



OREGON COMMUNITY UNIT SCHOOL DISTRICT 220
Financial State of the District
June 2024

District 220 Fast Facts

Total Students (not including outside placement or Pre-K) 1478

Student Information

**School enrollment may not equal IIRC, as IIRC data is from the prior year.*

- Oregon Elementary School (PK-6) 837
- Oregon Junior Senior High School (7-12) 641
- Percentage of Free and Reduced Students 49%

Employee Data

- Administrators (supe, principals, AD) for FY 25 9
- Support staff 98
- Total FTE 97.1
- Teachers with Advanced Degrees 54%
- Average Teacher Salary \$64,905
- Student to Teacher Ratio 17:1

Total Square Miles within District 149
Total Acreage Owned 57
Total Square Footage Under Roof 275,000

All data per ISBE Report Card - <https://www.illinoisreportcard.com/Default.aspx>

This booklet was prepared for the benefit of the community. It presents an overview of the financial condition of the district as of June 2024.

PJ Caposey
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It is great to be an Oregon Hawk!!

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Introduction

From OCUSD Administration to our Community

Dear Friends, Colleagues, and Community Members,

My 11 years as a superintendent has taught me many things. Among those things is that, for the vast majority of people, the financial state of the district must be explained with great specificity and communicated consistently for multiple years to be fully understood.

For many leaders, the need to communicate seems to decrease when things are going really well, and the desire to communicate seems to decrease when things are tough. In order to prevent that from happening, this document will be issued annually, and will be my attempt to communicate with the same intensity when things are going well, poorly, or anywhere in between. Though there will be subtle changes based on feedback I receive from the BOE, staff, and community, for the most part, a document very similar to this will be produced at the end of each fiscal year.

If you have suggestions for changes or additional information you think would be beneficial to the community, please let me know, and I will gladly make revisions to the document.

Lastly, formatting will stay consistent for ease of read and comparability. As always, if you have questions or comments, please feel free to reach out to me – (815) 980-0310 or pcaposey@ocusd.net.

Thank you,

PJ Caposey
Superintendent of Schools

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FY 24 Budget Summary

Looking Back in Order to Look Forward

A perfect storm of local, state, and federal financial conditions negatively impacted the overwhelming majority of Illinois districts nearly a decade ago. Two primary issues arose that forced many schools into incredibly difficult decisions.

Declining EAV

To understand the impact of the declining EAV, you must understand school finance in general terms. The local revenue that reaches our schools and the tax rate that impacts our local community follows this formula:

EAV (which is a function of property value) x the locally established tax rate (determined by Superintendent and BOE) = Local Revenue coming into the school.

As a result of this formula, if property values decrease and the tax rate stays the same (or in some cases even increases) the money the school receives would be less. This is what occurred for multiple years about 10 years ago.

The inverse is also true. When property values increase, even if the tax rate stays stagnant or decreases, additional revenue is brought into the school.

Reduced State Aid

The two primary sources of revenue the district needs to survive are local tax dollars and state funding. Up until 2018, EAVs were declining or staying stagnant, while at the same time, the state also cut funding to schools. They called this a proration of funds, and it left schools in a very precarious situation.

Weathering the Storm

Oregon CUSD 220 was fortunate to have weathered the storm without significant reductions to programming for students or asking for a referendum from their community, and though the current state of the budget has also been impacted by positive financial conditions, it is necessary to consider this history for context.

Operating vs Non-Operating Funds

Operating Funds

Operating funds are used for the day-to-day expenses necessary to run a school. These include:

1. **Education Fund (Fund 10):** This is the largest portion of operating funds and covers expenses directly related to instruction, such as salaries for teachers and aides, instructional materials, and classroom supplies.
2. **Operations and Maintenance Fund (Fund 20):** This fund is used for the upkeep and maintenance of school buildings and grounds. It includes costs such as utilities, repairs, and custodial services.
3. **Transportation Fund (Fund 40):** This fund covers the costs of transporting students to and from school, including bus purchases, fuel, and maintenance.
4. **Working Cash Fund (Fund 70):** This fund acts as a cash reserve to ensure that the district can meet its financial obligations, especially during periods when cash flow is low.

Other Funds

Other funds are designated for specific purposes and are not used for the regular operational expenses of running the school. These include:

1. **Debt Service Fund (Fund 30):** This fund is used to repay long-term debt, such as bonds issued for major capital projects like building new schools or renovating existing facilities.
2. **Municipal Retirement Fund (Fund 50):** This fund is used to support the retirement benefits of all non-certified personnel. (Bus drivers, custodians, aides, secretaries, etc.)
3. **Capital Projects Fund (Fund 60) :** This fund is used for major construction and renovation projects, including building new facilities or major repairs to existing structures.
4. **Tort Immunity Fund (Fund 80):** This fund is used to cover the costs associated with legal liability and insurance premiums.
5. **Life Safety Fund (Fund 90):** This fund is allocated for projects that ensure the safety of the school environment, such as fire alarms, sprinklers, and structural repairs to meet safety codes.

