



**TOWNSHIP HIGH SCHOOL
DISTRICT 214**
Arlington Heights, IL 60005
Cook County
www.d214.org

**ANNUAL BUDGET
FISCAL YEAR 2020 - 2021**

Dr. David Schuler
Superintendent

Cathy Johnson
Associate Superintendent
for Finance and Operations

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EXECUTIVE SUMMARY

January 21, 2021

The Honorable Board of Education
Township High School District 214
2121 Goebbert Road
Arlington Heights IL 60005

Dear Board Members:

The Fiscal Year 2020-2021 annual budget for Township High School District 214 (the District) is submitted for your review. This budget presents the District's finance and operations plan, and all necessary disclosures.

Budget Presentation

The budget includes the operating, working cash, debt service, and capital project funds of the District. The Superintendent and the Associate Superintendent for Finance and Operations assume responsibility for the data, accuracy, and completeness of this budget. The budget presents the District's finance and operations plan and all necessary disclosures and reflects the financial support of the goals and objectives of the District.

The budget document is the primary vehicle to present the financial plan and the result of operations of Township High School District 214.

The budget document is presented in four main sections: Executive Summary, Organizational Section, Financial Section, and Informational Section. The Executive Summary provides a summary of the sections which are to follow. The Organizational Section includes a discussion of the major goals and objectives of the school district, an organizational chart, and a review of the budget process. The Financial Section presents the annual budget of revenues and expenditures for all funds, including budget comparisons with the previous year. The Informational Section presents important data and information of high public interest, such as tax rates.

District Background

Township High School District 214's creation in 1914 can, in part, be attributed to the Women's Suffrage Movement. As the creation of the District was a hotly contested election issue, men's ballots opposed the proposition while women's ballots supported the proposition. With the subsequent validation of the Women's Suffrage Act came the creation of Township High School District 214.

The district was established on March 28, 1914. In 1922, the school board adopted plans for construction of nine classrooms, an auditorium, and a gymnasium. Arlington High School opened to students in 1923. Increasing enrollment necessitated that several additions were constructed. The second high school constructed was Prospect High School in Mt. Prospect in 1957. In 1962, Forest View High School in Arlington Heights was constructed due to district enrollment topping over 6,300 students. Wheeling High School was constructed in 1964, Elk Grove High School in 1966, John Hersey High School in 1968, Rolling Meadows High School in 1971, and Buffalo Grove High School in 1973. By 1973, there were 19,000 students enrolled in the district. The district's enrollment peaked at 19,823 students during the 1975-1976 school year. Due to declining enrollment, Arlington High School closed in June 1984, and Forest View closed in June 1986. Forest View currently houses the administration offices and specialized schools.

Township High School District 214 is recognized as a Blue Ribbon High School District by the United States Department of Education. Located approximately 25 miles northwest of Chicago in a 68.3 square mile area, we are the state's largest high school district serving students from Arlington Heights, Buffalo Grove, Des Plaines, Elk Grove, Mount Prospect, Prospect Heights, Rolling Meadows, and Wheeling. Nearly 300,000 residents comprise our diverse middle to upper middle-class demographic. More than 67 languages are spoken in the homes of our students. With the new regulations being determined at the state level regarding enrollment, the 2021 serving enrollment is 11,860.

Township High School District 214 currently has eight campuses (7 main buildings and a CLS house). The six comprehensive high schools include: Buffalo Grove, Elk Grove, John Hersey, Prospect, Rolling Meadows, and Wheeling. The Career Life Skills Program (CLS) house is located in Rolling Meadows. The Forest View Educational Center houses: Early Childhood Center, Newcomer Center, The Academy and Life, Vanguard, Young Adult Program, Community Education, and the District 214 administration offices.

Transforming a great school district into an elite learning organization for all is the primary focus of Township High School District 214. Working collaboratively in the spirit of "WE", all staff, administration, and Board of Education have committed to the systemic student-centered focus of continuous, rigorous academic excellence for all students. As a "lighthouse district", Township High School District continues to serve as an accessible resource for other learning organizations to model.

Township High School District 214 students matriculate from several elementary districts including: District 15, District 21, District 23, District 25, District 26, District 57, and District 59. District 214 is a member of Northwest Suburban Special Education Organization (NSSEO) which provides specific special needs services to our qualifying students.

District 214 offers many program options allowing students to earn college credit while in high school, benefitting students, parents, and the community. Our students graduate college and career ready.

Township High School District 214 currently has sixteen Tax Increment Financing (TIF) districts within our boundaries. The Equalized Assessed Valuation (EAV) for the District for tax year 2016 was \$8.5 billion. The EAV for tax year 2017 was \$8.6 billion. The EAV for tax year 2018 was \$8.6 billion. The EAV for tax year 2019 was \$10 billion.

Very active Booster Clubs, Alumni Associations, and Parent Teacher Organizations provide the schools with both financial and volunteer support. Partnerships with local park districts and other organizations increase opportunities for students at many levels.

The District offers an extensive and comprehensive program for students who have special needs. As this program continues to expand and the services become enhanced, the District anticipates enrollment to continue to increase in this area.

Township High School District 214 is fully accredited by the Illinois State Board of Education.

Board of Education

F. Daniel Petro	President	August 2011 - April 2023
William Dussling	Vice President	May 1998 - April 2023
Mark Hineman	Member	April 2009 - April 2021
Alva Kreutzer	Member	November 1999 - April 2023
Mildred (Millie) Palmer	Member	April 2017 - April 2021
Leonard (Lenny) Walker	Member	April 2017 - April 2021
Todd Younger	Member	August 2011 – April 2021

District Administration

David Schuler	Superintendent
Cathy Johnson	Associate Superintendent for Finance & Operations
Kate Kraft	Associate Superintendent for Human Resources
Lazaro Lopez	Associate Superintendent for Teaching and Learning
Marni Johnson	Assistant Superintendent for Student Services

Mission and Vision

Township High School District 214's **primary mission** is to help all students learn the skills, acquire the knowledge, and develop the behaviors necessary for them to reach their full potential as citizens who can meet the challenges of a changing society. Our **secondary mission** is to provide residents with opportunities for lifelong learning. The District 214 vision embraces continuous improvement and includes:

Students who demonstrate...

- analytic capabilities
- communication skills including reading, writing, speaking, listening, and numeracy
- creative expression and educated response to the creative works of others
- ethical judgment and decision-making ability
- career and life planning skills
- responsible citizenship
- understanding of ways to participate in an interdependent world
- problem solving skills
- concern, understanding, and respect in social interactions
- technological literacy
- ability to develop and maintain wellness

An environment in which people are...

- physically, psychologically, and emotionally safe
- treated fairly and ethically
- valued for their unique backgrounds and contributions

Staff members who...

- are active, lifelong learners committed to continuing professional and personal development
- are leaders in instructional practices
- create school work which engages and challenges students
- are innovative, take risks, and share what is learned from successes and failures
- are concerned, caring, and compassionate
- cooperate as partners with parents and the community in the education of students
- use student learning data to inform instructional decisions and practices

A Board of Education that...

- provides high quality resources for students and staff
- respects successful programs and practices
- encourages continual improvement through risk-taking and innovation
- cooperates and communicates as a partner with parents and the community in the education of students
- celebrates student and staff success
- promotes lifelong learning
- involves school and community members in decision-making processes

District 214 Board of Education Goals

1. **Provide quality education** that is relevant to membership in a global society and economy while maintaining a balanced operating budget and serving the student population.
2. **Increase student learning** through engagement and innovative programs to ensure students will develop self-awareness, self-management, interpersonal, and decision-making skills as measured by social and emotional learning growth objectives to establish and maintain positive relationships and achieve school and life success in a global society and economy.

3. **Promote and expand life-long learning** opportunities for residents of all ages through positive relationships, community involvement, community engagement and outreach, and collaborative planning in the efficient use of resources.

District 214 Instructional Goals

1. As measured by the Board-approved College/Career Readiness indicators, the District will **increase student success annually or will exceed a threshold** established by the Board after two years of data are collected and analyzed.

College Ready Indicators

Students are College Ready if they meet either the academic or standardized testing benchmarks listed below.

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or Math (A, B or C)
- College Developmental/Remedial English and/or Math (A, B or C)
- Algebra II (A, B or C)
- International Baccalaureate Exam (4+)
- College Readiness Placement Assessment (Standardized test benchmarks minimum score)
SAT Exam: Math (530) / Reading and Writing (480)
ACT Exam: English (18) / Reading (22) / Science (23) / Math (22)

Additional Factors that Contribute to College Success: Earning As, Bs, Cs; FAFSA completion; enrollment in career pathway course sequence; college academic advising; participation in college bound bridge programs; senior year math class; completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and **two or more** of the following benchmarks:

- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Industry Experience
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular Activities

2. As measured by the growth from PSAT to SAT, **the percent of students meeting or exceeding national growth norms from PSAT to SAT will increase annually or will exceed**

a threshold established by the Board after two years of data are collected and analyzed.*

*For the transitional years as the new SAT suite of assessments are being completely implemented, the District will use national norm data for comparison purposes.

The measurable goal related findings in the supplemental section of this document demonstrate the increase in student success in District 214. The fiscal and human capital costs related to the measurable goals are incorporated in the total operating cost per pupil. As the District achieves its goals within our educational program we are, at the same time through cost containments and efficiencies, reducing our Operational Expense per Pupil, which is quite an accomplishment.

Performance Results

The District's primary mission is to help all students learn the skills, acquire the knowledge, and develop the behaviors necessary for them to reach their full potential as citizens who can meet the challenges of a changing society. Our secondary mission is to provide residents with opportunities for lifelong learning.

Township High School District 214 has a complete academic program with more than 600 courses, as well as many programs and services for students with special needs. District 214 offers courses in language arts, mathematics, science, computer science, world language, social science, business, technology, life studies, fine arts, physical education, health, driver education, and NJROTC. Advanced Placement courses are available in English, U. S. History, European History, World History, Biology, Chemistry, Physics, Environmental Science, Computer Science, Calculus, Chinese, German, French, Spanish, Art, Psychology, Statistics, Economics, Government and Politics, Human Geography, and Music. World Language programs of study are provided in French, German, Spanish, Italian, Japanese, Mandarin Chinese, and American Sign Language.

Each school participates in the Talent Development Program. The Young Adult Education Program (YAP) is offered to students who are unable to attend day school. An English Language Learner/Bilingual program is also offered. Social, academic, and career counseling is provided at each school. Each school has a psychologist, social worker, police resource officer, nurse, and school counselor available.

District 214 is committed to offering students a variety of opportunities to earn early college credits while they are in high school, with an ultimate goal of ensuring our students leave our doors poised to excel. Most credits transfer to any public college or university in the nation, offering our students a low-cost head start on their postsecondary journey. Our partner higher education institutions include Arizona State University, Eastern Illinois University, Harper College, Lewis University, National Louis University, and Northeastern Illinois University. Each institution establishes its own fees for credit or course enrollment. In all instances, these fees represent a significant value savings to families compared to typical tuition rates on campus. District 214 offers over 80 dual credit and Advanced Placement course opportunities, partnering with colleges to provide classes that simultaneously offer both high school and college credit. These classes tie directly into District 214's Career Pathways, allowing students to explore career interests with college-level classwork. Through our Career Pathways program, our students have logged more than 2 million internship hours with our community partners.

These classes are rigorous, mirroring college-level work. Successful completion can lead to transcript college credit, saving students both time and money. On a yearly basis, our students earn more than 600 industry certificates and complete more than 35,000 early college credit hours. The program encompasses career programs of study from aviation maintenance to architecture to entrepreneurship to business management and health sciences before high school graduation.

The Power of 15 Partnership with Harper College provides opportunities for college credit. District 214 offers a number of college-level courses taught by our teachers. Research shows that students who enter college with 15 or more college credits are twice as likely to graduate with a degree.

District 214 students have the opportunity by meeting strict eligibility requirements to earn up to two years free Harper tuition through the Harper Promise Scholarship Program. Promise students can miss no more than 5 days of school their freshman year, 9 days sophomore year, 8 days junior year, and 7 days senior year. They must maintain a minimum 'C' average as freshmen. The minimum grade-point average progressively increases to 2.3 on a 4.0 scale by students' senior year. The program also requires 5 hours of community service for freshmen, increasing incrementally to 20 hours for seniors. The program has already changed the way many students see their life's journey.

District 214 was named to the "Districts of Distinction" list by District Administration magazine. The District was recognized for its Youth Apprenticeship program, which provides concrete job skills and training to students in cybersecurity, HVAC, and automotive services. Through this youth apprenticeship program, students are developing the skills needed to thrive in the workforce, and gaining valuable experiences that will help them succeed.

The District's Educator Prep program recruits students interested in education and ensures they are highly qualified for teaching positions in Chicago's northwest suburbs and beyond. Students receive a sequence of education coursework, dual-credit opportunities and external teaching experiences. As part of the Educator Prep program, students can study education at National Louis University or Northeastern Illinois University, where they will continue to receive professional development opportunities from District 214 and partnering elementary districts, including a guaranteed student teaching position. If students successfully complete their higher education programs, they are guaranteed a job interview at District 214 or a partnering district in open positions.

The Next Generation Pathway to Completion engages students, families, and District 214 alumni to provide broad-based strategic support for select first-generation students from the district's high schools. The students are identified as incoming juniors, and their parents are involved every step of the way.

Elk Grove High School received a \$100,000 grant to help modernize and expand the Fabrication Lab, where students learn the advanced manufacturing skills that are in demand.

A Buffalo Grove High School alumnus donated \$1 million to support the creation of a state-of-the-art robotics, manufacturing, and biomedical healthcare innovation lab at the school. In addition

to the funding he provided, he has offered expertise and direction in creating a lab that will be innovative and one-of-a-kind, allowing students new opportunities.

There were 17 National Merit Finalists in the Class of 2020.

The District also has a comprehensive extra-curricular offering including drama, service clubs, special interest clubs, music groups, and a full slate of athletic offerings available to the students.

The Community Education department has many offerings for lifelong learners. Over 500 courses are offered annually. Approximately 50,000 participate in the program yearly.

All six District 214 schools rank in the top 125 most challenging schools in Illinois, by U.S. News and World Reports, with 3 of our schools in the top 50. The Washington Post also ranks 3 of our schools within the top 50 high schools in Illinois.

Redefining Ready! is a new multi-metric, research based approach to determine what it means to be college ready, career ready, and life ready. It is designed to change the narrative of public education from a standardized test philosophy to a focus on global readiness for public school students, who are driven by ideas and innovation. In considering the whole child, redefining readiness focuses on three main areas of importance: college readiness, career readiness, and life readiness. Students learn in a variety of ways and should be able to demonstrate readiness in a variety of ways. Like the global economy, today's students are driven by ideas and innovations.

The District has equipped all students with an iPad since the 2015-2016 school year. This iPad deployment and teaching concept has been extremely well received by students and staff, with 24/7 iPad access. This has allowed students to learn at their own pace and created learning environments that are more engaging and relevant to college and career preparation. During the COVID-19 pandemic, through partnerships with our local cell phone providers, our students have remote access to attend class through various platforms, such as Schoology. This allows students to attend, participate, and complete assignments online.

With the COVID-19 pandemic, the District's first priority remains the health and safety of students, staff, and community. We continue working closely with public health guidance to achieve the best plan. District 214 started the 2020-2021 school year with fully remote learning. Attendance and grading policies and procedures will be in effect. Students participating in remote learning must turn on their camera and microphone to participate in class. Over time, the District will allow parents to decide if their students will be learning at school or remotely. As the situation evolves, we will need to be flexible; to listen; and to understand that we will need to change course. We will take it one day, one week, and one month at a time.

Township High School District 214 is proud to have Dr. David Schuler as our Superintendent, for the sixteenth year. Dr. Schuler has served as president of the Suburban School Superintendents Association, and the School Superintendents Association, a national professional organization. Dr. Schuler was president of The School Superintendents Association (AASA) for the 2015-2016 school year, which champions high quality public education. Dr. Schuler champions the Redefining Ready!! initiative across the nation.

Dr. Schuler was named 2018 Illinois Superintendent of the Year by the Illinois Association of School Administrators. Nominees are judged on leadership for learning, communication, professionalism, and community involvement.

Dr. Schuler was also named the 2018 National Superintendent of the Year by the American Association of School Administrators. He is the first Illinois Superintendent to be named to this honor in its 31 year existence.

Dr. Schuler was the 2016 recipient of the Bob Grossman Leadership in School Communications Award. This prestigious award from the National School Public Relations Association (NSPRA) recognizes a practicing superintendent of schools for outstanding leadership in school public relations and communications. From his visionary approach to redesigning the district's communication department and engaging the community, to his personal commitment as an education leader in using communication tools and strategies to create new opportunities for students and impact the national dialogue on education, there is no doubt that he is setting a new standard for superintendents everywhere.

Dr. Lazaro Lopez, Associate Superintendent of Teaching and Learning, is a board member of The Partnership for College Completion in Chicago and the Northwest Educational Council for Student Success (NECSS). Dr. Lopez is also the Chairman of the Illinois Community College Board. He speaks nationally as an advocate for relevancy in schools, business partnerships, and career pathways.

Cathy Johnson, Associate Superintendent for Finance/Operations, served as President of the Illinois Association of School Business Officials for the 2018-2019 year. The Association is devoted to the school business management profession, providing a comprehensive range of professional development activities, services and advocacy through networking and participation. The association represents the voice of the membership and informs members of key initiatives and issues.

Paul Kelly, Elk Grove Principal, was named the 2018 Illinois High School Principal of the Year. The Award, given by Horace Mann and the Illinois Principals Association, recognizes high school principals who have demonstrated a positive impact on students and community.

Alva Kreutzer, D214 Board of Education member, was elected to a 2-year term on the Board of Directors of the Illinois Association of School Boards (IASB). The IASB provides training experiences, networking opportunities, a wide range of support services for local school boards, and conducts strong advocacy on behalf of public education throughout Illinois.

For the eleventh year in a row, District 214 is among the top-ranked school districts in the nation using cutting edge technology to enhance learning and curriculum. The achievement recognizes exemplary school boards' and districts' use of technology to govern their district, communicate with students, parents and community, and improve learning.

District 214 was the recipient of the American Association of School Librarians' (AASL) 2019 National School Library of the Year (NSLY) Award, sponsored by Follett. The award annually honors a single library that exemplifies the criteria. A decisive point for the committee was the depth and richness of the collaboration among the administrators and school librarians. The committee was further impressed by the integration of programming and service delivery with local public libraries, and the rich educational partnerships with local businesses to promote authentic, project-based inquiry learning for the students.

Performance data between school districts can be compared using the School Report Card data. The School Report Card has been completely redesigned to access important information about the school. The report has a cleaner look and design. It has at-a-glance information about school performance, school climate and learning conditions, school awards and extra-curricular programs, measures of college and career readiness, and growth measurements showing academic improvements.

The suspension of in-person instruction during the pandemic in 2019-2020 affected multiple Report Card metrics. For some metrics, such as assessments, ISBE collected no data for the 2019-2020 school year. For other metrics, such as chronic absenteeism, ISBE collected data, but the suspension of in-person learning likely impacted the results.

Chart 1.01 School District Comparisons

District	Total Enrollment	% Low Income	Career & Technical Education Enrollment	Advanced Course Work	2019-2020 Operating Expense Per Pupil
Niles Twp CHSD 219	4,902	31%	2,082	1,513	\$29,059
Twp HSD 113	3,532	8%	1,136	1,198	\$27,663
Lake Forest CHSD 115	1,550	1%	330	663	\$27,043
New Trier Twp HSD 203	4,084	3%	1,503	910	\$25,978
Northfield Twp HSD 225	5,194	13%	3,082	1,981	\$24,457
CHSD 128	3,353	7%	912	1,814	\$24,065
Oak Park - River Forest SD 200	3,438	18%	1,406	1,245	\$24,033
Hinsdale Twp HSD 86	4,131	12%	1,873	1,855	\$23,706
Leyden CHSD 212	3,522	57%	2,407	1,254	\$23,424
Adlai E. Stevenson HSD 125	4,290	2%	2,205	2,304	\$22,464
Evanston Twp HSD 202	3,647	35%	1,914	1,535	\$21,728
Township HSD 214	11,897	22%	6,375	6,561	\$20,985
Township HSD 211	11,936	35%	6,528	6,092	\$20,362
Maine Township HSD 207	6,376	24%	3,695	3,555	\$20,269
Fenton CHSD 100	1,457	54%	723	536	\$19,529
Ridgewood CHSD 234	861	28%	484	592	\$18,854
Lyons Twp HSD 204	4,061	11%	2,443	2,075	\$18,666
Dupage HSD 88	3,925	45%	2,048	2,020	\$17,313
Oak Lawn CHSD 229	1,905	43%	965	327	\$15,737
Riverside-Brookfield Twp SD 208	1,648	11%	480	663	\$15,156

Source: ISBE 2020 Report Card Data

Of the twenty districts listed, District 214 statistics:

- 10th out of 20 in highest Low Income %.
- 2nd out of 20 in Career and Technical Education Enrollment.
- 1st out of 20 in Advanced Course Work.
- 12th out of the top 20 districts listed in operating expense per pupil. There is a correlation between operating expense per pupil and academic results.

District 214 is 1st out of 20 in Advanced Course Work. Advanced Placement, Dual Credit, Career Pathways, and Power of 15 courses save time and money for students and their families. District 214 continues to see strong minority and low-income student success in accomplishing these college credits. Successful students may enter college with a semester or more of college credit, which means they may skip introductory courses, take fewer classes while enrolled in college, and pay less tuition and fees. Completion of these rigorous courses in high school may also give students an edge in the applicant pools of highly selective colleges and universities.

Chart 1.02 College and Career Ready History

	Graduates							
	2013	2014	2015	2016	2017	2018	2019	2020
College And Career Ready*	52.7%	54.7%	56.7%	59.0%	64.5%	64.6%	68.4%	70.8%
College Ready	68.9%	70.1%	70.4%	69.0%	73.9%	74.7%	75.7%	75.7%
College Level Coursework + GPA	60.3%	61.7%	62.2%	61.4%	65.3%	66.8%	68.5%	70.8%
College Level Coursework	85.2%	87.1%	87.1%	86.5%	89.8%	89.6%	92.1%	92.4%
AP Exam 3+	45.9%	49.6%	48.7%	50.9%	53.5%	54.1%	52.1%	49.8%
AP Course C+	62.2%	65.4%	65.6%	65.8%	67.0%	68.8%	68.4%	66.3%
Dual Credit English or Math Proficiency	0.0%	0.0%	0.0%	24.4%	34.6%	34.1%	49.5%	47.9%
College Transition English or Math Proficiency	5.4%	6.6%	6.3%	5.0%	22.2%	18.0%	15.2%	13.6%
Algebra II C+ Proficiency	81.7%	83.7%	85.0%	82.1%	86.2%	84.0%	90.0%	91.1%
Cummulative GPA 2.8+/4	61.8%	63.5%	63.8%	63.0%	66.8%	69.0%	69.9%	72.2%
Standardized Testing Benchmark	58.5%	59.2%	59.0%	58.4%	66.4%	66.1%	63.6%	60.5%
ACT College Readiness Benchmark	47.0%	46.5%	46.9%	46.4%	49.6%	33.8%	27.2%	26.5%
SAT College Readiness Benchmark	0.0%	0.0%	0.0%	0.0%	4.2%	57.8%	57.7%	55.2%
Local College-Level Requirements	58.5%	59.2%	58.9%	58.4%	66.4%	64.4%	60.6%	57.6%
ACT Benchmarks: English 18 Reading 22 Science 23 Math 22 SAT Benchmarks: Reading and Writing (EBRW) 480 Math 530								
Career Ready (Career Cluster & 2+ Indicators)	0.0%	0.0%	0.0%	21.7%	79.6%	80.6%	85.6%	86.8%
Career Cluster	0.0%	0.0%	0.0%	28.7%	95.1%	96.0%	97.4%	97.5%
Career Ready (2+ Indicators)	66.1%	67.7%	70.7%	77.5%	82.0%	82.7%	87.2%	88.1%
90% Attendance	85.7%	88.2%	91.0%	90.3%	89.7%	88.1%	90.5%	90.5%
25 Hours Community Service	16.2%	18.9%	21.7%	26.7%	28.1%	29.8%	45.6%	41.1%
Workplace Learning Course Experience	0.0%	0.0%	0.0%	23.8%	29.7%	32.0%	35.7%	36.4%
Industry Credential	0.0%	0.0%	4.6%	4.1%	10.5%	13.0%	16.8%	12.1%
Dual Credit Career Pathway Course	12.4%	13.4%	17.2%	21.2%	29.2%	39.6%	56.2%	65.7%
2+ Organized Co-Curricular Activities	63.0%	62.6%	61.7%	61.6%	65.8%	65.1%	63.0%	65.5%
Cohort N	2,913	2,823	2,915	2,723	2,761	2,844	2,996	2,846

College Ready

Students are determined to be College Ready if they have either 1) a GPA of 2.8 or higher and met at least one of the college preparatory or college level courses or exam indicators or 2) met one of the standardized testing benchmarks. 75.7% of the class of 2020 were College Ready. 70.8% of the students met the GPA and college level coursework indicator. 92.4% of the class of 2020 participated in college level coursework. 60.5% met the ACT, SAT, or Harper College readiness benchmarks.

Since 2015, District investment in Dual Credit English and Math gateway coursework saw significant increase with almost 50 percent of the class of 2020 succeeding. Successful completion of Algebra II increased to 91.1%. An increase of 2.3% in the percent of graduates with a 2.8 GPA or higher, to 72.2%, is a significant factor in the gains in college-level coursework achievement.

Graduates in 2020 were the third class to have nearly universal statewide testing on the SAT rather than the ACT. While there was a significant shift in which test students took, the overall rate at which students met one of the standardized assessment college readiness benchmarks, or Harper College’s benchmarks remained stable at 60.5%.

Career Ready

Students are determined Career Ready if they have selected a career cluster and met two or more of the career ready indicators. The rate of 2020 graduates meeting the career readiness indicator continues to climb with the class of 2020 at 86.8%. Nearly all graduates had indicated a specific career cluster (97.5%).

The percent of students with ninety percent attendance remained stable at 90.5%. Participation in workplace learning experiences continues to increase with more than one-third of graduates (36.4%) participating in an apprenticeship, internship, micro-internship, or embedded course-based experience. This is paired with a significant increase in career pathway dual credit courses. Nearly two-thirds (65.7%) of graduates participated in this college-level coursework, up almost 10% from last year, and double the participation just a few years ago. The percent of co-curricular activity increased slightly to 65.5%. Dramatic changes due to the COVID-19 pandemic had a significant negative impact on the number of students able to complete 25 hours of community service.

District 214 has initiated over \$72.3 million in cost containments over the past thirteen years to help to control the Operating Expense per pupil and achieve academic efficiency in relation to continuing increased student academic performance. The Operating Expense Per Pupil (OEPP) is the gross operating cost of a school district (excepting summer school, adult education, bond principal retired, and capital expenditures) divided by the nine-month ADA for the regular school term.

Chart 1.03 Operating Expense Per Pupil

Operating Expense Per Pupil	
2019 - 2020	\$20,985
2018 - 2019	\$20,720
2017 - 2018	\$20,379
2016 - 2017	\$19,921
2015 - 2016	\$20,674
2014 - 2015	\$19,850
2013 - 2014	\$19,734
2012 - 2013	\$19,301
2011 - 2012	\$17,923
2010 - 2011	\$17,611
2009 - 2010	\$17,735
2008 - 2009	\$17,000
2007 - 2008	\$15,757
2006 - 2007	\$15,044
2005 - 2006	\$14,453

Source: District 2020 Report Card

The Per Capita Tuition Charge (PCTC) is the amount a local school district charges as tuition to nonresident students. The per capita tuition charge is determined by totaling all expenses of a school district in its Educational, Operations and Maintenance, Debt Service, Transportation,

Municipal Retirement / Social Security, and Tort Funds for the preceding school year less expenditures not applicable to the regular K-12 program (such as adult education and summer school), less offsetting revenues from state sources , except those from the Common School Fund, less offsetting revenues from federal sources except those from federal Impaction Aid, less revenues from student and community services, plus a depreciation allowance and dividing this amount by the nine-month ADA for the year.

The method used to fund school districts in Illinois changed with the passage of Senate Bill 1947 in August 2017, which includes the Evidence-Based Funding for Student Success Act (ESSA). The Evidence-Based Model contains the core values which recognize individual student needs, accounts for differences in local resources, closes funding gaps and keeps them closed, and provides a stable, sustainable system that gets districts across the state to adequacy over time. The highlights of SB1947 include:

- Funding is tied to Evidence-Based best practices that research shows enhance student achievement.
- Each school district is assigned an Adequacy Target based on the needs of its student body.
- New dollars go to the neediest districts first.
- Illinois state funding for students will be similar statewide, including Chicago.
- No district loses money.

The details of this new funding mechanism were reviewed, researched, and finalized by ISBE into early spring 2018. Districts furthest from their adequacy targets receive the greatest share of new dollars. A Tier 1 district is allocated extra support to get to adequacy, while a Tier 4 district is above adequacy, and will receive a very small increase in funding from the state each year. Currently, District 214 is a Tier 4 district.

The performance results also include the financial data of the District. Revenue sources include Local, State, and Federal. Expenditure objects include: salaries, benefits, purchased services, supplies, equipment, dues and fees, and tuition costs. A summary, by fund, explains the 2020-2021 fund balances for District 214.

Chart 1.04 Fund Balance

Summary of Fund Balances						
All Funds						
	Beginning Balance	Revenue	Expenditure	Excess (Deficit)	Financing Sources (Uses)	Ending Balance
Educational	\$86,828,976	\$208,100,000	\$209,900,000	(\$1,800,000)	\$0	\$85,028,976
Operations and Maintenance	\$28,365,333	\$30,900,000	\$25,400,000	\$5,500,000	(\$5,100,000)	\$28,765,333
Debt Service	\$1,402,070	\$3,400,000	\$3,400,000	\$0	\$0	\$1,402,070
Transportation	\$18,381,838	\$14,600,000	\$15,000,000	(\$400,000)	\$0	\$17,981,838
Municipal Retirement	\$9,982,756	\$8,500,000	\$8,425,000	\$75,000	\$0	\$10,057,756
Capital Projects	\$18,639,469	\$2,700,000	\$20,000,000	(\$17,300,000)	\$5,100,000	\$6,439,469
Working Cash	\$18,331,163	\$1,800,000	\$0	\$1,800,000	\$0	\$20,131,163
Tort	\$0	\$0	\$0	\$0	\$0	\$0
Life Safety	\$0	\$0	\$0	\$0	\$0	\$0
	\$181,931,605	\$270,000,000	\$282,125,000	(\$12,125,000)	\$0	\$169,806,605

Student Enrollment Trends

Projections are based on a two-year cohort survival ratio that averages two years of the number of students in one grade level to the subsequent grade level the following year. This ratio is then applied to the current actual year enrollment to project the fall housing count for next year. Ninth grade enrollment projections are based on a similar methodology applied to fall housing counts for the sender middle (and elementary) schools obtained through the ISBE IWAS Fall Housing report. Sender schools are then ‘assigned’ to the relevant high schools.

Enrollment projections are not predictions. Rather these figures are a best estimate based upon historical and current information. Analysis of prior year enrollment and projection patterns illustrates that actual enrollments can vary widely from year-to-year and across schools and grades.

Chart 1.05 Student Enrollment

School	2013	2014	2015	2016	2017	2018	2019	2020	2021 Proj
BGHS	2,020	1,930	1,899	1,960	1,978	2,033	1,985	1,952	1,949
EGHS	1,977	1,935	1,906	1,925	1,922	1,940	1,952	1,906	1,905
JHHS	2,037	2,019	1,946	1,897	1,907	1,882	1,905	1,955	1,922
PHS	2,087	2,104	2,166	2,179	2,165	2,162	2,136	2,084	2,129
RMHS	1,828	1,810	1,904	1,927	1,969	1,926	1,901	1,916	1,934
WHS	1,766	1,781	1,728	1,793	1,837	1,818	1,820	1,783	1,748
D214 On-Site	11,715	11,579	11,549	11,681	11,778	11,761	11,699	11,596	11,612

The Two-Year Cohort Survival Ratio model has proven to be fairly accurate in aggregate for the district overall in recent years. Unfortunately, these projections are less accurate at the building and grade levels.

Enrollments are predicted to remain fairly consistent for the district, with variation by school. Two schools project an increase, while four others project a decrease. Prospect High School is projected to experience the largest increase of 45 students. Wheeling is projected to experience the largest decrease of 35 students.

This report contains tables that show the enrollment history from 2012-2013 to 2019-2020 and the projected enrollments for 2020-2021. The projected total District enrollment for 2020-2021 school year is 11,612, a possible increase of 16 students. The methodology has shifted from a sender school supplied data to an ISBE IWAS data acquisition and a series of prorated projections. These data are the projections upon which staffing decisions are based. For 2020-2021, District 214 assumed consistent enrollment for financial projections.

Chart 1.06 Report Card Statistics

Report Card Statistics		
	District 214	State of Illinois
Average Class Size	23	22
High School Students per Teacher	19:1	19:1
Graduation Rate 4 Year	94%	88%
Graduation Rate 5 Year	94%	88%
9th Grade on Track	96%	89%
Postsecondary Enrollment	80%	73%

Source: 2020 Illinois Report Card

Students identified as 9th Grade “on track” have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester “F” in a core course (English, math, science, or social science). Course credits from summer sessions are not included in this calculation. Freshmen on track is a key predictor of high school success. Students who finish the ninth-grade year on track are almost four times as likely to graduate from high school as students who are not on track. Research shows that the number of students on track and the graduation

rate rise when schools actively intervene by identifying freshmen at risk and providing tutoring, additional instruction, and other individualized services.

Surveys

General Surveys

- The Freshman Survey is administered annually in the fall to freshmen students in some schools. Information collected in this survey is used by the Student Services department to identify students who are socially and emotionally at-risk, and for planning purposes for appropriate speaker topics and counseling needs.
- The Senior Survey is administered annually to the senior class. It is a satisfaction survey that rates the quality of the student's high school experience, resources, curriculum, activities, and counseling services offered. It also surveys post-secondary plans of military, college, trade school or direct employment and, asked questions aimed at gauging interest in a District alumni program. This data is used to plan/adjust service offerings in the future.
- The Student Career Activities Survey is administered annually to the entire student body. It is a state-mandated ISBE report used when submitting the Career Technical Education Improvement Grant (CTEI)/Perkins Grant. Students rank the activities and programs offered by District 214. The results assist in curricular planning, advising career pathways, selecting appropriate speakers for our students and determining how counselors can most effectively assist our students. The survey is also effective for identifying students who should be considered for our special programs, such as Education Academy, Medical Academy, Culinary Arts Program, or Project Lead the Way, among others.
- The Needs Assessment Survey is administered to parents and staff of special needs students to determine satisfaction and concerns regarding supports and services provided by District 214 and the Northwest Suburban Special Education Organization (NSSEO). The results are used to make adjustments and improvements in future program offerings and guide professional development.

School Calendar/Start Time Survey

In the fall of 2015, District 214 surveyed community members, parents, students, and staff regarding school calendars and school start times, following decisions by other districts. Approximately 6,500 individuals responded to the survey. Parents, students, and staff preferred keeping a traditional calendar, which would mean starting school in mid-August and having first semester exams prior to winter break (collegiate-style).

Parents, students, and staff preferred to start the school day later and end the day at a reasonable time. District 214 adjusted bell times to approximately 8:00 am – 3:20 pm. The survey shared that Parent Teacher Conferences are viewed as valuable, so time will continue to be set aside to

accommodate these. Spring Break will continue to take place the last full week in March, which has been our long-standing practice.

Graduation and final exams for underclassmen will continue to occur prior to Memorial Day weekend. This is consistent with many other school districts, and allows travel time for extended families. The Calendar Committee also recommends that specific weekends and/or scheduled breaks become times for students and staff to focus on themselves and family.

Thought Exchange Survey

In June 2020, during the COVID pandemic, District 214 surveyed students, staff, and community to capture the perspectives of our stakeholders viewed most important as plans for the 2020-2021 school year were being developed. The results of the survey were quite varied. The issues raised most frequently were:

- Our children need to be back in school every day.
- We do not want children back in school on a daily basis due to health concerns of the child or a member of the child's family.
- We want to send our children back to school when it is safe to do so for both the children and the staff.
- If students are in a remote learning setting, new content must be delivered and students must be held accountable for participating in class and doing homework.
- Schools must provide for our children with the most significant needs.

These perspectives, as well as federal, state, and local health guidance contributed to the educational plans.

District Departments

District 214's departments are both informed and vested in their specialized roles to achieve the District goals. Communicating the progress toward these goals is essential for ongoing work process improvement.

Teaching and Learning

The Teaching and Learning department provides instructional leadership and coordinates District curriculum, instruction, and instructional materials for the purpose of student achievement and learning. Teaching and Learning encompasses many departments, including: academic programs, instructional materials and media, summer school, fine arts, and Navy Junior Reserve Officer Training (NJROTC).

Career and Technical Education

The Career and Technical Education department oversees multiple instructional opportunities for students to prepare them for college and careers through the District's multiple pathways. The District Practical Architecture Program (PAC) provides students with actual on-site work experience in the construction trades. Project Lead the Way (PLTW) is a sequential engineering program that can potentially lead to 15 college credits. Students are offered over 40 Advanced Placement and Dual Credit opportunities. Many other opportunities are also available.

Center for Career Discovery

The Center for Career Discovery facilitates the development and coordination of customized, authentic learning experiences which provide opportunities to support students' skill development, decision-making, post-secondary goals and future career path. Students learn specific job tasks, gain insight into the career planning process, identify potential career opportunities with possible areas of study, and improve critical thinking competencies and problem solving abilities. The program gives students the opportunity to improve communication, including developing and utilizing networking skills. From internships to micro-internships to community-based supported work sites, all students have access to workplace learning experiences which aligns with their individual career interests, passions, and needs. There are Registered and Youth Apprenticeships in Information Technology/Cybersecurity, Certified Nursing Assistant, HVAC, Automotive Technology, and Manufacturing.

Driver Education

Each student must pass the classroom portion of Driver Education in order to graduate high school. Participation in the laboratory portion of Driver Education is elective.

English Language Learner Program (ELL)

Newcomer Center is designed to meet the learning and acculturation needs of students who 1) are recent arrivals to the United States, 2) are at the beginning level of English fluency, and 3) might have gaps in their formal education. The center provides a flexible program of instruction combining comprehensive diagnostic and placement assessment, intensive English language and content instruction, and counseling with a strong emphasis on transitioning students to their home high schools.

Grants and Special Programs

The Grants and Special Programs department provides a variety of services to the district. The primary role is to secure external funding for developing new programs and sustaining existing programs through federal, state, and private grants. The department works closely with the District 214 Education Foundation for obtaining private and corporate funding. Partnerships are also cultivated with state and local agencies to provide grant funded services and other resources to students, staff, and the community.

Professional Learning

The primary mission is to promote the continuous improvement of district staff and increase student achievement. We provide assistance to all members to plan and actively participate in a variety of experiences that will lead to continued professional growth and renewal.

Research and Evaluation

The Department of Research and Evaluation provides information about student performance to enhance student learning and school improvement. The department provides services and support to schools for test-taking, overseeing testing, processing and analyzing test data, conducting timely applied research and promoting accountability by linking school and departmental practice to performance in the classroom and on standardized tests.

Human Resources

The Human Resources Department is dedicated to promoting a positive work environment that encourages employees to perform at the highest level of achievement and to contribute in meaningful ways to the district.

- Recruitment, development, and retention of high caliber staff are key components in enabling District 214 to perform at the highest level of achievement.
- Assists and guides staff on work-related matters.
- Facilitates positive employee relationships and creates a workplace that reflects the values of the District.
- District 214 utilizes Global Compliance Network (GCN) online training modules as a component of yearly staff orientation related to compliance issues, such as, blood-borne pathogens, crisis plan, drug/alcohol policy, internet policy, mandated reporter policy, and general/sexual harassment. In addition, custodial maintenance employees are required on a yearly basis to review hazard communications, personal protection equipment, and slip & fall prevention videos.
- Frontline Absence Management is the electronic absence reporting and substitute system that can be accessed 24 hours a day, seven days a week. The system accurately tracks sick, personal, and vacation time for employees.
- Manages work group negotiations, FMLA, staff evaluations, and unemployment issues.
- Reviews and updates job descriptions.
- Completes ISBE state reporting.
- Coordinates the District Wellness Days.

Student Services

The Student Services Department provides information that pertains to a student's legal rights and responsibilities. The department provides support and direction to district counselors, special education teams, nurses, data processors, and registrars. Township High School District 214 is committed to serving all students with special needs. The Life program allows for an extended educational experience in the way of daily living skills and community connections for students with special needs between the ages of 18 – 21. To meet the needs of our alternative school students, instructional coaches were hired to observe and coach new and experienced teachers as they assist in the implementation of school and district instructional goals.

The Career Life Skills Program (CLS)

CLS provides students with significant cognitive delays, an opportunity for academic, vocational, and social growth.

The Academy at Forest View (TAFV)

The Academy at Forest View gives students an opportunity to deal with significant emotional or behavioral challenges through a therapeutic approach while continuing their progress toward a high school diploma. Students focus on developing independence, belonging, mastery, and generosity in the school and community.

Vanguard School

Vanguard School is an alternative program that provides a nontraditional educational experience for District 214 students who are not meeting the educational credits. Through social emotional support we build positive relationships that help students find their pathway to success. Vanguard is a pioneering effort that provides a nontraditional education where a

team of teachers implements new instructional techniques, uses innovative curriculum, and utilizes community resources to meet the academic needs and career aspirations of students.

Newcomer Center

Newcomer Center is designed to meet the learning needs of high school aged second language learners who recently arrived in the United States. After completing the program, students are transitioned to their home high school.

Young Adult Program

The Young Adult Program is designed to help young adults earn their high school diploma in the evening. It also offers credit recovery for students who are currently enrolled in day school.

Community Engagement and Outreach

- The Community Engagement and Outreach Department focuses on raising awareness of and creating a dialogue among internal and external stakeholders regarding the innovative examples of teaching and learning in the District.
- The department is charged with enhancing the national narrative of public education to include examples, as illustrated by District 214, in which public education is working.
- The department develops strategic communications and community engagement solutions, including overseeing the District 214 Education Foundation, to support the vision and goals of the District and works to promote the achievements of District 214 students, faculty and staff.
- Coordinates communication between the district and community.
- Handles media requests and work to promote the achievements of District 214 students, faculty, and staff.

Community Education

- The mission of Community Education is to provide opportunities for lifelong learning and improve the quality of life in our community.
- The Continuing Education program offers more than 500 courses annually in the following categories: Arts, Culinary, Finance, Law and Real Estate, Fitness and Athletics, Health and Wellness, Hobbies and Leisure, Home and Garden, Languages, Professional Development, Technology and Youth and Family Programs.
- The Adult Education & Family Literacy program provides basic educational services to adults who are English-as-a-Second-Language (ESL) learners, the undereducated, the unemployed or underemployed or low income and who reside or work in this community. Services include preparation to take the Illinois High School Equivalency test, U.S. Citizenship Training, Basic Reading and Math and one-to-one tutoring for beginning adult readers.
- Shows, performances and festivals, through the Cultural & Performing Arts program, promote diversity and provide access to quality and affordable events. To keep the arts alive in our community, Community Education partners with community organizations, produces a concert series and provides a platform for local talents through The Theater Lab, a grassroots community theater that was launched in the fall of 2015.
- The Community Education Travel program, referred to as CET, provides a one-stop and hassle-free service, offering day trips, motor coach tours or worldwide travel and cruises.
- The department provides community connections through various communication materials including the Continuing Education program guide, Gold Card Club newsletter, Community Education Travel newsletter and website and collaboration through the Community Education Advisory Council and our partnerships with local organizations.

- Through Intergenerational programs, the department spearheads the annual Senior Celebration Day and provides help to low-income seniors through the Acts of Kindness (A-OK) Maintenance program that is offered in the spring and fall.
- Participation in all Community Education programs, workshops, advisory council, service-learning activities, committees and volunteers involves approximately 50,000 people annually.

Finance and Operations

The Finance and Operations Department has been recognized for financial excellence by receiving the Meritorious Budget Award from ASBO International for the budget documents from 2010-2011 through 2019-2020. The Department strives for excellence in financial reporting. District 214 has received the Certificate of Excellence Award in Financial Reporting for the Comprehensive Annual Financial Report (CAFR) from 2009 through 2019. The District has received the Certificate of Financial Recognition from the Illinois State Board of Education (ISBE) “School District Financial Profile” scoring system since 2003. The District received a 4.0 School District Financial Profile score from ISBE since 2010.

Food and Nutrition Services

- The District participates in the National School Lunch and Breakfast Program.
- Provides safe, nutritious, and appetizing meals and snacks at a fair price to promote and encourage the development of sound nutrition habits that will foster academic success.
- Provide student meals that contain adequate calories and a variety of foods to support growth, development, and a healthy weight.
- The School Breakfast Program is available to all students every weekday morning school is in session.
- Food is prepared on site at our buildings.

Operations

- On a yearly basis, update and implement the long range capital projects program. The District prides itself on outstanding and continual upkeep and improvement to all facilities. The District is comprised of eight campuses (7 main buildings and a CLS house).

Chart 1.07 Building Square Footage

Name of Bldg	Year Built	Square Footage
Prospect	1957	359,828
Forest View	1962	322,184
Wheeling	1964	353,409
Elk Grove	1966	351,226
John Hersey	1968	364,847
Rolling Meadows	1971	386,068
Buffalo Grove	1973	429,068

- Responsible for life safety, security, operations, emergency management, communications, operations, maintenance, cleanliness, design, construction, and renovation of District facilities.
- The department acts as the District’s liaison with municipalities, park districts, other school districts, and local, state, and federal governmental entities within and overlapping the District boundaries.

- Our staff of maintenance personnel, groundskeepers, custodians, supervisors, administrative assistants, and administrator operates and maintains: 62 miles of community served, 2.5 million square feet of buildings, 310 acres of property, 8 campuses, 11 schools, and three shifts working 24/7/365.
- Annually the Operations Department reviews infrastructure and facilities-related academic priorities of the District and incorporates these priorities in the five-year planning process.
- District 214 boasts state of the art facilities with an ice system in place which makes ice at night when electricity costs are lower, to assist in cooling the buildings during the day. The electrical air conditioning units do not come on during the day until the ice has melted, which is environmentally friendly.
- Continue to explore and expand our intergovernmental partnerships as they relate to cost savings and facility usage and development.
- Maintain in-house trades professionals that help us reduce costs and repair response times on a multitude of electrical, plumbing, mechanical, equipment and carpentry work.
- Continue to expand our efforts to reuse, recycle and reduce our waste stream in many areas.
- Continue to increase revenues through a facilities rental program that seeks to balance community needs with appropriate facilities stewardship.
- Continue to plan for future upgrades by developing roofing/curtain wall, mechanical and other facility improvement priority lists which include basic scope of work, potential year of implementation and projected costs.
- As of 2018, Buffalo Grove High School, Elk Grove High School, John Hersey High School, Rolling Meadows High School, and Wheeling High School have earned the prestigious ENERGY STAR rating from the United States Environmental Protection Agency. To qualify for the ENERGY STAR rating, a building's energy performance must score in the top 25% based on the EPA's National Energy Performance Rating System. Commercial buildings that earn the ENERGY STAR rating use an average of 35% less energy than typical buildings and also release 35% less carbon dioxide into the atmosphere.
- Achieved LEED Silver certification from the United States Green Building Council for major building additions: Buffalo Grove High School Natatorium in 2015, Prospect High School Natatorium in 2017, and Elk Grove High School LEED Operations and Maintenance (O & M) certification in 2018.
- Several comprehensive facilities use and/or intergovernmental agreements have been developed and implemented for effective resource utilization, including:
 - District 214 and Robert Morris University developed a comprehensive Facility Use Agreement for fifteen years, through June 30, 2027. In 2019, Roosevelt University integrated with Robert Morris University and will continue this agreement.
 - District 214 and the Mount Prospect Park District, Wheeling Park District, Rolling Meadows Park District, Elk Grove Park District, Buffalo Grove Park District, and Arlington Heights Park District have developed intergovernmental agreements for the mutual use of facilities that benefit both agencies, providing substantial cost savings to District 214 and increased access to our students for activities and athletics.
 - District 214 and the City of Rolling Meadows have developed an intergovernmental agreement for the emergency use of Rolling Meadows High School as an emergency shelter for the community, if needed in a crisis or disaster.

Technology

- Recognized as a leader for the fullest implementation of technology benchmarks in the evolution of digital education.
- The District is committed to the use of technology to enhance learning opportunities of all learners to develop the 21st century skills of inventive thinking, effective communication, high productivity, and digital-age literacy to create innovative solutions to real world problems.
- By using technology to track and analyze incoming data, District 214 is better able to identify emerging student needs, both for opportunities and interventions.
- Students contribute to wikis, write blogs, create YouTube videos, and engage in a wide variety of other interactive online activities.
- The Technology Department follows the Information Technology Infrastructure Library to improve technology efficiencies, effectiveness, and processes.
- Designed, planned and installed Digital Video Security systems at each campus. The security system has mobile app capabilities where administration or emergency responders can view security cameras in any of the District's schools.
- Developed an Information Security Policy and communication strategy to help staff make informed decisions about their digital identity and safety.
- Negotiated numerous software and technical system contracts to protect the District and reduce operating costs.
- District 214 uses a mass notification system called "School Messenger" which allows the District to communicate the goals and support achievement by informing community, parents, and students through emails or voice messages.
- District 214 is preparing students for technology-based careers with options of taking Java, A+ Certification, and Cisco Networking courses.

