrigley Field

Area Overview

The Greater Lincoln Park Planning Area is bounded generally by W Diversey Pkwy and W Irving Park Avenue to the north, Lake Michigan to the east, W Division Street to the south, and both the Kennedy Expressway and UP North Metra Line to the west. It consists primarily of four neighborhoods—Lake View, Lincoln Park, Old Town and Wrigleyville.

Roughly 80% of the Greater Lincoln Park area is covered by four wards: 2nd, 32nd, 43rd and 44th. Eighty percent of Greater Lincoln Park's population over 25 years old has attained a Bachelor's degree or higher, which ranks first among the 16 planning areas.

The planning area is home to approximately 6,000 public elementary school students and approximately 2,000 public high school students.



183,000
total residents



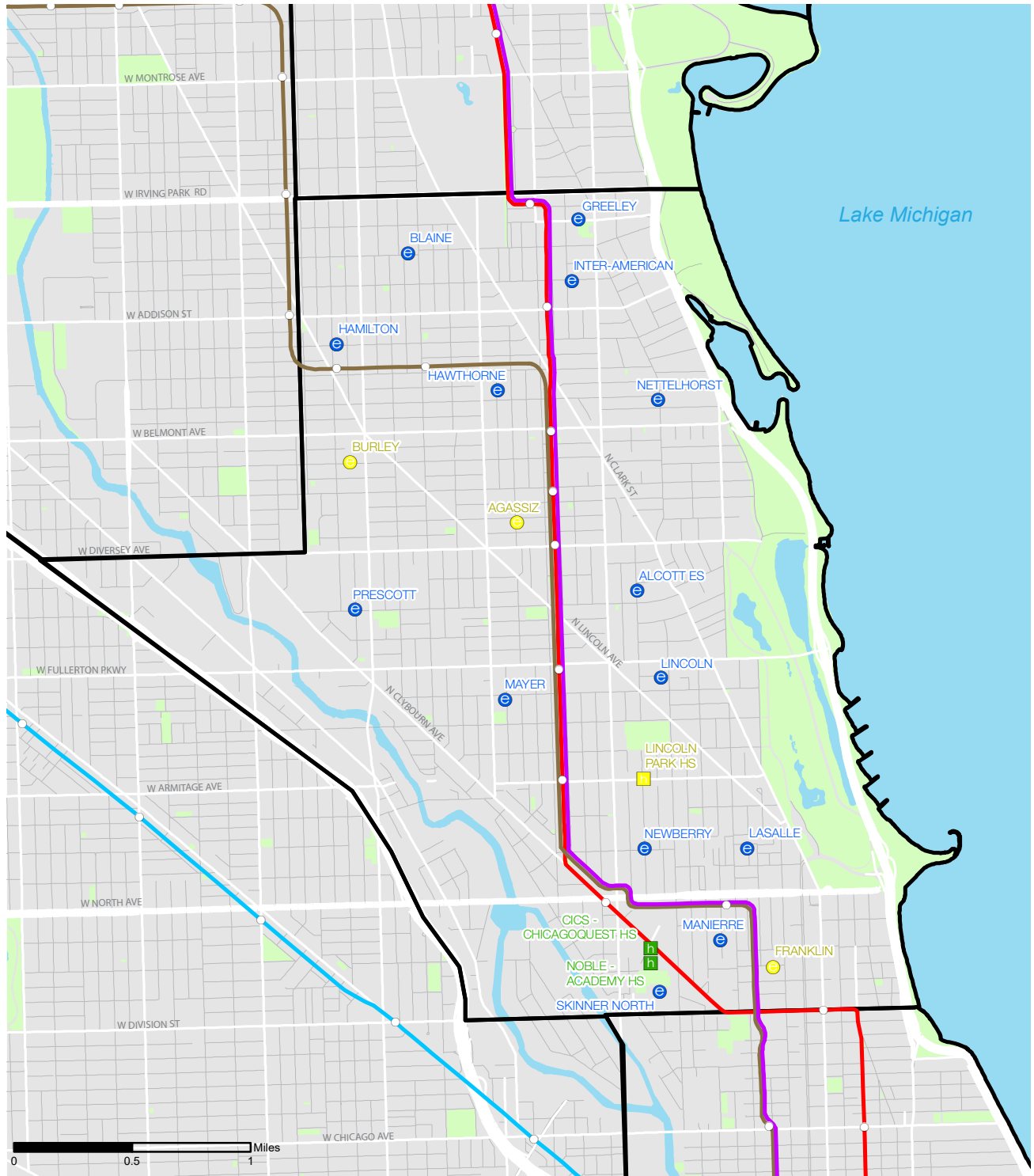
13
transit stops



53
open spaces

Source: City of Chicago Department of Planning and Development

The Greater Lincoln Park Planning Area Map



Source: Chicago Public Schools

- | | | |
|-------------------------------|-----------------------------------|------------------------|
| District Operated Elementary | Alternative / Options Elementary | Park / Open Space |
| District Operated High School | Alternative / Options High School | Water Feature |
| AUSL Elementary | Charter / Contract Elementary | CTA Rail |
| AUSL School | Charter / Contract High School | Planning Area Boundary |
| ISP Elementary | | Co-located Schools |
| ISP School | | |

History and Context

Before Chicago’s development, the three community areas that now comprise most of the Greater Lincoln Park Planning Area were primarily forest and grassland with occasional quicksand deposits.

As Chicago expanded during the early 1900s, the area became home to numerous legendary Chicago manufacturing companies, such as Horween Leathers and A. Finkl and Sons Co., located along the North Branch Chicago River. Today, this planning area has a remarkable mix of housing types, with 110-year-old row-houses and cottages alongside new balconied high-rises. Land uses are just as varied. Lincoln Park runs along the lakefront, with paths, harbors, and lagoons, Lake Shore Drive, and the free Lincoln Park Zoo and Conservatory. Retail corridors have widely-varied character, including the historic Armitage/ Halsted Landmark District, Clybourn corridor, Belmont theater district, N Halsted Street in Boystown, and bars and restaurants along N Clark Street in Wrigleyville.

The Lakeview community features Wrigley Field (home of the Chicago Cubs), Lincoln Park (including the Lakefront Trail), and Belmont Harbor. There are five health service providers, including the Advocate Illinois Masonic Medical Center, Saint Joseph Hospital, Heartland Pediatric Center - Lake View, Broadway Youth Center, and the Howard Brown Health Center - Aria Health. Leadership for the area is provided by a number of business and resident organizations, such as the Greater Ravenswood Community Council, Central Lakeview Merchant’s Association, North Halsted Business Alliance, Lakeview East Chamber of Commerce, the Lakeview Chamber of Commerce, and others.

The Lincoln Park community feature many amenities. These include the Lincoln Park Zoo, the Peggy Notebaert

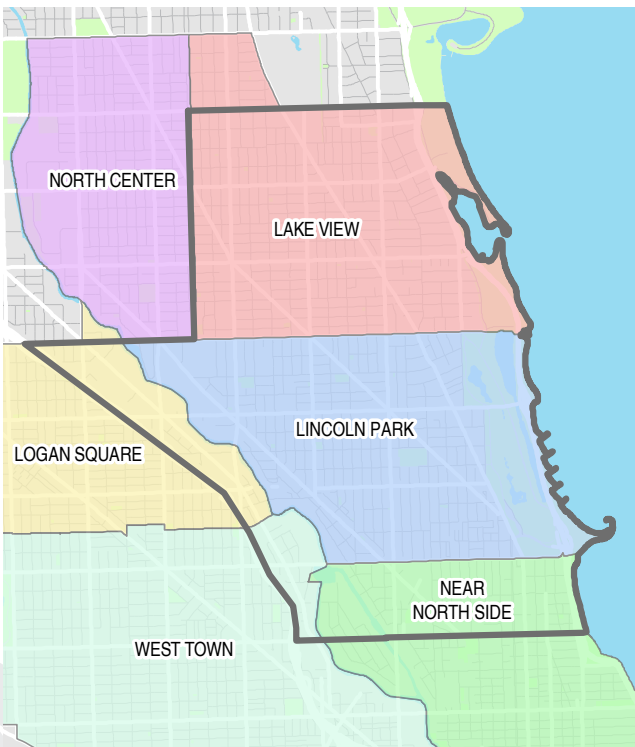


Figure 66: Planning area communities; Source: City of Chicago Department of Planning and Development

Nature Museum, Lincoln Park, Diversey Harbor, Second City Improv Theater, DePaul University, the Original Old Town School of Folk Music, and the Steppenwolf Theater. There are at least 22 parks and open spaces throughout the Lincoln Park community that offer public open space, including Lincoln Park Lincoln and Oz Park. Residents are served by the Lincoln Park and Near North libraries. There are three health service providers, including Near North-Winfield Moody Health Center, Flannery Senior Clinic, and ACCESS - Anixter.

Table 14: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
Lincoln Square "Hermosa"	10		4	1	3
Near North Side	3	69	2	1	0

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in Greater Lincoln Park and how these affect demographic trends. Figure 67 illustrates anticipated development that CPS is evaluating with regard to the master plan.

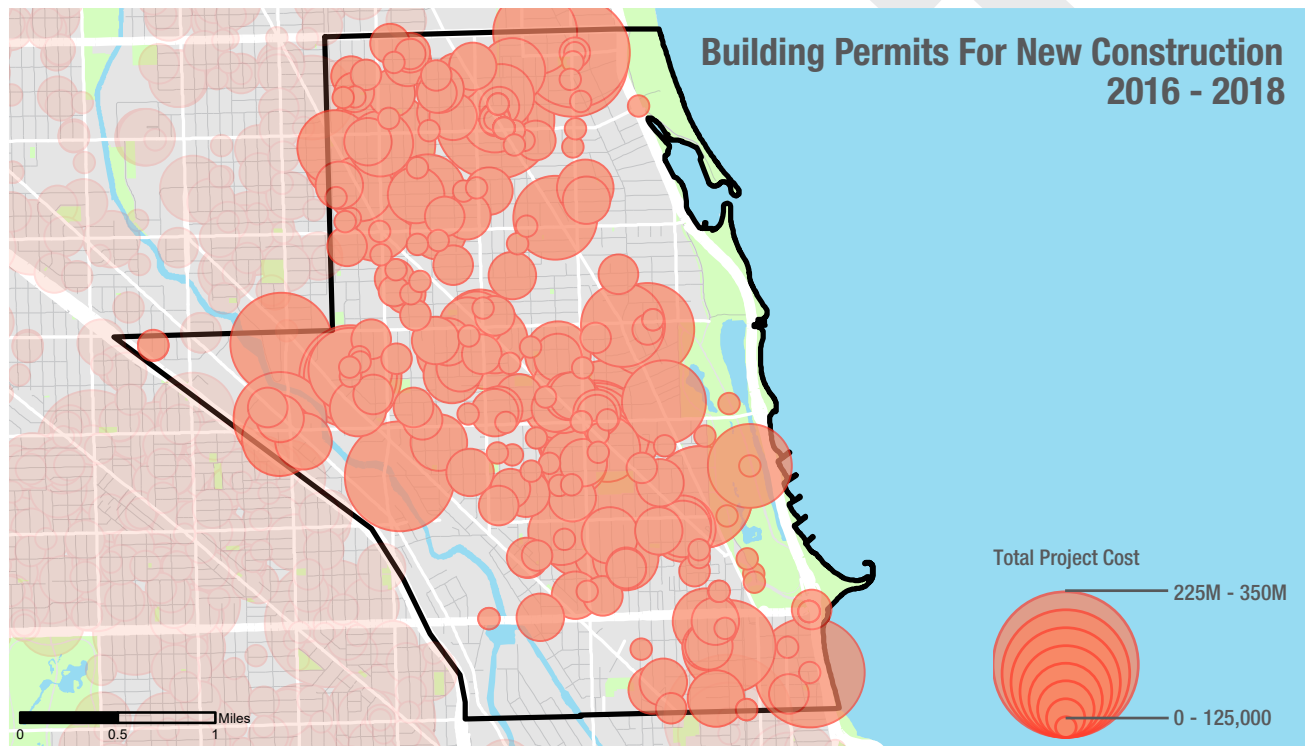


Figure 67: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

Population Trends

The number of school aged children has been increasing in the Greater Lincoln Park. Population estimates from an independent third party (ESRI), indicate that from 2015 to 2017, the number of children aged 0-19 residing in Greater Lincoln Park grew 23,305 to 23,748. Forward-looking estimates indicate that over the next five years, Greater Lincoln Park's student aged population is expected to continue increase.

Table 15: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	7,896	8,124	8,400
5-9	5,775	5,523	5,753
10-14	3,986	4,015	4,078
15-19	5,648	5,816	5,517
Total	23,305	23,478	23,748

School Facility Overview

20 Public Schools 

17

Elementary Schools¹



3

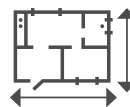
High Schools¹



1927 Average Campus Year Built²

1,709,147

Total campus square footage²



Enrollment by Governance

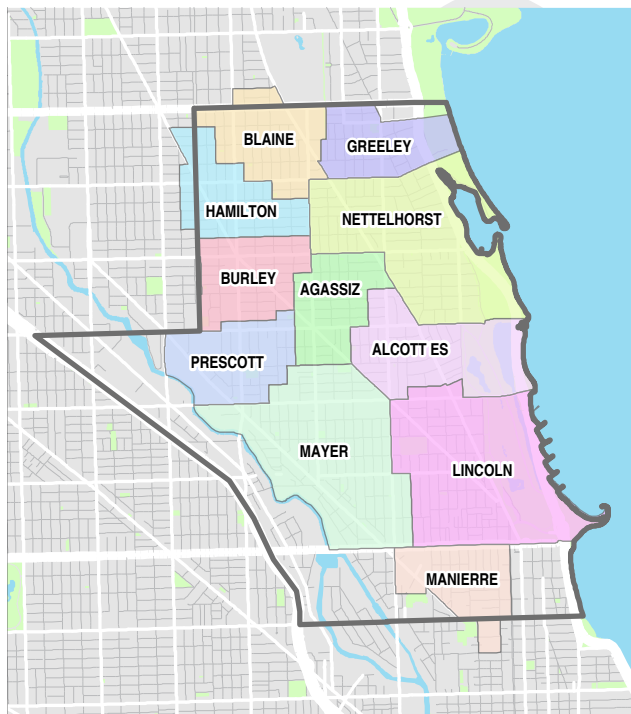
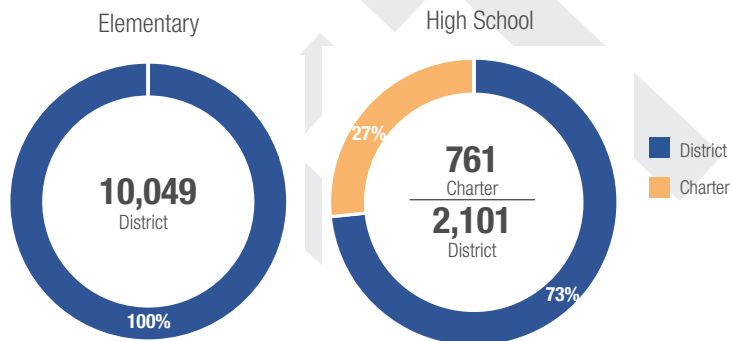


Figure 68: Elementary school boundaries

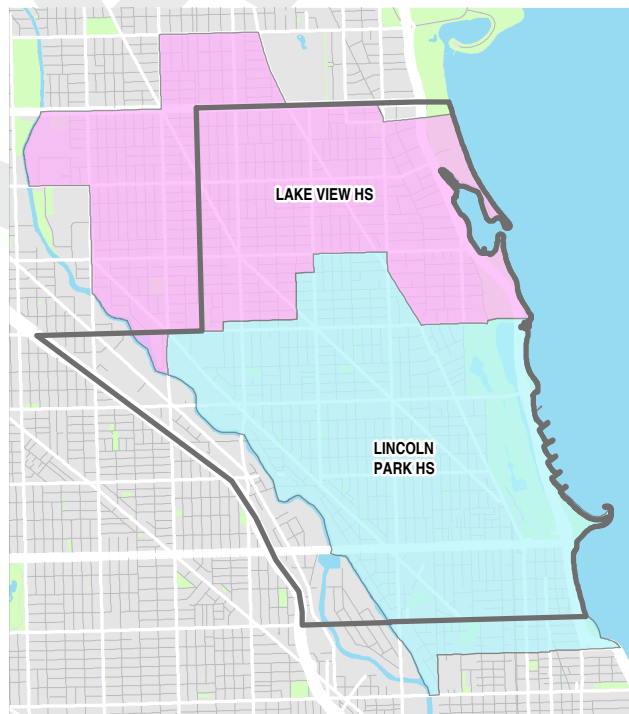


Figure 69: High school boundaries; Source: Chicago Public Schools

¹ Elementary and high school counts include all CPS schools regardless of governance

² Data calculated from CPS owned and leased campuses

Utilization

Figure 70 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 71 below shows the area average utilization for elementary schools is approximately 86% and the area average utilization for high schools is 99%.

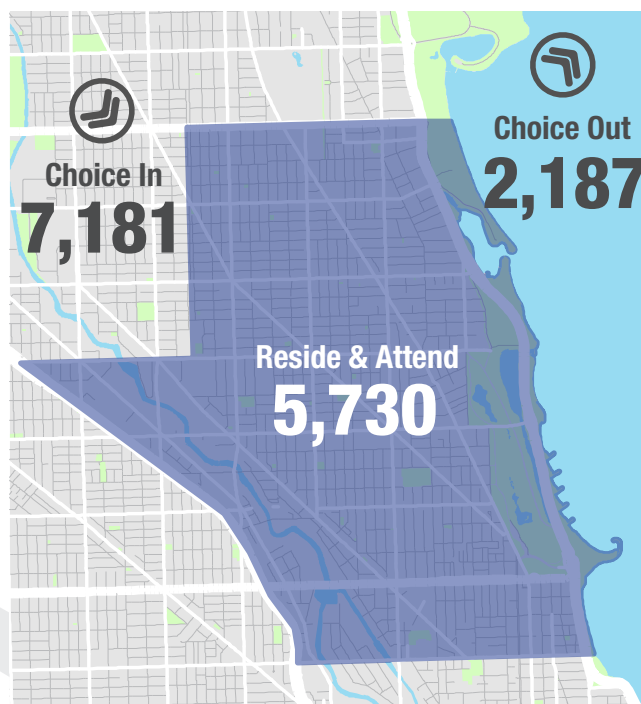


Figure 70: Choice In vs. Choice Out



Figure 71: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

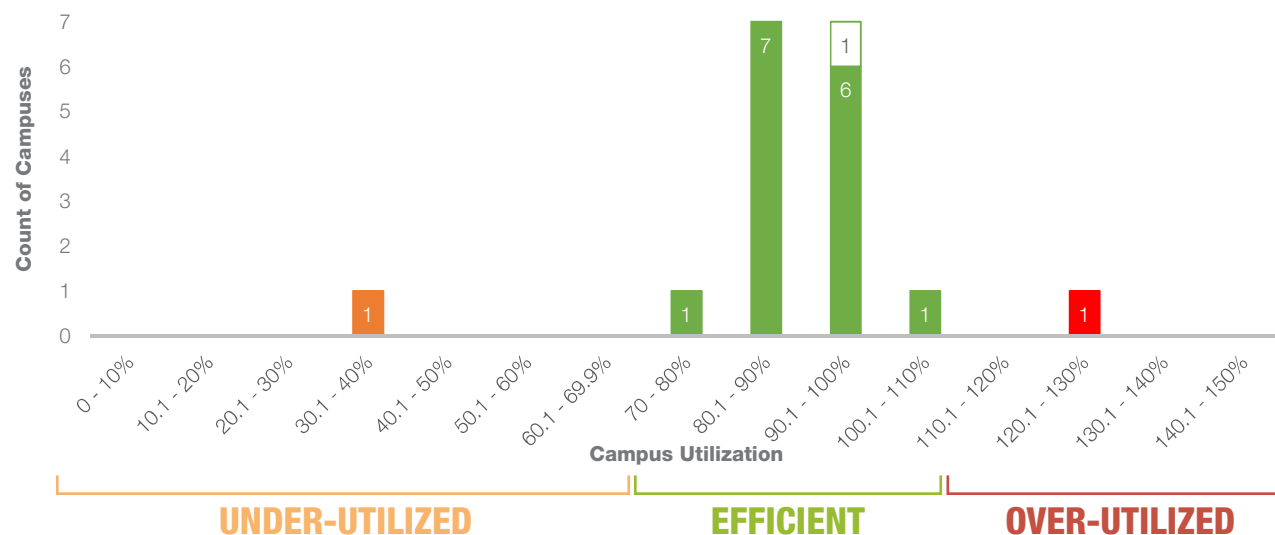


Figure 72: School count by utilization range; Source: Chicago Public Schools

■ Elementary Schools □ High Schools

Current Facility Deficiencies

Figure 73 depicts the significance of need for each building system for campuses within the Greater Lincoln Park Planning Area. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

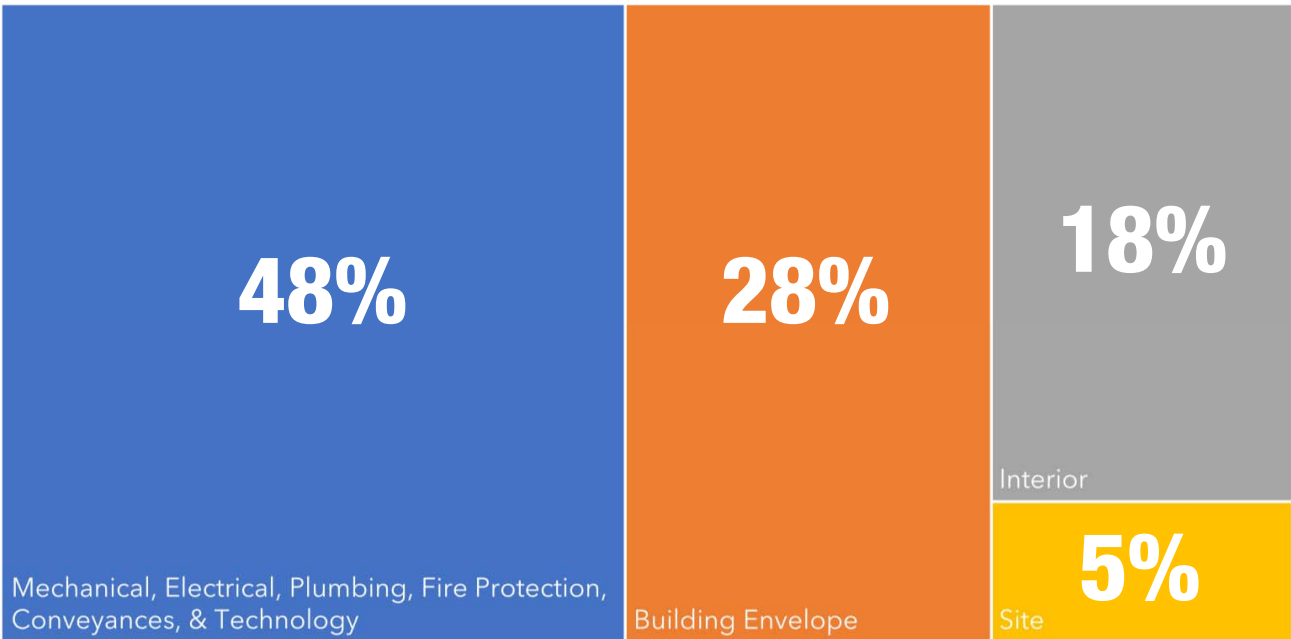


Figure 73: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Explore specialty program offerings to attract students to under-utilized facilities
- Examine new construction options to right-size schools
- Explore grade configurations alternatives to expand grade level offerings by school

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior condition improvements for structural integrity
- Continue mechanical, electrical, and plumbing (MEP) repairs
- Invest in district initiatives such as classroom air conditioning at various schools
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$122.3 million for capital improvement projects in the Greater Lincoln Park Planning Area (see Figure 74). Of this, approximately \$46.7 million of projects have been completed and an additional \$6.2 million of projects are in the closing phases. The remaining \$69.4 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan identifies capital investments in site improvements (Blaine), and priority building needs (Agassiz, and Prescott). This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences. Please refer to the published FY19 capital plan on cps.edu for additional detail.

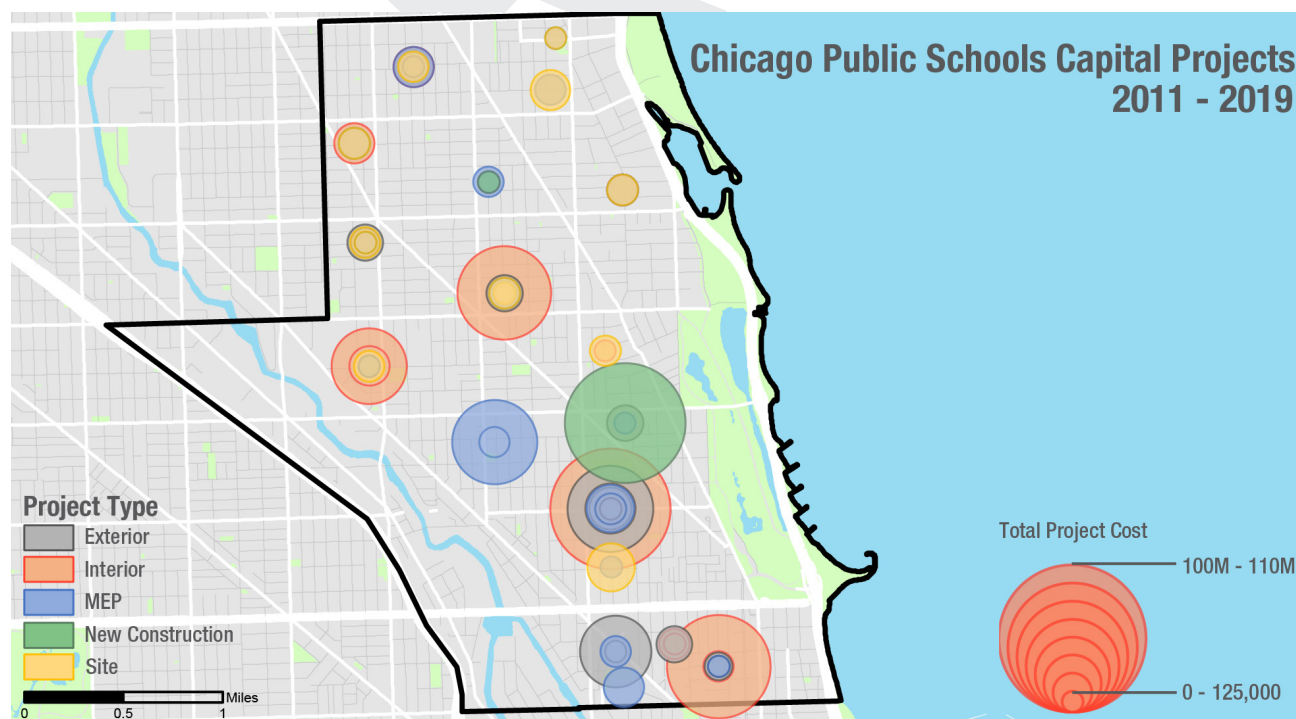


Figure 74: Capital improvement projects since 2011; Source: Chicago Public Schools

The Greater Lincoln Park Area Data

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
AGASSIZ	ES	District	Attendance Area School	Owned		527	464	▼ -63	540	81%	85%	EFFICIENT
ALCOTT ES	ES	District	Attendance Area School	Owned		576	628	▲ 52	780	81%	81%	EFFICIENT
BLAINE	ES	District	Attendance Area School	Owned		912	888	▼ -24	900	99%	99%	EFFICIENT
BURLEY	ES	District	Attendance Area School	Owned		522	533	▲ 11	540	99%	99%	EFFICIENT
FRANKLIN	ES	District	Citywide	Owned		360	372	▲ 12	390	95%	95%	EFFICIENT
GREELEY	ES	District	Attendance Area School	Owned		655	568	▼ -87	600	95%	95%	EFFICIENT
HAMILTON	ES	District	Attendance Area School	Owned		454	480	▲ 26	540	89%	89%	EFFICIENT
HAWTHORNE	ES	District	Citywide	Owned		572	567	▼ -5	660	86%	86%	EFFICIENT
INTER-AMERICAN	ES	District	Citywide	Owned		649	710	▲ 61	840	85%	85%	EFFICIENT
LASALLE	ES	District	Citywide	Owned		559	561	▲ 2	510	110%	110%	EFFICIENT
LINCOLN	ES	District	Attendance Area School	Owned		838	895	▲ 57	1080	83%	83%	EFFICIENT
MANIERRE	ES	District	Attendance Area School	Owned		349	344	▼ -5	900	38%	38%	UNDERUTILIZED
MAYER	ES	District	Attendance Area School	Owned		683	760	▲ 77	840	90%	90%	EFFICIENT
NETTELHORST	ES	District	Attendance Area School	Owned		833	789	▼ -44	840	91%	94%	EFFICIENT
NEWBERRY	ES	District	Citywide	Owned		565	563	▼ -2	660	85%	85%	EFFICIENT
PRESCOTT	ES	District	Attendance Area School	Owned		368	433	▲ 65	360	120%	120%	OVERCROWDED
SKINNER NORTH	ES	District	Citywide	Owned		478	494	▲ 16	660	75%	75%	EFFICIENT
CICS - CHICAGOQUEST HS	HS	Charter	Charter-Attendance Area School	Owned		225	262	▲ 37	#N/A	#N/A	#N/A	#N/A
LINCOLN PARK HS	HS	District	Attendance Area School	Owned		2114	2101	▼ -13	2124	99%	99%	EFFICIENT
NOBLE - ACADEMY HS	HS	Charter	Citywide	Owned		245	499	▲ 254	#N/A	#N/A	#N/A	#N/A

Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

^{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.

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Marquette Park

The Greater Midway Planning Area

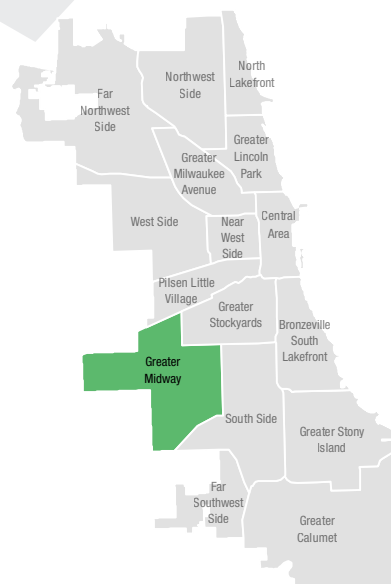
HIGHLIGHTS. Midway Airport | The Ford City Mall | Marquette Park

Area Overview

Greater Midway is generally bounded on the north by W 51st Street, the Stevenson Expressway, and the CTA's Orange Line; on the east by S Central Park Ave, the B & O Central Rail tracks, and Metra's Southwest Service Line tracks; and on the south and west by the city's border with suburban Hometown, Burbank, Bedford Park and Summit. It consists primarily of eight neighborhoods—Archer Heights, Chicago Lawn, Clearing, Gage Park, Garfield Ridge, West Elsdon, West Lawn and portions of Ashburn.

Roughly 95% of the Greater Midway area is covered by six wards: 13th, 14th, 16th, 17th, 18th, and 23rd. At the epicenter of the area is Midway Airport, originally Municipal Airport, opened in 1927.

The planning area is home to approximately 34,600 public elementary school students and approximately 15,000 public high school students, making Greater Midway the second most heavily K-12 populated among all 16 areas.



259,000
total residents



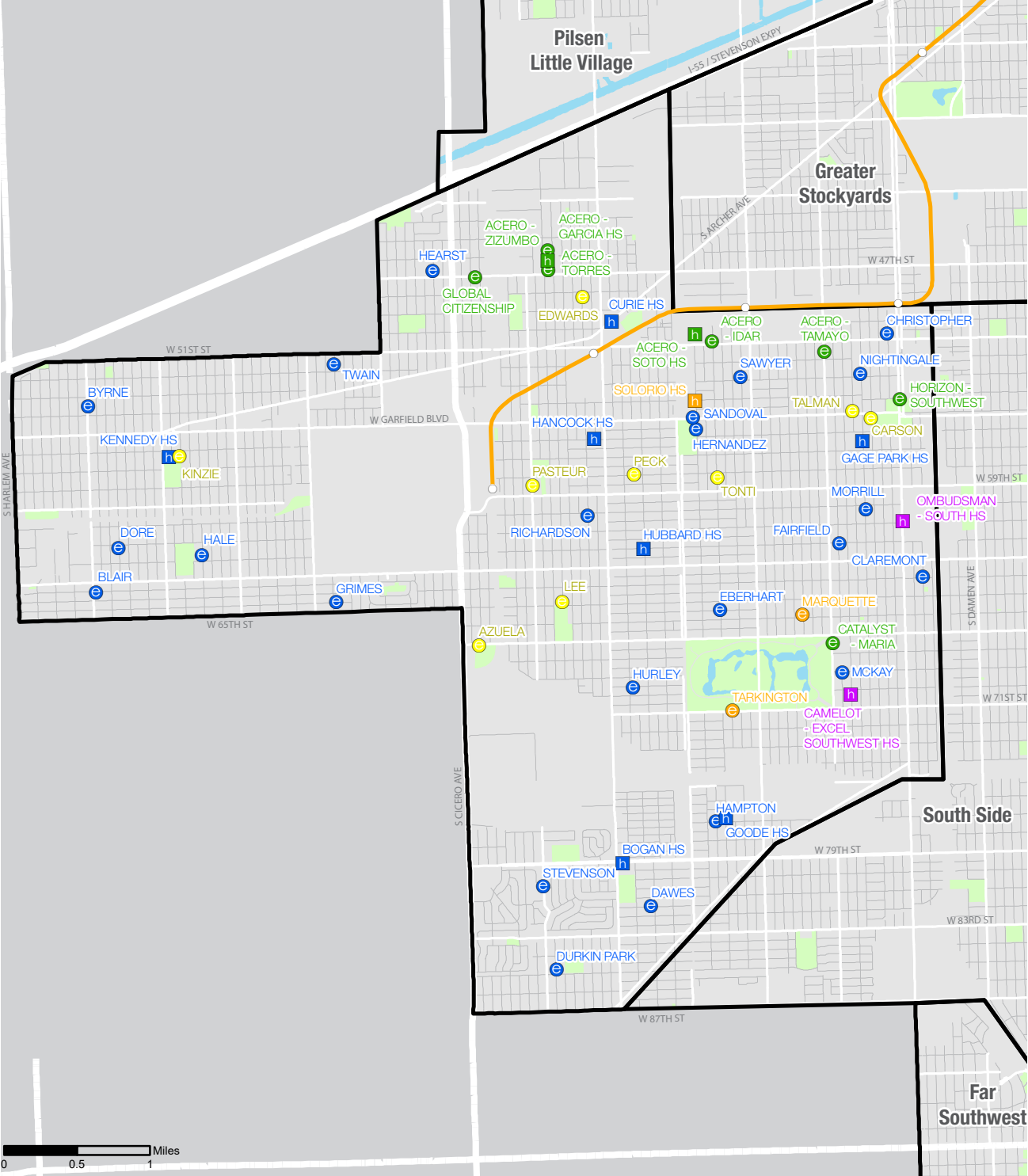
3
transit stops



37
open spaces

Source: City of Chicago Department of Planning and Development

[106]



Source: Chicago Public Schools

History and Context

The eight community areas of the Greater Midway Planning Area first began as agricultural land during the 1800s. The early 1900s saw industrial development along with railroad and stockyard expansion, which led to a growth in population and residential development throughout the Greater Midway communities. Beginning in the 1920s, these communities experienced rapid population growth due to the further development of industrial districts and the Chicago Municipal Airport, later renamed Midway Airport. By 1950, the various communities began to develop the bungalow belt character for which they are now known. Today, the Greater Midway Industrial Corridor and Midway Airport contribute significantly to the nearly 55,000 jobs in the planning area.

The Archer Heights, Garfield Ridge, West Elsdon, and Clearing neighborhoods are home to Midway Airport and the Harlem Industrial Corridor. Valley Forge, Hale, Wentworth, Minuteman, Lawler, Leclair Street, and Vittum Parks offer public open space, and residents are served by the Garfield Ridge, Clearing, and Archer Heights libraries. There are four health service providers, including ACCESS Doctors Medical Group, ACCESS Southwest Family Health Center, the Archer branch of the Lawndale Christian Health Center, and Friend Family Health Center.

The Gage Park, West Lawn, Chicago Lawn, and Ashburn neighborhoods feature Marquette Park and two Industrial Corridors: the Greater Southwest and a portion of the Brighton Park Industrial Corridors.

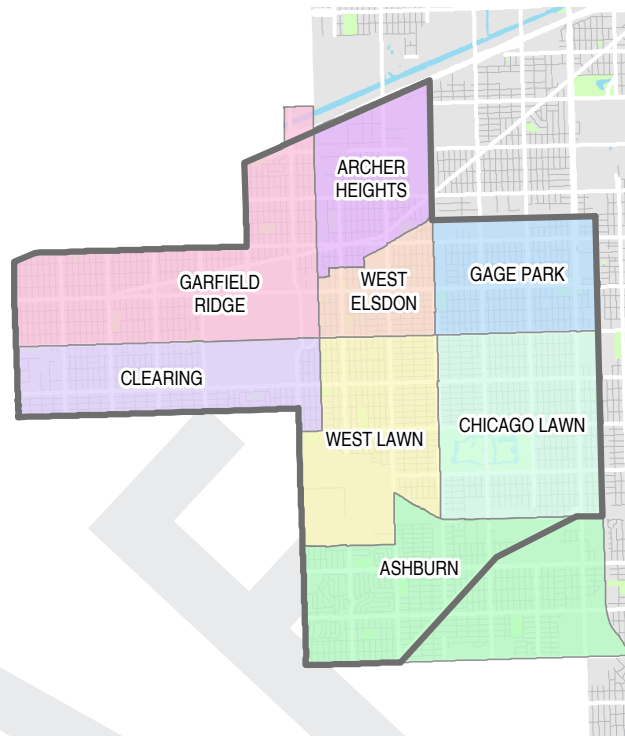







Figure 75: Planning area communities; Source: City of Chicago Department of Planning and Development

Marquette, West Lawn, Michael G. Madigan Sr., Seneka, and Gage Parks offer public open space, and residents are served by the Gage Park, Chicago Lawn, and West Lawn libraries. There are six health service providers, including the IMAN Health Clinic, ACCESS at Holy Cross, Esperanza Health Center, Chicago Family Health Centers, and two branches of the Friend Family Health Center.

Table 16: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
Archer Heights	8	66	1	1	0
Ashburn	5	70	0	1	0
Chicago Lawn	3	139	0	1	1
Clearing	5	121	0	1	0
Gage Park	3	108	1	1	0
Garfield Ridge	6	141	1	1	0
West Elsdon	4	45	0	0	0
West Lawn	3	79	0	1	0

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in Greater Midway and how these affect demographic trends. Figure 76 illustrates anticipated development that CPS is evaluating with regard to the master plan.

Building Permits For New Construction 2016 - 2018

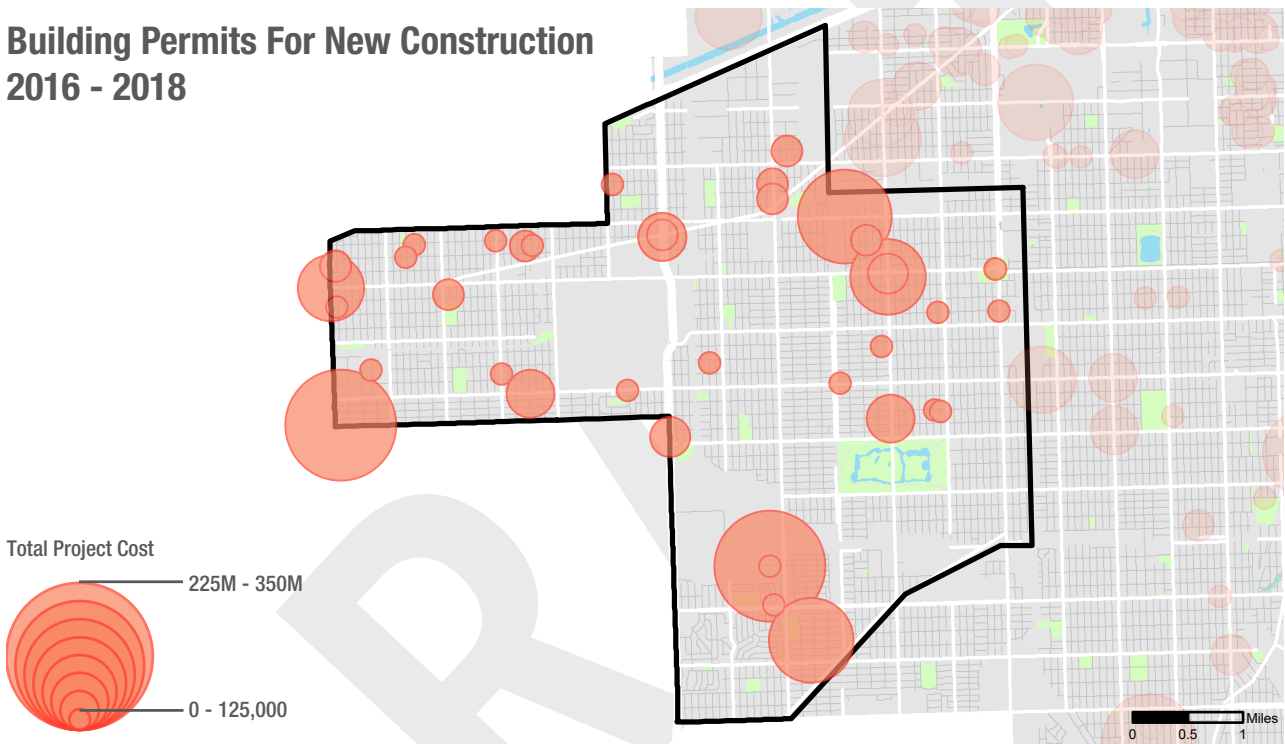


Figure 76: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

Population Trends

The number of school aged children has been decreasing in Greater Midway. Population estimates from an independent third party (ESRI), indicate that from 2015 to 2017, the number of children aged 0-19 residing in Greater Midway grew slightly from 79,887 to 79,931, or 0.05%. Forward-looking estimates indicate that over the next five years, Greater Midway's student aged population will experience a slight increase in age range 0-4, but declines among ages 5-9, 10-14, and 15-19.

Table 17: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	20,268	20,344	20,618
5-9	19,970	20,078	18,868
10-14	20,349	20,221	19,626
15-19	19,300	19,288	18,549
Total	79,887	79,931	77,661

School Facility Overview

53 Public Schools 

41

Elementary Schools¹



+

12

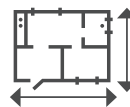
High Schools¹



1954 Average Campus Year Built²

5,410,837

Total campus square footage²



Enrollment by Governance

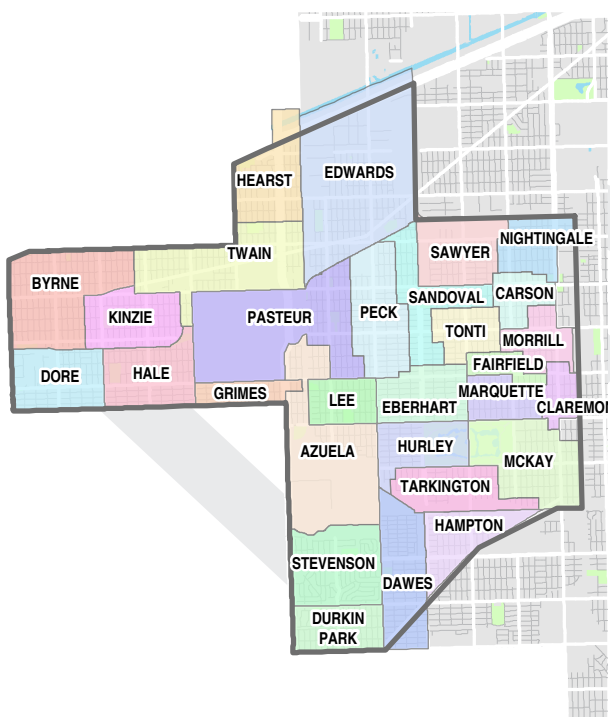
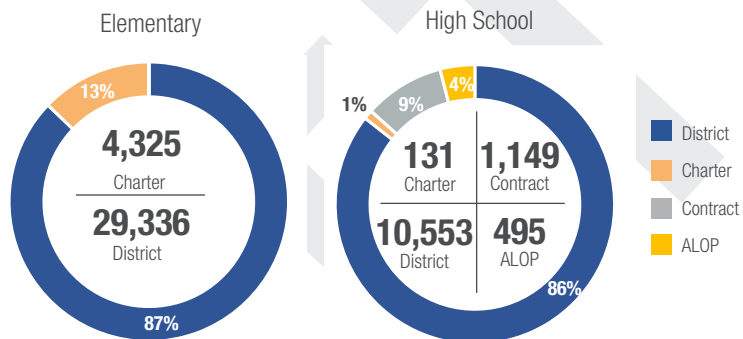


Figure 77: Elementary school boundaries

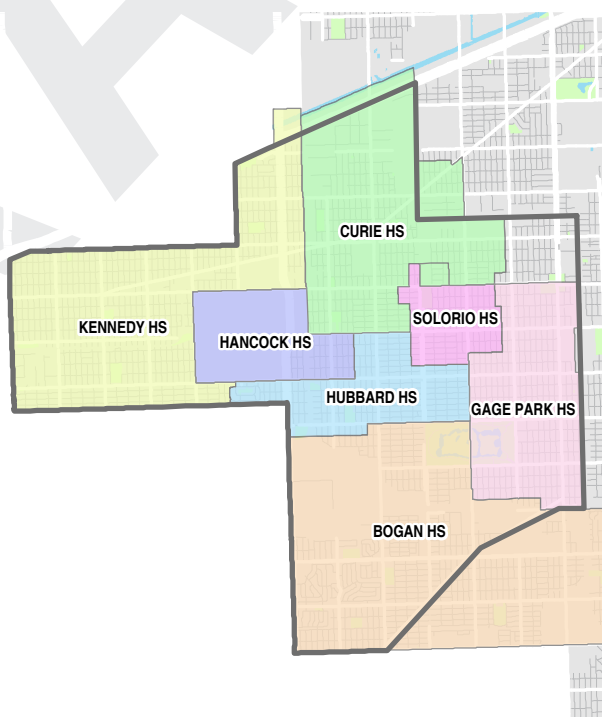


Figure 78: High school boundaries; Source: Chicago Public Schools

¹ Elementary and high school counts include all CPS schools regardless of governance

² Data calculated from CPS owned and leased campuses

Utilization

Figure 79 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 80 below shows the area average utilization for elementary schools is approximately 90% and the area average utilization for high schools is 97%.