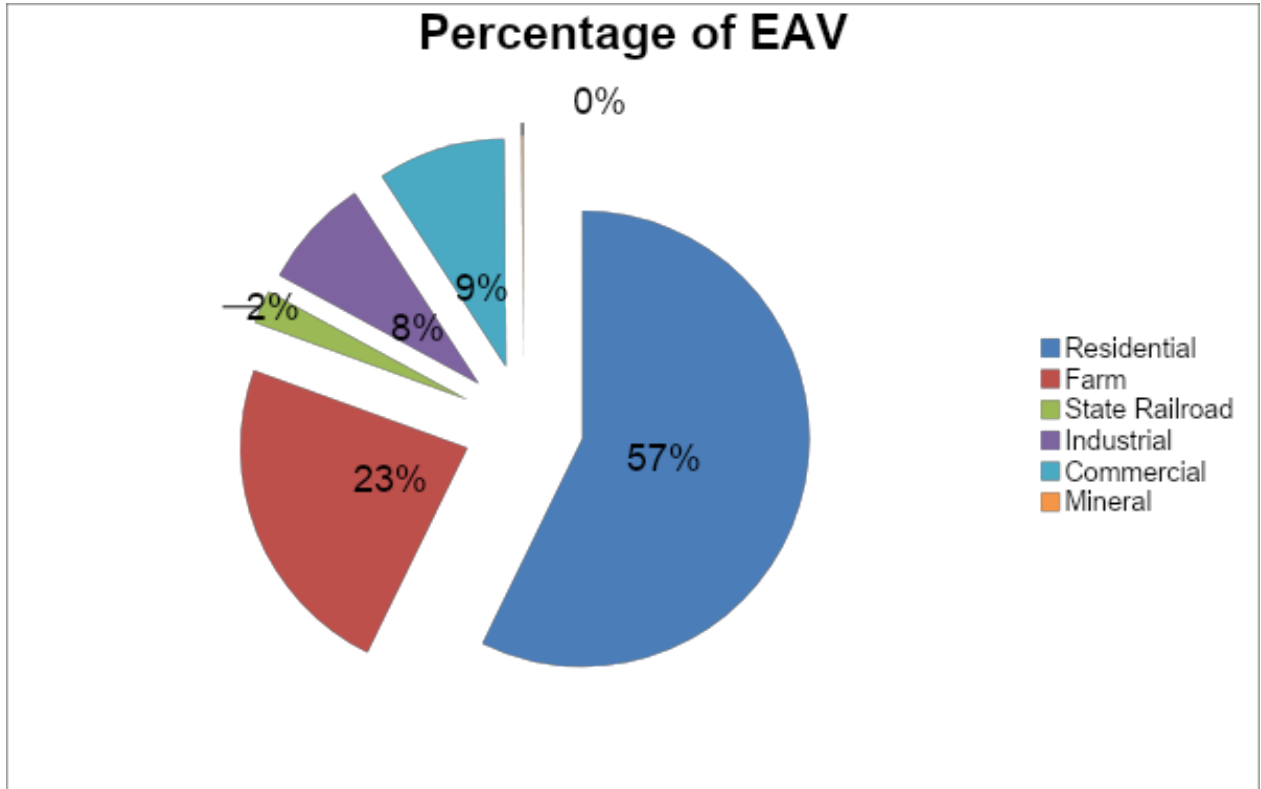
Key Differences

1. **Purpose:** Operating funds are for daily operational expenses, whereas, other funds are designated for specific, often non-recurring, purposes like capital improvements and debt repayment.
2. **Flexibility:** Operating funds are generally more flexible and can be used for a variety of operational needs, while other funds are restricted to their specific purposes and cannot be used for general operating expenses.
3. **Source of Funds:** Both operating and other funds can come from a mix of local property taxes, state funding, federal grants, and other sources. However, the allocation and usage restrictions are more stringent for non-operating funds.

OCUSD 220 Key Data on Operating Funds (per FY 23 audit)

- Operating Funds Reserve: \$14,706,811
- FY 23 Operating Funds Revenue: \$19,085,420
- Percentage of Operating Revenue per Revenue Source
 - State Funds: 24.2 percent
 - Local Funds: 67.2 percent
 - Federal Funds: 8.6 percent
- Days of Cash on Hand (Operating Funds): 308

Oregon CUSD Property Tax Base
 (Based off of FY 24 Revenue-Generating EAV)



	EAV Dollars	EAV Percentage
Residential	\$148,151,000	57%
Farm	\$60,170,000	23%
State Railroad	\$6,171,000	3%
Industrial	\$20,403,000	8%
Commercial	\$23,516,000	9%
Mineral	\$327,000	>1%

School Finance Basics and Local Tax Comparisons

Equalized Assessed Valuation (EAV)

School districts must deposit property tax revenue into appropriate accounting funds as determined by the Illinois School Code and the Illinois Program Accounting Manual. A formula determines the amount of property tax revenue each fund is entitled to receive: "tax rate" multiplied by a school district's total taxable "equalized assessed valuation" (EAV) equals "property tax revenue."

County clerks calculate the final property tax billings using this formula and direct these billings to owners of parcels of land located in each school district. The process of preparing property tax billings is the "property tax extension." To understand EAV, examine a property tax bill for a single parcel of land. Look for the cell marked "Fair Cash Value" or "Fair Market Value." The dollar amount in this beginning cell is divided by three to determine the EAV for that parcel of land. Even though several legal deductions are available to eligible property owners, this is the starting point.

Eventually all the parcels of land in a school district are added together to yield a total EAV for the entire district. That's the number to which the levy will be applied. The amount a district can levy for each fund account is limited to an amount also set in the Illinois School Code, unless the district's registered voters approve a fund increase at an election. The levy for each fund is multiplied by each \$100 of EAV to equal the amount of property tax revenue a school district is entitled to receive.

Simply put, when property values go down, EAV goes down; when EAV goes down, school district revenues go down if there is not an increase in the tax rate. Correspondingly, when EAV increases, school revenues increase even without an increase to the tax rate.

Below is a summary of Oregon CUSD EAV for the past several taxing cycles and the projected amount for the forthcoming taxing year. The results are astounding.

TAX YEAR	EAV	TAX RATE	TOTAL DOLLARS RECEIVED
2022	\$238,000,000.00	5.62	\$13,375,000.00
2021	\$223,393,000.00	5.69	\$12,711,000.00
2020	\$210,357,000.00	5.72	\$12,026,000.00
2019	\$201,296,000.00	5.67	\$11,411,000.00
2018	\$193,232,000.00	5.59	\$10,792,000.00
2017	\$189,331,000.00	5.60	\$10,526,000.00
2016	\$184,242,000.00	5.54	\$10,202,000.00
2015	\$182,278,000.00	5.52	\$10,067,000.00
2014	\$179,018,000.00	5.51	\$9,866,000.00
2013	\$186,044,000.00	5.23	\$9,722,000.00
2012	\$194,133,000.00	5.02	\$9,747,000.00
2011	\$201,868,000.00	4.96	\$10,020,000.00
2010	\$208,262,000.00	4.77	\$9,938,000.00