Business Services

- The Business Office performs the day-to-day financial activity of the District.
- The Business Office encompasses: accounting, accounts payable, insurance (health, liability, and risk management), payroll, purchasing, transportation, treasury function, workers compensation, data production services, and mailroom.
- Work with financial analysts on long range projection models.
- Immediate reviews regarding Workers' Compensation accidents and student accidents.
- Continuing Safety Committees at each building to decrease Workers' Compensation accidents and student accidents.
- Secondary School Cooperative Risk Management Program (SSCRMP) with District 211, District 207, and District 225. We have contracted with a full time dedicated adjuster and safety director who are both placed on site at District 214. It has proved that the expanded workers compensation model reduces the number of student, staff, visitor, and transportation accidents, saving District 214 (and SSCRMP in its entirety) significant money.
- SSCRMP has agreed to pool for the purpose of leveraging our size. The pooling approach improves service and position to weather the many health care initiatives and increased coverage paid for by the employer over the next several years.
- The District utilizes an outside appraisal service for the appraisal, control and inventory of capital assets. Industrial Appraisal Company completed a comprehensive appraisal of the

District's assets during 2019. Appraisals are used for verification and updating of replacement values for inventory and insurance purposes. The District maintains a set of procedures and an approval process for the disposal, removal, loan or hire of District property in Section 3551 of the Board of Education Policy Manual. The policy is in compliance with ILCS 5/10-22.8.

- The District maintains a set of procedures and approval process for contract approval, bid requirements and awards and for purchasing in accordance with 105 ILCS 5/10-20.21 in section 3310 of the Board of Education Policy Manual. The policy includes:
 - Guidelines and dollar amounts for bids and quotes.
 - Guidelines and dollar amounts for contract approvals.
 - Pre-approval of purchase orders before purchasing.
 - Purchasing within budgetary limitations.
 - Board approval of lease agreements.
 - Cooperative purchasing.
 - Conflict of interest and ethical guidelines.
- Data Production Services (DPS) provides complete production capabilities for district office and individual school requests.
- Mailroom provides courier service between buildings for collection/distribution of internal and external documents and mail.

Meritorious Budget Award (MBA)

The District received the Meritorious Budget Award (MBA) for fiscal year 2010-2011 through the 2019-2020 budgets from the Association of School Business Officials (ASBO) International. The MBA recognizes excellence in school budget presentation and is conferred on school districts that have met or exceeded strict guidelines. The guidelines provide a means for the business management staff, school board, and community to use the budget document as an effective decision-making and communications tool.



This Meritorious Budget Award is presented to

TOWNSHIP HIGH SCHOOL DISTRICT 214

for excellence in the preparation and issuance of its budget
for the Fiscal Year 2019–2020.

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.



A handwritten signature in black ink that reads 'Claire Hertz'.

Claire Hertz, SFO
President

A handwritten signature in black ink that reads 'David J. Lewis'.

David J. Lewis
Executive Director

Certificate of Excellence Award in Financial Reporting

The District received the Certificate of Excellence Award in Financial Reporting for fiscal years ending June 30, 2009 through June 30, 2019 from the Association of School Business Officials (ASBO) International. This award represents a very significant achievement and reflects the District's commitment to the highest standards of school system financial reporting. The Certificate of Excellence is the highest recognition for school district financial operations offered by ASBO International and confirms that the District's Comprehensive Annual Financial Reports (CAFR) have met or exceeded the standards set by ASBO International.



The Certificate of Excellence in Financial Reporting
is presented to

Township High School District 214

for its Comprehensive Annual Financial Report (CAFR)
for the Fiscal Year Ended June 30, 2019.

The CAFR meets the criteria established for
ASBO International's Certificate of Excellence.



A handwritten signature in black ink that reads 'Claire Hertz'.

Claire Hertz, SFO
President

A handwritten signature in black ink that reads 'David J. Lewis'.

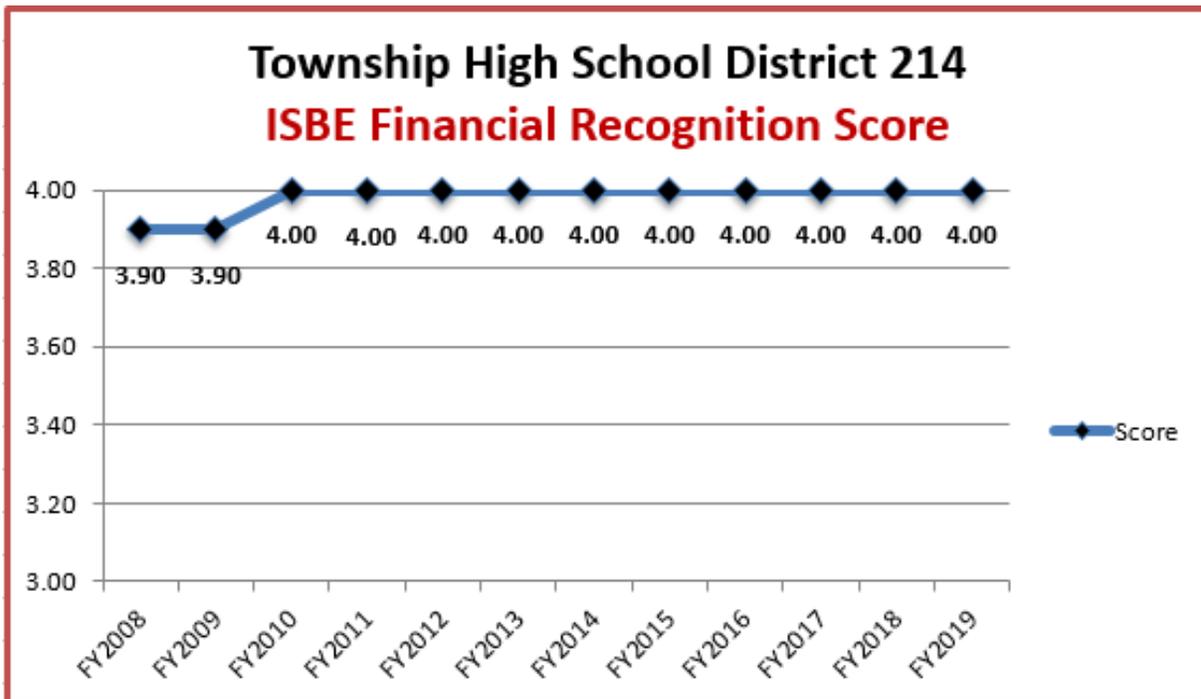
David J. Lewis
Executive Director

Certificate of Financial Recognition

Since the spring of 2003, the Illinois State Board of Education (ISBE) has utilized a new system for assessing a school district's financial health. The new financial assessment system is referred to as the "School District Financial Profile". The new system uses five indicators which are individually scored and weighted in order to arrive at a composite district financial profile. The indicators are as follows: fund balance to revenue ratio; expenditures to revenue ratio; day's cash on hand; percent of short-term borrowing ability remaining; and percent of long-term margin remaining. The best category of financial strength is Financial Recognition. A school district with a score of 3.54 – 4.00 is assigned to this category. These districts require minimal or no active monitoring by ISBE unless requested by the district. The District received the Certificate of Financial Recognition for fiscal year ending June 30, 2009 with a score of 3.9. For FY 2010 through FY 2019, ISBE awarded District 214 with the highest designation of 4.0. This award recognizes the strong financial position of the District in its management of annual resources and fund balances.

Annually, ISBE publishes District 214's financial profile which generates from our Annual Financial Report (AFR), form 50-35. The District has received Financial Recognition status and our financial score has been on a lateral or upward move in spite of the difficult economic times our state and District have been facing. During the past ten years, we have been given a perfect 4.0 Financial Score.

Township High School District 214 will continue to implement cost containment initiatives and innovative ideas with minimal impact to student programs. The District strives for continuous financial improvement, accountability and recognitions.



Fiscal and Business Management Policy

- District shall prepare and adopt a balanced Operating Budget.
- District shall maintain long term financial projections. District 214 uses the Financial Planning Program (FPP) which provides the ability to address “what if” scenarios.
- District shall maintain a fund balance of minimally five to six months of expenditures.
- District will find cost savings to delay deficit spending.
- District maintains an investment policy consistent with statute.
- District maintains a debt policy consistent with statute.
- District maintains a long term capital facilities plan.
- District maintains a long term life safety plan.
- District maintains a technology implementation plan.
- District developed a replacement schedule for long-life assets to allocate annual costs and assist in projecting future needs.
- District has not issued tax anticipation warrants or revenue anticipation notes.
- District has no record of default and has met its debt repayment obligations promptly.

Accounting Systems and Budget Control

The District administration is responsible for establishing and maintaining internal controls designed to ensure that the assets of the District are protected from loss, theft or misuse and to ensure that adequate accounting data is compiled to allow for the preparation of financial statements in accordance with accounting principles generally accepted in the United States; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error. The concept of reasonable assurance recognizes that the cost of a control should not exceed the benefits likely to be derived and the valuation of costs and benefits requires estimates and judgments by management.

The financial statements are prepared in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. The presentation allows the reader to obtain an overview of the District’s financial operations by viewing the combined statements. Detailed representations of the combined statements are available throughout the remainder of the report.

Cash Management and Treasury Function

Cash and investments of the District are maintained by the District Treasurer. The Board of Education appointed the Associate Superintendent for Finance and Operations to serve as the District Treasurer. District 214 has administered the Wheeling Township Intergovernmental Treasury Agreement, since July 1, 1996 at the abolishment of the Wheeling Township School Treasurer. District 214 provides investment and banking related services for District 214, District 21, District 23, District 25, District 26, and Northwest Suburban Special Education Organization 805. This pooling of investment dollars enhances our ability to maximize investment yields.

The Treasurer is responsible for the investment of funds. Investments are maintained in deposits with financial institutions, savings and checking accounts and non-negotiable certificates of

deposit, repurchase agreements, and U. S. Treasury obligations. Certificates of deposits are covered under FDIC insurance limits for privately insured or collateralized. The Treasurer submits monthly investment reports to the Board of Education. The District secures investment bids prior to investing funds. Investment strategies are structured to obtain the best yield for all invested funds while meeting the District's goals of safety and liquidity.

Investment Policy

The District maintains a set of procedures for the investment of School District funds that includes the following elements in Section 4:30 of the Board of Education Policy Manual. The policy is in compliance with the Public Funds Investment Act.

- A listing of authorized investments.
- The standard of care that must be maintained by the persons investing the public funds.
- Investment and diversification guidelines appropriate to the nature of the funds, the purpose for the funds, and the amount of the public funds within the investment portfolio.
- Guidelines regarding collateral requirements, if any, for the deposit of public funds in a financial institution made pursuant to the Act, and, if applicable, guidelines for contractual arrangements for the custody and safekeeping of that collateral.
- A system of internal controls and written operational procedures designed to prevent losses of funds that might arise from fraud, employee error, misrepresentation by third parties, or imprudent actions by employees of the District.
- Performance measures appropriate to the nature of the funds, the purpose for the funds, and the amount of the public funds within the School District's investment portfolio.
- Appropriate periodic review of the investment portfolio, its effectiveness in meeting the School District's need for safety, liquidity, rate of return, and diversification, and its general performance.
- Monthly written reports of investment activities by the Treasurer for submission to the Board of Education and the Superintendent, including information regarding securities in the portfolio by class or type, book value, income earned, and market value as of the report date.
- A procedure for the selection of investment advisors, money managers, and financial institutions.
- A policy regarding ethics and conflicts of interest.

Risk Management/Insurance

District 214 is a member of the Secondary School Cooperative Risk Management Program (SSCRMP). District 214 along with District 211, District 207, and District 225 participate in this comprehensive risk management pool. The pool provides comprehensive insurance coverage at a lower cost than the school districts can obtain individually. Coverage includes property casualty, general liability, school board liability, vehicle liability, professional liability, workers compensation, and health insurance. District 214 is self-insured for employees' medical, vision, and dental insurance. Independent third-party companies administer benefit claims for the District's self-insurance plans.

With all the tragic events occurring at our nation’s public schools across the country, District 214 engaged a firm to conduct a safety/security audit. In early August, 2018, the results of those safety/security audits were received. District 214 implemented a variety of additional safety and security measures at our comprehensive high schools and the specialized schools at Forest View Educational Center.

The additional procedures included: further securing entry and exit to the buildings before, during, and after school; increasing the amount of time security is present at school; moving to a modified closed campus; and incorporating bystander behavior curriculum (“see something, say something”) into our four-year developmental counseling program. District 214 will continue working with local authorities and appropriate security companies to maximize school safety within budget parameters. The safety and security of our students and staff is our primary focus as a school system.

O’Hare Noise Compatibility Commission (ONCC)

The goal of the O’Hare School Sound Insulation Program (SSIP) is to reduce aircraft noise levels in schools and create a quieter learning environment for students in the O’Hare area. As the largest and one of the oldest programs in the world, it has provided over \$300 million in federal and airport funds to sound-insulate over 120 schools. In 1996, the O’Hare Noise Compatibility Commission (ONCC) was formed to provide input and oversight to the implementation of noise programs, including the School Sound Insulation Program (SSIP).

Township High School District 214 received a \$13.4 million grant from the Federal Aviation Administration for Elk Grove High School renovations to mitigate sound levels for student learning. The FAA paid 80% of the improvement costs and the city of Chicago paid the remaining 20%. The project allowed renovation in 85+ spaces, including 71 classrooms, cafeteria, and gymnasium. The sound abatement results in a quieter school due to double-paned glass with thicker outside windows, new insulated roofing, high noise reduction ceiling tile, and unit ventilators with sound baffles. This instills a positive effect on the learning environment. Final reimbursement from the grant was received by the District in fall 2014, but the benefits of these improvements continue year over year.

Capital Assets

The District utilizes an outside appraisal service for the appraisal, control and inventory of capital assets. Appraisals are used for verification and updating of replacement values for inventory and insurance purposes. During 2019, an outside vendor conducted a full appraisal for the District. After receiving the final report, the District will reconcile the fixed asset module. The financial software system includes a fixed asset module to assist with the accuracy of the capital asset data. Each year the audit firm reviews the fixed asset additions/deletions and depreciation calculations.

Bond Issuance

Historically, the District has bonded for capital programs to match long-term assets with long-term debt. The Capital Projects fund bond proceeds are restricted for capital and maintenance projects to improve sites, build and equip additions, and alter, repair and equip buildings.

Capital Projects Program

District 214 is comprised of eight campuses (7 main buildings and a CLS house). The oldest building in the District is Prospect High School, which was built in 1957. District 214 prides itself on outstanding and continual upkeep and improvement to all facilities. The Capital Projects Program (CPP), formerly known as the Facilities Improvement Program and Major Maintenance, has been in operation since 1985. The purpose of the CPP is to identify and fund large capital expenditures for additions, renovation, remodeling or renewal of our facilities. Projects that fall under the CPP include: roof replacement, tuck-pointing, parking lots, sidewalks, fencing, carpeting and other flooring, fire alarms, additional facilities, modernization of instructional spaces, improvement of grounds spaces, and other capital improvement work.

The District's five-year Capital Projects Program is a budget planning tool in which the projects are determined by budget, instructional needs, school requests, and maintenance concerns. The plan is a proactive approach to facilitate the highest priority curricular and maintenance needs over a five-year period. Data is collected from the instructional leadership regarding curricular-driven renovations or enhancements. Recommendations are sought from the Buildings and Grounds staff concerning building maintenance and repair. District architects, engineers, and specialty consultants assist to prioritize the CPP. Data is updated annually and adjusted as needed.

Projects solicited for inclusion into the CPP are reviewed against the Facility Priority Matrix and ranked using a four-pass system. Each project is assigned a project number for tracking and accountability purposes, and then individually scored for placement in the long-range capital plan against other competing projects. Proposed projects are reviewed by the Director of Operations, Associate Superintendent for Finance and Operations, and the Superintendent. The Superintendent makes a recommendation to the Board of Education for final approval of projects.

District 214 has entered into turf field partnership agreements with four park districts, a soccer organization, and a university for turf fields at six of our facilities. The partners reimbursed the District for a portion of the costs of the Turf Project in exchange for certain commitments from the District for use of the Stadium during agreed upon hours. The constituencies of the partnerships will be more effectively and economically served by sharing these costs.

District 214 entered into an agreement with Robert Morris University (RMU). During 2019, RMU was integrated with Roosevelt University. Roosevelt University has completed some cosmetic adjustments. They plan to continue with the agreement that was in effect prior to this integration:

- maintenance and upkeep of certain Stadium improvements
 - turf surface at the Stadium
 - press box at the Stadium, including handicap accessibility
 - scoreboard
- construction and use of the Field House
- expanded use of the Stadium
- continued use of the Training Facility
- use of certain classrooms

Governmental Funds Summary

The chart summarizes budgeted revenue and expenses for the 2020-2021 fiscal year in the District Governmental funds. The beginning and projected ending balances for each fund, as well as the total for all funds, are also shown. The total ending fund balance is projected to be \$169,806,605 as of June 30, 2021

Chart 1.08 Governmental Funds Budget Summary

Summary of Fund Balances						
All Funds						
	Beginning Balance	Revenue	Expenditure	Excess (Deficit)	Financing Sources (Uses)	Ending Balance
Educational	\$86,828,976	\$208,100,000	\$209,900,000	(\$1,800,000)	\$0	\$85,028,976
Operations and Maintenance	\$28,365,333	\$30,900,000	\$25,400,000	\$5,500,000	(\$5,100,000)	\$28,765,333
Debt Service	\$1,402,070	\$3,400,000	\$3,400,000	\$0	\$0	\$1,402,070
Transportation	\$18,381,838	\$14,600,000	\$15,000,000	(\$400,000)	\$0	\$17,981,838
Municipal Retirement	\$9,982,756	\$8,500,000	\$8,425,000	\$75,000	\$0	\$10,057,756
Capital Projects	\$18,639,469	\$2,700,000	\$20,000,000	(\$17,300,000)	\$5,100,000	\$6,439,469
Working Cash	\$18,331,163	\$1,800,000	\$0	\$1,800,000	\$0	\$20,131,163
Tort	\$0	\$0	\$0	\$0	\$0	\$0
Life Safety	\$0	\$0	\$0	\$0	\$0	\$0
	<u>\$181,931,605</u>	<u>\$270,000,000</u>	<u>\$282,125,000</u>	<u>(\$12,125,000)</u>	<u>\$0</u>	<u>\$169,806,605</u>

Description of Governmental Funds

- Educational Fund: To account for direct costs of instructional, health and attendance services, lunch programs, cost of administration, and related insurance costs.
- Operations and Maintenance Fund (O&M): To account for costs of maintaining or repairing school buildings and property, renting buildings and property for school purposes, and utilities.
- Transportation Fund: To account for costs of transporting pupils, whether buses are purchased or contracted service providers are hired to provide transportation.
- IMRF Fund: To account for the District's portion of personnel pension costs related to the Illinois Municipal Retirement Fund (IMRF).
- Working Cash Fund: To account for taxes levied for working cash purposes or if bonds are sold for this purpose and to account for inter-fund borrowing.
- Debt Service Fund: To account for the District providing cash to retire and pay principal and interest on bond issues or outstanding debt.
- Capital Projects Fund: To account for actual costs related to construction projects.

Budgets and financial projections are snapshots using the most current available information. School finance, however, is conducted in a dynamic environment rather than in a vacuum. Financial planning and management are affected by internal and external events. Some of these factors include:

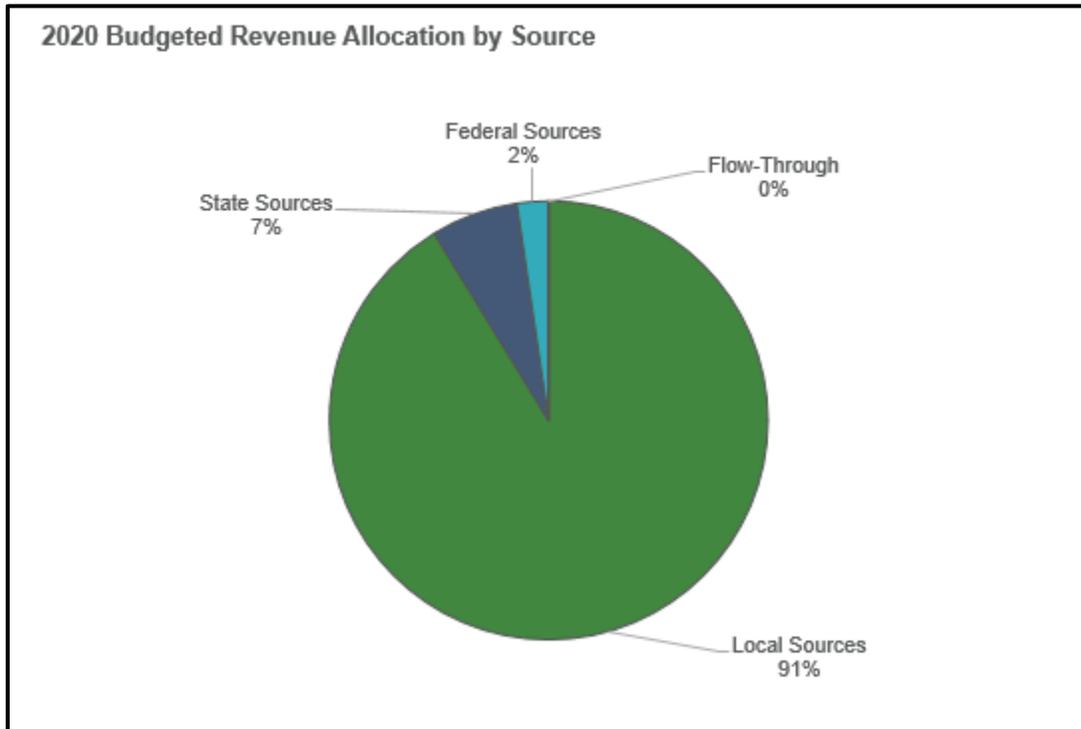
- Future state and federal legislation affecting state aid, reimbursement, and other factors
- Volatility of the Consumer Price Index (CPI)
- Delays in receiving state funding
- Interest rates
- Enrollment trends and the personnel needed to accommodate the students
- Special education services needed for educationally or physically challenged students
- Number of retirees, leaving openings for newer teachers at lower salary costs
- Retiree benefits
- Pension reform
- Property tax variables
- Insurance costs and claims
- Health care reform initiatives
- The impact of COVID-19 to our “next normal”
- Other legislative initiatives

The District has compiled this budget using the most recent information available and estimates for unknown items using historical trend information. Some State and Federal grants have not yet been awarded a specific amount by the respective government agency given the current economic situation and uncertainty about the future funding of these programs. Additional expenditures related to the COVID-19 pandemic were included within the budget preparation. However, the final COVID-19 pandemic related expenditures will only be fully determined as the guidance and direction of the pandemic and the impact to the community, state, and nation are endured.

Overview of Revenues and Expenditures for Governmental Funds

The budgeted revenue allocation by source pie chart reflects that 91% of the District revenue is received from local sources.

Chart 1.09 Budgeted Revenues by Source



Property Taxes

State law and the School Code of Illinois govern the policies and procedures of school finance. Property taxes are the primary revenue source, representing 84.3% of the District’s operating revenue. The property tax cycle extends over two years. The tax year is the year of assessment and reflects the value of property as of January 1st. The tax bills are distributed and the taxes are paid in the year following the tax year.

Illinois real property values and related taxes are established on a calendar-year basis. Township High School District 214 is a municipal corporation governed by a Board of Education, which has the exclusive responsibility and accountability for certifying an annual levy to the respective county clerk. School districts in Illinois levy for each Governmental Fund. The county clerk is responsible for the extension of taxes levied by the school district within the Property Tax Extension Limitation Law (PTELL), better known as the “Tax Cap”. The County Treasurer has the responsibility of mailing the tax bills, collecting the property taxes, and remitting the revenues back to the taxing districts.

Cook County distributes their tax receipt collections in primarily two installments, the first in March and the second in late August. The CPI used for the 2016 Tax Levy was .7%. The CPI used for the 2017 Tax Levy was 2.1%. The CPI used for the 2018 Tax Levy was 2.1%. The CPI used for the 2019 Tax Levy was 1.9%. In preparation of the 2020 Tax Levy, the December 2019 CPI of 2.3% will be used to estimate the levy. Each levy also includes an increase in revenue

generated by new property added to the tax base. The Board of Education will adopt the final levy in December 2020. The levy will be filed with the Cook County Clerk by December 29, 2020 (the last Tuesday in December).

Chart 1.10 CPI History

CPI History	
2019	2.3%
2018	1.9%
2017	2.1%
2016	2.1%
2015	0.7%
2014	0.8%
2013	1.5%
2012	1.7%
2011	3.0%
2010	1.5%

The State of Illinois Department of Revenue is responsible for calculating an equalization factor for each county. This calculation is made annually using a multi-year comparison of property assessments and sales prices in each county called the assessment/sales ratio study. Once the Illinois Department of Revenue has certified the final Cook County equalization factor, the Cook County Clerk applies the factor to the final assessed values determined by the Assessor and modified by the Board of Review. The new value is called the equalized assessed value (EAV). This value is the final taxable value of the property unless homeowner exemptions are applied.

Equalized Assessed Valuations (EAV) is designed to assure equal valuation treatment across Illinois. EAV represents the taxable property base for schools as certified by the Illinois Department of Revenue. Each Board of Education determines an annual levy in terms of dollar amounts and certifies this levy to the county clerk. The county clerk is responsible for making extensions of taxes levied within the constraints of the school district limitations. Tax rates for school districts are related to specific purposes. A tax rate in Illinois reflects the dollars levied per \$100 of EAV of real property. Dividing the dollar amount of the tax levy by total EAV of the taxing district and multiplying the product by 100 calculates the tax rate.

Chart 1.11 Property Tax Rate History

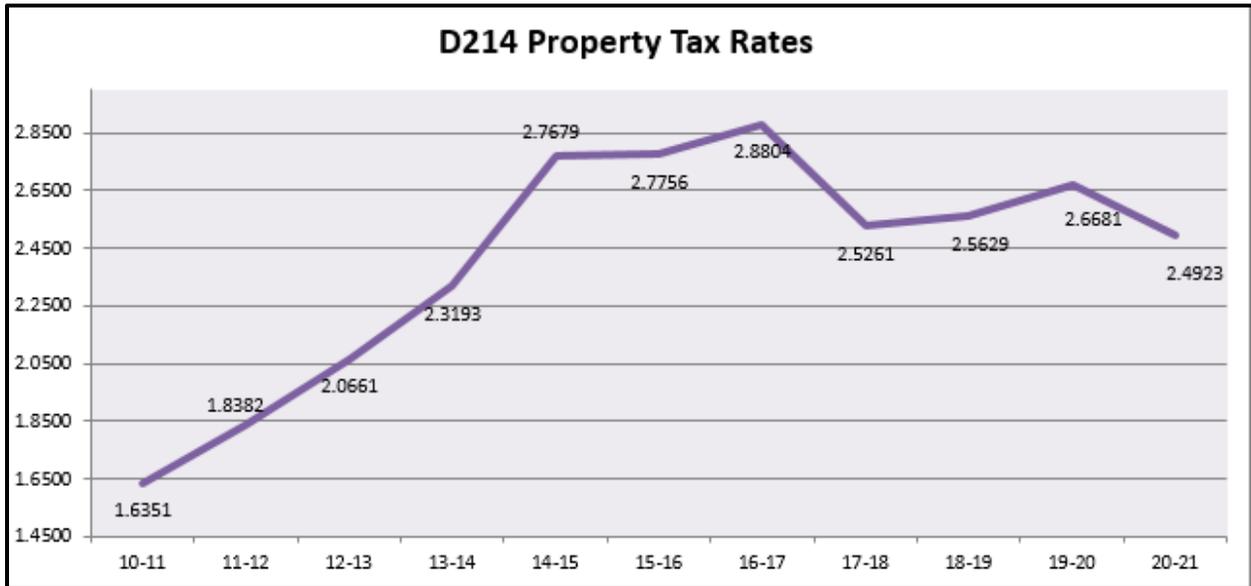


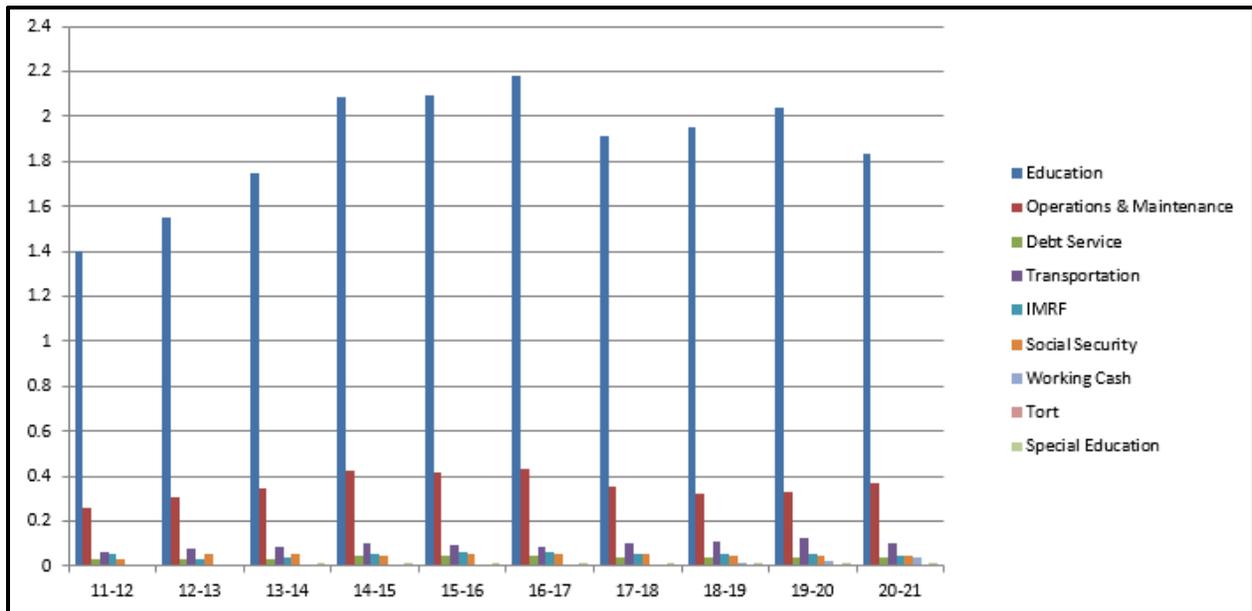
Chart 1.12 Extended Tax Rates

Tax Year	Fiscal Year	Education	Operations & Maintenance	Debt Service	Transportation	IMRF	Social Security	Working Cash	Tort	Spec Education	Total
2010	2011-12	1.3978	0.2595	0.0301	0.0610	0.0509	0.0298	0.0000	0.0000	0.0091	1.8382
2011	2012-13	1.5520	0.3078	0.0338	0.0775	0.0318	0.0531	0.0000	0.0000	0.0101	2.0661
2012	2013-14	1.7480	0.3466	0.0338	0.0866	0.0347	0.0578	0.0002	0.0000	0.0116	2.3193
2013	2014-15	2.0829	0.4244	0.0450	0.1010	0.0539	0.0472	0.0000	0.0000	0.0135	2.7679
2014	2015-16	2.0923	0.4173	0.0449	0.0927	0.0609	0.0543	0.0000	0.0000	0.0132	2.7756
2015	2016-17	2.1786	0.4345	0.0460	0.0883	0.0597	0.057	0.0000	0.0000	0.0163	2.8804
2016	2017-18	1.9131	0.3511	0.0402	0.1012	0.0538	0.0515	0.0000	0.0000	0.0152	2.5261
2017	2018-19	1.9525	0.3238	0.0405	0.1128	0.0532	0.0497	0.0142	0.0000	0.0162	2.5629
2018	2019-20	2.0345	0.3329	0.0414	0.1226	0.0526	0.0467	0.0199	0.0000	0.0175	2.6681
2019	2020-21	1.8366	0.3720	0.0357	0.1008	0.0463	0.0453	0.0391	0.0000	0.0165	2.4923

Chart 1.13 Assessed Valuation

Tax Year	Assessed Valuation	\$ Change	% Change	New Property	Levy % Increase	Levies Extended	CPI	County Multiplier Eq. Factor
2010	10,405,365,511	-947,102,347	-8.34%	33,065,852	1.6%	191,319,398	1.5%	3.3000
2011	9,423,021,782	-982,343,729	-9.44%	25,812,280	2.4%	194,744,150	3.0%	2.9706
2012	8,656,533,697	-766,488,085	-8.13%	24,146,250	2.5%	201,177,843	1.7%	2.8056
2013	7,422,861,898	-1,233,671,799	-14.25%	30,732,921	2.4%	205,464,817	1.5%	2.6621
2014	7,548,675,591	125,813,693	1.69%	34,083,565	1.8%	209,551,234	0.8%	2.7253
2015	7,364,485,993	-184,189,598	-2.44%	34,008,900	1.2%	212,165,068	0.7%	2.6685
2016	8,544,564,082	1,180,078,089	16.02%	86,052,946	1.8%	215,914,357	2.1%	2.8032
2017	8,647,114,532	102,550,450	1.20%	45,740,452	2.6%	221,618,372	2.1%	2.9627
2018	8,562,318,440	-84,796,092	-0.98%	83,895,966	3.1%	228,528,279	1.9%	2.9109
2019	10,010,527,923	1,448,209,483	16.91%	128,173,488	3.2%	235,848,038	2.3%	2.7523

Chart 1.14 Extended Tax Rate Chart



The property tax is a fairly consistent tax, but with the passage of the Property Tax Extension Limitation Law (PTELL or “tax cap”) in 1995, the growth of revenue is now limited to the lesser of 5% or the Consumer Price Index (CPI). A fundamental structural imbalance exists in this funding formula because most of the costs related to the delivery of public education exceed CPI. The PTELL coupled with the lack of new Equalized Assessed Value (EAV) revenue generated by new construction, limits the amount of property tax received by the District. The “tax cap” law was designed to reduce the rate of growth of property taxes for the individual taxpayer. This reliance on taxes makes the District vulnerable to political pressures to limit property taxes.

Tax extension increases are governed by the increase in the (EAV) and the PTELL. The total tax extended by the County Clerk may increase by a limited amount each year. Within that aggregate increase, the District has authority to distribute the tax to the prescribed individual funds as long as the distribution stays below the fund rate ceiling that is prescribed by law. The “Tax Cap,” slows the growth of revenues to school districts and reduces the tax rates when property values and assessments increase faster than the rate of inflation.

In addition to the “tax cap” law, Tax Increment Financing Districts (TIF) have been created. TIF is a program designed to create economic growth in areas of a community where redevelopment likely would not occur without public investment. When a TIF is created, the Equalized Assessed Value (EAV) of the TIF district is frozen, and the school district does not receive additional tax dollars produced within the TIF district during the duration of the TIF. Therefore, incremental EAV accumulates within the TIF district and tax revenue generated is redirected to the respective village for economic development purposes within the TIF boundaries.

Tax Increment Financing Districts (TIF)

Currently, there are sixteen active Tax Increment Financing (TIF) districts within the District's boundaries:

- Arlington Heights #4 (Northeast corner Golf and Arlington Heights Road)
- Arlington Heights (Hickory/Kensington)
- Arlington Heights #5 (Southpoint/Town & Country)
- Des Plaines #3 (Mount Prospect & Wilke Roads)
- Elk Grove (Busse/Elmhurst)
- Elk Grove (Higgins Rd Corridor)
- Elk Grove (Elk Grove Town Center)
- Mt. Prospect (Prospect & Main)
- Prospect Heights (Milwaukee/Palatine)
- Prospect Heights (Palatine Road)
- Rolling Meadows #2 (Kirchoff & Owl Drive)
- Rolling Meadows #4 (Golf Road Conservation)
- Wheeling #2 (South Milwaukee/Manchester Drive)
- Wheeling #3 (North Milwaukee)
- Wheeling (Southeast II)
- Wheeling (Town Center II)

Chart 1.15 TIF Summary

Community		Tax Code	Agency Tax Code	TIF #	Location	First Tax Year	Year Expires	Extension Expiration	Frozen EAV	2019 EAV	TIF Extensions and/or Comments
Arlington Hts	16117	03-0020-504	#4	NE corner Golf & AH Rds	2002	2026	2037	\$5,971,996	\$15,219,967	IGA from 2014	
Arlington Hts	38229	03-0020-506		Hickory/Kensington	2014	2037		\$8,634,983	\$17,911,662		
Arlington Hts	38205	03-0020-505	#5	Southpoint/Town & Country (Palatine & Ranc	2005	2028		\$30,180,546	\$40,090,438		
Des Plaines	16115	03-0290-502	#3	Mt Prospect & Wille Rds	2000	2035		\$3,807,465	\$29,703,385	Extension Approved April 2009	
Elk Grove	16135, 16136, 16137, 16138	03-03-50-501		Busse/Elmhurst	2015	2038		\$302,233,159	\$596,182,417		
Elk Grove	16141, 16142, 16143			Higgins Rd Corridor	2017			\$26,280,325	\$53,048,652	New in 2017	
Elk Grove	16114	03-03-50-500		Elk Grove Town Center	1997	2020		\$656,127	\$14,861,393		
Mt Prospect	16091,16105, 16130, 38203			Prospect & Main	2017			\$37,621,688	\$46,149,525	Reset 2016	
Prospect Heights	38180, 38181, 38182, 38201, 38219, 38221	03-1040-500		Milwaukee / Palatine	1997	2020		\$14,770,722	\$25,685,160		
Prospect Heights	38183/4/5	03-1040-501		Palatine Road	1997	2020		\$2,376,261	\$1,512,030	Was a \$0 EAV in 2015 due to being Municipal property. 2016-2018 has EAV.	
Rolling Meadows	23156	03-1110-501	#2	Kirchoff & Owl Dr	2002	2026		\$1,541,944	\$5,709,150		
Rolling Meadows	16133	03-1110-503	#4	Golf Rd Conservation - NEW 7/28/15	2015	2030		\$13,057,833	\$38,419,964	Will be a 15 year, rather than 23 cycle	
Wheeling	38199/200	03-1310-501	#2	S Milwaukee/Manchester Dr	2000	2023		\$1,694,510	\$16,148,948		
Wheeling	38202/3	03-1310-502	#3	N Milwaukee	2002	2024		\$24,748,756	\$84,311,859	Expansion Discussion 6/24/08	
Wheeling	38223/4/5/6	03-1310-505		Southeast II	2014	2037		\$41,639,362	\$60,841,932	Reset of Southeast (Industrial Lane)	
Wheeling	38228	03-1310-506		Town Center II	2014	2037		\$36,124,041	\$84,207,065	Reset of Town Center	
								\$551,339,718	\$1,130,003,547		
								\$12,988,563			
									\$578,663,829	Difference:	
									2.3560%	Tax Rate:	
									\$13,633,320		
Estimated THSD 214 tax revenue shifted due to TIF areas for the 2019 tax year is										\$13,633,320	

Township High School District 214 approved a position paper regarding Tax increment financing districts and related programs on September 6, 2007:

TOWNSHIP HIGH SCHOOL DISTRICT 214

POSITION PAPER

TAX INCREMENT FINANCING DISTRICTS AND RELATED PROGRAMS

Tax Increment Financing (TIF) Districts and related programs critically impact funding available for Township High School District 214. As the Equalized Assessed Valuation (EAV) of the property within a TIF district increases, schools do not receive any increase in tax funds for education until the TIF expires. A TIF may remain in effect up to 23 years and may be extended beyond 23 years. In addition, related programs or agreements could also have an impact on the amount of tax funds received.

Township High School District 214 is a community member of municipalities within our district boundary. The Board of Education understands that there is a need for municipalities to rejuvenate blighted business areas in order to enhance community and commercial viability; and specifically, we look to see whether an area would develop without the implementation of a TIF or related program. A vibrant community is critical for attracting businesses, thereby maintaining a tax base that will support municipalities' social services, park districts, and schools. Municipalities, which are able to demonstrate high levels of social services, park district offerings, and quality schools, are an attraction for potential residents.

It is the position of the High School District 214 Board of Education to request that municipalities provide adequate advanced notification, when reviewing whether to enact a TIF or related program, and to consider the impact on school districts. In particular, we request that municipalities consider and utilize types of project financing other than TIFs. If TIF financing is decided upon, we request municipalities limit the duration of a TIF to significantly less than 23 years and to share a significant amount of increased revenue with school districts during the TIF.

The position of High School District 214's Board of Education about TIF extensions is that without a substantial annual allocation of the increased tax increment being made available to District 214, a TIF should not be changed or modified in order to extend it beyond the original expiration date. Further, the request for a TIF extension or related program in which the extension or related program is being requested, must originate with the municipality, supported by a majority vote of council members.

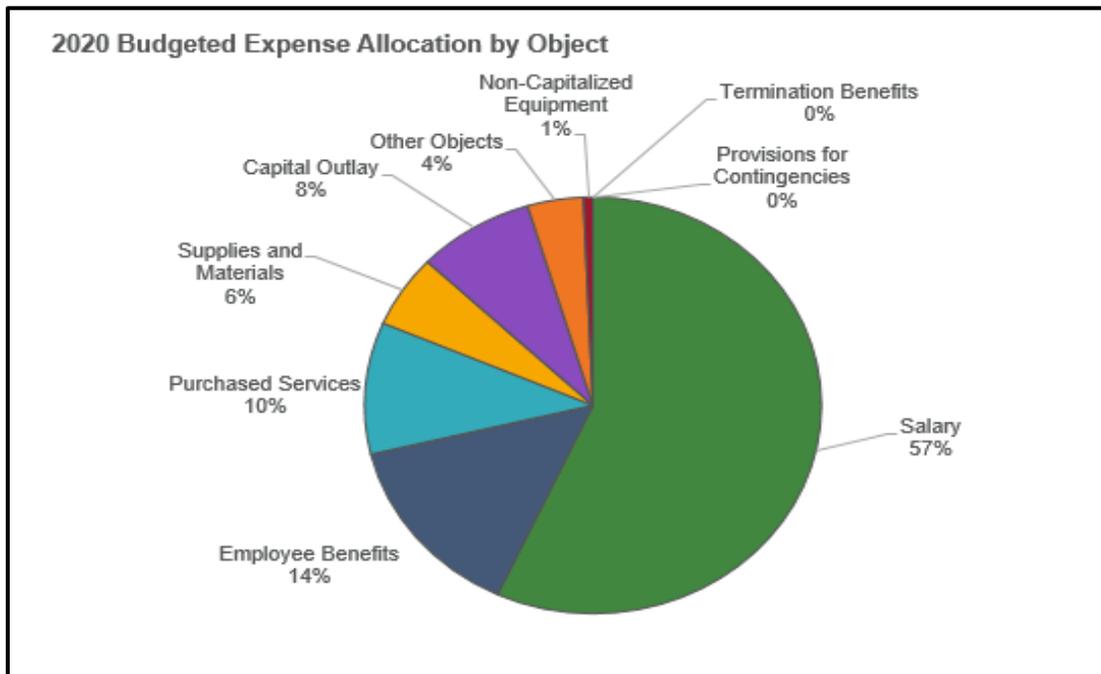
Approved by the Board of Education of Township High School District 214 on September 6, 2007.

The following schedule summarizes the expenditures for the Educational, Operations and Maintenance, Transportation, IMRF, Capital Projects, and Debt Service Funds. The prior year actual and the proposed budget year are shown, along with the percent change.

Chart 1.16 Governmental Funds – Expenditures

Governmental Funds - Expenditures			
	FY 2020 ACTUAL	FY 2021 BUDGET	% Δ
Educational	\$204,410,995	\$209,900,000	2.69%
Operations and Maintenance	\$22,784,510	\$25,400,000	11.48%
Transportation	\$11,742,189	\$15,000,000	27.74%
Municipal Retirement	\$8,312,055	\$8,425,000	1.36%
Capital Projects	\$7,613,240	\$20,000,000	162.70%
Debt Service	\$7,020,901	\$3,400,000	-51.57%
Tort	\$0	\$0	
Life Safety	\$0	\$0	
Working Cash	\$0	\$0	
Total	\$261,883,890	\$282,125,000	7.73%

Chart 1.17 Budgeted Expense by Object



Major Salary Agreements

The District has a Cumulative Agreement with the Education Association which will expire June 30, 2024. The District has a Cumulative Agreement with the Educational Support Personnel Association which will expire June 30, 2021.

- The District 214 Education Association (EA) is the teachers' union. The District and the EA have an agreement through June 2024. The following language is included in the District 214 Education Association Agreement.
 - **2020-2021:** Increase base by 2.0%
 - **2021-2022:** Increase base by 1.75%
 - **2022-2023:** Increase base by 1.5%
 - **2023-2024:** Increase base by 1.5%

Should pension "cost shift" occur during the time frame of this Cumulative Agreement, the total salary increase will be offset by the percent shift each year to absorb the financial impact of pension costs shifting from the State to the District. The effect of cost shift will be limited by a minimum/maximum of 1%/4%.

In the event of a tax freeze that adversely affects the financial condition of the District, all raises, other than scheduled step increases, will be reduced by 50% with a minimum annual raise of 1%, and the Board/Administration and EA will meet to discuss implications for the remainder of the Agreement.

- The Educational Support Personnel Association (IEA-NEA) includes clerical, technical, security, and instructional assistant positions. The District and the ESPA have an agreement through June 2021. The following language is included in the District 214 Educational Support Personnel Association Agreement.
 - The **2020-2021** Increase by 2.0%. All employees who started work prior to July 1, 2020 will receive the 2.0% increase plus a 2% progression through the salary range or the maximum hourly rate for their grade, whichever is less for the 2020-2021 fiscal year.
- The District and the Custodial Maintenance Association (CMA) have an agreement through June 2024. The following language regarding salaries is included in the District 214 Custodial Maintenance Association Agreement.
 - The **2020-2021** Increase on top of step of 1.5%
 - The **2021-2022** Increase on top of step of 1.75%
 - The **2022-2023** Increase on top of step of 1.75%
 - The **2023-2024** Increase on top of step of 1.75%

Chart 1.18 Contract Salary Increases & Length of Contract

	FY 2021	FY 2022	FY 2023	FY 2024
Education Association	Increase base by 2%, plus a step progression	Increase base by 1.75%, plus a step progression	Increase base by 1.5%, plus a step progression	Increase base by 1.5%, plus a step progression
Educational Support	Increase base by 2%, plus a 2% progression	Negotiation outcome	Negotiation outcome	Negotiation outcome
Custodial Maintenance	Increase base by 1.5%, plus a step progression	Increase base by 1.75%, plus a step progression	Increase base by 1.75%, plus a step progression	Increase base by 1.75%, plus a step progression

Please note: The Custodial Maintenance salaries and benefits are paid out of the Operations & Maintenance Fund.

The District’s PPO, HMO, pharmacy, and dental plans are self-funded through Blue Cross/Blue Shield (BCBS) of Illinois, Allied Dental and a Drug Card. The Insurance Committee is comprised of union representatives, District administrators, employees, and a District 214 Board of Education member. Over the past several years, significant cost containments and efficiencies have been implemented to control insurance expenses year to year. Moving to BCBS of Illinois allowed the plan to benefit from the additional discounts and providers offered by the Blue Cross Blue Shield of Illinois (BCBS).

Beginning January 1, 2015, the District offered a High Deductible Health Plan (HDHP) along with a Health Savings Account (HSA) as an option to our employees. With an HDHP the employee becomes a smarter shopper for health care, which is why these plans are considered a “consumer-directed health care plan”. An HSA is a tax-advantaged savings account designated for qualified medical expenses, which allows one to pay for current qualified medical expenses on a tax-favored basis. Unused HSA dollars roll over from year to year. The funds in the HSA belong to the employee, are non-forfeitable, and portable, making HSAs an easy way to save and invest for future qualified medical expenses.

Debt

General Obligation Bonds are direct obligations and pledge the full faith and credit of the District. General obligation bonds and taxable debt certificates currently outstanding are as follows:

Series 2011 General Obligation Limited School Bonds dated December 1, 2011 are due in annual installments through December 2031, face amount of \$10 million.

Series 2012 General Obligation Limited School Bonds dated February 9, 2012 are due in annual installments through December 2031, face amount of \$10 million.

Series 2016 General Obligation Limited Tax Refunding School Bonds, dated November 2016, is a \$9.7 million refunding bond.

Series 2017 General Obligation Limited Tax Refunding School Bonds, dated September 2017, is an \$8.9 million refunding bond.

The 2011 and 2012 General Obligation Bonds were refunded with an approximate \$16.4 million tax exempt refunding on December 1, 2020. The true interest cost was only 0.77%, which generated over \$4.5 million of interest savings, and shaved two years off the term of the bonds.

Historically, the District has bonded for capital programs to match long-term assets with long-term debt. The Capital Projects fund bond proceeds are restricted for capital and maintenance projects to improve sites, build and equip additions, and alter, repair and equip buildings.

The savings from the reduced interest costs creates additional Debt Service Extension Base (DSEB) capacity in future years, adding flexibility for future borrowing needs.