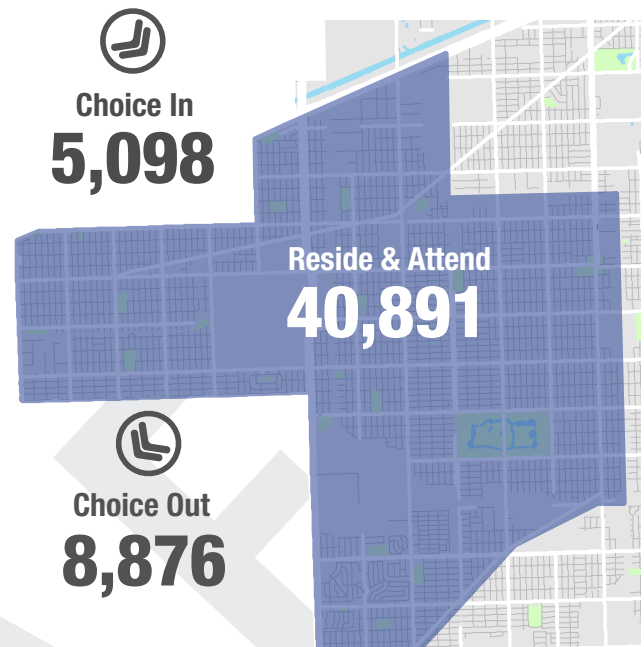


Figure 79: Choice In vs. Choice Out



Figure 80: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

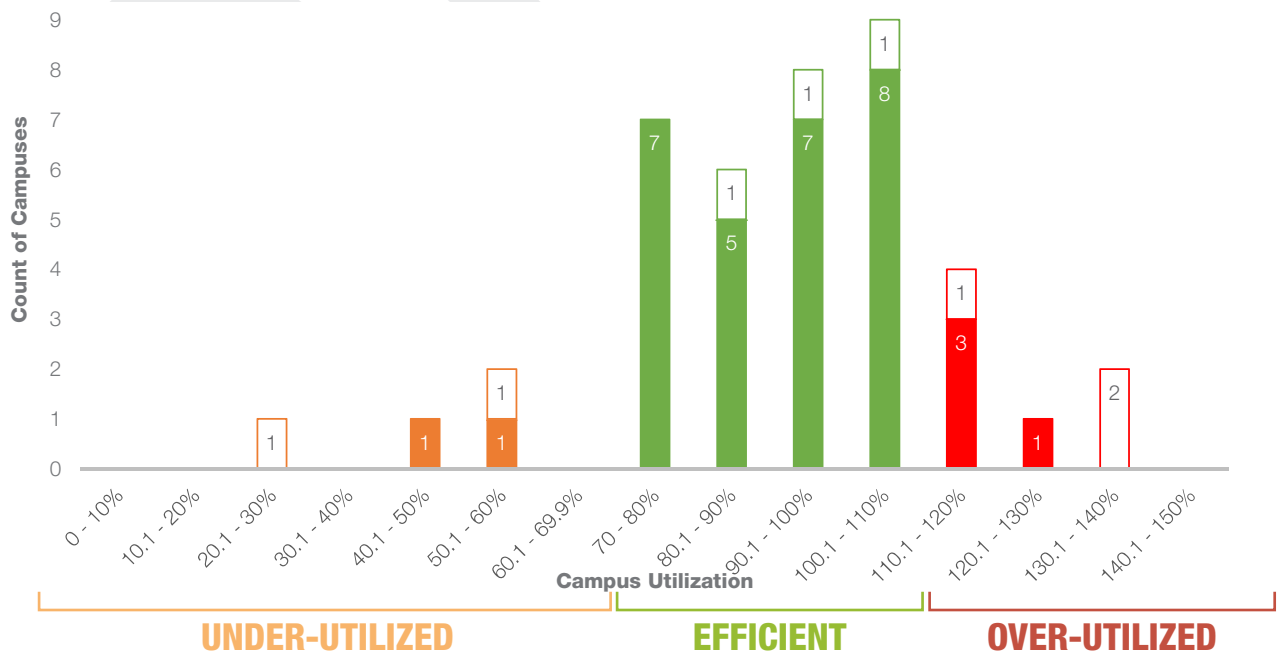


Figure 81: School count by utilization range; Source: Chicago Public Schools

■ Elementary Schools □ High Schools

Current Facility Deficiencies

Figure 82 depicts the significance of need for each building system for campuses within the Greater Midway Planning Area. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

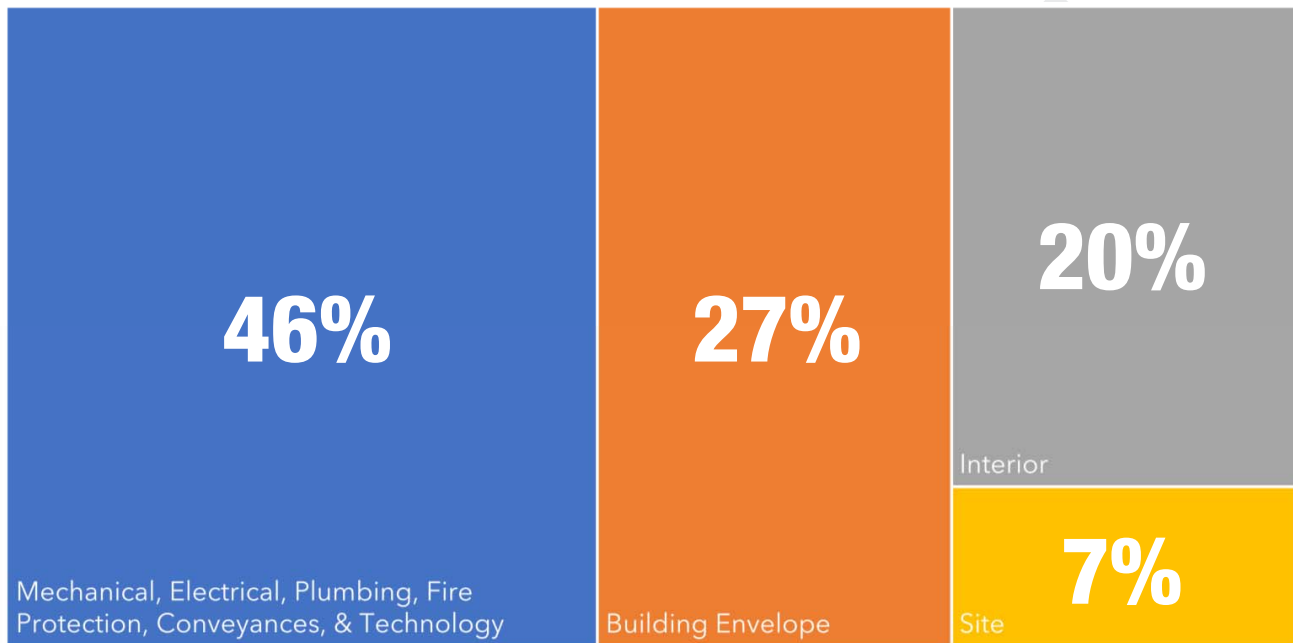


Figure 82: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Explore specialty program offerings to attract students to under-utilized facilities
- Examine new construction options to right-size schools
- Explore grade configuration alternatives to expand grade level offerings by school
- Balance enrollment through boundary analysis to relieve over-utilized schools

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior condition improvements for structural integrity
- Continue mechanical, electrical, and plumbing (MEP) repairs
- Invest in district initiatives such as classroom air conditioning at various schools
- Relieve overcrowding at Dore, Byrne and other overcrowded schools in the area
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$283.1 million for capital improvement projects in the Greater Midway Planning Area (see Figure 83). Of this, approximately \$97.1 million of projects have been completed and an additional \$48.5 million of projects are in the closing phases. The remaining \$212.4 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan identifies capital investments in expanding access to STEM and Magnet programs (Solorio, and Claremont), new school construction (Hancock HS), new pre-K center (Dore), science lab upgrades (Bogan, Curie, Hubbard, and Kennedy), and priority building needs (Christopher, and Durkin Park). This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences. Please refer to the published FY19 capital plan on cps.edu for additional detail.

Chicago Public Schools Capital Projects 2011 - 2019

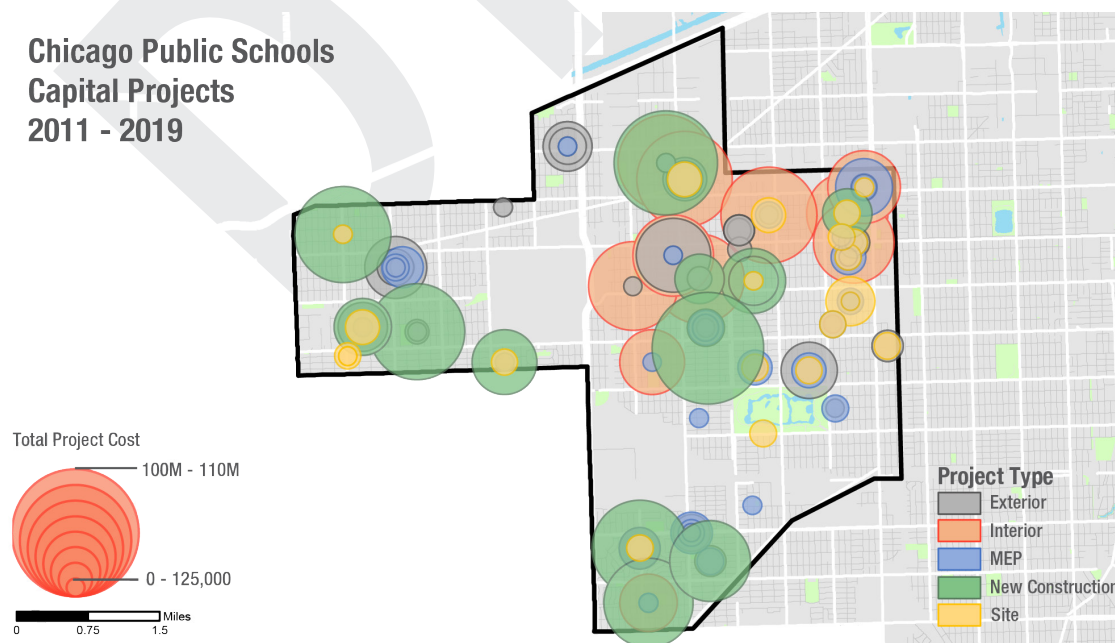


Figure 83: Capital improvement projects since 2011; Source: Chicago Public Schools

The Greater Midway Area Data

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
ACERO - IDAR	ES	Charter	Citywide	Non-CPS		-	569	-	#N/A	#N/A	#N/A	#N/A
ACERO - TAMAYO	ES	Charter	Charter-Attendance Area School	Non-CPS		-	287	-	#N/A	#N/A	#N/A	#N/A
ACERO - TORRES	ES	Charter	Citywide	Non-CPS		-	579	-	#N/A	#N/A	#N/A	#N/A
ACERO - ZIZUMBO	ES	Charter	Citywide	Non-CPS		-	625	-	#N/A	#N/A	#N/A	#N/A
AZUELA	ES	District	Attendance Area School	Owned		948	886	▼ -62	810	109%	109%	EFFICIENT
BLAIR	ES	District	Attendance Area School	Owned		163	190	▲ 27	#N/A	#N/A	#N/A	#N/A
BYRNE	ES	District	Attendance Area School	Owned		648	673	▲ 25	600	140%	108%	EFFICIENT
CARSON	ES	District	Attendance Area School	Owned		1092	1094	▲ 2	1170	94%	94%	EFFICIENT
CATALYST - MARIA	ES	Charter	Citywide	Non-CPS		-	1077	-	#N/A	#N/A	#N/A	#N/A
CHRISTOPHER	ES	District	Citywide	Owned		379	380	▲ 1	240	75%	91%	EFFICIENT
CLAREMONT	ES	District	Attendance Area School	Owned		472	434	▼ -38	720	54%	54%	UNDERUTILIZED
DAWES	ES	District	Attendance Area School	Owned		1038	992	▼ -46	1140	127%	87%	EFFICIENT
DORE	ES	District	Attendance Area School	Owned		715	715	▲ 0	690	159%	102%	EFFICIENT
DURKIN PARK	ES	District	Attendance Area School	Owned		682	696	▲ 14	690	116%	101%	EFFICIENT
EBERHART	ES	District	Attendance Area School	Owned		1472	1377	▼ -95	1530	96%	90%	EFFICIENT
EDWARDS	ES	District	Attendance Area School	Owned		1501	1544	▲ 43	1590	94%	96%	EFFICIENT
FAIRFIELD	ES	District	Attendance Area School	Leased		604	576	▼ -28	690	--	83%	EFFICIENT
GLOBAL CITIZENSHIP	ES	Charter	Citywide	Owned		450	469	▲ 19	#N/A	#N/A	#N/A	#N/A
GRIMES	ES	District	Attendance Area School	Owned		470	455	▼ -15	480	152%	95%	EFFICIENT
HALE	ES	District	Attendance Area School	Owned		930	932	▲ 2	900	104%	104%	EFFICIENT
HAMPTON	ES	District	Attendance Area School	Owned		571	539	▼ -32	630	78%	80%	EFFICIENT
HEARST	ES	District	Attendance Area School	Owned		337	359	▲ 22	630	46%	49%	UNDERUTILIZED
HERNANDEZ	ES	District	Attendance Area School	Owned		965	997	▲ 32	1080	92%	92%	EFFICIENT
HORIZON - SOUTHWEST	ES	Charter	Citywide	Non-CPS		-	719	-	#N/A	#N/A	#N/A	#N/A
HURLEY	ES	District	Attendance Area School	Owned		862	830	▼ -32	750	132%	111%	OVERCROWDED
KINZIE	ES	District	Attendance Area School	Owned		669	686	▲ 17	900	65%	70%	EFFICIENT
LEE	ES	District	Attendance Area School	Owned		872	862	▼ -10	780	180%	111%	OVERCROWDED
MARQUETTE	ES	District	Attendance Area School	Owned		1238	1171	▼ -67	1560	75%	75%	EFFICIENT
MCKAY	ES	District	Attendance Area School	Owned		836	802	▼ -34	1110	70%	70%	EFFICIENT
MORRILL	ES	District	Attendance Area School	Owned		839	648	▼ -191	870	74%	74%	EFFICIENT
NIGHTINGALE	ES	District	Attendance Area School	Owned		1323	1254	▼ -69	1350	113%	93%	EFFICIENT
PASTEUR	ES	District	Attendance Area School	Owned		1230	708	▼ -522	900	98%	79%	EFFICIENT
PECK	ES	District	Attendance Area School	Owned		1646	943	▼ -703	1290	121%	73%	EFFICIENT
RICHARDSON	ES	District	Attendance Area School	Owned		-	1211	-	1500	81%	81%	EFFICIENT
SANDOVAL	ES	District	Attendance Area School	Owned		1067	969	▼ -98	960	101%	101%	EFFICIENT
SAWYER	ES	District	Attendance Area School	Owned		1751	1545	▼ -206	1590	107%	97%	EFFICIENT
STEVENSON	ES	District	Attendance Area School	Owned		1308	1257	▼ -51	1410	97%	87%	EFFICIENT
TALMAN	ES	District	Citywide	Leased		444	435	▼ -9	330	--	126%	OVERCROWDED
TARKINGTON	ES	District	Attendance Area School	Owned		1012	997	▼ -15	990	101%	101%	EFFICIENT
TONTI	ES	District	Attendance Area School	Owned		1116	1048	▼ -68	930	134%	113%	OVERCROWDED
TWAIN	ES	District	Attendance Area School	Owned		1184	1131	▼ -53	1050	108%	108%	EFFICIENT
ACERO - GARCIA HS	HS	Charter	Citywide	Non-CPS		-	598	-	#N/A	#N/A	#N/A	#N/A
ACERO - SOTO HS	HS	Charter	Citywide	Non-CPS		-	551	-	#N/A	#N/A	#N/A	#N/A
BOGAN HS	HS	District	Attendance Area School	Owned		856	781	▼ -75	1476	53%	53%	UNDERUTILIZED
CAMELOT - EXCEL SOUTHWEST HS	HS	Contract	Citywide	Non-CPS		-	131	-	#N/A	#N/A	#N/A	#N/A
CURIE HS	HS	District	Attendance Area School	Owned		3050	2916	▼ -134	2496	117%	117%	OVERCROWDED
GAGE PARK HS	HS	District	Attendance Area School	Owned		406	328	▼ -78	1104	30%	30%	UNDERUTILIZED
GOODE HS	HS	District	Citywide	Owned		831	900	▲ 69	1056	85%	85%	EFFICIENT
HANCOCK HS	HS	District	Citywide	Owned		905	971	▲ 66	1020	95%	95%	EFFICIENT
HUBBARD HS	HS	District	Attendance Area School	Owned		1705	1777	▲ 72	1308	136%	136%	OVERCROWDED
KENNEDY HS	HS	District	Attendance Area School	Owned		1629	1690	▲ 61	1260	134%	134%	OVERCROWDED
OMBUDSMAN - SOUTH HS	HS	ALOP	Citywide	Non-CPS		-	495	-	#N/A	#N/A	#N/A	#N/A
SOLORIO HS	HS	District	Attendance Area School	Owned		1111	1190	▲ 79	1104	103%	105%	EFFICIENT

Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

^{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.

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The Greater Milwaukee Avenue Planning Area

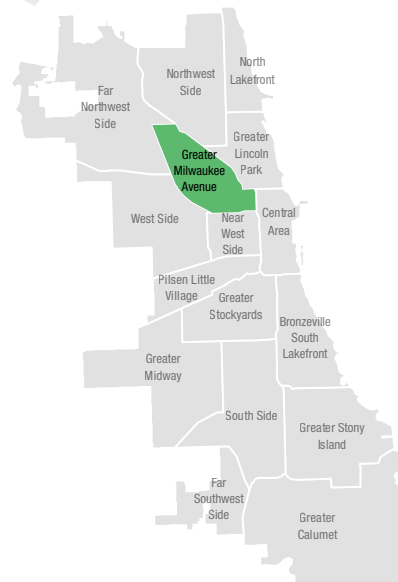
HIGHLIGHTS. Wicker Park | Paseo Boricua | Logan Square

Area Overview

The Greater Milwaukee Avenue Area is bounded generally by W Addison Street to the north, W Grand Avenue to the south, the Union Pacific Northwest railroad tracks to the east and the Milwaukee District/North Line tracks to the west. It consists primarily of seven neighborhoods—Logan Square, Ukrainian Village, West Town, Wicker Park and portions of Avondale, Bucktown and Humboldt Park. At the epicenter of the area is Milwaukee Avenue (formerly North West Plank Road), which followed the path of an Indian trail angling northwest out of Chicago.

Roughly 94% of the Greater Milwaukee Avenue Area is covered by seven wards: 1st, 2nd, 26th, 27th, 30th, 32nd and 35th.

The planning area is home to approximately 15,500 public elementary school students and approximately 6,250 public high school students.



194,000
total residents



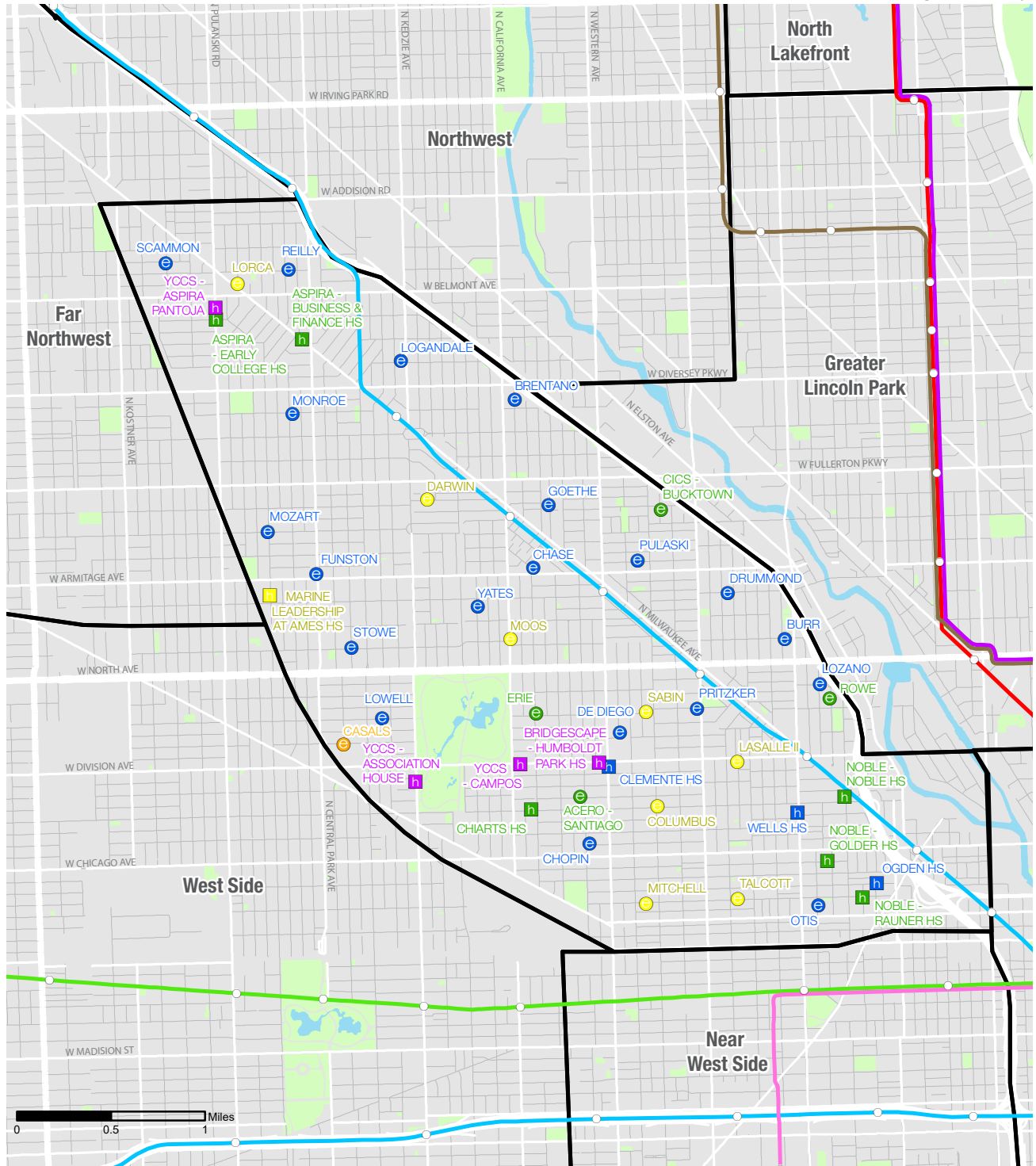
12
transit stops



62
open spaces

Source: City of Chicago Department of Planning and Development

The Greater Milwaukee Avenue Planning Area Map



Source: Chicago Public Schools

- | | | |
|---------------------------------|-------------------------------------|--------------------------|
| ⓔ District Operated Elementary | ⓔ Alternative / Options Elementary | ■ Park / Open Space |
| ⓓ District Operated High School | ⓓ Alternative / Options High School | ■ Water Feature |
| ⓐ AUSL Elementary | ⓐ Charter / Contract Elementary | — CTA Rail |
| ⓓ AUSL School | ⓓ Charter / Contract High School | ▭ Planning Area Boundary |
| ⓔ ISP Elementary | | ▭ Co-located Schools |
| ⓓ ISP School | | |

History and Context

The primary four community areas of the Greater Milwaukee Avenue Planning Area first began to be settled with the arrival of eastern European immigrants in the late 1870s. Today, the Greater Milwaukee Avenue Planning Area is constantly changing. Multiple art, music, and food festivals boom during summer and fall, attracting many visitors. In addition to many housing options, several entertainment venues and strong retail corridors attract large public and private investments, which suggests a strong outlook for the future of this area.

The Avondale and Logan Square Community Areas have approximately 112,800 residents. The types of housing in these areas range from wood frame buildings to historic limestone residences. Kosciusko Park and Palmer Square, within the Historic Boulevard system, represent the largest open space assets. Residents are served by the Logan Square Library, which provides them with innovative library services as well as state-of-the-art technology. There are five health service providers, including Kindred-Central Hospital, PrimeCare Community Health Center (Ames and Fullerton locations), Infant Welfare, and Cook Logan Square.

The Community Areas of Humboldt Park and West Town have approximately 81,400 residents. The historic housing of these areas feature late 19th-century brick cottages and two-flats along W Grand Avenue, W Chicago Avenue, and W Augusta Boulevard. The main intersection of N Damen Avenue, W North Avenue, and N Milwaukee Avenue is the epicenter for entertainment in the area and also features the art-deco Northwest Tower skyscraper, which is being converted into a 120-room boutique hotel. In the last few years, a strong restaurant corridor has been developing between the I-90 Expressway and N Western Avenue. There are 11 health service providers in the area.

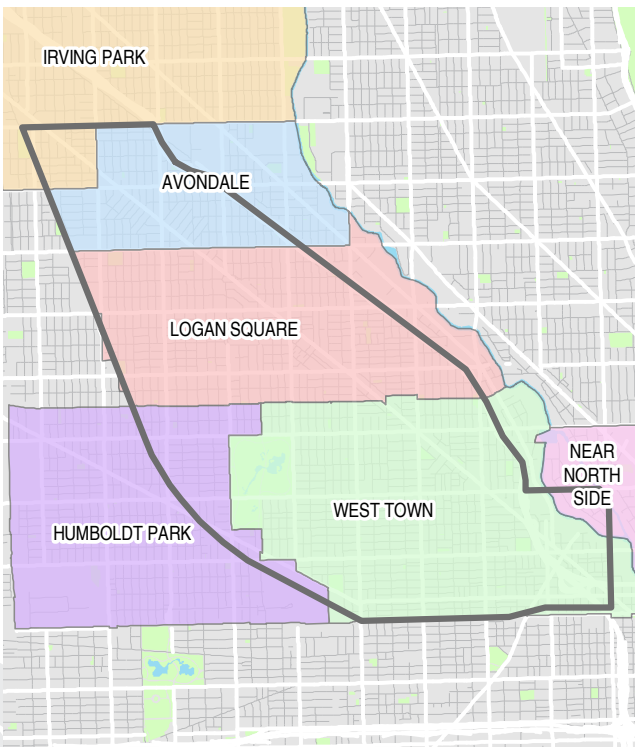







Figure 84: Planning area communities; Source: City of Chicago Department of Planning and Development

Table 18: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
Avondale	3	76	1	0	0
Humboldt Park	3	57	0	2	0
Logan Square	17	225	3	1	0
West Town	17	305	4	2	3

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in Greater Milwaukee and how these affect demographic trends. Figure 85 illustrates anticipated development that CPS is evaluating with regard to the master plan.

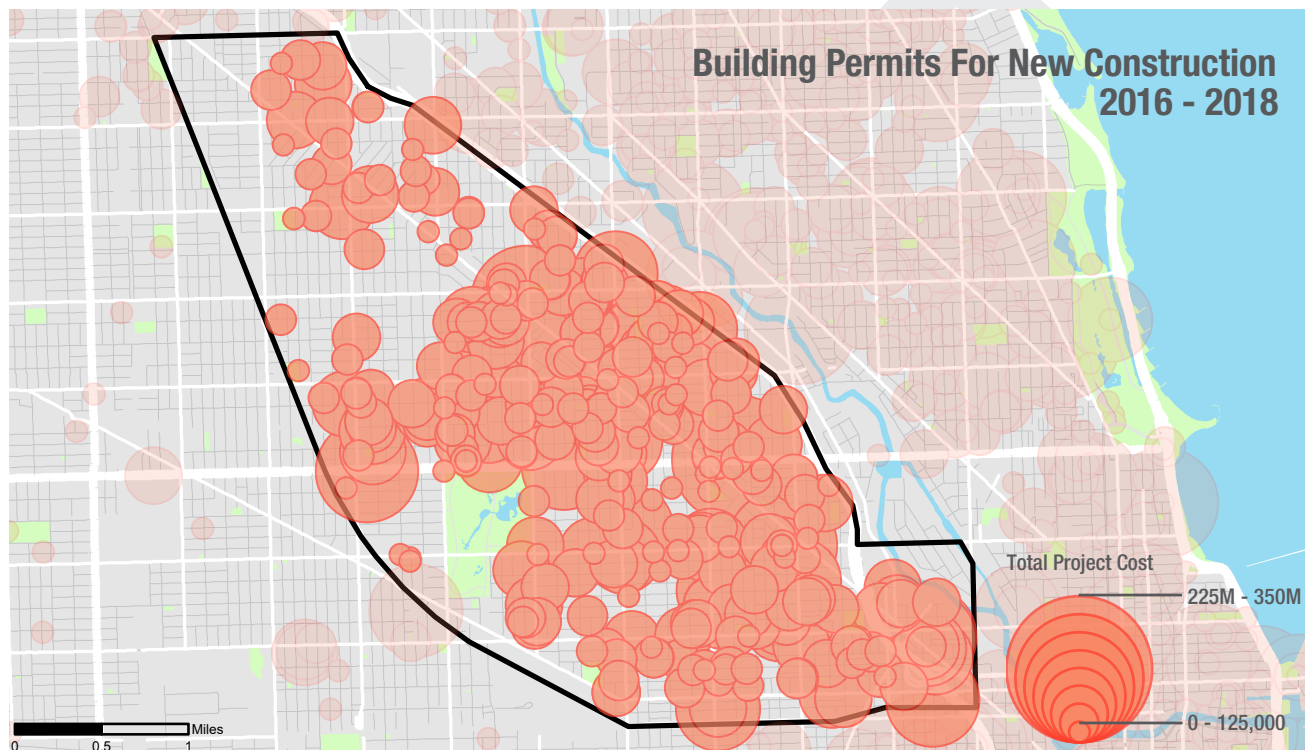


Figure 85: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

Population Trends

The number of school aged children has been increasing in Greater Milwaukee. Population estimates from an independent third party (ESRI), indicate that from 2015 to 2017, the number of children aged 0-19 residing in Greater Milwaukee slightly decreased from 47,438 to 46,270, or -2.46%. Forward-looking estimates indicate that over the next five years, Greater Milwaukee's student aged population will decrease.

Table 19: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	14,523	14,042	14,524
5-9	12,375	11,771	11,398
10-14	9,952	10,187	10,242
15-19	10,588	10,270	9,537
Total	47,438	46,270	45,701

School Facility Overview

47 Public Schools 

33

Elementary Schools¹



14

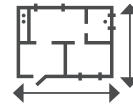
High Schools¹



1919 Average Campus Year Built²

4,165,477

Total campus square footage²



Enrollment by Governance

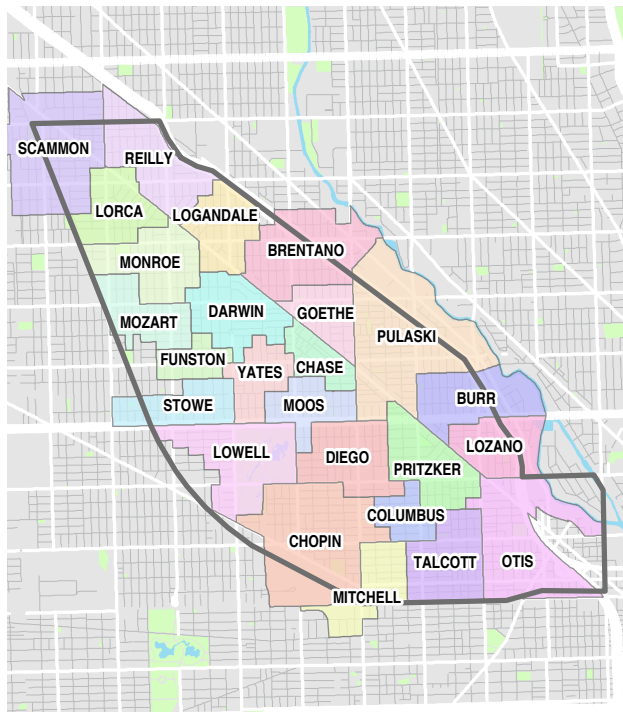
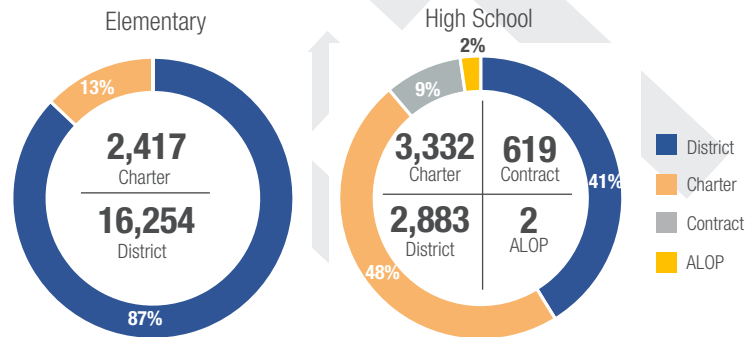


Figure 86: Elementary school boundaries

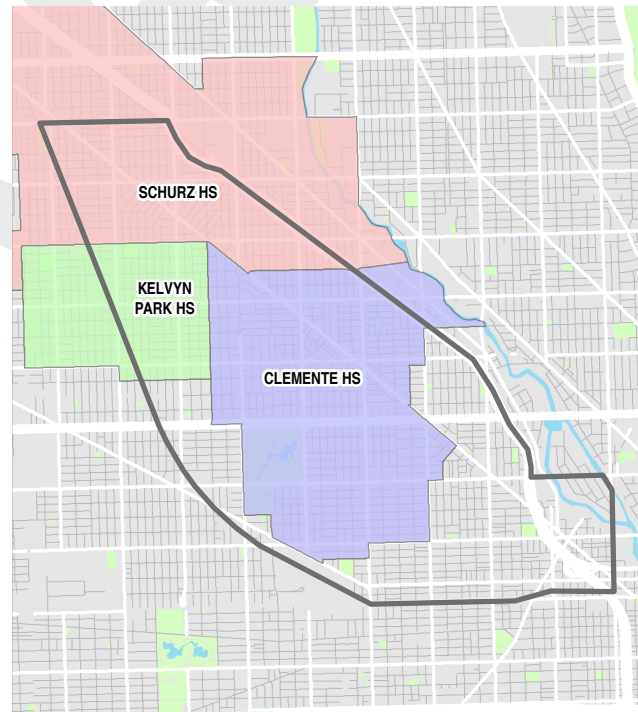


Figure 87: High school boundaries; Source: Chicago Public Schools

¹ Elementary and high school counts include all CPS schools regardless of governance

² Data calculated from CPS owned and leased campuses

Utilization

Figure 88 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 89 below shows the area average utilization for elementary schools is approximately 66% and the area average utilization for high schools is 46%.

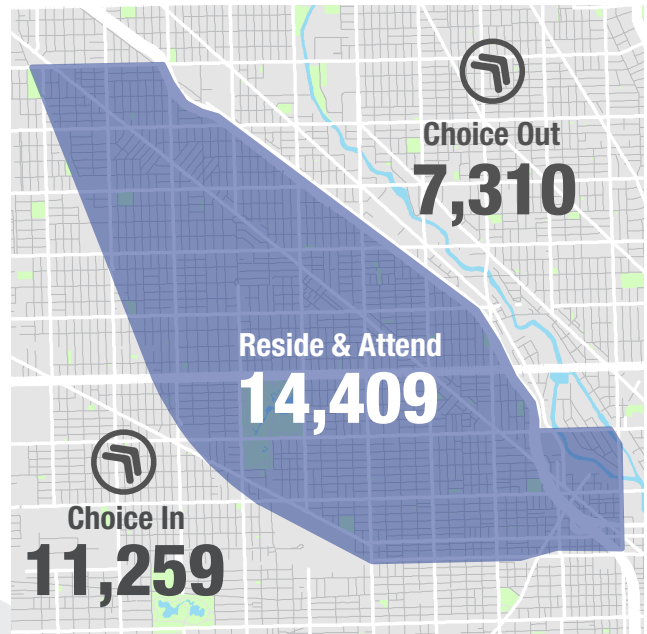


Figure 88: Choice In vs. Choice Out



Figure 89: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

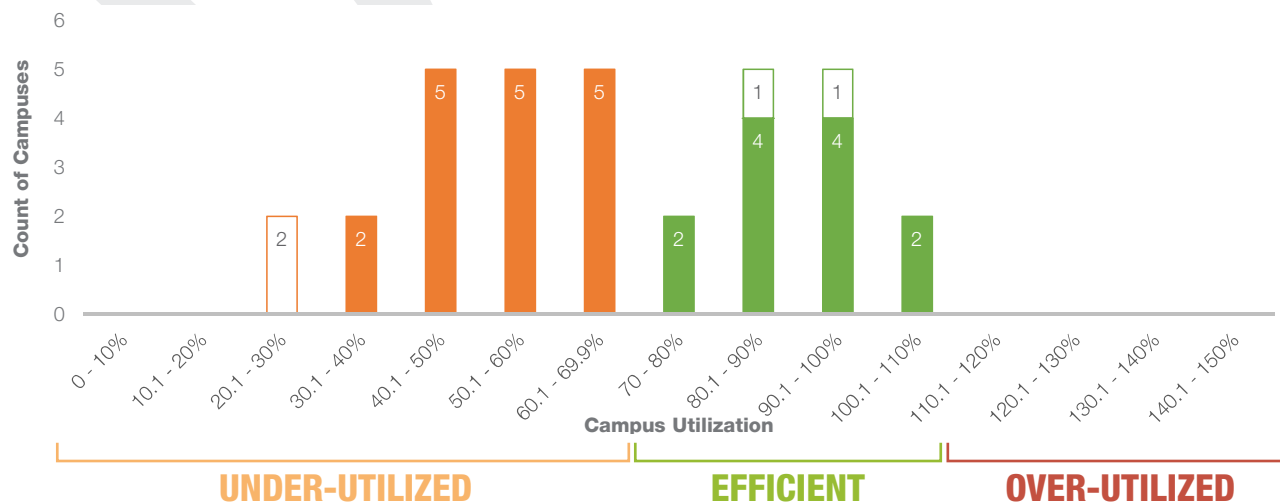


Figure 90: School count by utilization range; Source: Chicago Public Schools

■ Elementary Schools □ High Schools

Current Facility Deficiencies

Figure 91 depicts the significance of need for each building system for campuses within the Greater Milwaukee Avenue Planning Area. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

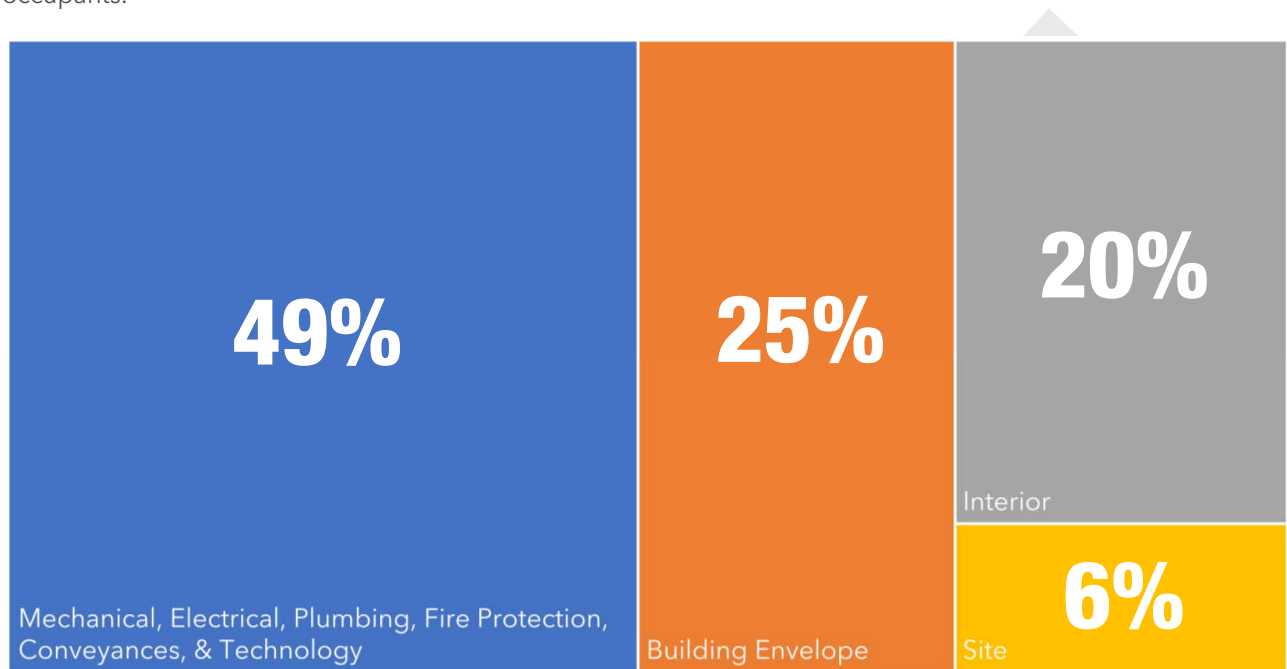


Figure 91: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Explore specialty program offerings to attract students to under-utilized facilities
- Decommission unused space
- Examine new construction options to right-size schools
- Explore grade configuration alternatives to expand grade level offerings by school

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior condition improvements for structural integrity
- Continue mechanical, electrical, and plumbing (MEP) repairs
- Invest in district initiatives, such as classroom air conditioning at various schools
- Upgrade site, including new turf fields and campus parks
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$176.7 million for capital improvement projects in the Greater Milwaukee Avenue Planning Area (see Figure 92). Of this, approximately \$99.0 million of projects have been completed and an additional \$6.92 million of projects are in the closing phases. The remaining \$70.8 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan identifies capital investments in site improvements (Chopin, and Mitchell), full-day pre-K expansion (Darwin), and priority building needs (Mitchell, Columbus, and Chopin). This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences. Please refer to the published FY19 capital plan on cps.edu for additional detail.

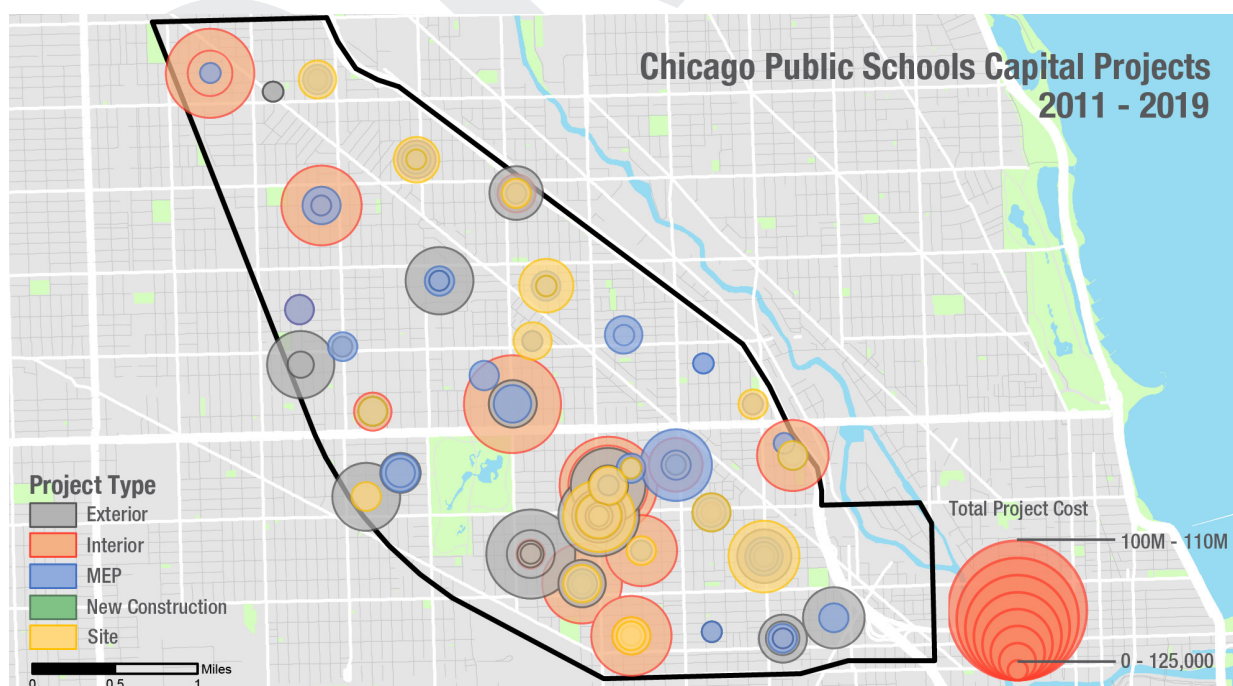


Figure 92: Capital improvement projects since 2011; Source: Chicago Public Schools

The Greater Milwaukee Avenue Area Data

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
ACERO - SANTIAGO	ES	Charter	Citywide	Non-CPS		-	283	-	#N/A	#N/A	#N/A	#N/A
BRENTANO	ES	District	Attendance Area School	Owned		443	497	▲ 54	870	57%	57%	UNDERUTILIZED
BURR	ES	District	Attendance Area School	Owned		409	434	▲ 25	450	96%	96%	EFFICIENT
CASALS	ES	District	Attendance Area School	Owned		458	437	▼ -21	660	66%	66%	UNDERUTILIZED
CHASE	ES	District	Attendance Area School	Owned		469	416	▼ -53	750	50%	50%	UNDERUTILIZED
CHOPIN	ES	District	Attendance Area School	Owned		522	422	▼ -100	600	61%	65%	UNDERUTILIZED
CICS - BUCKTOWN	ES	Charter	Citywide	Non-CPS		-	705	-	#N/A	#N/A	#N/A	#N/A
COLUMBUS	ES	District	Attendance Area School	Owned		287	284	▼ -3	270	105%	105%	EFFICIENT
DARWIN	ES	District	Attendance Area School	Owned		512	518	▲ 6	1050	49%	49%	UNDERUTILIZED
DE DIEGO	ES	District	Attendance Area School	Owned		687	561	▼ -126	1320	42%	42%	UNDERUTILIZED
DRUMMOND	ES	District	Citywide	Owned		351	349	▼ -2	420	83%	83%	EFFICIENT
ERIE	ES	Charter	Citywide	Non-CPS		-	420	-	#N/A	#N/A	#N/A	#N/A
FUNSTON	ES	District	Attendance Area School	Owned		504	464	▼ -40	750	55%	57%	UNDERUTILIZED
GOETHE	ES	District	Attendance Area School	Owned		776	765	▼ -11	840	91%	91%	EFFICIENT
LASALLE II	ES	District	Citywide	Owned		591	590	▼ -1	990	60%	58%	UNDERUTILIZED
LOGANDALE	ES	District	Attendance Area School	Owned		836	716	▼ -120	1170	61%	61%	UNDERUTILIZED
LORCA	ES	District	Attendance Area School	Owned		898	830	▼ -68	810	102%	102%	EFFICIENT
LOWELL	ES	District	Attendance Area School	Owned		523	445	▼ -78	1050	39%	38%	UNDERUTILIZED
LOZANO	ES	District	Attendance Area School	Owned		253	203	▼ -50	420	42%	42%	UNDERUTILIZED
MITCHELL	ES	District	Attendance Area School	Owned		375	400	▲ 25	450	89%	89%	EFFICIENT
MONROE	ES	District	Attendance Area School	Owned		968	825	▼ -143	1110	81%	74%	EFFICIENT
MOOS	ES	District	Attendance Area School	Owned		566	465	▼ -101	990	47%	47%	UNDERUTILIZED
MOZART	ES	District	Attendance Area School	Owned		781	640	▼ -141	870	74%	74%	EFFICIENT
OTIS	ES	District	Attendance Area School	Owned		551	453	▼ -98	690	58%	60%	UNDERUTILIZED
PRITZKER	ES	District	Attendance Area School	Owned		743	743	■ 0	750	99%	99%	EFFICIENT
PULASKI	ES	District	Attendance Area School	Owned		931	928	▼ -3	960	97%	97%	EFFICIENT
REILLY	ES	District	Attendance Area School	Owned		1039	923	▼ -116	1350	106%	68%	UNDERUTILIZED
ROWE	ES	Charter	Citywide	Owned		816	1009	▲ 193	#N/A	#N/A	#N/A	#N/A
SABIN	ES	District	Citywide	Owned		598	585	▼ -13	660	89%	89%	EFFICIENT
SCAMMON	ES	District	Attendance Area School	Owned		928	745	▼ -183	900	99%	83%	EFFICIENT
STOWE	ES	District	Attendance Area School	Owned		743	674	▼ -69	1080	62%	62%	UNDERUTILIZED
TALCOTT	ES	District	Attendance Area School	Owned		540	500	▼ -40	930	49%	52%	UNDERUTILIZED
YATES	ES	District	Attendance Area School	Owned		555	442	▼ -113	1140	36%	35%	UNDERUTILIZED
ASPIRA - BUSINESS & FINANCE HS	HS	Charter	Citywide	Non-CPS		-	487	-	#N/A	#N/A	#N/A	#N/A
ASPIRA - EARLY COLLEGE HS	HS	Charter	Citywide	Non-CPS		-	376	-	#N/A	#N/A	#N/A	#N/A
BRIDGESCAPE - HUMBOLDT PARK HS	HS	ALOP	Citywide	Non-CPS		-	163	-	#N/A	#N/A	#N/A	#N/A
CHIARTS HS	HS	Contract	Citywide	Owned		605	619	▲ 14	#N/A	#N/A	#N/A	#N/A
CLEMENTE HS	HS	District	Attendance Area School	Owned		766	754	▼ -12	2916	26%	26%	UNDERUTILIZED
MARINE LEADERSHIP AT AMES HS	HS	District	Citywide	Owned		793	864	▲ 71	1056	82%	82%	EFFICIENT
NOBLE - GOLDER HS	HS	Charter	Citywide	Non-CPS		-	664	-	#N/A	#N/A	#N/A	#N/A
NOBLE - NOBLE HS	HS	Charter	Citywide	Non-CPS		-	651	-	#N/A	#N/A	#N/A	#N/A
NOBLE - RAUNER HS	HS	Charter	Citywide	Non-CPS		-	632	-	#N/A	#N/A	#N/A	#N/A
OGDEN HS	HS	District	Citywide	Owned		717	884	▲ 167	936	94%	94%	EFFICIENT
WELLS HS	HS	District	Attendance Area School	Owned		461	381	▼ -80	1404	27%	27%	UNDERUTILIZED
YCCS - ASPIRA PANTOJA	HS	Charter	Citywide	Non-CPS		-	183	-	#N/A	#N/A	#N/A	#N/A
YCCS - ASSOCIATION HOUSE	HS	Charter	Citywide	Non-CPS		-	142	-	#N/A	#N/A	#N/A	#N/A
YCCS - CAMPOS	HS	Charter	Citywide	Non-CPS		-	197	-	#N/A	#N/A	#N/A	#N/A

Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

^{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.