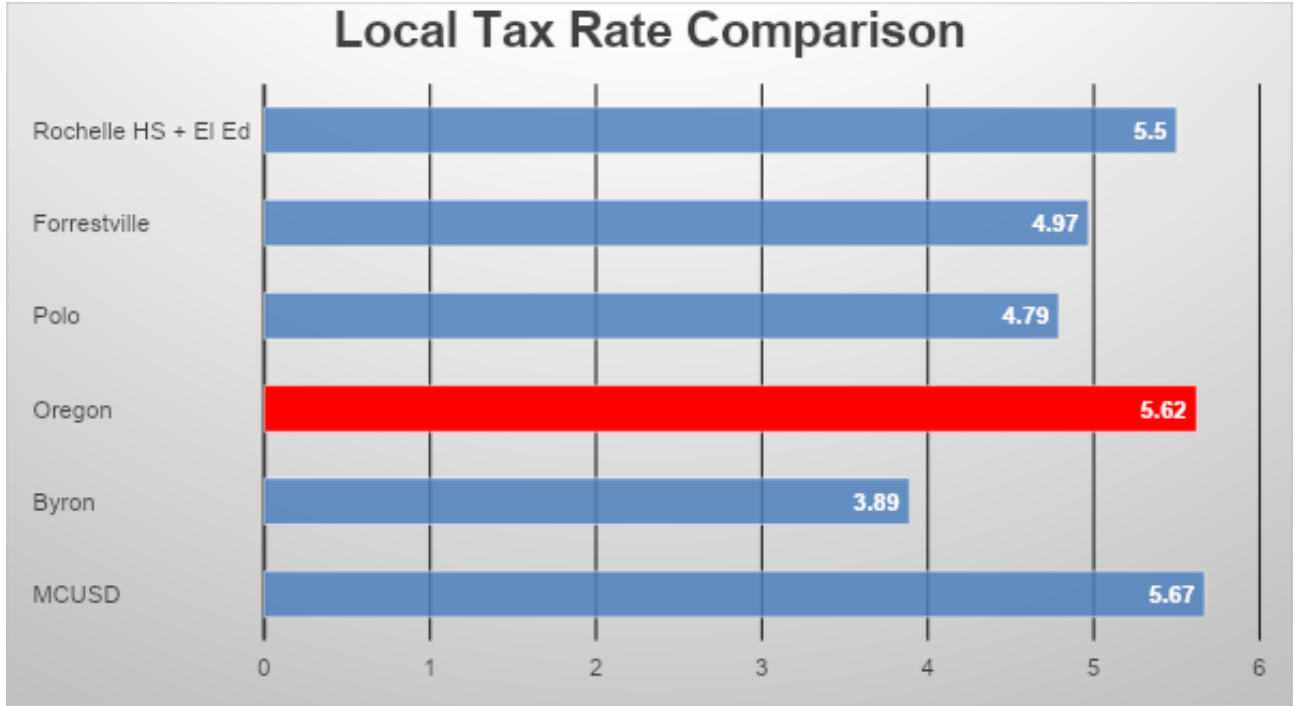
As previously stated, public schools have three major sources of funding: federal, state, and local. Federal funding has been relatively consistent, but is a very small portion of the overall budget for Oregon CUSD 220. As noted above, Oregon depends somewhat on state funding, but primarily on local tax revenue.

The money Oregon CUSD receives from local revenue is almost entirely dependent upon the value of the property within the district. As homeowners, many of you have noticed that your tax bill may be increasing, though tax rates are stagnating, or even going down, in recent years.

Many community members have asked for a comparison of tax rates to neighboring districts. Those are provided below, but it only tells one-third of the story. To understand the whole picture, one must not only look at the tax rate, but the property value (EAV) it is applied to, and how that equates to funding per pupil.

Local Tax Rate Comparison

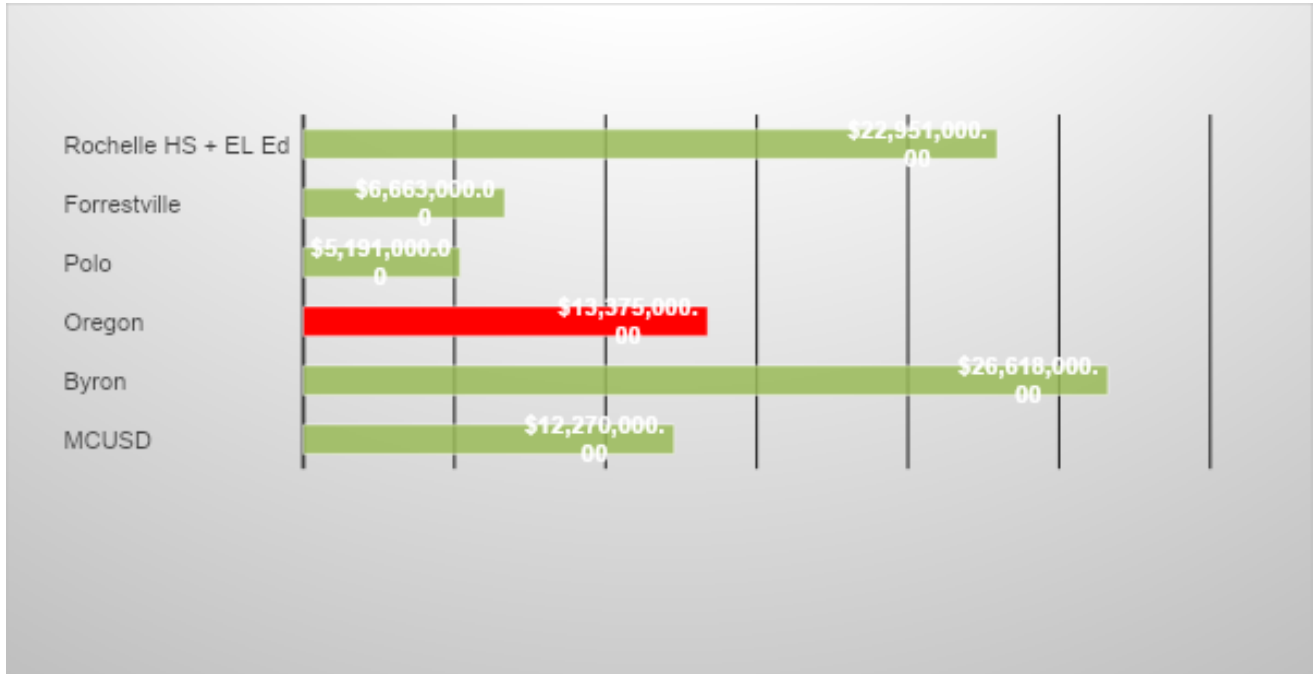
The data below show that the OCUSD tax rate is near the highest in the county. Additionally, the data indicate that while the rate is comparably high it has been relatively stagnant over the past six years. Thus, if people are currently paying more in taxes, it is as a result of the EAV of their property increasing and not a direct function of OCUSD's approved tax rate.