Chart 1.19 Calculation of Statutory Debt Limitation and Debt Margin

Legal Debt Margin Calculation for Fiscal Year 2020	
Assessed Valuation	\$ 10,010,527,923
Debt Limit - 6.9% of AV	\$ 690,726,427
Debt Subject to 6.9% Limit	\$ 33,589,242
Total Debt Margin	\$ 657,137,185

Budget Outlook

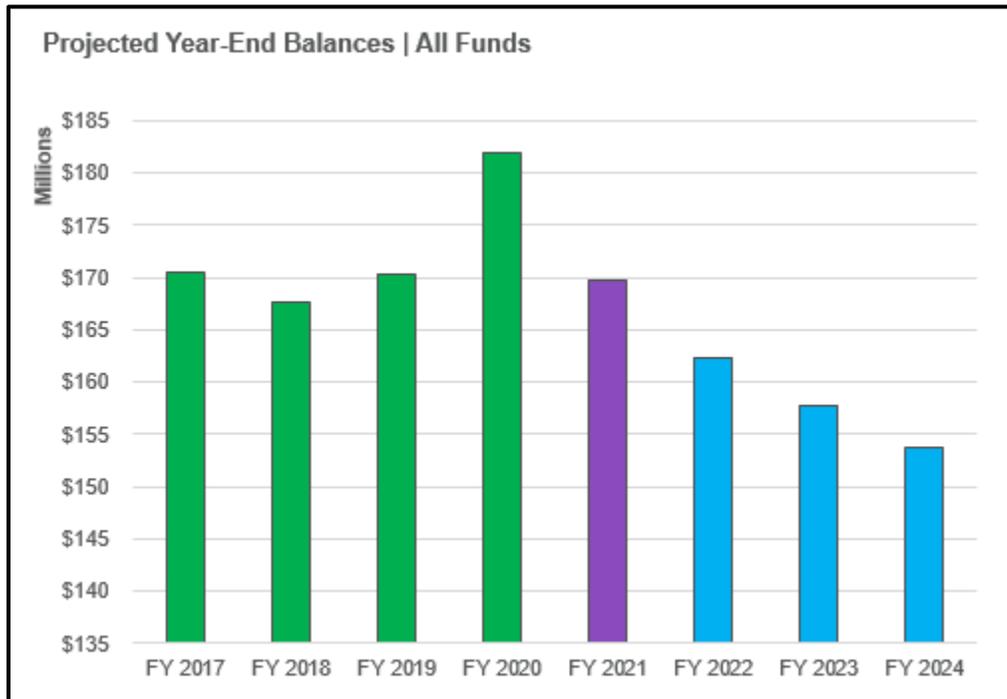
The following chart shows an ending fund balance of approximately \$169.8 million for the 2020-2021 fiscal year for all funds. This fund balance serves to cover any state and federal shortfall of revenues and provides at least six months of operating expenses which meets the Board of Education financial guideline.

The existence of the Fund Balance is beneficial during this time of uncertainty with the COVID-19 pandemic impact and additional expenses endured by the District. The District is also concentrating on larger capital project work, such as roofing, building envelopes, and parking lot projects which will spend down the Capital Projects Fund. These are critical building/renovation expenses to avoid additional future expenses if the projects are not completed during the next few years.

Chart 1.20 Projected Surpluses (Deficits) and Fund Balance (All Funds)

All Governmental Funds															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$232,178,065	\$235,296,190	1.34%	\$244,048,842	3.72%	\$249,480,479	2.23%	\$246,402,875	-1.23%	\$254,461,521	3.27%	\$257,326,929	1.13%	\$264,163,436	2.66%
State Sources	\$14,202,879	\$18,800,703	32.37%	\$18,847,606	0.25%	\$17,813,513	-5.49%	\$17,321,654	-2.76%	\$17,321,654	0.00%	\$17,321,654	0.00%	\$17,321,654	0.00%
Federal Sources	\$5,089,204	\$6,698,043	31.61%	\$6,045,952	-9.74%	\$6,298,206	4.17%	\$6,275,471	-0.36%	\$6,275,471	0.00%	\$6,275,471	0.00%	\$6,275,471	0.00%
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$251,470,148	\$260,794,936	3.71%	\$268,942,400	3.12%	\$273,592,198	1.73%	\$270,000,000	-1.31%	\$278,058,646	2.98%	\$280,924,054	1.03%	\$287,760,561	2.43%
EXPENDITURES															
Salary	\$146,125,512	\$148,254,988	1.46%	\$148,458,609	0.14%	\$152,882,433	2.98%	\$160,412,846	4.93%	\$165,375,681	3.09%	\$169,910,766	2.74%	\$172,480,701	1.51%
Employee Benefits	\$36,453,576	\$37,229,882	2.13%	\$44,617,839	19.84%	\$41,311,222	-7.41%	\$40,522,703	-1.91%	\$40,900,014	0.93%	\$42,349,333	3.54%	\$43,738,783	3.28%
Purchased Services	\$23,019,101	\$26,678,972	15.90%	\$25,563,143	-4.18%	\$25,794,088	0.90%	\$28,888,585	12.00%	\$30,034,293	3.97%	\$31,228,325	3.98%	\$32,472,828	3.99%
Supplies and Materials	\$12,507,952	\$14,348,185	14.71%	\$14,343,029	-0.04%	\$13,569,345	-5.39%	\$15,938,715	17.46%	\$16,427,996	3.07%	\$16,932,512	3.07%	\$17,452,747	3.07%
Capital Outlay	\$9,777,139	\$20,874,917	113.51%	\$16,451,810	-21.19%	\$10,277,190	-37.53%	\$23,326,710	126.98%	\$19,426,511	-16.72%	\$11,529,307	-40.65%	\$11,635,186	0.92%
Other Objects	\$13,408,676	\$24,544,130	83.05%	\$16,596,795	-32.38%	\$15,638,397	-5.77%	\$11,134,812	-28.80%	\$11,366,847	2.08%	\$11,605,844	2.10%	\$11,852,010	2.12%
Non-Capitalized Equipment	\$2,138,196	\$915,929	-57.16%	\$1,301,433	42.09%	\$2,411,215	85.27%	\$1,900,630	-21.18%	\$1,957,649	3.00%	\$2,016,378	3.00%	\$2,076,870	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$243,430,152	\$272,847,003	12.08%	\$267,332,658	-2.02%	\$261,863,890	-2.04%	\$282,125,000	7.73%	\$285,488,991	1.19%	\$285,572,465	0.03%	\$291,709,125	2.15%
SURPLUS/(DEFICIT)	\$8,039,996	(\$12,052,067)		\$1,609,742		\$11,708,308		(\$12,125,000)		(\$7,430,345)		(\$4,648,411)		(\$3,948,564)	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$30,853,659	\$24,692,389		\$9,095,312		\$8,942,875		\$5,100,000		\$5,000,000		\$4,800,000		\$4,500,000	
Other Financing Uses	(\$30,471,143)	(\$15,488,200)		(\$8,209,911)		(\$8,942,875)		(\$5,100,000)		(\$5,000,000)		(\$4,800,000)		(\$4,500,000)	
TOTAL OTHER FINANCING SOURCES/(USES)	\$382,516	\$9,204,189		\$885,401		\$0		\$0		\$0		\$0		\$0	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	\$8,422,512	(\$2,847,878)		\$2,495,143		\$11,708,308		(\$12,125,000)		(\$7,430,345)		(\$4,648,411)		(\$3,948,564)	
BEGINNING FUND BALANCE	\$162,153,520	\$170,576,032		\$167,728,154		\$170,223,297		\$181,931,605		\$169,806,605		\$162,376,260		\$157,727,849	
ENDING FUND BALANCE	\$170,576,032	\$167,728,154		\$170,223,297		\$181,931,605		\$169,806,605		\$162,376,260		\$157,727,849		\$153,779,285	
FUND BALANCE AS % OF EXPENDITURES	70.07%	61.47%		63.67%		69.47%		60.19%		56.88%		55.23%		52.72%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	8.41	7.38		7.64		8.34		7.22		6.83		6.63		6.33	

Chart 1.21 Projected Fund Balances (All Funds)



The District utilizes a long term projection model which estimates revenues and expenditures over time, presently to the year 2024. Due to the structural imbalance of public school financing in Illinois and PTELL tax caps, it is necessary for the District to accumulate fund balances. Building specific, as well as District-wide Cost Containment Committees address the issue of cost containment initiatives as expenditures continue to outpace revenues.

Over the past several years, District 214 implemented many cost containment initiatives:

Chart 1.22 Cost Containment Initiatives

Cost Containment Savings since 2006-2007	Estimated Savings
Insurance	50,000,000
Technology	8,700,000
Operations & Maintenance	3,900,000
Staff	2,500,000
Food Service	1,000,000
Transportation	1,500,000
Teaching & Learning	1,200,000
Total Cost Containment	68,800,000
Increased Revenue Sources	
Partnerships Field Turf	2,500,000
Other Partnerships	1,000,000
Total	72,300,000

Insurance savings include: moving to insurance carriers offering increased discounts and greater rebates, SSCRMP health insurance pool allowing for financial savings as the membership of the pool was greater for all districts involved, and SSCRMP Workers Compensation platform efficiencies. The insurance savings is an accumulation since 2006-2007 and has impacted the budget substantially.

Technology savings include: VoIP system savings, reduction in infrastructure, outsource email with Google, server consolidation, and printer/copier reorganization. Increased revenues in Technology include: E-Rate rebates and cell tower revenue.

Operations & Maintenance savings include: energy efficiency and cost avoidance, lighting efficiencies, overtime reductions, and staggered work week for more effective building coverage.

Staff savings include: consolidation of administrative positions, attrition and consolidation in all aspects of staffing, and reduction of overtime in all areas. The staffing efficiencies were accomplished without impact to student learning.

Food Service savings include: membership in Northern Illinois Purchasing Cooperative, implement shorter menu cycles, and vending machines purchased which eliminated the rental contract costs. Increased revenues in Food Service includes rebates from food manufacturers.

Transportation savings include: realigned 1.5 mile boundaries and hazard areas, reorganization of school activity and athletic bus routes, competitive bid process with bus companies during 2007-2008, and reorganization of taxi transportation to safer bus transportation.

Teaching and Learning savings include: staff travel reductions, course restructuring and efficiencies, streamlined summer school, and created district-wide competitions alleviating travel.

Another method used to reduce expenditures is to review bonding options, such as the refunding of bonds at a lower interest rate to save money over the life of the bond. District 214 has completed bond refunding several times, lowering the District interest payments.

The District will continue to implement cost containment initiatives, explore revenue opportunities, improve cost efficiencies, and control expenses within the financial resources that are available to Township High School District 214. The Board and Administration are dedicated to excellence in education, seeking to balance educational needs with sound fiscal practices.

Budget Additions/Changes 2020-2021

The method used to fund school districts in Illinois changed with the passage of Senate Bill 1947 in August 2017, which includes the Evidence-Based Funding for Student Success Act. The Evidence-Based Model contains the core values which recognize individual student needs, accounts for differences in local resources, closes funding gaps and keeps them closed, and provides a stable, sustainable system that gets districts across the state to adequacy over time. The highlights of SB1947 include:

- Funding is tied to Evidence-Based best practices that research shows enhance student achievement.
- Each school district is assigned an Adequacy Target based on the needs of its student body.
- New dollars go to the neediest districts first.
- Illinois state funding for students will be similar statewide, including Chicago.
- No district loses money.

The details of this new funding mechanism were reviewed, researched, and finalized by ISBE in early spring 2018. Districts furthest from their adequacy targets receive the greatest share of new dollars. A Tier 1 district is allocated extra support to get to adequacy, while a Tier 4 district is above adequacy, and will receive a very small increase in funding from the state each year. Currently, District 214 is a Tier 4 district.

The District is concentrating on larger capital project work, such as roofing, building envelopes, and parking lot projects which will spend down the Capital Projects Fund. These are critical building/renovation expenses to avoid additional future expenses if the projects are not completed during the next few years.

An estimated \$20.0 million in Capital Projects Program work was approved by the Board of Education for FY 2021 which is budgeted for in the Capital Projects Fund.

Due to the economic climate, interest income revenues will remain limited during FY 2021.

Continual Cost Containment initiatives are being reviewed during the 2020-2021 fiscal year. Many stakeholders at all facilities are involved in this process.

The District continues its commitment to narrow the achievement gap and to meet the needs of special education students.

During 2010, District 214 experienced an Illinois Municipal Retirement Fund (IMRF) audit. During this audit IMRF determined that Fund 50 should be split into two sub funds to more accurately track the IMRF revenue and the FICA/Medicare revenue separately. However, for ISBE purposes Fund 50 will continue to be reported as one fund in total. In budgeting for FY 2021, District 214 did budget separately for the two sub funds.

In response to ongoing, community-wide economic disruptions created by the COVID-19 pandemic, District 214 waived the student registration and co-curricular fees for all students for the 2020-2021 school year. Cost containments were made in non-academic areas to account for this reduction in revenue.

The District is experiencing additional expenditures created by the COVID-19 pandemic. These additional expenditures include such items as: additional technology expenditures to insure students have remote access to internet, face masks, hand sanitizing stations throughout buildings, floor markers for direction of traffic, six foot distancing markers, physical dividers to enhance distancing, and sanitizing equipment to enhance more thorough cleaning of areas for the safety of students and staff. As the year progresses, District 214 is confident that savings in other expenditure areas not being utilized during the COVID-19 pandemic will offset, at least a portion of, these additional expenditures.

Budget Funds

Chart 1.23 Budgeted Revenue Allocation by Fund

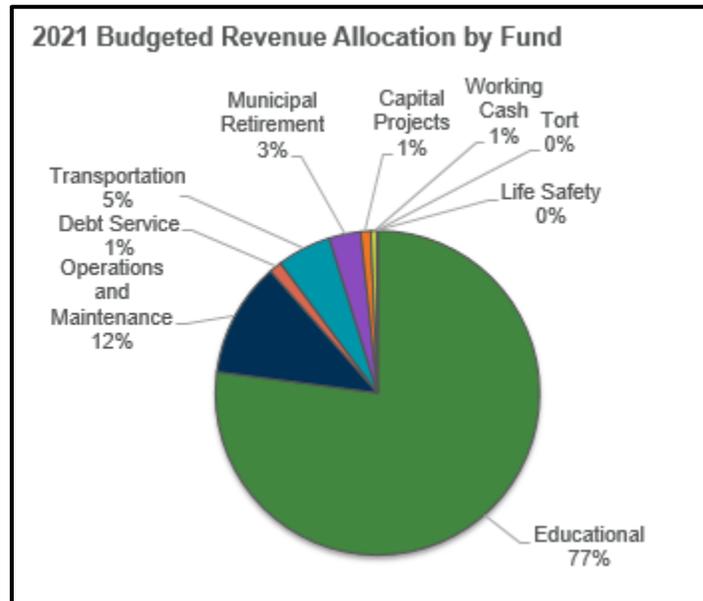
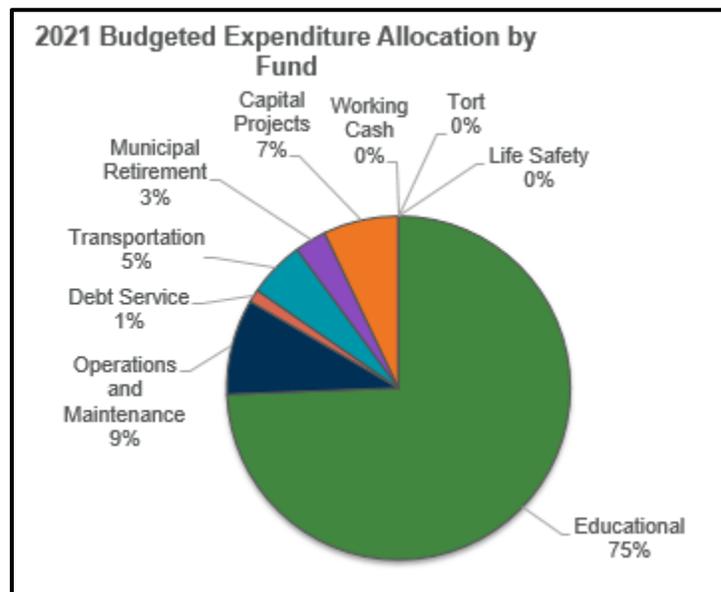


Chart 1.24 Budgeted Expenditure Allocation by Fund



The District receives the majority of its revenue and also expends the majority of the budget from the Educational Fund and Operations and Maintenance Fund.

Brief summaries of selected individual fund budgets follow. Between funds, the surplus/deficit for FY 2021 varies, but total operating funds are balanced (excluding Capital Projects Fund which is spending down previously issued debt proceeds).

Education Fund

The Educational Fund is utilized to account for most of the instructional, co-curricular, special education, pupil support and administrative aspects of the District's educational operations on a day to day basis. The Educational Fund consists of two separate funds, which are combined together for purposes of reporting to the Illinois State Board of Education, but are viewed separately for internal District management purposes. The two separate funds are the Education Fund and the Insurance Reserve Fund.

The District continues its commitment to narrow the achievement gap and to meet the needs of special education students. The financial resources required to address these issues are significant. The Board of Education carefully considers and reviews school achievement initiatives. The Board will continue to put student achievement as its top priority when establishing annual goals.

The District 214 Fall Housing Report, as of September 2009, demonstrated an enrollment of 12,343. The FY 2021 enrollment is projected at 11,860.

Operations and Maintenance (O & M) Fund

The Operations and Maintenance Fund (O & M Fund) is for revenue and expenditures related to the operations and maintenance of the grounds and facilities including utilities and maintenance projects. The Operations and Maintenance Fund will expend approximately \$1.6 million for major maintenance projects in FY 2021, such as scheduled roofing repairs, district parking lots and concrete repairs, fencing, irrigation projects, and various equipment purchases.

The Central Maintenance Department has established a rolling rotation cycle for aged equipment to assist in keeping Central Maintenance budgets more consistent year to year. The rolling rotation cycles include: snow removal equipment, lawn care equipment, and vehicles used by the Central Maintenance staff.

Debt Service Fund

The Debt Service Fund is to account for the accumulation of resources and the payment of principal and interest on general long-term debt, and related costs.

The Aa1 rating, assigned by Moody's, is indicative of sound financial management supported by ample reserves and a modest debt burden. The District is located within the large tax base in the Chicago metropolitan region.

Transportation Fund

The Transportation Fund is for revenue and expenditures relating to the transportation of regular and special education students to and from school, off campus field trips, and athletic and activity events.

The District presently owns 26 activity buses for transporting small groups of students for activities and special education programs. These vehicles have greatly reduced the cost of transportation

for small groups of students, in addition to allowing for additional flexibility for transportation. The District also owns vehicles utilized for the Drivers' Education program. The District has a rolling replacement cycle to keep the activity buses and vans from accumulating excess mileage and to keep the budgeted expenditures more consistent.

The District is presently under contract for our transportation services. First Student and Grand Prairie are the two bus service providers.

Students with disabilities ages 3-21 with an Individualized Education Program (IEP) who require transportation as a necessary related service shall be provided as the child's disability or the program location may require. Transportation reimbursement claims are transmitted to ISBE on or before August 15. Reimbursement is based on prior-year costs and a formula determined by the state following the passage of Evidence-Based funding in 2017.

IMRF (Illinois Municipal Retirement) Fund

The District plans to maintain a fund balance adequate to fund increases in the IMRF rate. During 2010, District 214 experienced an IMRF audit. During this audit IMRF determined that Fund 50 should be split into two sub funds to more accurately track the IMRF revenue and the FICA/Medicare revenue separately. However, for ISBE reporting purposes Fund 50 will continue to be reported as one fund in total. At the finalization of the IMRF audit, an appropriate beginning fund balance for the IMRF sub fund and the FICA/Medicare sub fund was determined. The levies for IMRF and Social Security are reviewed to keep the fund balances in these two sub funds more precise. In budgeting for FY 2021, District 214 did budget separately for the two sub funds.

The District plans to levy to adequately fund IMRF and FICA/Medicare sub-funds on a yearly basis. The FICA and Medicare contribution rates have remained constant for many years at 6.2% and 1.45% respectively.

The IMRF rate, imposed by the State of Illinois, has remained fairly constant for several years. During 2017-2018, the District opted to offer the IMRF Early Retirement Incentive program, commonly known as 5 + 5. Under this program, eligible employees may enhance their retirement annuity by purchasing up to five additional service credits and five additional years of age enhancement upon retirement. In meeting strict eligibility requirements, eligible employees had a one year option to participate in this program. The District paid the full penalty to IMRF for the 5 + 5 program during 2018-2019. This will help to control our IMRF rate in future years.

The District determined that it would be financially responsible to pay down a portion of the Unfunded Actuarial Accrued Liability (UAAL). By paying down a portion of the UAAL, the District will reduce the compounding of the UAAL and reduce the IMRF rate in future years. This savings will be beneficial as our budgets continue to face more financial constraints.

Chart 1.25 Historical IMRF rates

Calendar Year	Rate
2006	9.25
2007	9.16
2008	8.93
2009	8.64
2010	12.45
2011	12.57
2012	12.69
2013	13.23
2014	13.11
2015	12.25
2016	12.79
2017	11.70
2018	12.10
2019	9.64
2020	12.03

Capital Project Fund

District 214 is comprised of eight campuses (7 main buildings and a CLS house). The oldest building in the District is Prospect High School, which was built in 1957. District 214 prides itself on outstanding and continual upkeep and improvement to its facilities. The Capital Projects Program (CPP), formerly known as the Facilities Improvement Program and Major Maintenance Program has been in operation since 1985. Its purpose has been to identify and fund large capital expenditures for additions, renovation, remodeling or renewal of our facilities. Projects that fall under the CPP include, for example, roof replacement, tuck-pointing, parking lots, sidewalks, fencing, carpeting and other flooring, fire alarms, additional facilities, modernization of instructional spaces, improvement of grounds spaces, and other capital improvement work.

Chart 1.26 Building Square Footage

Name of Bldg	Year Built	Square Footage
Prospect	1957	359,828
Forest View	1962	322,184
Wheeling	1964	353,409
Elk Grove	1966	351,226
John Hersey	1968	364,847
Rolling Meadows	1971	386,068
Buffalo Grove	1973	429,068

The District’s five-year Capital Projects Program is a budget planning tool in which the projects are determined by budget, instructional needs, school requests, and maintenance concerns. The

plan is a proactive approach to facilitate the highest priority curricular and maintenance needs over a five-year period. Data is collected from the instructional leadership regarding curricular-driven renovations or enhancements. Recommendations are sought from the Buildings and Grounds staff concerning building maintenance and repair. District architects, engineers, and specialty consultants assist to prioritize the CPP. Data is updated annually and adjusted based on current need.

District 214 entered into an agreement with Robert Morris University (RMU). During 2019, RMU was integrated with Roosevelt University. Roosevelt University has completed some cosmetic adjustments. They plan to continue with the agreement that was in affect prior to this integration:

- maintenance and upkeep of certain Stadium improvements
 - turf surface at the Stadium
 - press box at the Stadium, including handicap accessibility
 - scoreboard
- construction and use of the Field House
- expanded use of the Stadium
- continued use of the Training Facility
- use of certain classrooms

Working Cash Fund

The Working Cash Fund is to account for financial resources held by the District which may be temporarily loaned to other funds.

Tort Immunity Fund

The Tort fund revenues and expenditures were gradually reallocated to the Education Fund based on auditor recommendations due to legal decisions. Tort expenditures which were basically for security staff, workers comp insurance, liability insurance, unemployment insurance, and legal bills are now classified as Education Fund expenditures. In the FY 2021 budget, \$0 was budgeted in the Tort Fund.

Life Safety Fund

The Life Safety Fund is to account for state approved fire prevention and safety construction projects through the issuance of general obligation bonded debt. Life Safety work is now classified as Capital Projects expenditures. In the FY 2021 budget, \$0 was budgeted in the Life Safety Fund.

Long-term Financial Projections

Local revenue is comprised mainly of property tax and registration fees. The most complex and also most critical area of the five year projection is the estimation of property tax revenue. Property taxes are the District's largest revenue source, and the calculation process is quite detailed. Variables that must be analyzed include equalized assessed valuation (EAV), new property additions, and the Consumer Price Index (CPI). Additionally, due to the fact that the District's fiscal year ends on June 30, each fiscal year represents the collection of one installment from each of two tax levy years. In 1995, the passage of the Property Tax Extension Limitation Law (PTELL or "tax cap"), limited the growth in revenue from property taxes for school districts to the lesser of 5% or the CPI-U. The PTELL allows a taxing district to receive a limited inflationary increase in tax extensions on existing property, plus an additional amount for new construction. The limit

slows the growth of revenues to taxing districts when property values and assessments are increasing faster than the rate of inflation.

State revenue includes Evidence-Based Funding, transportation reimbursement, and grants. The method used to fund school districts in Illinois changed with the passage of Senate Bill 1947 in August 2017, which includes the Evidence-Based Funding for Student Success Act (ESSA). The Evidence-Based Model contains the core values which recognize individual student needs, accounts for differences in local resources, closes funding gaps and keeps them closed, and provides a stable, sustainable system that gets districts across the state to adequacy over time. The highlights of SB1947 include:

- Funding is tied to Evidence-Based best practices that research shows enhance student achievement.
- Each school district is assigned an Adequacy Target based on the needs of its student body.
- New dollars go to the neediest districts first.
- Illinois state funding for students will be similar statewide, including Chicago.
- No district loses money.

The details of this new funding mechanism were reviewed, researched, and finalized by ISBE in early spring 2018. Districts furthest from their adequacy targets receive the greatest share of new dollars. A Tier 1 district is allocated extra support to get to adequacy, while a Tier 4 district is above adequacy, and will receive a very small increase in funding from the state each year. Currently, District 214 is a Tier 4 district.

The District receives minimal federal aid, the majority of which is special education reimbursement through Medicaid and Individuals with Disabilities Education Act (IDEA). Because of its political nature, it is difficult to project state and federal aid beyond the current year due to the uncertainty of funding in Springfield and Washington. The District assumes the status quo in funding unless there is information to the contrary.

The District's projections include: enrollment projections and the staffing levels required to meet those enrollments while maintaining appropriate class sizes. The District utilizes projection software to analyze historical survival data, parochial school matriculation, and current elementary district class sizes. Assuming that future fertility rates remain constant and turnover of existing housing units and family migration remain the same, the District enrollment is projected to remain consistent. The Superintendent, Associate Superintendents, and Principals/Directors meet in early spring to determine the correct staffing based on the staffing formula. The formula is proportionate to building specific enrollment. Each building must have a pre-determined number of FTE for specific programs, such as nurse, psychologist, trainer, innovative technology, student remediation, social worker, special education coordinator. Based on student enrollment remaining relatively consistent over the next several years, staffing will also remain relatively consistent.

Estimated salaries and benefits are based on anticipated staffing requirements using the enrollment trends and negotiated salary increases. The District has approximately 1,560 employees of whom 940 are certified and 620 are non-certified. The District considers its relationship with employees to be stable. The Education Association Cumulative Agreement expires June 30, 2024. The

Educational Support Personnel Association Agreement expires June 30, 2021. The Custodial and Maintenance Personnel Agreement expires June 30, 2024. The District 214 projections include an estimate of future negotiation increases linked to CPI. Health and medical benefits are estimated to increase annually.

In addition to an HMO and conventional PPO health insurance plan, the District offers a High Deductible Health Plan (HDHP) along with a Health Savings Account (HSA) as an option to our employees. An HDHP plan encourages the employee to be a smarter shopper for health care, which is why these plans are considered a “consumer-directed health care plan”. An HSA is a tax-advantaged savings account designated for qualified medical expenses, which allows one to pay for current qualified medical expenses on a tax-favored basis. Unused HSA dollars roll over from year to year. The funds in the HSA belong to the employee, are non-forfeitable, and portable, making HSAs an easy way to save and invest for future qualified medical expenses.

Other types of expenditures, including purchased services, supplies, equipment, and tuition, are estimated to increase at various rates based on the type of expenditure and the volatility of the economic conditions.

Budget Development Process

A school district budget is a financial document used to project future revenues and expenses. It is a plan for responsibly receiving and spending limited monetary funds for educational programs. Budgeting for the District is becoming a more detailed process as economic times become more volatile; however, many of the expenses are known due to contractual agreements. Salaries and benefits control a major portion of the budget, so it is possible to budget those expenses and their related costs closely. For the budget process, the District continues to utilize a cost containment philosophy. Each program administrator is required to submit a detailed budget request including program review. The budget requests are reviewed for completeness and accuracy. The Director of Business Services and, if necessary, the Associate Superintendent of Finance and Operations meet with individual program administrators to discuss their budget requests in detail. Budget requests are modified as appropriate and then compiled. Cost savings were found in the areas of salaries, benefits, supplies, purchased services, furniture, equipment replacement, and technology, without curtailing the current programming.

Budget Presentation

The development of the budget was completed with a detailed review of revenue and expenditure items within the context of the District’s Goals and Objectives. The budget includes the Educational Fund, Operations and Maintenance Fund (O&M), Debt Service Fund, Transportation Fund, Municipal Retirement/Social Security Fund, Capital Projects Fund, and Working Cash Fund. The Tort Fund and Life Safety Fund are no longer being budgeted, as the expenditures have appropriately been moved to the Education Fund and Operations and Maintenance/Capital Projects funds, as recommended by the auditor. Information on each of the funds’ budgets is provided in this budget document.

A fund is described as a fiscal and accounting entity with a self-balancing set of accounts. Each fund is established under state law to report specific activities or to attain certain objectives in accordance with special regulations, restrictions or limitations. It is important to note that transfers between funds can only be made when authorized by state law. Certain taxes and state aid are provided for specific purposes and must be accounted for within the specific fund established for that purpose.

The priority in the presentation of the budget data is to convey information to our communities about the educational programs and services, which have been translated into a financial budget plan. The material in the budget document incorporates decisions made by the Board and administration throughout the planning process.

This budget document and the year-end Comprehensive Annual Financial Report (CAFR) are the primary vehicles to present the financial plan and results of operations. The District received the Certificate of Excellence in Financial Reporting from the Association of School Business Officials International (ASBO) from fiscal year 2009 through 2019. A similar recognition is available for the budget report. The District received the ASBO Meritorious Budget Award (MBA) from ASBO International from fiscal year 2011 through 2020. The information included in this budget document is to structure the 2021 budget report to meet the stringent requirements of the 2021 ASBO Meritorious Budget Award.

Budget Process

The budget process is comprised of three distinct phases – long-term financial projections, collection of data and compilation for presentation to the Board, and a public hearing and Board adoption.

The District begins the budgeting process in January with the academic Division Heads and other supervisors acting as budget administrators. The budget reflects the financial support of the goals and objectives of the District. Budget administrators provide information and budget requests in order to continue programs and, in some cases, expand programs. Budget administrators are also responsible for providing information about various grants that the District receives.

Budget administrators submit their requests to the Associate Superintendent for Finance and Operations and the Director of Business Services who then compile the budget. During this time, the Associate Superintendent for Finance and Operations discusses the general financial condition with the Superintendent and the Board of Education. The Board of Education directs the District to maintain an Operating and Working Cash Fund balance of a minimum of five to six months expenditures.

The District shall maintain a five-year long term financial projection. The District uses a Financial Planning Program (FPP) which provides the ability to address “what if” scenarios. The Board, Superintendent, Associate Superintendent for Finance and Operations, and Director of Business Services constantly review the budget preparation to see that the budget is in accordance with these guidelines.

Budget Adoption and Publication

The District will prepare and present a Tentative Budget to the Board of Education in June. The Board approves the Tentative Budget to be placed on display for a period of 30 days. The Board sets the date and time for the Public Hearing on the Official Budget. After the Public Hearing, the Official Budget is approved at the August Board meeting. The Board of Education shall approve the Official Budget no later than the end of the first quarter of the fiscal year, as provided for in the Illinois School Code.

Budgetary Control

Budgetary control is maintained at the department/division level by each program administrator. Electronic requisitions are initiated by the employee/division making the purchase. Requisitions automatically route through the approval process workflow in the software system. After final approval by the Business Office, the requisition becomes a purchase order and the funds have been encumbered. Purchase orders which exceed the available account balances, are not approved until the program administrator reapportions his/her budget. Those responsible for budgetary compliance may view their budgets online via the District’s financial software system. Monthly fund expenditure and revenue reports are provided to the Board of Education along with a monthly Treasurer’s Report.

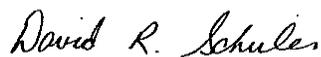
Chart 1.27 Budget Calendar

DATE RANGE	BUDGET PROCESS
10/3/19	Board approves 2020-21 Budget Calendar
11/14/19	Board approves 2019 Proposed Property Tax Levy
12/12/19	Board holds public hearing on 2019 Proposed Property Tax Levy
	Board approves 2019 Property Tax Levy
1/15/20 - 1/31/20	Business Office develops 2020-21 Preliminary Financial Guidelines/ Assumptions
2/20/20	Board discusses 2020-21 Preliminary Financial Guidelines/Assumptions
3/19/20	Board approves 2020-21 Preliminary Financial Guidelines/Assumptions
	Board approves encumbrance and expenditure authorization
3/23/20 - 4/30/20	Program administrators develop tentative building budgets
3/30/20 - 4/14/20	Administrators submit tentative budgets into Apecs.net
4/15/20 - 4/30/20	Budget Meetings with Budget Administrators
3/30/20 - 6/23/20	Business Office assembles 2020-21 Tentative Budget
7/9/2020*	Board reviews and approves 2020-21 Tentative Budget
	Set date for Public Hearing on Final Budget
7/13/20 - 7/30/20	Business Office prepares 2020-21 Final Budget
7/13/20 - 8/13/20	Board Secretary places 2020-21 Tentative Budget on public display
8/13/2020*	Board holds public hearing on 2020-21 Final Budget
	Board approves 2020-21 Final Budget

Budget Closing

The FY 2021 Annual Budget has been prepared to provide a comprehensive financial presentation to our Board of Education, local citizens, and interested outside parties. We extend our appreciation to the members of the Board of Education for their interest and support in planning and conducting the financial operations of District 214 in a responsible and progressive manner. We will continue to update our long range planning and implement timely financial strategies. District 214 will weather the current economic storm by preparing, planning, and partnering. We will look to reduce and reallocate expenditures, as we continually strive to tap into new revenue sources. We will continue to implement cost containment initiatives and look to our constituents for new and innovative ideas to implement cost containment with minimal impact to our student programs. District 214 will continue to excel in financial reporting through the Annual Budget achieving the Meritorious Budget Award, the Comprehensive Annual Financial Report receiving the Certificate of Excellence in Financial Reporting, ISBE Financial Recognition, fiscal transparency, and financial accountability.

Respectfully,



Dr. David R. Schuler
Superintendent



Ms. Cathy Johnson
Associate Superintendent for Finance and Operations



Ms. Sherry Koerner
Director of Business Services

ORGANIZATIONAL SECTION



**TOWNSHIP HIGH SCHOOL
DISTRICT 214**
Arlington Heights, IL

Board of Education

F. Daniel Petro	President	August 2011 - April 2023
William Dussling	Vice President	May 1998 - April 2023
Mark Hineman	Member	April 2009 - April 2021
Alva Kreutzer	Member	November 1999 - April 2023
Mildred (Millie) Palmer	Member	April 2017 - April 2021
Leonard (Lenny) Walker	Member	April 2017 - April 2021
Todd Younger	Member	August 2011 – April 2021

District Administration

David Schuler	Superintendent
Cathy Johnson	Associate Superintendent for Finance & Operations
Kate Kraft	Associate Superintendent for Human Resources
Lazaro Lopez	Associate Superintendent for Teaching and Learning
Marni Johnson	Assistant Superintendent for Student Services

Board of Education Goals

1. Provide quality education while maintaining a balanced budget and serving increasing numbers of students.
2. Increase student learning through engagement, positive relationships, and innovative programs.
3. Expand lifelong learning opportunities for residents of all ages through positive relationships, community involvement, and collaborative planning in the efficient use of resources.