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Manufacturing alley in the Greater Stockyards

The Greater Stockyards Planning Area

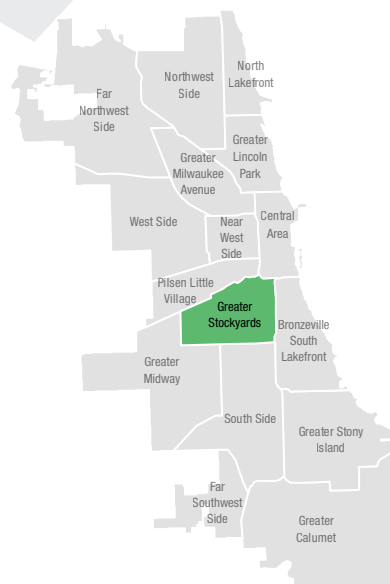
HIGHLIGHTS. US Cellular Field | Palmisano Park | The Central Manufacturing District

Area Overview

Greater Stockyards is generally bounded by the Stevenson Expressway on the north, Central Park Avenue on the west, 49th Street on the south, and the Dan Ryan Expressway on the east. It consists primarily of five neighborhoods—Armour Square, Back of the Yards, Bridgeport, Brighton Park and McKinley Park. This area's name is derived from the former Union Stock Yard, the 475-acre market opened on Christmas Day 1865 and closed in 1971, now one of the city's most successful industrial parks.

Greater Stockyards is covered by seven wards: 3rd, 11th, 12th, 14th, 15th, 20th, and 25th.

The planning area is home to approximately 16,500 public elementary school students and approximately 6,300 public high school students.



154,000
total residents



7
transit stops

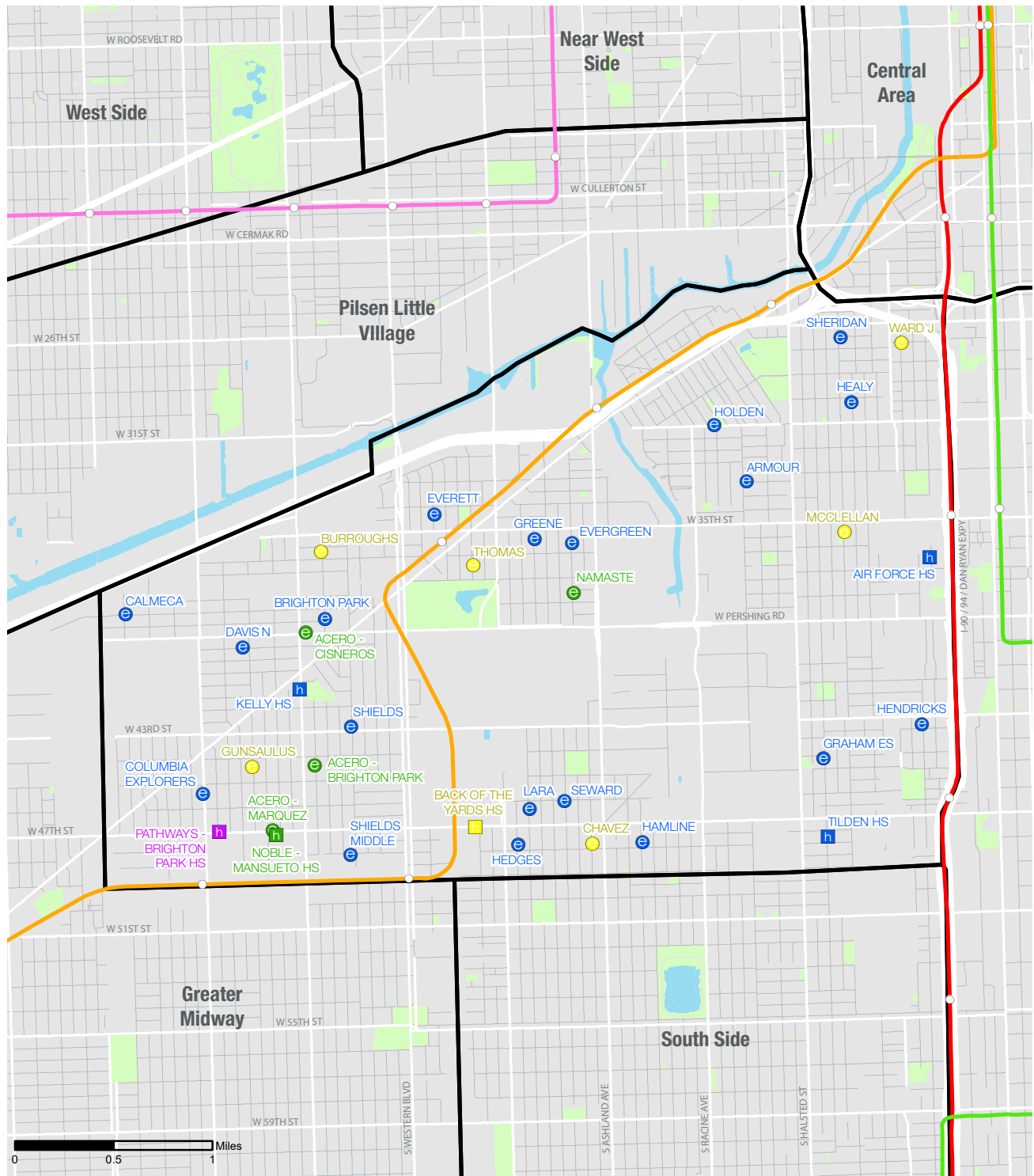


29
open spaces

Source: City of Chicago Department of Planning and Development

[126]

The Greater Stockyards Planning Area Map



Source: Chicago Public Schools

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> ⓔ District Operated Elementary ⓓ District Operated High School ⓐ AUSL Elementary ⓓ AUSL School ⓔ ISP Elementary ⓓ ISP School | <ul style="list-style-type: none"> ⓔ Alternative / Options Elementary ⓓ Alternative / Options High School ⓐ Charter / Contract Elementary ⓓ Charter / Contract High School | <ul style="list-style-type: none"> ■ Park / Open Space ■ Water Feature — CTA Rail ▬ Planning Area Boundary ■ Co-located Schools |
|---|--|--|

History and Context

The seven community areas of the Greater Stockyards Planning Area emerged as modern communities over 175 years ago. Residents began digging out the Illinois and Michigan Canal, which reversed the flow of the Chicago River and linked the Great Lakes to the Mississippi River, effectively cementing Chicago’s status as the most important trade center in the Midwest.

Later, cattle pens and packing houses made famous by Upton Sinclair’s *The Jungle* attracted waves of workers to the Stockyards, for which the planning area is named. The Stockyards is now home to modern factories and warehouses in a planned manufacturing district (PMD). The PMD supports more than 15,000 jobs. As in the past, many of these workers also live in the Greater Stockyards Area.

The area has been the site of many “firsts” for the city and the country. The Central Manufacturing District, built in 1905, was the United States’ first PMD. McKinley Park, dedicated in 1901 on the former site of the Brighton Park Race Track, was the first park located in the heart of an urban neighborhood rather than on its fringes. This experiment proved so successful that not only did the Chicago Park District double McKinley Park’s size, it inspired a shift in park design across the nation.

Today, new condos and single-family homes have been built on in-fill lots and along the South Branch of the Chicago River. The CTA Orange Line links Brighton Park, McKinley Park, and Bridgeport to the Loop in as little as ten minutes. Retail strips on Morgan and Halsted Streets are attracting new restaurants and bars, art galleries, incubators, and live-work spaces. Industry continues to thrive and innovate, with industrial pioneers and representatives of the “maker” generation who are drawn to the area for its large supply of solid industrial buildings and warehouses, and a mix of urbanity and grit that inspires big ideas and bustling activity.

The Brighton Park, Lower West Side and McKinley Park communities feature the sprawling McKinley Park, a

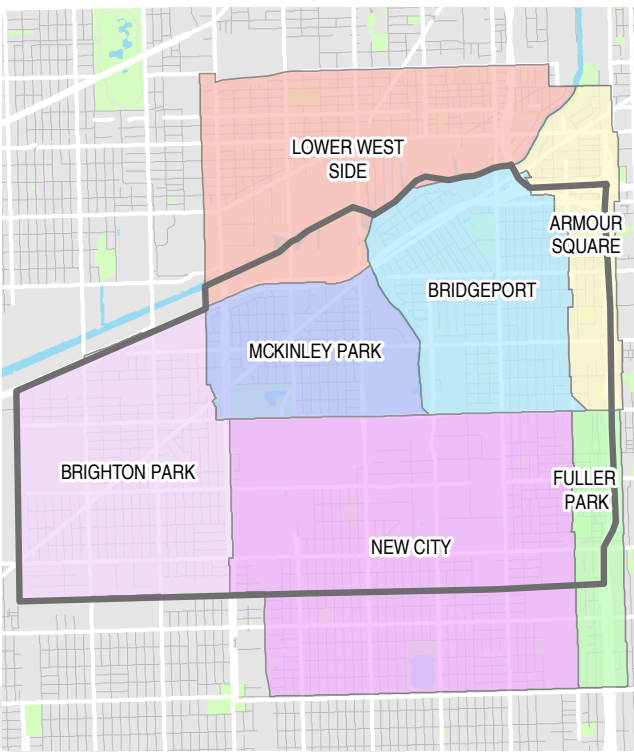







Figure 93: Planning area communities; Source: City of Chicago Department of Planning and Development

much-loved, 70-acre park with a lagoon, an ice rink, an artificial turf soccer field, several tennis courts, and, at any given time, scores of families enjoying themselves.

Bridgeport and Armour Square feature US Cellular Field, home to the 2005 World Champion White Sox, and the Halsted Street and Morgan Street commercial corridors, home to a growing number of small businesses and restaurants that serve both local residents and baseball fans who make the nearly one-mile trek from the ball field to Halsted Street. The new Palmisano Park, a former quarry and landfill, offers public open space, while residents are served by the Richard J. Daley Library. New City and Fuller Park feature lively shopping districts full of small businesses and big box stores. The City’s only permanent flea market, the Swap-O-Rama, is located here, as is a new experiment in sustainable industry, the Plant.

Table 20: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
ArmCPS Square	3	23	1	0	0
Bridgeport	10	114	1	1	0
Brighton Park	2	146	1	1	0
McKinley Park	7	86	2	1	0
New City	5	136	1	1	0

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in the Greater Stockyards and how these affect demographic trends. Figure 94 illustrates anticipated development that CPS is evaluating with regard to the master plan.

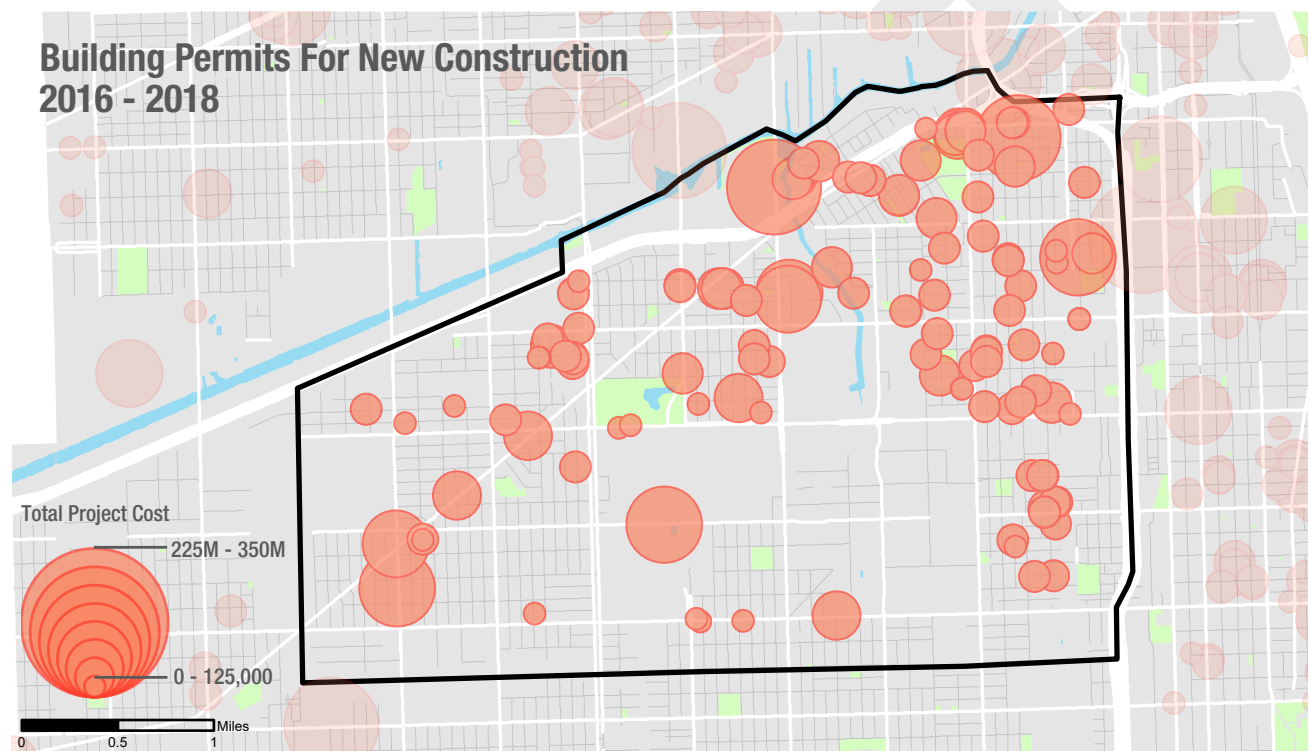


Figure 94: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

Population Trends

Contributing to the space pressures of some of the schools in the area has been an increase in the number of children residing in the Greater Stockyards Planning Area. Population estimates from an independent third party (ESRI), indicate that from 2015 to 2017, the number of children aged 0-19 residing in Greater Stockyards grew from 40,690 to 41,540, or 2.05%. Forward-looking estimates indicate that over the next five years, Greater Stockyard's student aged population will increase between 2015-2020 among children aged 0-4, but to decline among those 5-9, 10-14, and 15-19.

Table 21: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	10,665	10,930	11,301
5-9	10,125	10,396	9,959
10-14	10,049	10,252	9,998
15-19	9,851	9,962	9,519
Total	40,690	41,540	40,777

School Facility Overview

35 Public Schools 

29

Elementary Schools¹



6

High Schools¹



1933 Average Campus Year Built²

3,070,370

Total campus square footage²



Enrollment by Governance

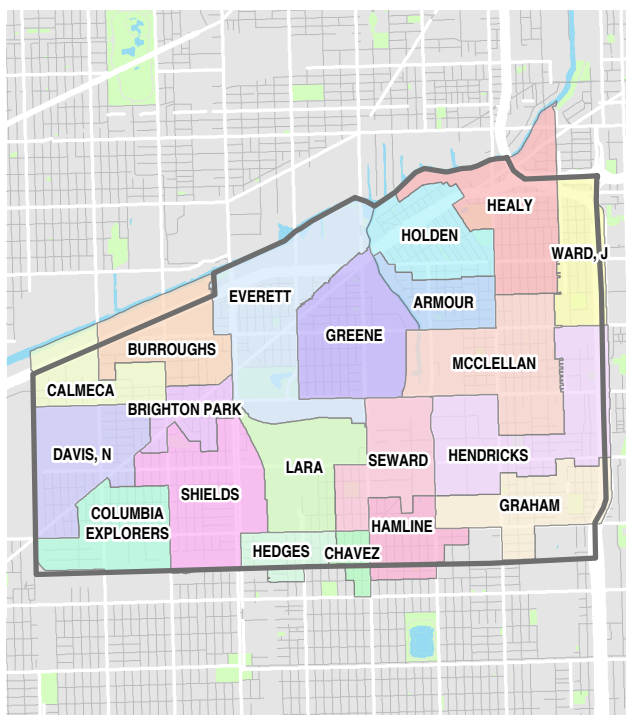
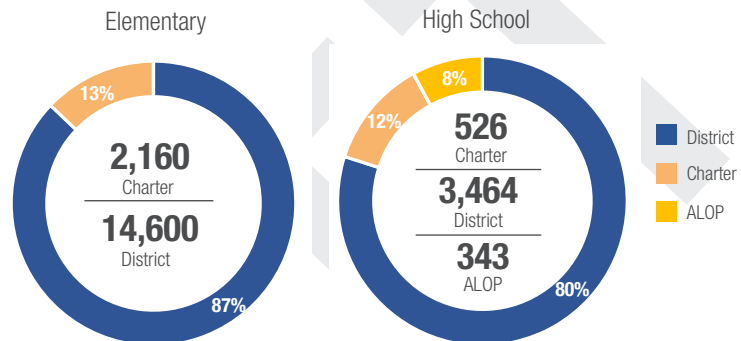


Figure 95: Elementary school boundaries

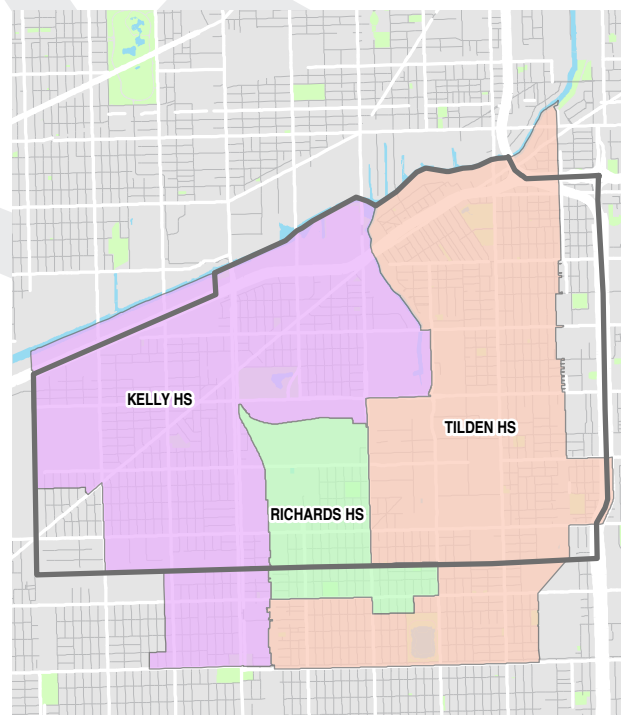


Figure 96: High school boundaries; Source: Chicago Public Schools

¹ Elementary and high school counts include all CPS schools regardless of governance

² Data calculated from CPS owned and leased campuses

Utilization

Figure 97 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 98 below shows the area average utilization for elementary schools is approximately 81% and the area average utilization for high schools is 63%.

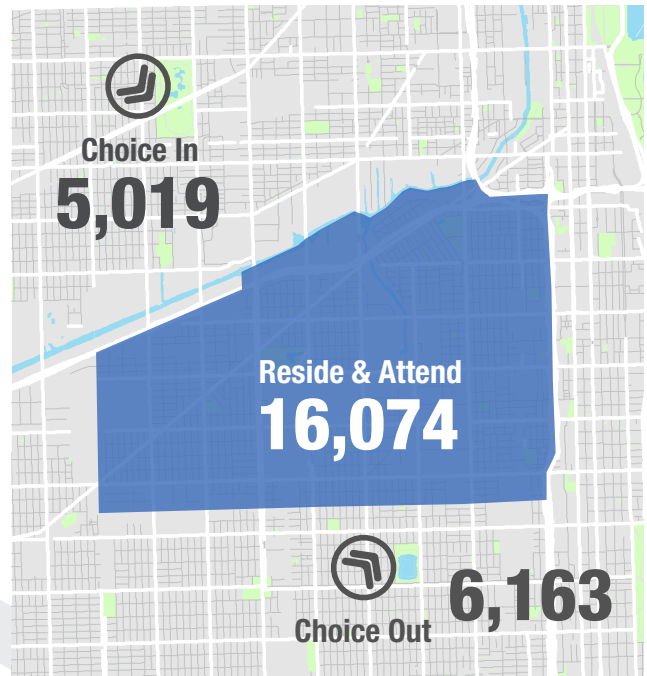


Figure 97: Choice In vs. Choice Out



Figure 98: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

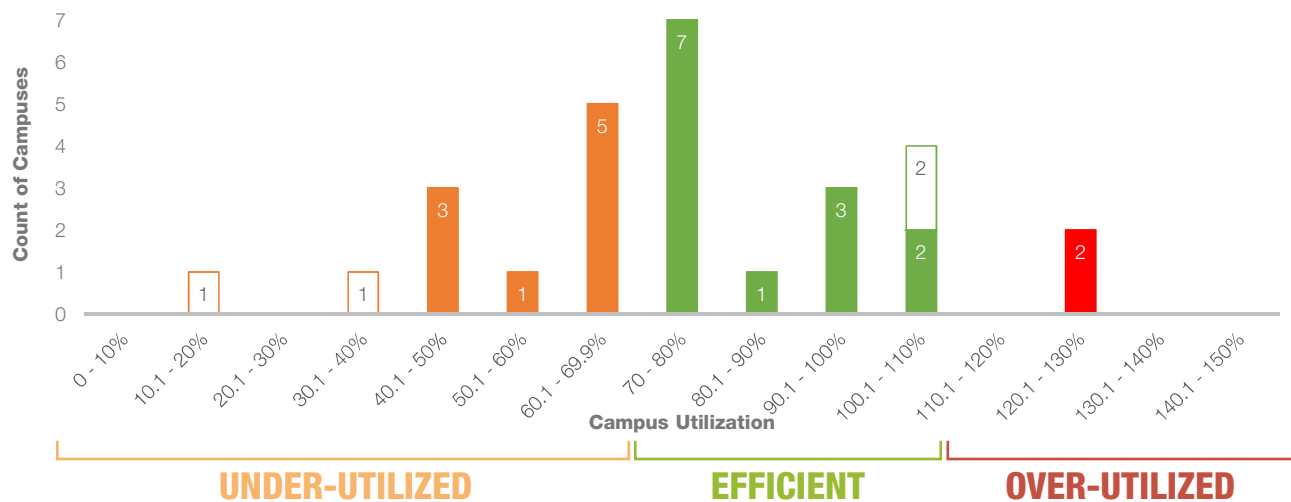


Figure 99: School count by utilization range; Source: Chicago Public Schools

■ Elementary Schools □ High Schools

Current Facility Deficiencies

Figure 100 depicts the significance of need for each building system for campuses within Greater Stockyards. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

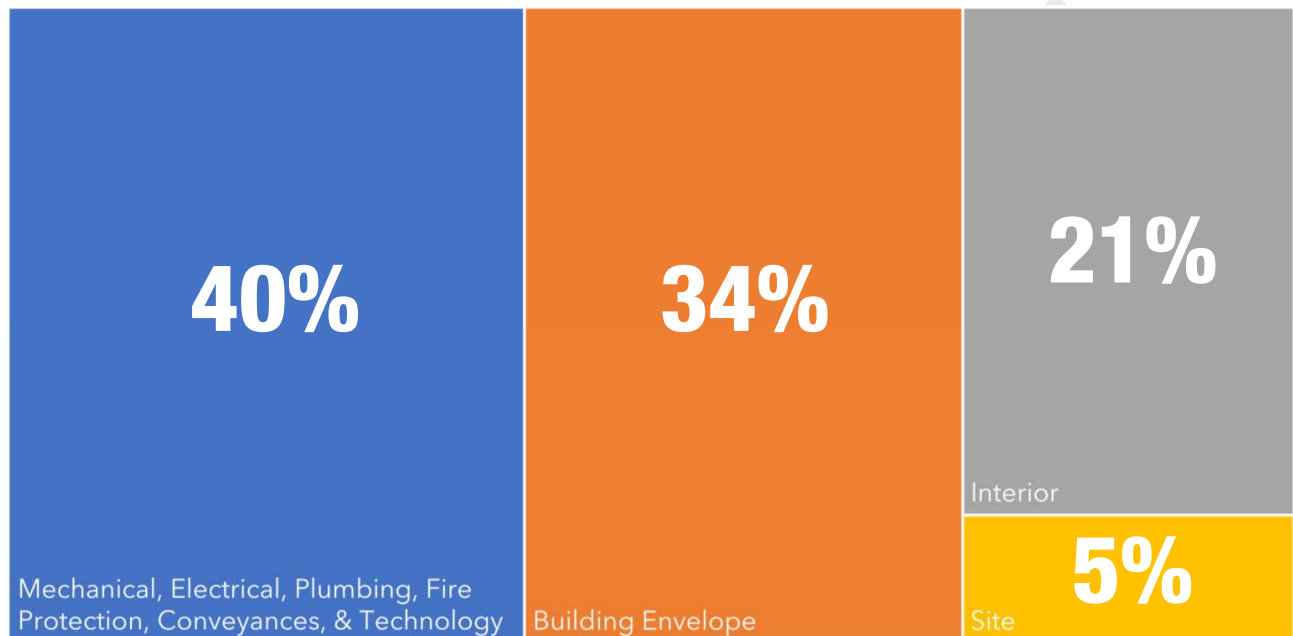


Figure 100: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Explore specialty program offerings to attract students to under-utilized facilities
- Decommission unused space
- Examine new construction options to right-size schools
- Explore grade configuration alternatives to expand grade level offerings by school
- Balance enrollment through boundary analysis to relieve over-utilized schools

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior condition improvements for structural integrity
- Continue mechanical, electrical, and plumbing (MEP) repairs
- Invest in district initiatives, such as classroom air conditioning at various schools
- Upgrade site, including new turf fields, and campus parks
- Addressing space pressures at several area elementary schools
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$71.2 million for capital improvement projects in the Greater Stockyards Planning Area (see Figure 101). Of this, approximately \$19.0 million of projects have been completed and an additional \$7.9 million of projects are in the closing phases. The remaining \$44.3 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan identifies capital investments in site improvements (Armour), science lab upgrades (Kelly, and Tilden), and priority building needs (Healy). This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences. Please refer to the published FY19 capital plan on cps.edu for additional detail.

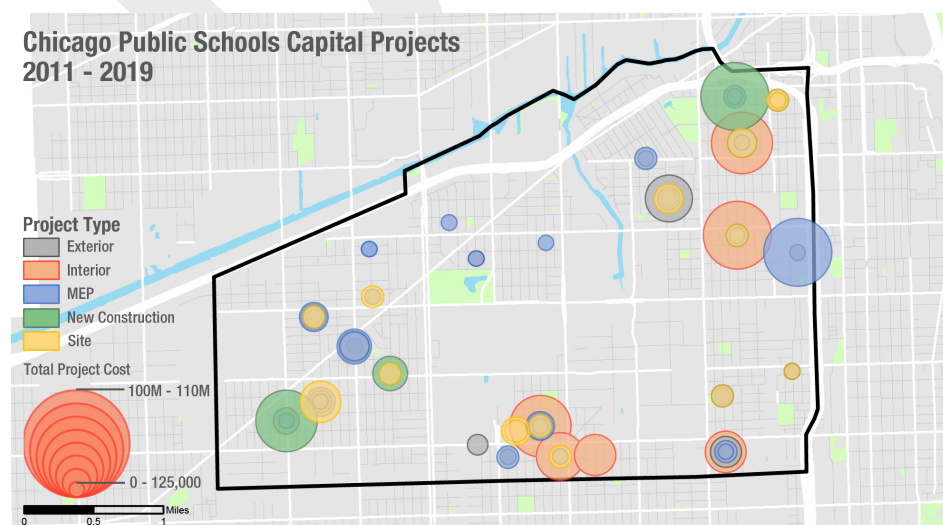


Figure 101: Capital improvement projects since 2011; Source: Chicago Public Schools

The Greater Stockyards Area Data

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
ACERO - BRIGHTON PARK	ES	Charter	Citywide	Non-CPS		-	564	-	#N/A	#N/A	#N/A	#N/A
ACERO - CISNEROS	ES	Charter	Citywide	Non-CPS		-	537	-	#N/A	#N/A	#N/A	#N/A
ACERO - MARQUEZ	ES	Charter	Citywide	Non-CPS		-	570	-	#N/A	#N/A	#N/A	#N/A
ARMOUR	ES	District	Attendance Area School	Owned		296	279	▼ -17	510	55%	55%	UNDERUTILIZED
BRIGHTON PARK	ES	District	Attendance Area School	Owned		518	453	▼ -65	660	69%	69%	UNDERUTILIZED
BURROUGHS	ES	District	Attendance Area School	Owned		482	476	▼ -6	450	144%	106%	EFFICIENT
CALMECA	ES	District	Attendance Area School	Owned		808	807	▼ -1	810	100%	100%	EFFICIENT
CHAVEZ	ES	District	Attendance Area School	Owned		983	966	▼ -17	780	189%	122%	OVERCROWDED
COLUMBIA EXPLORERS	ES	District	Attendance Area School	Owned		1183	1064	▼ -119	990	154%	107%	EFFICIENT
DAVIS N	ES	District	Attendance Area School	Owned		791	740	▼ -51	960	75%	77%	EFFICIENT
EVERETT	ES	District	Attendance Area School	Owned		236	200	▼ -36	420	67%	47%	UNDERUTILIZED
EVERGREEN	ES	District	Attendance Area School	Owned		317	315	▼ -2	420	75%	75%	EFFICIENT
GRAHAM ES	ES	District	Attendance Area School	Owned		482	415	▼ -67	930	45%	45%	UNDERUTILIZED
GREENE	ES	District	Attendance Area School	Owned		597	498	▼ -99	720	69%	69%	UNDERUTILIZED
GUNSAULUS	ES	District	Citywide	Owned		804	810	▲ 6	810	100%	100%	EFFICIENT
HAMLIN	ES	District	Attendance Area School	Owned		656	537	▼ -119	810	64%	65%	UNDERUTILIZED
HEALY	ES	District	Attendance Area School	Owned		1453	1413	▼ -40	1170	121%	121%	OVERCROWDED
HEDGES	ES	District	Attendance Area School	Owned		737	665	▼ -72	900	85%	72%	EFFICIENT
HENDRICKS	ES	District	Attendance Area School	Owned		245	244	▼ -1	540	45%	42%	UNDERUTILIZED
HOLDEN	ES	District	Attendance Area School	Owned		496	504	▲ 8	810	70%	62%	UNDERUTILIZED
LARA	ES	District	Attendance Area School	Owned		481	441	▼ -40	630	67%	68%	UNDERUTILIZED
MCCLELLAN	ES	District	Attendance Area School	Owned		308	339	▲ 31	420	71%	72%	EFFICIENT
NAMASTE	ES	Charter	Citywide	Non-CPS		-	489	-	#N/A	#N/A	#N/A	#N/A
SEWARD	ES	District	Attendance Area School	Owned		796	685	▼ -111	870	109%	79%	EFFICIENT
SHERIDAN	ES	District	Citywide	Owned		559	560	▲ 1	600	93%	93%	EFFICIENT
SHIELDS	ES	District	Attendance Area School	Owned		1004	838	▼ -166	1080	85%	78%	EFFICIENT
SHIELDS MIDDLE	ES	District	Attendance Area School	Owned		690	604	▼ -86	780	77%	77%	EFFICIENT
THOMAS	ES	District	Citywide	Leased		183	163	▼ -20	#N/A	#N/A	#N/A	#N/A
WARD J	ES	District	Attendance Area School	Owned		552	584	▲ 32	660	88%	88%	EFFICIENT
AIR FORCE HS	HS	District	Citywide	Owned		328	262	▼ -66	744	35%	35%	UNDERUTILIZED
BACK OF THE YARDS HS	HS	District	Citywide	Owned		790	1061	▲ 271	1008	105%	105%	EFFICIENT
KELLY HS	HS	District	Attendance Area School	Owned		2248	1891	▼ -357	1752	108%	108%	EFFICIENT
NOBLE - MANSUETO HS	HS	Charter	Citywide	Non-CPS		-	526	-	#N/A	#N/A	#N/A	#N/A
PATHWAYS - BRIGHTON PARK HS	HS	ALOP	Citywide	Non-CPS		-	343	-	#N/A	#N/A	#N/A	#N/A
TILDEN HS	HS	District	Attendance Area School	Owned		311	250	▼ -61	2028	12%	12%	UNDERUTILIZED

Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

^{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.

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Rainbow Beach

The Greater Stony Island Planning Area

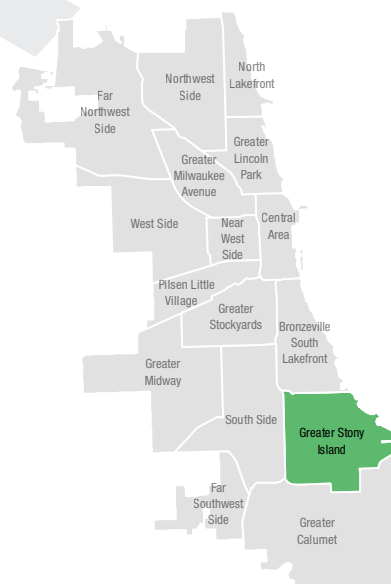
HIGHLIGHTS. The South Shore Cultural Center | Bronzeville Children's Museum | Rainbow Beach

Area Overview

The Greater Stony Island Avenue Area is generally bounded by 67th Street, Lake Michigan, 103rd Street, and the Dan Ryan Expressway. It consists primarily of ten neighborhoods—Avalon Park, Brunside, Calumet Heights, Chatham, Grand Crossing, South Chicago, South Shore, and portions of Pullman, Roseland, and South Deering. At about 92nd Street, Stony Island Avenue passes to the west of the geographical feature for which it is named, a stony hill that was once an island when the glacial Lake Chicago covered the area thousands of years ago.

Roughly 90% of the Greater Stony Island Avenue Area is covered by six wards: 5th, 6th, 7th, 8th, 9th, and 10th.

The planning area is home to approximately 17,600 public elementary school students and approximately 7,700 public high school students.



172,000
total residents



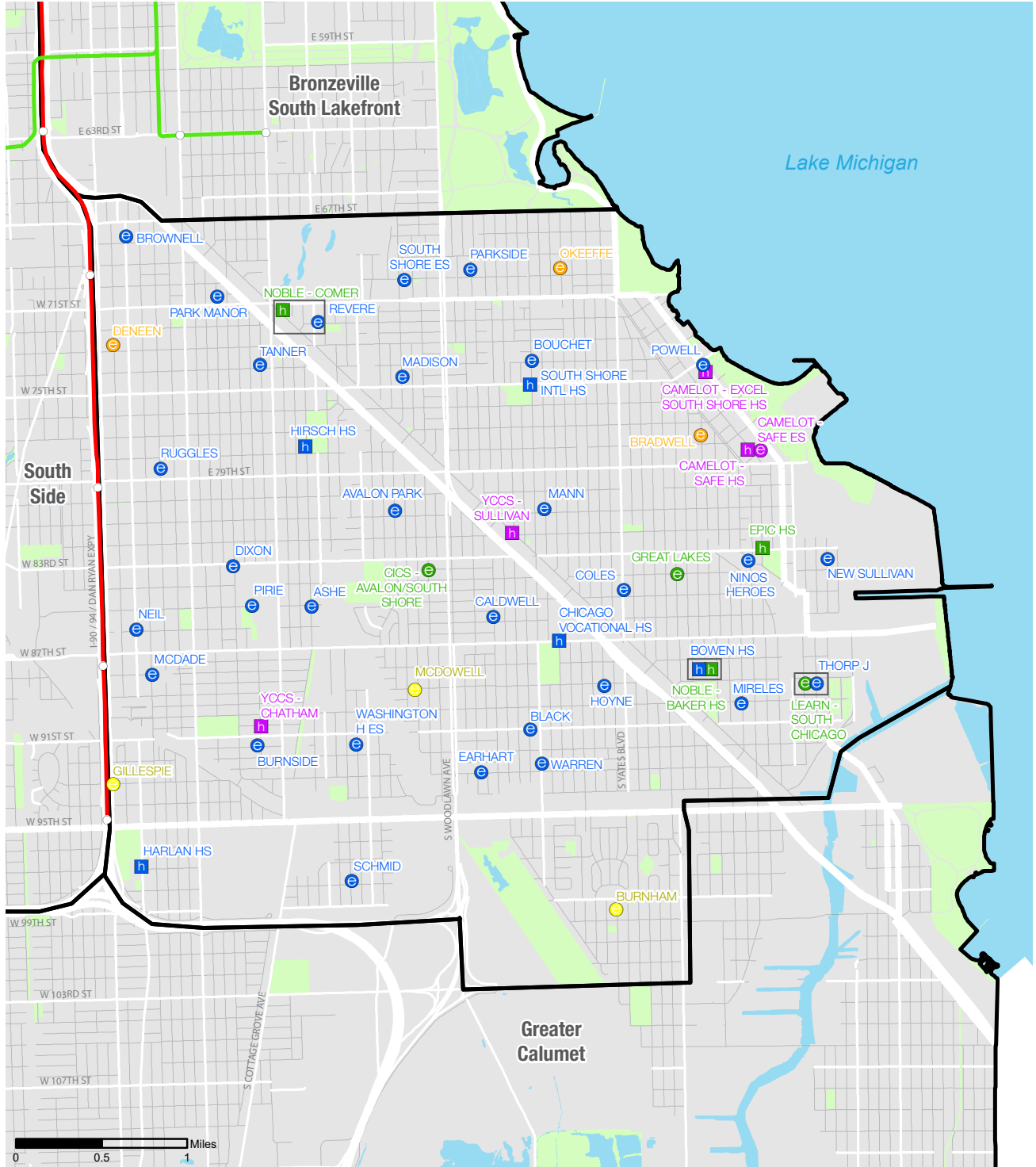
18
transit stops



49
open spaces

Source: City of Chicago Department of Planning and Development

The Greater Stony Island Planning Area Map



Source: Chicago Public Schools

- | | | |
|-------------------------------|-----------------------------------|------------------------|
| District Operated Elementary | Alternative / Options Elementary | Park / Open Space |
| District Operated High School | Alternative / Options High School | Water Feature |
| AUSL Elementary | Charter / Contract Elementary | CTA Rail |
| AUSL School | Charter / Contract High School | Planning Area Boundary |
| ISP Elementary | | Co-located Schools |
| ISP School | | |

History and Context

The eleven communities of the Greater Stony Planning Area began to take shape in the late 1800s as industrial firms built factories and developers built housing for the workers. Burnside developed as a residential and industrial triangle between three major rail lines, while South Chicago became home to the massive US Steel plant in 1901. The World’s Fair of 1893 had also spurred aggressive residential development in South Shore and Greater Grand Crossing that continued through the 1920s. Avalon Park was turned from swampland to housing after sewer pipes were laid in 1910, high-quality Chatham bungalows sprouted up in the 1920s, and Calumet Heights was populated after World War II.

Today, the planning area serves chiefly as a collection of bedroom communities for those residents who work downtown or in the remaining south side industrial centers, while some local businesses remain strong, such as those in Chatham and along other major commercial corridors. Burnside still contains significant industrial uses, including A. Finkl and Sons Co., which relocated its steel forging facilities from Chicago’s north side starting in 2011. However, South Chicago has lost much of its industry. In fact, the old US Steel site is being transformed into the Lakeside development, which will eventually include a mix of housing and retail between Lake Shore Drive and Lake Michigan. South Chicagoans enjoy Rainbow Beach and the new Steelworkers Park, which are located along Lake Michigan. Burnside Park offers public open space for the Burnside community. The South Chicago Library branch serves the South Chicago community, while the Avalon Park Library is the closest library for Burnside residents.

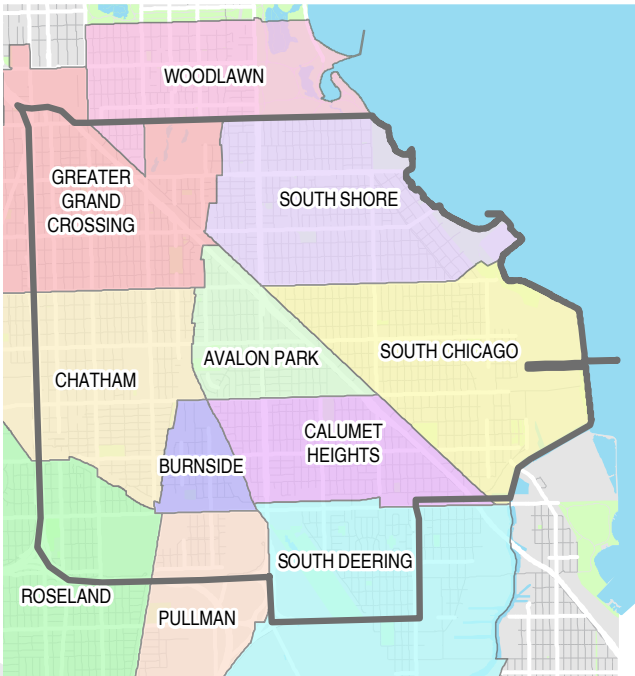







Figure 102: Bronzeville/South Lakefront planning area communities; Source: City of Chicago Department of Planning and Development

South Shore and Greater Grand Crossing continue to be largely residential in nature but are also home to high-profile cultural attractions. The South Shore Cultural Center property encompasses a historic field house that hosts numerous community programs and special events, a golf course, and a beach along Lake Michigan. Grand Crossing hosts a number of civic and cultural institutions, including the Gary Comer Youth Center and associated schools located along S Chicago Avenue, as well as the artwork of Theaster Gates, who has converted old buildings into art spaces. In addition to the South Shore Cultural Center, the communities

Table 22: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
Avalon Park	2	62	0	1	0
Burnside	2	19	0	0	0
Calumet Heights	2	79	0	0	1
Chatham	5	110	0	1	0
Greater Grand Crossing	7	205	0	1	0
Pullman	0	11	0	0	0
Roseland	1	54	0	0	0
South Chicago	8	120	0	0	1
South Deering	5	71	0	1	0
South Shore	11	188	0	1	1

are served by Rainbow Beach, Grand Crossing Park, and Rosenblum Park, to name a few. The South Shore Library and Greater Grand Crossing Library provide the area's residents with educational programming and materials.

In Chatham, Avalon Park, and Calumet Heights, neighborhoods feature the Chatham Tuley Park, Owens Park, and Brown Memorial Park as well as the Avalon Library and Whitney M. Young, Jr. Library. The Advocate Trinity Hospital is located in Calumet Heights.

DRAFT

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in Greater Stony Island and how these affect demographic trends. Figure 103 illustrates anticipated development that CPS is evaluating with regard to the master plan.

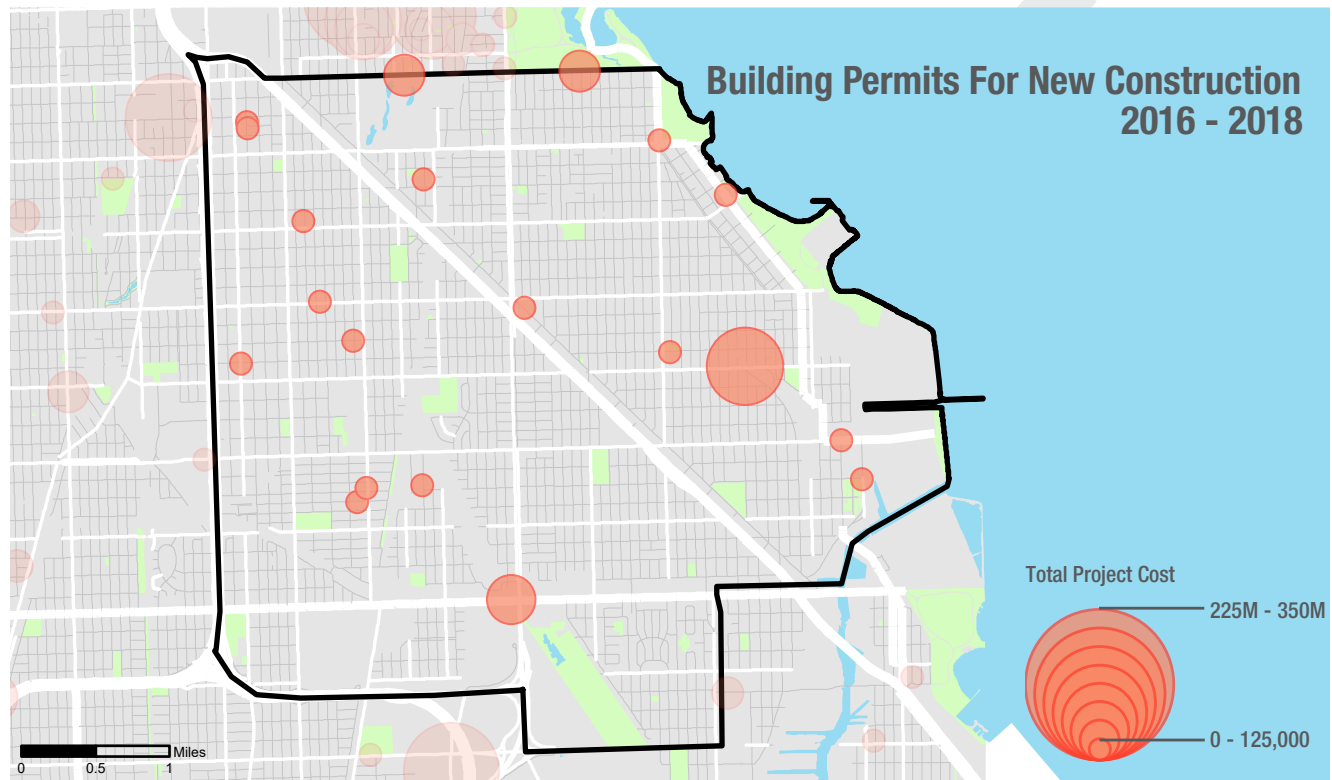


Figure 103: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

Population Trends

One factor that has contributed to the excess capacity in the area is that there are not as many children residing in the area as there used to be. Population estimates from an independent third party (ESRI) indicate that from 2015 to 2017, the number of children aged 0-19 residing in Greater Stony Island slightly decreased from 43,980 to 43,893, or 0.2%. Forward-looking estimates indicate that over the next five years, Greater Stony Island's student aged population will continue to decline, but at a slower rate, and with a small increase among children aged 0-4.