Tax Rate Over Time

Overall Tax Rate						
District	2022	2021	2020	2019	2018	2017
Polo	4.79	4.96	5.11	5.14	5.11	5.10
Forrestville Valley	4.97	5.02	5.07	5.17	5.24	5.38
Rochelle	5.50	5.66	5.72	5.67	5.74	5.70
Oregon	5.62	5.69	5.72	5.67	5.59	5.60
Byron	3.89	3.90	3.87	3.89	4.03	3.98
Meridian	5.67	5.71	5.73	5.76	5.90	5.99

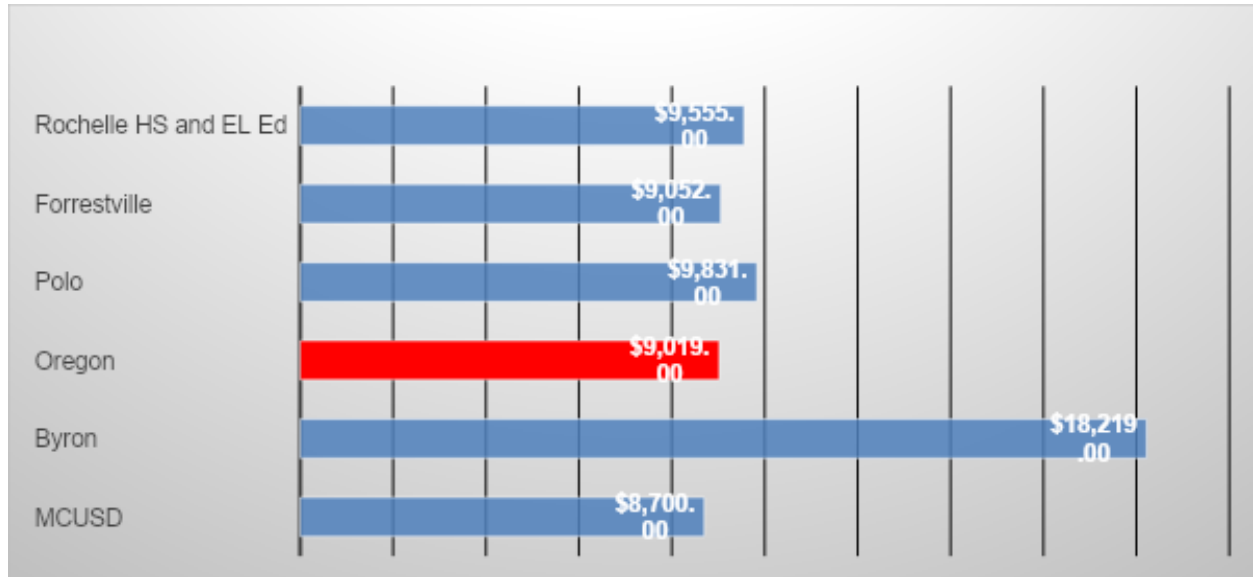
Tax Dollars Raised Per District



District	Tax Rate	EAV	Revenue from Levy	Student Population	Tax Revenue per Student	EAV per Student
Polo	4.79	\$108,000,000.00	\$5,191,000.00	528	\$9,831.44	\$204,545.45
Forrestville Valley	4.97	\$134,000,000.00	\$6,663,000.00	736	\$9,052.99	\$182,065.22
Rochelle	5.50	\$857,000,000.00	\$22,951,000.00	2402	\$9,554.95	\$356,786.01
Oregon	5.62	\$238,000,000.00	\$13,375,000.00	1483	\$9,018.88	\$160,485.50
Byron	3.89	\$684,000,000.00	\$26,618,000.00	1461	\$18,219.03	\$468,172.48
Meridian	5.67	\$224,000,000.00	\$12,720,000.00	1462	\$8,700.41	\$153,214.77

Tax Dollars Raised Student Per District

This data set shows that while the tax rate is comparably high, the amount of money raised as a result of the tax rate is near the bottom of the county. This is an important reminder that revenue raised is a function of both tax rate and collective EAV.



District	Tax Rate	EAV	Revenue from Levy	Student Population	Tax Revenue p/student
Polo	4.79	\$108,000,000.00	\$5,191,000.00	528	\$9,831.44
Forrestville Valley	4.97	\$134,000,000.00	\$6,663,000.00	736	\$9,052.99
Rochelle	5.50	\$857,000,000.00	\$22,951,000.00	2402	\$9,554.95
Oregon	5.62	\$238,000,000.00	\$13,375,000.00	1483	\$9,018.88
Byron	3.89	\$684,000,000.00	\$26,618,000.00	1461	\$18,219.03
Meridian	5.67	\$224,000,000.00	\$12,720,000.00	1462	\$8,700.41

- Data taken from Ogle County Tax Computation Report, IASA NW Region Survey of Superintendents, and the Illinois School Report Card

General Taxation Takeaways

Oregon Community Unit School District (OCUSD) 220 has one of the higher tax rates in the county; however, this does not translate into high revenue per student for the district. This discrepancy arises because total local revenue is determined by the product of the tax rate and the equalized assessed valuation (EAV) of the property within the district. EAV represents the total assessed value of all properties in the district, and if these values are low, even a high tax rate will not generate substantial revenue particularly on a per student basis.

To further explain, the calculation of local revenue involves multiplying the tax rate by the EAV. For Oregon CUSD 220, the EAV is comparatively average, which means that despite a high tax rate, the total revenue generated remains minimal. This local revenue is critical as it directly funds the district's educational programs and resources.

When this total revenue is divided by the number of students served by the district, it provides a more accurate depiction of the district's financial capacity to support its students. The moderately high tax rate of Oregon CUSD 220 results in lower per-student funding due to the moderate EAV combined with the relatively high number of students. Consequently, the district faces challenges in offering the same level of support and educational resources as other districts with higher property values and greater per-student revenue.

Evidence Based Funding + Tax Revenue

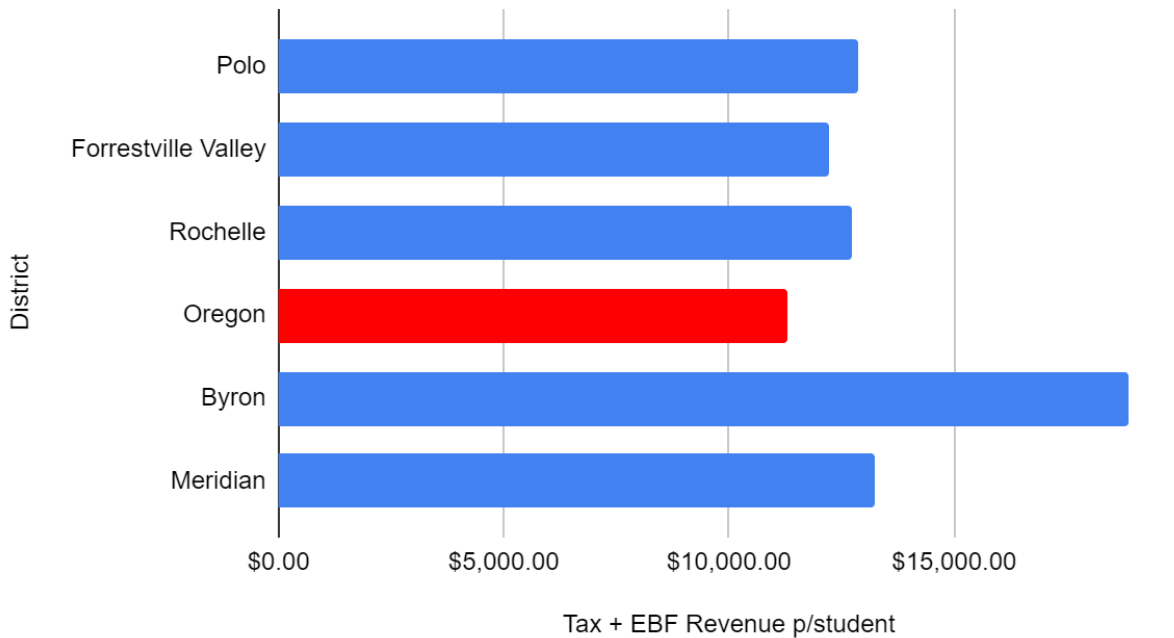
The formula the state uses to fund schools is called the Evidence Based Funding formula. This formula is based on calculations from 2018 and is designed to help schools move toward 100% of funding adequacy. The belief is that at 100% of adequacy, schools should be able to support all students moving toward meeting state standard.