Building Information

Buffalo Grove High School

1100 W. Dundee Road
Buffalo Grove IL 60089

Principal: Jeff Wardle

John Hersey High School

1900 E. Thomas Street
Arlington Heights IL 60004

Principal: Gordon Sisson

Rolling Meadows High School

2901 W. Central Road
Rolling Meadows IL 60008

Principal: Eileen Hart

Specialized Programs

Early College Center

Newcomer Center

The Academy and Life

Vanguard

Young Adult Program

2121 S. Goebbert Road
Arlington Heights IL 60005

Principal: Keir Rogers

Elk Grove High School

500 W. Elk Grove Blvd.
Elk Grove IL 60007

Principal: Paul Kelly

Prospect High School

801 W. Kensington Road
Mount Prospect IL 60056

Principal: Greg Minter

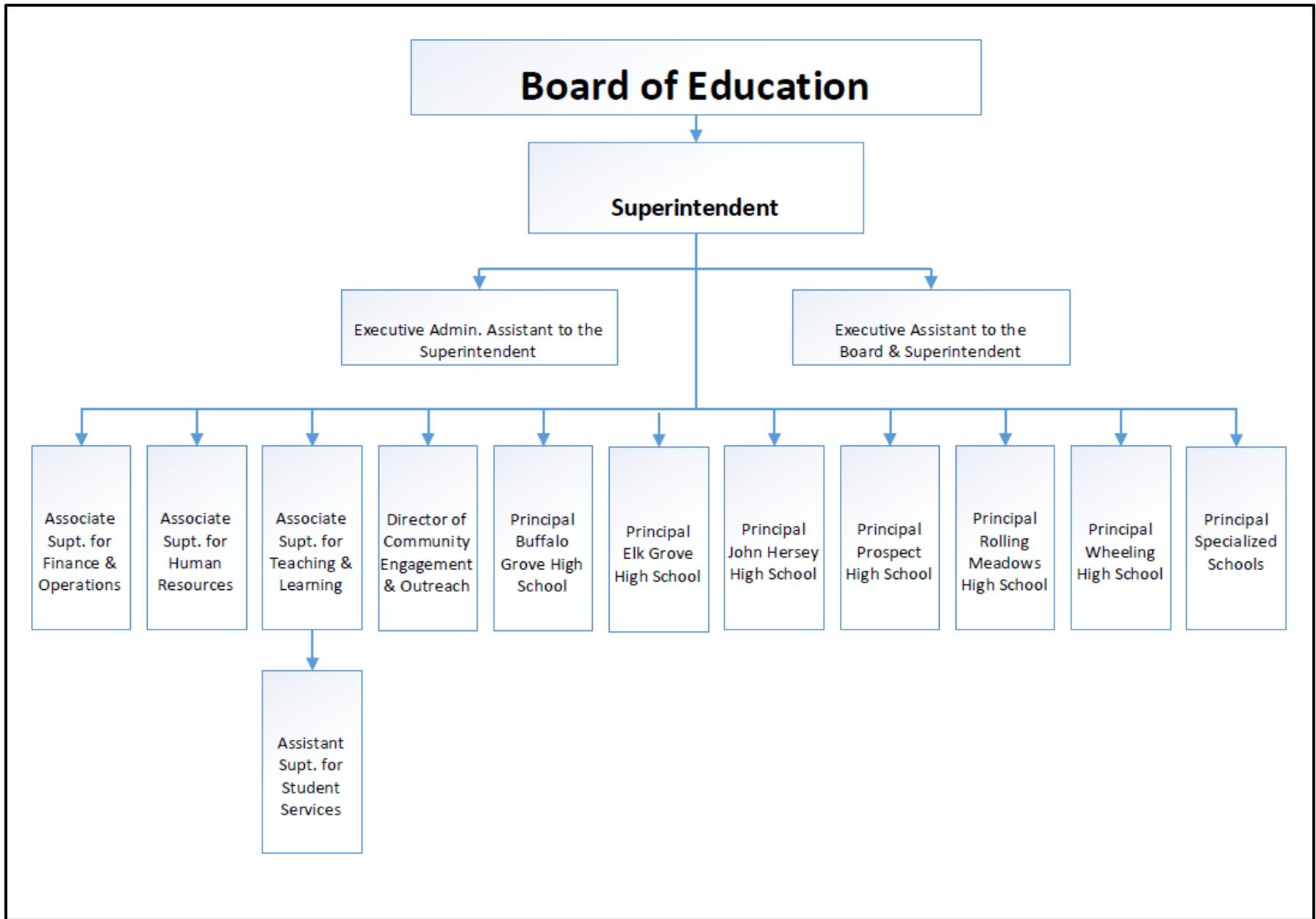
Wheeling High School

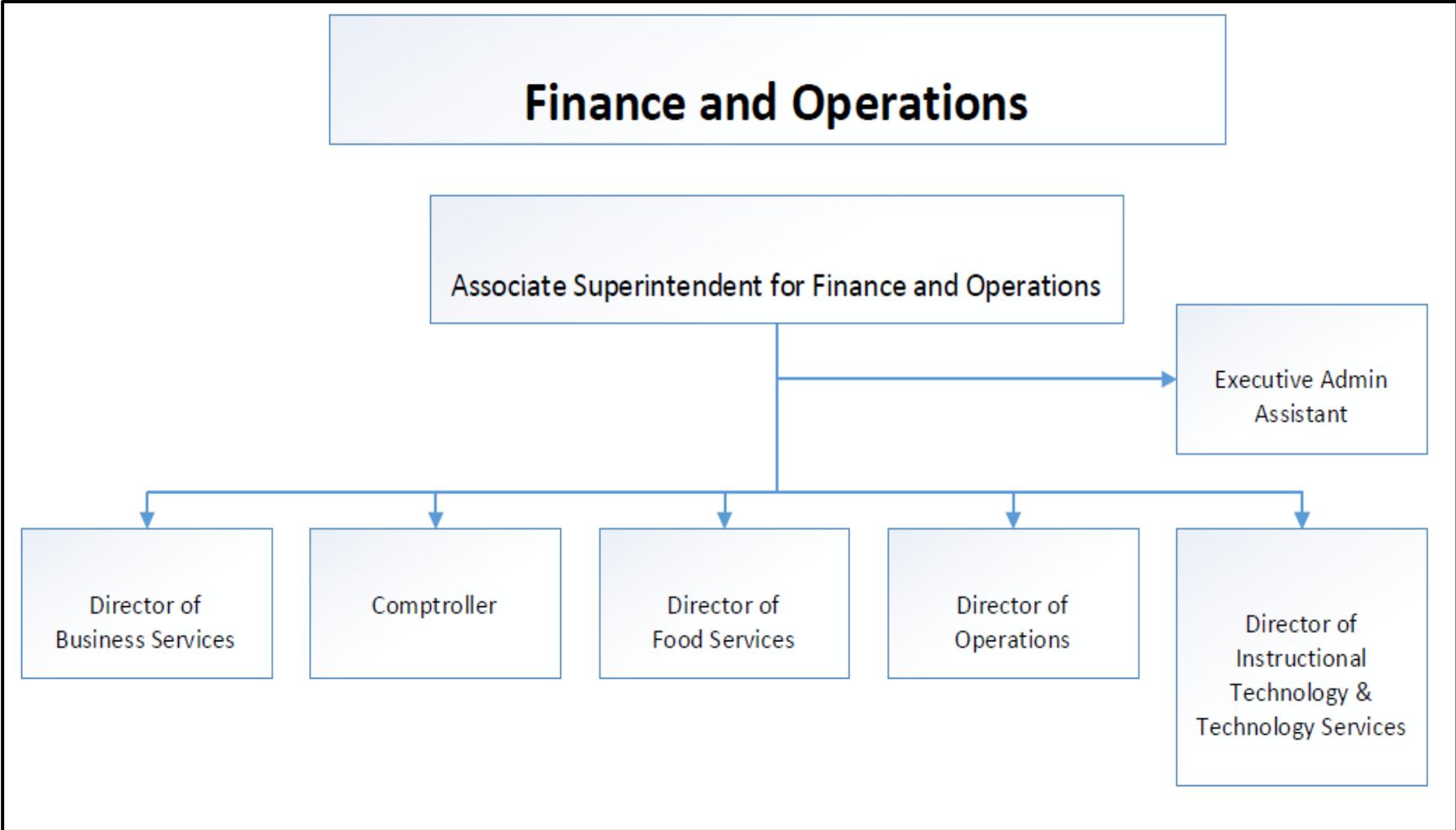
900 S. Elmhurst Road
Wheeling IL 60090

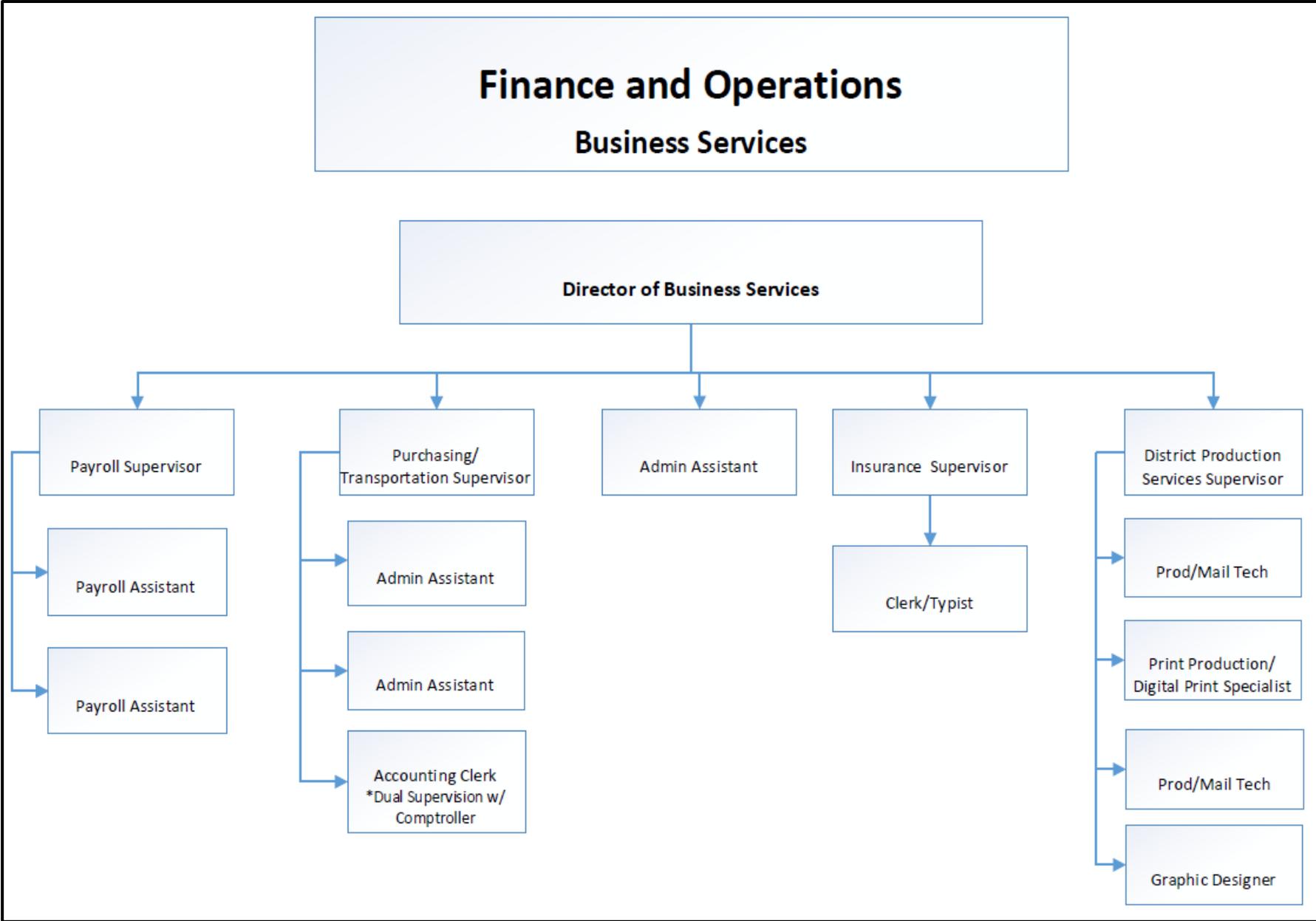
Principal: Jerry Cook

Forest View Educational Center

2121 S. Goebbert Road
Arlington Heights IL 60005







Finance and Operations

Accounting

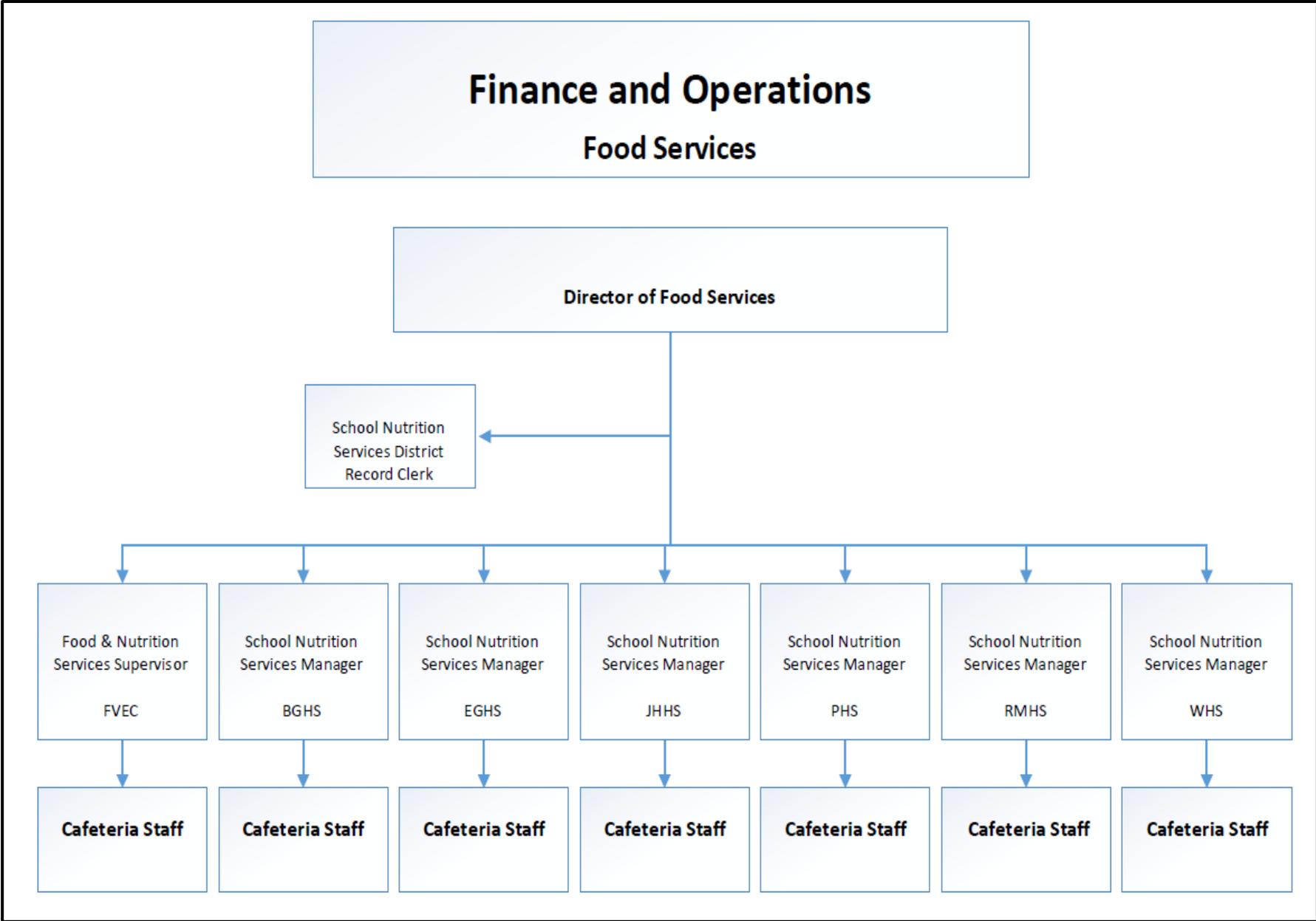
Comptroller

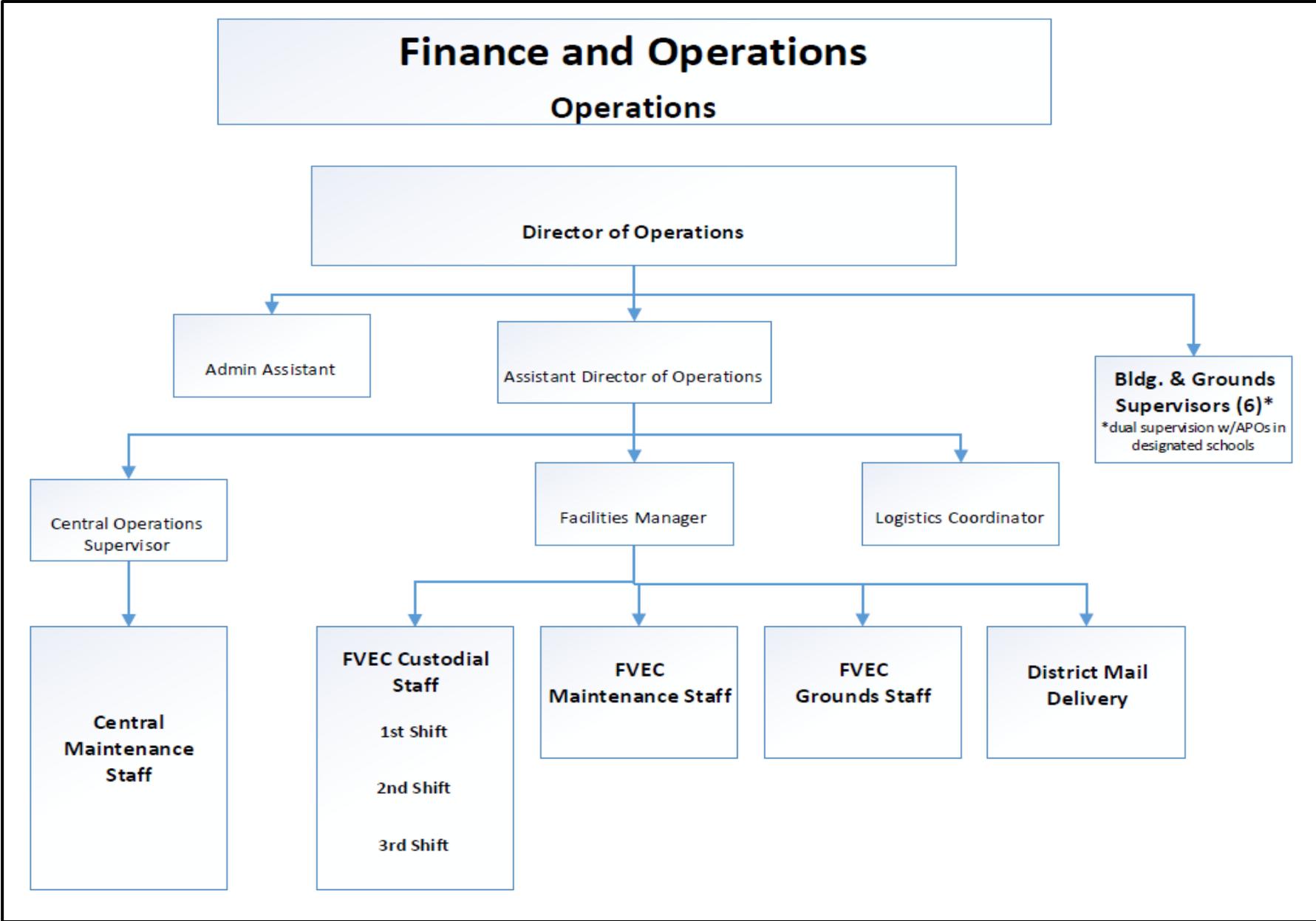
Senior Purchasing/
Payables Clerk

Senior Purchasing/
Payables Clerk

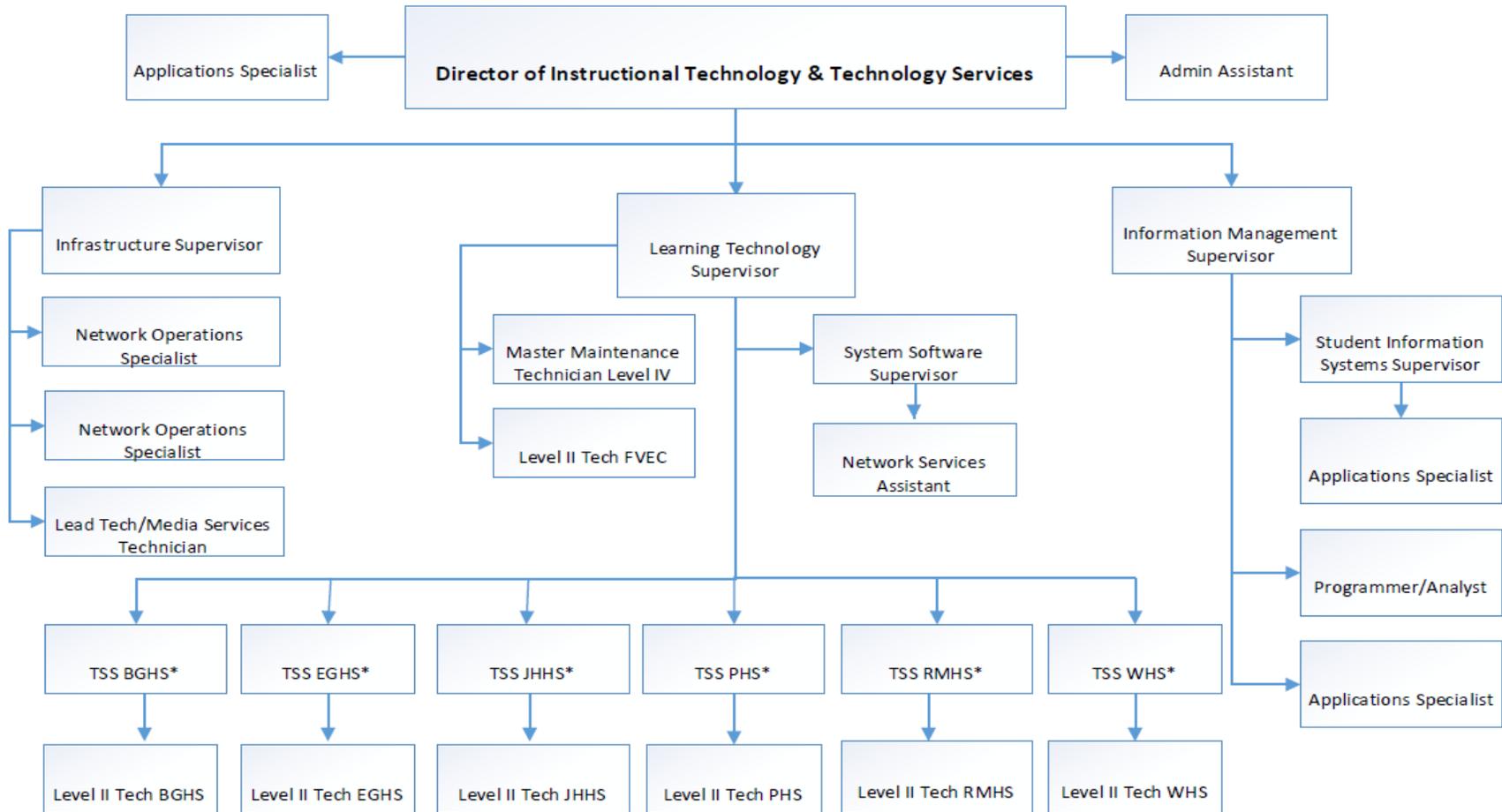
Accounting Asst.

Accounting Clerk
*Dual Supervision with
Purchasing/
Transportation Supervisor

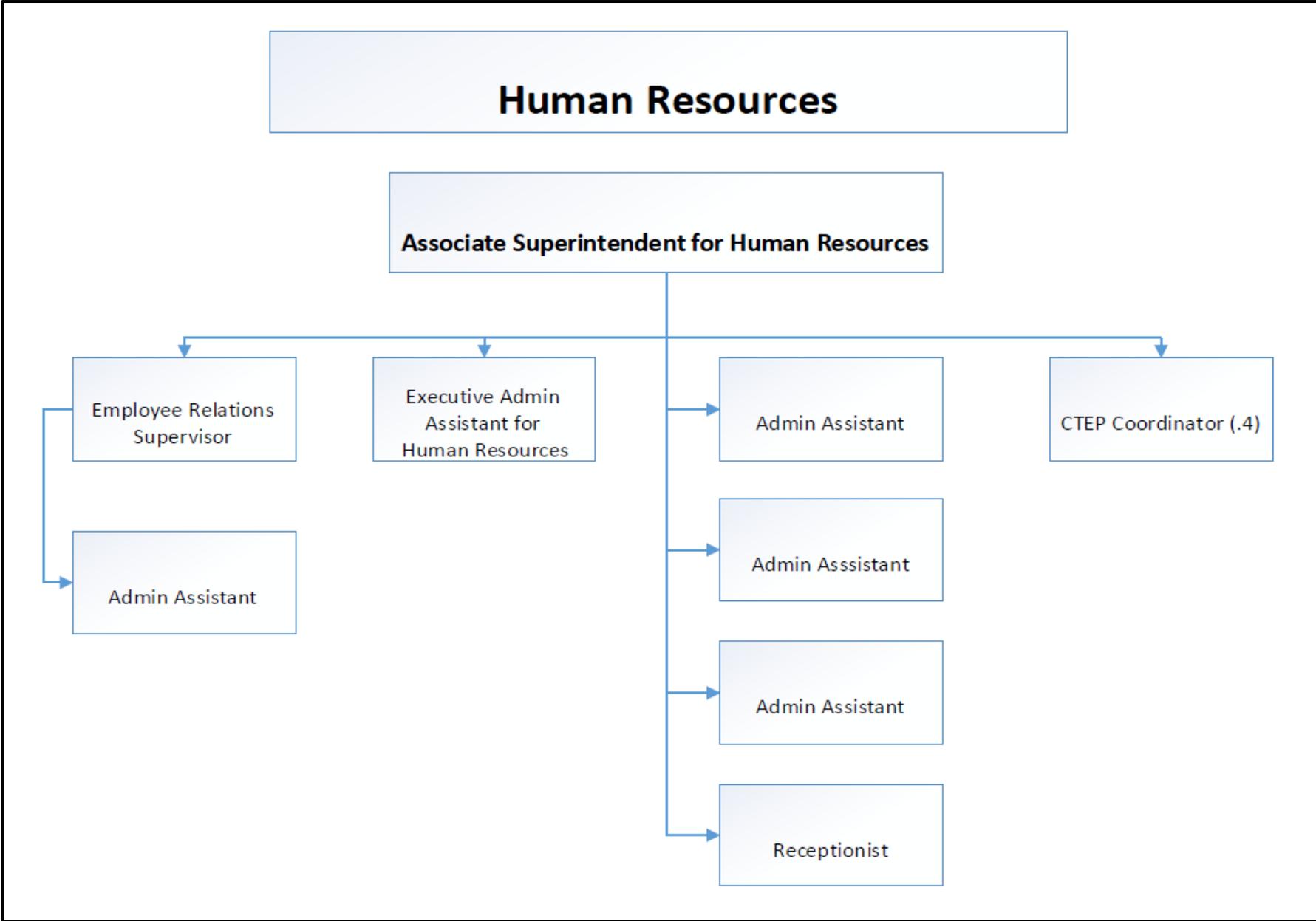


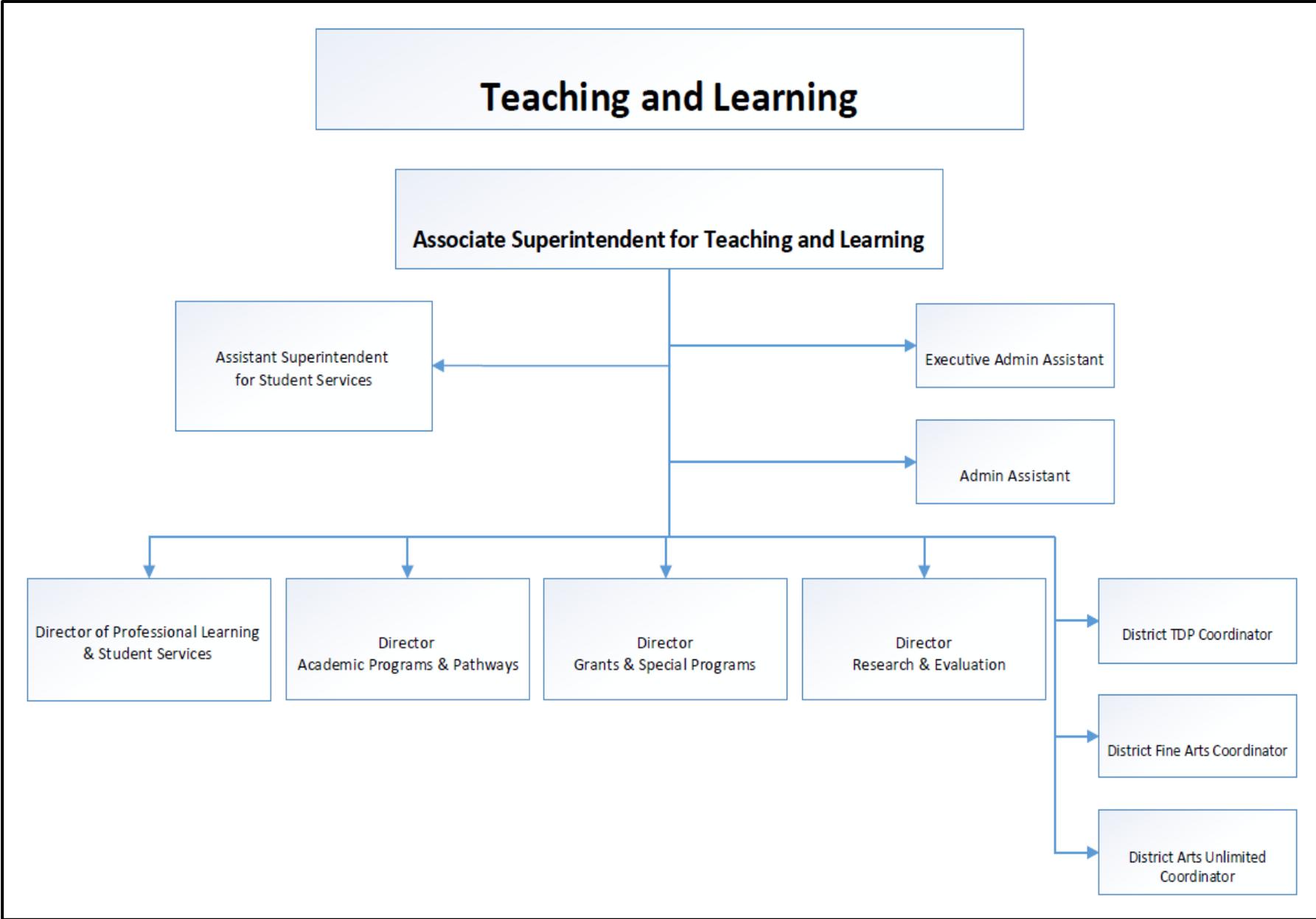


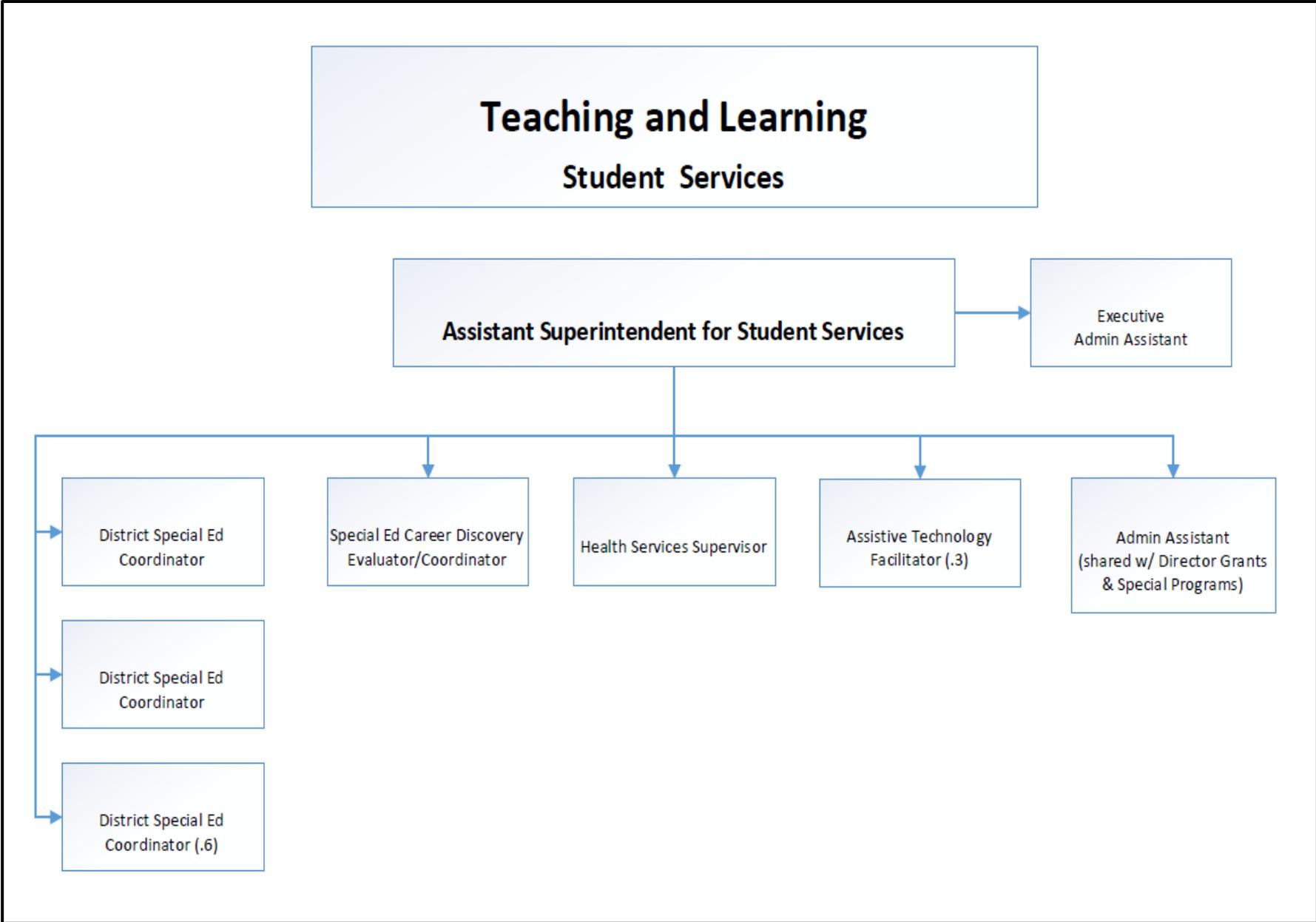
Finance and Operations Technology Services



*Dual supervision w/ APO

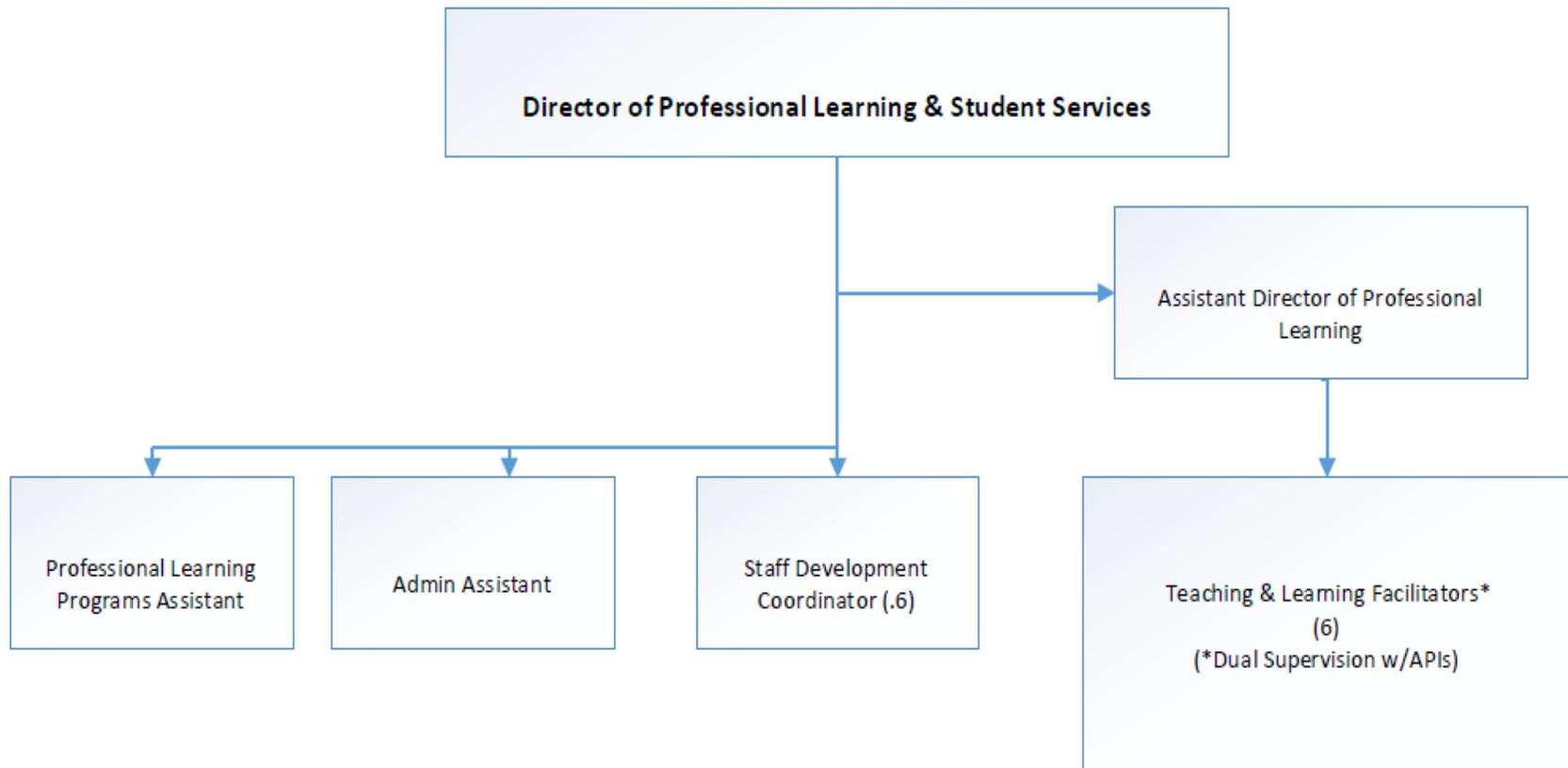






Teaching and Learning

Professional Learning and Student Services



Teaching and Learning Academic Programs and Pathways

Director of Academic Programs and Pathways

Partnership Manager

Career Discovery
Supervisor

Career Discovery
Supervisor

Early College Program
Supervisor

Admin Assistant
(shared w/ Director Grants
& Special Programs)

Division Assistant

Job Placement Specialists/
DES Grant

Teaching and Learning Grants & Program Development

Director of Grants & Special Programs

Admin Assistant
(shared w/ Director
Academic Programs &
Pathways)

Grants Supervisor

Admin Assistant
(shared w/ Assistant
Superintendent for
Student Services)

Teaching and Learning Research & Evaluation

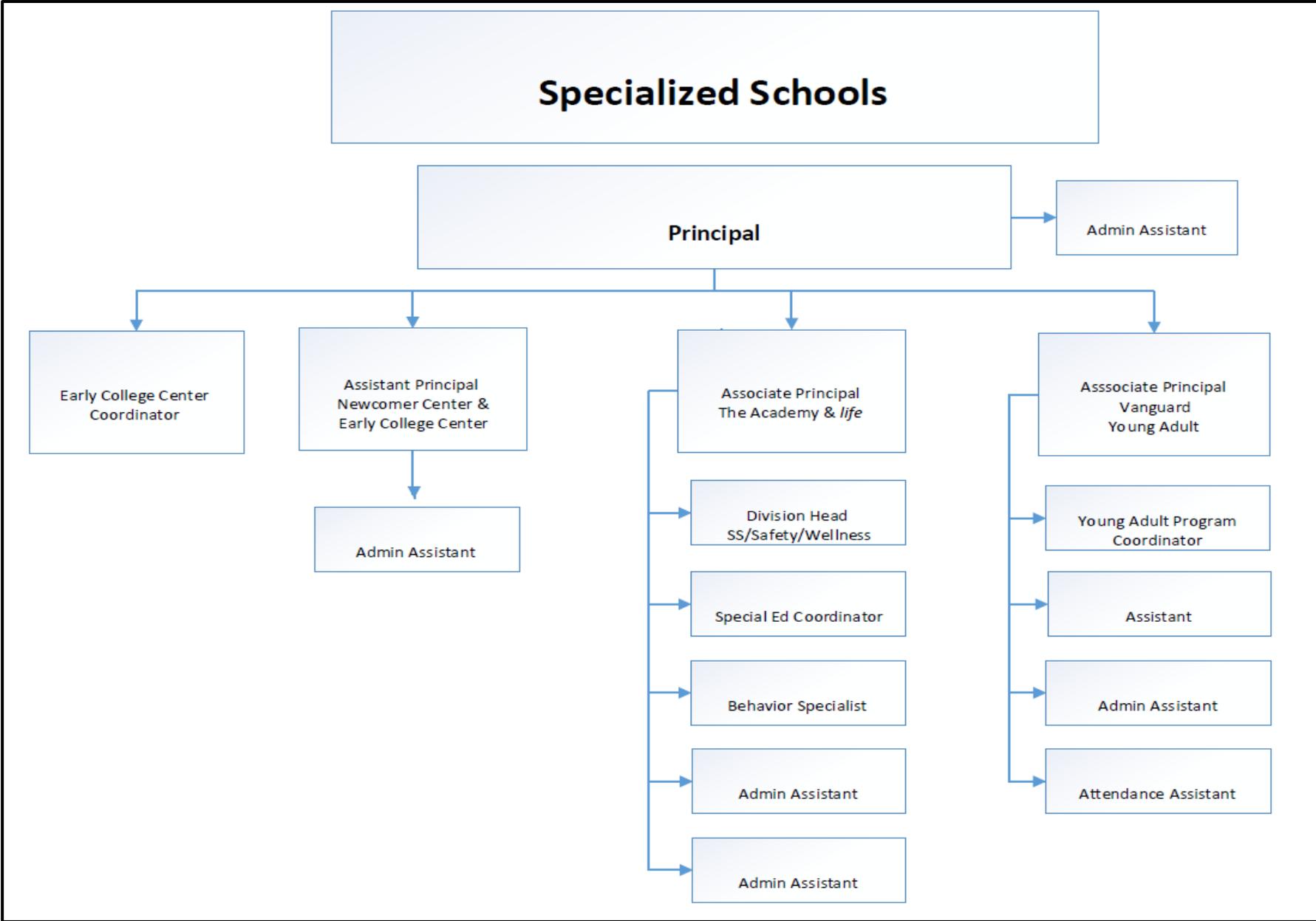
Director of Research & Evaluation

Assistant Director of
Research & Evaluation

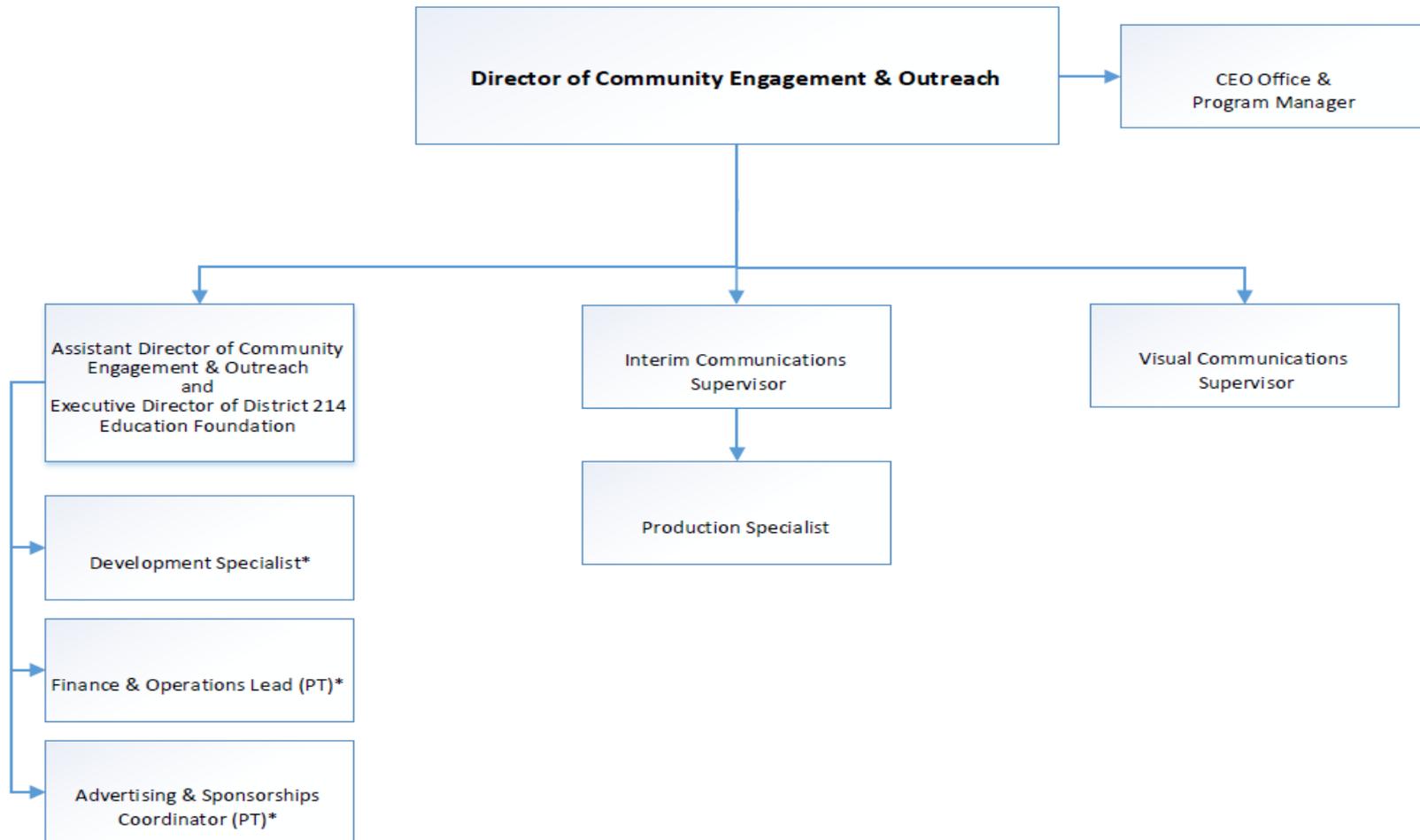
Admin Assistant

District Assessment
Coordinator

Research & Assessment
Programmer/Analyst

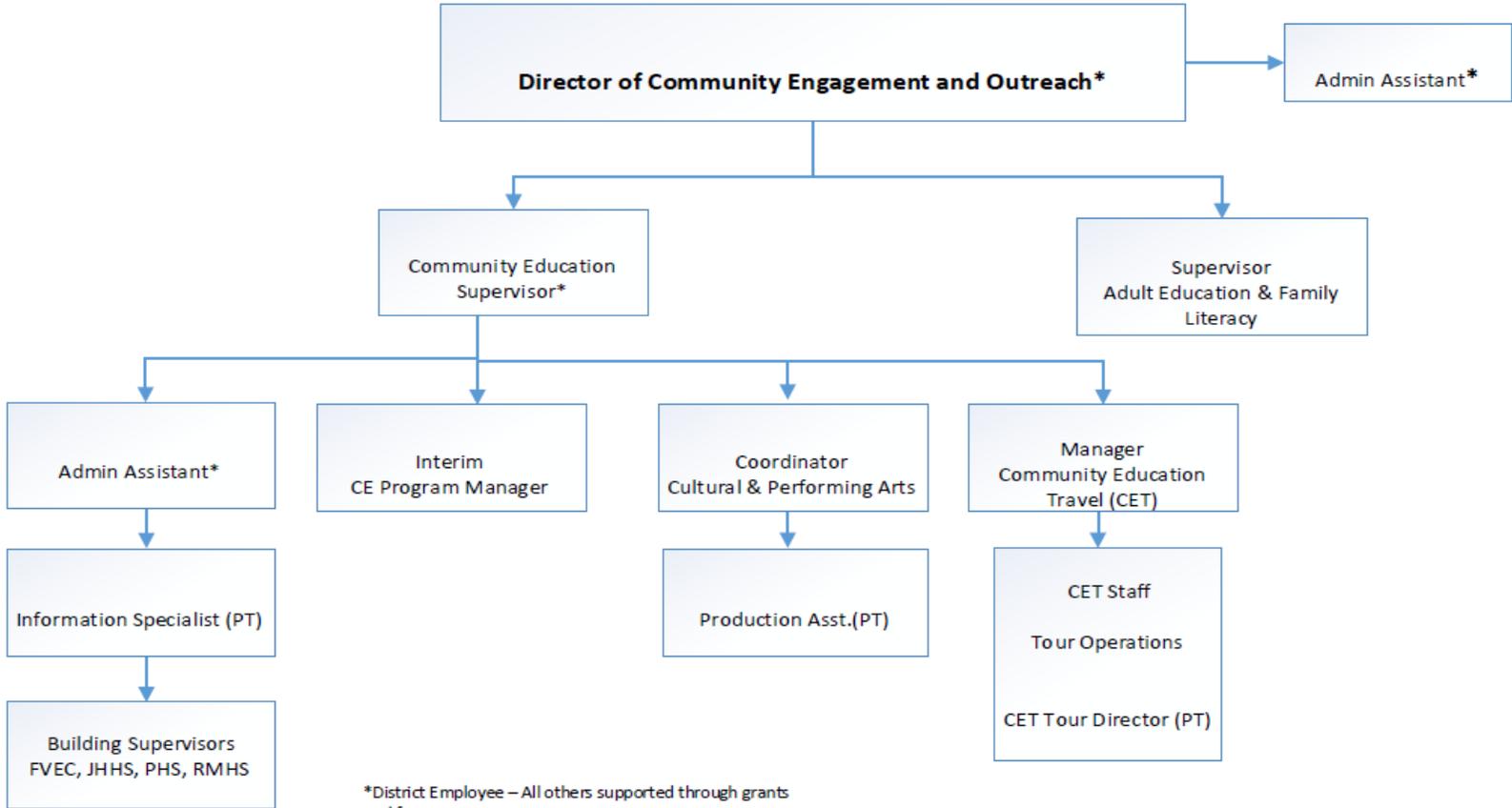


Community Engagement and Outreach



*Foundation paid employee

Community Education



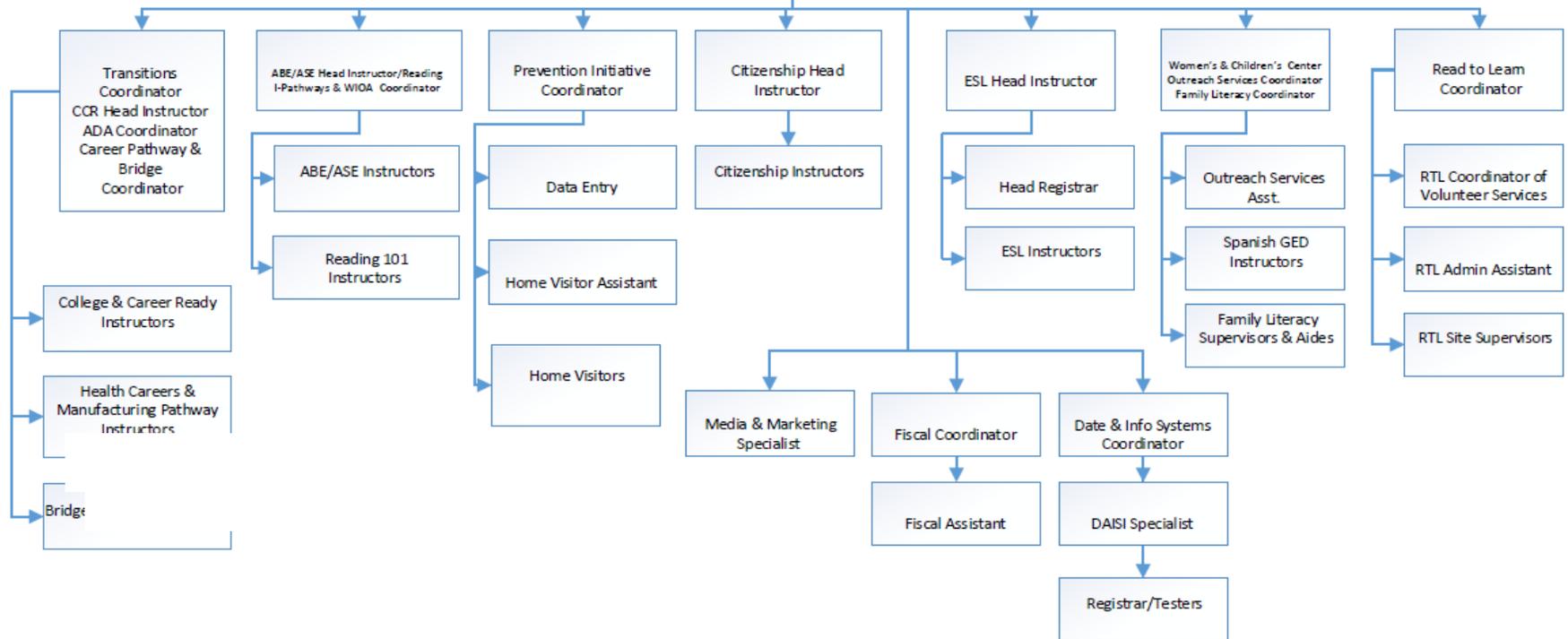
*District Employee – All others supported through grants and fees.

In addition to the people listed on this page and the next, there are approximately 225 instructors and support staff working in Community Education.

Community Education

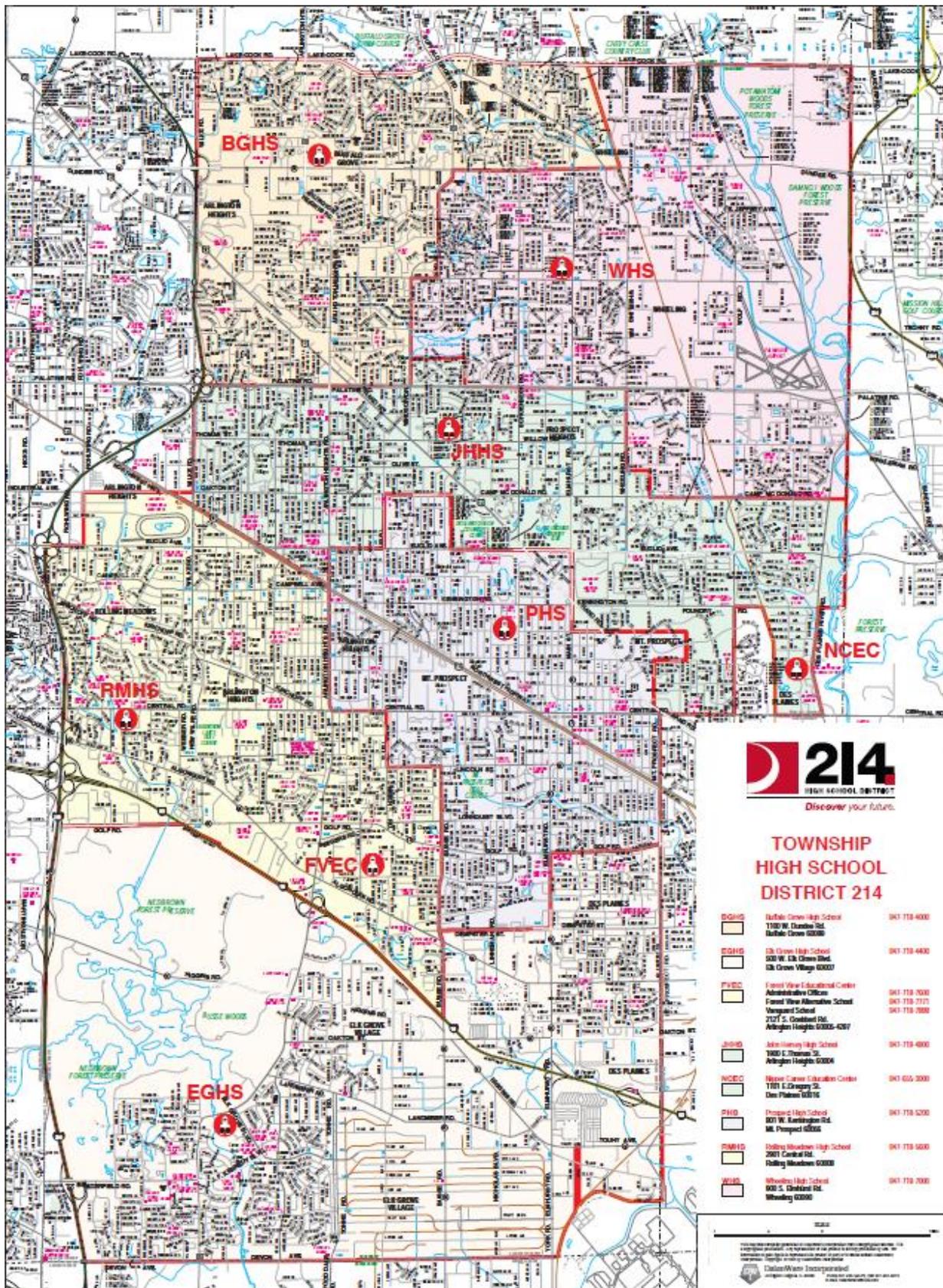
Adult Education & Family Literacy

Supervisor, Adult Education & Family Literacy



All supported through grants and fees.

District Map



District Background

Township High School District 214's creation in 1914 can, in part, be attributed to the Women's Suffrage Movement. As the creation of the District was a hotly contested election issue, men's ballots opposed the proposition while women's ballots supported the proposition. With the subsequent validation of the Women's Suffrage Act came the creation of Township High School District 214.

The district was established on March 28, 1914. In 1922, the school board adopted plans for construction of nine classrooms, an auditorium, and a gymnasium. Arlington High School opened to students in 1923. Increasing enrollment necessitated that several additions were constructed. The second high school constructed was Prospect High School in Mt. Prospect in 1957. In 1962, Forest View High School in Arlington Heights was constructed due to district enrollment topping over 6,300 students. Wheeling High School was constructed in 1964, Elk Grove High School in 1966, John Hersey High School in 1968, Rolling Meadows High School in 1971, and Buffalo Grove High School in 1973. By 1973, there were 19,000 students enrolled in the district. The district's enrollment peaked at 19,823 students during the 1975-1976 school year. Due to declining enrollment, Arlington High School closed in June 1984, and Forest View closed in June 1986. Forest View currently houses the administration offices and specialized schools.

Township High School District 214 is recognized as a Blue Ribbon High School District by the United States Department of Education. Located approximately 25 miles northwest of Chicago in a 68.3 square mile area, we are the state's largest high school district serving students from Arlington Heights, Buffalo Grove, Des Plaines, Elk Grove, Mount Prospect, Prospect Heights, Rolling Meadows, and Wheeling. Nearly 300,000 residents comprise our diverse middle to upper middle-class demographic. More than 67 languages are spoken in the homes of our students. With the new regulations being determined at the state level regarding enrollment, the 2021 serving enrollment is 11,860.

Township High School District 214 currently has eight campuses (7 main buildings and a CLS house). The six comprehensive high schools include: Buffalo Grove, Elk Grove, John Hersey, Prospect, Rolling Meadows, and Wheeling. The Career Life Skills Program (CLS) house is located in Rolling Meadows. The Forest View Educational Center houses: Early Childhood Center, Newcomer Center, The Academy and Life, Vanguard, Young Adult Program, Community Education, and the District 214 administration offices.

Transforming a great school district into an elite learning organization for all is the primary focus of Township High School District 214. Working collaboratively in the spirit of "WE", all staff, administration, and Board of Education have committed to the systemic student-centered focus of continuous, rigorous academic excellence for all students. As a "lighthouse district", Township High School District continues to serve as an accessible resource for other learning organizations to model.

Township High School District 214 students matriculate from several elementary districts including: District 15, District 21, District 23, District 25, District 26, District 57, and District 59.

District 214 is a member of Northwest Suburban Special Education Organization (NSSEO) which provides specific special needs services to our qualifying students.

District 214 offers many program options allowing students to earn college credit while in high school, benefitting students, parents, and the community. Our students graduate college and career ready.

Township High School District 214 currently has sixteen Tax Increment Financing (TIF) districts within our boundaries. The Equalized Assessed Valuation (EAV) for the District for tax year 2016 was \$8.5 billion. The EAV for tax year 2017 was \$8.6 billion. The EAV for tax year 2018 was \$8.6 billion. The EAV for tax year 2019 was \$10 billion.

Very active Booster Clubs, Alumni Associations, and Parent Teacher Organizations provide the schools with both financial and volunteer support. Partnerships with local park districts and other organizations increase opportunities for students at many levels.

The District offers an extensive and comprehensive program for students who have special needs. As this program continues to expand and the services become enhanced, the District anticipates enrollment to continue to increase in this area.

Township High School District 214 is fully accredited by the Illinois State Board of Education.

Major milestones in District 214 History

Year	Milestone	District Enrollment
1922	Arlington High School is opened	101
1928	Arlington High School gets an addition	251
1938	Arlington High School gets another addition	517
1946	Arlington High School gets another addition	669
1949-1950	Arlington High School gets another addition	904
1952-1953	Arlington High School gets another addition	1,169
1956	Arlington High School gets another addition	2,235
1957	Prospect High School is opened	2,773
1962	Forest View High School is opened	6,323
1964	Wheeling High School is opened	8,276
1966	Elk Grove High School is opened	10,784
1968	John Hersey High School is opened	13,520
1971	Rolling Meadows High School is opened	17,419
1973	Buffalo Grove High School is opened	19,000
1984	Arlington High School is closed	13,742
1986	Forest View High School is closed	12,447
1988	Edward Gilbert Administrative Complex is dedicated	10,848
1989	Maryville Education Center/Nipper School MEC joins District 214	10,381
1992	STEP becomes Forest View Alternative School	10,597
1996	MEC/Nipper School becomes Nipper Career Education Center	11,243
1998	Vanguard School is opened	11,443
2002	Newcomer Center is opened	12,102
2004	Nipper Center Education Center is closed	12,500
2014	Forest View Alternative School becomes The Academy at Forest View	12,000

Legal Structure of the District

The District is a municipal corporation governed by a Board of Education, which is elected by the public and has the exclusive responsibility and accountability for the decisions it makes. The District has the statutory authority to adopt its own budget, levy taxes, and issue bonded debt without the approval of another government. It has the right to sue and be sued, and has the right to buy, sell, lease, or mortgage property in its own name. Based on these criteria, the District is considered a primary government and there are no other organizations or agencies whose budgets should be combined and presented with this budget.

Interesting facts

- Township High School District 214 is the largest high school district in Illinois.
- 17 National Merit Finalists in the Class of 2020.
- Average class size is 23.
- The estimated enrollment of 9th through 12th grade students is 11,860.
- Over 37,500 early college credits earned during 2019-2020.
- Starting with the 2017-2018 school year, the Grade Point Average (GPA) in District 214 changed from a 5.0 scale to a 4.0 scale. This creates consistency and will make it easier for families to understand college admissions and requirement for scholarships.
- Beginning in 2017-2018, District 214 moved to a collegiate model school calendar, moving up the start date to mid-August with first semester final exams scheduled before winter break, as well as a curb on homework being assigned during holiday breaks.
- Beginning in 2017-2018, District 214 delayed the start of the day each morning by 45 minutes. Research has shown that high school age students will benefit by the later start times.
- Each school has a football field, gymnasium, baseball field, tennis courts, and running track. All schools have access to swimming pools.
- Each school is equipped with a language laboratory, library, college/career center, computer laboratories, a writing laboratory, and a technology center.
- There are approximately 225,000 resource items housed in the District's libraries. Student can also access magazines, newspapers, and specialized reference databases through the online subscription sites. Materials are available in a variety of media, including videotapes, DVDs, and audio books at each school and the District's library processing center.
- Each school serves hot lunches in its cafeteria, as well as lighter fare.
- Approximately 50,000 adults participated in the District's Community Education programs in 2019 – 2020.
- Students in every school have access to approximately 140 co-curricular activities consisting of inter-scholastic sports, fine and performing arts, student government, and interest-related clubs.
- District 214 provides free bus transportation to students who live 1.5 miles or more from their assigned school.
- Transportation is available to students who live within the 1.5 mile limit but wish to pay for it.
- Late (activity) bus service is available to students who stay after school with teacher supervision.