Table 23: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	10,501	10,430	10,650
5-9	10,718	10,660	10,256
10-14	11,190	11,232	10,960
15-19	11,571	11,571	11,084
Total	43,980	43,893	42,950

School Facility Overview

52 Public Schools 

40

Elementary Schools¹



12

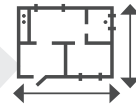
High Schools¹



1942 Average Campus Year Built²

4,656,266

Total campus square footage²



Enrollment by Governance

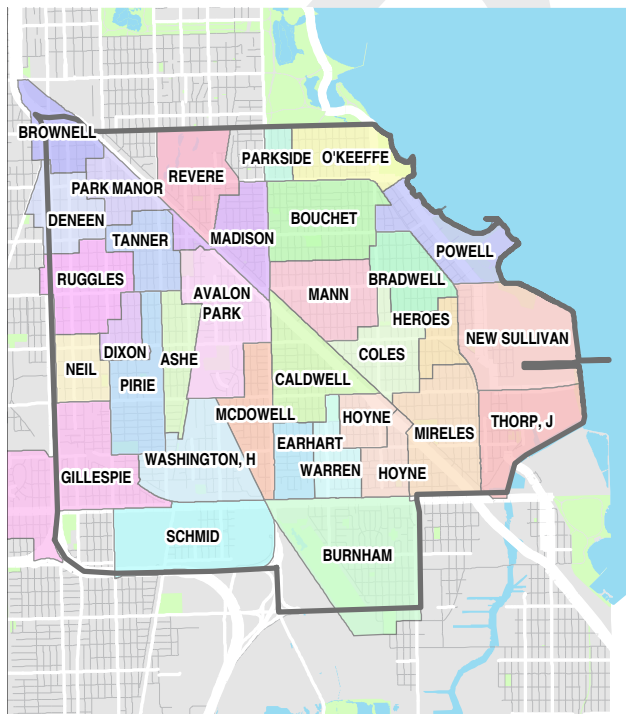
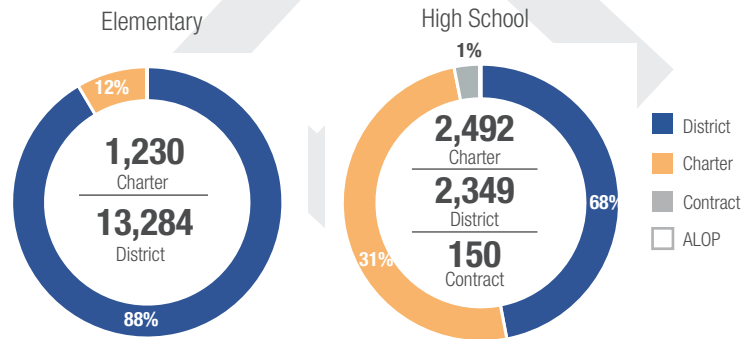


Figure 104: Elementary school boundaries

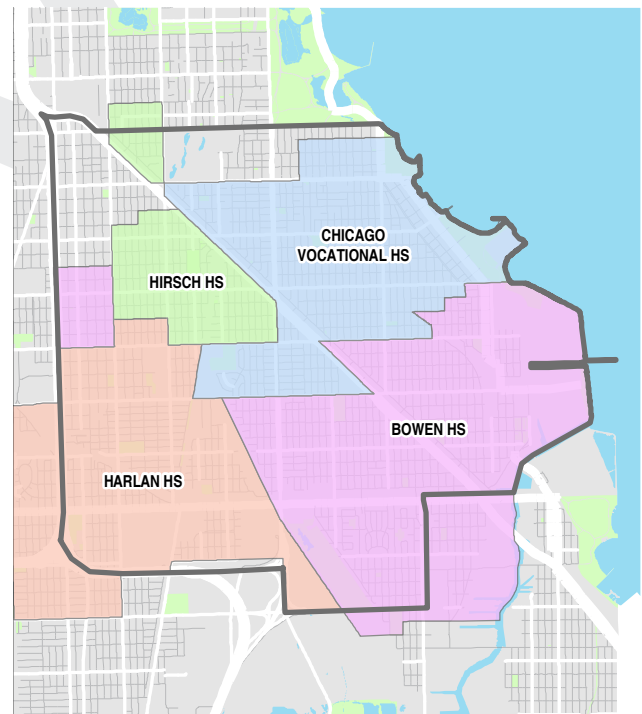


Figure 105: High school boundaries; Source: Chicago Public Schools

¹ Elementary and high school counts include all CPS schools regardless of governance

² Data calculated from CPS owned and leased campuses

Utilization

Figure 106 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 107 below shows the area average utilization for elementary schools is approximately 55% and the area average utilization for high schools is 33%.

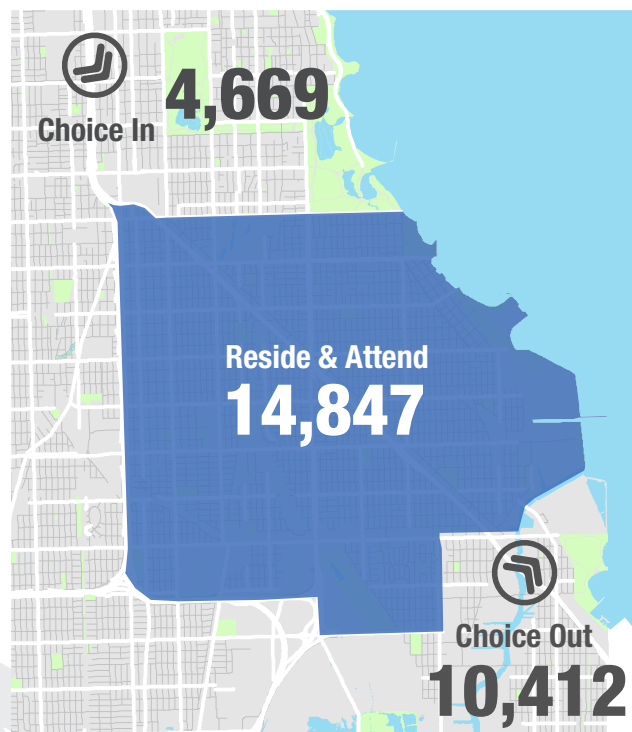


Figure 106: Choice In vs. Choice Out



Figure 107: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

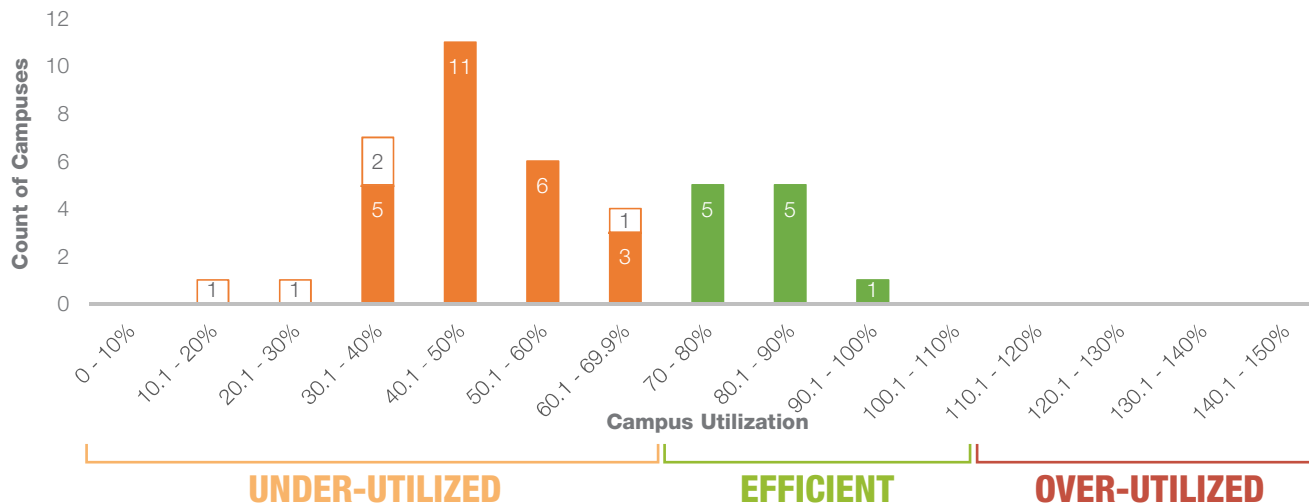


Figure 108: School count by utilization range; Source: Chicago Public Schools

■ Elementary Schools □ High Schools

Current Facility Deficiencies

Figure 109 depicts the significance of need for each building system for campuses within the Greater Stony Island Planning Area. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

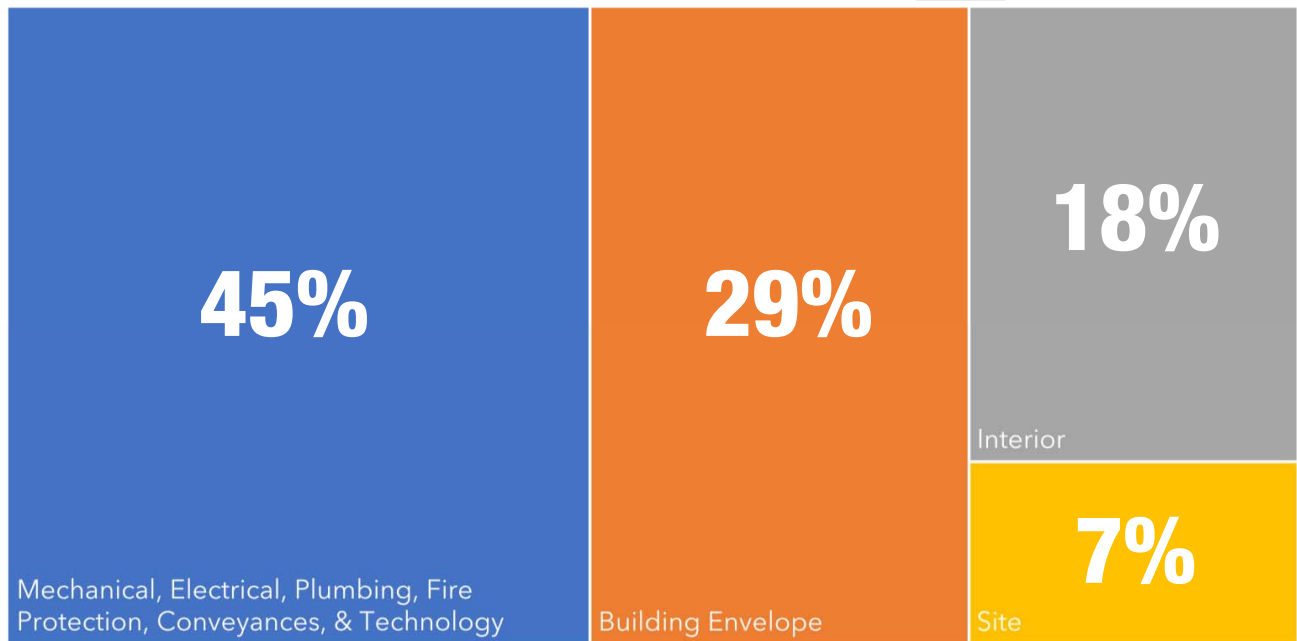


Figure 109: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Explore specialty program offerings to attract students to under-utilized facilities
- Decommission unused space
- Examine new construction options to right-size schools
- Explore grade configuration alternatives to expand grade level offerings by school

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior condition improvements for structural integrity
- Continue mechanical, electrical, and plumbing (MEP) repairs
- Invest in district initiatives, such as classroom air conditioning at various schools
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$173.0 million for capital improvement projects in the Greater Stony Island Planning Area (see Figure 110). Of this, approximately \$53.6 million of projects have been completed and an additional \$70.4 million of projects are in the closing phases. The remaining \$49.0 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan identifies capital investments in expanding programmatic access (McDade), site improvement (Ashe, and Ninos Heroes), science lab upgrades (Bowen, and Harlan), full-day pre-K expansion (New Sullivan, and Schmid), and priority building needs (Burnham, Coles, Bouchet, and Washington H). This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences. Please refer to the published FY19 capital plan on cps.edu for additional detail.

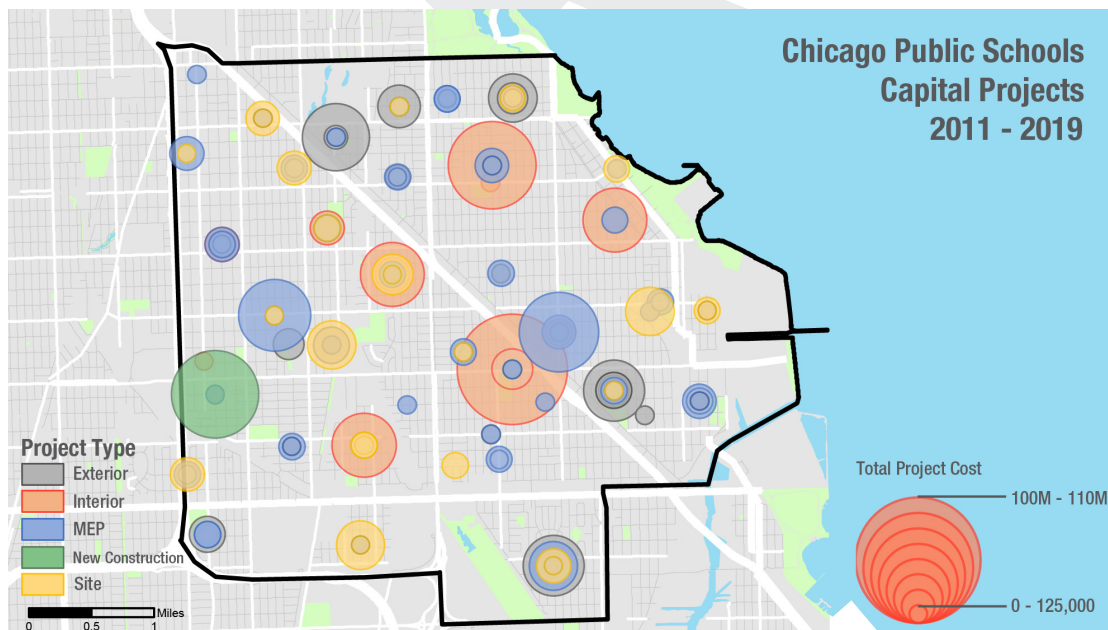


Figure 110: Capital improvement projects since 2011; Source: Chicago Public Schools

The Greater Stony Island Area Data

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
ASHE	ES	District	Attendance Area School	Owned		320	322	▲ 2	690	47%	47%	UNDERUTILIZED
AVALON PARK	ES	District	Attendance Area School	Owned		332	296	▼ -36	780	38%	38%	UNDERUTILIZED
BLACK	ES	District	Citywide	Owned		463	439	▼ -24	450	98%	98%	EFFICIENT
BOUCHET	ES	District	Attendance Area School	Owned		649	612	▼ -37	1200	51%	50%	UNDERUTILIZED
BRADWELL	ES	District	Attendance Area School	Owned		704	489	▼ -215	870	56%	56%	UNDERUTILIZED
BROWNELL	ES	District	Attendance Area School	Owned		228	216	▼ -12	450	48%	48%	UNDERUTILIZED
BURNHAM	ES	District	Attendance Area School	Owned		552	522	▼ -30	690	73%	75%	EFFICIENT
BURNSIDE	ES	District	Citywide	Owned		535	464	▼ -71	810	52%	53%	UNDERUTILIZED
CALDWELL	ES	District	Attendance Area School	Owned		277	268	▼ -9	750	36%	36%	UNDERUTILIZED
CAMELOT - SAFE ES	ES	Safe	Citywide	Non-CPS		-	5	-	#N/A	#N/A	#N/A	#N/A
CICS - AVALON/SOUTH SHORE	ES	Charter	Citywide	Non-CPS		-	479	-	#N/A	#N/A	#N/A	#N/A
COLES	ES	District	Attendance Area School	Owned		500	434	▼ -66	870	60%	49%	UNDERUTILIZED
DENEEN	ES	District	Attendance Area School	Owned		577	524	▼ -53	750	70%	69%	UNDERUTILIZED
DIXON	ES	District	Attendance Area School	Owned		595	567	▼ -28	630	90%	90%	EFFICIENT
EARHART	ES	District	Attendance Area School	Owned		260	239	▼ -21	300	80%	80%	EFFICIENT
GILLESPIE	ES	District	Attendance Area School	Owned		553	494	▼ -59	900	53%	52%	UNDERUTILIZED
GREAT LAKES	ES	Charter	Citywide	Non-CPS		-	297	-	#N/A	#N/A	#N/A	#N/A
HOYNE	ES	District	Attendance Area School	Owned		258	253	▼ -5	300	84%	84%	EFFICIENT
LEARN - SOUTH CHICAGO ₂	ES	Charter	Citywide	Owned	Yes	497	454	▼ -43	1380	52%	53%	UNDERUTILIZED
MADISON	ES	District	Attendance Area School	Owned		220	244	▲ 24	750	33%	33%	UNDERUTILIZED
MANN	ES	District	Attendance Area School	Owned		385	350	▼ -35	870	38%	40%	UNDERUTILIZED
MCDADE	ES	District	Citywide	Owned		192	195	▲ 3	240	81%	81%	EFFICIENT
MCDOWELL	ES	District	Attendance Area School	Owned		183	154	▼ -29	180	103%	86%	EFFICIENT
MIRELES	ES	District	Attendance Area School	Owned		665	535	▼ -130	1530	36%	35%	UNDERUTILIZED
NEIL	ES	District	Attendance Area School	Owned		313	264	▼ -49	420	44%	47%	UNDERUTILIZED
NEW SULLIVAN	ES	District	Attendance Area School	Owned		494	512	▲ 18	810	57%	59%	UNDERUTILIZED
NINOS HEROES	ES	District	Attendance Area School	Owned		395	372	▼ -23	660	56%	56%	UNDERUTILIZED
OKEEFFE	ES	District	Attendance Area School	Owned		713	662	▼ -51	900	74%	74%	EFFICIENT
PARK MANOR	ES	District	Attendance Area School	Owned		394	294	▼ -100	480	61%	61%	UNDERUTILIZED
PARKSIDE	ES	District	Attendance Area School	Owned		275	240	▼ -35	570	42%	42%	UNDERUTILIZED
PIRIE	ES	District	Attendance Area School	Owned		336	261	▼ -75	600	54%	44%	UNDERUTILIZED
POWELL	ES	District	Attendance Area School	Owned		558	598	▲ 40	810	74%	74%	EFFICIENT
REVERE ₁	ES	District	Attendance Area School	Owned	Yes	261	241	▼ -20	690	86%	86%	EFFICIENT
RUGGLES	ES	District	Attendance Area School	Owned		412	415	▲ 3	570	73%	73%	EFFICIENT
SCHMID	ES	District	Attendance Area School	Owned		226	191	▼ -35	450	42%	42%	UNDERUTILIZED
SOUTH SHORE ES	ES	District	Citywide	Owned		491	396	▼ -95	840	44%	44%	UNDERUTILIZED
TANNER	ES	District	Attendance Area School	Owned		384	345	▼ -39	570	61%	61%	UNDERUTILIZED
THORP J ₂	ES	District	Attendance Area School	Owned	Yes	353	325	▼ -28	1380	52%	53%	UNDERUTILIZED
WARREN	ES	District	Attendance Area School	Owned		285	236	▼ -49	510	46%	46%	UNDERUTILIZED
WASHINGTON H ES	ES	District	Attendance Area School	Owned		415	315	▼ -100	690	53%	46%	UNDERUTILIZED
BOWEN HS ₃	HS	District	Attendance Area School	Owned	Yes	359	297	▼ -62	2076	32%	32%	UNDERUTILIZED
CAMELOT - EXCEL SOUTH SHORE HS	HS	Contract	Citywide	Owned		254	150	▼ -104	#N/A	#N/A	#N/A	#N/A
CAMELOT - SAFE HS	HS	Safe	Citywide	Non-CPS		-	6	-	#N/A	#N/A	#N/A	#N/A
CHICAGO VOCATIONAL HS	HS	District	Attendance Area School	Owned		978	880	▼ -98	2676	33%	33%	UNDERUTILIZED
EPIC HS	HS	Charter	Citywide	Owned		438	538	▲ 100	#N/A	#N/A	#N/A	#N/A
HARLAN HS	HS	District	Attendance Area School	Owned		613	386	▼ -227	1332	29%	29%	UNDERUTILIZED
HIRSCH HS	HS	District	Attendance Area School	Owned		150	137	▼ -13	1068	13%	13%	UNDERUTILIZED
NOBLE - BAKER HS ₃	HS	Charter	Citywide	Owned	Yes	413	363	▼ -50	2076	32%	32%	UNDERUTILIZED
NOBLE - COMER ₁	HS	Charter	Charter-Attendance Area School	Non-CPS	Yes	-	1099	-	690	86%	86%	EFFICIENT
SOUTH SHORE INTL HS	HS	District	Citywide	Owned		582	649	▲ 67	1032	63%	63%	UNDERUTILIZED
YCCS - CHATHAM	HS	Charter	Citywide	Non-CPS		-	162	-	#N/A	#N/A	#N/A	#N/A
YCCS - SULLIVAN	HS	Charter	Citywide	Non-CPS		-	330	-	#N/A	#N/A	#N/A	#N/A

Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

^{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.

Greektown

The Near West Side Planning Area

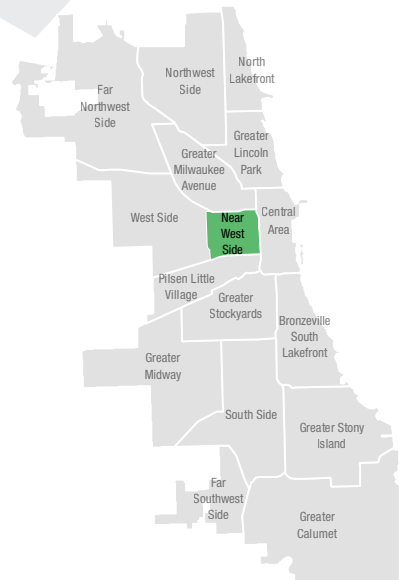
HIGHLIGHTS. The United Center | Fulton Market | Greektown

Area Overview

The Near West Side is bounded roughly by Kinzie Avenue, Interstate 90, 16th Street, and Rockwell Avenue and consists primarily of four neighborhoods—Greektown, Little Italy/University (UIC) Center, West Haven and portions of West Loop. It is the smallest of the 16 planning areas geographically and by public school student population. However, it boasts the second highest population growth rate since 2000 and has the third most educated population, with over 66% of residents over 25 holding a college degree.

Roughly 78% of Near West Side area is covered by the 27th and 28th Wards, with smaller portions covered by the 11th and 25th Wards.

The planning area is home to approximately 3,200 public elementary school students and approximately 1,000 public high school students.



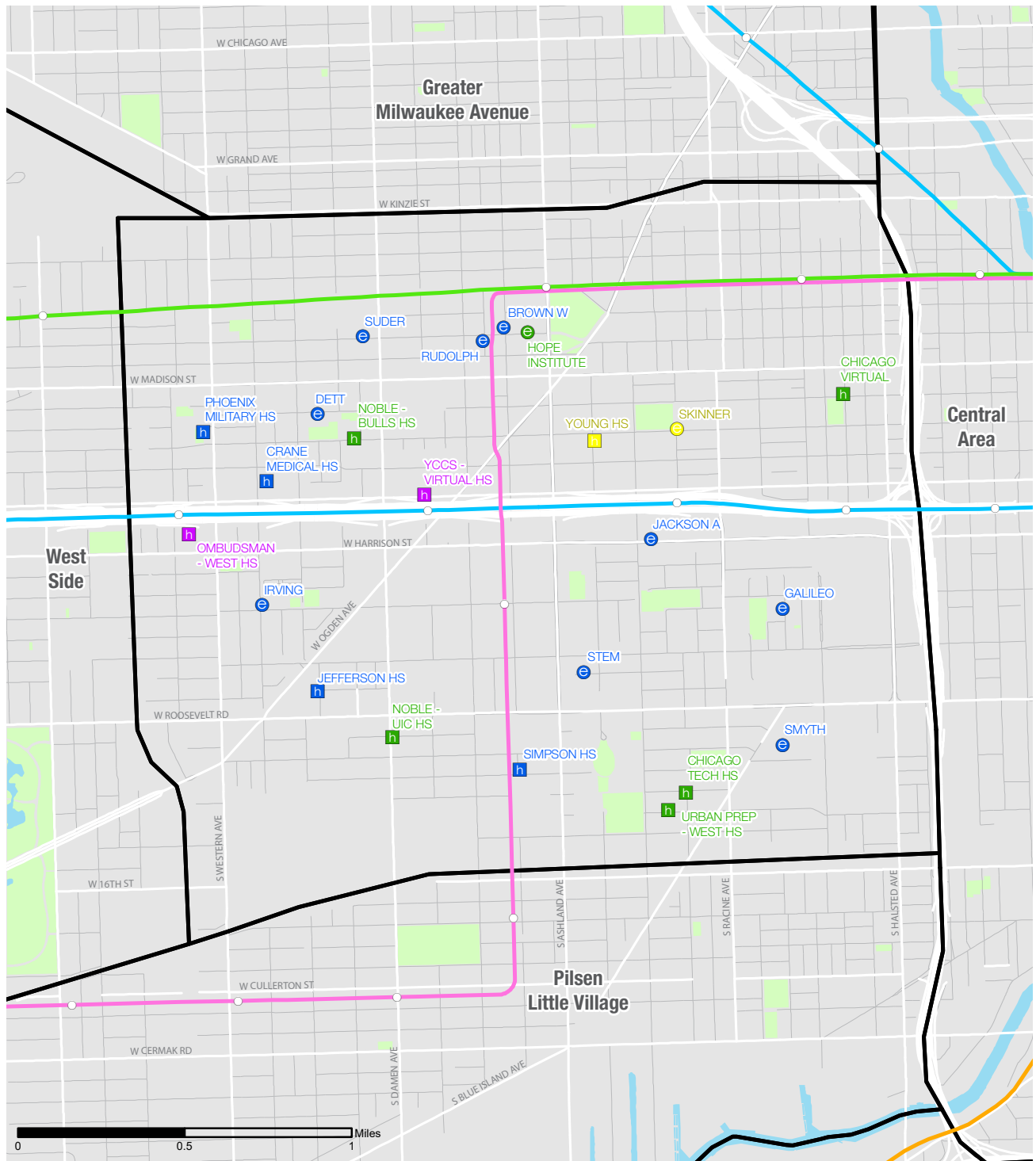
 **55,000**
total residents

 **9**
transit stops

 **18**
open spaces

Source: City of Chicago Department of Planning and Development

The Near West Side Planning Area Map



Source: Chicago Public Schools

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> ⓔ District Operated Elementary ⓗ District Operated High School ⓔ AUSL Elementary ⓗ AUSL School ⓔ ISP Elementary ⓗ ISP School | <ul style="list-style-type: none"> ⓔ Alternative / Options Elementary ⓗ Alternative / Options High School ⓔ Charter / Contract Elementary ⓗ Charter / Contract High School | <ul style="list-style-type: none"> ■ Park / Open Space ■ Water Feature — CTA Rail □ Planning Area Boundary ■ Co-located Schools |
|---|--|--|

History and Context

The Near West Side is the sole planning area comprised of a single community area, yet this relatively small section of the city is packed with residents, institutions, manufacturers, offices, and entertainment. After the Great Chicago Fire of 1871, over 200,000 Chicagoans relocated to the area. However, the construction of large development projects, such as the Circle Interchange, the University of Illinois at Chicago, the Illinois Medical District, and the United Center, displaced huge numbers of residents.

But that is rapidly changing. Today, the Near West Side is one of the fastest growing areas of the city for residents, visitors, and businesses, benefiting from close proximity to Chicago’s downtown business district and from the city’s transportation network. The Near West Side is bisected by the Eisenhower Expressway running east-west and by Ashland Avenue running north-south down the middle of the area.

The northeast quarter of the area is facing significant development pressure for new housing and offices, while it remains home to over 2,000 businesses in the Kinzie Industrial Corridor and a major wholesale food distribution center around Fulton Market. Greektown, Randolph Street, and Madison Street are well known for their excellent restaurants that attract patrons from all over Chicago.

The southeast quarter of the Near West Side is dominated by the east and south campuses of the University of Illinois at Chicago, the adjoining University Village residential development, and the stalled Roosevelt Square development of the Chicago Housing Authority’s former Addams Brooks Loomis Abbott Homes site. Little Italy runs through this section along W Taylor Street, while S Halsted Street has been redeveloped along with University Village as a neighborhood-scale shopping district south of Roosevelt Road.

The southwest quarter of the Near West Side is dominated by the Illinois Medical District, which

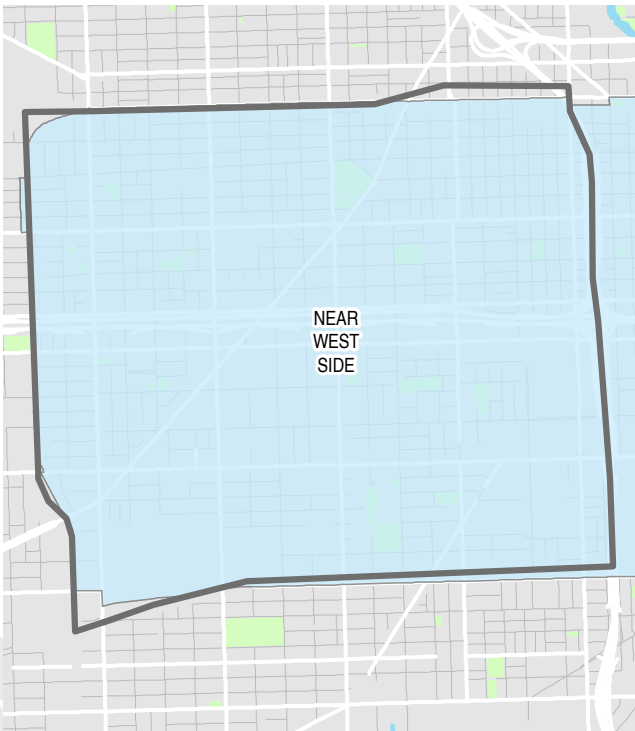


Figure 111: Planning area communities; Source: City of Chicago Department of Planning and Development

includes UIC’s West Campus, Rush University Medical Center, Stroger Hospital of Cook County, Jesse Brown Veteran’s Administration Medical Center, the Cook County Medical Examiner’s Office, the FBI Crime Lab, the American Red Cross, and the Chicago Technology Park. The northwest quarter of the Near West Side includes a mix of residential, educational, and entertainment uses. Malcolm X College is located just south of the United Center, which is home of the Chicago Bulls and Chicago Blackhawks. The areas north and west of the United Center are primarily residential and include two large redevelopment sites on former CHA land. Jackson Square at West End will ultimately replace the former Rockwell Gardens/Maplewood Street high-rises, while the West Haven community will do the same at the former Henry Horner Homes site.

Table 24: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
Near West Side	15	309	7	2	4

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in the Near West Side and how these affect demographic trends. Figure 112 illustrates anticipated development that CPS is evaluating with regard to the master plan.

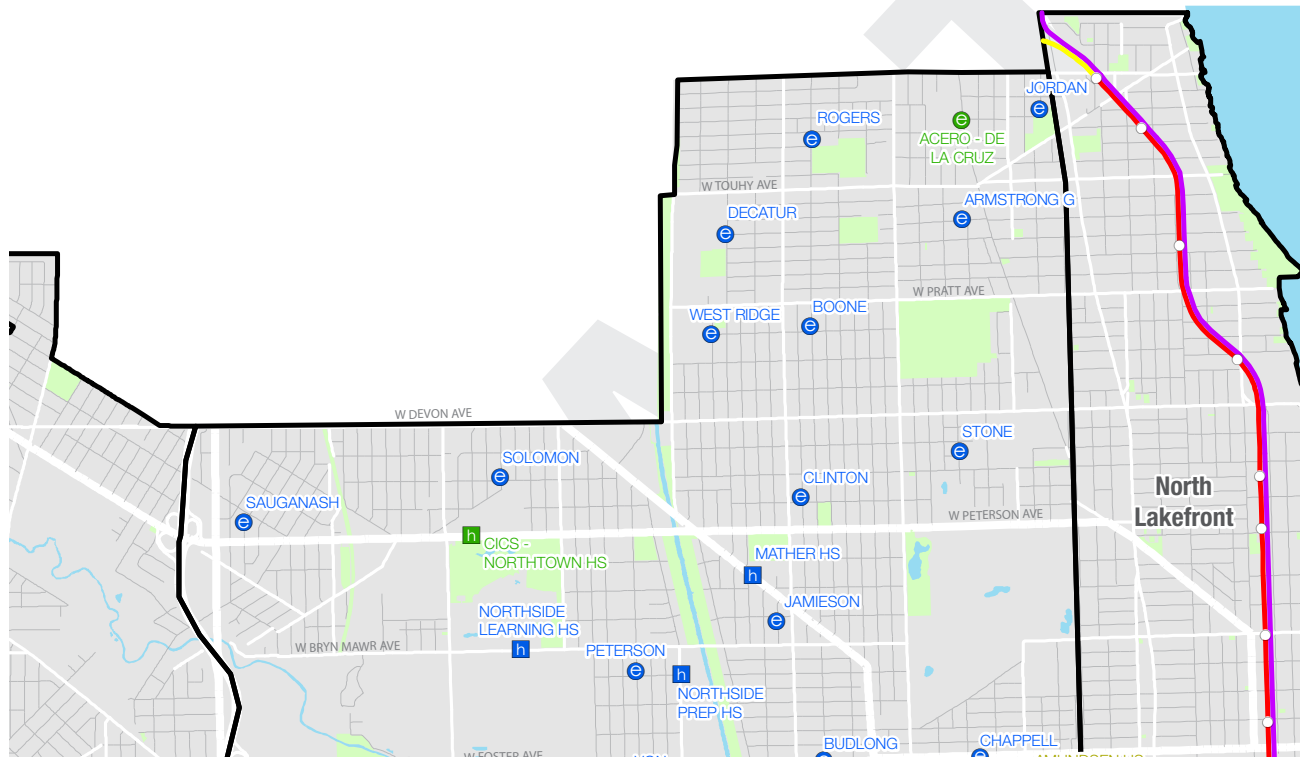


Figure 112: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

Population Trends

The Near West Side has seen population decline in recent years. Population estimates from an independent third party (ESRI), indicate that from 2015 to 2017, the number of children aged 0-19 residing in the Near West Side decreased from 8,804 to 8,211, or 6.73%. Forward-looking estimates indicate that over the next five years, the Near West Side's student aged population will increase slightly among children aged 0-4 and 10-14, but will decline among children aged 5-9 and 15-19.

Table 25: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	2,693	2,438	2,494
5-9	1,942	1,952	2,013
10-14	1,563	1,677	1,809
15-19	2,601	2,144	2,094
Total	8,804	8,211	8,410

School Facility Overview

23 Public Schools 

11

Elementary Schools¹



12

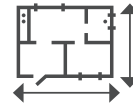
High Schools¹



1940 Average Campus Year Built²

2,452,044

Total campus square footage²



Enrollment by Governance

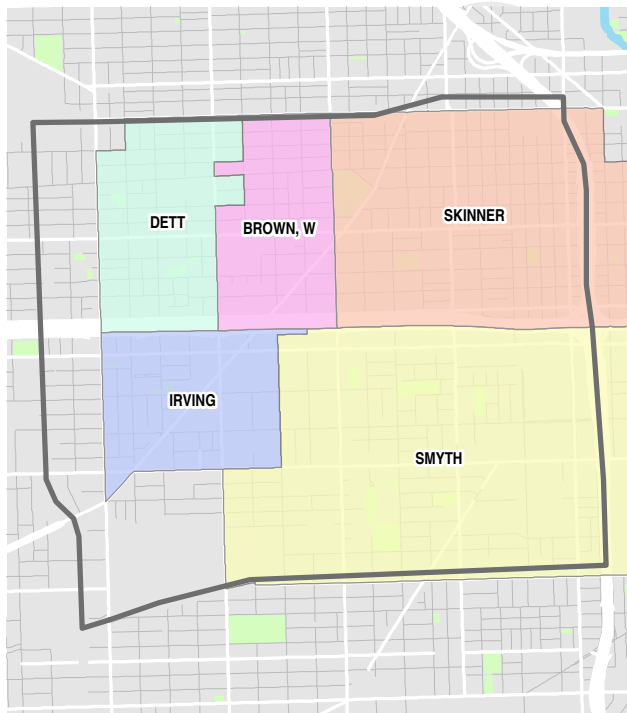
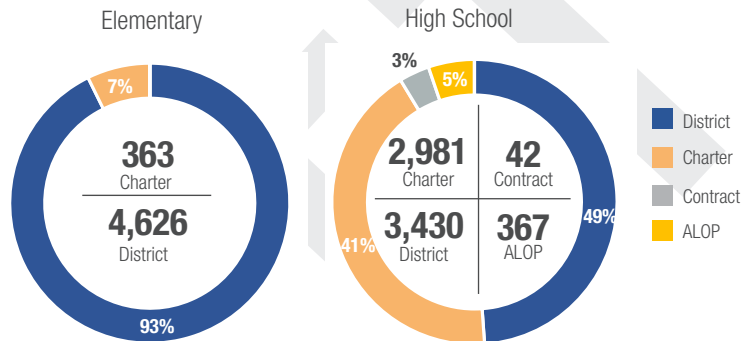


Figure 113: Elementary school boundaries

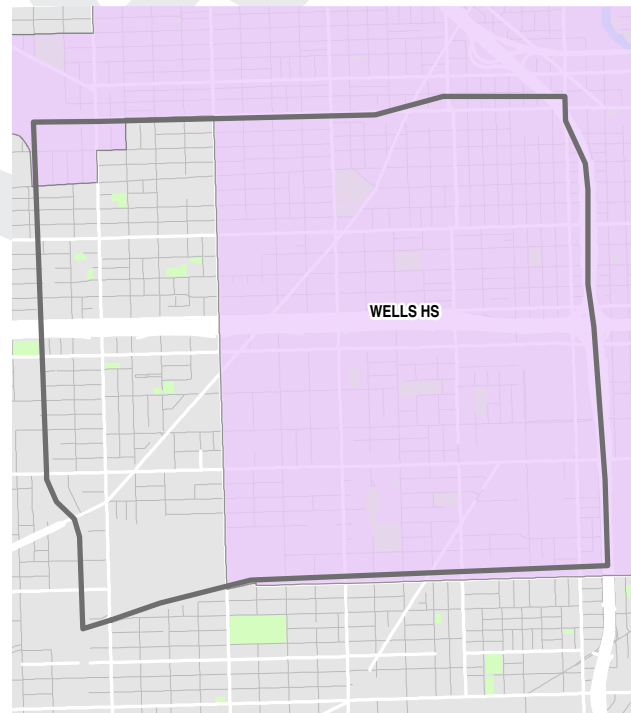


Figure 114: High school boundaries; Source: Chicago Public Schools

¹ Elementary and high school counts include all CPS schools regardless of governance

² Data calculated from CPS owned and leased campuses

Utilization

Figure 115 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 116 below shows the area average utilization for elementary schools is approximately 67% and the area average utilization for high schools is 62%.

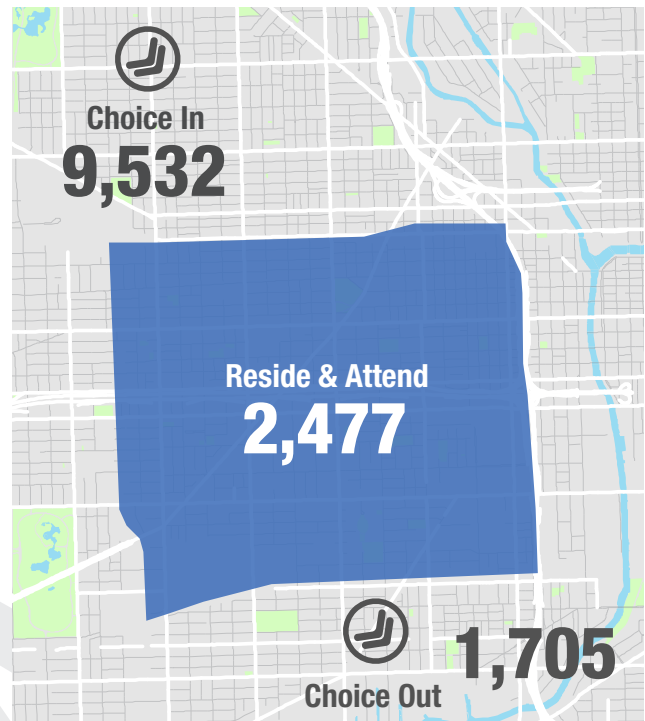


Figure 115: Choice In vs. Choice Out



Figure 116: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

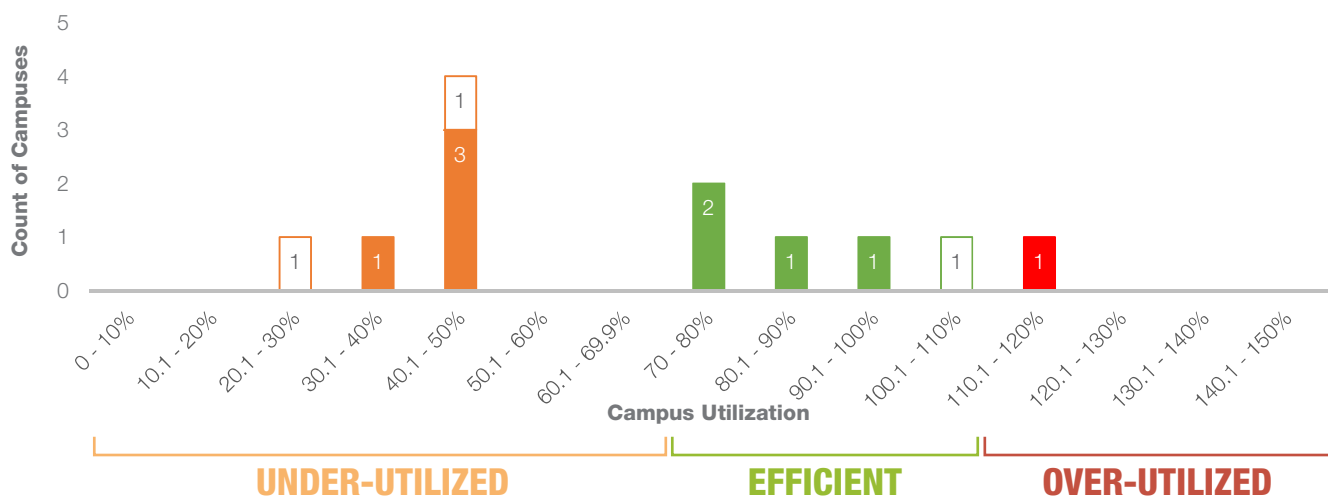


Figure 117: School count by utilization range; Source: Chicago Public Schools

■ Elementary Schools □ High Schools

Current Facility Deficiencies

Figure 118 depicts the significance of need for each building system for campuses within the Near West Planning Area. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

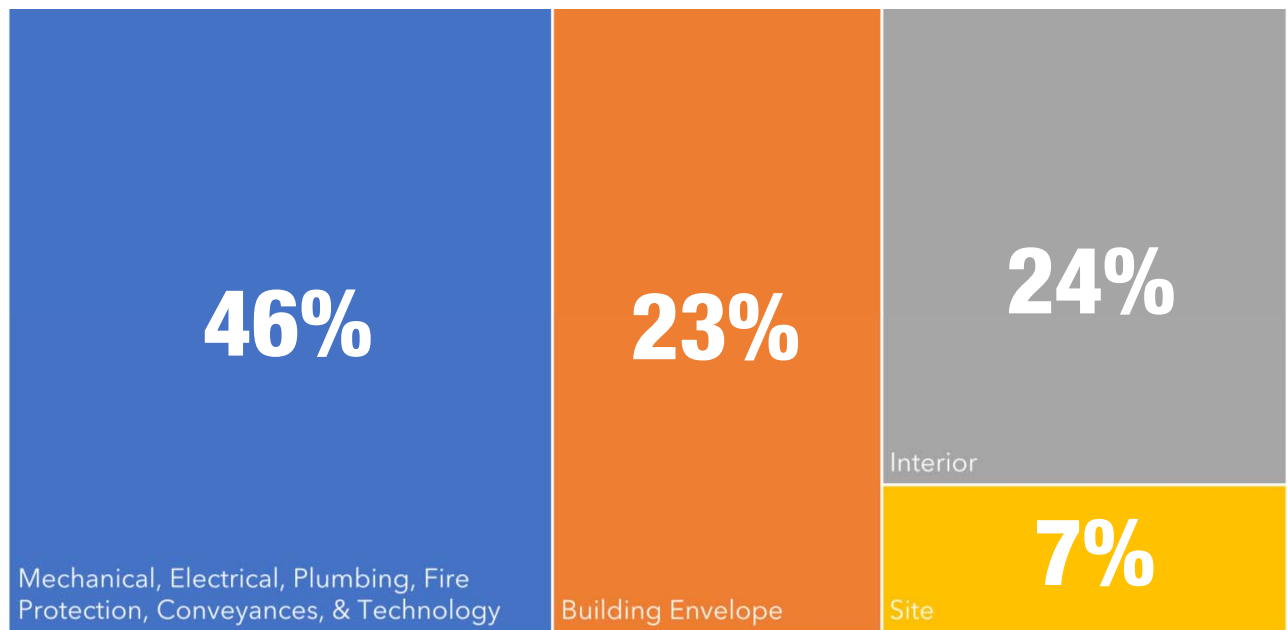


Figure 118: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Explore specialty program offerings to attract students to under-utilized facilities
- Examine new construction options to right-size schools
- Explore grade configuration alternatives to expand grade level offerings by school
- Balance enrollment through boundary analysis to relieve over-utilized schools

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior condition improvements for structural integrity
- Continue mechanical, electrical, and plumbing (MEP) repairs
- Invest in district initiatives, such as classroom air conditioning at various schools
- Upgrade site, including new turf fields
- Relieve overcrowding at Skinner Elementary School
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$102.2 million for capital improvement projects in the Near West Planning Area (see Figure 119). Of this, approximately \$47.5 million of projects have been completed and an additional \$17.9 million of projects are in the closing phases. The remaining \$36.9 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan identifies capital investments in expanding access to STEM and Magnet programs (Crane Medical, and Brown W), new near west side HS (location TBD), science lab upgrades (Crane Medical), full-day pre-K expansion (Irving), and priority building needs (Young HS). This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences. Please refer to the published FY19 capital plan on cps.edu for additional detail.