While this, in theory, is an amazing aspirational goal, in actuality, there are many districts operating at 150% to 200% of adequacy, and still no district in the state has all students meeting state standard. The point stands, however, that in order to do what research indicates students need to be successful, that money needs to be spent to support student learning.

The chart below details the revenue secured from the levy, EBF dollars, and then calculates those numbers on a per student basis. This number shows that based on local tax revenue and EBF (the two primary drivers of school funding in Illinois) that Oregon CUSD is the lowest funded school district (of the districts over 100 students) in Ogle County.

District	Tax Rate	EAV	Revenue from Levy	EBF Dollars	Student Population	EBF Dollar per Student	Tax + EBF Revenue per Student
Polo	4.79	108 million	\$5,191,000.00	\$1,593,000.00	528	\$3,017.05	\$12,848.48
Forrestville Valley	4.97	134 million	\$6,663,000.00	\$2,326,000.00	736	\$3,160.33	\$12,213.32
Rochelle	5.50	857 million	\$22,951,000.00	\$7,679,000.00	2402	\$3,196.92	\$12,751.87
Oregon	5.62	238 million	\$13,375,000.00	\$3,387,000.00	1483	\$2,283.88	\$11,302.76
Byron	3.88	684 million	\$26,618,000.00	\$982,000.00	1461	\$672.14	\$18,891.17
Meridian	5.67	224 million	\$12,720,000.00	\$6,660,000.00	1462	\$4,555.40	\$13,255.81

Tax + EBF Revenue p/student vs. District



Tort 101

In Illinois, schools can utilize Fund 80, also known as the Tort Immunity Fund, to address various expenses related to liability and risk management. This fund is designated to cover costs associated with preventing and defending against lawsuits. Schools can use Fund 80 to pay for insurance premiums, legal fees, and settlements or judgments resulting from lawsuits. Additionally, expenses related to risk management activities, such as safety training and inspections, can also be covered by this fund. By allocating resources to these areas, schools can better protect themselves against potential legal and financial risks.

Moreover, Fund 80 can be used for the employment of staff directly involved in risk management and safety programs. This includes salaries for safety officers, risk managers, and other personnel who work to ensure that the school environment is safe for students, staff, and visitors. This also includes portions of salaries for employees commensurate with the amount of time/effort they place into mitigating risk as determined through a Tort Time Study.

Schools may also use this fund to cover the costs of training these employees in areas such as emergency response, crisis management, and compliance with safety regulations. Investing in these preventative measures can help reduce the likelihood of incidents that could lead to costly litigation.

Additionally, Fund 80 allows schools to finance the purchase and maintenance of equipment and infrastructure that enhance safety and mitigate risks. This includes security systems,

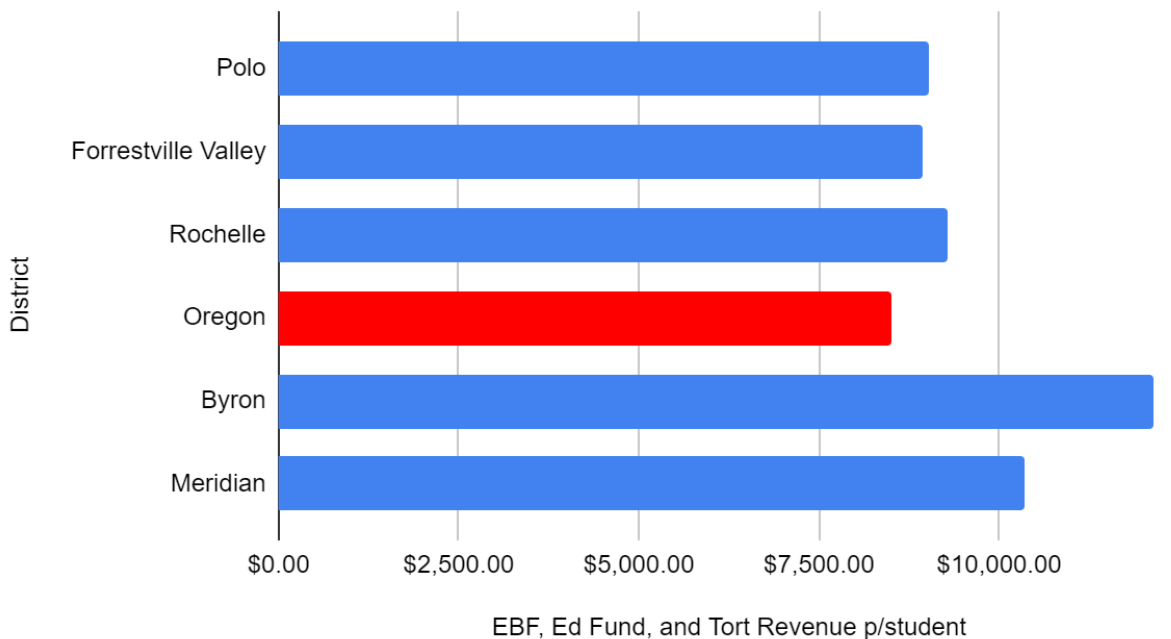
surveillance cameras, fire alarms, and other safety-related technologies. Schools can also use this fund to improve facilities by addressing potential hazards, such as repairing damaged walkways, installing proper lighting, and ensuring accessibility for individuals with disabilities. By leveraging Fund 80 for these purposes, schools can create a safer environment, thereby reducing the chances of accidents and subsequent legal claims.

As you can see from the chart below, Oregon CUSD's Tort Revenue is comparably high compared to other county districts.