- The District 214 Newcomer Center is one of 10 programs in the nation selected for a case study of its exemplary practices in promoting academic rigor and putting newly-arrived adolescent learners on the path to high school graduation and postsecondary opportunities. Students remain at the Center for up to a year and then transition to their home school.
- Township High School District 214 serves a diverse student body.

Mission and Vision

Township High School District 214's **primary mission** is to help all students learn the skills, acquire the knowledge, and develop the behaviors necessary for them to reach their full potential as citizens who can meet the challenges of a changing society. Our **secondary mission** is to provide residents with opportunities for lifelong learning. The District 214 vision embraces continuous improvement and includes:

Students who demonstrate...

- analytic capabilities
- communication skills including reading, writing, speaking, listening, and numeracy
- creative expression and educated response to the creative works of others
- ethical judgment and decision-making ability
- career and life planning skills
- responsible citizenship
- understanding of ways to participate in an interdependent world
- problem solving skills
- concern, understanding, and respect in social interactions
- technological literacy
- ability to develop and maintain wellness

An environment in which people are...

- physically, psychologically, and emotionally safe
- treated fairly and ethically
- valued for their unique backgrounds and contributions

Staff members who...

- are active, lifelong learners committed to continuing professional and personal development
- are leaders in instructional practices
- create school work which engages and challenges students
- are innovative, take risks, and share what is learned from successes and failures
- are concerned, caring, and compassionate
- cooperate as partners with parents and the community in the education of students
- use student learning data to inform instructional decisions and practices

A Board of Education that...

- provides high quality resources for students and staff
- respects successful programs and practices
- encourages continual improvement through risk-taking and innovation
- cooperates and communicates as a partner with parents and the community in the education of students

- celebrates student and staff success
- promotes lifelong learning
- involves school and community members in decision-making processes

District 214 Board of Education Goals

1. **Provide quality education** that is relevant to membership in a global society and economy while maintaining a balanced operating budget and serving the student population.
2. **Increase student learning** through engagement and innovative programs to ensure students will develop self-awareness, self-management, interpersonal, and decision-making skills as measured by social and emotional learning growth objectives to establish and maintain positive relationships and achieve school and life success in a global society and economy.
3. **Promote and expand life-long learning** opportunities for residents of all ages through positive relationships, community involvement, community engagement and outreach, and collaborative planning in the efficient use of resources.

District 214 Instructional Goals

1. As measured by the Board-approved College/Career Readiness indicators, the District will **increase student success annually or will exceed a threshold** established by the Board after two years of data are collected and analyzed.

College Ready Indicators

Students are College Ready if they meet either the academic or standardized testing benchmarks listed below.

GPA 2.8 out of 4.0 and one or more of the following benchmarks:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B or C)
- Dual Credit College English and/or Math (A, B or C)
- College Developmental/Remedial English and/or Math (A, B or C)
- Algebra II (A, B or C)
- International Baccalaureate Exam (4+)
- College Readiness Placement Assessment (Standardized test benchmarks minimum score)
SAT Exam: Math (530) / Reading and Writing (480)
ACT Exam: English (18) / Reading (22) /Science (23) / Math (22)

Additional Factors that Contribute to College Success: Earning As, Bs, Cs; FAFSA completion; enrollment in career pathway course sequence; college academic advising; participation in college bound bridge programs; senior year math class; completion of a math class after Algebra II.

Career Ready Indicators

Students are Career Ready if they have identified a career interest and meet two of the

behavioral and experiential benchmarks listed below. In addition, students entering the military upon graduation must meet the passing scores on the Armed Services Vocational Aptitude Battery (ASVAB) for each branch of the military.

Career Cluster Identified and **two or more** of the following benchmarks:

- 90% Attendance
- 25 hours of Community Service
- Workplace Learning Experience
- Industry Experience
- Dual Credit Career Pathway Course
- Two or more organized Co-Curricular Activities

2. As measured by the growth from PSAT to SAT, **the percent of students meeting or exceeding national growth norms from PSAT to SAT will increase annually or will exceed a threshold** established by the Board after two years of data are collected and analyzed.*

*For the transitional years as the new SAT suite of assessments are being completely implemented, the District will use national norm data for comparison purposes.

The measurable goal related findings in the supplemental section of this document demonstrate the increase in student success in District 214. The fiscal and human capital costs related to the measurable goals are incorporated in the total operating cost per pupil. The cost of salaries and benefits is over 80% of our budget, and as these costs increase, the District is still able to keep control of the operating expense per pupil. The Operating Expense Per Pupil increased approximately 1.3%. As the District achieves its goals within our educational program we are, at the same time through cost containments and efficiencies, controlling our Operational Expense per Pupil.

Operating Expense Per Pupil	
2019 - 2020	\$20,985
2018 - 2019	\$20,720
2017 - 2018	\$20,379
2016 - 2017	\$19,921
2015 - 2016	\$20,674
2014 - 2015	\$19,850
2013 - 2014	\$19,734
2012 - 2013	\$19,301
2011 - 2012	\$17,923
2010 - 2011	\$17,611
2009 - 2010	\$17,735
2008 - 2009	\$17,000
2007 - 2008	\$15,757
2006 - 2007	\$15,044
2005 - 2006	\$14,453

As The District institutes new goals and initiatives, we work to achieve cost containment in other arenas to mitigate the costs of the new programs, thereby making the improved programs relatively cost neutral to the district.

Performance Results

The District's primary mission is to help all students learn the skills, acquire the knowledge, and develop the behaviors necessary for them to reach their full potential as citizens who can meet the challenges of a changing society. Our secondary mission is to provide residents with opportunities for lifelong learning.

Township High School District 214 has a complete academic program with more than 600 courses, as well as many programs and services for students with special needs. District 214 offers courses in language arts, mathematics, science, computer science, world language, social science, business, technology, life studies, fine arts, physical education, health, driver education, and NJROTC. Advanced Placement courses are available in English, U. S. History, European History, World History, Biology, Chemistry, Physics, Environmental Science, Computer Science, Calculus, Chinese, German, French, Spanish, Art, Psychology, Statistics, Economics, Government and Politics, Human Geography, and Music. World Language programs of study are provided in French, German, Spanish, Italian, Japanese, Mandarin Chinese, and American Sign Language.

Each school participates in the Talent Development Program. The Young Adult Education Program (YAP) is offered to students who are unable to attend day school. An English Language Learner/Bilingual program is also offered. Social, academic, and career counseling is provided at each school. Each school has a psychologist, social worker, police resource officer, nurse, and school counselor available.

District 214 is committed to offering students a variety of opportunities to earn early college credits while they are in high school, with an ultimate goal of ensuring our students leave our doors poised to excel. Most credits transfer to any public college or university in the nation, offering our students a low-cost head start on their postsecondary journey. Our partner higher education institutions include Arizona State University, Eastern Illinois University, Harper College, Lewis University, National Louis University, and Northeastern Illinois University. Each institution establishes its own fees for credit or course enrollment. In all instances, these fees represent a significant value savings to families compared to typical tuition rates on campus. District 214 offers over 80 dual credit and Advanced Placement course opportunities, partnering with colleges to provide classes that simultaneously offer both high school and college credit. These classes tie directly into District 214's Career Pathways, allowing students to explore career interests with college-level classwork. Through our Career Pathways program, our students have logged more than 2 million internship hours with our community partners.

These classes are rigorous, mirroring college-level work. Successful completion can lead to transcript college credit, saving students both time and money. On a yearly basis, our students earn more than 600 industry certificates and complete more than 35,000 early college credit hours. The program encompasses career programs of study from aviation maintenance to architecture to entrepreneurship to business management and health sciences before high school graduation.

The Power of 15 Partnership with Harper College provides opportunities for college credit. District 214 offers a number of college-level courses taught by our teachers. Research shows that students who enter college with 15 or more college credits are twice as likely to graduate with a degree.

District 214 students have the opportunity by meeting strict eligibility requirements to earn up to two years free Harper tuition through the Harper Promise Scholarship Program. Promise students can miss no more than 5 days of school their freshman year, 9 days sophomore year, 8 days junior year, and 7 days senior year. They must maintain a minimum 'C' average as freshmen. The minimum grade-point average progressively increases to 2.3 on a 4.0 scale by students' senior year. The program also requires 5 hours of community service for freshmen, increasing incrementally to 20 hours for seniors. The program has already changed the way many students see their life's journey.

District 214 was named to the "Districts of Distinction" list by District Administration magazine. The District was recognized for its Youth Apprenticeship program, which provides concrete job skills and training to students in cybersecurity, HVAC, and automotive services. Through this youth apprenticeship program, students are developing the skills needed to thrive in the workforce, and gaining valuable experiences that will help them succeed.

The District's Educator Prep program recruits students interested in education and ensures they are highly qualified for teaching positions in Chicago's northwest suburbs and beyond. Students receive a sequence of education coursework, dual-credit opportunities and external teaching experiences. As part of the Educator Prep program, students can study education at National Louis University or Northeastern Illinois University, where they will continue to receive professional development opportunities from District 214 and partnering elementary districts, including a guaranteed student teaching position. If students successfully complete their higher education programs, they are guaranteed a job interview at District 214 or a partnering district in open positions.

The Next Generation Pathway to Completion engages students, families, and District 214 alumni to provide broad-based strategic support for select first-generation students from the district's high schools. The students are identified as incoming juniors, and their parents are involved every step of the way.

Elk Grove High School received a \$100,000 grant to help modernize and expand the Fabrication Lab, where students learn the advanced manufacturing skills that are in demand.

A Buffalo Grove High School alumnus donated \$1 million to support the creation of a state-of-the-art robotics, manufacturing, and biomedical healthcare innovation lab at the school. In addition to the funding he provided, he has offered expertise and direction in creating a lab that will be innovative and one-of-a-kind, allowing students new opportunities.

There were 17 National Merit Finalists in the Class of 2020.

The District also has a comprehensive extra-curricular offering including drama, service clubs, special interest clubs, music groups, and a full slate of athletic offerings available to the students.

The Community Education department has many offerings for lifelong learners. Over 500 courses are offered annually. Approximately 50,000 participate in the program yearly.

All six District 214 schools rank in the top 125 most challenging schools in Illinois, by U.S. News and World Reports, with 3 of our schools in the top 50. The Washington Post also ranks 3 of our schools within the top 50 high schools in Illinois.

Redefining Ready! is a new multi-metric, research based approach to determine what it means to be college ready, career ready, and life ready. It is designed to change the narrative of public education from a standardized test philosophy to a focus on global readiness for public school students, who are driven by ideas and innovation. In considering the whole child, redefining readiness focuses on three main areas of importance: college readiness, career readiness, and life readiness. Students learn in a variety of ways and should be able to demonstrate readiness in a variety of ways. Like the global economy, today's students are driven by ideas and innovations.

The District has equipped all students with an iPad since the 2015-2016 school year. This iPad deployment and teaching concept has been extremely well received by students and staff, with 24/7 iPad access. This has allowed students to learn at their own pace and created learning environments that are more engaging and relevant to college and career preparation. During the COVID-19 pandemic, through partnerships with our local cell phone providers, our students have remote access to attend class through various platforms, such as Schoology. This allows students to attend, participate, and complete assignments online.

With the COVID-19 pandemic, the District's first priority remains the health and safety of students, staff, and community. We continue working closely with public health guidance to achieve the best plan. District 214 started the 2020-2021 school year with fully remote learning. Attendance and grading policies and procedures will be in effect. Students participating in remote learning must turn on their camera and microphone to participate in class. Over time, the District will allow parents to decide if their students will be learning at school or remotely. As the situation evolves, we will need to be flexible; to listen; and to understand that we will need to change course. We will take it one day, one week, and one month at a time.

The District 214 technology departments at each building created mobile help desk units within their respective communities to assist students and parents with technology related issues, such as, passwords, repairing an iPad, or assisting with zoom technology. Each school has set up specific locations with a recurring schedule and some are offering weekend hours to assist.

Township High School District 214 is proud to have Dr. David Schuler as our Superintendent, for the sixteenth year. Dr. Schuler has served as president of the Suburban School Superintendents Association, and the School Superintendents Association, a national professional organization. Dr. Schuler was president of The School Superintendents Association (AASA) for the 2015-2016 school year, which champions high quality public education. Dr. Schuler champions the Redefining Ready!! initiative across the nation.

Dr. Schuler was named 2018 Illinois Superintendent of the Year by the Illinois Association of School Administrators. Nominees are judged on leadership for learning, communication, professionalism, and community involvement.

Dr. Schuler was also named the 2018 National Superintendent of the Year by the American Association of School Administrators. He is the first Illinois Superintendent to be named to this honor in its 31 year existence.

Dr. Schuler was the 2016 recipient of the Bob Grossman Leadership in School Communications Award. This prestigious award from the National School Public Relations Association (NSPRA) recognizes a practicing superintendent of schools for outstanding leadership in school public relations and communications. From his visionary approach to redesigning the district's communication department and engaging the community, to his personal commitment as an education leader in using communication tools and strategies to create new opportunities for students and impact the national dialogue on education, there is no doubt that he is setting a new standard for superintendents everywhere.

Dr. Lazaro Lopez, Associate Superintendent of Teaching and Learning, is a board member of The Partnership for College Completion in Chicago and the Northwest Educational Council for Student Success (NECSS). Dr. Lopez is also the Chairman of the Illinois Community College Board. He speaks nationally as an advocate for relevancy in schools, business partnerships, and career pathways.

Cathy Johnson, Associate Superintendent for Finance/Operations, served as President of the Illinois Association of School Business Officials for the 2018-2019 year. The Association is devoted to the school business management profession, providing a comprehensive range of professional development activities, services and advocacy through networking and participation. The association represents the voice of the membership and informs members of key initiatives and issues.

Paul Kelly, Elk Grove Principal, was named the 2018 Illinois High School Principal of the Year. The Award, given by Horace Mann and the Illinois Principals Association, recognizes high school principals who have demonstrated a positive impact on students and community.

Alva Kreutzer, D214 Board of Education member, was elected to a 2-year term on the Board of Directors of the Illinois Association of School Boards (IASB). The IASB provides training experiences, networking opportunities, a wide range of support services for local school boards, and conducts strong advocacy on behalf of public education throughout Illinois.

For the eleventh year in a row, District 214 is among the top-ranked school districts in the nation using cutting edge technology to enhance learning and curriculum. The achievement recognizes exemplary school boards' and districts' use of technology to govern their district, communicate with students, parents and community, and improve learning.

District 214 was the recipient of the American Association of School Librarians’ (AASL) 2019 National School Library of the Year (NSLY) Award, sponsored by Follett. The award annually honors a single library that exemplifies the criteria. A decisive point for the committee was the depth and richness of the collaboration among the administrators and school librarians. The committee was further impressed by the integration of programming and service delivery with local public libraries, and the rich educational partnerships with local businesses to promote authentic, project-based inquiry learning for the students.

Performance data between school districts can be compared using the School Report Card data. The School Report Card has been completely redesigned to access important information about the school. The report has a cleaner look and design. It has at-a-glance information about school performance, school climate and learning conditions, school awards and extra-curricular programs, measures of college and career readiness, and growth measurements showing academic improvements.

The suspension of in-person instruction during the pandemic in 2019-2020 affected multiple Report Card metrics. For some metrics, such as assessments, ISBE collected no data for the 2019-2020 school year. For other metrics, such as chronic absenteeism, ISBE collected data, but the suspension of in-person learning likely impacted the results.

Chart 2.01 Report Card Statistics

Report Card Statistics		
	District 214	State of Illinois
Average Class Size	23	22
High School Students per Teacher	19:1	19:1
Graduation Rate 4 Year	94%	88%
Graduation Rate 5 Year	94%	88%
9th Grade on Track	96%	89%
Postsecondary Enrollment	80%	73%

Source: 2020 Illinois Report Card

Students identified as 9th Grade “on track” have earned at least five full-year course credits (10 semester credits) and have earned no more than one semester “F” in a core course (English, math, science, or social science). Course credits from summer sessions are not included in this calculation. Freshmen on track is a key predictor of high school success. Students who finish the ninth-grade year on track are almost four times as likely to graduate from high school as students who are not on track. Research shows that the number of students on track and the graduation rate rise when schools actively intervene by identifying freshmen at risk and providing tutoring, additional instruction, and other individualized services.

The performance results also include the financial data of the District. Revenue sources include Local, State, and Federal. Expenditure objects include: salaries, benefits, purchased services, supplies, equipment, dues and fees, and tuition costs. A summary, by fund, explains the 2020-2021 fund balances for District 214. The Fund Balance at June 31, 2020 is budgeted to be \$169,806,605.

Chart 2.02 Summary of Fund Balances

Summary of Fund Balances						
All Funds						
	Beginning Balance	Revenue	Expenditure	Excess (Deficit)	Financing Sources (Uses)	Ending Balance
Educational	\$86,828,976	\$208,100,000	\$209,900,000	(\$1,800,000)	\$0	\$85,028,976
Operations and Maintenance	\$28,365,333	\$30,900,000	\$25,400,000	\$5,500,000	(\$5,100,000)	\$28,765,333
Debt Service	\$1,402,070	\$3,400,000	\$3,400,000	\$0	\$0	\$1,402,070
Transportation	\$18,381,838	\$14,600,000	\$15,000,000	(\$400,000)	\$0	\$17,981,838
Municipal Retirement	\$9,982,756	\$8,500,000	\$8,425,000	\$75,000	\$0	\$10,057,756
Capital Projects	\$18,639,469	\$2,700,000	\$20,000,000	(\$17,300,000)	\$5,100,000	\$6,439,469
Working Cash	\$18,331,163	\$1,800,000	\$0	\$1,800,000	\$0	\$20,131,163
Tort	\$0	\$0	\$0	\$0	\$0	\$0
Life Safety	\$0	\$0	\$0	\$0	\$0	\$0
	<u>\$181,931,605</u>	<u>\$270,000,000</u>	<u>\$282,125,000</u>	<u>(\$12,125,000)</u>	<u>\$0</u>	<u>\$169,806,605</u>

The Operating Expense per pupil is the gross operating cost of a school district (excepting summer school, adult education, bond principal retired, and capital expenditures) divided by the nine-month ADA for the regular school term.

Chart 2.03 Operating Expense Per Pupil

Operating Expense Per Pupil	
2019 - 2020	\$20,985
2018 - 2019	\$20,720
2017 - 2018	\$20,379
2016 - 2017	\$19,921
2015 - 2016	\$20,674
2014 - 2015	\$19,850
2013 - 2014	\$19,734
2012 - 2013	\$19,301
2011 - 2012	\$17,923
2010 - 2011	\$17,611
2009 - 2010	\$17,735
2008 - 2009	\$17,000
2007 - 2008	\$15,757
2006 - 2007	\$15,044
2005 - 2006	\$14,453

District 214 has initiated over \$72 million in cost containments over the past eleven years to help to control the Instructional Expense per pupil and achieve academic efficiency in relation to continuing increased student academic performance.

Chart 2.04 Cost Containment Initiative

Cost Containment Savings since 2006-2007	Estimated Savings
Insurance	50,000,000
Technology	8,700,000
Operations & Maintenance	3,900,000
Staff	2,500,000
Food Service	1,000,000
Transportation	1,500,000
Teaching & Learning	1,200,000
Total Cost Containment	68,800,000
Increased Revenue Sources	
Partnerships Field Turf	2,500,000
Other Partnerships	1,000,000
Total	72,300,000

Insurance savings include: moving to insurance carriers offering increased discounts and greater rebates, SSCRMP health insurance pool allowing for financial savings as the membership of the pool was greater for all districts involved, and SSCRMP Workers Compensation platform efficiencies. The insurance savings is an accumulation since 2006-2007 and has impacted the budget substantially.

Technology savings include: VoIP system savings, reduction in infrastructure, outsource email with Google, server consolidation, and printer/copier reorganization. Increased revenues in Technology include: E-Rate rebates and cell tower revenue.

Operations & Maintenance savings include: energy efficiency and cost avoidance, lighting efficiencies, overtime reductions, and staggered work week for more effective building coverage.

Staff savings include: consolidation of administrative positions, attrition and consolidation in all aspects of staffing, and reduction of overtime in all areas. The staffing efficiencies were accomplished without impact to student learning.

Food Service savings include: membership in Northern Illinois Purchasing Cooperative, implement shorter menu cycles, and vending machines purchased which eliminated the rental contract costs. Increased revenues in Food Service includes rebates from food manufacturers.

Transportation savings include: realigned 1.5 mile boundaries and hazard areas, reorganization of school activity and athletic bus routes, competitive bid process with bus companies during 2007-2008, and reorganization of taxi transportation to safer bus transportation.

Teaching and Learning savings include: staff travel reductions, course restructuring and efficiencies, streamlined summer school, and created district-wide competitions alleviating travel.

Another method used to reduce expenditures is to review bonding options, such as the refunding of bonds at a lower interest rate to save money over the life of the bond. District 214 has completed bond refunding several times, lowering the District interest payments.

The District will continue to implement cost containment initiatives, explore revenue opportunities, improve cost efficiencies, and control expenses within the financial resources that are available to Township High School District 214. The Board and Administration are dedicated to excellence in education, seeking to balance educational needs with sound fiscal practices.

As cost containment initiatives are achieved, the college readiness of a larger number of our students is increasing, which is a direct reflection of the effectiveness of our educational tools.

Chart 2.05 College and Career Ready

	Graduates							
	2013	2014	2015	2016	2017	2018	2019	2020
College And Career Ready*	52.7%	54.7%	56.7%	59.0%	64.5%	64.6%	68.4%	70.8%
College Ready	68.9%	70.1%	70.4%	69.0%	73.9%	74.7%	75.7%	75.7%
College Level Coursework + GPA	60.3%	61.7%	62.2%	61.4%	65.3%	66.8%	68.5%	70.8%
College Level Coursework	85.2%	87.1%	87.1%	86.5%	89.8%	89.6%	92.1%	92.4%
AP Exam 3+	45.9%	49.6%	48.7%	50.9%	53.5%	54.1%	52.1%	49.8%
AP Course C+	62.2%	65.4%	65.6%	65.8%	67.0%	68.8%	68.4%	66.3%
Dual Credit English or Math Proficiency	0.0%	0.0%	0.0%	24.4%	34.6%	34.1%	49.5%	47.9%
College Transition English or Math Proficiency	5.4%	6.6%	6.3%	5.0%	22.2%	18.0%	15.2%	13.6%
Algebra II C+ Proficiency	81.7%	83.7%	85.0%	82.1%	86.2%	84.0%	90.0%	91.1%
Cummulative GPA 2.8+/4	61.8%	63.5%	63.8%	63.0%	66.8%	69.0%	69.9%	72.2%
Standardized Testing Benchmark	58.5%	59.2%	59.0%	58.4%	66.4%	66.1%	63.6%	60.5%
ACT College Readiness Benchmark	47.0%	46.5%	46.9%	46.4%	49.6%	33.8%	27.2%	26.5%
SAT College Readiness Benchmark	0.0%	0.0%	0.0%	0.0%	4.2%	57.8%	57.7%	55.2%
Local College-Level Requirements	58.5%	59.2%	58.9%	58.4%	66.4%	64.4%	60.6%	57.6%
ACT Benchmarks: English 18 Reading 22 Science 23 Math 22								
SAT Benchmarks: Reading and Writing (EBRW) 480 Math 530								
Career Ready (Career Cluster & 2+ Indicators)	0.0%	0.0%	0.0%	21.7%	79.6%	80.6%	85.6%	86.8%
Career Cluster	0.0%	0.0%	0.0%	28.7%	95.1%	96.0%	97.4%	97.5%
Career Ready (2+ Indicators)	66.1%	67.7%	70.7%	77.5%	82.0%	82.7%	87.2%	88.1%
90% Attendance	85.7%	88.2%	91.0%	90.3%	89.7%	88.1%	90.5%	90.5%
25 Hours Community Service	16.2%	18.9%	21.7%	26.7%	28.1%	29.8%	45.6%	41.1%
Workplace Learning Course Experience	0.0%	0.0%	0.0%	23.8%	29.7%	32.0%	35.7%	36.4%
Industry Credential	0.0%	0.0%	4.6%	4.1%	10.5%	13.0%	16.8%	12.1%
Dual Credit Career Pathway Course	12.4%	13.4%	17.2%	21.2%	29.2%	39.6%	56.2%	65.7%
2+ Organized Co-Curricular Activities	63.0%	62.6%	61.7%	61.6%	65.8%	65.1%	63.0%	65.5%
Cohort N	2,913	2,823	2,915	2,723	2,761	2,844	2,996	2,846

College Ready

Students are determined to be College Ready if they have either 1) a GPA of 2.8 or higher and met at least one of the college preparatory or college level courses or exam indicators or 2) met one of the standardized testing benchmarks. 75.7% of the class of 2020 were College Ready. 70.8% of the students met the GPA and college level coursework indicator. 92.4% of the class of 2020 participated in college level coursework. 60.5% met the ACT, SAT, or Harper College readiness benchmarks.

Since 2015, District investment in Dual Credit English and Math gateway coursework saw significant increase with almost 50 percent of the class of 2020 succeeding. Successful completion of Algebra II increased to 91.1%. An increase of 2.3% in the percent of graduates with a 2.8 GPA or higher, to 72.2%, is a significant factor in the gains in college-level coursework achievement.

Graduates in 2020 were the third class to have nearly universal statewide testing on the SAT rather than the ACT. While there was a significant shift in which test students took, the overall rate at which students met one of the standardized assessment college readiness benchmarks, or Harper College's benchmarks remained stable at 60.5%.

Career Ready

Students are determined Career Ready if they have selected a career cluster and met two or more of the career ready indicators. The rate of 2020 graduates meeting the career readiness indicator continues to climb with the class of 2020 at 86.8%. Nearly all graduates had indicated a specific career cluster (97.5%).

The percent of students with ninety percent attendance remained stable at 90.5%. Participation in workplace learning experiences continues to increase with more than one-third of graduates (36.4%) participating in an apprenticeship, internship, micro-internship, or embedded course-based experience. This is paired with a significant increase in career pathway dual credit courses. Nearly two-thirds (65.7%) of graduates participated in this college-level coursework, up almost 10% from last year, and double the participation just a few years ago. The percent of co-curricular activity increased slightly to 65.5%. Dramatic changes due to the COVID-19 pandemic had a significant negative impact on the number of students able to complete 25 hours of community service.

Surveys

General Surveys

- The Freshman Survey is administered annually in the fall to freshmen students in some schools. Information collected in this survey is used by the Student Services department to identify students who are socially and emotionally at-risk, and for planning purposes for appropriate speaker topics and counseling needs.
- The Senior Survey is administered annually to the senior class. It is a satisfaction survey that rates the quality of the student's high school experience, resources, curriculum,

activities, and counseling services offered. It also surveys post-secondary plans of military, college, trade school or direct employment and, asked questions aimed at gauging interest in a District alumni program. This data is used to plan/adjust service offerings in the future.

- The Student Career Activities Survey is administered annually to the entire student body. It is a state-mandated ISBE report used when submitting the Career Technical Education Improvement Grant (CTEI)/Perkins Grant. Students rank the activities and programs offered by District 214. The results assist in curricular planning, advising career pathways, selecting appropriate speakers for our students and determining how counselors can most effectively assist our students. The survey is also effective for identifying students who should be considered for our special programs, such as Education Academy, Medical Academy, Culinary Arts Program, or Project Lead the Way, among others.
- The Needs Assessment Survey is administered to parents and staff of special needs students to determine satisfaction and concerns regarding supports and services provided by District 214 and the Northwest Suburban Special Education Organization (NSSEO). The results are used to make adjustments and improvements in future program offerings and guide professional development.

School Calendar/Start Time Survey

In the fall of 2015, District 214 surveyed community members, parents, students, and staff regarding school calendars and school start times, following decisions by other districts. Approximately 6,500 individuals responded to the survey. Parents, students, and staff preferred keeping a traditional calendar, which would mean starting school in mid-August and having first semester exams prior to winter break (collegiate-style).

Parents, students, and staff preferred to start the school day later and end the day at a reasonable time. District 214 adjusted bell times to approximately 8:00 am – 3:20 pm. The survey shared that Parent Teacher Conferences are viewed as valuable, so time will continue to be set aside to accommodate these. Spring Break will continue to take place the last full week in March, which has been our long-standing practice.

Graduation and final exams for underclassmen will continue to occur prior to Memorial Day weekend. This is consistent with many other school districts, and allows travel time for extended families. The Calendar Committee also recommends that specific weekends and/or scheduled breaks become times for students and staff to focus on themselves and family.

Thought Exchange Survey

In June 2020, during the COVID pandemic, District 214 surveyed students, staff, and community to capture the perspectives of our stakeholders viewed most important as plans for the 2020-2021 school year were being developed. The results of the survey were quite varied. The issues raised most frequently were:

- Our children need to be back in school every day.

- We do not want children back in school on a daily basis due to health concerns of the child or a member of the child’s family.
- We want to send our children back to school when it is safe to do so for both the children and the staff.
- If students are in a remote learning setting, new content must be delivered and students must be held accountable for participating in class and doing homework.
- Schools must provide for our children with the most significant needs.

These perspectives, as well as federal, state, and local health guidance contributed to the educational plans.

District Departments

District 214’s departments are both informed and vested in their specialized roles to achieve the District goals. Communicating the progress toward these goals is essential for ongoing work process improvement. Examples of how various work processes advance the District 214 goals include:

Teaching and Learning

The Teaching and Learning department provides instructional leadership and coordinates District curriculum, instruction, and instructional materials for the purpose of student achievement and learning. Teaching and Learning encompasses many departments, including: academic programs, instructional materials and media, summer school, fine arts, and Navy Junior Reserve Officer Training (NJROTC).

Career and Technical Education

The Career and Technical Education department oversees multiple instructional opportunities for students to prepare them for college and careers through the District’s multiple pathways. The District Practical Architecture Program (PAC) provides students with actual on-site work experience in the construction trades. Project Lead the Way (PLTW) is a sequential engineering program that can potentially lead to 15 college credits. Students are offered over 40 Advanced Placement and Dual Credit opportunities. Many other opportunities are also available.

Center for Career Discovery

The Center for Career Discovery facilitates the development and coordination of customized, authentic learning experiences which provide opportunities to support students’ skill development, decision-making, post-secondary goals and future career path. Students learn specific job tasks, gain insight into the career planning process, identify potential career opportunities with possible areas of study, and improve critical thinking competencies and problem solving abilities. The program gives students the opportunity to improve communication, including developing and utilizing networking skills. From internships to micro-internships to community-based supported work sites, all students have access to workplace learning experiences which aligns with their individual career interests, passions, and needs. There are Registered and Youth Apprenticeships in Information Technology/Cybersecurity, Certified Nursing Assistant, HVAC, Automotive Technology, and Manufacturing.

Driver Education

Each student must pass the classroom portion of Driver Education in order to graduate high school. Participation in the laboratory portion of Driver Education is elective.

English Language Learner Program (ELL)

Newcomer Center is designed to meet the learning and acculturation needs of students who 1) are recent arrivals to the United States, 2) are at the beginning level of English fluency, and 3) might have gaps in their formal education. The center provides a flexible program of instruction combining comprehensive diagnostic and placement assessment, intensive English language and content instruction, and counseling with a strong emphasis on transitioning students to their home high schools.

Grants and Special Programs

The Grants and Special Programs department provides a variety of services to the district. The primary role is to secure external funding for developing new programs and sustaining existing programs through federal, state, and private grants. The department works closely with the District 214 Education Foundation for obtaining private and corporate funding. Partnerships are also cultivated with state and local agencies to provide grant funded services and other resources to students, staff, and the community.

Professional Learning

The primary mission is to promote the continuous improvement of district staff and increase student achievement. We provide assistance to all members to plan and actively participate in a variety of experiences that will lead to continued professional growth and renewal.

Research and Evaluation

The Department of Research and Evaluation provides information about student performance to enhance student learning and school improvement. The department provides services and support to schools for test-taking, overseeing testing, processing and analyzing test data, conducting timely applied research and promoting accountability by linking school and departmental practice to performance in the classroom and on standardized tests.

Human Resources

The Human Resources Department is dedicated to promoting a positive work environment that encourages employees to perform at the highest level of achievement and to contribute in meaningful ways to the district.

- Recruitment, development, and retention of high caliber staff are key components in enabling District 214 to perform at the highest level of achievement.
- Assists and guides staff on work-related matters.
- Facilitates positive employee relationships and creates a workplace that reflects the values of the District.
- District 214 utilizes Global Compliance Network (GCN) online training modules as a component of yearly staff orientation related to compliance issues, such as, blood-borne pathogens, crisis plan, drug/alcohol policy, internet policy, mandated reporter policy, and general/sexual harassment. In addition, custodial maintenance employees are required on a yearly basis to review hazard communications, personal protection equipment, and slip & fall prevention videos.
- Frontline Absence Management is the electronic absence reporting and substitute system that can be accessed 24 hours a day, seven days a week. The system accurately tracks sick, personal, and vacation time for employees.
- Manages work group negotiations, FMLA, staff evaluations, and unemployment issues.
- Reviews and updates job descriptions.
- Completes ISBE state reporting.
- Coordinates the District Wellness Days.

Student Services

The Student Services Department provides information that pertains to a student's legal rights and responsibilities. The department provides support and direction to district counselors, special education teams, nurses, data processors, and registrars. Township High School District 214 is committed to serving all students with special needs. The Life program allows for an extended educational experience in the way of daily living skills and community connections for students with special needs between the ages of 18 – 21. To meet the needs of our alternative school students, instructional coaches were hired to observe and coach new and experienced teachers as they assist in the implementation of school and district instructional goals.

The Career Life Skills Program (CLS)

CLS provides students with significant cognitive delays, an opportunity for academic, vocational, and social growth.

The Academy at Forest View (TAFV)

The Academy at Forest View gives students an opportunity to deal with significant emotional or behavioral challenges through a therapeutic approach while continuing their progress toward a high school diploma. Students focus on developing independence, belonging, mastery, and generosity in the school and community.

Vanguard School

Vanguard School is an alternative program that provides a nontraditional educational experience for District 214 students who are not meeting the educational credits. Through social emotional support we build positive relationships that help students find their pathway to success. Vanguard is a pioneering effort that provides a nontraditional education where a

team of teachers implements new instructional techniques, uses innovative curriculum, and utilizes community resources to meet the academic needs and career aspirations of students.

Newcomer Center

Newcomer Center is designed to meet the learning needs of high school aged second language learners who recently arrived in the United States. After completing the program, students are transitioned to their home high school.

Young Adult Program

The Young Adult Program is designed to help young adults earn their high school diploma in the evening. It also offers credit recovery for students who are currently enrolled in day school.

Community Engagement and Outreach

- The Community Engagement and Outreach Department focuses on raising awareness of and creating a dialogue among internal and external stakeholders regarding the innovative examples of teaching and learning in the District.
- The department is charged with enhancing the national narrative of public education to include examples, as illustrated by District 214, in which public education is working.
- The department develops strategic communications and community engagement solutions, including overseeing the District 214 Education Foundation, to support the vision and goals of the District and works to promote the achievements of District 214 students, faculty and staff.
- The department handles all communication between the District and community, including working with individual schools in the case of crisis communications.
- The department handles media requests and promotes the achievements of District 214 students, faculty, and staff.
- The District 214 Education Foundation annually raises funds to support student success, innovation and lifelong learning beyond the limitations of conventional funding for public education. In the last year, donors have supported the creation of an entirely new, state-of-the-art manufacturing lab at Buffalo Grove High School; basic needs for students in every school; nearly \$100,000 in emergency relief for families affected by the COVID-19 pandemic; the cost of Advanced Placement testing for students who can't afford it, opening the door to early college credits; a middle college program for students to get a jumpstart on college; a program for first-generation college students and their families; more than \$60,000 in scholarships toward postsecondary education opportunities and more, aligned with District priorities.

Community Education

- Community Education's mission is to provide opportunities for lifelong learners (birth through senior citizens) and improve the quality of life in our community.
- The Continuing Education program offers more than 500 courses annually in the following categories, including Arts, Culinary, Finance, Law and Real Estate, Fitness and Athletics, Health and Wellness, Hobbies and Leisure, Home and Garden, Languages, Professional Development, Technology and Youth and Family Programs. When the COVID-19 pandemic forced the shutdown of in-person classes, Community Education began offering remote opportunities. The department offered more than 60 online courses once the pandemic began, and more than 1,000 courses overall throughout the year.
- Last, year, Community Education launched a private music lessons program, with more than 400 high school students enrolling in lessons offered by nearly 40 music instructors.

- The Adult Education & Family Literacy program provides basic educational services to community adults who are English-as-a-Second-Language (ESL) learners, the undereducated, the unemployed or underemployed or low income. Services include preparation to take the Illinois High School Equivalency test, U.S. Citizenship Training, Basic Reading and Math and one-to-one tutoring for beginning adult readers. In the past year, the program served 2,250 individuals.
- Shows, performances and festivals, provided through the Cultural & Performing Arts program, promote diversity and provide access to quality and affordable events. To keep the arts alive, Community Education partners with community organizations, produces a concert series and provides a platform for local talents through The Theater Lab, a grassroots community theater launched in fall 2015.
- The Community Education Travel program, referred to as CET, provides a one-stop and hassle-free service, offering day trips, motor coach tours or worldwide travel and cruises.
- The department provides community connections through various communication materials including the Continuing Education program guide, Gold Card Club newsletter, Community Education Travel newsletter and new website, and collaboration with local organizations.
- Through Intergenerational programs, the department spearheads the annual Senior Celebration Day and provides help to low-income seniors through the Acts of Kindness (A-OK) Maintenance program that is offered in the spring and fall.
- Participation in all Community Education programs, workshops, advisory council, service-learning activities, committees and volunteers involves approximately 50,000 people annually. Through the program, nearly 80 individuals became U. S. citizens last year and more than 35 enrolled in a new adult manufacturing pathway opportunity.

Finance and Operations

The Finance and Operations Department has been recognized for financial excellence by receiving the Meritorious Budget Award from ASBO International for the budget documents from 2010-2011 through 2019-2020. The Department strives for excellence in financial reporting. District 214 has received the Certificate of Excellence Award in Financial Reporting for the Comprehensive Annual Financial Report (CAFR) from 2009 through 2019. The District has received the Certificate of Financial Recognition from the Illinois State Board of Education (ISBE) “School District Financial Profile” scoring system since 2003. The District received a 4.0 School District Financial Profile score from ISBE since 2010.

Food and Nutrition Services

- The District participates in the National School Lunch and Breakfast Program.
- Provides safe, nutritious, and appetizing meals and snacks at a fair price to promote and encourage the development of sound nutrition habits that will foster academic success.
- Provide student meals that contain adequate calories and a variety of foods to support growth, development, and a healthy weight.
- The School Breakfast Program is available to all students every weekday morning school is in session.
- Food is prepared on site at our buildings.

Operations

- On a yearly basis, update and implement the long range capital projects program. The District prides itself on outstanding and continual upkeep and improvement to all facilities. The District is comprised of eight campuses (7 main buildings and a CLS house).

Chart 2.06 Building Square Footage

Name of Bldg	Year Built	Square Footage
Prospect	1957	359,828
Forest View	1962	322,184
Wheeling	1964	353,409
Elk Grove	1966	351,226
John Hersey	1968	364,847
Rolling Meadows	1971	386,068
Buffalo Grove	1973	429,068

- Responsible for life safety, security, operations, emergency management, communications, operations, maintenance, cleanliness, design, construction, and renovation of District facilities.
- The department acts as the District’s liaison with municipalities, park districts, other school districts, and local, state, and federal governmental entities within and overlapping the District boundaries.
- Our staff of maintenance personnel, groundskeepers, custodians, supervisors, administrative assistants, and administrator operates and maintains: 62 miles of community served, 2.5 million square feet of buildings, 310 acres of property, 8 campuses, 11 schools, and three shifts working 24/7/365.
- Annually the Operations Department reviews infrastructure and facilities-related academic priorities of the District and incorporates these priorities in the five-year planning process.
- District 214 boasts state of the art facilities with an ice system in place which makes ice at night when electricity costs are lower, to assist in cooling the buildings during the day. The electrical air conditioning units do not come on during the day until the ice has melted, which is environmentally friendly.
- Continue to explore and expand our intergovernmental partnerships as they relate to cost savings and facility usage and development.
- Maintain in-house trades professionals that help us reduce costs and response times on a multitude of electrical, plumbing, mechanical, equipment and carpentry work.
- Continue to expand our efforts to reuse, recycle and reduce our waste stream in many areas.
- Continue to increase revenues through a facilities rental program that seeks to balance community needs with appropriate facilities stewardship.
- Continue to plan for future upgrades by developing roofing/curtain wall, mechanical and other facility improvement priority lists which include basic scope of work, potential year of implementation and projected costs.
- As of 2018, Buffalo Grove High School, Elk Grove High School, John Hersey High School, Rolling Meadows High School, and Wheeling High School have earned the prestigious ENERGY STAR rating from the United States Environmental Protection Agency. To qualify for the ENERGY STAR rating, a building’s energy performance must score in the top 25% based on the EPA’s National Energy Performance Rating System. Commercial buildings that earn the ENERGY STAR rating use an average of 35% less energy than typical buildings and also release 35% less carbon dioxide into the atmosphere.

- Achieved LEED Silver certification from the United States Green Building Council for major building additions: Buffalo Grove High School Natatorium in 2015, Prospect High School Natatorium in 2017, and Elk Grove High School LEED Operations and Maintenance (O & M) certification in 2018.
- Several comprehensive facilities use and/or intergovernmental agreements have been developed and implemented for effective resource utilization, including:
 - District 214 and Robert Morris University developed a comprehensive Facility Use Agreement for 15 years, through June 30, 2027. In 2019, Roosevelt University integrated with Robert Morris University and will continue this agreement.
 - District 214 and the Mount Prospect Park District, Wheeling Park District, Rolling Meadows Park District, Elk Grove Park District, Buffalo Grove Park District, and Arlington Heights Park District have developed intergovernmental agreements for the mutual use of facilities that benefit both agencies, providing substantial cost savings to District 214 and increased access to our students for activities and athletics.
 - District 214 and the City of Rolling Meadows have developed an intergovernmental agreement for the emergency use of Rolling Meadows High School as an emergency shelter for the community, if needed in a crisis or disaster.

Technology

- Recognized as a leader for the fullest implementation of technology benchmarks in the evolution of digital education.
- The District is committed to the use of technology to enhance learning opportunities of all learners to develop the 21st century skills of inventive thinking, effective communication, high productivity, and digital-age literacy to create innovative solutions to real world problems.
- By using technology to track and analyze incoming data, District 214 is better able to identify emerging student needs, both for opportunities and interventions.
- Students contribute to wikis, write blogs, create YouTube videos, and engage in a wide variety of other interactive online activities.
- The Technology Department follows the Information Technology Infrastructure Library to improve technology efficiencies, effectiveness, and processes.
- Designed, planned and installed Digital Video Security systems at each campus. The security system has mobile app capabilities where administration or emergency responders can view security cameras in any of the District's schools.
- Developed an Information Security Policy and communication strategy to help staff make informed decisions about their digital identity and safety.
- Negotiated numerous software and technical system contracts to protect the District and reduce operating costs.
- District 214 uses a mass notification system called "School Messenger" which allows the District to communicate the goals and support achievement by informing community, parents, and students through emails or voice messages.
- District 214 is preparing students for technology-based careers with options of taking Java, A+ Certification, and Cisco Networking courses.

Business Services

- The Business Office performs the day-to-day financial activity of the District.
- The Business Office encompasses: accounting, accounts payable, insurance (health, liability, and risk management), payroll, purchasing, transportation, treasury function, workers compensation, data production services, and mailroom.
- Work with financial analysts on long range projection models.
- Immediate reviews regarding Workers' Compensation accidents and student accidents.
- Continuing Safety Committees at each building to decrease Workers' Compensation accidents and student accidents.
- Secondary School Cooperative Risk Management Program (SSCRMP) with District 211, District 207, and District 225. We have contracted with a full time dedicated adjuster and safety director who are both placed on site at District 214. It has proved that the expanded workers compensation model reduces the number of student, staff, visitor, and transportation accidents, saving District 214 (and SSCRMP in its entirety) significant money.
- SSCRMP has agreed to pool for the purpose of leveraging our size. The pooling approach improves service and position to weather the many health care initiatives and increased coverage paid for by the employer over the next several years.
- The District utilizes an outside appraisal service for the appraisal, control and inventory of capital assets. Industrial Appraisal Company completed a comprehensive appraisal of the District's assets during 2019. Appraisals are used for verification and updating of replacement values for inventory and insurance purposes. The District maintains a set of procedures and an approval process for the disposal, removal, loan or hire of District property in Section 3551 of the Board of Education Policy Manual. The policy is in compliance with ILCS 5/10-22.8.
- The District maintains a set of procedures and approval process for contract approval, bid requirements and awards and for purchasing in accordance with 105 ILCS 5/10-20.21 in section 3310 of the Board of Education Policy Manual. The policy includes:
 - Guidelines and dollar amounts for bids and quotes.
 - Guidelines and dollar amounts for contract approvals.
 - Pre-approval of purchase orders before purchasing.
 - Purchasing within budgetary limitations.
 - Board approval of lease agreements.
 - Cooperative purchasing.
 - Conflict of interest and ethical guidelines.
- Data Production Services (DPS) provides complete production capabilities for district office and individual school requests.
- Mailroom provides courier service between buildings for collection/distribution of internal and external documents and mail.

Meritorious Budget Award (MBA)

The District received the Meritorious Budget Award (MBA) for fiscal year 2010-2011 through the 2019-2020 budgets from the Association of School Business Officials (ASBO) International. The MBA recognizes excellence in school budget presentation and is conferred on school districts that have met or exceeded strict guidelines. The guidelines provide a means for the business management staff, school board, and community to use the budget document as an effective decision-making and communications tool.



ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

This Meritorious Budget Award is presented to

**TOWNSHIP HIGH
SCHOOL DISTRICT 214**

for excellence in the preparation and issuance of its budget
for the Fiscal Year 2019–2020.

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.



A handwritten signature in black ink that reads 'Claire Hertz'.

Claire Hertz, SFO
President

A handwritten signature in black ink that reads 'David J. Lewis'.

David J. Lewis
Executive Director

Certificate of Excellence Award in Financial Reporting

The District received the Certificate of Excellence Award in Financial Reporting for fiscal years ending June 30, 2009 through June 30, 2019 from the Association of School Business Officials (ASBO) International. This award represents a very significant achievement and reflects the District's commitment to the highest standards of school system financial reporting. The Certificate of Excellence is the highest recognition for school district financial operations offered by ASBO International and confirms that the District's Comprehensive Annual Financial Reports (CAFR) have met or exceeded the standards set by ASBO International.



ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

**The Certificate of Excellence in Financial Reporting
is presented to**

Township High School District 214

**for its Comprehensive Annual Financial Report (CAFR)
for the Fiscal Year Ended June 30, 2019.**

The CAFR meets the criteria established for
ASBO International's Certificate of Excellence.



A handwritten signature in black ink, reading 'Claire Hertz'.

Claire Hertz, SFO
President

A handwritten signature in black ink, reading 'David J. Lewis'.

David J. Lewis
Executive Director

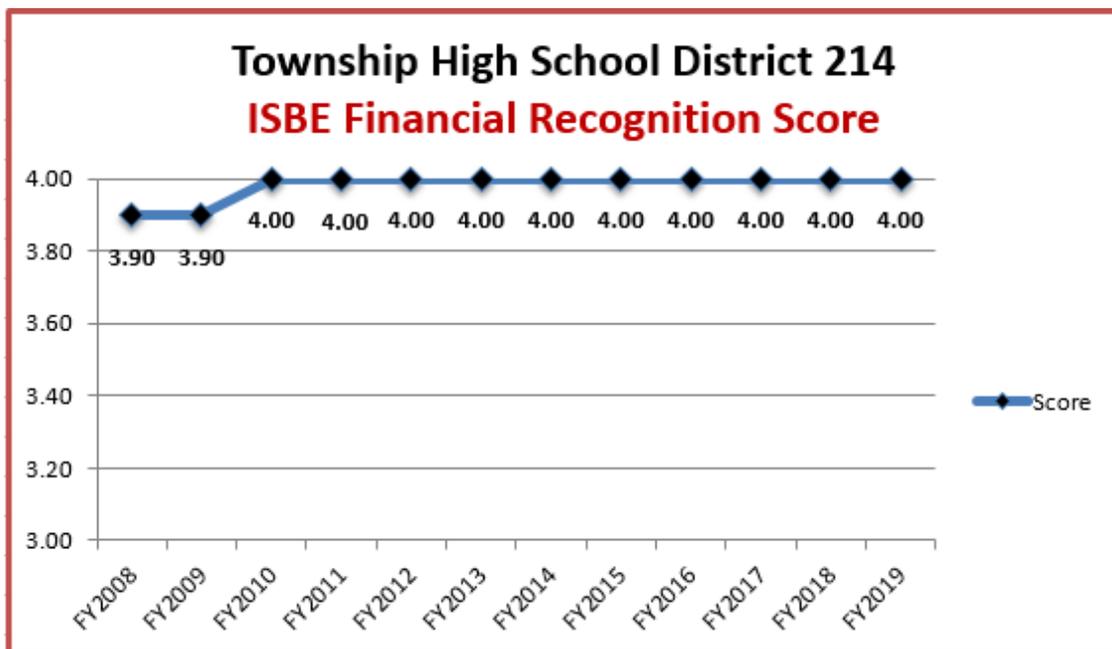
Certificate of Financial Recognition

Since the spring of 2003, the Illinois State Board of Education (ISBE) has utilized a new system for assessing a school district's financial health. The new financial assessment system is referred to as the "School District Financial Profile". The new system uses five indicators which are individually scored and weighted in order to arrive at a composite district financial profile. The indicators are as follows: fund balance to revenue ratio; expenditures to revenue ratio; day's cash on hand; percent of short-term borrowing ability remaining; and percent of long-term margin remaining. The best category of financial strength is Financial Recognition. A school district with a score of 3.54 – 4.00 is assigned to this category. These districts require minimal or no active monitoring by ISBE unless requested by the district. The District received the Certificate of Financial Recognition for fiscal year ending June 30, 2009 with a score of 3.9. For FY 2010 through FY 2019, ISBE awarded District 214 with the highest designation of 4.0. This award recognizes the strong financial position of the District in its management of annual resources and fund balances.