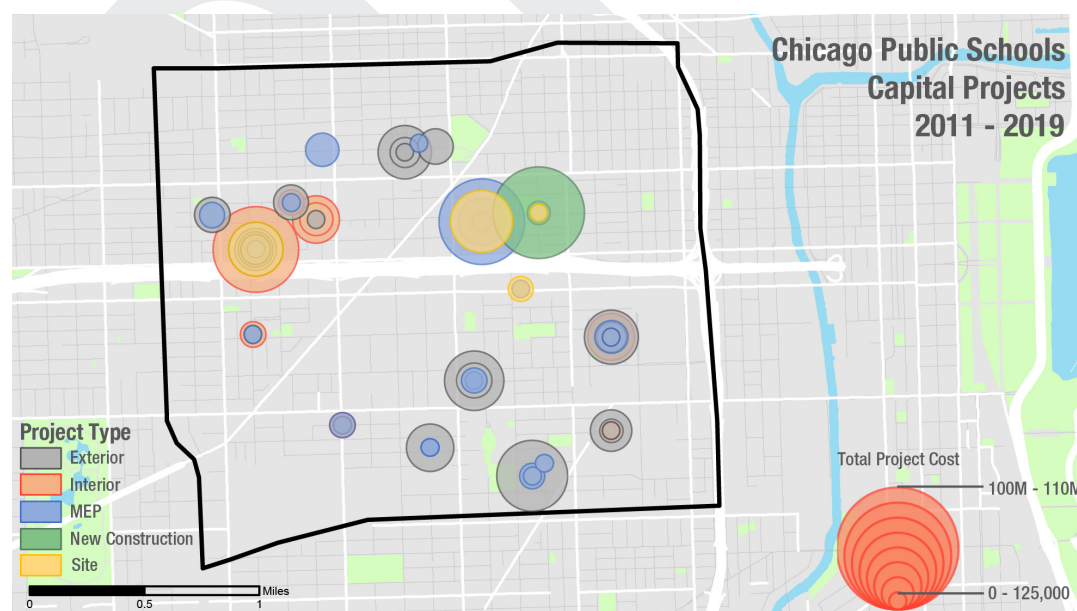


Figure 119: Capital improvement projects since 2011; Source: Chicago Public Schools

The Near West Area Data

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
BROWN W	ES	District	Attendance Area School	Owned		271	252	▼ -19	690	34%	32%	UNDERUTILIZED
DETT	ES	District	Attendance Area School	Owned		364	312	▼ -52	630	43%	43%	UNDERUTILIZED
GALILEO	ES	District	Citywide	Owned		548	573	▲ 25	750	76%	76%	EFFICIENT
HOPE INSTITUTE	ES	Contract	Citywide	Owned		379	363	▼ -16	#N/A	#N/A	#N/A	#N/A
IRVING	ES	District	Attendance Area School	Owned		518	443	▼ -75	480	82%	90%	EFFICIENT
JACKSON A	ES	District	Citywide	Owned		565	550	▼ -15	630	87%	87%	EFFICIENT
RUDOLPH	ES	District	Citywide	Owned		101	92	▼ -9	#N/A	#N/A	#N/A	#N/A
SKINNER	ES	District	Attendance Area School	Owned		1042	1094	▲ 52	900	118%	119%	OVERCROWDED
SMYTH	ES	District	Attendance Area School	Owned		474	463	▼ -11	1050	43%	42%	UNDERUTILIZED
STEM	ES	District	Citywide	Owned		450	434	▼ -16	600	72%	72%	EFFICIENT
SUDER	ES	District	Citywide	Owned		418	413	▼ -5	840	49%	49%	UNDERUTILIZED
CHICAGO TECH HS	HS	Contract	Citywide	Owned		328	242	▼ -86	#N/A	#N/A	#N/A	#N/A
CHICAGO VIRTUAL	HS	Charter	Citywide	Non-CPS		-	696	-	#N/A	#N/A	#N/A	#N/A
CRANE MEDICAL HS	HS	District	Citywide	Owned		497	487	▼ -10	1932	25%	25%	UNDERUTILIZED
JEFFERSON HS	HS	District	Citywide	Non-CPS		-	213	-	#N/A	#N/A	#N/A	#N/A
NOBLE - BULLS HS	HS	Charter	Charter-Attendance Area School	Owned		1130	1137	▲ 7	#N/A	#N/A	#N/A	#N/A
NOBLE - UIC HS	HS	Charter	Charter-Attendance Area School	Owned		903	935	▲ 32	#N/A	#N/A	#N/A	#N/A
OMBUDESMAN - WEST HS	HS	ALOP	Citywide	Non-CPS		-	367	-	#N/A	#N/A	#N/A	#N/A
PHOENIX MILITARY HS	HS	District	Citywide	Owned		520	531	▲ 11	1104	48%	48%	UNDERUTILIZED
SIMPSON HS	HS	District	Citywide	Owned		74	41	▼ -33	#N/A	#N/A	#N/A	#N/A
URBAN PREP - WEST HS	HS	Charter	Citywide	Owned		342	213	▼ -129	#N/A	#N/A	#N/A	#N/A
YCCS - VIRTUAL HS	HS	Charter	Citywide			-	-	-	#N/A	#N/A	#N/A	#N/A
YOUNG HS	HS	District	Citywide	Owned		2157	2158	▲ 1	2076	104%	104%	EFFICIENT

Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

^{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.

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City View from Montrose Harbor

The North Lakefront Planning Area

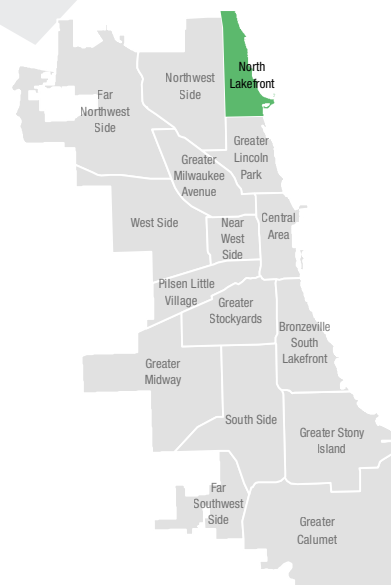
HIGHLIGHTS. The Theaters of Uptown | Clark Street in Andersonville | Montrose Harbor

Area Overview

The North Lakefront is home to many popular destinations to visit in Chicago. The strategies and priority projects articulated in this plan will help to make these neighborhoods even more vibrant.

The North Lakefront is bounded roughly by the city's northern border with Evanston, by Lake Michigan, W Irving Park Road, and the UP North Metra Line. It contains parts of five wards, nine neighborhoods, and four community areas. Compared with Chicago's 15 other planning areas, the North Lakefront has the highest proportion of residents living within a half-mile of transit and the second highest proportion of multifamily housing units. Its largest land uses are residential and open space.

But the North Lakefront is much more than facts and figures. This is where Loyola University Chicago is based, where some of the best independent retailers in Chicago can be found, and where the Argyle Night Market happens. Families live in the Victorian mansions of Lakewood Balmoral, in single-family homes on block after block of residential streets, and in lakefront high-rises on N Sheridan Road. The Aragon, the Riviera, and the Green Mill are a walk or a bike ride away.



168,000
total residents



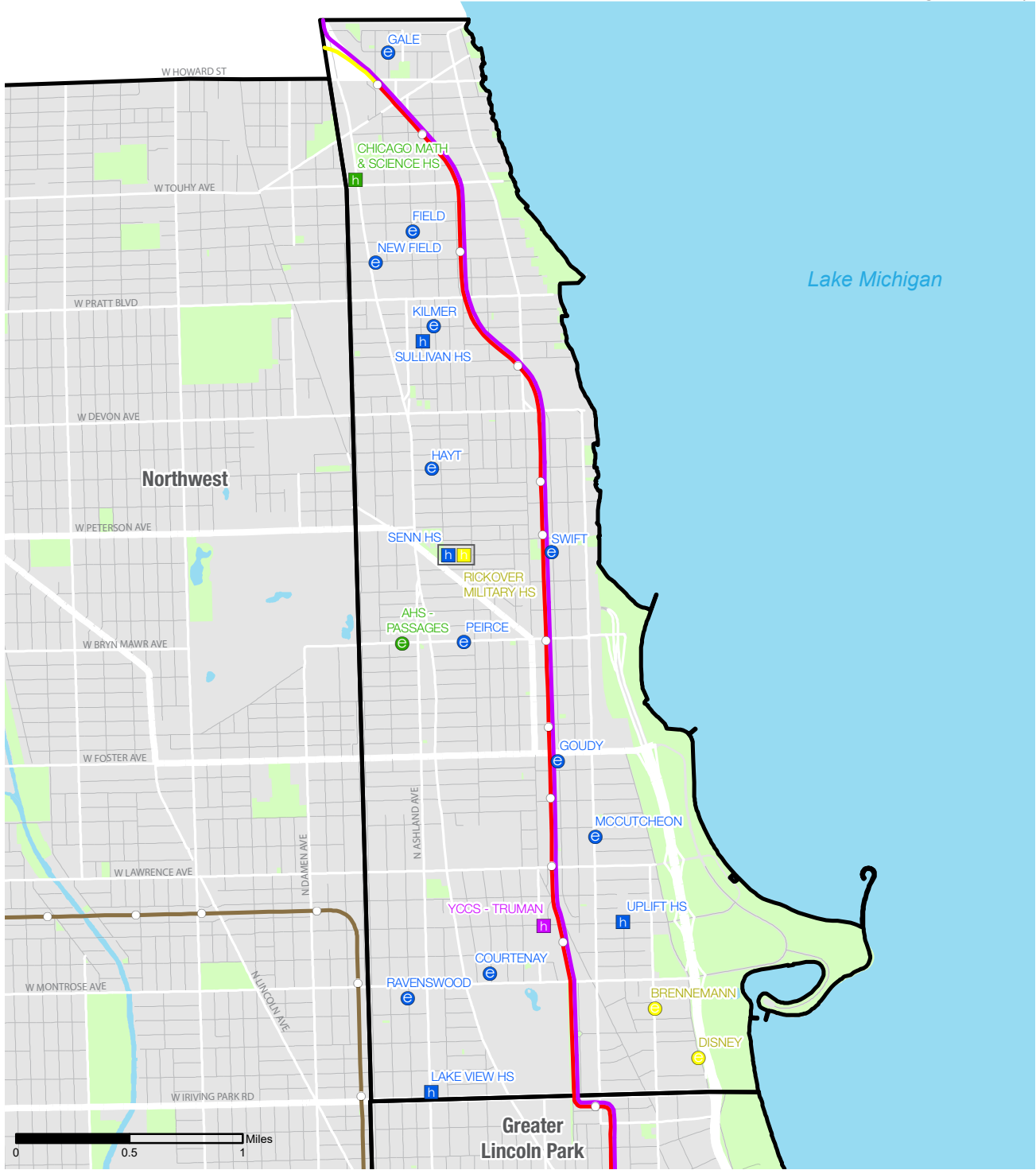
17
transit stops



56
open spaces

Source: City of Chicago Department of Planning and Development

The North Lakefront Planning Area Map



Source: Chicago Public Schools

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> District Operated Elementary District Operated High School AUSL Elementary AUSL School ISP Elementary ISP School | <ul style="list-style-type: none"> Alternative / Options Elementary Alternative / Options High School Charter / Contract Elementary Charter / Contract High School | <ul style="list-style-type: none"> Park / Open Space Water Feature CTA Rail Planning Area Boundary Co-located Schools |
|---|--|---|

History and Context

Founded as rural enclaves north of the city in the late 1800s, the North Lakefront communities of Uptown, Edgewater, and Rogers Park began to grow dramatically when the Northwestern Elevated Railroad opened the Howard Station in 1908. By the 1920s, part of the area was known as the “Gold Coast” well before the area around Michigan Avenue claimed that name. These communities became a destination for visitors from throughout the Midwest who flocked to the area’s ornate theaters, beaches, and hotels, until the Great Depression reduced the demand for such a vacation spot. Edgewater residents successfully fought in the 1970s and 1980s to preserve some of the historic fabric of the area, and in recent years, developer interest has grown throughout the North Lakefront as a result of the area’s returning cachet.

Today, North Lakefront residents enjoy high-quality transit and road access, many housing options, unique commercial and entertainment corridors, a large number of social services providers, and, of course, close proximity to the lake.

The Rogers Park community is home to Loyola University’s Lake Shore campus and its 2,326 faculty and 9,843 students. Loyola Park offers lakefront access, while the Rogers Park Library provides quiet space indoors.

The Edgewater community, including Andersonville, is home to the Clark Street commercial corridor. The Lakewood Balmoral Historic District contains 1890s-era brick mansions, while Sheridan Road is lined with dense high-rises. Foster Beach offers lakefront access while the Edgewater Library provides quiet space indoors.

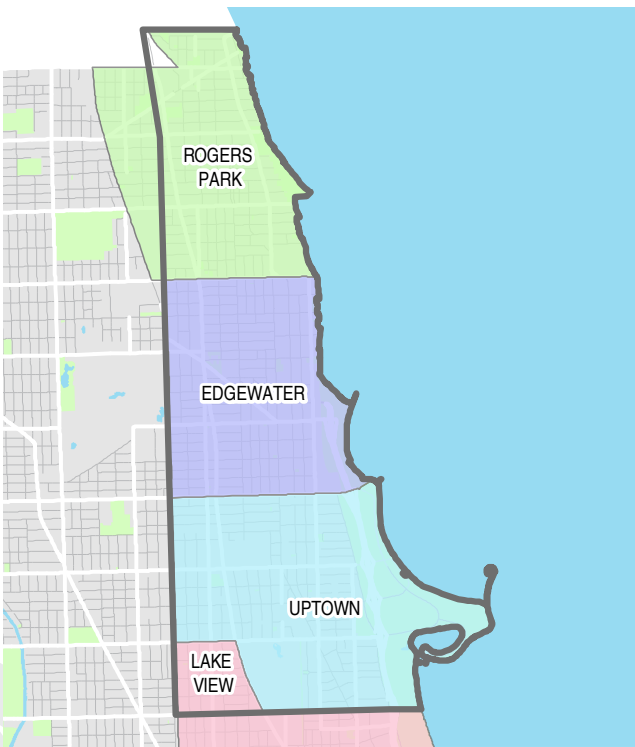







Figure 120: Planning area communities; Source: City of Chicago Department of Planning and Development

The Uptown community is home to one of the best collection of live music venues in Chicago, including the Aragon Ballroom, Riviera, and Green Mill. Montrose Beach offers lakefront access, while the Bezazian and Uptown Libraries provide quiet space indoors.

Table 26: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
Edgewater	13	120	4	0	1
Rogers Park	23	105	4	1	0
Uptown	13	183	3	2	4

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in North Lakefront and how these affect demographic trends. Figure 121 illustrates anticipated development that CPS is evaluating with regard to the master plan.

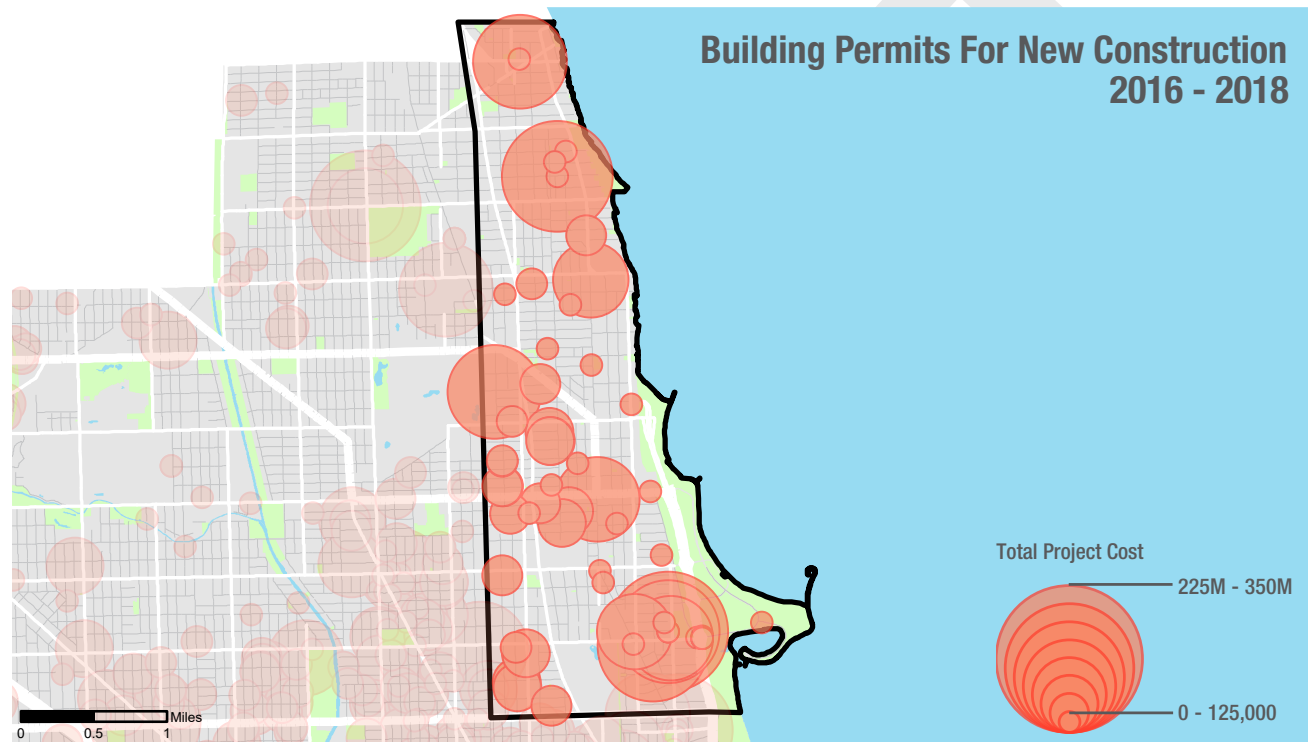


Figure 121: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

Population Trends

From 2010 to 2015, this was an area of population growth. Population estimates from an independent third party (ESRI), indicate that from 2015 to 2017, the number of children aged 0-19 residing in North Lakefront decreased from 28,623 to 28,123, or 1.75%. Forward-looking estimates indicate that over the next five years, North Lakefront's school aged population will increase among children aged 0-4 and 10-14, but will decline among children aged 5-9 and 15-19.

Table 27: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	8,203	7,962	8,230
5-9	7,011	6,617	6,144
10-14	5,579	5,664	5,510
15-19	7,830	7,880	7,639
Total	28,623	28,123	27,523

School Facility Overview

21 Public Schools 

14

Elementary Schools¹



7

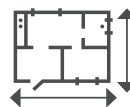
High Schools¹



1934 Average Campus Year Built²

2,399,593

Total campus square footage²



Enrollment by Governance

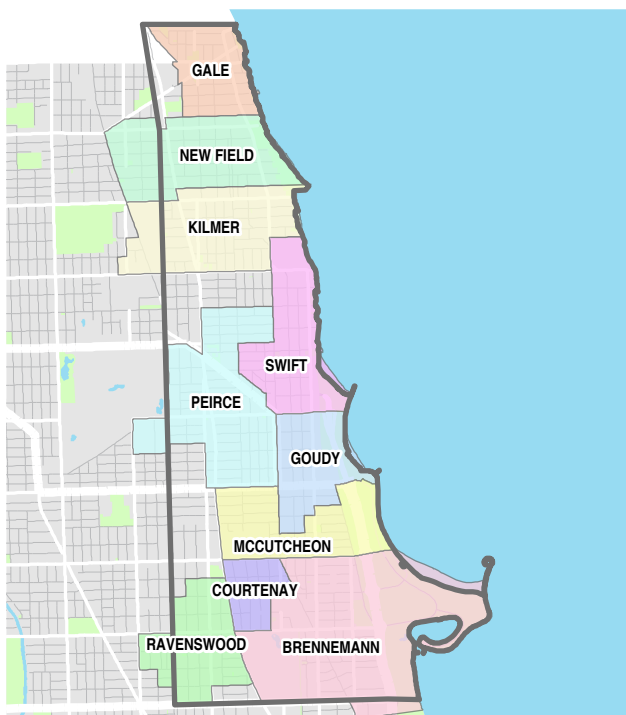
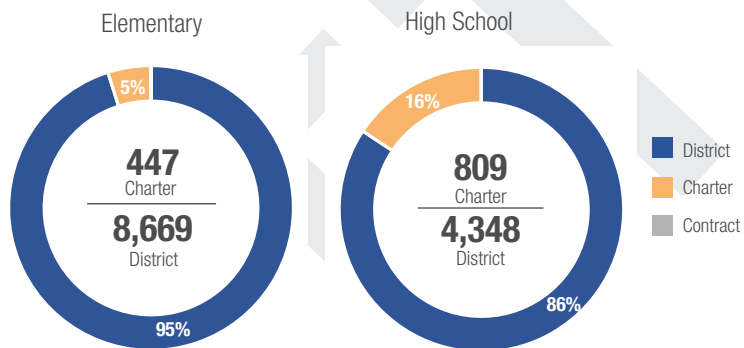


Figure 122: Elementary school boundaries

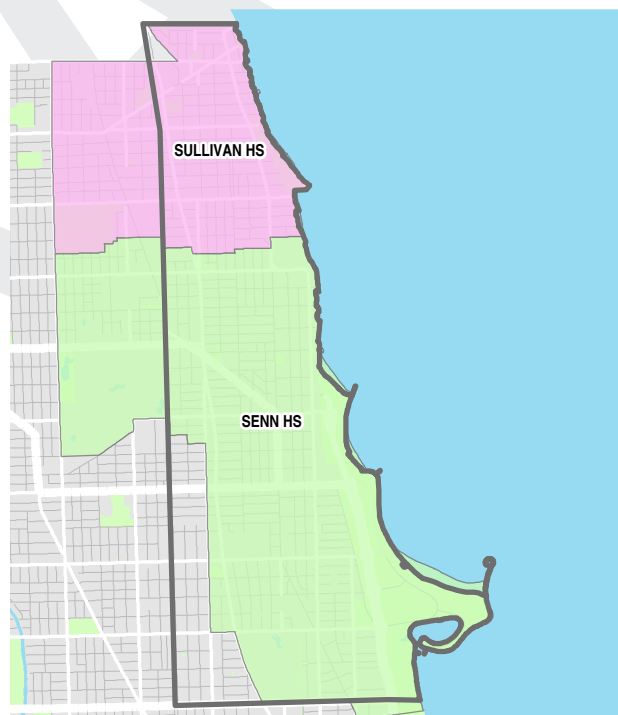


Figure 123: High school boundaries; Source: Chicago Public Schools

¹ Elementary and high school counts include all CPS schools regardless of governance

² Data calculated from CPS owned and leased campuses

Utilization

Figure 124 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 125 below shows the area average utilization for elementary schools is approximately 73% and the area average utilization for high schools is 71%.

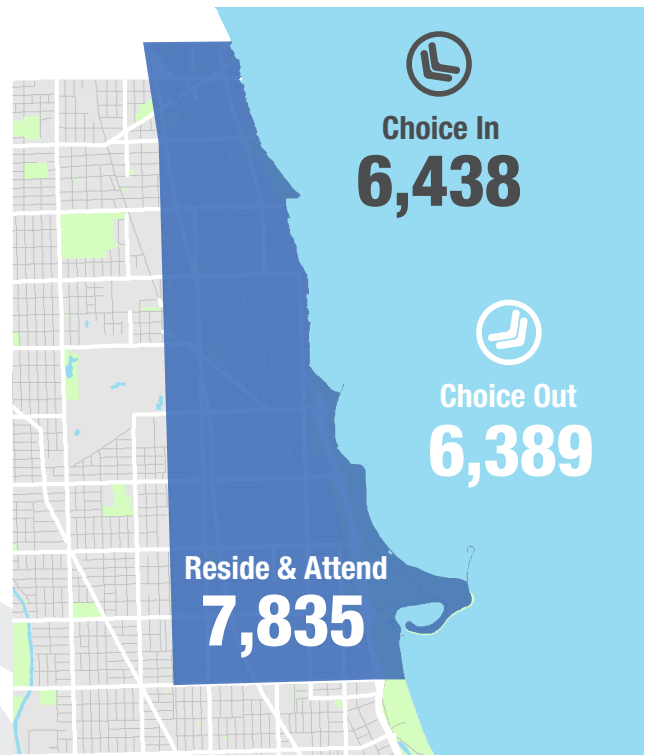


Figure 124: Choice In vs. Choice Out



Figure 125: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

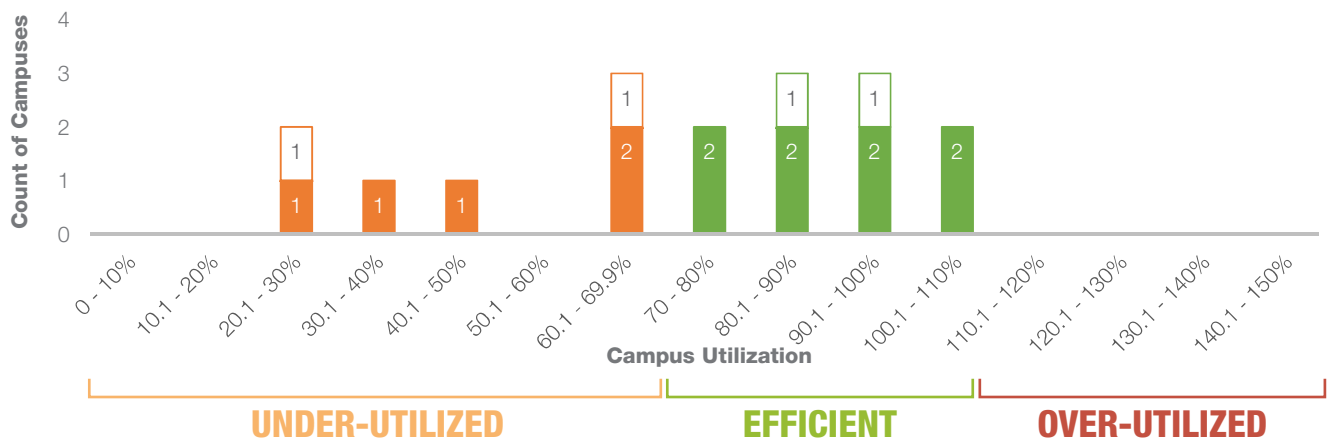


Figure 126: School count by utilization range; Source: Chicago Public Schools

■ Elementary Schools □ High Schools

Current Facility Deficiencies

Figure 127 depicts the significance of need for each building system for campuses within North Lakefront. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

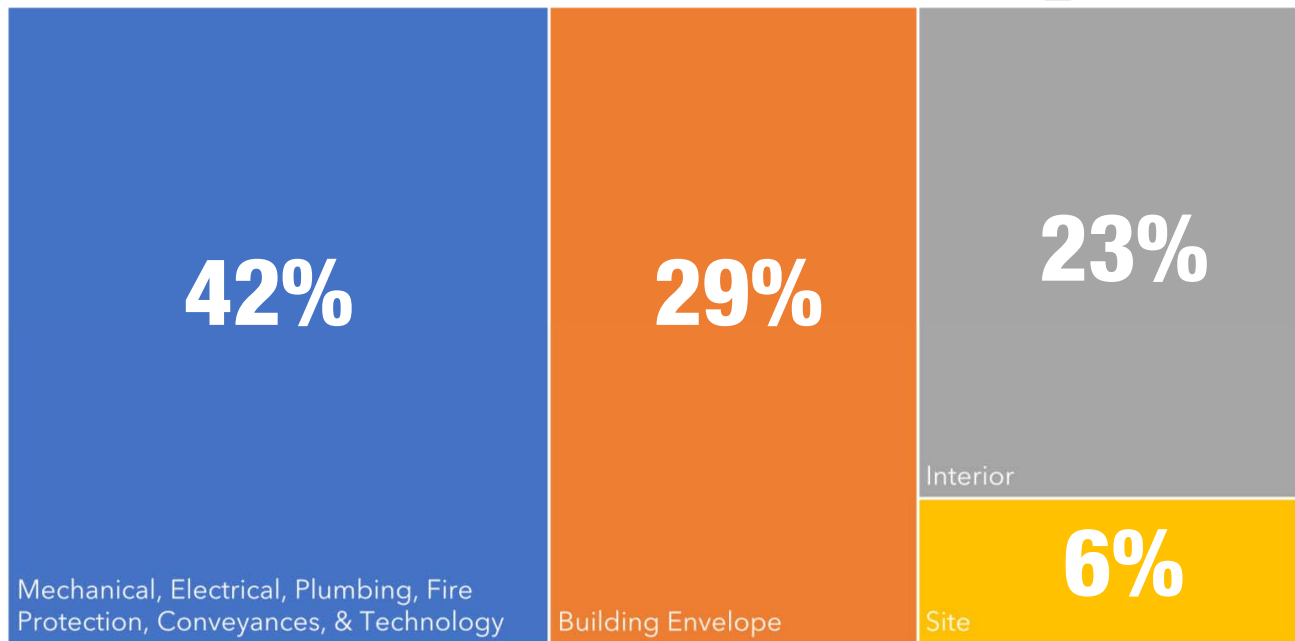


Figure 127: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Explore specialty program offerings to attract students to under-utilized facilities
- Decommission unused space
- Examine new construction options to right-size schools
- Explore grade configuration alternatives to expand grade level offerings by school

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior condition improvements for structural integrity
- Continue mechanical, electrical, and plumbing (MEP) repairs
- Invest in district initiatives, such as classroom air conditioning at various schools
- Upgrade site, including campus parks
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$110.9 million for capital improvement projects in the North Lakefront Planning Area (see Figure 128). Of this, approximately \$45.7 million of projects have been completed and an additional \$2.9 million of projects are in the closing phases. The remaining \$62.4 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan identifies capital investments in expanding educational programming (Senn), new construction (McCutcheon), site improvements (Peirce), science lab upgrades (Sullivan), and full-day pre-K expansion (Brennemann). This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences. Please refer to the published FY19 capital plan on cps.edu for additional detail.

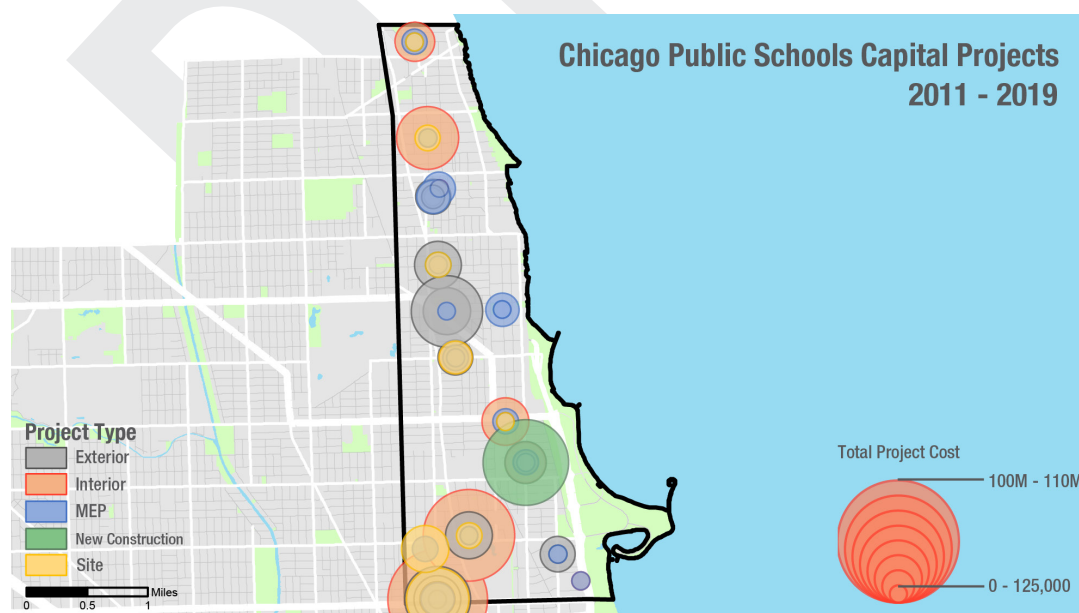


Figure 128: Capital improvement projects since 2011; Source: Chicago Public Schools

The North Lakefront Area Data

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
AHS - PASSAGES	ES	Charter	Citywide	Non-CPS		-	447	-	#N/A	#N/A	#N/A	#N/A
BRENNEMANN	ES	District	Attendance Area School	Owned		474	443	▼ -31	600	67%	69%	UNDERUTILIZED
COURTENAY	ES	District	Attendance Area School	Owned		531	400	▼ -131	840	42%	40%	UNDERUTILIZED
DISNEY	ES	District	Citywide	Owned		1624	1564	▼ -60	1890	83%	83%	EFFICIENT
FIELD	ES	District	Attendance Area School	Owned		300	158	▼ -142	780	20%	20%	UNDERUTILIZED
GALE	ES	District	Attendance Area School	Owned		381	308	▼ -73	900	32%	32%	UNDERUTILIZED
GOUDY	ES	District	Attendance Area School	Owned		746	708	▼ -38	900	79%	79%	EFFICIENT
HAYT	ES	District	Attendance Area School	Owned		1006	1002	▼ -4	1020	98%	98%	EFFICIENT
KILMER	ES	District	Attendance Area School	Owned		744	761	▲ 17	990	70%	72%	EFFICIENT
MCCUTCHEON	ES	District	Attendance Area School	Owned		447	377	▼ -70	510	63%	66%	UNDERUTILIZED
NEW FIELD	ES	District	Attendance Area School	Owned		587	699	▲ 112	660	101%	102%	EFFICIENT
PEIRCE	ES	District	Attendance Area School	Owned		1042	1010	▼ -32	1050	96%	96%	EFFICIENT
RAVENSWOOD	ES	District	Attendance Area School	Owned		563	552	▼ -11	540	102%	102%	EFFICIENT
SWIFT	ES	District	Attendance Area School	Owned		713	687	▼ -26	810	82%	84%	EFFICIENT
CHICAGO MATH & SCIENCE HS	HS	Charter	Citywide	Non-CPS		-	592	-	#N/A	#N/A	#N/A	#N/A
LAKE VIEW HS	HS	District	Attendance Area School	Owned		1289	1389	▲ 100	1536	90%	90%	EFFICIENT
RICKOVER MILITARY HS ₁	HS	District	Citywide	Owned	Yes	577	553	▼ -24	2488	82%	82%	EFFICIENT
SENN HS ₁	HS	District	Attendance Area School	Owned	Yes	1365	1443	▲ 78	2488	82%	82%	EFFICIENT
SULLIVAN HS	HS	District	Attendance Area School	Owned		1365	723	▼ -642	996	66%	67%	UNDERUTILIZED
UPLIFT HS	HS	District	Citywide	Owned		311	240	▼ -71	1032	23%	23%	UNDERUTILIZED
YCCS - TRUMAN	HS	Charter	Citywide	Non-CPS		-	217	-	#N/A	#N/A	#N/A	#N/A

Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

^{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.

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Riverfront Park in the Northwest

The Northwest Side Planning Area

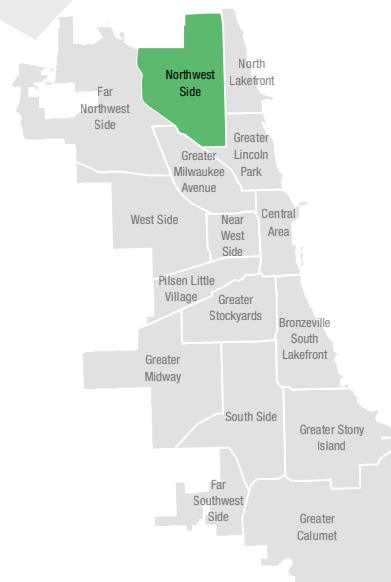
HIGHLIGHTS. Devon Avenue’s “Little India” | The Nature Center at North Park Village | The River-Front Parks

Area Overview

The Northwest Side area is bounded generally by the city’s border at W Devon Avenue and W Howard Street on the north, the Metra UP North Line/N Ravenswood Avenue on the east, the I-90/94 Expressways on the west, and W Diversey Avenue on the south. It consists primarily of eight neighborhoods—Lincoln Square, North Center, North Park, West Ridge, and portions of Avondale, Irving Park, and Sauganash. The area is bisected by the Chicago River and well-endowed with parks, trails, and open space.

Roughly 87% of the Northwest Side Area is covered by five wards: 33rd, 39th, 40th, 47th, and 50th.

The planning area is home to approximately 27,000 public elementary school students and approximately 10,700 public high school students.



266,000
total residents



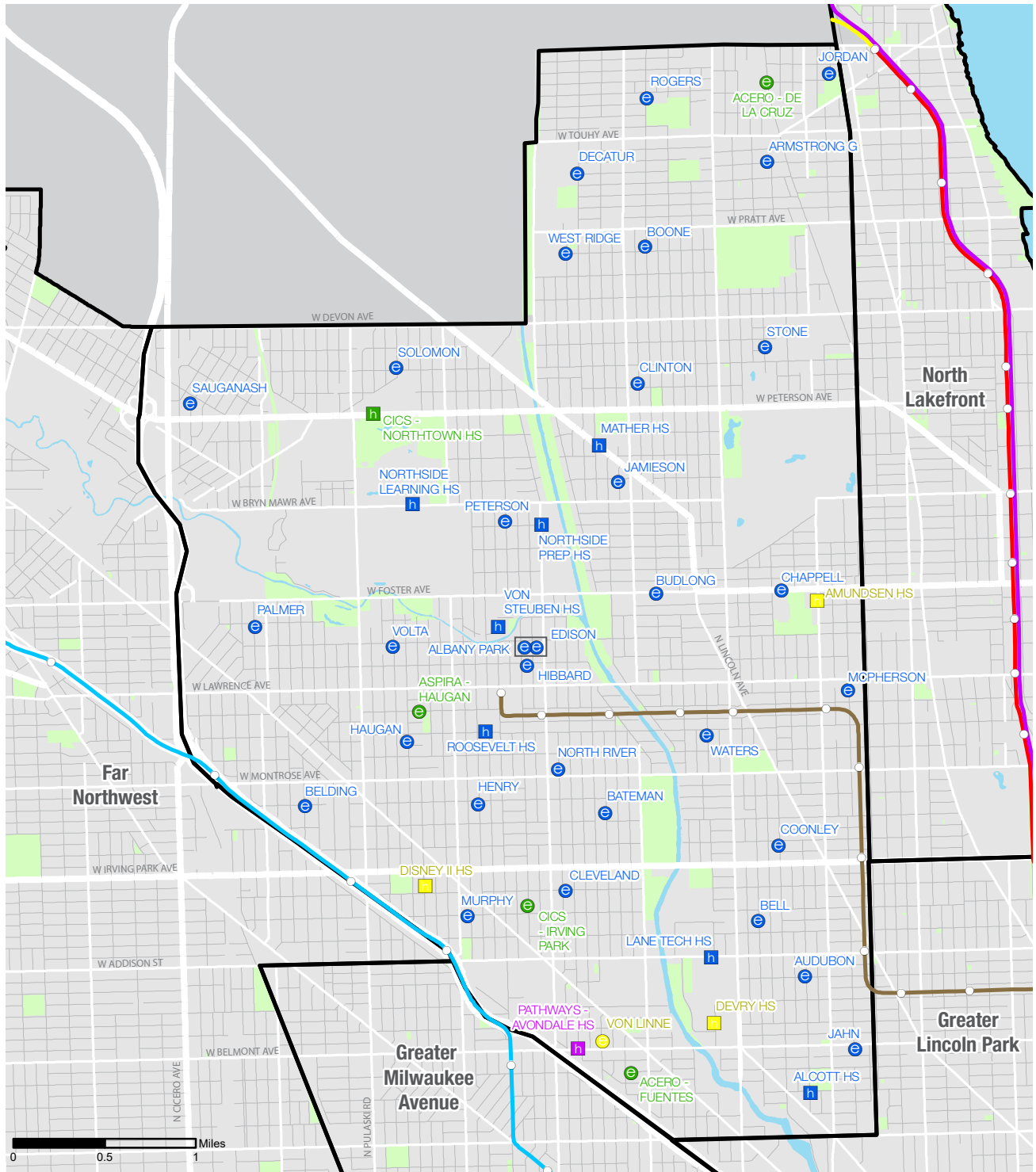
19
transit stops



70
open spaces

Source: City of Chicago Department of Planning and Development

The Northwest Side Planning Area Map



Source: Chicago Public Schools

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> Ⓛ District Operated Elementary Ⓜ District Operated High School Ⓢ AUSL Elementary Ⓜ AUSL School Ⓢ ISP Elementary Ⓜ ISP School | <ul style="list-style-type: none"> Ⓛ Alternative / Options Elementary Ⓜ Alternative / Options High School Ⓢ Charter / Contract Elementary Ⓜ Charter / Contract High School | <ul style="list-style-type: none"> Ⓢ Park / Open Space Ⓢ Water Feature Ⓢ CTA Rail Ⓢ Planning Area Boundary Ⓢ Co-located Schools |
|---|--|--|

History and Context

The community areas of the Northwest Side Planning Area first began as an area filled with vegetable farms and greenhouses that fed early Chicagoans. Bisected by the Chicago River and well-endowed with parks, trails, and green space, the Northwest Side Planning Area includes many housing options, land use options, and natural areas. It offers one of the city's most varied selections of restaurants - and grocery stores to match.

The area is now completely built up, with more than half of its households in rental units. It supports more than 50,000 jobs in healthcare, manufacturing, education, and other sectors, but the majority of residents travel to work outside the area via Metra, the CTA Brown and Blue Lines, and the I-90/94 Expressways. About 3,000 small businesses line the major arterial streets to serve the District's residents.

The West Ridge, Forest Glen, North Park, Lincoln Square, and Albany Park community areas feature a variety of amenities, including the North Park Village Nature Center and Peterson Park gymnastics center. Six parks offer public open space, and residents are served by the Sulzer Regional, Mayfair, Budlong Woods, and Northtown libraries.

The Irving Park, Avondale, and North Center community areas feature the McFetridge Sports Center and the new WMS Boathouse on the river. Horner, Independence, and Clark Parks offer public open space, and residents are served by the Independence Library.

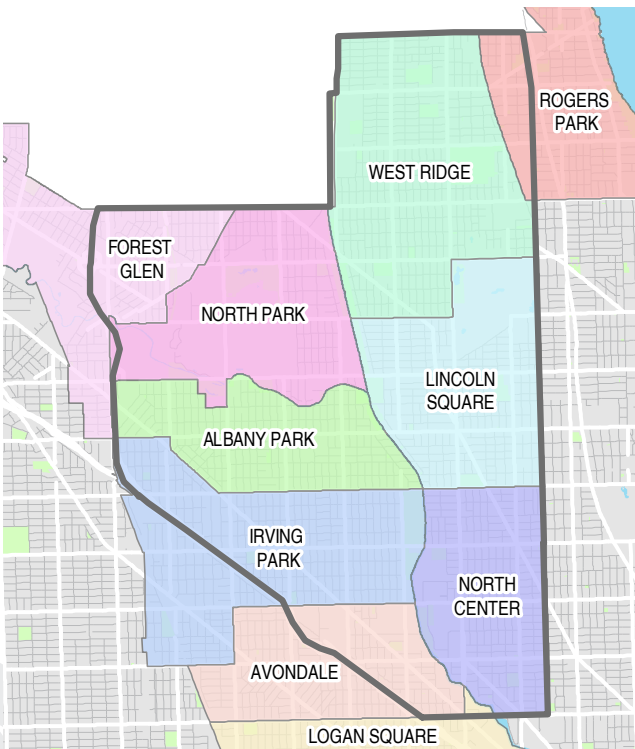







Figure 129: Planning area communities; Source: City of Chicago Department of Planning and Development

Table 28: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
Albany Park	94	94	3	1	0
Avondale	5	47	0	0	0
Forest Glen	1	27	0	0	0
Irving Park	5	95	3	1	0
Lake View	15	219	7	2	2
Lincoln Park	17	169	2	1	1
North Center	7	116	2	0	0
North Park	10	94	0	0	0
West Ridge	14	194	0	2	0

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in the Northwest Side Planning Area and how these affect demographic trends. Figure 130 illustrates anticipated development that CPS is evaluating with regard to the master plan.

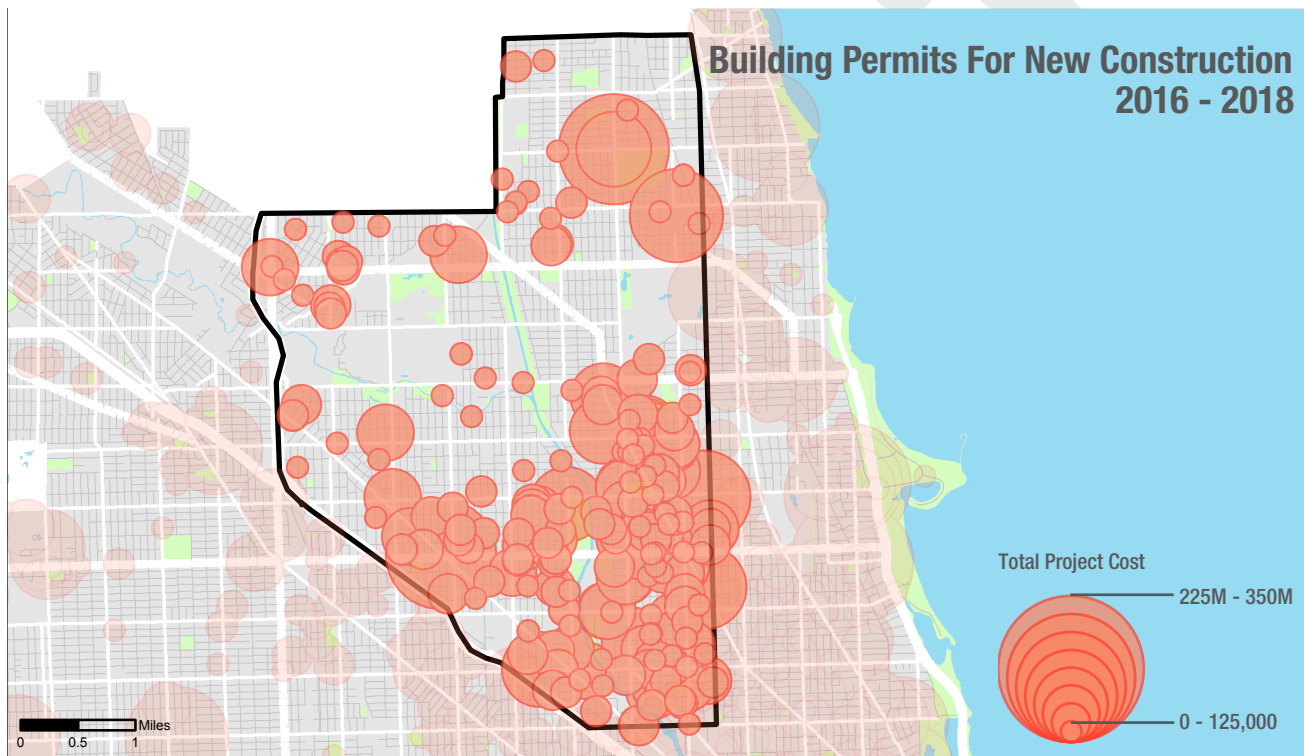


Figure 130: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

Population Trends

From 2010 to 2015, this was an area of strong population growth. Population estimates from an independent third party (ESRI), indicate that from 2015 to 2017, the number of children aged 0-19 residing in the Northwest Side decreased from 72,513 to 72,316 or 0.27%. Forward-looking estimates indicate that over the next five years, the Northwest's school aged population will increase among children aged 0-4 and 10-14, but will decline among children aged 5-9 and 10-14.