District	Tort Revenue	Tort Rate	Student Population	Tort Revenue Per Student
Polo	\$575,000.00	0.53	528	\$1,089.02
Forrestville Valley	\$994,000.00	0.74	736	\$1,350.54
Rochelle	\$1,900,000.00	0.45	2402	\$791.01
Oregon	\$2,000,000.00	0.84	1483	\$1,348.62
Byron	\$1,000,000.00	0.15	1461	\$684.46
Meridian	\$660,000.00	0.29	1462	\$451.44

To understand why it is necessary to have a higher Tort rate it is important to understand that OCUSD uses Tort to help offset its low revenue coming from EBF and Education Fund Tax Revenue. This chart shows that OCUSD may capture the greatest amount of revenue from its Tort Levy, but its combined EBF, Ed Fund, and Tort Revenue is still the lowest in the county.

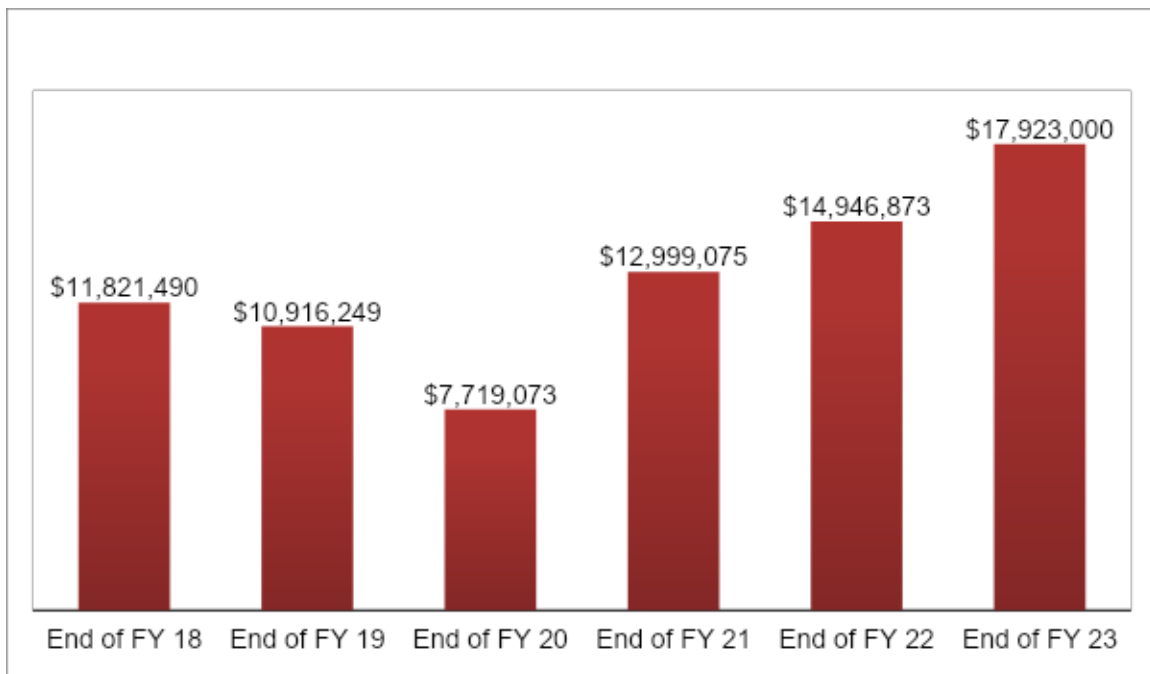
EBF, Ed Fund, and Tort Revenue p/student by District



Current Budget and State of Fund Balances

Creating a budget for a school in the state of Illinois is a combination or series of educated guesses.

- Guess 1 - Will the EAV projection from the county assessor be accurate?
- Guess 2 - I must estimate the percentage of people who will pay their first tax installment on time so I can know whether we will get 50% of levy revenue in one fiscal year and 50% in the next, or will it be more like 40%/60% or 60%/40%? (This changes every year.)
- Guess 3 - How much categorical funding will we receive? For example, schools are to receive four categorical payments each year as reimbursement for services provided (lunch, special education services, transportation, etc.) Some years we receive all four on time, other years only two, and some years six, to make for late payments in the past. For sake of accuracy, the last few years the state has been MUCH more regular with these payments.
- Guess 4 - How much Evidence Based Funding (state aid) will we receive? We do not get the firm number until after the fiscal year begins.
- Guess 5 - Will we receive overage funding in some grant funding since some districts do not expend their full allotment?



IEPP, OEPP, and Percentage of Adequacy

The Illinois State Board of Education (ISBE) calculates the Instructional Expenditure per Pupil (IEPP) and the Operating Expenditure per Pupil (OEPP) to provide a clear picture of school district spending. The IEPP measures the amount spent directly on instructional activities, including teacher salaries, classroom supplies, and educational materials. This calculation involves summing all expenditures related to instruction and dividing by the total number of students in the district. The goal is to reflect the financial commitment to direct educational activities that impact student learning.

The Operating Expenditure per Pupil (OEPP) offers a broader view of district spending by including all operational costs. This encompasses not only instructional expenses but also administrative costs, support services, maintenance, transportation, and other operational activities necessary for running the school district. To calculate the OEPP, the total operational expenditures are divided by the total student enrollment. This metric provides a comprehensive overview of how much the district spends per student to maintain its overall operations.

Both IEPP and OEPP are essential for understanding and comparing the financial efficiency and resource allocation of school districts across Illinois. While IEPP focuses on the direct educational investments that affect classroom learning, OEPP provides insight into the total cost of providing a comprehensive educational environment. These metrics help stakeholders, including policymakers, educators, and the public, assess and ensure that resources are used effectively to support student success and school operations.

Additionally, The Illinois State Board of Education (ISBE) uses the concept of "percentage of adequacy" to determine the financial health of school districts. This metric compares the district's available resources to its Adequacy Target, which is the amount of funding deemed necessary to provide a high-quality education to all students based on specific cost factors and student needs. The percentage of adequacy is calculated by dividing the district's actual resources by its "adequacy target" and multiplying by 100. A higher percentage indicates that the district is closer to or has exceeded its funding goals, reflecting better financial health and greater capacity to meet student needs. Conversely, a lower percentage suggests underfunding and potential challenges in delivering essential educational services. This measure helps identify districts that require additional financial support and guides equitable resource allocation decisions.