Annually, ISBE publishes District 214's financial profile which generates from our Annual Financial Report (AFR), form 50-35. As shown below, the District has received Financial Recognition status and our financial score has been on a lateral or upward move in spite of the difficult economic times our state and District have been facing. During the past ten years, we have been given a perfect 4.0 Financial Score.

Township High School District 214 will continue to implement cost containment initiatives and innovative ideas with minimal impact to student programs. The District strives for continuous financial improvement, accountability and recognitions.

Chart 2.07 ISBE Financial Recognition Score



Fiscal and Business Management Policy

- District shall prepare and adopt a balanced Operating Budget.
- District shall maintain long term financial projections. District 214 uses projection software, which provides the ability to address “what if” scenarios.
- District shall maintain a fund balance of minimally five to six months of expenditures.
- District will find cost savings to delay deficit spending.
- District maintains an investment policy consistent with statute.
- District maintains a debt policy consistent with statute.
- District maintains a long term capital facilities plan.
- District maintains a long term life safety plan.
- District maintains a technology implementation plan.
- District developed a replacement schedule for long-life assets to allocate annual costs and assist in projecting future needs.
- District has not issued tax anticipation warrants or revenue anticipation notes.
- District has no record of default and has met its debt repayment obligations promptly.

Accounting Systems and Budget Control

The District administration is responsible for establishing and maintaining internal controls designed to ensure that the assets of the District are protected from loss, theft or misuse and to ensure that adequate accounting data is compiled to allow for the preparation of financial statements in accordance with accounting principles generally accepted in the United States; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error. The concept of reasonable assurance recognizes that the cost of a control should not exceed the benefits likely to be derived and the valuation of costs and benefits requires estimates and judgments by management.

The financial statements are prepared in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. The presentation allows the reader to obtain an overview of the District’s financial operations by viewing the combined statements. Detailed representations of the combined statements are available throughout the remainder of the report.

Cash Management and Treasury Function

Cash and investments of the District are maintained by the District Treasurer. The Board of Education appointed the Associate Superintendent for Finance and Operations to serve as the District Treasurer. District 214 has administered the Wheeling Township Intergovernmental Treasury Agreement, since July 1, 1996 at the abolishment of the Wheeling Township School Treasurer. District 214 provides investment and banking related services for District 214, District 21, District 23, District 25, District 26, and Northwest Suburban Special Education Organization 805. This pooling of investment dollars enhances our ability to maximize investment yields.

The Treasurer is responsible for the investment of funds. Investments are maintained in deposits with financial institutions, savings and checking accounts and non-negotiable certificates of

deposit, repurchase agreements, and U. S. Treasury obligations. Certificates of deposits are covered under FDIC insurance limits for privately insured or collateralized. The Treasurer submits monthly investment reports to the Board of Education. The District secures investment bids prior to investing funds. Investment strategies are structured to obtain the best yield for all invested funds while meeting the District's goals of safety and liquidity.

Investment Policy

The District maintains a set of procedures for the investment of School District funds that includes the following elements in Section 4:30 of the Board of Education Policy Manual. The policy is in compliance with the Public Funds Investment Act.

- A listing of authorized investments.
- The standard of care that must be maintained by the persons investing the public funds.
- Investment and diversification guidelines appropriate to the nature of the funds, the purpose for the funds, and the amount of the public funds within the investment portfolio.
- Guidelines regarding collateral requirements, if any, for the deposit of public funds in a financial institution made pursuant to the Act, and, if applicable, guidelines for contractual arrangements for the custody and safekeeping of that collateral.
- A system of internal controls and written operational procedures designed to prevent losses of funds that might arise from fraud, employee error, misrepresentation by third parties, or imprudent actions by employees of the District.
- Performance measures appropriate to the nature of the funds, the purpose for the funds, and the amount of the public funds within the School District's investment portfolio.
- Appropriate periodic review of the investment portfolio, its effectiveness in meeting the School District's need for safety, liquidity, rate of return, and diversification, and its general performance.
- Monthly written reports of investment activities by the Treasurer for submission to the Board of Education and the Superintendent, including information regarding securities in the portfolio by class or type, book value, income earned, and market value as of the report date.
- A procedure for the selection of investment advisors, money managers, and financial institutions.
- A policy regarding ethics and conflicts of interest.

Risk Management/Insurance

District 214 is a member of the Secondary School Cooperative Risk Management Program (SSCRMP). District 214 along with District 211, District 207, and District 225 participate in this comprehensive risk management pool. The pool provides comprehensive insurance coverage at a lower cost than the school districts can obtain individually. Coverage includes property casualty, general liability, school board liability, vehicle liability, professional liability, workers compensation, and health insurance. District 214 is self-insured for employees' medical, vision, and dental insurance. Independent third-party companies administer benefit claims for the District's self-insurance plans.

With all the tragic events occurring at our nation's public schools across the country, District 214 engaged a firm to conduct a safety/security audit. In early August, 2018, the results of those safety/security audits were received. District 214 implemented a variety of additional safety and security measures at our comprehensive high schools and the specialized schools at Forest View Educational Center.

The additional procedures included: further securing entry and exit to the buildings before, during, and after school; increasing the amount of time security is present at school; moving to a modified closed campus; and incorporating bystander behavior curriculum ("see something, say something") into our four-year developmental counseling program. District 214 will continue working with local authorities and appropriate security companies to maximize school safety within budget parameters. The safety and security of our students and staff is our primary focus as a school system.

O'Hare Noise Compatibility Commission (ONCC)

The goal of the O'Hare School Sound Insulation Program (SSIP) is to reduce aircraft noise levels in schools and create a quieter learning environment for students in the O'Hare area. As the largest and one of the oldest programs in the world, it has provided over \$300 million in federal and airport funds to sound-insulate over 120 schools. In 1996, the O'Hare Noise Compatibility Commission (ONCC) was formed to provide input and oversight to the implementation of noise programs, including the School Sound Insulation Program (SSIP).

Township High School District 214 received a \$13.4 million grant from the Federal Aviation Administration for Elk Grove High School renovations to mitigate sound levels for student learning. The FAA paid 80% of the improvement costs and the city of Chicago paid the remaining 20%. The project allowed renovation in 85+ spaces, including 71 classrooms, cafeteria, and gymnasium. The sound abatement results in a quieter school due to double-paned glass with thicker outside windows, new insulated roofing, high noise reduction ceiling tile, and unit ventilators with sound baffles. This instills a positive effect on the learning environment. Final reimbursement from the grant was received by the District in fall 2014, but the benefits of these improvements continue year over year.

Capital Assets

The District utilizes an outside appraisal service for the appraisal, control and inventory of capital assets. Appraisals are used for verification and updating of replacement values for inventory and insurance purposes. During 2019, an outside vendor conducted a full appraisal for the District. After receiving the final report, the District will reconcile the fixed asset module. The financial software system includes a fixed asset module to assist with the accuracy of the capital asset data. Each year the audit firm reviews the fixed asset additions/deletions and depreciation calculations.

Bond Issuance

Historically, the District has bonded for capital programs to match long-term assets with long-term debt. The Capital Projects fund bond proceeds are restricted for capital and maintenance projects to improve sites, build and equip additions, and alter, repair and equip buildings.

Capital Projects Program

District 214 is comprised of eight campuses (7 main buildings and a CLS house). The oldest building in the District is Prospect High School, which was built in 1957. District 214 prides itself on outstanding and continual upkeep and improvement to all facilities. The Capital Projects Program (CPP), formerly known as the Facilities Improvement Program and Major Maintenance, has been in operation since 1985. The purpose of the CPP is to identify and fund large capital expenditures for additions, renovation, remodeling or renewal of our facilities. Projects that fall under the CPP include: roof replacement, tuck-pointing, parking lots, sidewalks, fencing, carpeting and other flooring, fire alarms, additional facilities, modernization of instructional spaces, improvement of grounds spaces, and other capital improvement work.

The District's five-year Capital Projects Program is a budget planning tool in which the projects are determined by budget, instructional needs, school requests, and maintenance concerns. The plan is a proactive approach to facilitate the highest priority curricular and maintenance needs over a five-year period. Data is collected from the instructional leadership regarding curricular-driven renovations or enhancements. Recommendations are sought from the Buildings and Grounds staff concerning building maintenance and repair. District architects, engineers, and specialty consultants assist to prioritize the CPP. Data is updated annually and adjusted as needed.

Projects solicited for inclusion into the CPP are reviewed against the Facility Priority Matrix and ranked using a four-pass system. Each project is assigned a project number for tracking and accountability purposes, and then individually scored for placement in the long-range capital plan against other competing projects. Proposed projects are reviewed by the Director of Operations, Associate Superintendent for Finance and Operations, and the Superintendent. The Superintendent makes a recommendation to the Board of Education for final approval of projects.

District 214 has entered into turf field partnership agreements with four park districts, a soccer organization, and a university for turf fields at six of our facilities. The partners reimbursed the District for a portion of the costs of the Turf Project in exchange for certain commitments from the District for use of the Stadium during agreed upon hours. The constituencies of the partnerships will be more effectively and economically served by sharing these costs.

District 214 entered into an agreement with Robert Morris University (RMU). During 2019, RMU was integrated with Roosevelt University. Roosevelt University has completed some cosmetic adjustments. They plan to continue with the agreement that was in effect prior to this integration:

- maintenance and upkeep of certain Stadium improvements
 - turf surface at the Stadium
 - press box at the Stadium, including handicap accessibility
 - scoreboard
- construction and use of the Field House
- expanded use of the Stadium
- continued use of the Training Facility
- use of certain classrooms

District Funds

The District receives the majority of its revenue and also expends the majority of the budget from the Educational Fund and Operations and Maintenance Fund.

Brief summaries of selected individual fund budgets follow. Between funds, the surplus/deficit for FY 2021 varies, but total operating funds are balanced (excluding Capital Projects Funds and Life Safety Funds which are spending down previously issued debt proceeds).

Education Fund

The Educational Fund is utilized to account for most of the instructional, co-curricular, special education, pupil support and administrative aspects of the District's educational operations on a day to day basis. The Educational Fund consists of two separate funds, which are combined together for purposes of reporting to the Illinois State Board of Education, but are viewed separately for internal District management purposes. The two separate funds are the Education Fund and the Insurance Reserve Fund.

The District continues its commitment to narrow the achievement gap and to meet the needs of special education students. The financial resources required to address these issues are significant. The Board of Education carefully considers and reviews school achievement initiatives. The Board will continue to put student achievement as its top priority when establishing annual goals.

The District 214 Fall Housing Report, as of September 2009, demonstrated an enrollment of 12,343. The FY 2021 enrollment is projected at 11,860.

Operations and Maintenance (O & M) Fund

The Operations and Maintenance Fund (O & M Fund) is for revenue and expenditures related to the operations and maintenance of the grounds and facilities including utilities and maintenance projects. The Operations and Maintenance Fund will expend approximately \$1.6 million for major maintenance projects in FY 2021, such as scheduled roofing repairs, district parking lots and concrete repairs, fencing, irrigation projects, and various equipment purchases.

The Central Maintenance Department has established a rolling rotation cycle for aged equipment to assist in keeping Central Maintenance budgets more consistent year to year. The rolling rotation cycles include: snow removal equipment, lawn care equipment, and vehicles used by the Central Maintenance staff.

Debt Service Fund

The Debt Service Fund is to account for the accumulation of resources and the payment of principal and interest on general long-term debt, and related costs.

The Aa1 rating, assigned by Moody's, is indicative of sound financial management supported by ample reserves and a modest debt burden. The District is located within the large tax base in the Chicago metropolitan region.

Transportation Fund

The Transportation Fund is for revenue and expenditures relating to the transportation of regular and special education students to and from school, off campus field trips, and athletic and activity events.

The District presently owns 30 activity buses for transporting small groups of students for activities and special education programs. These vehicles have greatly reduced the cost of transportation for small groups of students, in addition to allowing for additional flexibility for transportation. The District also owns vehicles utilized for the Drivers' Education program. The District has a rolling replacement cycle to keep the activity buses and vans from accumulating excess mileage and to keep the budgeted expenditures more consistent.

The District is presently under contract for our transportation services. First Student and Grand Prairie are the two bus service providers.

Students with disabilities ages 3-21 with an Individualized Education Program (IEP) who require transportation as a necessary related service shall be provided as the child's disability or the program location may require. Transportation reimbursement claims are transmitted to ISBE on or before August 15. Reimbursement is based on prior-year costs and a formula determined by the state following the passage of Evidence-Based funding in 2017.

IMRF (Illinois Municipal Retirement) Fund

The District plans to maintain a fund balance adequate to fund increases in the IMRF rate. During 2010, District 214 experienced an IMRF audit. During this audit IMRF determined that Fund 50 should be split into two sub funds to more accurately track the IMRF revenue and the FICA/Medicare revenue separately. However, for ISBE reporting purposes Fund 50 will continue to be reported as one fund in total. At the finalization of the IMRF audit, an appropriate beginning fund balance for the IMRF sub fund and the FICA/Medicare sub fund was determined. The levies for IMRF and Social Security are reviewed to keep the fund balances in these two sub funds more precise. In budgeting for FY 2021, District 214 did budget separately for the two sub funds.

The District plans to levy to adequately fund IMRF and FICA/Medicare sub-funds on a yearly basis. The FICA and Medicare contribution rates have remained constant for many years at 6.2% and 1.45% respectively.

The IMRF rate, imposed by the State of Illinois, has remained fairly constant for several years. During 2017-2018, the District opted to offer the IMRF Early Retirement Incentive program, commonly known as 5 + 5. Under this program, eligible employees may enhance their retirement annuity by purchasing up to five additional service credits and five additional years of age enhancement upon retirement. In meeting strict eligibility requirements, eligible employees had a one year option to participate in this program. The District paid the full penalty to IMRF for the 5 + 5 program during 2018-2019. This will help to control the District's IMRF rate in future years.

The District determined that it would be financially responsible to pay down a portion of the Unfunded Actuarial Accrued Liability (UAAL). By paying down a portion of the UAAL, the District will reduce the compounding of the UAAL and reduce the IMRF rate in future years. This savings will be beneficial as our budgets continue to face more financial constraints.

Chart 2.08 Historical IMRF rates

Calendar Year	Rate
2006	9.25
2007	9.16
2008	8.93
2009	8.64
2010	12.45
2011	12.57
2012	12.69
2013	13.23
2014	13.11
2015	12.25
2016	12.79
2017	11.70
2018	12.10
2019	9.64
2020	12.03

Capital Project Fund

District 214 is comprised of eight campuses (7 main buildings and a CLS house). The oldest building in the District is Prospect High School, which was built in 1957. District 214 prides itself on outstanding and continual upkeep and improvement to its facilities. The Capital Projects Program (CPP), formerly known as the Facilities Improvement Program and Major Maintenance has been in operation since 1985. Its purpose has been to identify and fund large capital expenditures for additions, renovation, remodeling or renewal of our facilities. Projects that fall under the CPP include, for example, roof replacement, tuck-pointing, parking lots, sidewalks, fencing, carpeting and other flooring, fire alarms, additional facilities, modernization of instructional spaces, improvement of grounds spaces, and other capital improvement work.

Chart 2.09 Building Square Footage

Name of Bldg	Year Built	Square Footage
Prospect	1957	359,828
Forest View	1962	322,184
Wheeling	1964	353,409
Elk Grove	1966	351,226
John Hersey	1968	364,847
Rolling Meadows	1971	386,068
Buffalo Grove	1973	429,068

The District’s five-year Capital Projects Program is a budget planning tool in which the projects are determined by budget, instructional needs, school requests, and maintenance concerns. The

plan is a proactive approach to facilitate the highest priority curricular and maintenance needs over a five-year period. Data is collected from the instructional leadership regarding curricular-driven renovations or enhancements. Recommendations are sought from the Buildings and Grounds staff concerning building maintenance and repair. District architects, engineers, and specialty consultants assist to prioritize the CPP. Data is updated annually and adjusted based on current need.

District 214 entered into an agreement with Robert Morris University (RMU). During 2019, RMU was integrated with Roosevelt University. Roosevelt University has completed some cosmetic adjustments. They plan to continue with the agreement that was in effect prior to this integration:

- maintenance and upkeep of certain Stadium improvements
 - turf surface at the Stadium
 - press box at the Stadium, including handicap accessibility
 - scoreboard
- construction and use of the Field House
- expanded use of the Stadium
- continued use of the Training Facility
- use of certain classrooms

Working Cash Fund

The Working Cash Fund is to account for financial resources held by the District which may be temporarily loaned to other funds.

Tort Immunity Fund

The Tort fund revenues and expenditures were gradually reallocated to the Education Fund based on auditor recommendations due to legal decisions. Tort expenditures which were basically for security staff, workers comp insurance, liability insurance, unemployment insurance, and legal bills are now classified as Education Fund expenditures. In the FY 2021 budget, \$0 was budgeted in the Tort Fund.

Life Safety Fund

The Life Safety Fund is to account for state approved fire prevention and safety construction projects through the issuance of general obligation bonded debt. Life Safety work is now classified as Capital Projects expenditures. In the FY 2021 budget, \$0 was budgeted in the Life Safety Fund.

Long-term Financial Projections

Local revenue is comprised mainly of property tax and registration fees. The most complex and also most critical area of the five year projection is the estimation of property tax revenue. Property taxes are the District's largest revenue source, and the calculation process is quite detailed. Variables that must be analyzed include equalized assessed valuation (EAV), new property additions, and the Consumer Price Index (CPI). Additionally, due to the fact that the District's fiscal year ends on June 30, each fiscal year represents the collection of one installment from each of two tax levy years. In 1995, the passage of the Property Tax Extension Limitation Law (PTELL or "tax cap"), limited the growth in revenue from property taxes for school districts to the lesser of 5% or the CPI-U. The PTELL allows a taxing district to receive a limited inflationary increase in tax extensions on existing property, plus an additional amount for new construction. The limit

slows the growth of revenues to taxing districts when property values and assessments are increasing faster than the rate of inflation.

State revenue includes Evidence-Based Funding, transportation reimbursement, and grants. The method used to fund school districts in Illinois changed with the passage of Senate Bill 1947 in August 2017, which includes the Evidence-Based Funding for Student Success Act (ESSA). The Evidence-Based Model contains the core values which recognize individual student needs, accounts for differences in local resources, closes funding gaps and keeps them closed, and provides a stable, sustainable system that gets districts across the state to adequacy over time. The highlights of SB1947 include:

- Funding is tied to Evidence-Based best practices that research shows enhance student achievement.
- Each school district is assigned an Adequacy Target based on the needs of its student body.
- New dollars go to the neediest districts first.
- Illinois state funding for students will be similar statewide, including Chicago.
- No district loses money.

The details of this new funding mechanism were reviewed, researched, and finalized by ISBE into early spring 2018. Districts furthest from their adequacy targets receive the greatest share of new dollars. A Tier 1 district is allocated extra support to get to adequacy, while a Tier 4 district is above adequacy, and will receive a very small increase in funding from the state each year. Currently, District 214 is a Tier 4 district.

The District receives minimal federal aid, the majority of which is special education reimbursement through Medicaid and Individuals with Disabilities Education Act (IDEA). Because of its political nature, it is difficult to project state and federal aid beyond the current year due to the uncertainty of funding in Springfield and Washington. The District assumes the status quo in funding unless there is information to the contrary.

The District's projections include: enrollment projections and the staffing levels required to meet those enrollments while maintaining appropriate class sizes. The District utilizes projection software to analyze historical survival data, parochial school matriculation, and current elementary district class sizes. Assuming that future fertility rates remain constant and turnover of existing housing units and family migration remain the same, the District enrollment is projected to remain consistent. The Superintendent, Associate Superintendents, and Principals/Directors meet in early spring to determine the correct staffing based on the staffing formula. The formula is proportionate to building specific enrollment. Each building must have a pre-determined number of FTE for specific programs, such as nurse, psychologist, trainer, innovative technology, student remediation, social worker, special education coordinator. Based on student enrollment remaining relatively consistent over the next several years, staffing will also remain relatively consistent.

Estimated salaries and benefits are based on anticipated staffing requirements using the enrollment trends and negotiated salary increases. The District has approximately 1,620 employees of whom 960 are certified and 660 are non-certified. The District considers its relationship with employees to be stable. The Education Association Cumulative Agreement expires June 30, 2024. The

Educational Support Personnel Association Agreement expires June 30, 2021. The Custodial and Maintenance Personnel Agreement expires June 30, 2024. The District 214 projections include an estimate of future negotiation increases linked to CPI. Health and medical benefits are estimated to increase annually.

In addition to an HMO and conventional PPO health insurance plan, the District offers a High Deductible Health Plan (HDHP) along with a Health Savings Account (HSA) as an option to our employees. An HDHP plan encourages the employee to be a smarter shopper for health care, which is why these plans are considered a “consumer-directed health care plan”. An HSA is a tax-advantaged savings account designated for qualified medical expenses, which allows one to pay for current qualified medical expenses on a tax-favored basis. Unused HSA dollars roll over from year to year. The funds in the HSA belong to the employee, are non-forfeitable, and portable, making HSAs an easy way to save and invest for future qualified medical expenses.

Other types of expenditures, including purchased services, supplies, equipment, and tuition, are estimated to increase at various rates based on the type of expenditure and the volatility of the economic conditions.

District Budget Policies/Process

State Budget Requirements

[Section 105 Illinois Compiled Statutes 5/17-1]

Annual Budget. The board of education of each school district under 500,000 inhabitants shall, within or before the first quarter of each fiscal year, adopt an annual budget which it deems necessary to defray all necessary expenses and liabilities of the district, and in such annual budget shall specify the objects and purposes of each item and amount needed for each object and purpose.

The budget shall be entered upon a School District Budget form prepared and provided by the State Board of Education and therein shall contain a statement of the cash on hand at the beginning of the fiscal year, an estimate of the cash expected to be received during such fiscal year from all sources, an estimate of the expenditures contemplated for such fiscal year, and a statement of the estimated cash expected to be on hand at the end of such fiscal year. The estimate of taxes to be received may be based upon the amount of actual cash receipts that may reasonably be expected by the district during such fiscal year, estimated from the experience of the district in prior years and with due regard for other circumstances that may substantially affect such receipts. Nothing in this section shall be construed as requiring any district to change or preventing any district from changing from a cash basis of financing to a surplus or deficit basis of financing; or as requiring any district to change or preventing any district from changing its system of accounting.

The board of education of each district shall fix a fiscal year. If the beginning of the fiscal year of a district is subsequent to the time that the tax levy for such fiscal year

shall be made, then such annual budget shall be adopted prior to the time such tax levy shall be made.

Such budget shall be prepared in tentative form by some person or persons designated by the board, and in such tentative form shall be made conveniently available to public inspection for at least 30 days before final action thereon. At least one public hearing shall be held as to such budget prior to final action thereon. Notice of availability for public inspection and of such public hearing shall be given by publication in a newspaper published in such district, at least 30 days prior to the time of such hearing. If there is no newspaper published in such district, notice of such public hearing shall be given by posting notices thereof in five of the most public places in such district. It shall be the duty of the secretary of such board to make such tentative budget available to public inspection, and to arrange for such public hearing. The board may from time to time make transfers between the various items in any fund not exceeding in the aggregate 10% of the total of such fund as set forth in the budget. The board may from time to time amend such budget by the same procedure as is herein provided for its original adoption.

Budget Development Process

A school district budget is a financial document used to project future revenues and expenses. It is a plan for responsibly receiving and spending limited monetary funds for educational programs. Budgeting for the District is becoming a more detailed process as economic times become more volatile; however, many of the expenses are known due to contractual agreements. Salaries and benefits control a major portion of the budget, so it is possible to budget those expenses and their related costs closely. For the budget process, the District continues to utilize a cost containment philosophy. Each program administrator is required to submit a detailed budget request including program review. The budget requests are reviewed for completeness and accuracy. The Director of Business Services and, if necessary, the Associate Superintendent of Finance and Operations meet with individual program administrators to discuss their budget requests in detail. Budget requests are modified as appropriate and then compiled. Cost savings were found in the areas of salaries, benefits, supplies, purchased services, furniture, equipment replacement, and technology, without curtailing the current programming.

Budget Presentation

The development of the budget was completed with a detailed review of revenue and expenditure items within the context of the District's Goals and Objectives. The budget includes the Educational Fund, Operations and Maintenance Fund (O&M), Debt Service Fund, Transportation Fund, Municipal Retirement/Social Security Fund, Capital Projects Fund, and Working Cash Fund. The Tort Fund and Life Safety Fund are no longer being budgeted, as the expenditures have appropriately been moved to the Education Fund and Operations and Maintenance/Capital Projects funds, as recommended by the auditor. Information on each of the funds' budgets is provided in this budget document.

A fund is described as a fiscal and accounting entity with a self-balancing set of accounts. Each fund is established under state law to report specific activities or to attain certain objectives in accordance with special regulations, restrictions or limitations. It is important to note that transfers between funds can only be made when authorized by state law. Certain taxes and state aid are provided for specific purposes and must be accounted for within the specific fund established for that purpose.

The priority in the presentation of the budget data is to convey information to our communities about the educational programs and services, which have been translated into a financial budget plan. The material in the budget document incorporates decisions made by the Board and administration throughout the planning process.

This budget document and the year-end Comprehensive Annual Financial Report (CAFR) are the primary vehicles to present the financial plan and results of operations. The District received the Certificate of Excellence in Financial Reporting from the Association of School Business Officials International (ASBO) from fiscal year 2009 through 2019. A similar recognition is available for the budget report. The District received the ASBO Meritorious Budget Award (MBA) from ASBO International from fiscal year 2011 through 2020. The information included in this budget document is to structure the 2021 budget report to meet the stringent requirements of the 2021 ASBO Meritorious Budget Award.

Budget Process

The budget process is comprised of three distinct phases – long-term financial projections, collection of data and compilation for presentation to the Board, and a public hearing and Board adoption.

The District begins the budgeting process in January with the academic Division Heads and other supervisors acting as budget administrators. The budget reflects the financial support of the goals and objectives of the District. Budget administrators provide information and budget requests in order to continue programs and, in some cases, expand programs. Budget administrators are also responsible for providing information about various grants that the District receives.

Budget administrators submit their requests to the Associate Superintendent for Finance and Operations and the Director of Business Services who then compile the budget. During this time, the Associate Superintendent for Finance and Operations discusses the general financial condition with the Superintendent and the Board of Education. The Board of Education directs the District to maintain an Operating and Working Cash Fund balance of a minimum of five to six months expenditures.

The District shall maintain a five-year long term financial projection. The District uses a Financial Planning Program (FPP) which provides the ability to address “what if” scenarios. The Board, Superintendent, Associate Superintendent for Finance and Operations, and Director of Business Services constantly review the budget preparation to see that the budget is in accordance with these guidelines.

Township High School District 214 Board of Education Fund Balance Position Paper
Approved: August 9, 2012

The District 214 Board of Education recognizes the importance of sound financial planning and being fiscally responsible stewards of its revenue. As a result, the Board of Education has taken the following position with regards to the district's Fund Balance.

- A unit of local government, based on its own policies, reserves a fund balance through intentional actions. Local government maintains fund balances which are not intended to loan, underwrite, or otherwise subsidize another governmental body.
- It is essential that governments maintain adequate levels of fund balance to mitigate current and future risks (e.g., revenue shortfalls and unanticipated expenditures) and to maintain stable tax rates. The largest source of income for many school districts is property tax revenues, which flow to the district twice throughout the year. As a result, it is imperative that districts have cash on hand to meet expenses until property tax revenue is received. Fund balances are affected by inconsistent tax distributions. Technically, Illinois law requires the Fall tax bills to be paid by August 1, but that has been impossible for more than three decades (three of the last four years property taxes in Cook County were due in December rather than August). This delay is compounded by debt service payments due on December 1, which could cause taxing districts to borrow money, which is an expensive proposition in a volatile economy.
- Building and maintaining an adequate fund balance is a prudent fiscal policy with increasingly critical benefits for any governmental body. These include the ability of the body to:
 - stabilize year-after-year educational performance,
 - minimize educational service disruptions,
 - maintain cash on hand to counter unanticipated cash flow shortfalls,
 - address emergency situations, particularly those that threaten health and life safety
 - fund educational facility growth and re-purposing opportunities,
 - enhance credit rating strength and increase access to debt markets at lower interest costs, and
 - increase long-term fiscal performance.
- Fund balances can be temporarily affected by a district's need to meet its obligations, such as by using inter-fund loans, abolishment of the Working Cash Fund, or by issuing Tax Anticipation Warrants or Working Cash Bonds.
- An appropriate level of fund balance is determined based on multi-year analysis of the district's finances and with an expectation of consistent funding.
- To be considered for the Illinois State Board of Education (ISBE) Certificate of Financial Recognition's 4.0 score, a minimum of 180 days cash on hand must be achieved (this is a minimum of 6 months requirement). Financial Recognition directly impacts the assignment of the district's bond rating and affects interest rates for short-term and long-term debt. ISBE requires any district budgeting a deficit to have three times the deficit in fund balance to avoid filing a deficit reduction plan.
- Fund balance and cash flow can be affected by inconsistent tax distribution. Inadequate fund balances may force a district to issue tax anticipation warrants to meet obligations should their fund balance not be enough to cover outstanding obligations requiring the issuance of additional debt and increasing the amount of interest paid on that debt.
- A district's credit rating, as determined by Moody's or Standard & Poor's, is impacted by its fund balance and can potentially increase both the need for short-term borrowing and the interest paid on

that debt. Under the most adverse circumstances, fund balance implications can also impact whether a district can issue debt or not. The D214 Moody's bond rating report of Aa1 in September 2011 indicated that "maintenance and further enhancement of reserve levels" could positively affect future bond ratings. The bond rating report also indicated that "substantial declines in operating reserves and erosion of liquidity" could adversely affect future bond ratings.

Due to Moody's recommendation that reserve levels should be maintained and enhanced, the Board should target a fund balance to be in the 50% to 55% range representing approximately six to seven months of operation.

If the audited, end-of-fiscal-year operating and working cash fund balance percentage falls below 50% or exceeds 55%, the Administration will establish a committee consisting of the Superintendent, Associate Superintendent for Finance and Operations, Director of Business Services, Director of Facilities and Operations, a Principal, and a representative from the Board to develop a plan to maintain the target fund balance of 50% to 55% while considering capital project expenditures as part of the long-term facility improvement planning and life safety requirements of the district.

The Board of Education continues to be prudent and fiscally responsible with regard to District 214's Fund Balance and the ever-changing financial situation facing Illinois school districts.

Budget Adoption and Publication

The District will prepare and present a Tentative Budget to the Board of Education in June. The Board approves the Tentative Budget to be placed on display for a period of 30 days. The Board sets the date and time for the Public Hearing on the Official Budget. After the Public Hearing, the Official Budget is approved at the August Board meeting. The Board of Education shall approve the Official Budget no later than the end of the first quarter of the fiscal year, as provided for in the Illinois School Code.

Budgetary Control

Budgetary control is maintained at the department/division level by each program administrator. Electronic requisitions are initiated by the employee/division making the purchase. Requisitions automatically route through the approval process workflow in the software system. After final approval by the Business Office, the requisition becomes a Purchase Order and the funds have been encumbered. Purchase orders which exceed the available account balances, are not approved until the program administrator reapportions his/her budget. Those responsible for budgetary compliance may view their budgets online via the District's financial software system. Monthly fund expenditure and revenue reports are provided to the Board of Education along with a monthly Treasurer's Report.

Budget Additions/Changes 2020-2021

The method used to fund school districts in Illinois changed with the passage of Senate Bill 1947 in August 2017, which includes the Evidence-Based Funding for Student Success Act. The Evidence-Based Model contains the core values which recognize individual student needs, accounts for differences in local resources, closes funding gaps and keeps them closed, and provides a stable, sustainable system that gets districts across the state to adequacy over time. The highlights of SB1947 include:

- Funding is tied to Evidence-Based best practices that research shows enhance student achievement.
- Each school district is assigned an Adequacy Target based on the needs of its student body.
- New dollars go to the neediest districts first.
- Illinois state funding for students will be similar statewide, including Chicago.
- No district loses money.

The details of this new funding mechanism were reviewed, researched, and finalized by ISBE in early spring 2018. Districts furthest from their adequacy targets receive the greatest share of new dollars. A Tier 1 district is allocated extra support to get to adequacy, while a Tier 4 district is above adequacy, and will receive a very small increase in funding from the state each year. Currently, District 214 is a Tier 4 district.

The District is concentrating on larger capital project work, such as roofing, building envelopes, and parking lot projects which will spend down the Capital Projects Fund. These are critical building/renovation expenses to avoid additional future expenses if the projects are not completed during the next few years.

An estimated \$20.0 million in Capital Projects Program work was approved by the Board of Education for FY 2021 which is budgeted for in the Capital Projects Fund.

Due to the economic climate, interest income revenues will remain limited during FY 2021.

Continual Cost Containment initiatives are being reviewed during the 2020-2021 fiscal year. Many stakeholders at all facilities are involved in this process.

The District continues its commitment to narrow the achievement gap and to meet the needs of special education students.

During 2010, District 214 experienced an Illinois Municipal Retirement Fund (IMRF) audit. During this audit IMRF determined that Fund 50 should be split into two sub funds to more accurately track the IMRF revenue and the FICA/Medicare revenue separately. However, for ISBE purposes Fund 50 will continue to be reported as one fund in total. In budgeting for FY 2021, District 214 did budget separately for the two sub funds.

In response to ongoing, community-wide economic disruptions created by the COVID-19 pandemic, District 214 waived the student registration, co-curricular fees, senior fee, and parking fees for all students for the 2020-2021 school year. Cost containments were made in non-academic areas to account for this reduction in revenue.

The District is experiencing additional expenditures created by the COVID-19 pandemic. These additional expenditures include such items as: additional technology expenditures to insure students have remote access to internet, face masks, hand sanitizing stations throughout buildings, floor markers for direction of traffic, six foot distancing markers, physical dividers to enhance distancing, and sanitizing equipment to enhance more thorough cleaning of areas for the safety of

students and staff. As the year progresses, District 214 is confident that savings in other expenditure areas not being utilized during the COVID-19 pandemic will offset, at least a portion of, these additional expenditures.

Chart 2.10 Budget Calendar

DATE RANGE	BUDGET PROCESS
10/3/19	Board approves 2020-21 Budget Calendar
11/14/19	Board approves 2019 Proposed Property Tax Levy
12/12/19	Board holds public hearing on 2019 Proposed Property Tax Levy
	Board approves 2019 Property Tax Levy
1/15/20 - 1/31/20	Business Office develops 2020-21 Preliminary Financial Guidelines/ Assumptions
2/20/20	Board discusses 2020-21 Preliminary Financial Guidelines/Assumptions
3/19/20	Board approves 2020-21 Preliminary Financial Guidelines/Assumptions
	Board approves encumbrance and expenditure authorization
3/23/20 - 4/30/20	Program administrators develop tentative building budgets
3/30/20 - 4/14/20	Administrators submit tentative budgets into Apecs.net
4/15/20 - 4/30/20	Budget Meetings with Budget Administrators
3/30/20 - 6/23/20	Business Office assembles 2020-21 Tentative Budget
7/9/2020*	Board reviews and approves 2020-21 Tentative Budget
	Set date for Public Hearing on Final Budget
7/13/20 - 7/30/20	Business Office prepares 2020-21 Final Budget
7/13/20 - 8/13/20	Board Secretary places 2020-21 Tentative Budget on public display
8/13/2020*	Board holds public hearing on 2020-21 Final Budget
	Board approves 2020-21 Final Budget

Fund Structure and Measurement Basis

The accounts of the District are organized and operated on the basis of funds and account groups. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts that

comprise its assets, liabilities, fund balances, revenues and expenditures as appropriate. Fund accounting segregates funds according to their intended purpose and is used to aid administration in demonstrating compliance with finance-related legal and contractual provisions.

The District has the following fund types.

Governmental Funds are used to account for the District's general governmental activities. Governmental fund types use the flow of current financial resources measurement focus and the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual, i.e., when they are both "measurable and available." "Measurable" means that the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. The District considers all revenues available if they are collected within 60 days after year end. Expenditures are recorded when the related fund liability is incurred, except for un-matured principal and interest on general long-term debt which is recognized when due, and certain compensated absences, claims and judgments which are recognized when the obligations are expected to be liquidated with expendable available financial resources.

Governmental funds include the following fund types.

General Funds – The General Funds are the general operating funds of the District. They are used to account for all financial resources except those required to be accounted for in another fund. The General Funds consist of the following:

Educational Fund – This fund is used for most of the instructional and administrative aspects of the District's operations. The revenues consist primarily of local property taxes, state government aid, and Corporate Personal Property Replacement Tax (CPPRT).

Insurance Reserve Fund – This fund accounts for expenditures made for excessive insurance claims in a particular year. For audit purposes, the Insurance Reserve Fund will be combined with the Education Fund.

Operations and Maintenance Fund – This fund is used for expenditures made for repair and maintenance of District property. Revenues consist primarily of local property taxes and District rentals.

Special Revenue Funds – Special Revenue Funds are used to account for the proceeds of specific revenue sources (other than those accounted for in the Debt Service Fund, Capital Projects Funds or Fiduciary Funds) that are legally restricted to expenditures for specified purposes.

Each of the District's Special Revenue Funds has been established as a separate fund in accordance with the fund structure required by the State of Illinois for local educational agencies. These funds account for local property taxes that are restricted to specific purposes. A brief description of the District's Special Revenue Funds follows:

Transportation Fund – This fund accounts for all revenue and expenditures made for student transportation. Revenue is derived primarily from local property taxes and state reimbursement grants.

Illinois Municipal Retirement Fund (IMRF) – This fund accounts for the District’s portion of pension contributions to the Illinois Municipal Retirement Fund. Revenue to finance the contributions is derived from local property taxes and CPPRT taxes.

Debt Service Fund – The Debt Service Fund is used to account for the accumulation of resources for and the payment of general long-term debt principal, interest and related costs. This fund accounts for the periodic principal and interest payments on the bond issues of the District. The primary revenue source is local property taxes levied specifically for debt service.

Capital Projects Funds – Capital Projects Funds are used to account for the financial resources to be used for the acquisition or construction of and/or additions to, major capital facilities. The District’s Capital Projects Funds are:

Capital Projects Fund – This fund is used to account for The District’s Facility Improvement Plan projects determined through the District Capital Plan.

Fire Prevention and Life Safety Fund – This fund is used to account for state approved Life Safety projects financed through serial bond issues or local property taxes. At this time District 214, is not budgeting the Fire Prevention and Life Safety Fund.

Fiduciary Fund Types (Trust and Agency Funds) – Fiduciary Funds (Trust and Agency Funds) are used to account for assets held by the District in a trustee capacity or as an agent for individuals, private organizations, other governments or other funds.

Expendable Trust Fund (Working Cash Fund) – The Working Cash Fund is accounted for in essentially the same manner as the governmental fund types, using the same measurement focus and basis of accounting. The fund accounts for assets where both the principal and interest may be spent. A portion of the fund may be abated to other funds, or the entire fund may be permanently abolished to the General Fund in accordance with state statutes.

Agency Funds – The Agency Funds are custodial in nature and do not involve the measurement of results of operations. These funds are used to account for assets that the District holds for others in an agency capacity. The District’s agency funds are made up of student activity accounts, faculty/staff convenience accounts and the employee flexible spending account.

Departure from GAAP – The District’s budget departs from Generally Accepted Accounting Principles (GAAP) in that the District does not budget for contributions made to the Teachers’ Retirement System by the State of Illinois. These “on-behalf” payments are reported as offsetting revenue and expenditure items in the District’s Comprehensive Annual Financial Report in

accordance with GASB Statement No. 24, but due to the inability to predict the amount of state funding during the budget process, the District believes that inclusion of the “on-behalf” payments would make the budget less meaningful.

Account Structure

Revenues of the District are classified by fund and source. The three primary categories are Local Sources, State Sources, and Federal Sources. Major revenues within each category include: Local Sources – Property Taxes, Corporate Personal Property Replacement Taxes (CPPRT), Student Fees, Interest Earnings; State Sources – Base Funding Minimum (through Evidence-Based Funding) and Transportation Reimbursement; Federal Sources – Title I Low Income; IDEA Special Education.

ACCOUNT NUMBER		DESCRIPTION	
Fund	XX - X - XX - XXXX - XXXX - XXX	Independent Fiscal Accounting Entity	
		10 Educational Fund	50 Municipal Retirement
		12 Insurance Reserve	51 FICA/Medicare
		20 Operations & Maintenance Fund	60 Capital Projects Fund
		30 Debt Service Fund	70 Working Cash Fund
		40 Transportation Fund	
Ledger	XX - X - XX - XXXX - XXXX - XXX	General Ledger - Revenue Ledger - Expenditure Account	
		1 Asset Account	4 Revenue Account
		2 Liability Account	5 Expenditure Account
		3 Fund Balance Account	
Location	XX - X - XX - XXXX - XXXX - XXX	Six Schools and District Administered Programs	
		00 District	22 District for Prospect
		01 FVEC	23 District for TAFV
		02 Prospect High School	24 District for Wheeling
		03 The Academy at Forest View	25 District for Elk Grove
		04 Wheeling High School	26 District for John Hersey
		05 Elk Grove High School	27 District for Rolling Meadows
		06 John Hersey High School	28 District for Buffalo Grove
		07 Rolling Meadows High School	29 District for CLS/Sigwalt House
		08 Buffalo Grove High School	30 District for Vanguard
		09 CLS/Sigwalt House	31 District for Newcomer
		10 Vanguard	32 District for Specialized Schools
		11 Newcomer	50 FVEC Registration Fees
		12 Specialized Schools	52 PHS Registration Fees
		14 District Central Maintenance	54 WHS Registration Fees
		15 Community Education	55 EGHS Registration Fees
		17 Northwest Educational Council for Student Success	56 JHHS Registration Fees
		19 Districtwide Programs	57 RMHS Registration Fees
		21 District for FVEC	58 BGHS Registration Fees
Function	XX - X - XX - XXXX - XXXX - XXX	State Code	
			IPAM Compliant
Object	XX - X - XX - XXXX - XXXX - XXX	Service or Commodity Acquired	
		1 Salaries	5 Capital Outlay
		2 Employee Benefits	6 Other Objects/Tuition
		3 Purchased Services	7 Non-capitalized Equipment
		4 Supplies & Materials	8 Termination Benefits
Program	XX - X - XX - XXXX - XXXX - XXX	Department Type	
		1 Regular Instructional Program	6 Instructional Support Program
		2 Special Ed Program	7 Administrative Support Program
		3 Vocational Program	8 Building Support Program
		4 Other Instructional Program	9 Other Support Program
		5 Pupil Support Program	

The budgeted expenditures of the District are classified by fund, ledger type, location, function, object, and department. The State budget and financial reporting requirements are at the fund-function-object level. The primary working budget of the District is at the departmental level. Examples of department classifications include: Mathematics, Technology, and Learning Disabled.

Function classifications include:

Instruction – includes regular, special education, adult education, continuing education, vocational, co-curricular, summer school, gifted, driver’s education, and bilingual programs.

Support Services – includes attendance, social work, guidance, and health services for students, instructional staff, general administration, school administration, business operations, transportation, and central administration.

Community Services – includes community related activities.

Non-programmed Charges – includes payments to other LEAs for tuition, transportation, etc.

Debt Service - includes servicing the debts of the District.

Object classifications include:

Salaries – includes amount paid to employees on the payroll of the District.

Employee Benefits – includes amounts paid by the District on behalf of employees, such as taxes and fringe benefits.

Purchased Services – includes amounts paid for personal services rendered by personnel who are not on the payroll of the District.

Supplies – includes amounts paid for supply items of an expendable nature that are consumed, worn out, or deteriorated in used in a short timeframe.

Capital Outlay – includes expenditures for the acquisition of fixed assets or additions to fixed assets (e.g. inventorable assets, land).

Other Objects – includes expenditures related to dues and fees and tuition expenditures.

Non-capital Expenditures – includes expenditures related to assets costing under the threshold for inventorable assets.

The charts and narrative in the following Financial Section begins with a discussion of the total Governmental Funds and then progresses to individual funds.

FINANCIAL SECTION

GOVERNMENTAL FUNDS

The Governmental Funds analysis is a compilation of all District funds combined together. The compilation of the total funds is for discussion purposes only, due to restrictions that exist limiting the uses of some funds and the ability to transfer dollars between funds. Governmental fund revenues are budgeted to decrease 1.3% in Fiscal Year 2021. Governmental fund expenditures are budgeted to increase 7.7% in Fiscal Year 2021.

Local revenue sources are budgeted at 91.3% of total revenue. Local revenue consists of property taxes, corporate taxes, investment earnings, and other local revenue.

State sources, which are comprised of the Base Funding Minimum (through Evidence-Based Funding) and Transportation Reimbursement, are budgeted at 6.4% of total revenue.

Federal Sources of revenue are budgeted at 2.3% of total revenue.

A transfer occurs from the O & M Fund to the Capital Projects Fund to help cover the cost of yearly capital projects. This year the transfer is budgeted at \$5.1 million.