Table 29: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	20,252	20,172	20,450
5-9	19,290	18,634	17,251
10-14	17,216	17,320	16,601
15-19	15,755	16,190	15,844
Total	72,513	72,316	70,146

School Facility Overview

49 Public Schools 

37

Elementary Schools¹



12

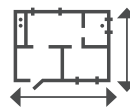
High Schools¹



1932 Average Campus Year Built²

5,301,845

Total campus square footage²



Enrollment by Governance

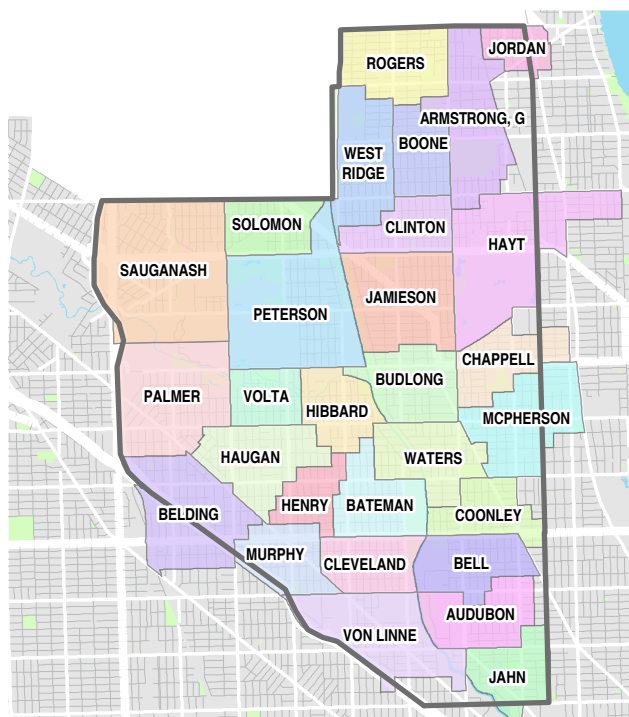
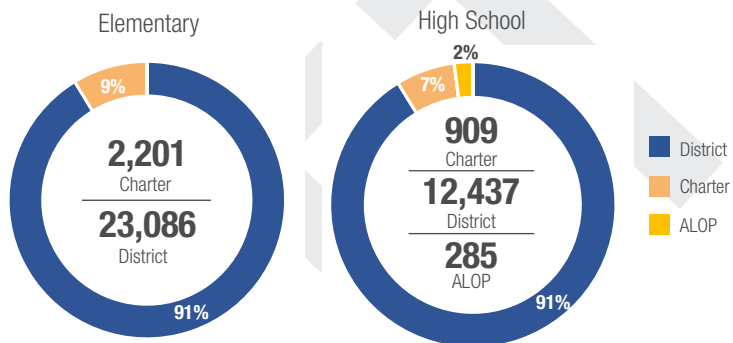


Figure 131: Elementary school boundaries

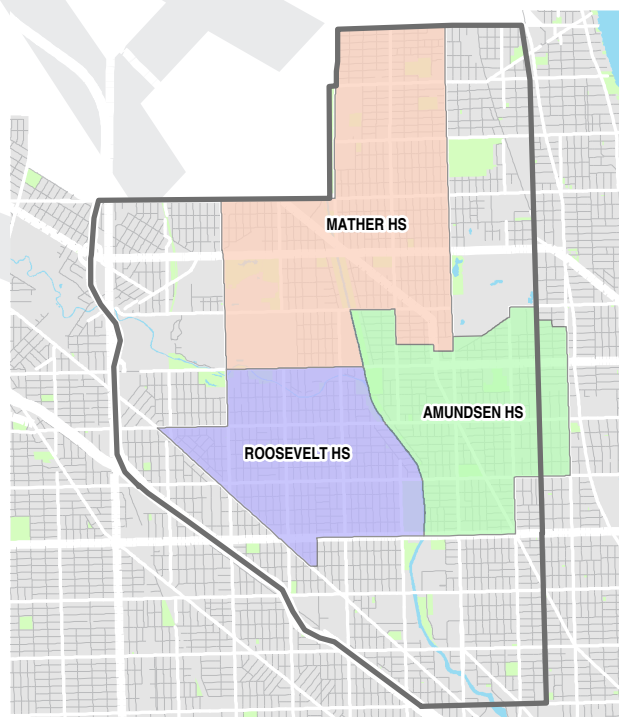


Figure 132: High school boundaries; Source: Chicago Public Schools

¹ Elementary and high school counts include all CPS schools regardless of governance

² Data calculated from CPS owned and leased campuses

Utilization

Figure 133 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 134 below shows the area average utilization for elementary schools is approximately 91% and the area average utilization for high schools is 102%.

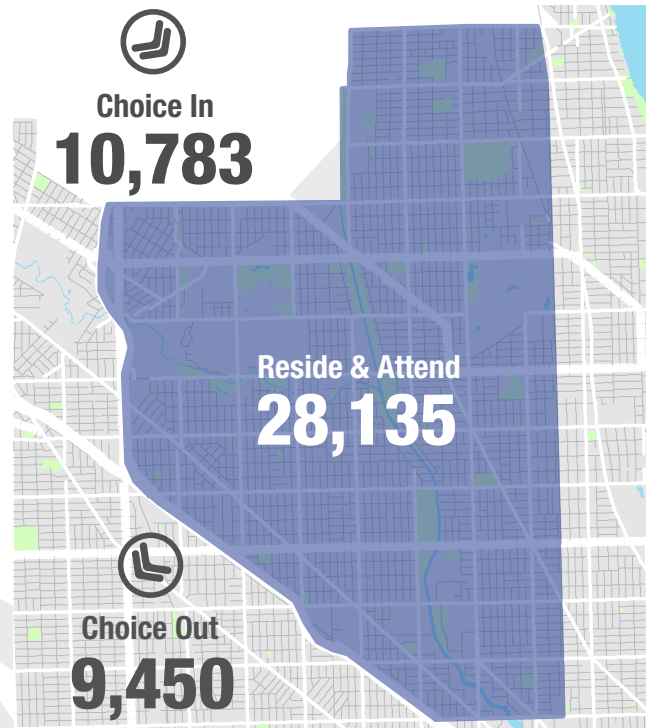


Figure 133: Choice In vs. Choice Out



Figure 134: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

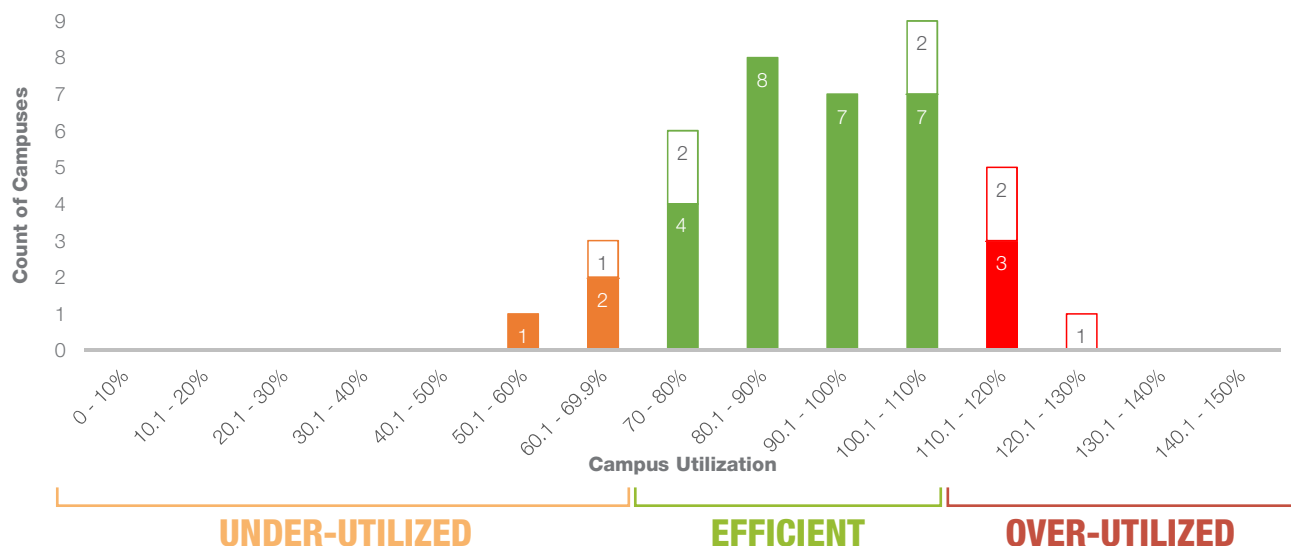


Figure 135: School count by utilization range; Source: Chicago Public Schools

■ Elementary Schools □ High Schools

Current Facility Deficiencies

Figure 136 depicts the significance of need for each building system for campuses within the Northwest Side Planning Area. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

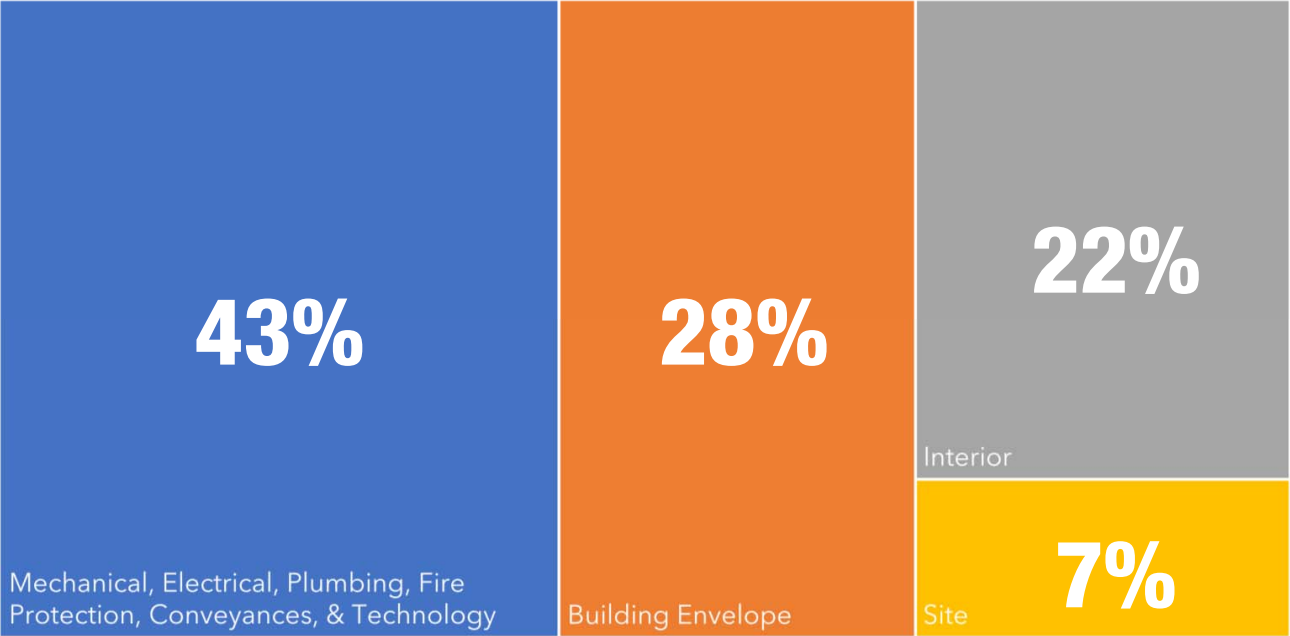


Figure 136: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Explore specialty program offerings to attract students to under-utilized facilities
- Examine new construction options to right-size schools
- Explore grade configuration alternatives to expand grade level offerings by school
- Balance enrollment through boundary analysis to relieve over-utilized schools

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior condition improvements for structural integrity
- Continue MEP repairs
- Renovating science labs at Von Steuben HS
- Invest in district initiatives, such as classroom air conditioning at various schools
- Upgrade site, including new turf fields and parks
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$354.8 million for capital improvement projects in the Northwest Side Planning Area (see Figure 137). Of this, approximately \$76.4 million of projects have been completed and an additional \$85.2 million of projects are in the closing phases. The remaining \$193.3 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan identifies capital investments in expanding programmatic access (Decatur), expanding IB programs (Belding, and Amundsen), new construction (Palmer, Rogers, and Waters), site improvements (Lane Tech, Bateman, Von Linne, and Armstrong G), science lab upgrades (Mather), full-day pre-K expansion (Cleveland, and Jahn), and priority building needs (Clinton, Palmer, Audubon, and Waters). This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences. Please refer to the published FY19 capital plan on cps.edu for additional detail.

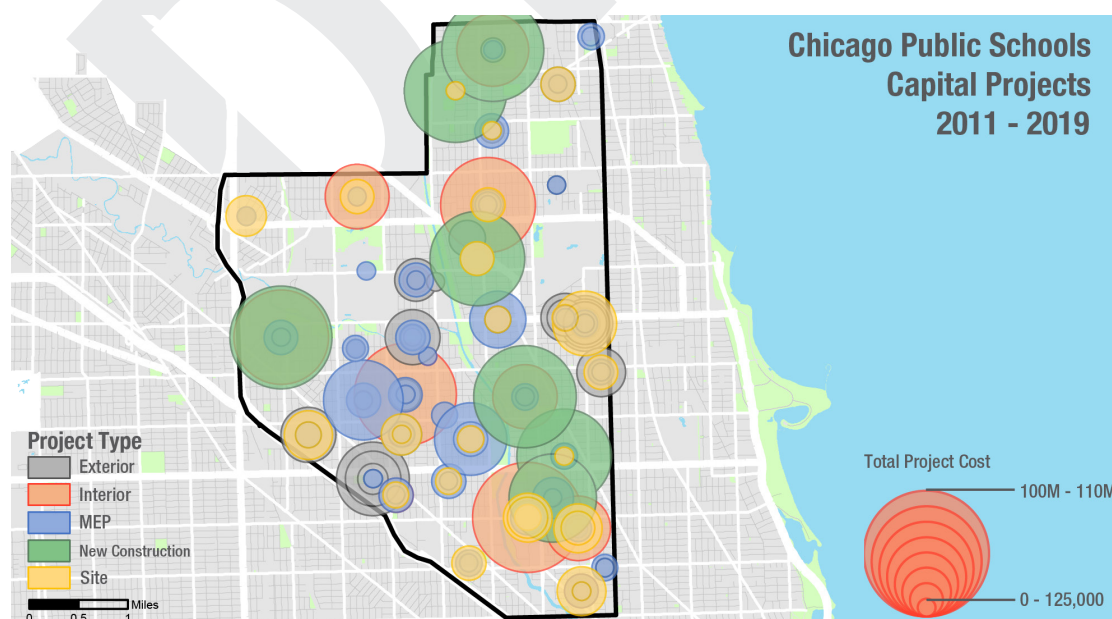


Figure 137: Capital improvement projects since 2011; Source: Chicago Public Schools

The Northwest Side Area Data

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
ACERO - DE LA CRUZ	ES	Charter	Citywide	Non-CPS		-	677	-	#N/A	#N/A	#N/A	#N/A
ACERO - FUENTES	ES	Charter	Charter-Attendance Area School	Non-CPS		-	549	-	#N/A	#N/A	#N/A	#N/A
ALBANY PARK ₁	ES	District	Attendance Area School	Owned	Yes	286	290	▲ 4	660	85%	85%	EFFICIENT
ARMSTRONG G	ES	District	Attendance Area School	Owned		1452	1412	▼ -40	1290	109%	109%	EFFICIENT
ASPIRA - HAUGAN	ES	Charter	Charter-Attendance Area School	Owned		532	420	▼ -112	#N/A	#N/A	#N/A	#N/A
AUDUBON	ES	District	Attendance Area School	Owned		570	574	▲ 4	630	91%	91%	EFFICIENT
BATEMAN	ES	District	Attendance Area School	Owned		1040	1008	▼ -32	1140	88%	88%	EFFICIENT
BELDING	ES	District	Attendance Area School	Owned		605	580	▼ -25	570	114%	102%	EFFICIENT
BELL	ES	District	Attendance Area School	Owned		1007	957	▼ -50	900	94%	103%	EFFICIENT
BOONE	ES	District	Attendance Area School	Owned		828	832	▲ 4	900	92%	92%	EFFICIENT
BUDLONG	ES	District	Attendance Area School	Owned		839	767	▼ -72	930	82%	82%	EFFICIENT
CHAPPELL	ES	District	Attendance Area School	Owned		566	576	▲ 10	660	80%	82%	EFFICIENT
CICS - IRVING PARK	ES	Charter	Citywide	Non-CPS		-	555	-	#N/A	#N/A	#N/A	#N/A
CLEVELAND	ES	District	Attendance Area School	Owned		679	560	▼ -119	690	81%	76%	EFFICIENT
CLINTON	ES	District	Attendance Area School	Owned		1131	1199	▲ 68	1080	111%	111%	OVERCROWDED
COONLEY	ES	District	Attendance Area School	Owned		914	1004	▲ 90	840	112%	115%	OVERCROWDED
DECATUR	ES	District	Citywide	Owned		282	282	■ 0	240	118%	118%	OVERCROWDED
EDISON ₁	ES	District	Citywide	Owned	Yes	278	271	▼ -7	660	85%	85%	EFFICIENT
HAUGAN	ES	District	Attendance Area School	Owned		1034	906	▼ -128	1230	72%	73%	EFFICIENT
HENRY	ES	District	Attendance Area School	Owned		646	526	▼ -120	780	67%	67%	UNDERUTILIZED
HIBBARD	ES	District	Attendance Area School	Owned		1099	988	▼ -111	1350	73%	73%	EFFICIENT
JAHN	ES	District	Attendance Area School	Owned		323	311	▼ -12	540	58%	58%	UNDERUTILIZED
JAMIESON	ES	District	Attendance Area School	Owned		891	918	▲ 27	1020	83%	86%	EFFICIENT
JORDAN	ES	District	Attendance Area School	Owned		586	511	▼ -75	690	74%	74%	EFFICIENT
MCPHERSON	ES	District	Attendance Area School	Owned		802	692	▼ -110	990	64%	65%	UNDERUTILIZED
MURPHY	ES	District	Attendance Area School	Owned		583	521	▼ -62	540	96%	96%	EFFICIENT
NORTH RIVER	ES	District	Citywide	Leased		338	325	▼ -13	360	--	86%	EFFICIENT
PALMER	ES	District	Attendance Area School	Owned		891	806	▼ -85	870	117%	93%	EFFICIENT
PETERSON	ES	District	Attendance Area School	Owned		927	890	▼ -37	900	99%	99%	EFFICIENT
ROGERS	ES	District	Attendance Area School	Owned		765	782	▲ 17	720	109%	109%	EFFICIENT
SAUGANASH	ES	District	Attendance Area School	Owned		589	604	▲ 15	570	106%	106%	EFFICIENT
SOLOMON	ES	District	Attendance Area School	Owned		355	349	▼ -6	360	83%	83%	EFFICIENT
STONE	ES	District	Citywide	Owned		625	629	▲ 4	630	100%	100%	EFFICIENT
VOLTA	ES	District	Attendance Area School	Owned		949	894	▼ -55	960	96%	93%	EFFICIENT
VON LINNE	ES	District	Attendance Area School	Owned		653	665	▲ 12	750	89%	89%	EFFICIENT
WATERS	ES	District	Attendance Area School	Owned		643	627	▼ -16	600	105%	105%	EFFICIENT
WEST RIDGE	ES	District	Attendance Area School	Owned		772	830	▲ 58	750	106%	109%	EFFICIENT
ALCOTT HS	HS	District	Citywide	Owned		308	311	▲ 3	432	72%	72%	EFFICIENT
AMUNDSEN HS	HS	District	Attendance Area School	Owned		1141	1226	▲ 85	1152	106%	106%	EFFICIENT
CICS - NORTH TOWN HS	HS	Charter	Charter-Attendance Area School	Non-CPS		-	909	-	#N/A	#N/A	#N/A	#N/A
DEVRY HS	HS	District	Citywide	Non-CPS		-	193	-	#N/A	#N/A	#N/A	#N/A
DISNEY II HS	HS	District	Citywide	Owned		635	711	▲ 76	1140	62%	62%	UNDERUTILIZED
LANE TECH HS	HS	District	Citywide	Owned		4055	4438	▲ 383	3900	114%	114%	OVERCROWDED
MATHER HS	HS	District	Attendance Area School	Owned		1576	1442	▼ -134	1284	112%	112%	OVERCROWDED
NORTHSIDE LEARNING HS	HS	District	Citywide	Owned		243	230	▼ -13	#N/A	#N/A	#N/A	#N/A
NORTHSIDE PREP HS	HS	District	Citywide	Owned		1056	1061	▲ 5	1032	103%	103%	EFFICIENT
PATHWAYS - AVONDALE HS	HS	ALOP	Citywide	Non-CPS		-	285	-	#N/A	#N/A	#N/A	#N/A
ROOSEVELT HS	HS	District	Attendance Area School	Owned		1182	1099	▼ -83	1500	73%	73%	EFFICIENT
VON STEUBEN HS	HS	District	Citywide	Owned		1657	1726	▲ 69	1356	127%	127%	OVERCROWDED

Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

^{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.

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Historic Building in Pilsen

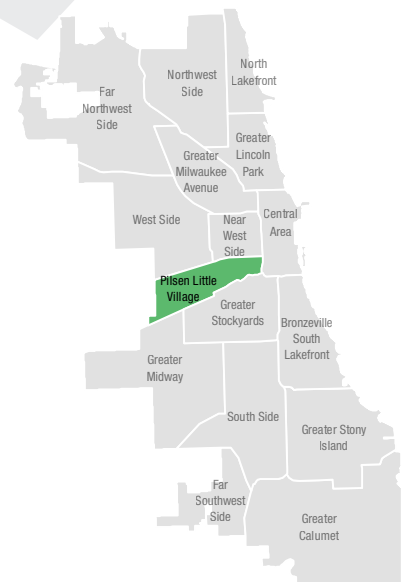
The Pilsen/Little Village Planning Area

HIGHLIGHTS. The National Mexican Museum of Art | The 26th Street Commercial Corridor | The Arturo Velázquez Institute

Area Overview

The Pilsen/Little Village Planning Area is generally bounded by the Metra/BNSF rail line to the north, the Dan Ryan Expressway (I-90) to the east, the South Branch of the Chicago River and the Stevenson Expressway (I-55) to the south, and S Cicero Avenue to the west. It consists of its two area namesake neighborhoods: Pilsen (aka Lower West Side) and Little Village (aka South Lawndale).

Roughly 88% of the area is covered by three wards: 12th, 22nd and 25th. The planning area is home to approximately 14,200 public elementary school students and approximately 5,800 public high school students.



115,000
total residents



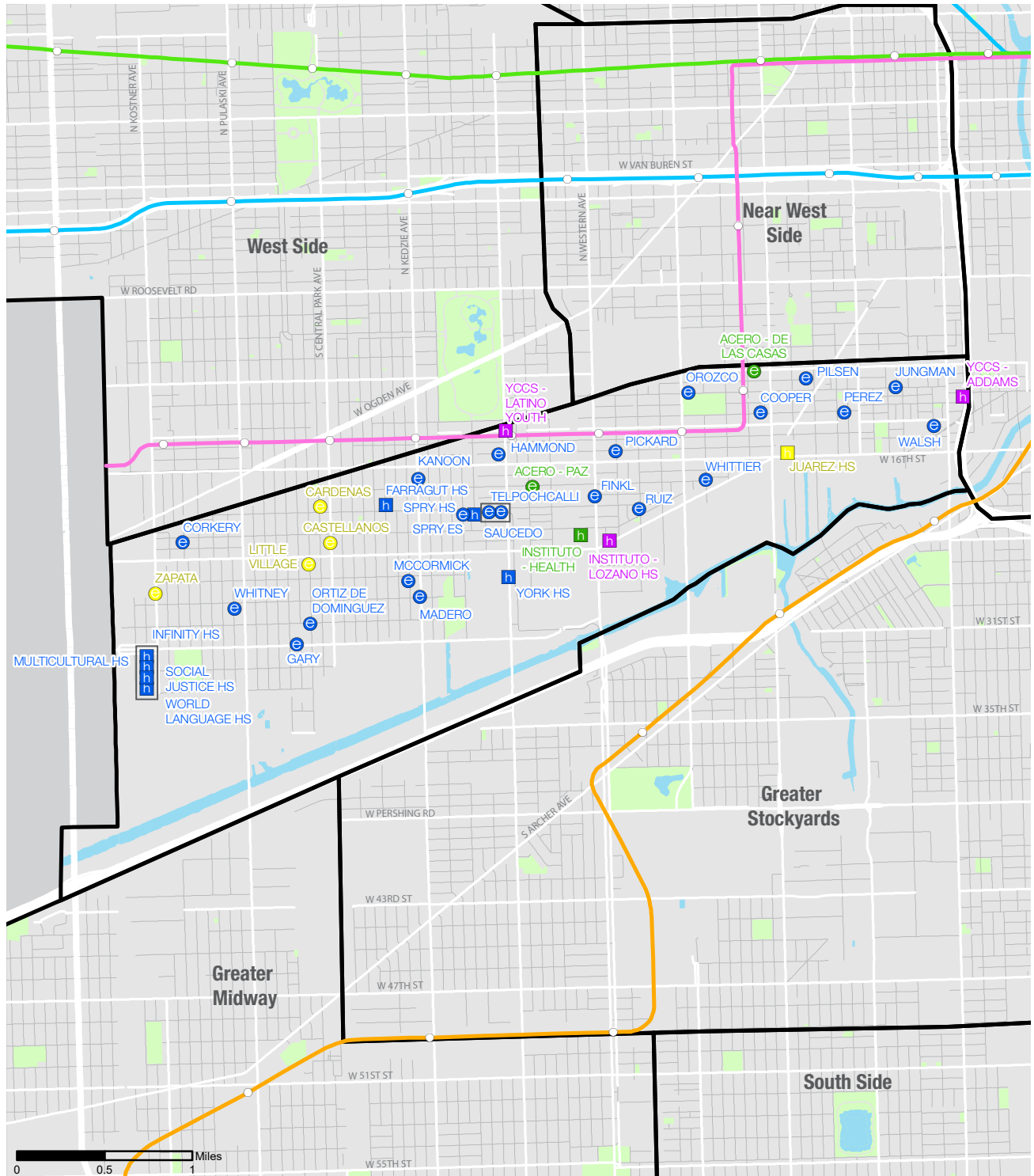
6
transit stops



15
open spaces

Source: City of Chicago Department of Planning and Development

The Pilsen/Little Village Planning Area Map



Source: Chicago Public Schools

- District Operated Elementary
- District Operated High School
- AUSL Elementary
- AUSL School
- ISP Elementary
- ISP School

- Alternative / Options Elementary
- Alternative / Options High School
- Charter / Contract Elementary
- Charter / Contract High School

- Park / Open Space
- Water Feature
- CTA Rail
- Planning Area Boundary
- Co-located Schools

History and Context

The two community areas of the Pilsen/Little Village Planning Area both developed as a result of rich employment opportunities in industry. Pilsen was settled first. After the Chicago Fire of 1871, various industries moved into the area. The numerous job opportunities drew in new residents. It was during this time that settlement in Little Village began.

Today, the Pilsen/Little Village area boasts burgeoning art scenes, including galleries, murals, music venues, and diverse youth programming. An extensive network of churches and community-based organizations provide social services throughout the planning area.

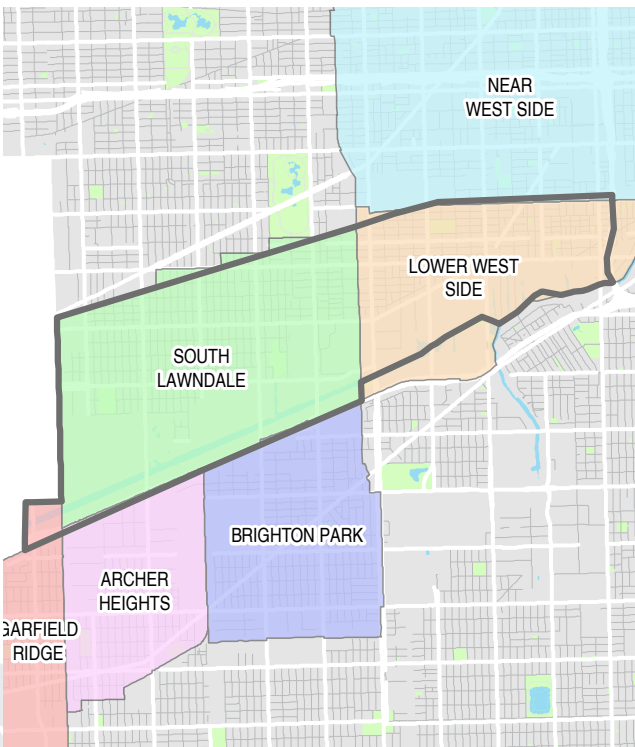







Figure 138: Planning area communities; Source: City of Chicago Department of Planning and Development

Table 30: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
LOWER WEST SIDE	7	150	3	1	0
SOUTH LAWDALE	6	180	1	2	0

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in Pilsen/Little Village and how these affect demographic trends. Figure 139 illustrates anticipated development that CPS is evaluating with regard to the master plan.

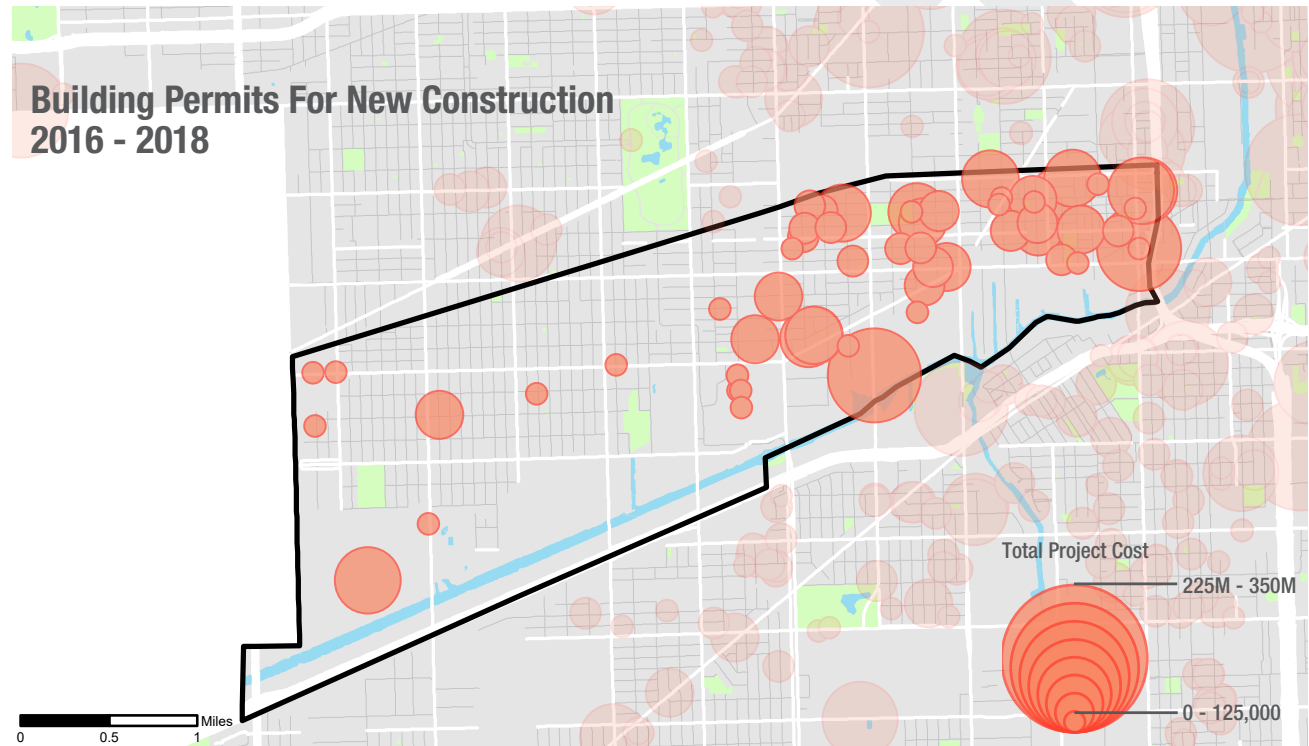


Figure 139: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

Population Trends

From 2010 to 2015, the area experienced a small decline in the population of children. Population estimates from an independent third party (ESRI), indicate that from 2015 to 2017, the number of children aged 0-19 residing in the Pilsen/Little Village increased from 36,354 to 36,553, or 0.54%. Forward-looking estimates indicate that over the next five years, the Pilsen/Little Village's school aged population will increase among children aged 0-4 and 5-9, but that there will be a decrease in the number of children aged 15-19.

Table 31: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	9,690	9,723	10,092
5-9	8,823	8,901	8,642
10-14	8,464	8,521	8,254
15-19	9,377	9,408	8,807
Total	36,354	36,553	35,795

School Facility Overview

39 Public Schools 

27

Elementary Schools¹



12

High Schools¹



1945 Average Campus Year Built²

3,180,771 

Total campus square footage²

Enrollment by Governance

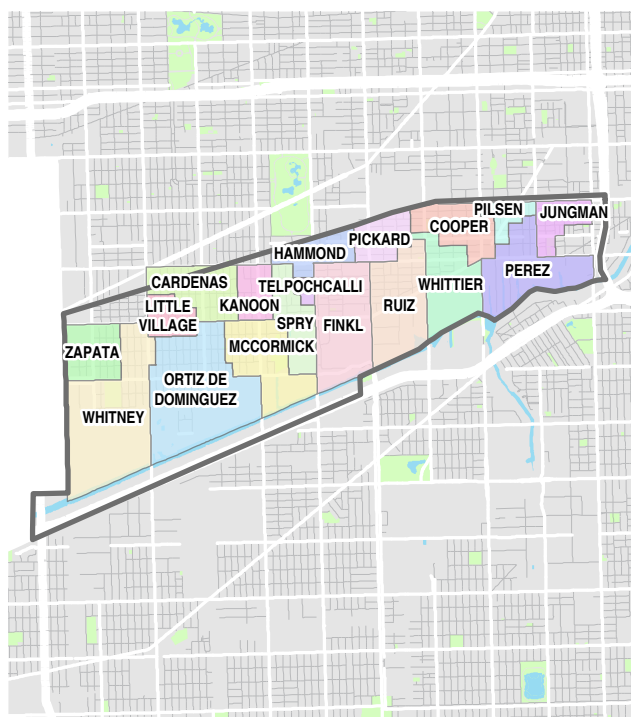
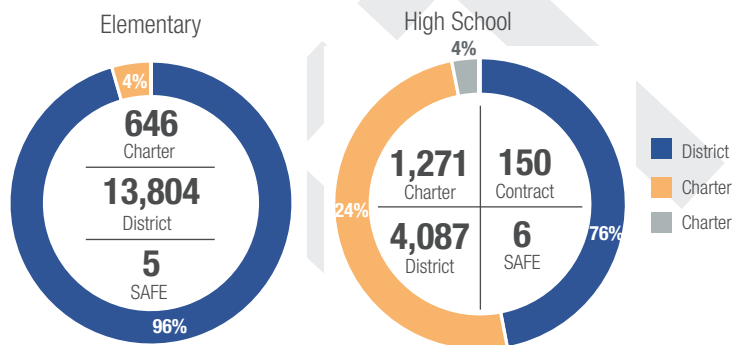


Figure 140: Elementary school boundaries

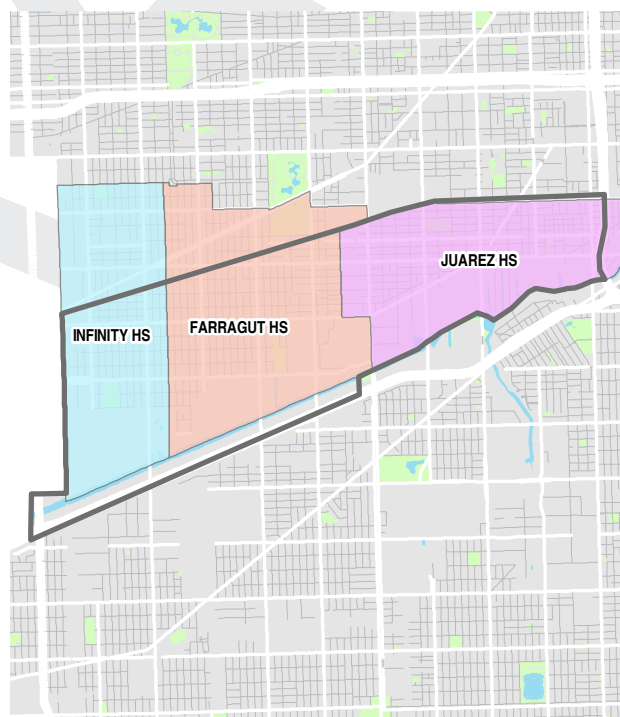


Figure 141: High school boundaries; Source: Chicago Public Schools

¹ Elementary and high school counts include all CPS schools regardless of governance

² Data calculated from CPS owned and leased campuses

Utilization

Figure 142 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 143 below shows the area average utilization for elementary schools is approximately 72% and the area average utilization for high schools is 69%.

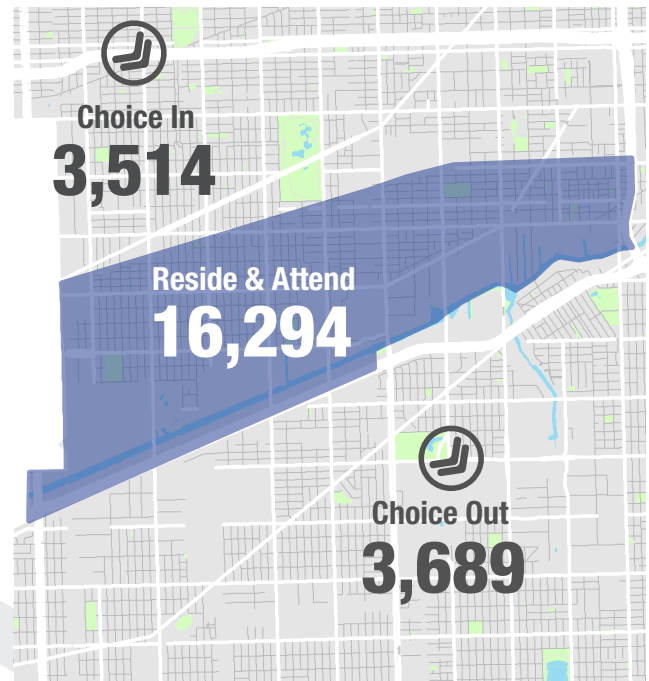


Figure 142: Choice In vs. Choice Out



Figure 143: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

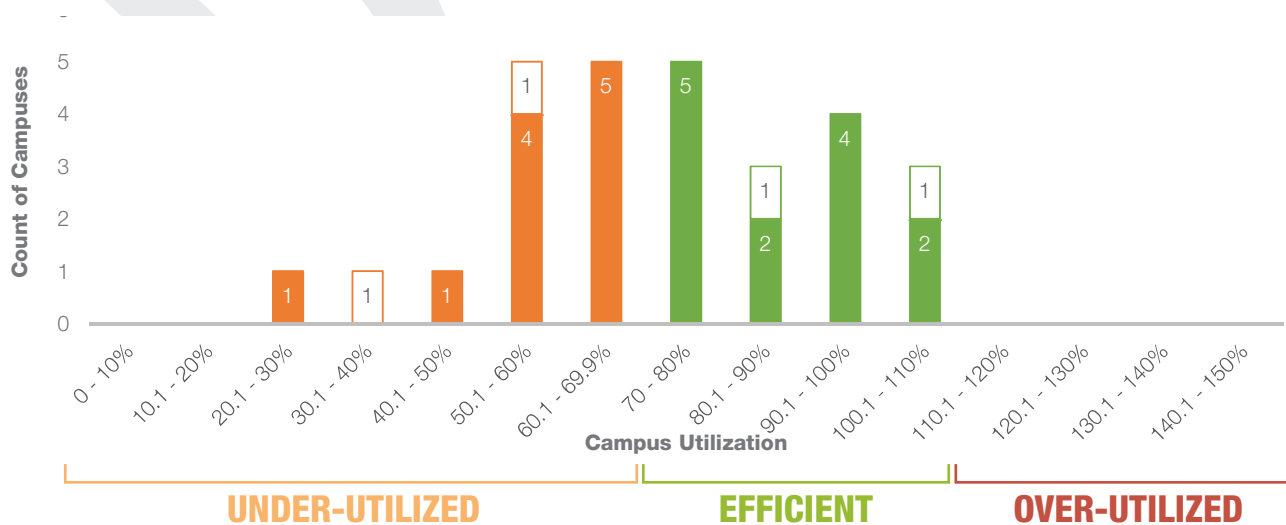


Figure 144: School count by utilization range; Source: Chicago Public Schools

■ Elementary Schools □ High Schools

Current Facility Deficiencies

Figure 145 depicts the significance of need for each building system for campuses within the Pilsen/Little Village Planning Area. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

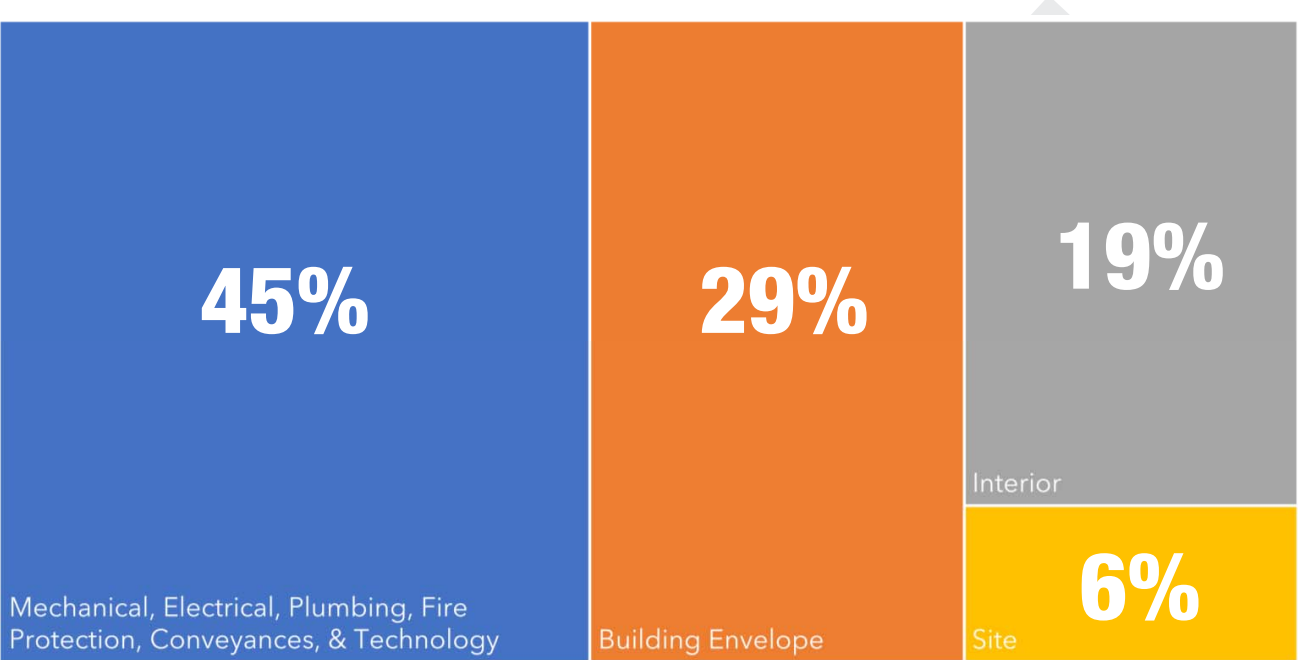


Figure 145: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Explore specialty program offerings to attract students to under-utilized facilities
- Decommission unused space
- Examine new construction options to right-size schools
- Explore grade configuration alternatives to expand grade level offerings by school

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior condition improvements for structural integrity
- Continue MEP repairs
- Invest in district initiatives, such as classroom air conditioning at various schools
- Upgrade site, including new turf fields, campus parks, and playgrounds
- Relieve overcrowding at Zapata Elementary School
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$119.0 million for capital improvement projects in the Pilsen/Little Village Planning Area (see Figure 146). Of this, approximately \$26.1 million of projects have been completed and an additional \$23.9 million of projects are in the closing phases. The remaining \$68.9 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan identifies capital investments in expanding access to STEM, IB and Magnet programs (Infinity, Pickard, and Jungman), site improvements (Gary), science lab upgrades (Juarez), full-day pre-K expansion (Perez), and priority building needs (Whitney). This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences. Please refer to the published FY19 capital plan on cps.edu for additional detail.

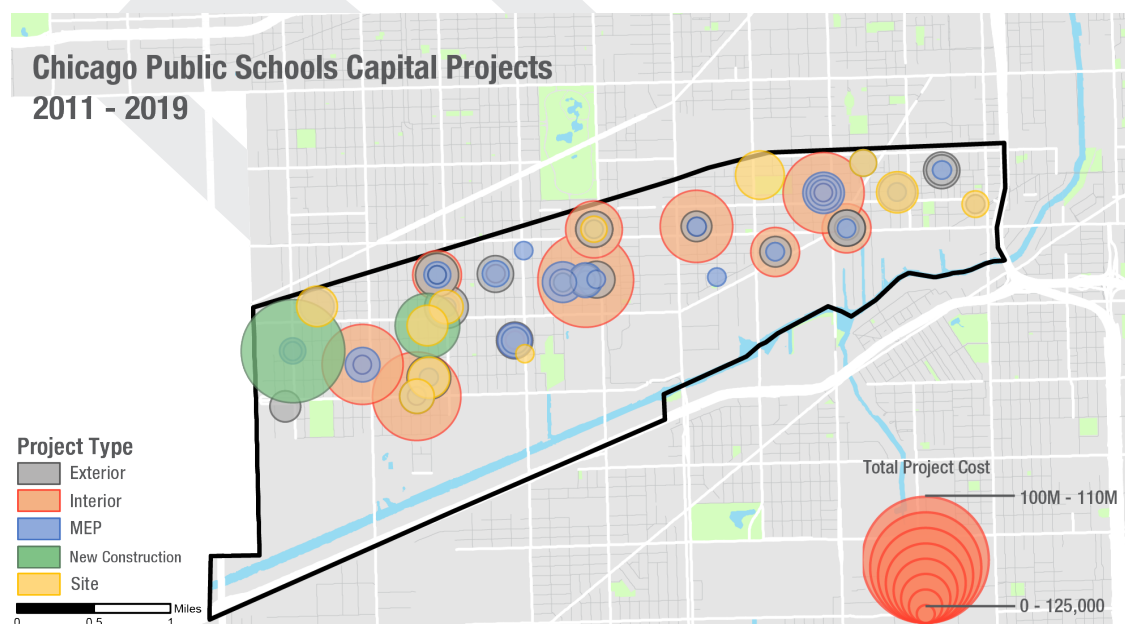


Figure 146: Capital improvement projects since 2011; Source: Chicago Public Schools

The Pilsen/Little Village Area Data

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
ACERO - DE LAS CASAS	ES	Charter	Citywide	Non-CPS		-	278	-	#N/A	#N/A	#N/A	#N/A
ACERO - PAZ	ES	Charter	Citywide	Non-CPS		-	368	-	#N/A	#N/A	#N/A	#N/A
CARDENAS	ES	District	Attendance Area School	Owned		674	555	▼ -119	690	77%	79%	EFFICIENT
CASTELLANOS	ES	District	Attendance Area School	Owned		594	601	▲ 7	630	95%	95%	EFFICIENT
COOPER	ES	District	Attendance Area School	Owned		548	459	▼ -89	1080	38%	40%	UNDERUTILIZED
CORKERY	ES	District	Attendance Area School	Owned		550	525	▼ -25	780	67%	66%	UNDERUTILIZED
FINKL	ES	District	Attendance Area School	Owned		457	359	▼ -98	600	52%	54%	UNDERUTILIZED
GARY	ES	District	Attendance Area School	Owned		1149	1114	▼ -35	1140	93%	95%	EFFICIENT
HAMMOND	ES	District	Attendance Area School	Owned		479	438	▼ -41	480	91%	91%	EFFICIENT
JUNGMAN	ES	District	Attendance Area School	Owned		298	286	▼ -12	450	56%	55%	UNDERUTILIZED
KANOON	ES	District	Attendance Area School	Owned		722	628	▼ -94	690	91%	91%	EFFICIENT
LITTLE VILLAGE	ES	District	Attendance Area School	Owned		858	786	▼ -72	750	119%	105%	EFFICIENT
MADERO	ES	District	Attendance Area School	Owned		327	334	▲ 7	540	62%	62%	UNDERUTILIZED
MCCORMICK	ES	District	Attendance Area School	Owned		779	712	▼ -67	870	85%	82%	EFFICIENT
OROZCO	ES	District	Attendance Area School	Owned		576	540	▼ -36	720	72%	74%	EFFICIENT
ORTIZ DE DOMINGUEZ	ES	District	Attendance Area School	Owned		664	535	▼ -129	600	81%	86%	EFFICIENT
PEREZ	ES	District	Attendance Area School	Owned		332	297	▼ -35	1020	34%	29%	UNDERUTILIZED
PICKARD	ES	District	Attendance Area School	Owned		515	444	▼ -71	720	62%	62%	UNDERUTILIZED
PILSEN	ES	District	Attendance Area School	Owned		393	331	▼ -62	480	65%	65%	UNDERUTILIZED
RUIZ	ES	District	Attendance Area School	Owned		781	694	▼ -87	930	89%	75%	EFFICIENT
SAUCEDO ₁	ES	District	Citywide	Owned	Yes	1198	1007	▼ -191	1830	70%	70%	EFFICIENT
SPRY ES	ES	District	Attendance Area School	Owned		620	538	▼ -82	840	64%	64%	UNDERUTILIZED
TELPOCHCALLI ₁	ES	District	Attendance Area School	Owned	Yes	298	282	▼ -16	1830	70%	70%	EFFICIENT
WALSH	ES	District	Attendance Area School	Owned		432	349	▼ -83	570	55%	57%	UNDERUTILIZED
WHITNEY	ES	District	Attendance Area School	Owned		1095	986	▼ -109	960	113%	103%	EFFICIENT
WHITTIER	ES	District	Attendance Area School	Owned		290	231	▼ -59	420	55%	55%	UNDERUTILIZED
ZAPATA	ES	District	Attendance Area School	Owned		882	773	▼ -109	1020	112%	76%	EFFICIENT
FARRAGUT HS	HS	District	Attendance Area School	Owned		916	728	▼ -188	2340	31%	31%	UNDERUTILIZED
INFINITY HS ₂	HS	District	Attendance Area School	Owned	Yes	419	418	▼ -1	1464	88%	88%	EFFICIENT
INSTITUTO - HEALTH	HS	Charter	Citywide	Non-CPS		-	750	-	#N/A	#N/A	#N/A	#N/A
INSTITUTO - LOZANO HS	HS	Charter	Citywide	Non-CPS		-	85	-	#N/A	#N/A	#N/A	#N/A
JUAREZ HS	HS	District	Attendance Area School	Owned		1686	1734	▲ 48	1572	110%	110%	EFFICIENT
MULTICULTURAL HS ₂	HS	District	Attendance Area School	Owned	Yes	272	230	▼ -42	1464	88%	88%	EFFICIENT
SOCIAL JUSTICE HS ₂	HS	District	Attendance Area School	Owned	Yes	309	286	▼ -23	1464	88%	88%	EFFICIENT
SPRY HS	HS	District	Citywide	Owned		173	129	▼ -44	240	--	54%	UNDERUTILIZED
WORLD LANGUAGE HS ₂	HS	District	Attendance Area School	Owned	Yes	329	352	▲ 23	1464	88%	88%	EFFICIENT
YCCS - ADDAMS	HS	Charter	Citywide	Non-CPS		-	210	-	#N/A	#N/A	#N/A	#N/A
YCCS - LATINO YOUTH	HS	Charter	Citywide	Non-CPS		-	226	-	#N/A	#N/A	#N/A	#N/A
YORK HS	HS	District	Citywide	Non-CPS		-	210	-	#N/A	#N/A	#N/A	#N/A

Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

^{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.