Instructional Expenditure Per Pupil							
District	FY18	FY19	FY20	FY21	FY22	% Increase since FY18	% Spent Compared to State Average
Polo	\$6,463.00	\$6,415.00	\$6,594.00	\$7,393.00	\$8,011.00	23.95%	75.32%
Forrestville Valley	\$5,425.00	\$5,703.00	\$5,910.00	\$6,487.00	\$6,928.00	27.71%	65.14%
Rochelle	\$6,775.00	\$7,139.00	\$7,715.00	\$9,175.00	\$7,636.00	12.71%	71.79%
Oregon	\$6,212.00	\$6,437.00	\$6,444.00	\$6,146.00	\$7,056.00	13.59%	66.34%
Byron	\$9,580.00	\$9,092.00	\$8,612.00	\$9,252.00	\$8,292.00	-13.44%	77.96%
Meridian	\$5,025.00	\$5,779.00	\$6,286.00	\$6,965.00	\$8,385.00	66.87%	78.84%
State Average	\$8,172.00	\$8,582.00	\$8,826.00	\$9,703.00	\$10,636.00	30.15%	

The above table clearly shows that OCUSD has been judicious in increasing spending while the rest of the state (and county) has been increasing spending at a significant rate. When looking at financial data such as this, it is important to note that we are chasing excellence when it comes to academic performance while spending two-thirds of the state average funding and the second least in the county.

Operation Expenditure Per Pupil							
District	FY 18	FY 19	FY20	FY 21	FY 22	% Increase since FY 18	% Spent Compared to State Average
Polo	\$11,547.00	\$10,680.00	\$10,947.00	\$12,147.00	\$13,275.00	14.96%	73.95%
Forrestville Valley	\$10,149.00	\$10,425.00	\$11,520.00	\$11,634.00	\$12,710.00	25.23%	70.80%
Rochelle	\$11,736.00	\$12,812.00	\$13,956.00	\$14,311.00	\$13,161.00	12.14%	73.31%
Oregon	\$12,180.00	\$12,887.00	\$13,235.00	\$13,026.00	\$15,521.00	27.43%	86.46%
Byron	\$16,070.00	\$15,330.00	\$16,046.00	\$16,789.00	\$16,951.00	5.48%	94.42%
Meridian	\$9,096.00	\$10,630.00	\$11,286.00	\$12,269.00	\$14,309.00	57.31%	79.71%
State Average	\$13,764.00	\$14,492.00	\$14,747.00	\$16,029.00	\$17,952.00	30.43%	

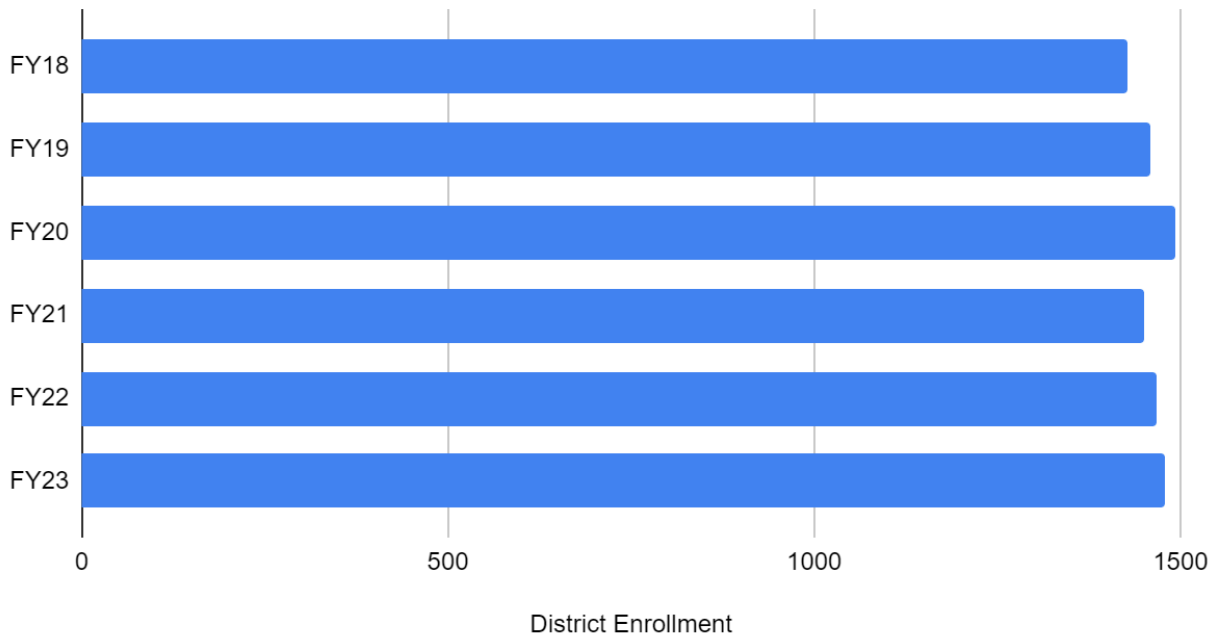
Our operational expenditures, on the other hand, have increased significantly (more than the state average) and are currently near the highest in the county. This reflects a commitment to providing the needed infrastructure for student safety and success.

Student Demographics

Student Enrollment

Student enrollment has been very steady. In past years, schools were funded on a per pupil (and pupil attendance) basis. Evidence based funding (EBF) uses a “hold harmless” provision meaning that even if districts are shrinking, they will not receive less state funding than the previous year. While this does not directly impact OCUSD currently, it is a safeguard against future enrollment trends should they emerge.

OCUSD Enrollment



The enrollment number is taken directly from the ISBE school report card.

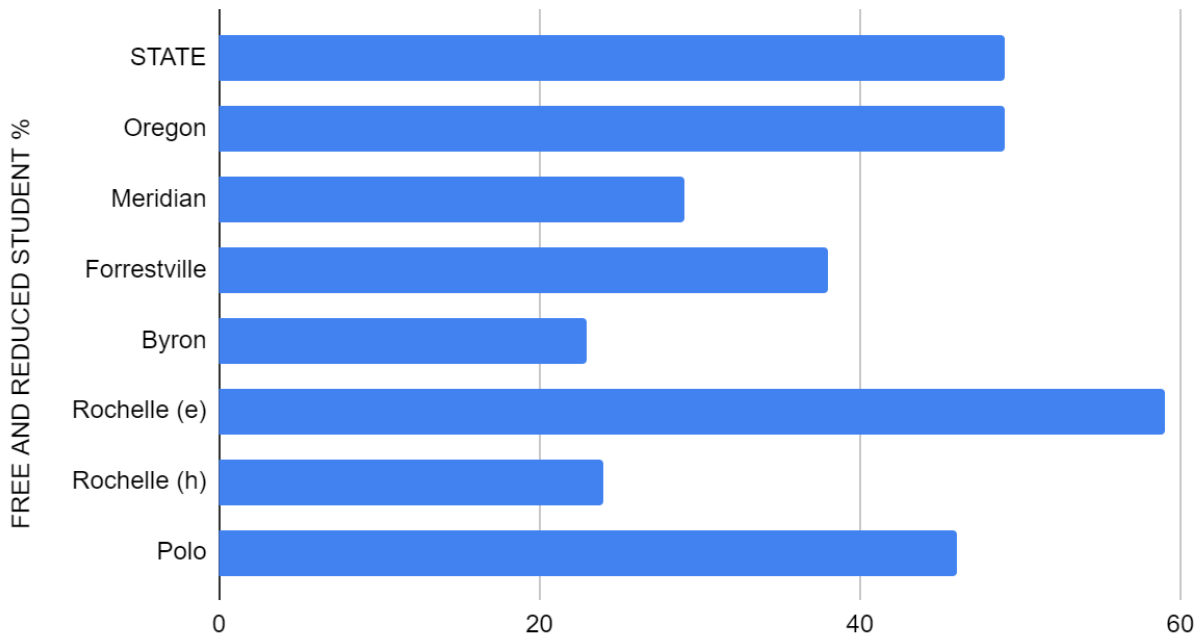
Low SES percentage

Free and reduced-price meal programs designed to support low-income students, and ensure they have access to nutritious food essential for their academic performance and overall well-being. Schools track the data on free and reduced-price meal populations to identify and support students who may face economic hardships.