Chart 3.01 Governmental Funds Budget Summary

Summary of Fund Balances						
All Funds						
	Beginning Balance	Revenue	Expenditure	Excess (Deficit)	Financing Sources (Uses)	Ending Balance
Educational	\$86,828,976	\$208,100,000	\$209,900,000	(\$1,800,000)	\$0	\$85,028,976
Operations and Maintenance	\$28,365,333	\$30,900,000	\$25,400,000	\$5,500,000	(\$5,100,000)	\$28,765,333
Debt Service	\$1,402,070	\$3,400,000	\$3,400,000	\$0	\$0	\$1,402,070
Transportation	\$18,381,838	\$14,600,000	\$15,000,000	(\$400,000)	\$0	\$17,981,838
Municipal Retirement	\$9,982,756	\$8,500,000	\$8,425,000	\$75,000	\$0	\$10,057,756
Capital Projects	\$18,639,469	\$2,700,000	\$20,000,000	(\$17,300,000)	\$5,100,000	\$6,439,469
Working Cash	\$18,331,163	\$1,800,000	\$0	\$1,800,000	\$0	\$20,131,163
Tort	\$0	\$0	\$0	\$0	\$0	\$0
Life Safety	\$0	\$0	\$0	\$0	\$0	\$0
	\$181,931,605	\$270,000,000	\$282,125,000	(\$12,125,000)	\$0	\$169,806,605

The chart summarizes budgeted revenue and expenses for the 2020-2021 fiscal year in the District Governmental funds. The beginning and ending balances for each fund, as well as the total for all funds, are also shown. The total ending fund balance is projected to be \$169,806,605 as of June 30, 2021. The decrease in fund balance of approximately \$12 million is due to revenue and transfers into Capital Projects of \$7.8 million, and planned necessary renovation/construction expenditures of \$20 million during 2020-2021. 207169177

Chart 3.02 Budgeted Revenue by Fund

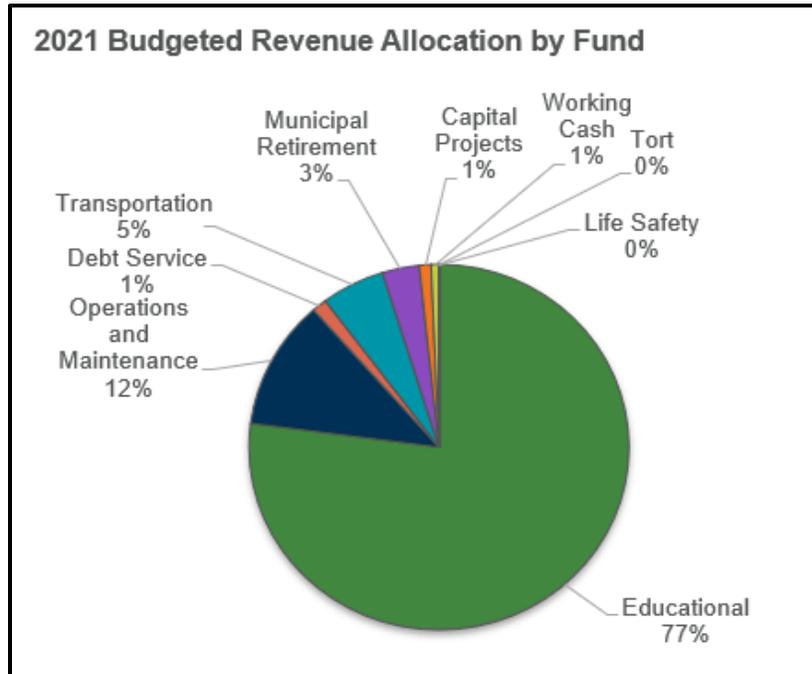
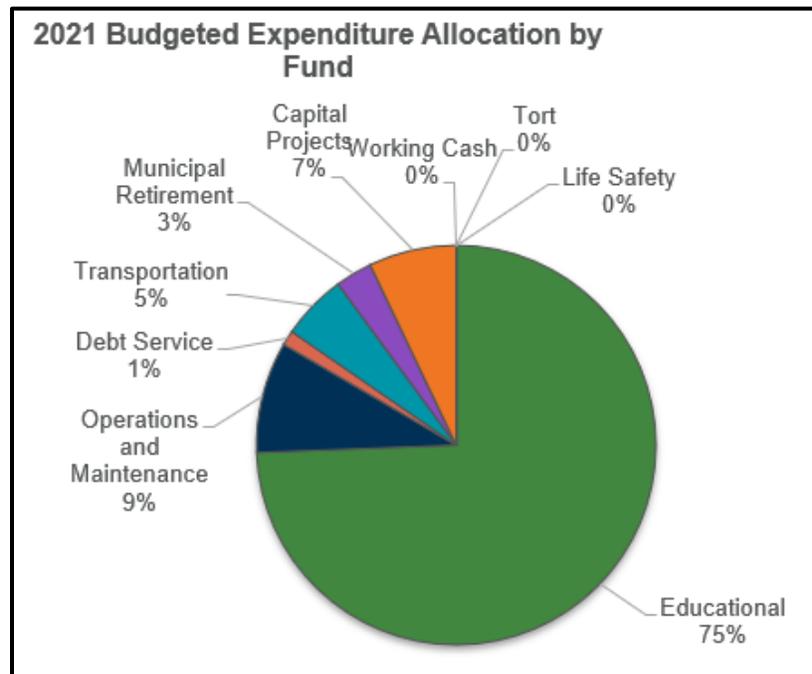


Chart 3.03 Budgeted Expenditure by Fund



Governmental Funds

Chart 3.04 Revenues by Source and Expenditures by Object Chart

All Governmental Funds															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$232,178,065	\$235,296,190	1.34%	\$244,048,842	3.72%	\$249,480,479	2.23%	\$246,402,875	-1.23%	\$254,461,521	3.27%	\$257,326,929	1.13%	\$264,163,436	2.66%
State Sources	\$14,202,879	\$18,800,703	32.37%	\$18,847,606	0.25%	\$17,813,513	-5.49%	\$17,321,654	-2.76%	\$17,321,654	0.00%	\$17,321,654	0.00%	\$17,321,654	0.00%
Federal Sources	\$5,089,204	\$6,698,043	31.61%	\$6,045,952	-9.74%	\$6,298,206	4.17%	\$6,275,471	-0.36%	\$6,275,471	0.00%	\$6,275,471	0.00%	\$6,275,471	0.00%
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$251,470,148	\$260,794,936	3.71%	\$268,942,400	3.12%	\$273,592,198	1.73%	\$270,000,000	-1.31%	\$278,058,646	2.98%	\$280,924,054	1.03%	\$287,760,561	2.43%
EXPENDITURES															
Salary	\$146,125,512	\$148,254,988	1.46%	\$148,458,609	0.14%	\$152,882,433	2.98%	\$160,412,846	4.93%	\$165,375,681	3.09%	\$169,910,766	2.74%	\$172,480,701	1.51%
Employee Benefits	\$36,453,576	\$37,229,882	2.13%	\$44,617,839	19.84%	\$41,311,222	-7.41%	\$40,522,703	-1.91%	\$40,900,014	0.93%	\$42,349,333	3.54%	\$43,738,783	3.28%
Purchased Services	\$23,019,101	\$26,678,972	15.90%	\$25,563,143	-4.18%	\$25,794,088	0.90%	\$28,888,585	12.00%	\$30,034,293	3.97%	\$31,228,325	3.98%	\$32,472,828	3.99%
Supplies and Materials	\$12,507,952	\$14,348,185	14.71%	\$14,343,029	-0.04%	\$13,569,345	-5.39%	\$15,938,715	17.46%	\$16,427,996	3.07%	\$16,932,512	3.07%	\$17,452,747	3.07%
Capital Outlay	\$9,777,139	\$20,874,917	113.51%	\$16,451,810	-21.19%	\$10,277,190	-37.53%	\$23,326,710	126.98%	\$19,426,511	-16.72%	\$11,529,307	-40.65%	\$11,635,186	0.92%
Other Objects	\$13,408,676	\$24,544,130	83.05%	\$16,596,795	-32.38%	\$15,638,397	-5.77%	\$11,134,812	-28.80%	\$11,366,847	2.08%	\$11,605,844	2.10%	\$11,852,010	2.12%
Non-Capitalized Equipment	\$2,138,196	\$915,929	-57.16%	\$1,301,433	42.09%	\$2,411,215	85.27%	\$1,900,630	-21.18%	\$1,957,649	3.00%	\$2,016,378	3.00%	\$2,076,870	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$243,430,152	\$272,847,003	12.08%	\$267,332,658	-2.02%	\$261,883,890	-2.04%	\$282,125,000	7.73%	\$285,488,991	1.19%	\$285,572,465	0.03%	\$291,709,125	2.15%
SURPLUS/(DEFICIT)	\$8,039,996	(\$12,052,067)		\$1,609,742		\$11,708,308		(\$12,125,000)		(\$7,430,345)		(\$4,648,411)		(\$3,948,564)	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$30,853,659	\$24,692,389		\$9,095,312		\$8,942,875		\$5,100,000		\$5,000,000		\$4,800,000		\$4,500,000	
Other Financing Uses	(\$30,471,143)	(\$15,488,200)		(\$8,209,911)		(\$8,942,875)		(\$5,100,000)		(\$5,000,000)		(\$4,800,000)		(\$4,500,000)	
TOTAL OTHER FINANCING SOURCES/(USES)	\$382,516	\$9,204,189		\$885,401		\$0		\$0		\$0		\$0		\$0	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	\$8,422,512	(\$2,847,878)		\$2,495,143		\$11,708,308		(\$12,125,000)		(\$7,430,345)		(\$4,648,411)		(\$3,948,564)	
BEGINNING FUND BALANCE	\$162,153,520	\$170,576,032		\$167,728,154		\$170,223,297		\$181,931,605		\$169,806,605		\$162,376,260		\$157,727,849	
ENDING FUND BALANCE	\$170,576,032	\$167,728,154		\$170,223,297		\$181,931,605		\$169,806,605		\$162,376,260		\$157,727,849		\$153,779,285	
FUND BALANCE AS % OF EXPENDITURES	70.07%	61.47%		63.67%		69.47%		60.19%		56.88%		55.23%		52.72%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	8.41	7.38		7.64		8.34		7.22		6.83		6.63		6.33	

Governmental Funds

Chart 3.05 Revenues by Source Graph

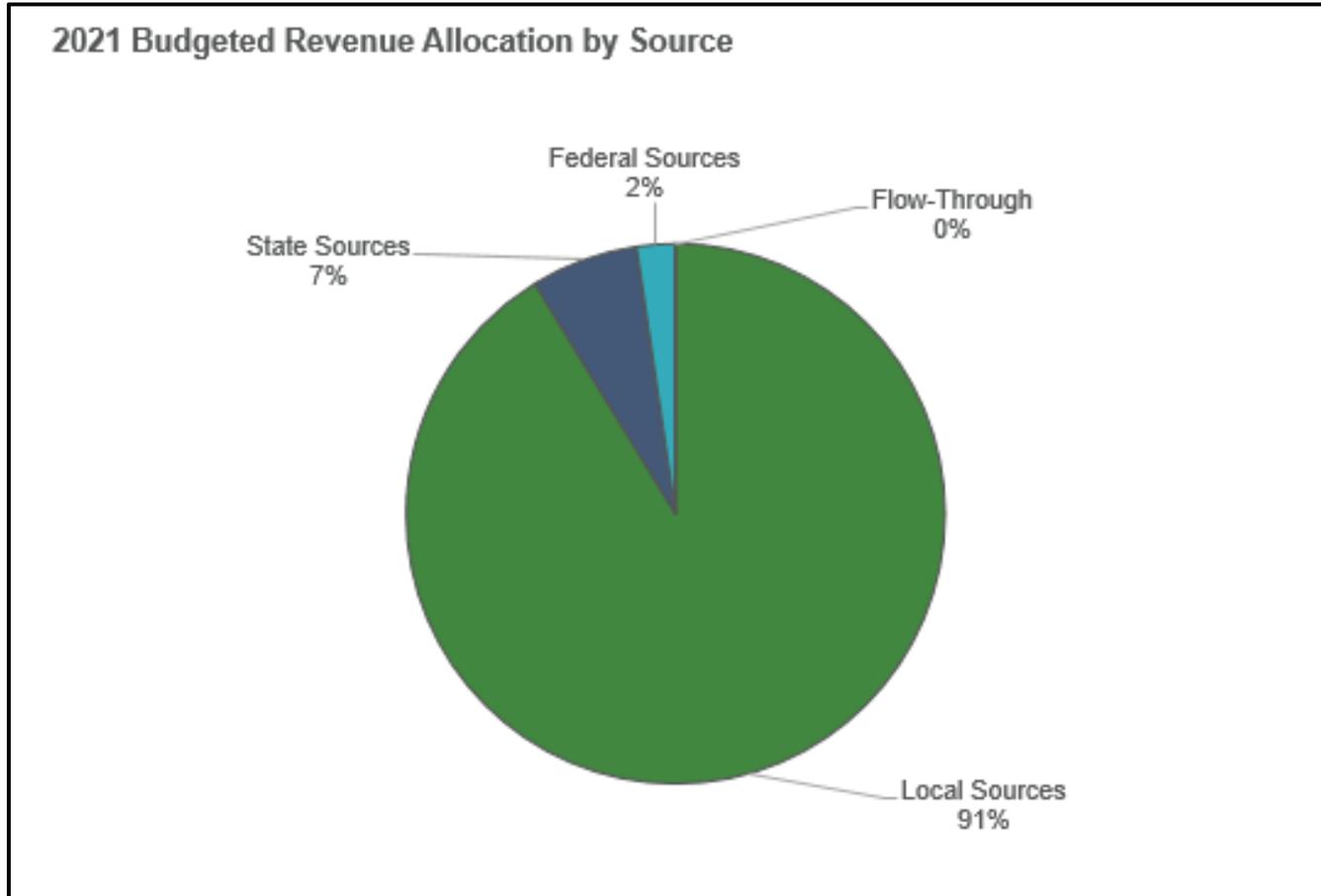


Chart 3.06 Governmental Funds – Revenues

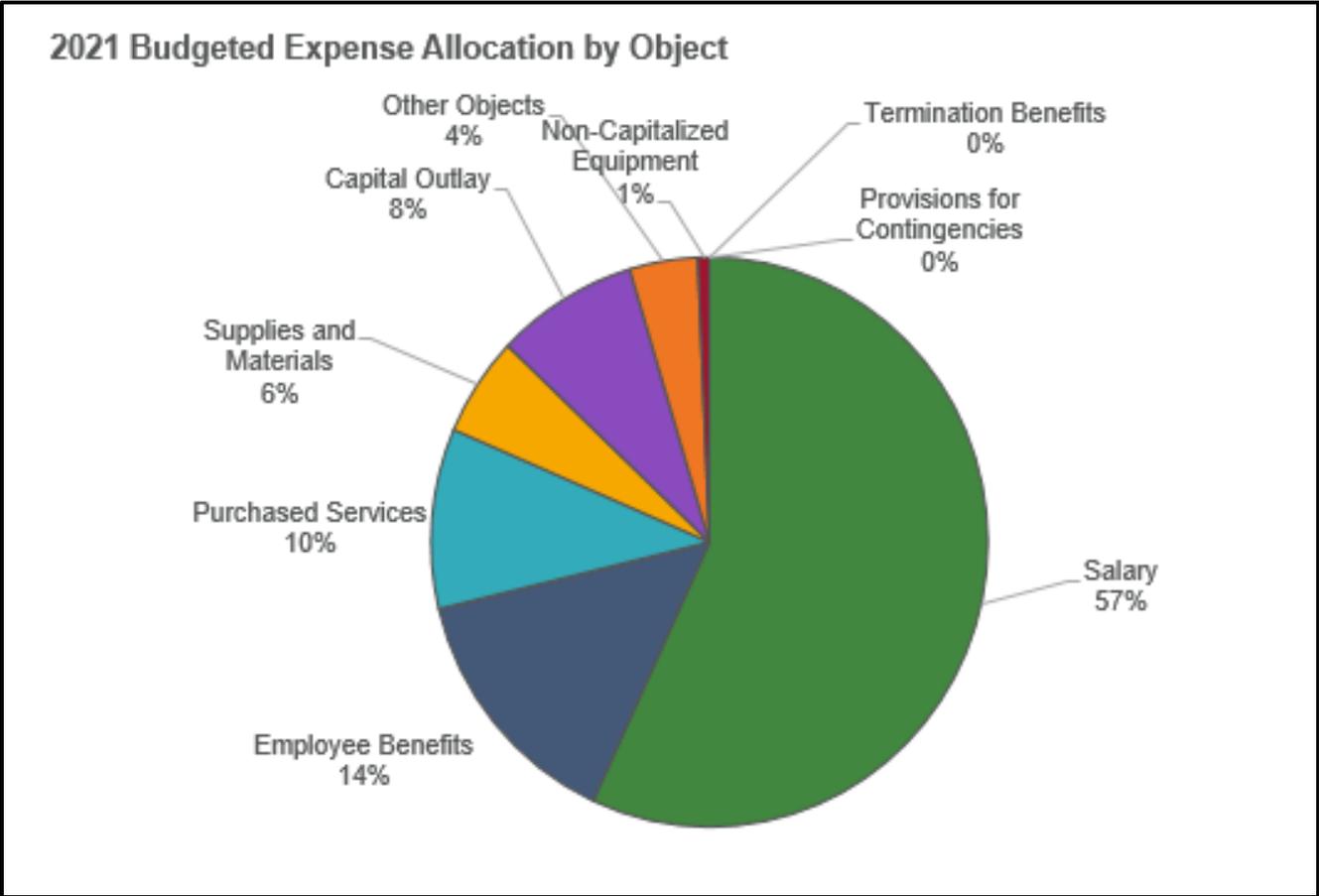
Governmental Funds - Revenues			
	FY 2020 ACTUAL	FY 2021 BUDGET	% Δ
Educational	\$205,896,365	\$208,100,000	1.07%
Operations and Maintenance	\$29,756,749	\$30,900,000	3.84%
Transportation	\$14,914,155	\$14,600,000	-2.11%
Municipal Retirement	\$9,198,927	\$8,500,000	-7.60%
Capital Projects	\$7,300,120	\$2,700,000	-63.01%
Debt Service	\$3,472,831	\$3,400,000	-2.10%
Tort	\$0	\$0	
Life Safety	\$0	\$0	
Working Cash	\$3,053,051	\$1,800,000	-41.04%
Total	\$273,592,198	\$270,000,000	-1.31%

Chart 3.07 Governmental Funds – Expenditure

Governmental Funds - Expenditures			
	FY 2020 ACTUAL	FY 2021 BUDGET	% Δ
Educational	\$204,410,995	\$209,900,000	2.69%
Operations and Maintenance	\$22,784,510	\$25,400,000	11.48%
Transportation	\$11,742,189	\$15,000,000	27.74%
Municipal Retirement	\$8,312,055	\$8,425,000	1.36%
Capital Projects	\$7,613,240	\$20,000,000	162.70%
Debt Service	\$7,020,901	\$3,400,000	-51.57%
Tort	\$0	\$0	
Life Safety	\$0	\$0	
Working Cash	\$0	\$0	
Total	\$261,883,890	\$282,125,000	7.73%

Governmental Funds

Chart 3.08 Expenditures by Object Graph



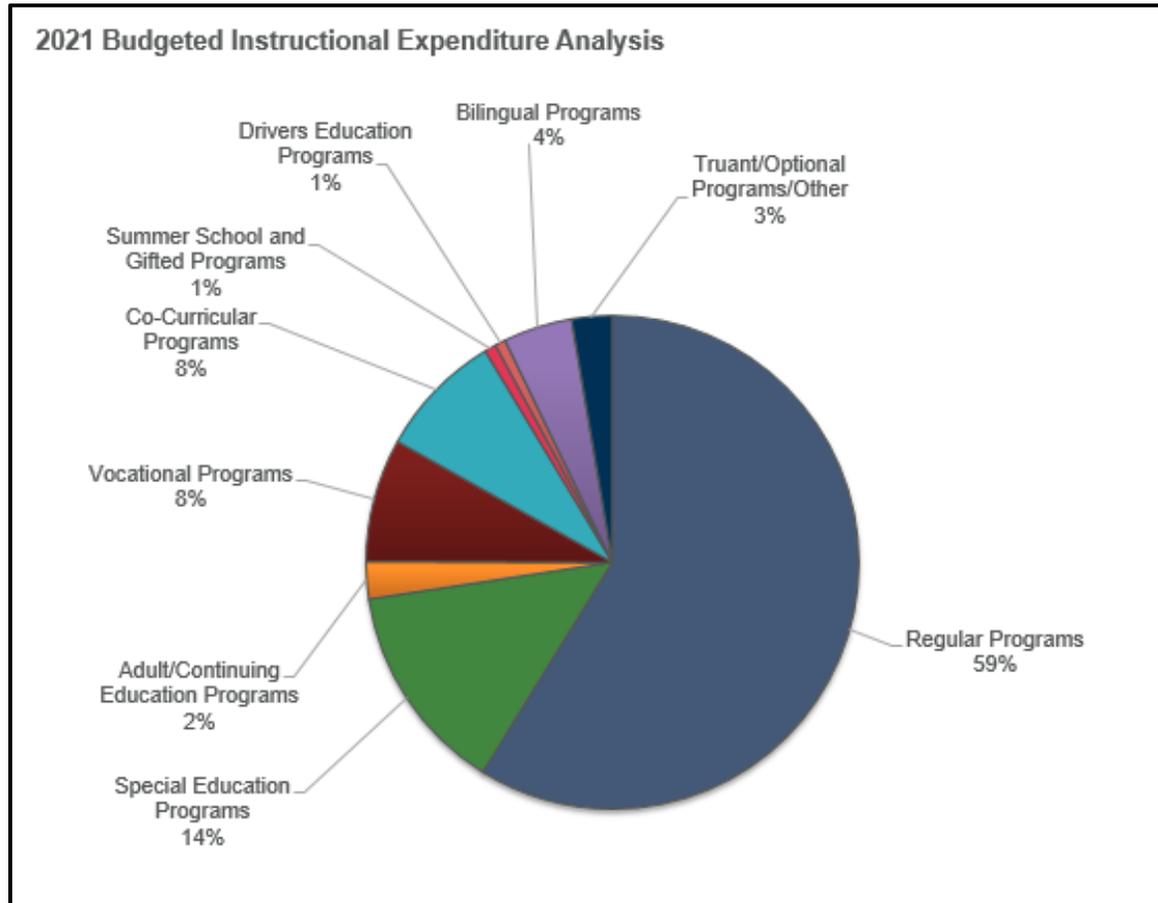
Governmental Funds

Chart 3.09 Expenditures by Function Chart

All Governmental Funds															
Expenditures By Function															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
INSTRUCTION															
Regular Programs	\$78,642,462	\$78,828,088	0.24%	\$79,798,936	1.23%	\$82,822,883	3.79%	\$86,370,067	4.28%	\$88,470,982	2.43%	\$90,815,113	2.65%	\$92,078,415	1.39%
Special Education Programs	\$17,830,694	\$17,753,119	-0.44%	\$18,041,087	1.62%	\$18,455,710	2.30%	\$20,243,847	9.69%	\$20,740,860	2.46%	\$21,316,844	2.78%	\$21,678,063	1.69%
Adult/Continuing Education Programs	\$1,942,324	\$2,683,316	38.15%	\$2,397,371	-10.66%	\$2,170,119	-9.48%	\$3,587,021	65.29%	\$3,700,709	3.17%	\$3,822,258	3.28%	\$3,938,924	3.05%
Vocational Programs	\$10,231,399	\$10,237,578	0.06%	\$10,787,547	5.37%	\$11,258,586	4.37%	\$11,873,784	5.46%	\$12,183,284	2.61%	\$12,513,077	2.71%	\$12,701,291	1.50%
Co-Curricular Programs	\$10,752,885	\$10,920,556	1.56%	\$11,047,516	1.16%	\$11,022,226	-0.23%	\$12,086,746	9.66%	\$12,466,726	3.14%	\$12,840,500	3.00%	\$13,211,066	2.89%
Summer School and Gifted Programs	\$1,422,535	\$1,352,045	-4.96%	\$1,319,328	-2.42%	\$1,055,842	-19.97%	\$1,117,620	5.85%	\$1,150,019	2.90%	\$1,183,154	2.88%	\$1,214,344	2.64%
Drivers Education Programs	\$1,394,806	\$1,457,486	4.49%	\$934,893	-35.86%	\$879,569	-5.92%	\$1,009,664	14.79%	\$1,033,596	2.37%	\$1,060,874	2.64%	\$1,075,936	1.42%
Bilingual Programs	\$5,555,420	\$5,075,948	-8.63%	\$5,023,129	-1.04%	\$5,444,082	8.38%	\$6,652,487	22.20%	\$6,815,002	2.44%	\$7,004,759	2.78%	\$7,117,894	1.62%
Truant/Optional Programs/Other	\$3,666,073	\$5,114,971	39.52%	\$5,271,275	3.06%	\$5,169,786	-1.93%	\$3,893,306	-24.69%	\$4,007,348	2.93%	\$4,125,111	2.94%	\$4,237,819	2.73%
TOTAL INSTRUCTION	\$131,438,598	\$133,423,107	1.51%	\$134,621,082	0.90%	\$138,278,803	2.72%	\$146,834,541	6.19%	\$150,568,526	2.54%	\$154,681,689	2.73%	\$157,253,751	1.66%
SUPPORT SERVICES															
Pupils	\$19,128,519	\$19,149,688	0.11%	\$19,479,148	1.72%	\$19,575,114	0.49%	\$20,879,304	6.66%	\$21,412,861	2.56%	\$22,037,735	2.92%	\$22,468,834	1.96%
Instructional Staff	\$12,264,124	\$12,787,308	4.27%	\$12,829,496	0.33%	\$12,872,631	0.34%	\$14,575,619	13.23%	\$15,030,768	3.12%	\$15,450,808	2.79%	\$15,791,536	2.21%
General Administration	\$3,912,038	\$6,316,106	61.45%	\$13,778,061	118.14%	\$13,171,096	-4.41%	\$4,746,400	-63.96%	\$4,900,467	3.25%	\$5,057,027	3.19%	\$5,201,667	2.86%
School Administration	\$9,633,619	\$9,493,482	-1.45%	\$9,338,637	-1.63%	\$9,475,342	1.46%	\$9,864,768	4.11%	\$10,300,879	4.42%	\$10,653,083	3.42%	\$10,939,028	2.68%
Business Operations	\$46,903,376	\$63,112,742	34.56%	\$56,568,565	-10.37%	\$49,618,938	-12.29%	\$68,781,871	38.62%	\$66,487,864	-3.34%	\$60,483,925	-9.03%	\$62,475,238	3.29%
Central Administration	\$7,559,671	\$6,939,565	-8.20%	\$8,438,829	21.60%	\$7,217,187	-14.48%	\$8,829,718	22.34%	\$9,048,379	2.48%	\$9,337,503	3.20%	\$9,573,894	2.53%
Other	\$79,983	\$55,736	-30.32%	\$367	-99.34%	\$1,729	371.12%	\$0	-100.00%	\$0		\$0		\$0	
TOTAL SUPPORT SERVICES	\$99,481,330	\$117,854,627	18.47%	\$120,433,103	2.19%	\$111,932,037	-7.06%	\$127,677,681	14.07%	\$127,181,219	-0.39%	\$123,020,082	-3.27%	\$126,450,198	2.79%
COMMUNITY SERVICES	\$307,430	\$332,524	8.16%	\$273,220	-17.83%	\$232,410	-14.94%	\$316,204	36.05%	\$325,776	3.03%	\$336,819	3.39%	\$347,284	3.11%
PAYMENTS TO OTHER GOVERNMENTAL UNITS	\$5,434,747	\$5,298,181	-2.51%	\$4,903,648	-7.46%	\$4,419,739	-9.87%	\$3,896,574	-11.84%	\$4,013,471	3.00%	\$4,133,875	3.00%	\$4,257,892	3.00%
DEBT SERVICES	\$6,768,047	\$15,938,564	135.50%	\$7,101,605	-55.44%	\$7,020,901	-1.14%	\$3,400,000	-51.57%	\$3,400,000	0.00%	\$3,400,000	0.00%	\$3,400,000	0.00%
PROVISIONS FOR CONTINGENCIES	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$243,430,152	\$272,847,003	12.08%	\$267,332,658	-2.02%	\$261,883,890	-2.04%	\$282,125,000	7.73%	\$285,488,991	1.19%	\$285,572,465	0.03%	\$291,709,125	2.15%

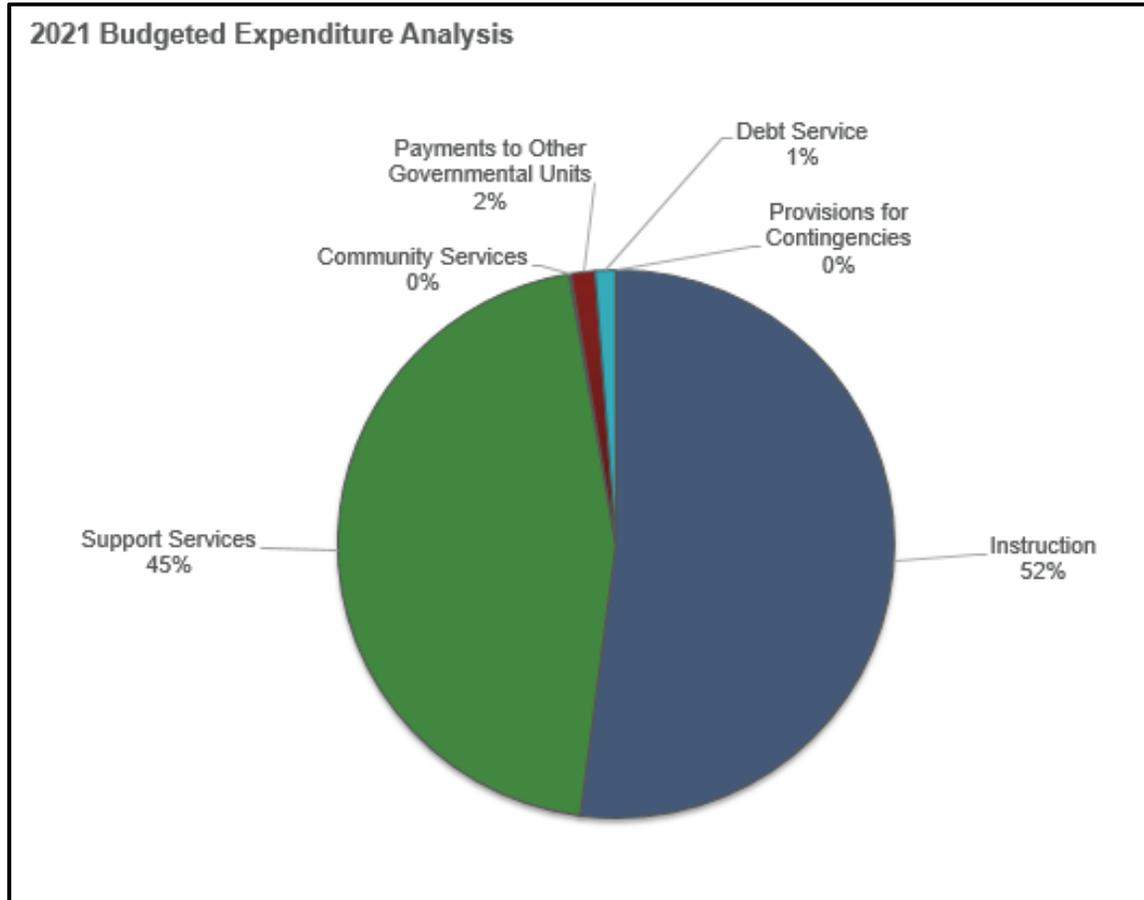
Governmental Funds

Chart 3.10 Instructional Expenditures Analysis Graph



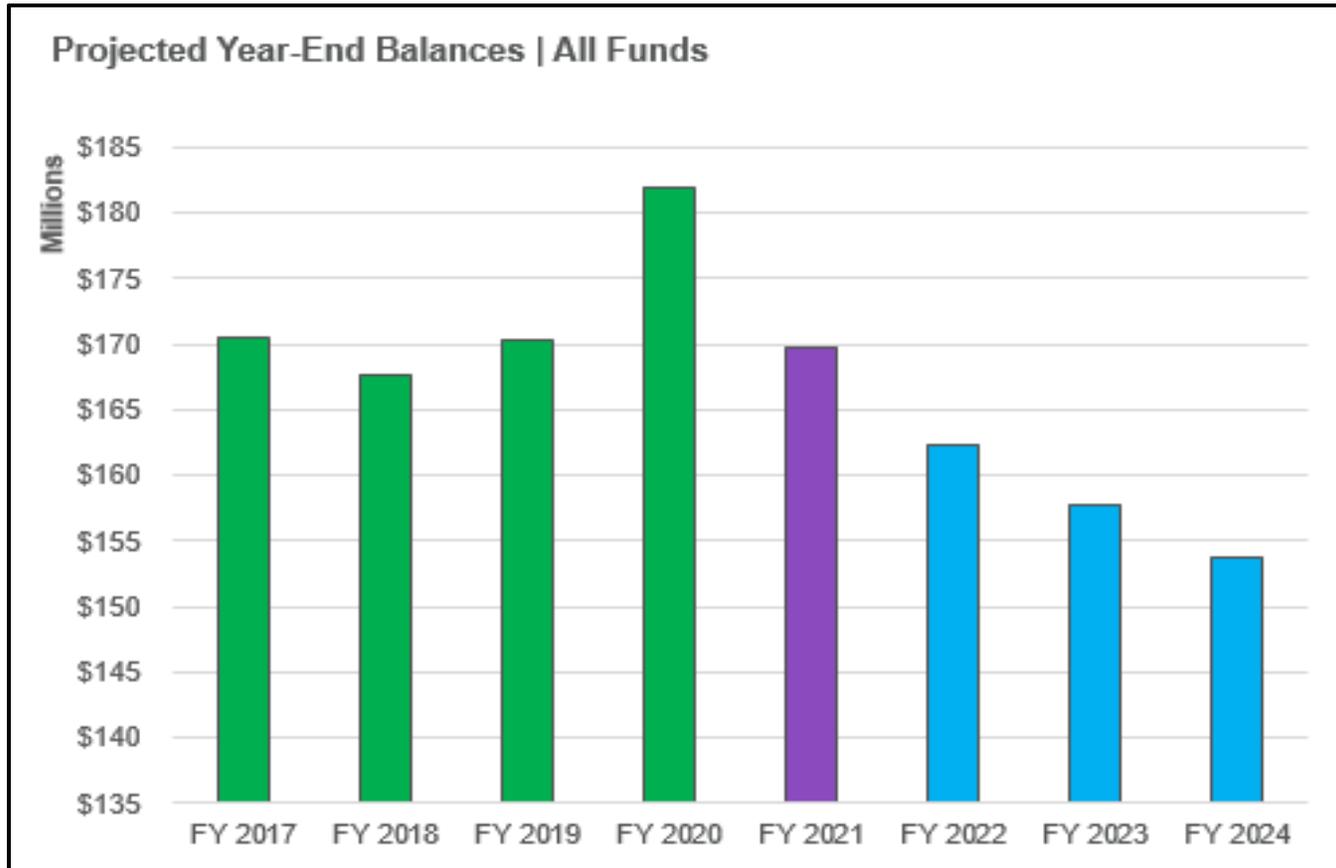
Governmental Funds

Chart 3.11 Budgeted Expenditure Analysis



Governmental Funds

Chart 3.12 Projected Fund Balance – Government Funds



OPERATING FUNDS

The Operating Funds analysis is a compilation of the Educational, Operations and Maintenance, Transportation, Municipal Retirement, Tort, and Working Cash funds. Operating fund revenues are budgeted to increase 0.41% in Fiscal Year 2021. Operating fund expenditures are budgeted to increase 4.64% in Fiscal Year 2021.

For MBA purposes, five funds are included in the Operating Fund section of the report: Educational, Operations and Maintenance, Transportation, Municipal Retirement and Working Cash. However, the Illinois State Board of Education (ISBE) does not include the Municipal Retirement Fund (unless it has a negative balance) when determining the indicators for the Financial Profile Score. For purposes of the 2020–2021 budget and future budgets, District 214 has determined that the total “Operating Funds” will be determined including the Municipal Retirement Fund. This may cause slight discrepancies when looking at the Operating Fund section of this report compared to the ISBE State Budget report.

Chart 3.13 Operating Funds Budget Summary

Summary of Fund Balances						
Operating Funds						
	Beginning Balance	Revenue	Expenditure	Excess (Deficit)	Financing Sources (Uses)	Ending Balance
Educational	\$86,828,976	\$208,100,000	\$209,900,000	(\$1,800,000)	\$0	\$85,028,976
Operations and Maintenance	\$28,365,333	\$30,900,000	\$25,400,000	\$5,500,000	(\$5,100,000)	\$28,765,333
Debt Service	\$0	\$0	\$0	\$0	\$0	\$0
Transportation	\$18,381,838	\$14,600,000	\$15,000,000	(\$400,000)	\$0	\$17,981,838
Municipal Retirement	\$9,982,756	\$8,500,000	\$8,425,000	\$75,000	\$0	\$10,057,756
Capital Projects	\$0	\$0	\$0	\$0	\$0	\$0
Working Cash	\$18,331,163	\$1,800,000	\$0	\$1,800,000	\$0	\$20,131,163
Tort	\$0	\$0	\$0	\$0	\$0	\$0
Life Safety	\$0	\$0	\$0	\$0	\$0	\$0
	<u>\$161,890,066</u>	<u>\$263,900,000</u>	<u>\$258,725,000</u>	<u>\$5,175,000</u>	<u>(\$5,100,000)</u>	<u>\$161,965,066</u>

The chart summarizes budgeted revenue and expenses for the 2020-2021 fiscal year in the District Operating funds. The beginning and ending balances for each fund, as well as the total for all funds, are also shown. The total operating ending fund balance is projected to be \$161,965,066 at June 30, 2021.

Local revenue sources are budgeted at 91.0% of operating revenue. Local revenue consists of property taxes, corporate taxes, investment earnings, and other local revenue.

State sources, which are comprised of the Base Funding Minimum (through Evidence-Based Funding) and Transportation Reimbursement, are budgeted at 6.6% of operating revenue.

Federal Sources of revenue are budgeted at 2.4% of operating revenue.

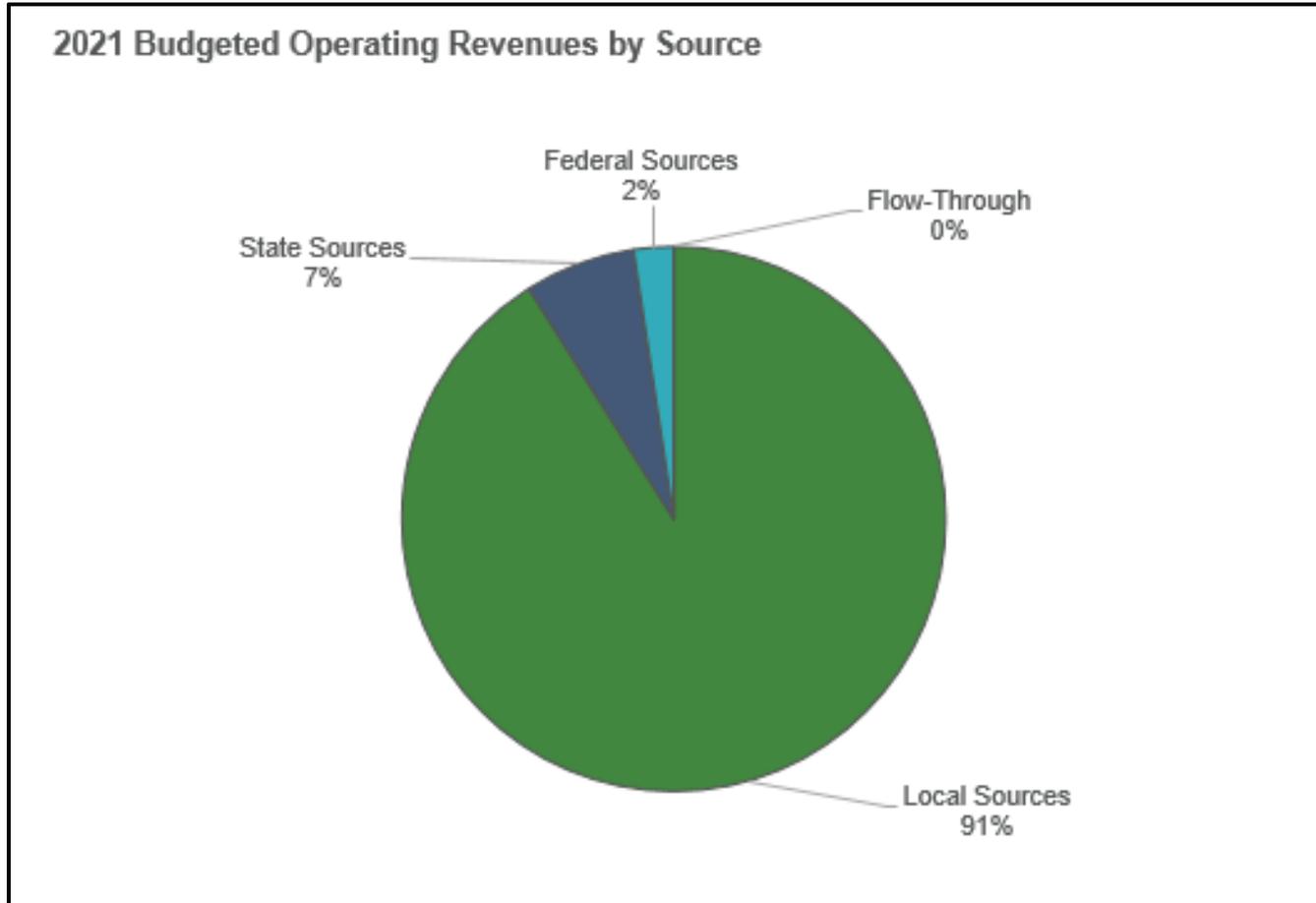
Operating Funds

Chart 3.14 Revenues by Source and Expenditures by Object Chart

Operating Funds															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$225,826,168	\$230,400,102	2.03%	\$240,127,049	4.22%	\$238,730,554	-0.58%	\$240,302,875	0.66%	\$248,378,991	3.36%	\$251,309,367	1.18%	\$258,108,335	2.71%
State Sources	\$14,202,879	\$18,800,703	32.37%	\$18,847,606	0.25%	\$17,813,513	-5.49%	\$17,321,654	-2.76%	\$17,321,654	0.00%	\$17,321,654	0.00%	\$17,321,654	0.00%
Federal Sources	\$4,943,847	\$6,653,686	34.59%	\$5,978,453	-10.15%	\$6,275,180	4.96%	\$6,275,471	0.00%	\$6,275,471	0.00%	\$6,275,471	0.00%	\$6,275,471	0.00%
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$244,972,894	\$255,854,491	4.44%	\$264,953,108	3.56%	\$262,819,247	-0.81%	\$263,900,000	0.41%	\$271,976,116	3.06%	\$274,906,492	1.08%	\$281,705,460	2.47%
EXPENDITURES															
Salary	\$146,125,512	\$148,254,988	1.46%	\$148,458,609	0.14%	\$152,882,433	2.98%	\$160,412,846	4.93%	\$165,375,681	3.09%	\$169,910,766	2.74%	\$172,480,701	1.51%
Employee Benefits	\$36,453,576	\$37,229,882	2.13%	\$44,617,839	19.84%	\$41,311,222	-7.41%	\$40,522,703	-1.91%	\$40,900,014	0.93%	\$42,349,333	3.54%	\$43,738,783	3.28%
Purchased Services	\$23,019,101	\$26,678,972	15.90%	\$25,563,143	-4.18%	\$25,794,088	0.90%	\$28,888,585	12.00%	\$30,034,293	3.97%	\$31,228,325	3.98%	\$32,472,828	3.99%
Supplies and Materials	\$12,507,952	\$14,348,185	14.71%	\$14,343,029	-0.04%	\$13,569,345	-5.39%	\$15,938,715	17.46%	\$16,427,996	3.07%	\$16,932,512	3.07%	\$17,452,747	3.07%
Capital Outlay	\$3,397,579	\$2,341,409	-31.09%	\$3,321,165	41.84%	\$2,663,950	-19.79%	\$3,326,710	24.88%	\$3,426,511	3.00%	\$3,529,307	3.00%	\$3,635,186	3.00%
Other Objects	\$6,640,629	\$8,605,566	29.59%	\$9,495,190	10.34%	\$8,617,496	-9.24%	\$7,734,812	-10.24%	\$7,966,847	3.00%	\$8,205,844	3.00%	\$8,452,010	3.00%
Non-Capitalized Equipment	\$2,138,196	\$915,929	-57.16%	\$1,301,433	42.09%	\$2,411,215	85.27%	\$1,900,630	-21.18%	\$1,957,649	3.00%	\$2,016,378	3.00%	\$2,076,870	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$230,282,545	\$238,374,931	3.51%	\$247,100,408	3.66%	\$247,249,749	0.06%	\$258,725,000	4.64%	\$266,088,991	2.85%	\$274,172,465	3.04%	\$280,309,125	2.24%
SURPLUS/(DEFICIT)	\$14,690,349	\$17,479,560		\$17,852,700		\$15,569,498		\$5,175,000		\$5,887,125		\$734,027		\$1,396,335	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$426,844	\$0		\$885,401		\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	(\$20,956,321)	(\$15,488,200)		(\$8,209,911)		(\$8,942,875)		(\$5,100,000)		(\$5,000,000)		(\$4,800,000)		(\$4,500,000)	
TOTAL OTHER FINANCING SOURCES/(USES)	(\$20,529,477)	(\$15,488,200)		(\$7,324,510)		(\$8,942,875)		(\$5,100,000)		(\$5,000,000)		(\$4,800,000)		(\$4,500,000)	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	(\$5,839,128)	\$1,991,360		\$10,528,190		\$6,626,623		\$75,000		\$887,125		(\$4,065,973)		(\$3,103,665)	
BEGINNING FUND BALANCE	\$148,583,021	\$142,743,893		\$144,735,253		\$155,263,443		\$161,890,066		\$161,965,066		\$162,852,191		\$158,786,218	
ENDING FUND BALANCE	\$142,743,893	\$144,735,253		\$155,263,443		\$161,890,066		\$161,965,066		\$162,852,191		\$158,786,218		\$155,682,553	
FUND BALANCE AS % OF EXPENDITURES	61.99%	60.72%		62.83%		65.48%		62.60%		61.20%		57.91%		55.54%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	7.44	7.29		7.54		7.86		7.51		7.34		6.95		6.66	

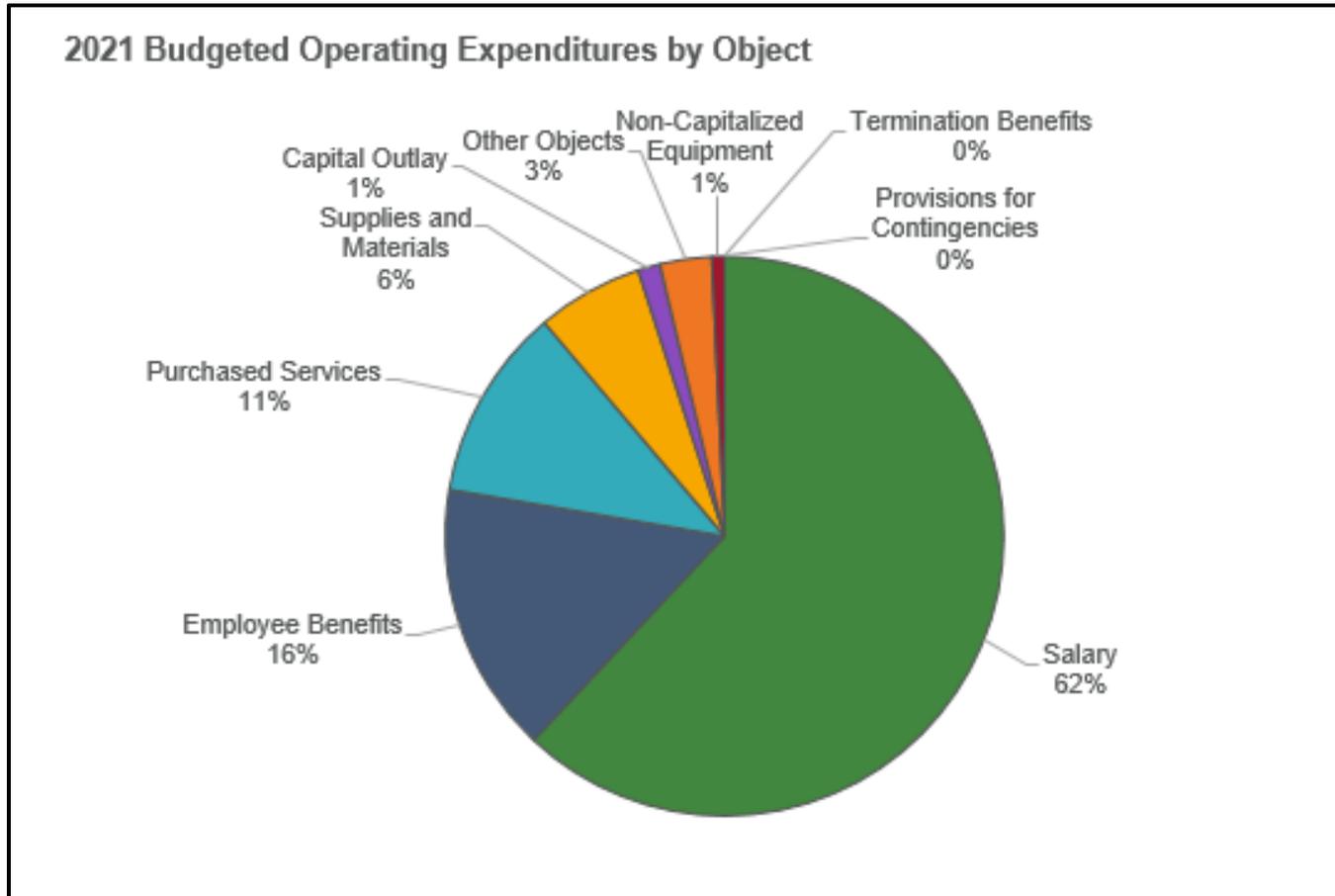
Operating Funds

Chart 3.15 Revenues by Source Graph



Operating Funds

Chart 3.16 Expenditures by Object Graph



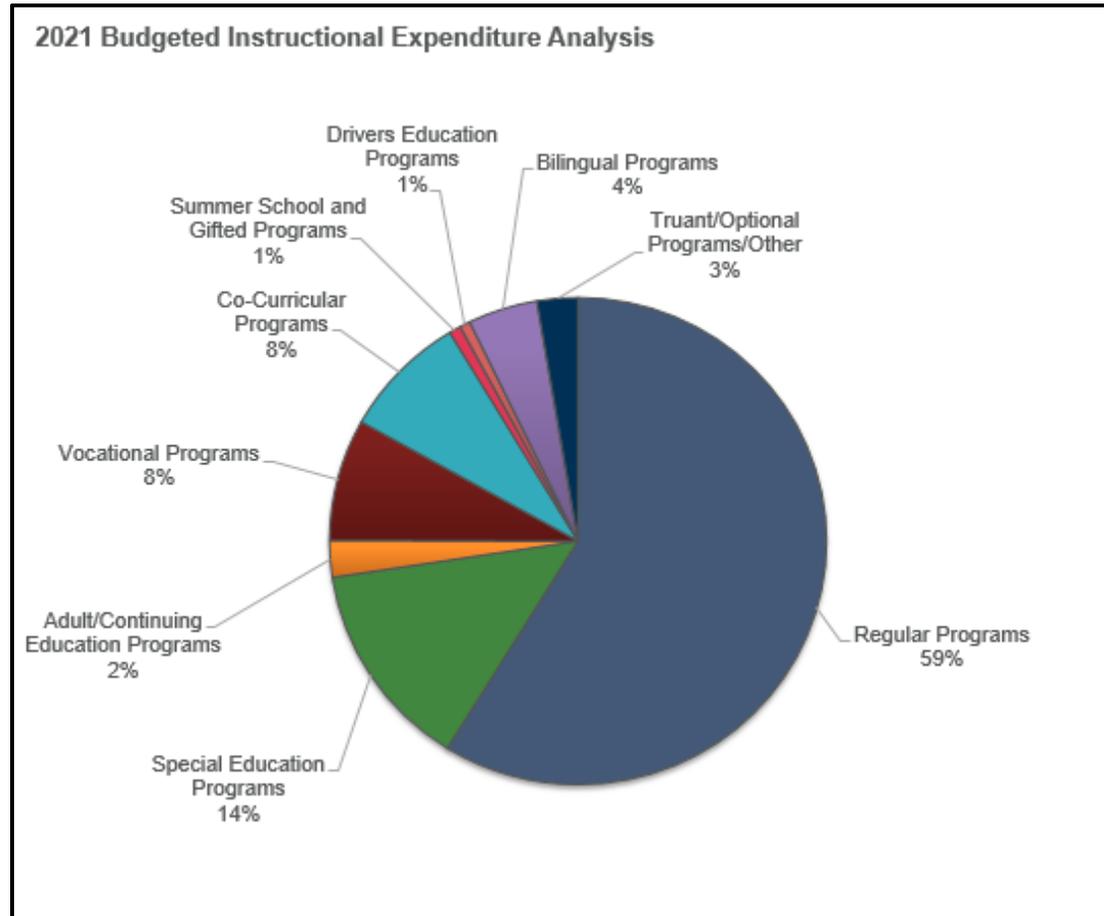
Operating Funds

Chart 3.17 Expenditures by Function Chart

Operating Funds															
Expenditures By Function															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
INSTRUCTION															
Regular Programs	\$78,642,462	\$78,828,088	0.24%	\$79,798,936	1.23%	\$82,822,883	3.79%	\$86,370,067	4.28%	\$88,470,982	2.43%	\$90,815,113	2.65%	\$92,078,415	1.39%
Special Education Programs	\$17,830,694	\$17,753,119	-0.44%	\$18,041,087	1.62%	\$18,455,710	2.30%	\$20,243,847	9.69%	\$20,740,860	2.46%	\$21,316,844	2.78%	\$21,678,063	1.69%
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Summer School and Gifted Programs	\$1,422,535	\$1,352,045	-4.96%	\$1,319,328	-2.42%	\$1,055,842	-19.97%	\$1,117,620	5.85%	\$1,150,019	2.90%	\$1,183,154	2.88%	\$1,214,344	2.64%
Drivers Education Programs	\$1,394,806	\$1,457,486	4.49%	\$934,893	-35.86%	\$879,569	-5.92%	\$1,009,664	14.79%	\$1,033,596	2.37%	\$1,060,874	2.64%	\$1,075,936	1.42%
Bilingual Programs	\$5,555,420	\$5,075,948	-8.63%	\$5,023,129	-1.04%	\$5,444,082	8.38%	\$6,652,487	22.20%	\$6,815,002	2.44%	\$7,004,759	2.78%	\$7,117,894	1.62%
Truant/Optional Programs/Other	\$3,666,073	\$5,114,971	39.52%	\$5,271,275	3.06%	\$5,169,786	-1.93%	\$3,893,306	-24.69%	\$4,007,348	2.93%	\$4,125,111	2.94%	\$4,237,819	2.73%
TOTAL INSTRUCTION	\$131,438,598	\$133,423,107	1.51%	\$134,621,082	0.90%	\$138,278,803	2.72%	\$146,834,541	6.19%	\$150,568,526	2.54%	\$154,681,689	2.73%	\$157,253,751	1.66%
SUPPORT SERVICES															
Pupils	\$19,128,519	\$19,149,688	0.11%	\$19,479,148	1.72%	\$19,575,114	0.49%	\$20,879,304	6.66%	\$21,412,861	2.56%	\$22,037,735	2.92%	\$22,468,834	1.96%
Instructional Staff	\$12,264,124	\$12,787,308	4.27%	\$12,829,496	0.33%	\$12,872,631	0.34%	\$14,575,619	13.23%	\$15,030,768	3.12%	\$15,450,808	2.79%	\$15,791,536	2.21%
General Administration	\$3,912,038	\$6,316,106	61.45%	\$13,778,061	118.14%	\$13,171,096	-4.41%	\$4,746,400	-63.96%	\$4,900,467	3.25%	\$5,057,027	3.19%	\$5,201,667	2.86%
School Administration	\$9,633,619	\$9,493,482	-1.45%	\$9,338,637	-1.63%	\$9,475,342	1.46%	\$9,864,768	4.11%	\$10,300,879	4.42%	\$10,653,083	3.42%	\$10,939,028	2.68%
Business Operations	\$40,523,816	\$44,579,234	10.01%	\$43,437,920	-2.56%	\$42,005,698	-3.30%	\$48,781,871	16.13%	\$50,487,864	3.50%	\$52,483,925	3.95%	\$54,475,238	3.79%
Central Administration	\$7,559,671	\$6,939,565	-8.20%	\$8,438,829	21.60%	\$7,217,187	-14.48%	\$8,829,718	22.34%	\$9,048,379	2.48%	\$9,337,503	3.20%	\$9,573,894	2.53%
Other	\$79,983	\$55,736	-30.32%	\$367	-99.34%	\$1,729	371.12%	\$0	-100.00%	\$0		\$0		\$0	
TOTAL SUPPORT SERVICES	\$93,101,770	\$99,321,119	6.68%	\$107,302,458	8.04%	\$104,318,797	-2.78%	\$107,677,681	3.22%	\$111,181,219	3.25%	\$115,020,082	3.45%	\$118,450,198	2.98%
COMMUNITY SERVICES	\$307,430	\$332,524	8.16%	\$273,220	-17.83%	\$232,410	-14.94%	\$316,204	36.05%	\$325,776	3.03%	\$336,819	3.39%	\$347,284	3.11%
PAYMENTS TO OTHER GOVERNMENTAL UNITS	\$5,434,747	\$5,298,181	-2.51%	\$4,903,648	-7.45%	\$4,419,739	-9.87%	\$3,896,574	-11.84%	\$4,013,471	3.00%	\$4,133,875	3.00%	\$4,257,892	3.00%
PROVISIONS FOR CONTINGENCIES	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$230,282,545	\$238,374,931	3.51%	\$247,100,408	3.66%	\$247,249,749	0.06%	\$258,725,000	4.64%	\$266,088,991	2.85%	\$274,172,465	3.04%	\$280,309,125	2.24%