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The South Side Planning Area

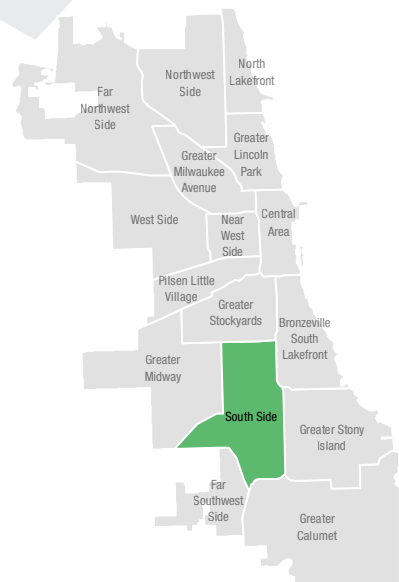
HIGHLIGHTS. Auburn Park's Lagoons | The Major Taylor Trail | Trinity and Saint Sabina

Area Overview

The South Side is bounded roughly by W 49th Street, the Dan Ryan Expressway, W 87th Street, and S Western Avenue. It consists primarily of four neighborhoods—Auburn Gresham, Englewood/West Englewood, and portions of Ashburn and Washington Heights.

Roughly 91% of the area is covered by seven wards: 6th, 15th, 16th, 17th, 18th, 20th, and 21st. The area is home to Kennedy-King College, which educates over 6,000 students, and the New Englewood High School, which is under construction.

The planning area is home to approximately 21,000 public elementary school students and approximately 9,000 public high school students.



141,000
total residents



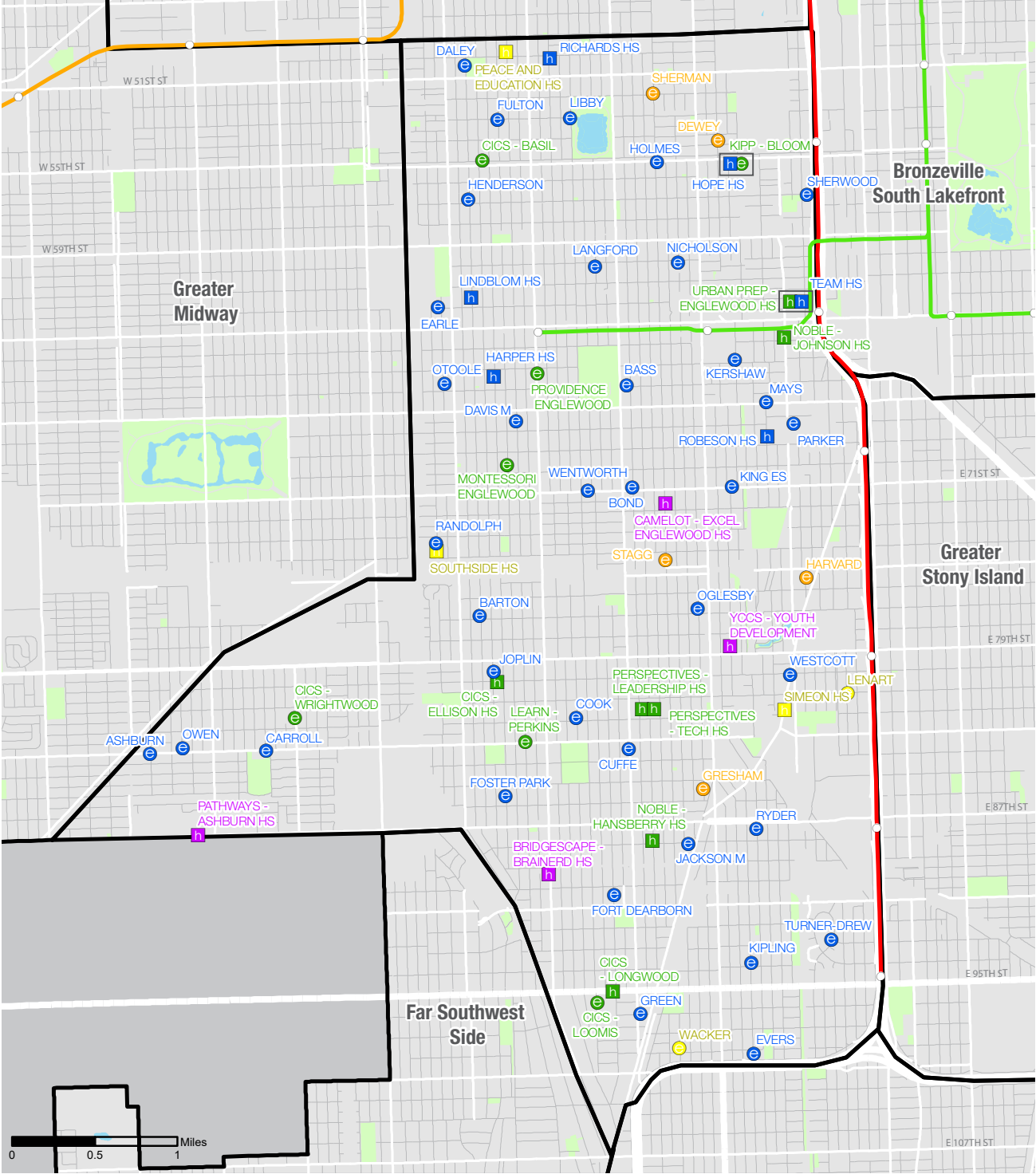
9
transit stops



62
open spaces

Source: City of Chicago Department of Planning and Development

The South Side Planning Area Map



Source: Chicago Public Schools

- | | | |
|-------------------------------|-----------------------------------|------------------------|
| District Operated Elementary | Alternative / Options Elementary | Park / Open Space |
| District Operated High School | Alternative / Options High School | Water Feature |
| AUSL Elementary | Charter / Contract Elementary | CTA Rail |
| AUSL School | Charter / Contract High School | Planning Area Boundary |
| ISP Elementary | | Co-located Schools |
| ISP School | | |

History and Context

The five communities of the South Side Planning Area first began to take shape in the late 1800s around Chicago Junction (Junction Grove) Station, which served as a major railway intersection near what is now W 63rd Street and S Stewart Avenue. The population began to grow dramatically when transit started operating between downtown and Greater Englewood in 1896, extending to Auburn Gresham and beyond a decade later. By the 1920s the intersection of W 63rd Street and S Halsted Street was the Chicago’s busiest shopping district outside of the Loop. The population has decreased significantly in Greater Englewood since its peak in the 1960s, but some residents have remained in Auburn Gresham, Washington Heights, and Ashburn. Sherman and Ogden Parks offer public open space, while the West Englewood and Kelly Branch Libraries serve residents.

Auburn Gresham, Washington Heights, and Ashburn offer amenities such as Auburn Park and its peaceful lagoons near W 79th Street, the Major Taylor Trail which is popular with cyclists, and Ford City Mall. Frank Foster Park offers public open space, while the Woodson Regional Library – one of the three largest in the city – serves residents.

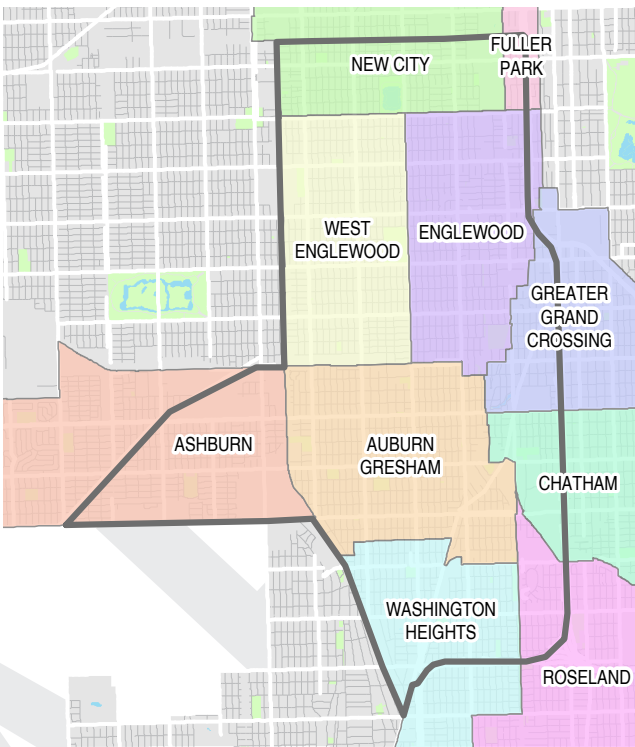







Figure 147: Planning area communities; Source: City of Chicago Department of Planning and Development

Table 32: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
Ashburn	2	61	0	1	0
Auburn Gresham	11	174	0	2	0
Chatham	1	39	2	0	0
Englewood	12	174	2	1	1
Greater Grand Crossing	4	68	1	0	0
New City	8	106	0	1	0
Roseland	0	14	1	0	0
Washington Heights	6	85	0	1	0
West Englewood	7	171	1	1	0

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in the South Side and how these affect demographic trends. Figure 148 illustrates anticipated development that CPS is evaluating with regard to the master plan.

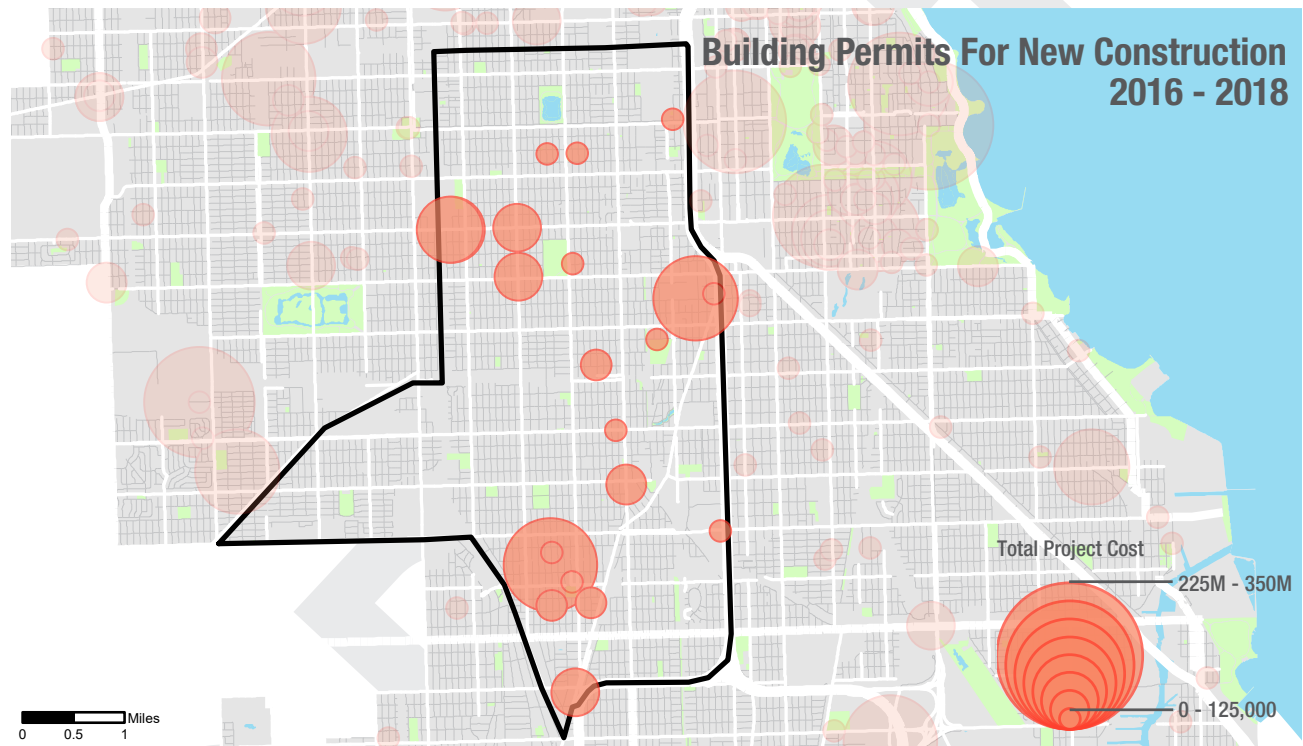


Figure 148: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

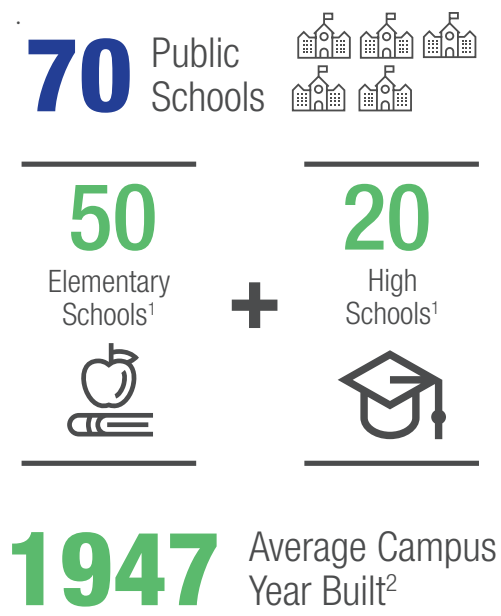
Population Trends

The number of children residing in the South Side area has been declining. From 2015 to 2017, the estimated number of children aged 0-19 residing in the South Side declined from 52,008 to 51,021, or 1.89%. Population projections from an independent third party (ESRI) indicate that over the next five years, the South Side's population of children will continue to decline.

Table 33: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	12,457	12,165	12,320
5-9	12,501	12,421	11,983
10-14	13,292	12,990	12,506
15-19	13,758	13,445	12,558
Total	52,008	51,021	49,367

School Facility Overview



5,455,586

Total campus square footage²



Enrollment by Governance

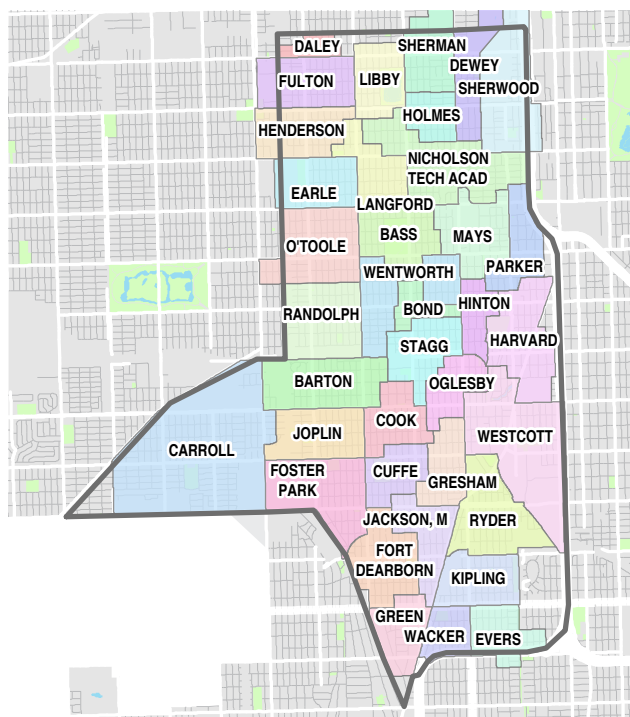
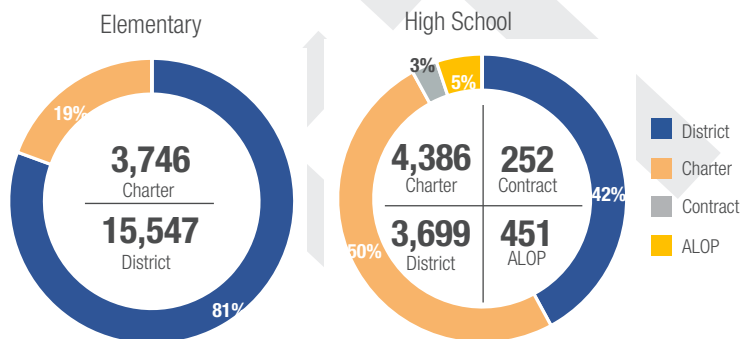


Figure 149: Elementary school boundaries

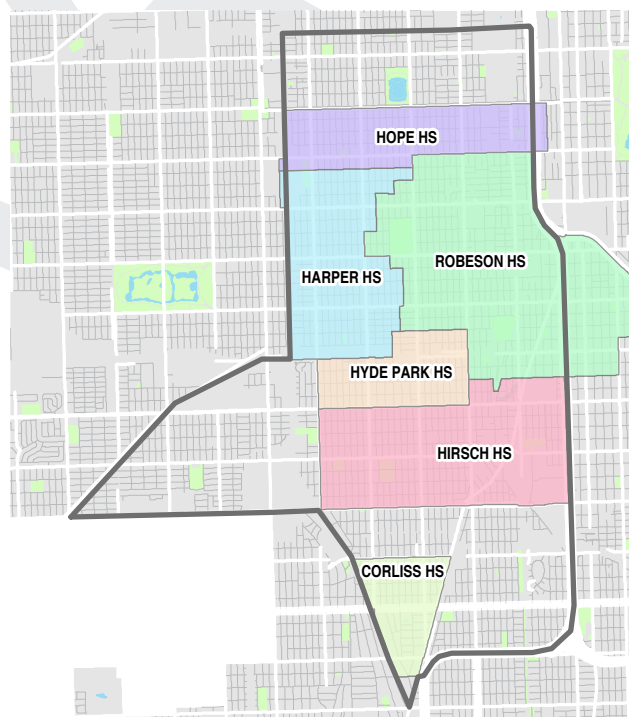


Figure 150: High school boundaries; Source: Chicago Public Schools

¹ Elementary and high school counts include all CPS schools regardless of governance

² Data calculated from CPS owned and leased campuses

Utilization

Figure 151 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 152 below shows the area average utilization for elementary schools is approximately 52% and the area average utilization for high schools is 42%.

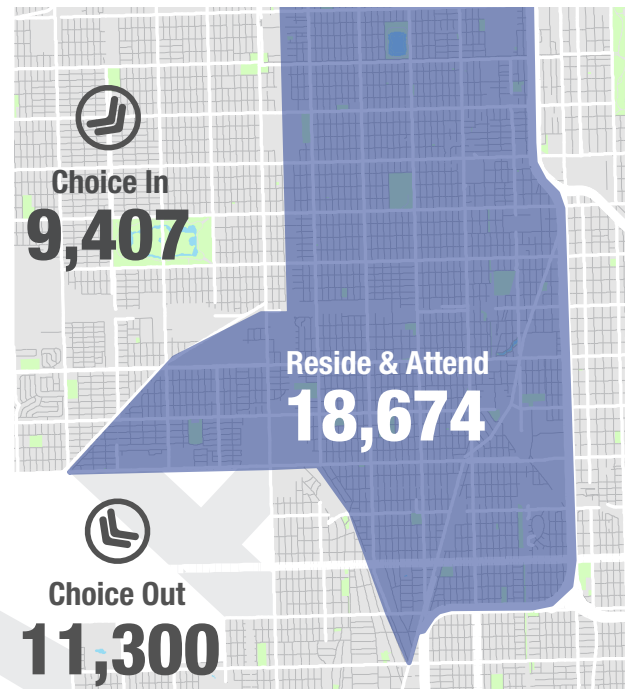


Figure 151: Choice In vs. Choice Out



Figure 152: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

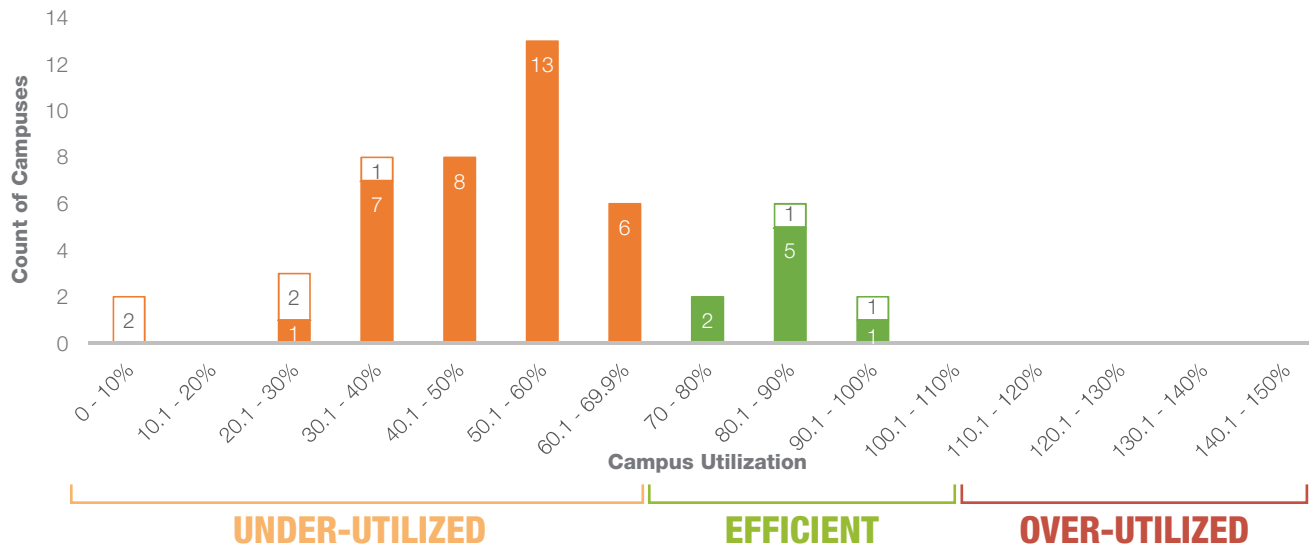


Figure 153: School count by utilization range; Source: Chicago Public Schools

■ Elementary Schools □ High Schools

Current Facility Deficiencies

Figure 154 depicts the significance of need for each building system for campuses within the South Side. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

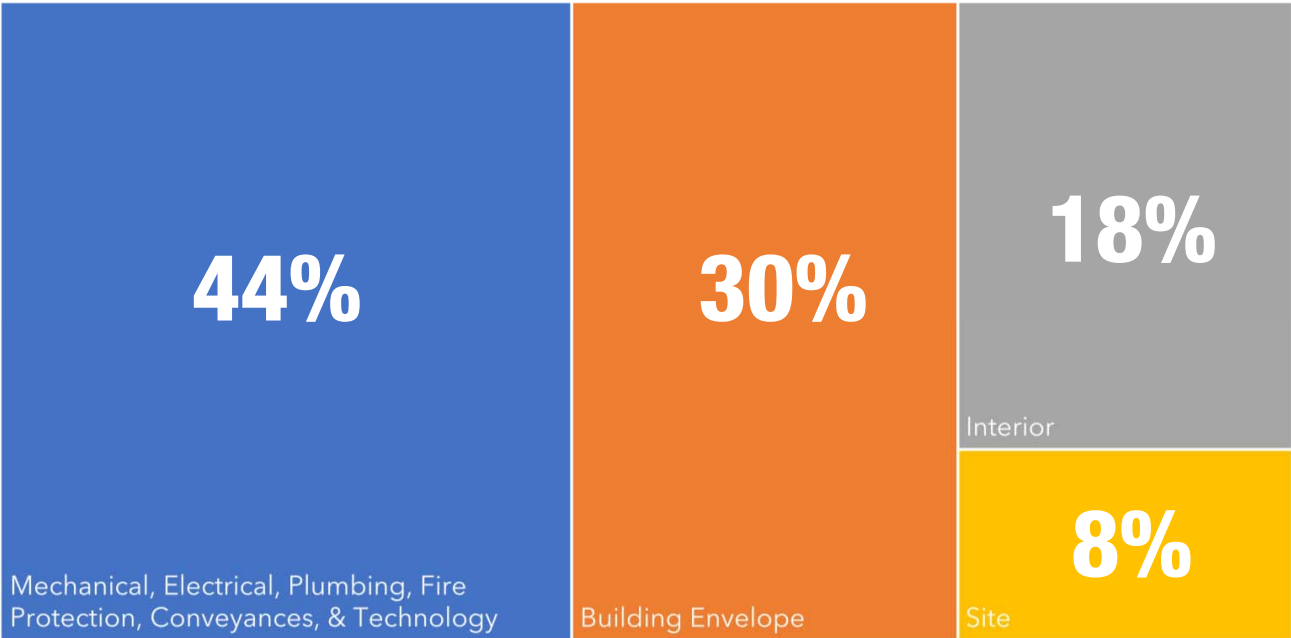


Figure 154: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Explore specialty program offerings to attract students to under-utilized facilities
- Decommission unused space
- Examine new construction options to right-size schools
- Explore grade configuration alternatives to expand grade level offerings by school

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior condition improvements for structural integrity
- Continue mechanical, electrical, and plumbing (MEP) repairs
- Invest in district initiatives, such as classroom air conditioning at various schools
- Upgrade site, including new turf fields, and campus parks
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$144.4 million for capital improvement projects in the South Side Planning Area (see Figure 155). Of this, approximately \$99.3 million of projects have been completed and an additional \$19.1 million of projects are in the closing phases. The remaining \$26.1 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan identifies capital investments in site improvements (O'Toole), science lab upgrades (Simeon), full-day pre-K expansion (Fort Dearborn), and priority building needs (Green, Langford, and Lenart). This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences. Please refer to the published FY19 capital plan on cps.edu for additional detail.

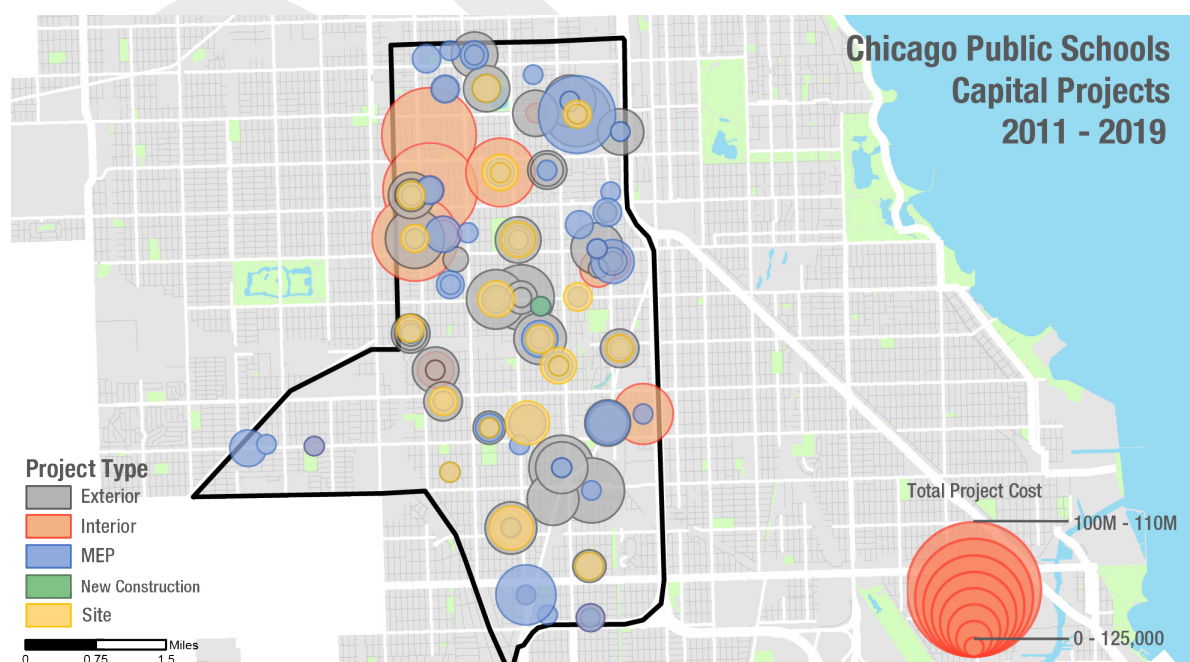


Figure 155: Capital improvement projects since 2011; Source: Chicago Public Schools

The South Side Area Data

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
ASHBURN	ES	District	Citywide	Leased		486	517	▲ 31	570	--	84%	EFFICIENT
BARTON	ES	District	Attendance Area School	Owned		463	389	▼ -74	810	46%	46%	UNDERUTILIZED
BASS	ES	District	Attendance Area School	Owned		494	447	▼ -47	810	55%	55%	UNDERUTILIZED
BOND	ES	District	Attendance Area School	Owned		333	291	▼ -42	570	44%	46%	UNDERUTILIZED
CARROLL	ES	District	Attendance Area School	Owned		479	422	▼ -57	810	52%	52%	UNDERUTILIZED
CICS - BASIL	ES	Charter	Citywide	Non-CPS		-	737	-	#N/A	#N/A	#N/A	#N/A
CICS - LOOMIS	ES	Charter	Citywide	Non-CPS		-	563	-	#N/A	#N/A	#N/A	#N/A
CICS - WRIGHTWOOD	ES	Charter	Charter-Attendance Area School	Non-CPS		-	766	-	#N/A	#N/A	#N/A	#N/A
COOK	ES	District	Attendance Area School	Owned		416	383	▼ -33	990	36%	37%	UNDERUTILIZED
CUFFE	ES	District	Attendance Area School	Owned		421	319	▼ -102	630	51%	51%	UNDERUTILIZED
DALEY	ES	District	Attendance Area School	Owned		609	595	▼ -14	720	83%	83%	EFFICIENT
DAVIS M	ES	District	Citywide	Owned		279	250	▼ -29	630	40%	40%	UNDERUTILIZED
DEWEY	ES	District	Attendance Area School	Owned		403	420	▲ 17	600	70%	70%	EFFICIENT
EARLE	ES	District	Attendance Area School	Owned		486	416	▼ -70	690	60%	60%	UNDERUTILIZED
EVERS	ES	District	Attendance Area School	Owned		364	279	▼ -85	510	55%	55%	UNDERUTILIZED
FORT DEARBORN	ES	District	Attendance Area School	Owned		386	367	▼ -19	540	68%	68%	UNDERUTILIZED
FOSTER PARK	ES	District	Attendance Area School	Owned		398	360	▼ -38	660	48%	49%	UNDERUTILIZED
FULTON	ES	District	Attendance Area School	Owned		419	335	▼ -84	930	36%	36%	UNDERUTILIZED
GREEN	ES	District	Attendance Area School	Owned		365	368	▲ 3	420	77%	82%	EFFICIENT
GRESHAM	ES	District	Attendance Area School	Owned		345	325	▼ -20	930	35%	35%	UNDERUTILIZED
HARVARD	ES	District	Attendance Area School	Owned		425	392	▼ -33	570	65%	67%	UNDERUTILIZED
HENDERSON	ES	District	Attendance Area School	Owned		338	275	▼ -63	690	40%	40%	UNDERUTILIZED
HOLMES	ES	District	Attendance Area School	Owned		238	163	▼ -75	810	20%	20%	UNDERUTILIZED
JACKSON M	ES	District	Attendance Area School	Owned		349	354	▲ 5	750	45%	45%	UNDERUTILIZED
JOPLIN	ES	District	Attendance Area School	Owned		416	411	▼ -5	720	57%	57%	UNDERUTILIZED
KERSHAW	ES	District	Citywide	Owned		293	265	▼ -28	450	55%	56%	UNDERUTILIZED
KING ES	ES	District	Attendance Area School	Owned		241	244	▲ 3	810	30%	30%	UNDERUTILIZED
KIPLING	ES	District	Attendance Area School	Owned		368	295	▼ -73	540	66%	55%	UNDERUTILIZED
KIPP - BLOOM	ES	Charter	Citywide	Owned	Yes	257	357	▲ 100	1272	36%	36%	UNDERUTILIZED
LANGFORD	ES	District	Attendance Area School	Owned		373	267	▼ -106	510	52%	52%	UNDERUTILIZED
LEARN - PERKINS	ES	Charter	Citywide	Non-CPS		-	503	-	#N/A	#N/A	#N/A	#N/A
LENART	ES	District	Citywide	Owned		290	284	▼ -6	390	73%	73%	EFFICIENT
LIBBY	ES	District	Attendance Area School	Owned		360	354	▼ -6	600	56%	56%	UNDERUTILIZED
MAYS	ES	District	Attendance Area School	Owned		480	371	▼ -109	750	48%	47%	UNDERUTILIZED
MONTESSORI ENGLEWOOD	ES	Charter	Citywide	Owned		279	309	▲ 30	#N/A	#N/A	#N/A	#N/A
NICHOLSON	ES	District	Attendance Area School	Owned		567	472	▼ -95	930	51%	51%	UNDERUTILIZED
OGLESBY	ES	District	Attendance Area School	Owned		498	489	▼ -9	600	82%	82%	EFFICIENT
OTOOLE	ES	District	Attendance Area School	Owned		416	357	▼ -59	840	43%	43%	UNDERUTILIZED
OWEN	ES	District	Citywide	Owned		260	268	▲ 8	300	81%	87%	EFFICIENT
PARKER	ES	District	Attendance Area School	Owned		699	491	▼ -208	1590	30%	31%	UNDERUTILIZED
PROVIDENCE ENGLEWOOD	ES	Charter	Citywide	Owned		493	511	▲ 18	#N/A	#N/A	#N/A	#N/A
RANDOLPH	ES	District	Attendance Area School	Owned		510	509	▼ -1	780	65%	65%	UNDERUTILIZED
RYDER	ES	District	Attendance Area School	Owned		402	401	▼ -1	570	58%	60%	UNDERUTILIZED
SHERMAN	ES	District	Attendance Area School	Owned		321	257	▼ -64	630	41%	41%	UNDERUTILIZED
SHERWOOD	ES	District	Attendance Area School	Owned		356	335	▼ -21	480	70%	68%	UNDERUTILIZED
STAGG	ES	District	Attendance Area School	Owned		507	416	▼ -91	780	51%	53%	UNDERUTILIZED
TURNER-DREW	ES	District	Citywide	Owned		275	248	▼ -27	450	55%	55%	UNDERUTILIZED
WACKER	ES	District	Attendance Area School	Owned		274	298	▲ 24	300	99%	99%	EFFICIENT
WENTWORTH	ES	District	Attendance Area School	Owned		560	449	▼ -111	900	45%	47%	UNDERUTILIZED
WESTCOTT	ES	District	Attendance Area School	Owned		390	399	▲ 9	630	63%	63%	UNDERUTILIZED
BRIDGESCAPE - BRAINERD HS	HS	ALOP	Citywide	Non-CPS		-	173	-	#N/A	#N/A	#N/A	#N/A
CAMELOT - EXCEL ENGLEWOOD HS	HS	Contract	Citywide	Owned		284	252	▼ -32	#N/A	#N/A	#N/A	#N/A
CICS - ELLISON HS	HS	Charter	Charter-Attendance Area School	Non-CPS		-	417	-	#N/A	#N/A	#N/A	#N/A
CICS - LONGWOOD	HS	Charter	Citywide	Non-CPS		-	1335	-	#N/A	#N/A	#N/A	#N/A
HARPER HS	HS	District	Attendance Area School	Owned		253	134	▼ -119	1416	9%	9%	UNDERUTILIZED
HOPE HS	HS	District	Attendance Area School	Owned	Yes	199	95	▼ -104	1272	36%	36%	UNDERUTILIZED
LINDBLOM HS	HS	District	Citywide	Owned		1254	1325	▲ 71	1332	93%	96%	EFFICIENT
NOBLE - HANSBERRY HS	HS	Charter	Citywide	Non-CPS		-	642	-	#N/A	#N/A	#N/A	#N/A
NOBLE - JOHNSON HS	HS	Charter	Citywide	Owned		860	802	▼ -58	#N/A	#N/A	#N/A	#N/A
PATHWAYS - ASHBURN HS	HS	ALOP	Citywide	Non-CPS		-	278	-	#N/A	#N/A	#N/A	#N/A
PEACE AND EDUCATION HS	HS	District	Citywide	Owned		130	103	▼ -27	#N/A	#N/A	#N/A	#N/A
PERSPECTIVES - LEADERSHIP HS	HS	Charter	Citywide	Owned		546	437	▼ -109	#N/A	#N/A	#N/A	#N/A
PERSPECTIVES - TECH HS	HS	Charter	Citywide	Owned		420	334	▼ -86	#N/A	#N/A	#N/A	#N/A
RICHARDS HS	HS	District	Attendance Area School	Owned		276	217	▼ -59	912	24%	24%	UNDERUTILIZED
ROBESON HS	HS	District	Attendance Area School	Owned		204	128	▼ -76	1320	10%	10%	UNDERUTILIZED
SIMEON HS	HS	District	Citywide	Owned		1363	1336	▼ -27	1524	88%	88%	EFFICIENT

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
SOUTHSIDE HS	HS	District	Citywide	Owned		222	269	▲ 47	#N/A	#N/A	#N/A	#N/A
TEAM HS ₂	HS	District	Citywide	Owned	Yes	272	92	▼ -180	1416	25%	25%	UNDERUTILIZED
URBAN PREP - ENGLEWOOD HS ₂	HS	Charter	Citywide	Owned	Yes	443	263	▼ -180	1416	25%	25%	UNDERUTILIZED
YCCS - YOUTH DEVELOPMENT	HS	Charter	Citywide	Non-CPS		-	156	-	#N/A	#N/A	#N/A	#N/A

Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

^{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.



The Garfield Park Conservatory

The West Side Planning Area

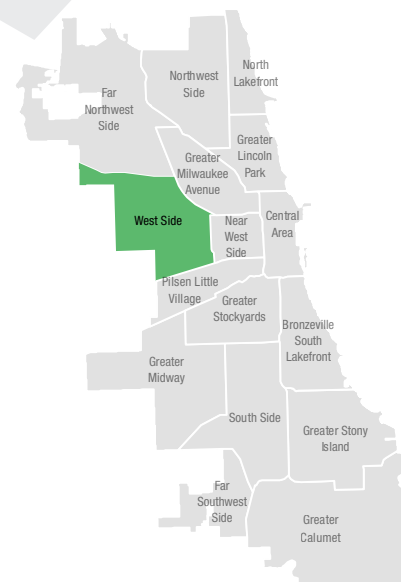
HIGHLIGHTS. Columbus Park | The Garfield Park Conservatory | Douglas Park

Area Overview

The West Side Area is bounded generally by W Addison Street to the north, W Grand Avenue to the south, the Metra Union Pacific Northwest railroad line to the east, and the Metra Milwaukee District/North Line tracks to the west. It consists primarily of five neighborhoods—Austin, Galewood, East and West Garfield Park, North Lawndale, and portions of Humboldt Park—and is home to some of the city's earliest and strongest not-for-profit development corporations, such as Bethel New Life and Lawndale Christian Development Corporation.

Roughly 94% of the area is covered by five wards: 24th, 27th, 28th, 29th, and 37th.

The planning area is home to approximately 28,200 public elementary school students and approximately 11,500 public high school students.



229,000
total residents



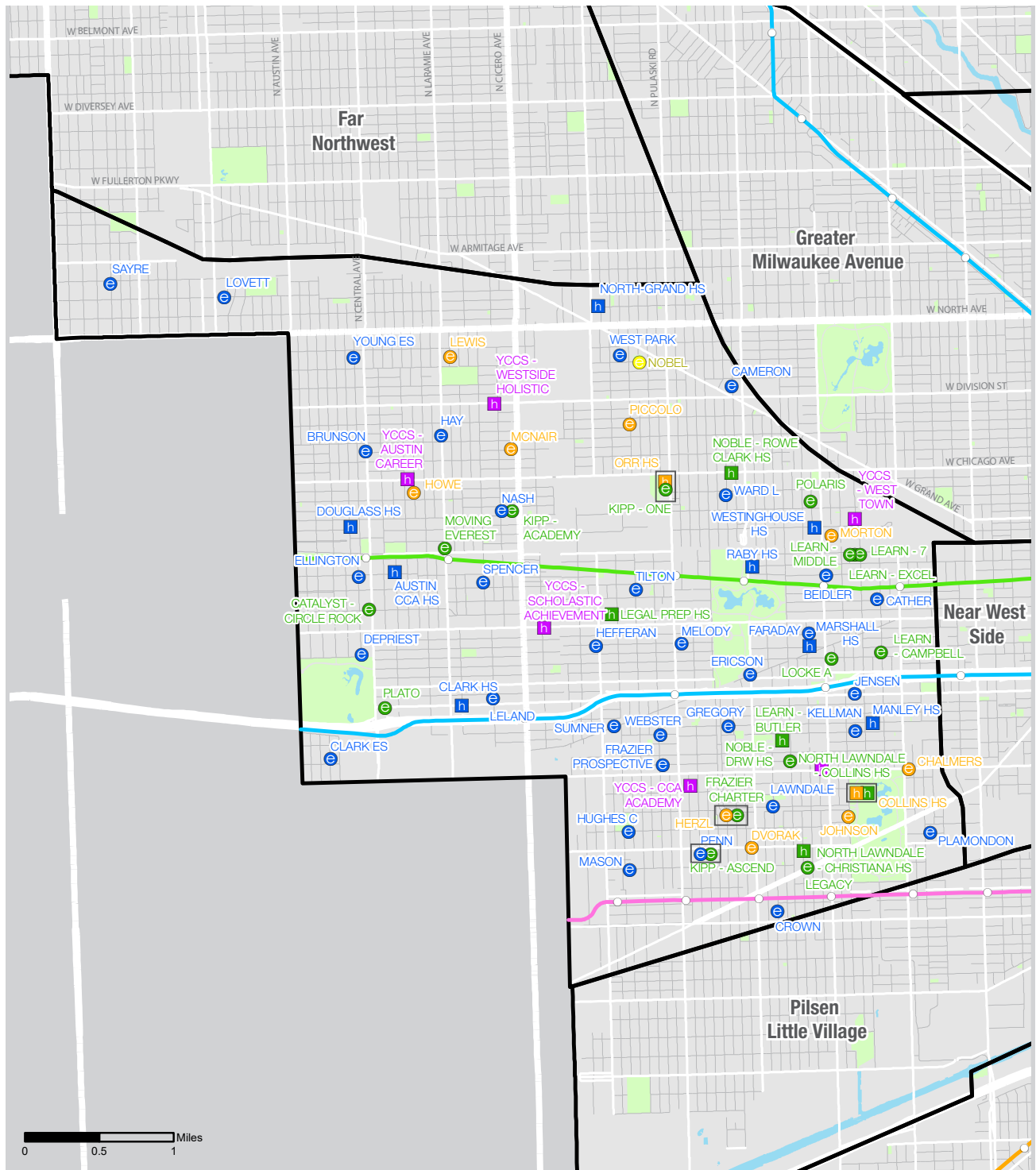
17
transit stops



81
open spaces

Source: City of Chicago Department of Planning and Development

The West Side Planning Area Map



Source: Chicago Public Schools

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> ⓔ District Operated Elementary ⓓ District Operated High School ⓐ AUSL Elementary ⓓ AUSL School ⓔ ISP Elementary ⓓ ISP School | <ul style="list-style-type: none"> ⓔ Alternative / Options Elementary ⓓ Alternative / Options High School ⓔ Charter / Contract Elementary ⓓ Charter / Contract High School | <ul style="list-style-type: none"> ⓐ Park / Open Space ⓐ Water Feature ⓐ CTA Rail ⓐ Planning Area Boundary ⓐ Co-located Schools |
|---|--|--|

History and Context

The five community areas of the West Side Planning Area first began with developers erecting thousands of cottages, two-flats, and large apartment buildings to house workers from the nearby factories and downtown businesses. The area was gradually annexed to Chicago from east to west starting in 1837 until 1899. The annexations were initiated by the existing residents who wanted better services. Today, the West Side Planning Area has large and historic open spaces, including Columbus Park, Douglas Park, and Garfield Park, which provide some of the area’s most attractive features.

The Austin Community has the largest population concentration of Chicago’s community areas: approximately 98,000 people reside here. Columbus, Amundsen, and La Follete Parks offer public open space, and residents are served by the Austin, North Austin, and West Chicago Avenue Libraries.

The Humboldt Park Community Area has approximately 56,000 residents. Residents are served by eight bus routes, including the Chicago #66 and Kimball-Homan #82. Humboldt Park offers public open space, and residents are served by the North Pulaski and the Richard M. Daley Libraries.

The East and West Garfield Park communities have approximately 38,500 residents. The west portion of these communities has the West Side’s tallest buildings: the Midwest Athletic Center and the Guyon Hotel, both of which are on the National Register of Historic Places. Garfield Park offers public open space, and residents are served by the Ledger Library.