This information helps in tailoring interventions and resources, such as additional academic support, counseling, and extracurricular opportunities, to meet the needs of these students. By understanding the proportion of students in need, schools can implement programs and services aimed at reducing educational disparities and promoting equity.

Additionally, tracking free and reduced-price meal data is also crucial for securing funding and resources from federal, state, and local governments. Many educational grants and funding formulas consider the percentage of students eligible for these meal programs as a key indicator of a district's economic status and need for support.

Low SES Percentage by District and State



Understanding OCUSD 220 Bonds

Item One: What is Bonded Indebtedness?

Bonded indebtedness is the formal vernacular for the long-term debt the district owes. The district pays principal and interest from the revenues collected in the Debt Service Fund (Fund 30). The revenues consist of property taxes collected by the district. As of the end of FY18, the District owes \$20,360,735 in principal and interest.

Item Two: Understanding Levy, Taxation and Repayment Schedules

Every calendar year each property owner is provided an estimated value of their property on which their property taxes are based. Additionally, every year the school district creates a levy that, when partnered with the estimated value of each piece of property, turns into the school district portion of the tax bill. The schedule is important to note.

Annually, an estimated value is given to each property and the school files their levy. This is known as the Levy Year. In the following year, taxpayers receive their individual bill and generally make their first payment early in that calendar year. That money flows through to the school and helps pay the cost for the subsequent fiscal year. Simply put, Levy Year 23 will support the district in Fiscal Year 25.

Item Three: Bond Repayment Schedule

Fiscal Year	Total amount of payment	Estimate of levy rate in Bond and Interest - Given Current EAV
FY24	\$1,639,000	0.69
FY25	\$1,668,000	0.70
FY26	\$1,703,000	0.72
FY27	\$1,735,000	0.73
FY28	\$1,768,000	0.74
FY 29-FY38	\$11,495,000	----

Supplemental Resources

Glossary of Terms

- Levy - The amount of taxes the district requests the County Clerk to “levy” or charge property owners.
- Ceiling Funds - The district is limited to an established rate. These include the Education, Operation and Maintenance, Transportation, and Working Cash Funds.
- Non-ceiling Funds - No rate limit exists, but need must be present. These include the Debt Service, Municipal Retirement/Social Security, and Tort Immunity Funds, and Lease Tax.
- Extension -The amount of taxes billed to property owners by the County Clerk in the previous year.
- Equalized Assessed Valuation (EAV) - The value of all the properties within the taxing district as determined by the township assessor. In Ogle County, properties are assessed at 33.33% of their market value.
- Debt Service Levy - The amount needed to make annual principal and interest payments on bonds and notes.

Understanding Budget Funds

The school district’s accounting records, budgets and financial reports are organized and reported on a fund basis. A fund is established for specific activities and objectives and is operated in accordance with laws, regulations, restrictions or other designated purposes. Each fund is a separate and independent accounting entity with its own assets, liabilities and fund balance.

The number of funds created depends on the school district’s operations, rather than size. Nine reporting funds are listed on the School District Budget Form (ISBE 50-36). The following account codes/ definitions are provided in the accounting rules [23 IAC 100] and are used to designate nine funds for reporting purposes:

Fund 10 (Educational) is primarily used for direct instructional costs, which include teacher salaries, classroom supplies, textbooks, and educational programs. This fund supports the core academic activities of the school, ensuring that students have the necessary resources and instructional staff to facilitate effective learning. It also covers expenses related to extracurricular activities, professional development for teachers, and special education services.

Fund 20 (Operations & Maintenance) is designated for the upkeep and maintenance of school facilities. This includes paying for utilities such as electricity, water, and heating, as well as repairs and renovations to school buildings. Additionally, this fund covers the salaries of custodial staff and maintenance workers who ensure that the school environment remains safe and functional for students and staff.

Fund 30 (Debt Service) is used to manage the repayment of long-term debt incurred from issuing bonds for school improvements and capital projects. This includes paying principal and interest on bonds used to finance major construction projects, renovations, and other substantial investments in school infrastructure. Effective management of this fund ensures the district can meet its financial obligations without compromising other areas of the budget.

Fund 40 (Transportation) finances all aspects of student transportation. This includes purchasing and maintaining school buses, hiring and training bus drivers, and covering fuel and operational costs. Ensuring safe and reliable transportation is crucial for student attendance and access to educational opportunities, particularly in rural and sprawling districts.

Fund 50 (Municipal Retirement/Social Security) handles the district's employer contributions to employee retirement systems and social security. This fund ensures that the district meets its legal obligations to provide retirement benefits and social security coverage for eligible employees, including teachers, administrative staff, and support personnel.

Fund 60 (Capital Projects) supports the acquisition, construction, and renovation of school facilities. This fund is used for large-scale projects such as building new schools, expanding existing facilities, and making significant upgrades to infrastructure.

Fund 70 (Working Cash) provides a reserve of funds to be used for short-term financial needs and cash flow management. This fund acts as a financial cushion, ensuring that the district can cover expenses and maintain operations even when there are delays in revenue receipts or unexpected expenditures. It helps stabilize the district's financial health by providing liquidity when needed.

Fund 80 (Tort Immunity) is allocated for liability and risk management expenses. This includes paying for insurance premiums, legal fees, settlements or judgments from lawsuits, and implementing safety measures. Expenses related to risk management activities, such as safety training and inspections, are also covered by this fund, helping to mitigate potential legal and financial risks.

Fund 90 (Fire Prevention & Safety) is used for expenditures related to maintaining and improving the safety of school buildings. This includes installing and maintaining fire alarm systems, sprinkler systems, and emergency lighting, as well as conducting regular safety inspections and making necessary structural repairs. Ensuring the safety of school facilities protects students, staff, and property, and helps the district comply with safety regulations.