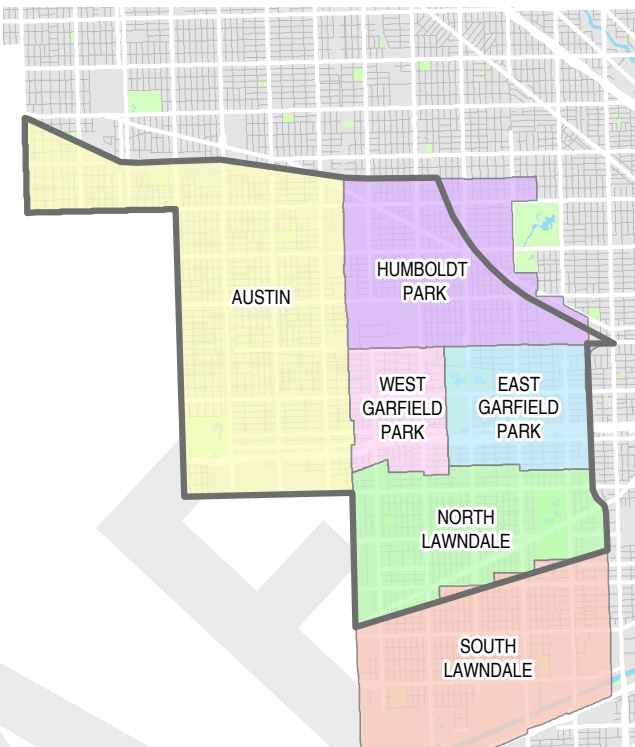







Figure 156: Planning area communities; Source: City of Chicago Department of Planning and Development

The North Lawndale Community Area has approximately 4,800 residents. The neighborhood was densely built to house workers at huge factories, like the McCormick reaper plant and the Sears headquarters and catalog fulfillment center at Homan and Arthington. Douglas Park offers public open space, and residents are served by the Douglas Library.

Table 35: Planning area neighborhood assets; Source: City of Chicago Department of Planning and Development

	 Parks	 CTA Stops	 Metra Stations	 Libraries	 Hospitals
Austin	18	405	5	3	1
East Garfield Park	11	141	4	0	1
Humboldt Park	15	154	0	1	2
North Lawndale	15	196	4	1	3
West Garfield Park	5	72	2	1	0

Anticipated Development

While this analysis is based on a snapshot in time, the communities around CPS schools are constantly changing. Schools, residential developments, transit stations, and retail centers are planned, built, and renovated every day. Working with sister agencies, CPS continually evaluates recent and proposed developments in the West Side and how these affect demographic trends. Figure 157 illustrates anticipated development that CPS is evaluating with regard to the master plan.

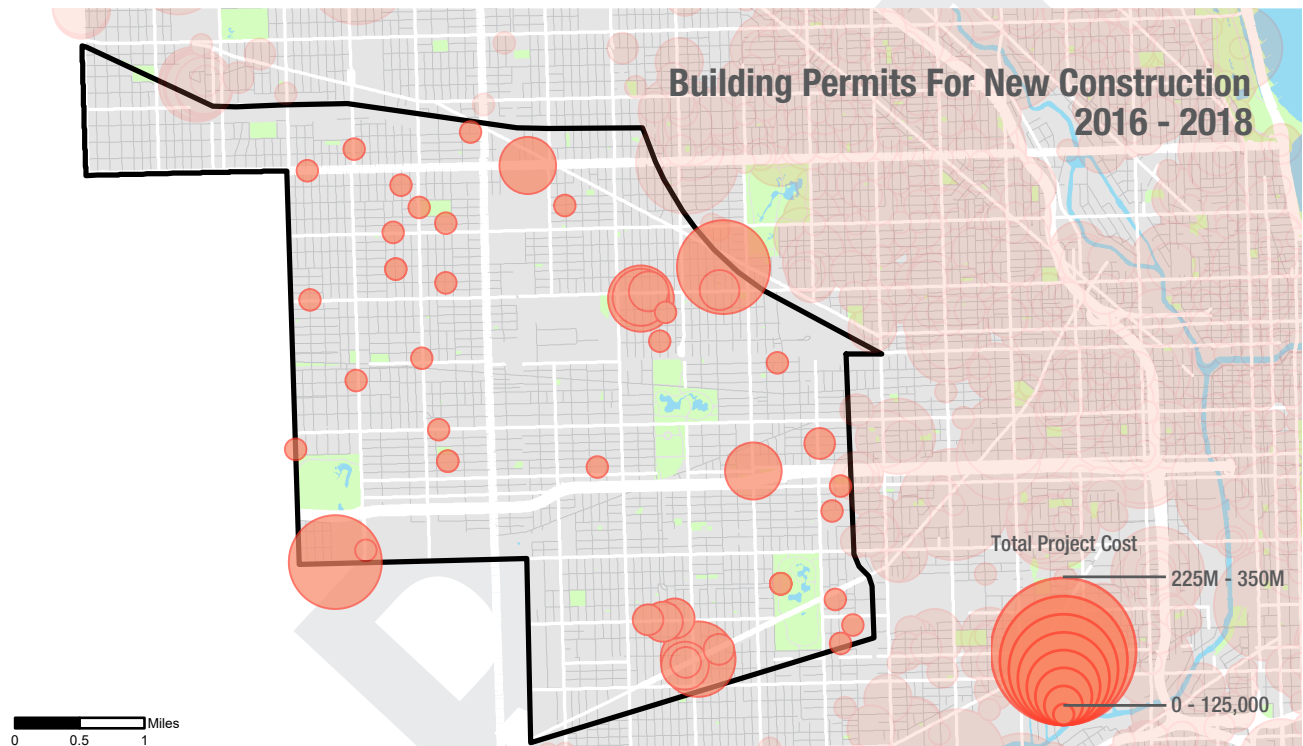


Figure 157: Anticipated development in planning area; Source: City of Chicago Department of Planning and Development

Population Trends

From 2010 to 2015, the area experienced a small decline in the population of children. Population estimates from an independent third party (ESRI), indicate that from 2015 to 2017, the number of children aged 0-19 residing in the West Side increased from 66,477 to 66,960, or 0.72%. Forward-looking estimates indicate that over the next five years, the West Side's school aged population will increase among children aged 0-4, but will decline among children aged 5-9 and 15-19.

Table 36: Area population data. Source: ESRI census estimate data

Age Range	Year 2015	Year 2017	Year 2022 (est.)
0-4	17,191	17,270	17,937
5-9	16,529	16,854	16,335
10-14	16,078	16,441	16,130
15-19	16,679	16,395	15,406
Total	66,477	66,960	65,808

School Facility Overview

79 Public Schools 

58

Elementary Schools¹



21

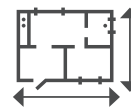
High Schools¹



1943 Average Campus Year Built²

6,891,169

Total campus square footage²



Enrollment by Governance

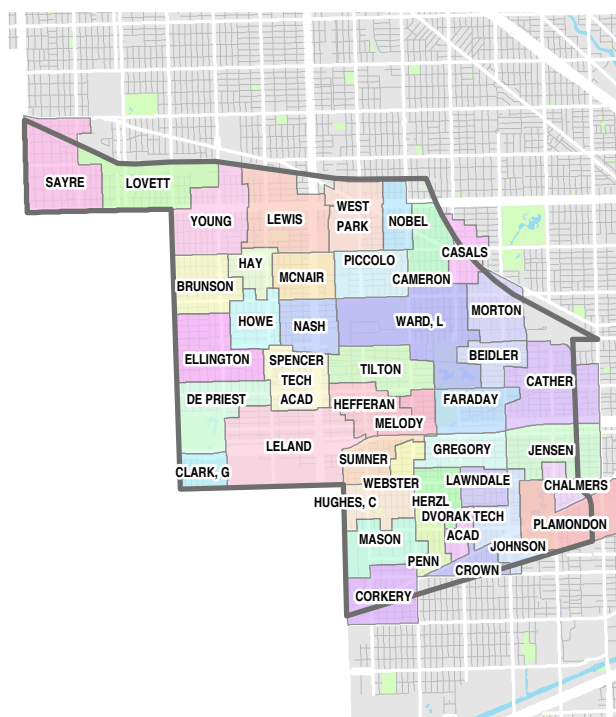
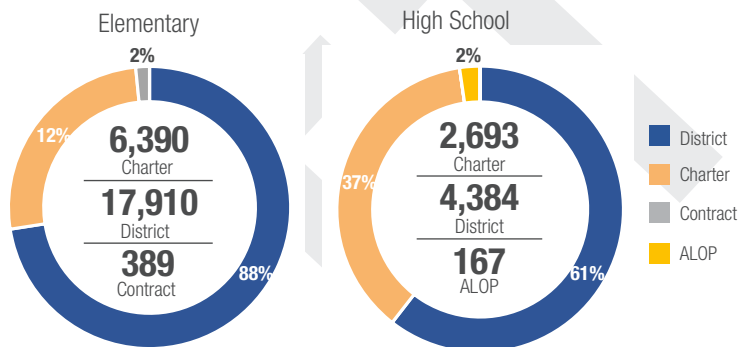


Figure 158: Elementary school boundaries

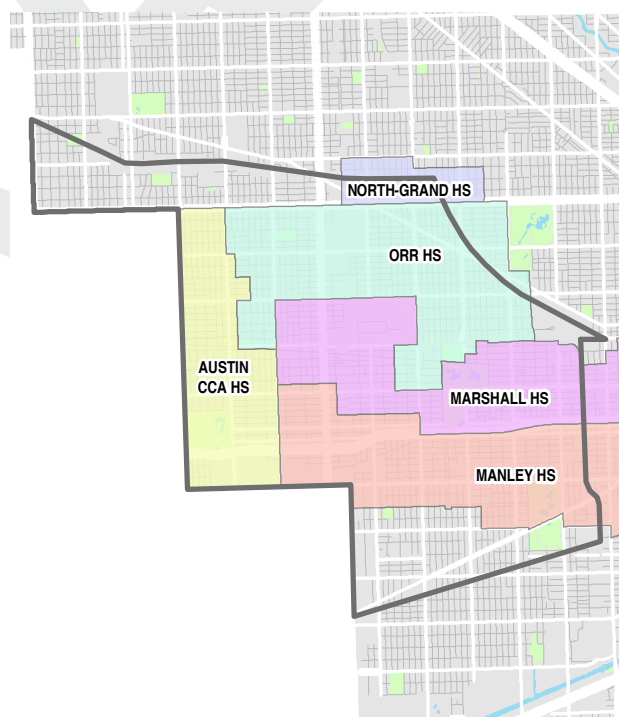


Figure 159: High school boundaries; Source: Chicago Public Schools

¹ Elementary and high school counts include all CPS schools regardless of governance

² Data calculated from CPS owned and leased campuses

Utilization

Figure 160 shows the number of students who reside outside of this area but enroll in a CPS school located within the area (choice in), the number of students who reside and attend within the area, and the number of students who reside within the area but attend a CPS school outside of it (choice out).

Figure 161 below shows the area average utilization for elementary schools is approximately 50% and the area average utilization for high schools is 37%.

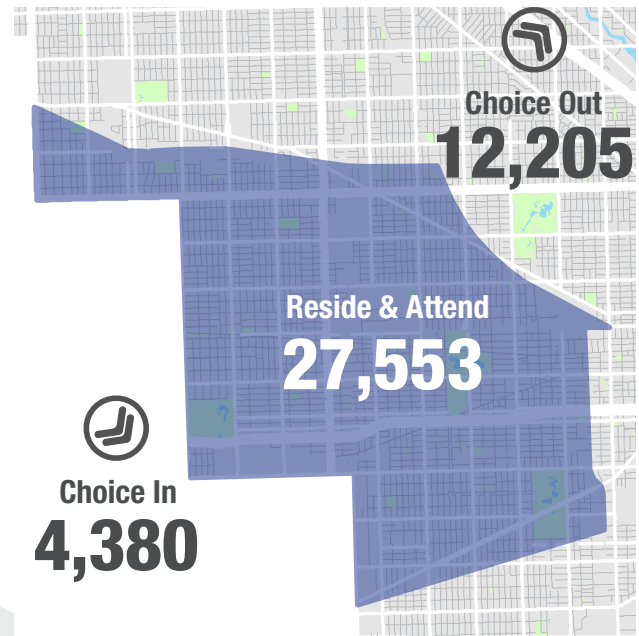


Figure 160: Choice In vs. Choice Out



Figure 161: Campus utilization ("Adjusted Utilization"); Source: [Chicago Public Schools Space Use Standards](#). Computation excludes charter and contract schools as sole occupants in CPS owned/leased or non-CPS facilities.

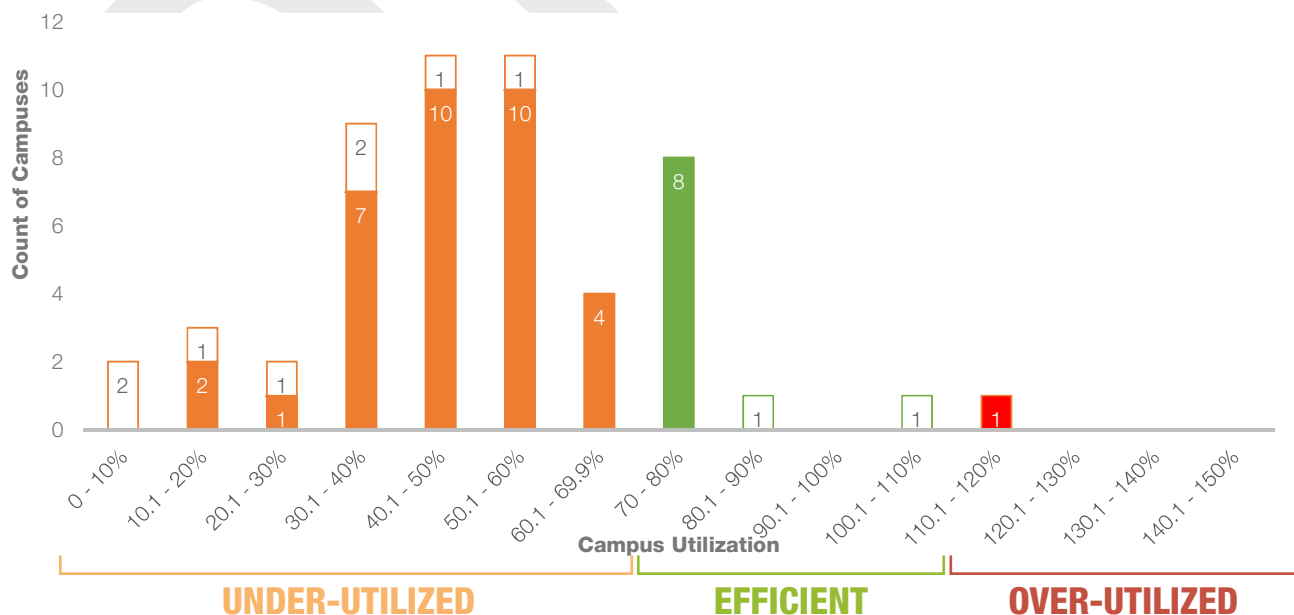


Figure 162: School count by utilization range; Source: Chicago Public Schools

■ Elementary Schools □ High Schools

Current Facility Deficiencies

Figure 163 depicts the significance of need for each building system for campuses within the West Side Planning Area. This data was collected as part of the 2014-15 facility condition assessment and represents all need identified. This distribution is not weighted or otherwise adjusted based on impact to the buildings or occupants.

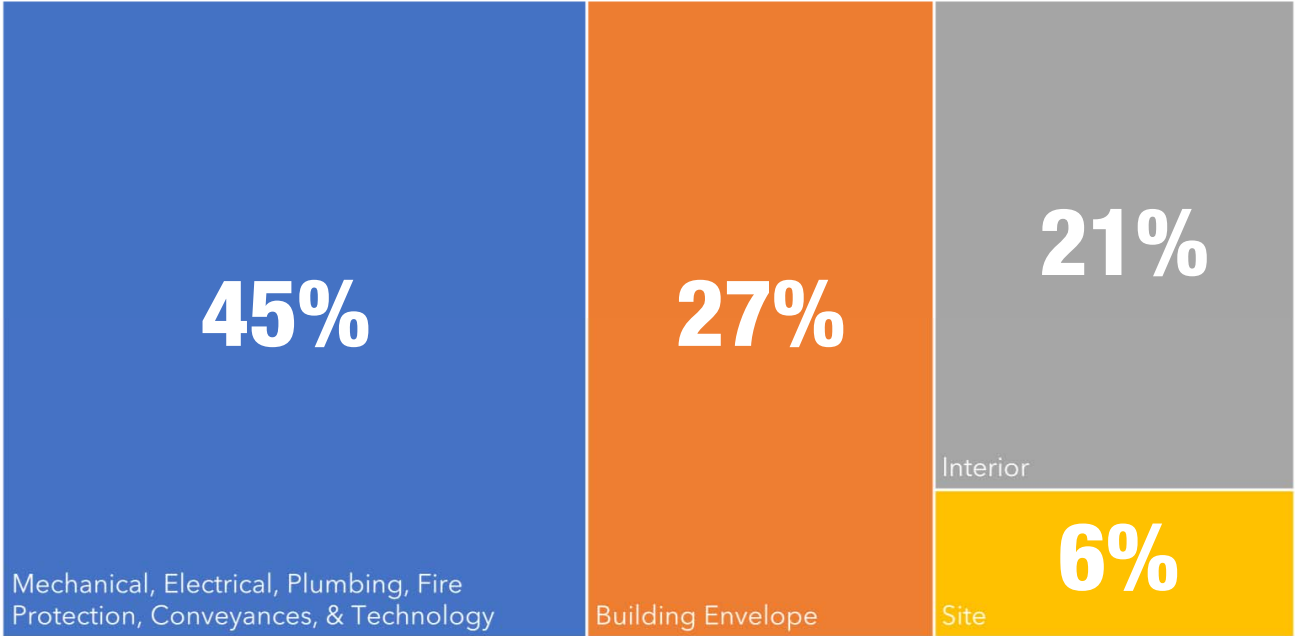


Figure 163: Current facility deficiencies by system; Source: Chicago Public Schools. Data calculated from CPS owned and leased campuses.

Future Facilities Priorities

Future improvement plans could include the following:

Utilization Opportunities

- Explore specialty program offerings to attract students to under-utilized facilities
- Decommission unused space
- Examine new construction options to right-size schools
- Explore grade configuration alternatives to expand grade level offerings by school

Condition Improvement Priorities

- Invest in warm, safe, dry improvements for the area
- Address exterior condition improvements for structural integrity
- Continue mechanical, electrical, and plumbing (MEP) repairs
- Invest in district initiatives, such as classroom air conditioning at various schools
- Upgrade site, including new turf fields and campus parks
- Address additional needs that are more specifically detailed in the individual school assessments

Capital Projects Since 2011

From FY11 to current FY19, CPS invested nearly \$236.4 million for capital improvement projects in the West Side Planning Area (see Figure 164). Of this, approximately \$121.7 million of projects have been completed and an additional \$30.5 million of projects are in the closing phases. The remaining \$84.3 million of capital projects are initiated or in the construction and/or implementation phase. This master plan is solely a reflection of today's needs; district-wide initiatives may introduce a change in direction.

FY19 Capital Projects

The FY19 capital plan identifies capital investments in site improvements (Nash, and Webster), science lab upgrades (Austin, Clark HS, Marshall, Raby), and priority building needs (Lovett, Nobel, Piccolo, Sumner, and Young ES). This does not include future investments as a result of CPS Board initiatives, other assessment-identified needs or unforeseen maintenance occurrences. Please refer to the published FY19 capital plan on cps.edu for additional detail.

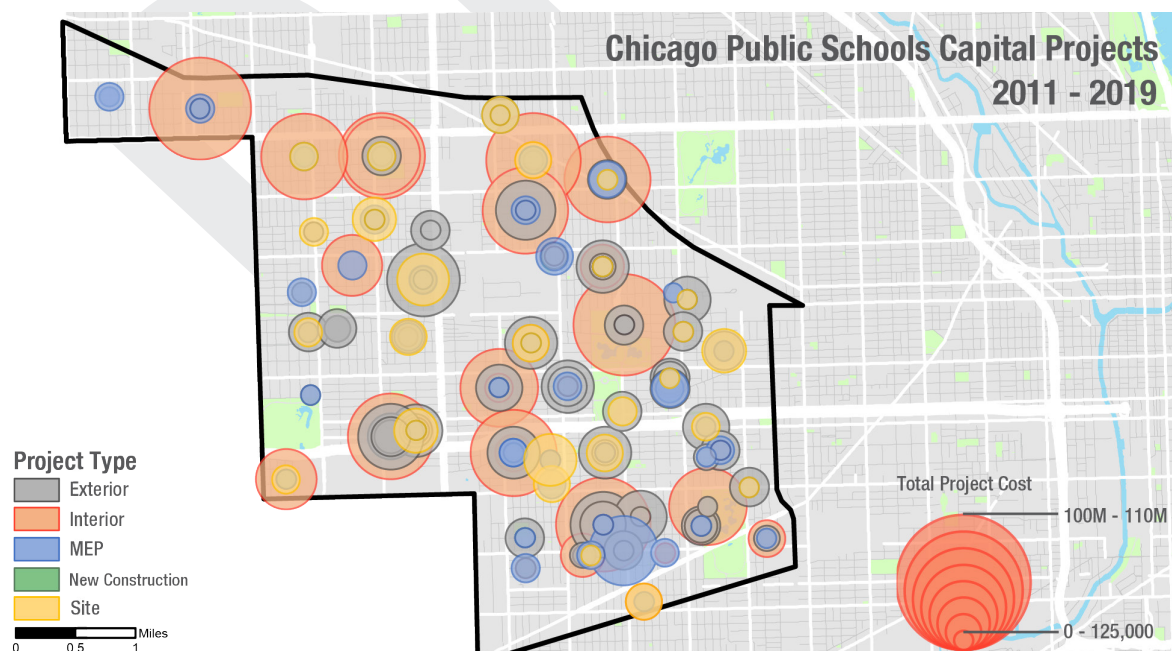


Figure 164: Capital improvement projects since 2011; Source: Chicago Public Schools

The West Side Area Data

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
BEIDLER	ES	District	Attendance Area School	Owned		520	444	▼ -76	810	55%	55%	UNDERUTILIZED
BRUNSON	ES	District	Attendance Area School	Owned		586	480	▼ -106	870	55%	55%	UNDERUTILIZED
CAMERON	ES	District	Attendance Area School	Owned		807	773	▼ -34	1050	74%	74%	EFFICIENT
CATALYST - CIRCLE ROCK	ES	Charter	Citywide	Non-CPS		-	522	-	#N/A	#N/A	#N/A	#N/A
CATHER	ES	District	Attendance Area School	Owned		367	380	▲ 13	720	51%	52%	UNDERUTILIZED
CHALMERS	ES	District	Attendance Area School	Owned		388	377	▼ -11	690	55%	55%	UNDERUTILIZED
CLARK ES	ES	District	Attendance Area School	Owned		270	236	▼ -34	390	61%	61%	UNDERUTILIZED
CROWN	ES	District	Attendance Area School	Owned		323	255	▼ -68	720	35%	35%	UNDERUTILIZED
DEPRIEST	ES	District	Attendance Area School	Owned		683	544	▼ -139	690	70%	72%	EFFICIENT
DVORAK	ES	District	Attendance Area School	Owned		464	383	▼ -81	780	49%	49%	UNDERUTILIZED
ELLINGTON	ES	District	Attendance Area School	Owned		709	522	▼ -187	900	56%	57%	UNDERUTILIZED
ERICSON	ES	District	Citywide	Owned		478	475	▼ -3	720	66%	66%	UNDERUTILIZED
FARADAY	ES	District	Attendance Area School	Owned		342	287	▼ -55	780	37%	37%	UNDERUTILIZED
FRAZIER CHARTER ₁	ES	Charter	Citywide	Owned	Yes	428	361	▼ -67	1260	70%	73%	EFFICIENT
FRAZIER PROSPECTIVE	ES	District	Citywide	Owned		275	205	▼ -70	900	23%	23%	UNDERUTILIZED
GREGORY	ES	District	Attendance Area School	Owned		414	354	▼ -60	780	44%	45%	UNDERUTILIZED
HAY	ES	District	Attendance Area School	Owned		466	383	▼ -83	660	58%	58%	UNDERUTILIZED
HEFFERAN	ES	District	Attendance Area School	Owned		430	349	▼ -81	630	55%	55%	UNDERUTILIZED
HERZL ₁	ES	District	Attendance Area School	Owned	Yes	620	589	▼ -31	1260	70%	73%	EFFICIENT
HOWE	ES	District	Attendance Area School	Owned		527	481	▼ -46	630	76%	76%	EFFICIENT
HUGHES C	ES	District	Attendance Area School	Owned		324	255	▼ -69	570	45%	45%	UNDERUTILIZED
JENSEN	ES	District	Attendance Area School	Owned		462	417	▼ -45	780	53%	53%	UNDERUTILIZED
JOHNSON	ES	District	Attendance Area School	Owned		520	428	▼ -92	600	71%	71%	EFFICIENT
KELLMAN	ES	District	Citywide	Owned		371	337	▼ -34	870	39%	39%	UNDERUTILIZED
KIPP - ACADEMY	ES	Charter	Citywide	Owned		-	346	-	#N/A	#N/A	#N/A	#N/A
KIPP - ASCEND ₂	ES	Charter	Citywide	Owned	Yes	623	904	▲ 281	1080	55%	61%	UNDERUTILIZED
KIPP - ONE ₄	ES	Charter	Citywide	Owned	Yes	-	423	-	2280	31%	31%	UNDERUTILIZED
LAWNDALÉ	ES	District	Attendance Area School	Owned		388	263	▼ -125	840	31%	31%	UNDERUTILIZED
LEARN - 7	ES	Charter	Citywide	Non-CPS		-	317	-	#N/A	#N/A	#N/A	#N/A
LEARN - BUTLER	ES	Charter	Citywide	Non-CPS		-	582	-	#N/A	#N/A	#N/A	#N/A
LEARN - CAMPBELL	ES	Charter	Citywide	Non-CPS		-	402	-	#N/A	#N/A	#N/A	#N/A
LEARN - EXCEL	ES	Charter	Citywide	Non-CPS		-	452	-	#N/A	#N/A	#N/A	#N/A
LEARN - MIDDLE	ES	Charter	Citywide	Non-CPS		-	306	-	#N/A	#N/A	#N/A	#N/A
LEGACY	ES	Charter	Citywide	Non-CPS		478	468	▼ -10	#N/A	#N/A	#N/A	#N/A
LELAND	ES	District	Attendance Area School	Owned		583	415	▼ -168	960	43%	43%	UNDERUTILIZED
LEWIS	ES	District	Attendance Area School	Owned		499	486	▼ -13	1050	46%	46%	UNDERUTILIZED
LOCKE A	ES	Charter	Citywide	Non-CPS		-	499	-	#N/A	#N/A	#N/A	#N/A
LOVETT	ES	District	Attendance Area School	Owned		424	376	▼ -48	540	70%	70%	EFFICIENT
MASON	ES	District	Attendance Area School	Owned		389	384	▼ -5	2160	18%	18%	UNDERUTILIZED
MCNAIR	ES	District	Attendance Area School	Owned		421	399	▼ -22	870	42%	40%	UNDERUTILIZED
MELODY	ES	District	Attendance Area School	Owned		587	477	▼ -110	990	48%	48%	UNDERUTILIZED
MORTON	ES	District	Attendance Area School	Owned		340	310	▼ -30	750	41%	41%	UNDERUTILIZED
MOVING EVEREST	ES	Charter	Citywide	Non-CPS		-	364	-	#N/A	#N/A	#N/A	#N/A
NASH	ES	District	Attendance Area School	Owned		341	275	▼ -66	750	37%	37%	UNDERUTILIZED
NOBEL	ES	District	Attendance Area School	Owned		858	775	▼ -83	690	112%	112%	OVERCROWDED
PENN ₂	ES	District	Attendance Area School	Owned	Yes	379	316	▼ -63	1080	55%	61%	UNDERUTILIZED
PICCOLO	ES	District	Attendance Area School	Owned		589	598	▲ 9	1440	42%	42%	UNDERUTILIZED
PLAMONDON	ES	District	Attendance Area School	Owned		154	138	▼ -16	240	58%	58%	UNDERUTILIZED
PLATO	ES	Contract	Citywide	Non-CPS		-	389	-	#N/A	#N/A	#N/A	#N/A
POLARIS	ES	Charter	Citywide	Owned		440	444	▲ 4	#N/A	#N/A	#N/A	#N/A
SAYRE	ES	District	Attendance Area School	Owned		482	450	▼ -32	630	71%	71%	EFFICIENT
SPENCER	ES	District	Attendance Area School	Owned		779	557	▼ -222	1200	46%	46%	UNDERUTILIZED
SUMNER	ES	District	Attendance Area School	Owned		280	276	▼ -4	1380	20%	20%	UNDERUTILIZED
TILTON	ES	District	Attendance Area School	Owned		349	302	▼ -47	780	39%	39%	UNDERUTILIZED
WARD L	ES	District	Attendance Area School	Owned		576	465	▼ -111	750	62%	62%	UNDERUTILIZED
WEBSTER	ES	District	Attendance Area School	Owned		322	298	▼ -24	630	47%	47%	UNDERUTILIZED
WEST PARK	ES	District	Attendance Area School	Owned		628	591	▼ -37	840	70%	70%	EFFICIENT
YOUNG ES	ES	District	Attendance Area School	Owned		958	805	▼ -153	1530	53%	53%	UNDERUTILIZED
AUSTIN CCA HS	HS	District	Attendance Area School	Owned		-	219	-	1908	11%	11%	UNDERUTILIZED
BRIDGESCAPE - LAWNDALÉ HS	HS	ALOP	Citywide	Non-CPS		-	167	-	#N/A	#N/A	#N/A	#N/A
CLARK HS	HS	District	Citywide	Owned		524	547	▲ 23	1128	45%	48%	UNDERUTILIZED
COLLINS HS ₃	HS	District	Citywide	Owned	Yes	355	260	▼ -95	1212	51%	51%	UNDERUTILIZED
DOUGLASS HS	HS	District	Citywide	Owned		234	101	▼ -133	1188	9%	9%	UNDERUTILIZED
LEGAL PREP HS	HS	Charter	Citywide	Non-CPS		-	314	-	#N/A	#N/A	#N/A	#N/A
MANLEY HS	HS	District	Attendance Area School	Owned		248	114	▼ -134	1488	8%	8%	UNDERUTILIZED
MARSHALL HS	HS	District	Attendance Area School	Owned		425	341	▼ -84	1416	24%	24%	UNDERUTILIZED
NOBLE - DRW HS	HS	Charter	Citywide	Non-CPS		-	514	-	#N/A	#N/A	#N/A	#N/A
NOBLE - ROWE CLARK HS	HS	Charter	Citywide	Non-CPS		-	468	-	#N/A	#N/A	#N/A	#N/A
NORTH LAWNDALÉ - CHRISTIANA HS	HS	Charter	Citywide	Owned		397	358	▼ -39	#N/A	#N/A	#N/A	#N/A

School Name*	Type	Governance	Boundary	Ownership	Co-Location	Total Attending SY 2015-16	Total Attending SY 2017-18	Change in Total Attending	Ideal Capacity*	Utilization*	Adjusted Utilization*	Utilization Status*
NORTH LAWNDALE - COLLINS HS ₃	HS	Charter	Citywide	Owned	Yes	409	355	▼ -54	1212	51%	51%	UNDERUTILIZED
NORTH-GRAND HS	HS	District	Attendance Area School	Owned		978	958	▼ -20	1032	86%	89%	EFFICIENT
ORR HS ₁	HS	District	Attendance Area School	Owned	Yes	405	277	▼ -128	2280	31%	31%	UNDERUTILIZED
RABY HS	HS	District	Citywide	Owned		479	378	▼ -101	1020	37%	37%	UNDERUTILIZED
WESTINGHOUSE HS	HS	District	Citywide	Owned		1176	1189	▲ 13	1104	108%	108%	EFFICIENT
YCCS - AUSTIN CAREER	HS	Charter	Citywide	Non-CPS		-	146	-	#N/A	#N/A	#N/A	#N/A
YCCS - CCA ACADEMY	HS	Charter	Citywide	Non-CPS		-	165	-	#N/A	#N/A	#N/A	#N/A
YCCS - SCHOLASTIC ACHIEVEMENT	HS	Charter	Citywide	Non-CPS		-	148	-	#N/A	#N/A	#N/A	#N/A
YCCS - WEST TOWN	HS	Charter	Citywide	Non-CPS		-	130	-	#N/A	#N/A	#N/A	#N/A
YCCS - WESTSIDE HOLISTIC	HS	Charter	Citywide	Non-CPS		-	95	-	#N/A	#N/A	#N/A	#N/A

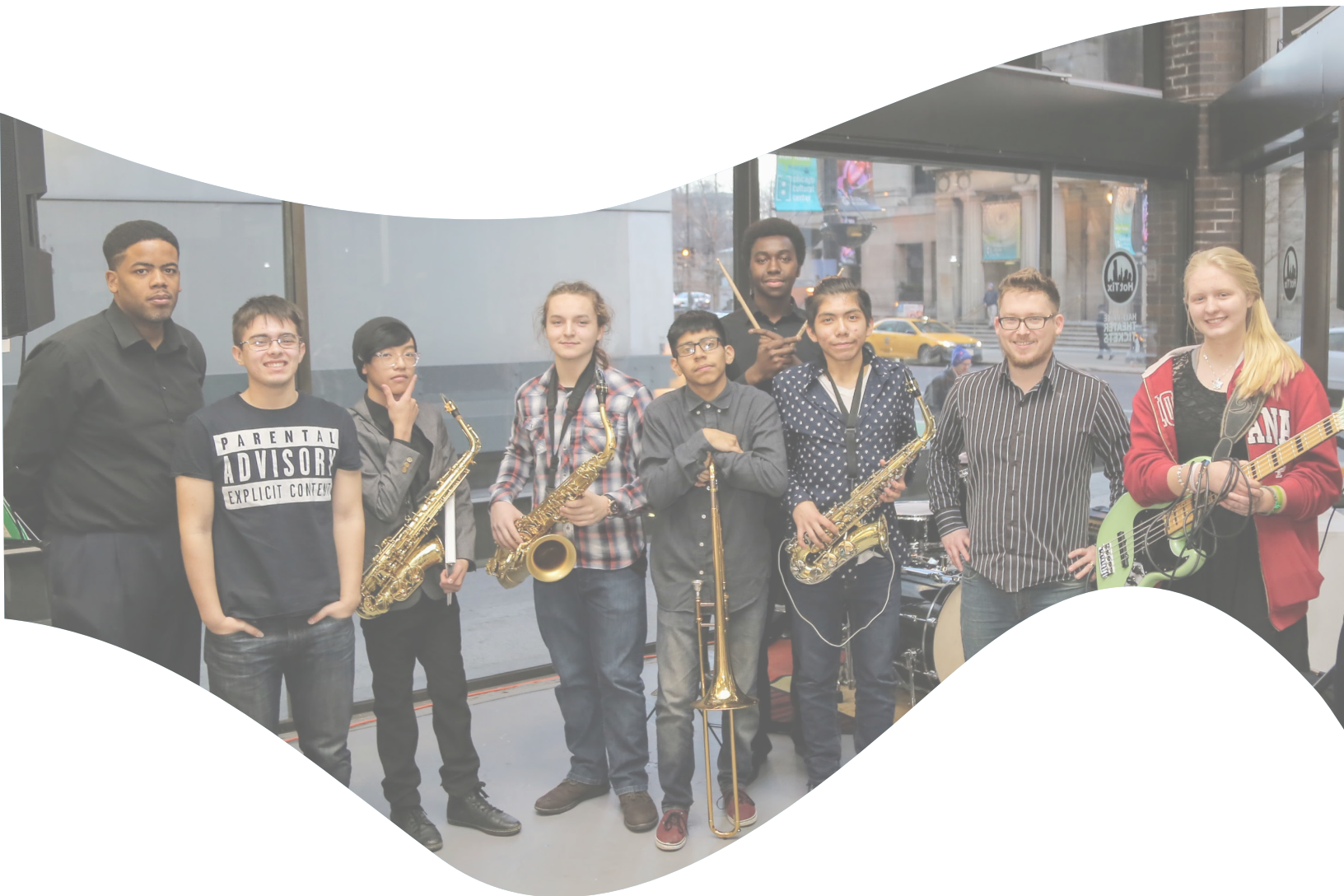
Source: Chicago Public Schools, based on Fall 2017 data.

*Computation for ideal capacity, utilization, adjusted utilization, and utilization status excludes charter and contract schools as sole occupants in CPS owned/leased, non-CPS facilities, or CPS Special Education Schools.

^{1,2} Numerical subscripts indicate that schools are co-located. Schools with the same subscript are co-located together. The ideal capacity, utilization, adjusted utilization, and utilization status reflect the entire campus.

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summary of recommendations

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Continue the Comprehensive Educational Facility Planning Process

This document is an update to the Educational Facilities Master Plan (EFMP) that was posted in May 2018. This update, in conjunction with the Annual Regional Analysis (ARA), includes recommendations for continuing the process of developing a comprehensive master plan. The EFMP focuses on CPS student achievement and emphasizes good stewardship of district assets. It also aims to provide every child an educational environment of the highest quality while supporting the opportunity for all students to be prepared for career, college, and life.

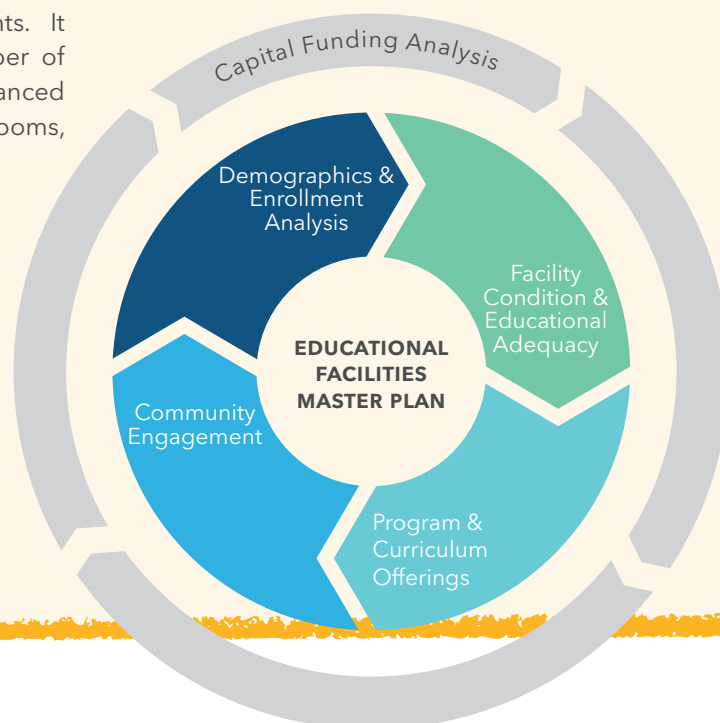
Educational facilities planning is an iterative process. Effective planning combines data and feedback from internal and external sources to provide a holistic picture of the District's short- and long-term facilities needs. An educational plan addresses the current needs and anticipates the change that will occur during the life of the plan. The planning process, illustrated below, is part of a continuous effort to provide safe, healthy, and supportive learning environments. It also provides for sufficient space for the number of students in the building, equitable access to advanced technology, playgrounds, air-conditioned classrooms, programmatic upgrades, and ADA accessibility.

The planning process typically includes multiple data sets. This data set is a common starting point of conversation with community stakeholders.

A comprehensive EFMP includes five major categories:

- Demographics and enrollment analysis
- Facility condition and educational adequacy
- Program and curriculum offerings
- Community engagement
- Capital funding analysis

With this document, and utilizing data from the five identified categories, we are continuing our planning effort to consistently meet CPS's academic goals.



Demographics & Enrollment Analysis

Recommendation

Perform enrollment projection analyses to effectively indicate facility needs.

Projecting school-based enrollment in a large urban environment can be challenging due to a myriad of factors, including demographic shifts, local zoning policies, availability of housing, and urban transience. Programmatic and district policies that yield to reasonable class sizes and create unique program opportunities to provide a high-quality learning environment can potentially create challenges for enrollment projections.

Projecting enrollment for facility planning can be approached at a macro level in two ways: utilizing where students attend school, or where students reside. Both are effective means of projecting enrollment, and both types should be considered and compared when conducting a large District EFMP.

A projection analysis of where students reside (used to indicate trends of student population) is essential for tracking where capacity may be a factor in facility decisions. Because CPS allows students to attend out-of-boundary schools, incorporating both enrollment projection methods allows the district to create a portfolio of school choices that are closer to a student's home and better serves their educational needs.

Continuous updates of enrollment projections and demographic analysis will provide:

- Enrollment projection by grade level, by geographic boundary zones, and by district;
- A reside/attend analysis that tracks student movement across boundaries/zones;
- Census block group analysis for population, housing and economic five-year forecast;
- Housing development;
- Where possible, immigration impacts on enrollment;
- Charter and Private School data
- Geographic information systems [GIS] mapping

Facility Condition & Educational Adequacy

The condition and educational adequacy of a facility should be considered when deciding the action(s) that should occur to a facility. An evaluation of CPS schools should be performed by using an objective and repeatable standards-based approach that generates a catalog of cost-estimated and actionable functional building deficiencies. **The following is a recommended approach to cover a comprehensive evaluation of facility conditions and educational adequacy.**

Recommendation

Complete physical condition and educational adequacy assessments of all CPS facilities.

Educational Adequacy

Establish standards for educational space types that include the following categories:

- **Capacity**
- **Support for Programs**
- **Technology**
- **Supervision and Security**
- **Instructional Aids**
- **Physical Characteristics**
- **Learning Environment**
- **Relationship of Spaces**

Based on input from district leadership, quantifiable assessment standards are developed for fundamental educational adequacy as well as support for modern instruction techniques for each school level and specialty program(s). Since the analysis is based on agreed-upon standards, the assessment is objective and repeatable in future studies.

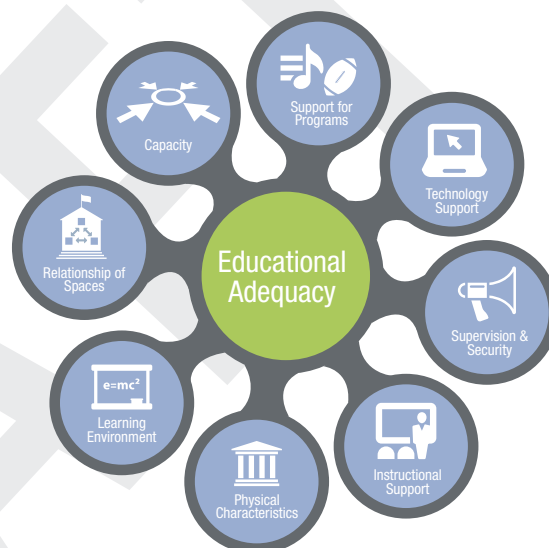


Figure 16: Educational Adequacy Categories

Facility Condition Assessment

A facility condition assessment evaluates the general health of physical facilities by identifying and prioritizing deficiencies that require corrective action for long-term use of the campus. Observations are typically organized into civil, architectural, structural, mechanical, electrical, plumbing, and roofing disciplines.

The facility assessment records existing conditions for all major building systems, documents quantities, and identifies deficiencies for repair.

While an item may be in good condition now, it is possible for it to reach its end of life before the date of a planned construction project. For this reason, it is necessary to forecast any future costs associated with a facility beyond the current year. This is accomplished by utilizing a multi-year life cycle renewal forecast.

Life cycle renewal may be defined as the projection of future building system costs based upon each individual system's expected serviceable life. The life cycle renewal forecast looks at the age of systems in a building to forecast system replacement as it reaches the end of its serviceable life. An example of a life cycle system replacement might be a roof with a 20-year life that has been in place for 15 years and may be in need of replacement in five years. The life cycle of building systems and components plays a major role in properly developing a long-range EFMP.



Program & Curriculum Offerings

A master plan considers the district's current and future programmatic needs including space considerations for programs like special education, fine arts, athletics, ESL, and the rapid expansion of IB, STEM, and CTE programs.

Additional considerations should include assessing where there are programmatic gaps in specific regions and addressing those gaps by soliciting proposals from schools. Not only must consideration be given to programs that exist, but a 5 to 10-year plan should anticipate change in program offerings and placement. The plan must also consider articulation of program delivery that provides a clear pathway for students to navigate a program throughout his or her educational career.

Other considerations for educational program and delivery factor should be structural educational goals such as:

- Grade configurations
- Appropriate school size
- Early childhood offerings
- Use of portable or temporary facilities (if applicable)
- Before and after school care
- Transportation

The goal when addressing the educational program/curriculum and vision delivery is to provide equitable opportunity and learning environments regardless of where a student attends in the city.

Recommendation

Identify and address specific programmatic needs, including where to locate programs and how to anticipate changes in program offerings.

Community Engagement

Recommendation

Conduct sessions with community members to understand the values and expectations for school facilities.

Successful community engagement has a clearly defined purpose that creates an understanding of community values and expectations for school facilities.

Communities want a voice to discuss the challenges, concerns, and successes that students, staff, and members of the community face every day.

Community engagement must begin with clear communication of data used to make good facility decisions. Once there is clear understanding of the data, the conversation of how this data is prioritized becomes the true purpose of community engagement. In a district the size of CPS, each community conversation can lead to different priorities that define their specific neighborhoods. Community engagement should be implemented throughout the planning process to gather community input during different stages of planning.

Smaller, city-wide focus groups that focus on smaller community areas is an appropriate approach to encouraging community participation. The common thread of CPS's educational vision, coupled with local demographics, facility conditions, and neighborhood values, allow for a more personalized approach within a massive effort. There should also be broad-based community forums through either larger community meetings or electronic surveying—whichever CPS deems more appropriate in this process. Focus groups should assist the process by being the critical eye on data that is being utilized, providing local knowledge that might not be evident in just data, and providing historical context that may provide for better decision making for future facilities.

The number of focus groups, broad-based community forums, online surveying, and duration of engagement should be outlined early in the planning process. This allows CPS to communicate with stakeholders early and build trust as a result of the transparency of the process.

Capital Funding Analysis

A key element to educational facility master planning is a capital needs review process.

Given the overall size and need of the facility portfolio, along with continued budget constraints, the Capital Improvement Plan (CIP) necessitates a needs-based prioritization approach for capital planning and project prioritization. This approach contributes to the efficiency of all renovation work and prioritizes the facilities with the highest level of need while focusing on keeping buildings warm, safe, and dry.

All of the EFMP goals will cost money to deliver, whether it is addressing deferred maintenance backlog, adding additional space to overcrowded schools, expanding program offerings, or bringing more students into the system. Delivering on the vision and providing every student with the 21st century learning environment that they deserve will require significantly more revenue than we receive today. CPS can take advantage of any of the following funding opportunities.

- Local Revenues
- State Revenues
- Federal Revenues
- Other Revenues

The primary funding for future capital needs will continue to be determined by the amount of operating revenues (EBF, PPRT, or property taxes) that CPS designates to support this purpose. In addition, CPS will continue to work with other government entities to identify the best funding options.

Five-Year Capital Plan Strategy

Based on available CPS funding, the capital plan will support deferred maintenance for the large and aging portfolio as outlined in the EFMP, various programmatic needs, and other District initiatives based on community input.

The annual and five-year capital plans are recommended to support the following major categories:

- Facility Needs
- Programmatic Improvements, including overcrowding relief
- Information Technology (IT), Security and Building System Investments
- Site Improvements
- Capital Project Support Services

Recommendation

Evaluate capital funding to prioritize and plan improvements over the life of the master plan.





education
planning commitment
lifestyle
involvement