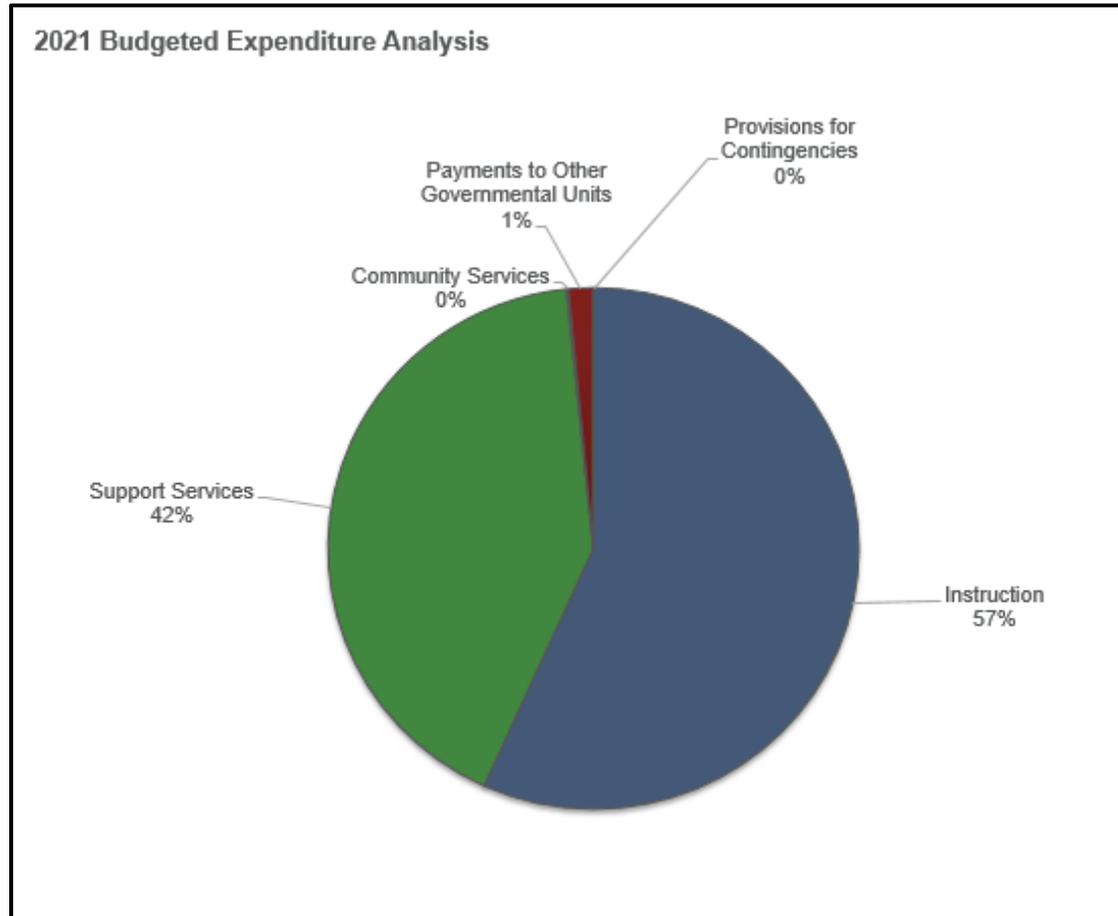
Operating Funds

Chart 3.18 Instructional Expenditures Analysis Graph



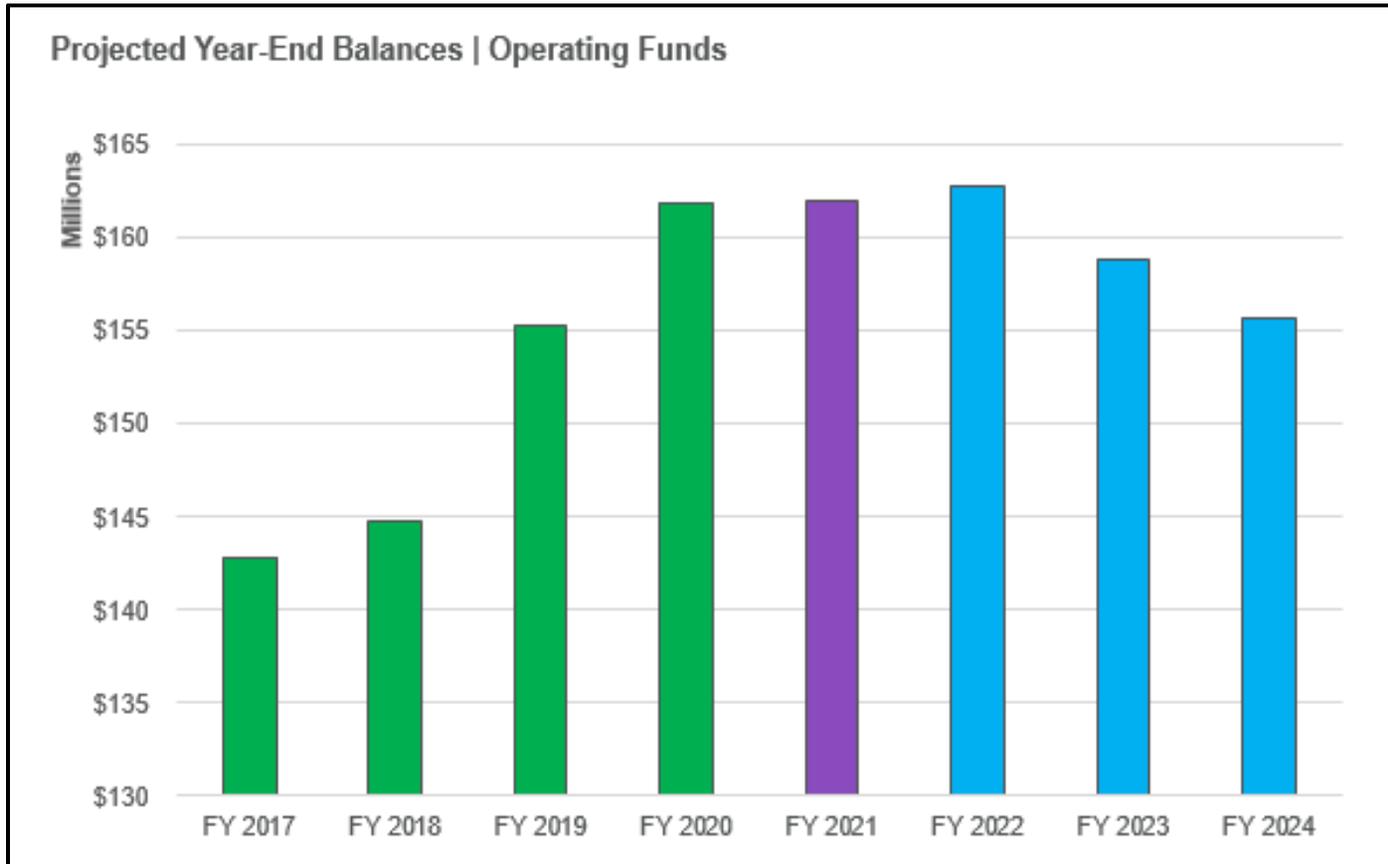
Operating Funds

Chart 3.19 Budgeted Expenditure Analysis



Operating Funds

Chart 3.20 Projected Fund Balance – Operating Fund



EDUCATIONAL FUND

The Educational Fund is utilized to account for most of the instructional, co-curricular, special education, pupil support and administrative aspects of the District's educational operations on a day to day basis. The Educational Fund consists of two separate funds, which are combined together for purposes of reporting to the Illinois State Board of Education, but are viewed separately for internal District management purposes. The two separate funds are the Education Fund and the Insurance Reserve Fund.

The District continues its commitment to narrow the achievement gap and to meet the needs of special education students. In addition, the State of Illinois has increased graduation requirements. The financial resources required to address these three issues are significant. The Board will continue to put student achievement as its top priority when establishing annual goals.

Revenue

Education Fund revenues are budgeted to increase 1.1% in Fiscal Year 2021.

Local sources of revenue are budgeted to increase 1.6% in Fiscal Year 2021. Revenue for the Education Fund is provided from many sources. Revenue for the Education Fund is primarily provided from local property taxes. The Education Fund is a fund limited by the "tax caps". Other Local Sources of revenue include: Corporate Personal Property Replacement Taxes (CPPRT), TIF payments, insurance premiums, athletic event revenues, donations, tuition, summer camp fees, registration fees, printing revenue, food sales, rental revenue, parking fees, and investment earnings. Local revenue sources are budgeted at 91.1% of the Education Fund Revenue.

State sources of revenue are budgeted to decrease 5.3% in Fiscal Year 2021. State sources are comprised of the Base Funding Minimum (through Evidence-Based Funding) and Transportation Reimbursement. Other State Sources of revenue include: Adult Education grants, Career and Technical Education (CTE), and the State Lunch program reimbursement. Categorical grants are generally received from the State as a reimbursement of expenditures incurred in the previous fiscal year. State revenue sources are budgeted at 5.9% of the Education Fund Revenue.

Federal sources of revenue are budgeted to remain consistent in Fiscal Year 2021. Federal sources of revenue include: NCLB Title II, Adult Education grants, IDEA reimbursement, Perkins grant, and Medicaid reimbursement. The District is still awaiting formal approval of some grant applications and confirmation of the federally funded amounts. Federal revenue sources are budgeted at 3.0% of the Education Fund Revenue.

Expenditures

Education fund expenditures are budgeted to increase 2.7% in Fiscal Year 2021. This is due to several factors including: increase in salary and benefits, increase in special education and remedial programs, increase in adult education, and increase in tuition expenditures.

Education Fund Salary expenditures are budgeted at 71.1% of the Education Fund Expenditures.
Education Fund Benefits expenditures are budgeted at 14.0% of the Education Fund Expenditures.
Education Fund Purchased Service are budgeted at 5.6% of the Education Fund Expenditures.
Education Fund Supplies are budgeted at 4.7% of the Education Fund Expenditures.
Education Fund Capital Outlay are budgeted at 0.2% of the Education Fund Expenditures.
Education Fund Other Objects are budgeted at 3.7% of the Education Fund Expenditures.
Education Fund Non-Cap Equipment are budgeted at 0.7% of the Education Fund Expenditures.

Cost containment efforts in the past year include:

- Reduction in furniture and equipment purchases
- Full-time staffing levels reduced due to the pandemic anomalies

The majority of the increases in expenditures relate to pandemic issues, such as redesigning athletics, additional PPE, revised technology needs, connecting with and teaching students remotely, and additional cleaning products.

The District has a Cumulative Agreement with the Education Association which will expire June 30, 2024. The District has a Cumulative Agreement with the Educational Support Personnel Association which will expire June 30, 2021.

- The District 214 Education Association (EA) is the teachers' union. The District has a five year contract through June 2024. The following language is included in the District 214 Education Association Agreement.
 - **2020-2021:** Increase base by 2.0%
 - **2021-2022:** Increase base by 1.75%
 - **2022-2023:** Increase base by 1.5%
 - **2023-2024:** Increase base by 1.5%

Should pension "cost shift" occur during the time frame of this Cumulative Agreement, the total salary increase will be offset by the percent shift each year to absorb the financial impact of pension costs shifting from the State to the District. The effect of cost shift will be limited by a minimum/maximum of 1%/4%.

In the event of a tax freeze that adversely affects the financial condition of the District, all raises, other than scheduled step increases, will be reduced by 50% with a minimum annual raise of 1%, and the Board/Administration and EA will meet to discuss implications for the remainder of the Agreement.

- The Educational Support Personnel Association (IEA-NEA) includes clerical, technical, security, and instructional assistant positions. The District has a three year contract through June 2021. The following language is included in the District 214 Educational Support Personnel Association Agreement.
 - The **2020-2021** Increase by 2.0%. All employees who started work prior to July 1, 2020 will receive the 2.0% increase plus a 2% progression through the salary range or the maximum hourly rate for their grade, whichever is less for the 2020-2021 fiscal year.

Employee Medical/Dental Coverage

The District's PPO, HMO, pharmacy, and dental plans are self-funded through Blue Cross/Blue Shield (BCBS) of Illinois, Allied Dental and a Drug Card. The Insurance Committee is comprised of union representatives, District administrators, employees, and a District 214 Board of Education member. Over the past several years, significant cost containments and efficiencies have been implemented to control insurance expenses year to year. Moving to BCBS of Illinois allowed the plan to benefit from the additional discounts and providers offered by the Blue Cross Blue Shield of Illinois (BCBS).

Beginning January 1, 2015, the District offered a High Deductible Health Plan (HDHP) along with a Health Savings Account (HSA) as an option to our employees. With an HDHP the employee becomes a smarter shopper for health care, which is why these plans are considered a "consumer-directed health care plan". An HSA is a tax-advantaged savings account designated for qualified medical expenses, which allows one to pay for current qualified medical expenses on a tax-favored basis. Unused HSA dollars roll over from year to year. The funds in the HSA belong to the employee, are non-forfeitable, and portable, making HSAs an easy way to save and invest for future qualified medical expenses.

Other Post-Employment Benefits (OPEB)

The District hires a vendor for determining liabilities and expenses for Other Post-Employment Benefits. The 2020 Actuarial report was prepared using the GASB 75 Actuarial valuation method. The Annual OPEB Cost is projected to be \$1,267,382 and the Net OPEB obligation for as of June 30, 2020 is projected to be \$15,361,134.

Actuarial valuations of an ongoing plan involve estimates for the value of reported amounts and assumptions about the probability of occurrence of events far into the futures. Amounts determined regarding the funded status of the plan and annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future.

Patient Protection and Affordable Care Act

The Patient Protection and Affordable Care Act (PPACA), along with the Health Care and Education Reconciliation Act of 2010, make up the new health care reform law. This legislation creates a number of issues for employers that sponsor group health plans. These issues include:

- Extended dependent coverage for adult children up to age 26
- Restrictions on annual benefit limits and elimination of lifetime limits
- Elimination of pre-existing condition exclusions for children
- Prohibitions on rescission of health care coverage
- Limits on reimbursing over-the-counter medications
- Compliance with nondiscrimination rules for fully-insured plans

The Cadillac Tax payment has been delayed.

Other Expenditures

The Tort fund revenues and expenditures have been reallocated to the Education Fund based on auditor recommendations. Tort expenditures which were basically for security staff, workers comp insurance, liability insurance, unemployment insurance, and legal bills are now classified as Education Fund expenditures.

Tuition is expected to increase from the 2020 budget due to increased NSSEO and private placement tuition costs.

The Workforce Grant received by District 214 allows career exploration, vocational training, and work experience for our students. It also allows post-secondary follow up and exposure to other federal grant opportunities.

Cash Management

Cash and investments of the District are maintained by the District Treasurer. The Board of Education appoints the Associate Superintendent for Finance and Operations to serve as the District Treasurer. The members of the Wheeling Township Schools Intergovernmental Agreement include: Township High School District 214, Community Consolidated School District 21, Prospect Heights School District 23, Arlington Heights School District 25, River Trails District 26, and Northwest Suburban Special Education Organization 805.

The Treasurer is responsible for the investment of funds. Investments are maintained in deposits with financial institutions, savings and checking accounts and non-negotiable certificates of deposit, repurchase agreements, and U. S. Treasury obligations. Certificates of deposits are covered under FDIC insurance limits for privately insured or collateralized. The Treasurer submits monthly investment reports to the Board of Education. The District secures investment bids prior to investing funds. Investment strategies are structured to obtain the best yield for all invested funds while meeting the District's goals of safety and liquidity. All transactions involving the District's funds and related activity of any funds shall be administered in accordance with the provisions of this procedure and the canons of the "prudent person rule". The objectives of investments include: safety of principal, liquidity, return on investments, and maintaining the Public's trust.

The Wheeling Township School Treasurer's office was abolished on July 1, 1996. Because of this abolishment, Districts 21, 23, 25, 26, and NSSEO requested Township High School District 214 to perform the Township School Treasurer's duties. The Wheeling Township Schools Intergovernmental Agreement was signed April 11, 1996. District 214 has been acting in the capacity of the Treasurer and providing the following programs and services without cost to the Elementary Districts and NSSEO since July 1, 1996:

- Deposit of funds
- Disbursement of funds
- Investment and management of funds
- Debt service
- Financial records
- Financial reporting

Fund Balance

Cost containment initiatives over the past several years have slowed the decline in the fund balance. The District challenges itself every year to continue looking to new cost containments and efficiencies, as well as new sources of revenue, such as turf partnerships, Robert Morris University partnership, and cell tower partnerships. We realize that the longer we can sustain our fund balance, the more beneficial it will be to the District. In this economic climate, the administration will be continuing cost containment committees to achieve greater input from our constituents. As the District develops more cost containment initiatives, the deficits in the out years will be reduced accordingly.

The auditor has determined approximately \$0.9 million is categorized as non-spendable and \$2.2 million is categorized as committed in the Education Fund Balance.

Equity is classified as fund balance in the fund financial statements and displayed in five components:

Nonspendable – includes amounts not in spendable form, such as inventory, or amounts required to be maintained intact legally or contractually (e.g. inventory, pre-paid items).

Restricted – includes amounts constrained for a specific purpose by external parties (e.g. Debt Service, Capital Projects, State and Federal Grant Funds).

Committed – includes amounts constrained for a specific purpose by a government using its highest level of decision making authority, the Board of Education. This formal action (a resolution) must occur prior to the end of the reporting period, but the amount of the commitment, which will be subject to the constraint.

Assigned – includes general fund amounts constrained for a specific purpose by the Board of Education or by an official that has been delegated authority to assign amounts. Remaining positive spendable amounts in governmental funds, other than the General Fund, that are neither restricted nor committed are considered assigned.

Unassigned – includes residual positive fund balance within the General Fund which has not been classified within the other above mentioned categories. Unassigned fund balance may also include negative balances for any governmental fund if expenditures exceed amounts restricted, committed, or assigned for those specific purposes.

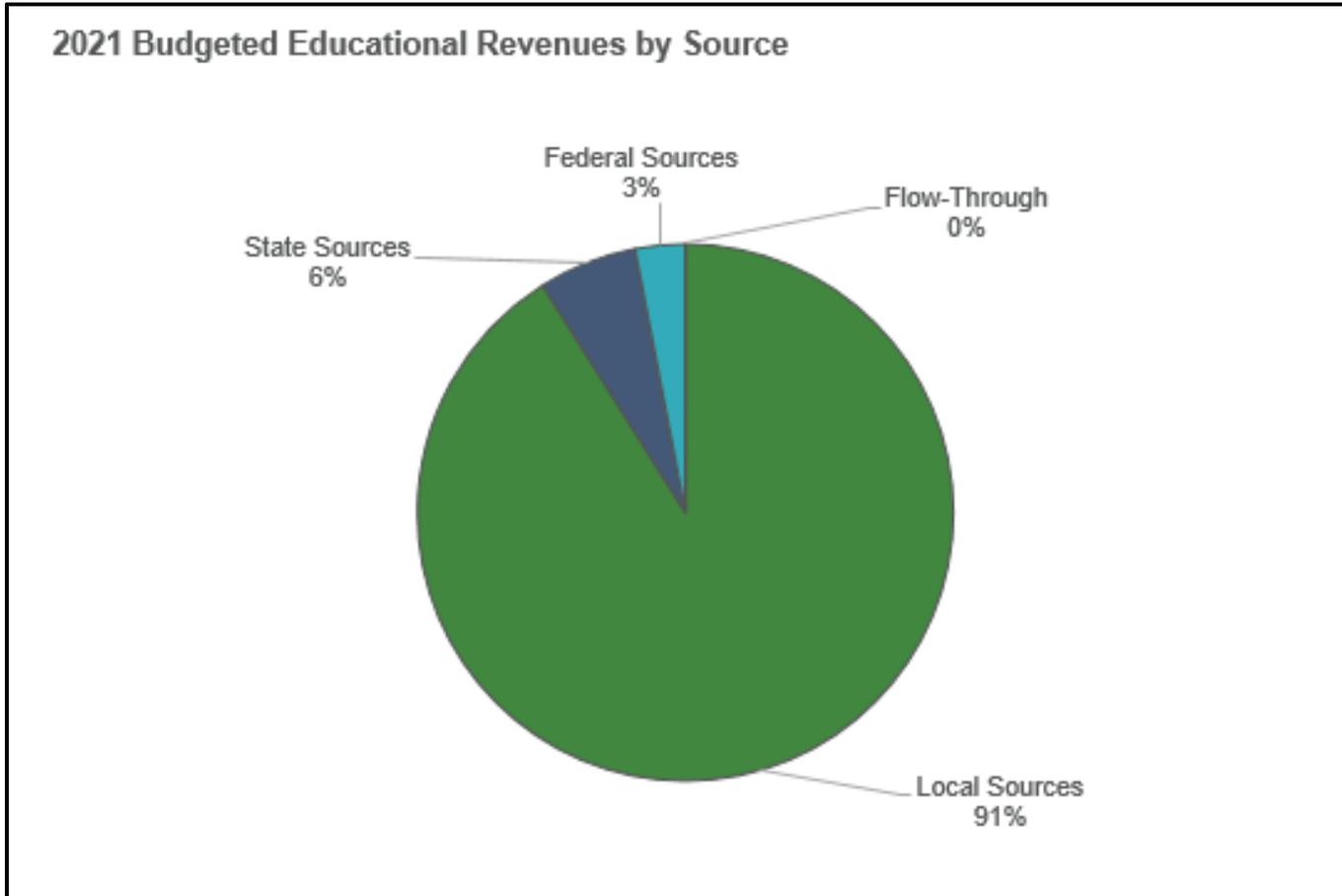
Educational Fund

Chart 3.21 Revenues by Source and Expenditures by Object

Educational Fund															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$177,087,585	\$181,659,881	2.58%	\$184,587,025	1.61%	\$186,607,205	1.09%	\$189,502,875	1.55%	\$194,686,254	2.74%	\$196,971,041	1.17%	\$202,244,405	2.68%
State Sources	\$11,554,259	\$14,698,903	27.22%	\$13,015,535	-11.45%	\$13,013,980	-0.01%	\$12,321,654	-5.32%	\$12,321,654	0.00%	\$12,321,654	0.00%	\$12,321,654	0.00%
Federal Sources	\$4,943,847	\$6,653,686	34.59%	\$5,978,453	-10.15%	\$6,275,180	4.96%	\$6,275,471	0.00%	\$6,275,471	0.00%	\$6,275,471	0.00%	\$6,275,471	0.00%
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$193,585,671	\$203,012,470	4.87%	\$203,581,013	0.28%	\$205,896,365	1.14%	\$208,100,000	1.07%	\$213,283,379	2.49%	\$215,568,166	1.07%	\$220,841,530	2.45%
EXPENDITURES															
Salary	\$135,147,469	\$137,140,063	1.47%	\$137,718,422	0.42%	\$142,051,048	3.15%	\$149,299,770	5.10%	\$153,906,595	3.09%	\$157,968,997	2.64%	\$160,094,971	1.35%
Employee Benefits	\$25,581,977	\$26,548,720	3.78%	\$34,141,221	28.60%	\$30,892,959	-9.51%	\$29,300,511	-5.15%	\$29,405,985	0.36%	\$30,445,934	3.54%	\$31,472,602	3.37%
Purchased Services	\$12,052,279	\$11,357,059	-5.77%	\$10,471,135	-7.80%	\$10,989,547	4.95%	\$11,849,802	7.83%	\$12,205,297	3.00%	\$12,571,455	3.00%	\$12,948,599	3.00%
Supplies and Materials	\$7,783,193	\$8,367,798	7.51%	\$8,949,428	6.95%	\$8,569,859	-4.24%	\$9,819,065	14.58%	\$10,113,637	3.00%	\$10,417,046	3.00%	\$10,729,557	3.00%
Capital Outlay	\$538,881	\$403,250	-25.17%	\$1,245,556	208.88%	\$1,430,031	14.81%	\$398,210	-72.15%	\$410,156	3.00%	\$422,461	3.00%	\$435,135	3.00%
Other Objects	\$6,590,748	\$8,552,457	29.76%	\$9,441,174	10.39%	\$8,560,625	-9.33%	\$7,677,012	-10.32%	\$7,907,322	3.00%	\$8,144,542	3.00%	\$8,388,878	3.00%
Non-Capitalized Equipment	\$1,861,628	\$740,369	-60.23%	\$1,179,156	59.27%	\$1,916,926	62.57%	\$1,555,630	-18.85%	\$1,602,299	3.00%	\$1,650,368	3.00%	\$1,699,879	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$189,556,175	\$193,109,716	1.87%	\$203,146,092	5.20%	\$204,410,995	0.62%	\$209,900,000	2.69%	\$215,551,291	2.69%	\$221,620,804	2.82%	\$225,769,622	1.87%
SURPLUS/(DEFICIT)	\$4,029,496	\$9,902,754		\$434,921		\$1,485,370		(\$1,800,000)		(\$2,267,911)		(\$6,052,637)		(\$4,928,092)	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$426,844	\$0		\$885,401		\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	(\$286,369)	(\$187,700)		(\$218,570)		(\$218,570)		\$0		\$0		\$0		\$0	
TOTAL OTHER FINANCING SOURCES/(USES)	\$140,475	(\$187,700)		\$666,831		(\$218,570)		\$0		\$0		\$0		\$0	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	\$4,169,971	\$9,715,054		\$1,101,752		\$1,266,800		(\$1,800,000)		(\$2,267,911)		(\$6,052,637)		(\$4,928,092)	
BEGINNING FUND BALANCE	\$70,575,399	\$74,745,370		\$84,460,424		\$85,562,176		\$86,828,976		\$85,028,976		\$82,761,065		\$76,708,427	
ENDING FUND BALANCE	\$74,745,370	\$84,460,424		\$85,562,176		\$86,828,976		\$85,028,976		\$82,761,065		\$76,708,427		\$71,780,336	
FUND BALANCE AS % OF EXPENDITURES	39.43%	43.74%		42.12%		42.48%		40.51%		38.40%		34.61%		31.79%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	4.73	5.25		5.05		5.10		4.86		4.61		4.15		3.82	

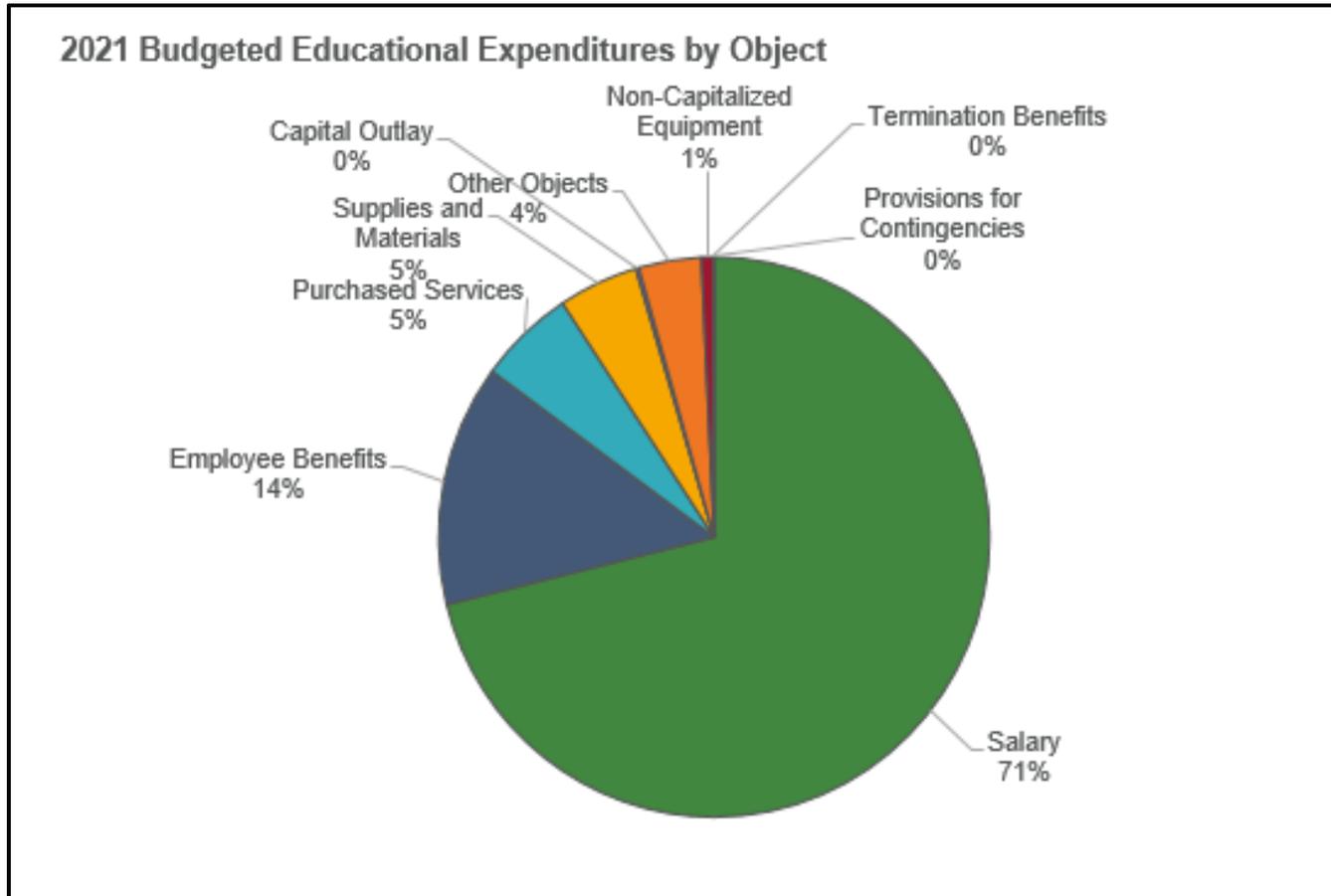
Educational Fund

Chart 3.22 Revenues by Source Graph



Educational Fund

Chart 3.23 Expenditure by Object Graph



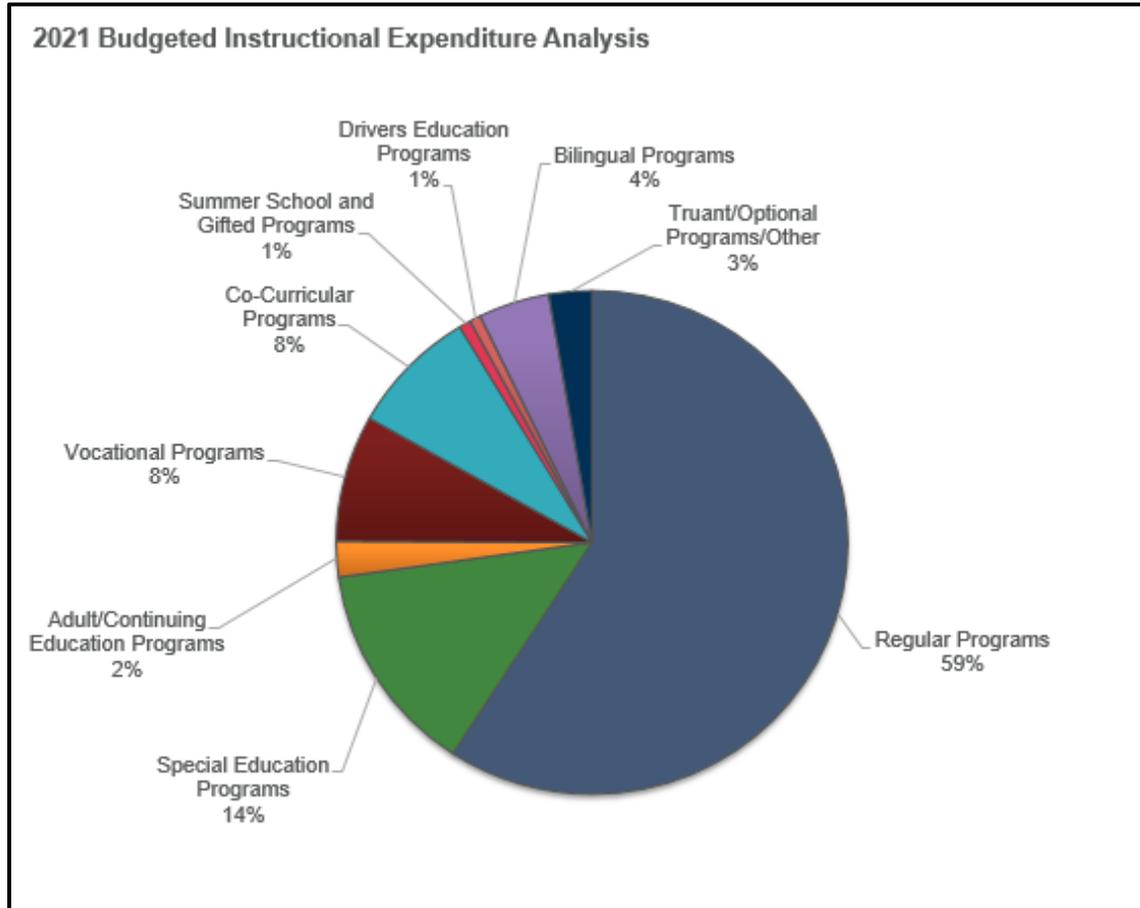
Educational Fund

Chart 3.24 Expenditures by Function Chart

Educational Fund															
Expenditures By Function															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
INSTRUCTION															
Regular Programs	\$77,100,694	\$77,268,572	0.22%	\$78,246,563	1.27%	\$81,213,742	3.79%	\$84,711,870	4.31%	\$86,760,005	2.42%	\$89,049,351	2.64%	\$90,271,725	1.37%
Special Education Programs	\$17,109,624	\$16,985,062	-0.73%	\$17,264,400	1.64%	\$17,633,252	2.14%	\$19,507,837	10.63%	\$19,981,135	2.43%	\$20,531,000	2.75%	\$20,870,715	1.65%
Adult/Continuing Education Programs	\$1,737,721	\$2,420,344	39.28%	\$2,143,850	-11.42%	\$1,911,967	-10.82%	\$3,275,503	71.32%	\$3,379,068	3.16%	\$3,489,023	3.25%	\$3,595,590	3.05%
Vocational Programs	\$10,043,653	\$10,023,037	-0.21%	\$10,595,192	5.71%	\$11,023,493	4.04%	\$11,634,940	5.55%	\$11,936,825	2.59%	\$12,258,638	2.70%	\$12,440,794	1.49%
Co-Curricular Programs	\$10,333,924	\$10,498,910	1.60%	\$10,632,574	1.27%	\$10,587,366	-0.43%	\$11,658,752	10.12%	\$12,024,954	3.14%	\$12,383,624	2.98%	\$12,741,841	2.89%
Summer School and Gifted Programs	\$1,357,918	\$1,297,816	-4.43%	\$1,262,010	-2.76%	\$1,014,498	-19.61%	\$1,065,727	5.05%	\$1,096,453	2.88%	\$1,127,741	2.85%	\$1,157,404	2.63%
Drivers Education Programs	\$1,378,294	\$1,440,138	4.49%	\$924,133	-35.83%	\$869,411	-5.92%	\$999,870	15.01%	\$1,023,497	2.36%	\$1,050,497	2.64%	\$1,065,401	1.42%
Bilingual Programs	\$5,368,654	\$4,893,091	-8.86%	\$4,852,502	-0.83%	\$5,248,893	8.17%	\$6,442,786	22.75%	\$6,598,555	2.42%	\$6,780,936	2.76%	\$6,888,068	1.58%
Truant/Optional Programs/Other	\$3,649,989	\$5,096,015	39.62%	\$5,257,728	3.17%	\$5,154,499	-1.96%	\$3,882,680	-24.67%	\$3,996,379	2.93%	\$4,113,763	2.94%	\$4,226,157	2.73%
TOTAL INSTRUCTION	\$128,080,471	\$129,922,985	1.44%	\$131,178,952	0.97%	\$134,657,121	2.65%	\$143,179,966	6.33%	\$146,796,871	2.53%	\$150,784,571	2.72%	\$153,257,696	1.64%
SUPPORT SERVICES															
Pupils	\$18,247,378	\$18,227,389	-0.11%	\$18,580,731	1.94%	\$18,641,505	0.33%	\$19,944,763	6.99%	\$20,448,130	2.52%	\$21,039,359	2.89%	\$21,442,263	1.92%
Instructional Staff	\$11,782,882	\$12,304,653	4.43%	\$12,364,382	0.49%	\$12,399,032	0.28%	\$14,088,488	13.63%	\$14,527,896	3.12%	\$14,930,368	2.77%	\$15,256,343	2.18%
General Administration	\$3,785,495	\$6,190,343	63.53%	\$13,654,433	120.58%	\$13,039,167	-4.51%	\$4,601,372	-64.71%	\$4,750,731	3.25%	\$4,901,930	3.18%	\$5,041,936	2.86%
School Administration	\$9,270,477	\$9,130,687	-1.51%	\$8,996,444	-1.47%	\$9,114,099	1.31%	\$9,501,108	4.25%	\$9,925,499	4.47%	\$10,264,785	3.42%	\$10,540,083	2.68%
Business Operations	\$5,590,701	\$5,316,330	-4.91%	\$5,295,262	-0.40%	\$5,178,441	-2.21%	\$6,088,223	17.57%	\$6,278,594	3.13%	\$6,476,430	3.15%	\$6,655,734	2.77%
Central Administration	\$7,122,191	\$6,503,509	-8.69%	\$8,011,632	23.19%	\$6,798,596	-15.14%	\$8,404,251	23.62%	\$8,609,074	2.44%	\$8,882,301	3.17%	\$9,104,781	2.50%
Other	\$70,622	\$48,048	-31.96%	\$367	-99.24%	\$1,729	371.12%	\$0	-100.00%	\$0		\$0		\$0	
TOTAL SUPPORT SERVICES	\$55,869,746	\$57,720,959	3.31%	\$66,903,251	15.91%	\$65,172,569	-2.59%	\$62,628,205	-3.90%	\$64,539,925	3.05%	\$66,495,174	3.03%	\$68,041,139	2.32%
COMMUNITY SERVICES	\$171,211	\$167,591	-2.11%	\$160,241	-4.39%	\$161,566	0.83%	\$195,255	20.85%	\$201,023	2.95%	\$207,183	3.06%	\$212,895	2.76%
PAYMENTS TO OTHER GOVERNMENTAL UNITS	\$5,434,747	\$5,298,181	-2.51%	\$4,903,648	-7.45%	\$4,419,739	-9.87%	\$3,896,574	-11.84%	\$4,013,471	3.00%	\$4,133,875	3.00%	\$4,257,892	3.00%
PROVISIONS FOR CONTINGENCIES	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$189,556,175	\$193,109,716	1.87%	\$203,146,092	5.20%	\$204,410,995	0.62%	\$209,900,000	2.69%	\$215,551,291	2.69%	\$221,620,804	2.82%	\$225,769,622	1.87%

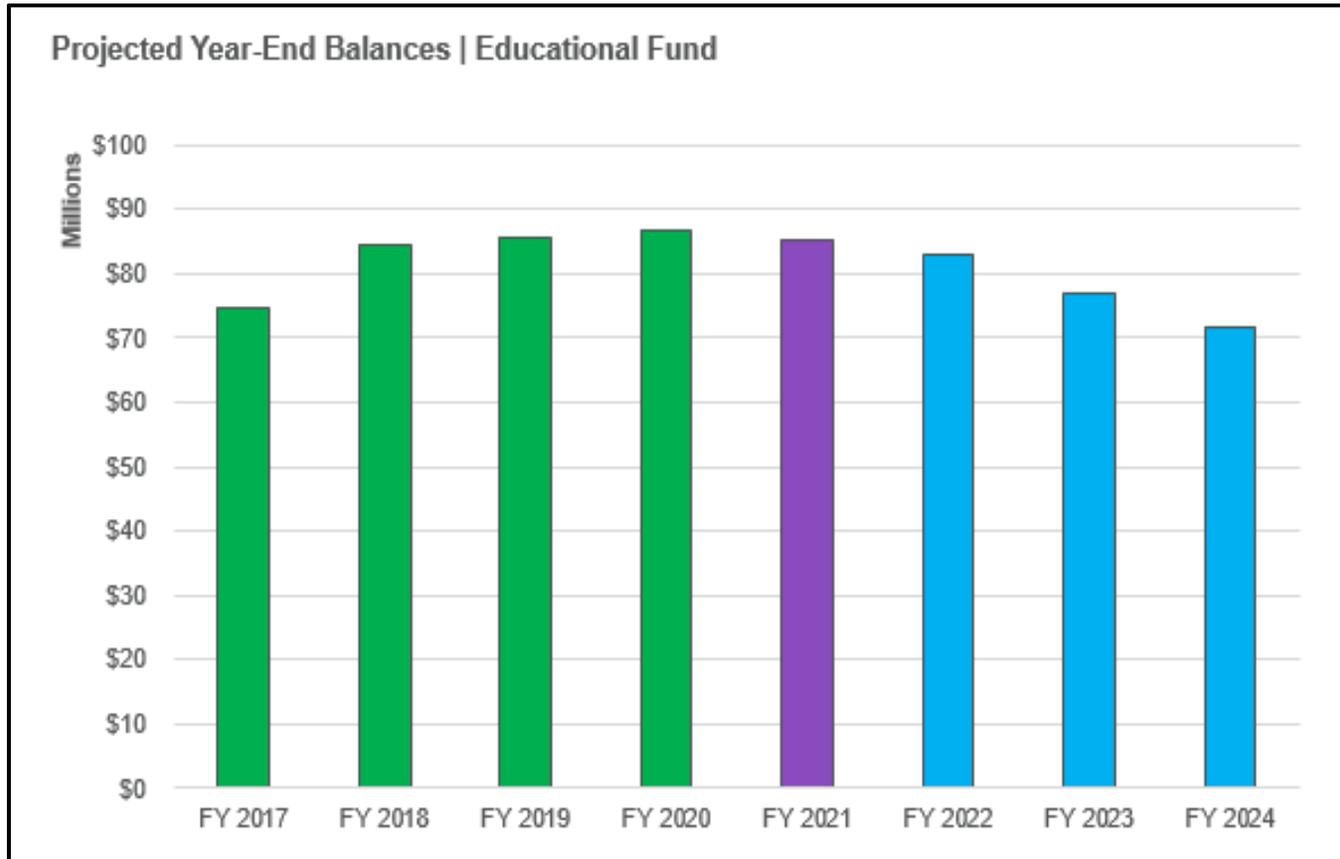
Educational Fund

Chart 3.25 Instructional Expenditures Analysis Graph



Educational Fund

Chart 3.26 Projected Fund Balance – Educational Fund



OPERATIONS & MAINTENANCE FUND

The Operations and Maintenance Fund (O & M Fund) is for revenue and expenditures related to the operations and maintenance of the grounds and facilities including utilities and maintenance projects.

Revenue

Operations and Maintenance sources of revenue are budgeted to increase 3.8% in Fiscal Year 2021. Revenue for the O & M Fund is primarily provided from local property taxes. The O & M Fund is a fund limited by the “tax caps”. Other local sources of revenue are interest income and facility rental income. The comprehensive Facility Use Agreement with Robert Morris University (RMU) has increased the facility rental income beginning in FY 2014. The RMU agreement is scheduled to be in effect through June 30, 2027.

Expenditures

O & M Fund expenditures are budgeted to increase 11.5% in Fiscal Year 2021. Expenditures in the O & M Fund are for purposes of maintenance, cleaning and upkeep, and refurbishing of the District facilities. These expenditures include salaries, supplies, contracted services, equipment needed to provide these services and construction costs.

- The District and the Custodial Maintenance Association (CMA) have a five year agreement through June 2024. The following language regarding salaries is included in the District 214 Custodial Maintenance Association Agreement.
 - The **2020-2021** Increase on top of step of 1.5%
 - The **2021-2022** Increase on top of step of 1.75%
 - The **2022-2023** Increase on top of step of 1.75%
 - The **2023-2024** Increase on top of step of 1.75%

The District’s PPO, HMO, pharmacy, and dental plans are self-funded through Blue Cross/Blue Shield (BCBS) of Illinois, Allied Dental and a Drug Card. The Insurance Committee is comprised of union representatives, District administrators, employees, and a District 214 Board of Education member. Over the past several years, significant cost containments and efficiencies have been implemented to control insurance expenses year to year. Moving to BCBS of Illinois allowed the plan to benefit from the additional discounts and providers offered by the Blue Cross Blue Shield of Illinois (BCBS).

Beginning January 1, 2015, the District offers a High Deductible Health Plan (HDHP) along with a Health Savings Account (HSA) as an option to our employees. With an HDHP the employee becomes a smarter shopper for health care, which is why these plans are considered a “consumer-directed health care plan”. An HSA is a tax-advantaged savings account designated for qualified medical expenses, which allows one to pay for current qualified medical expenses on a tax-favored basis. Unused HSA dollars roll over from year to year. The funds in the HSA belong to the employee, are non-forfeitable, and portable, making HSAs an easy way to save and invest for future qualified medical expenses.

District 214 is comprised of eight campuses (7 main buildings and a CLS house). The oldest building in the District is Prospect High School, which was built in 1957. District 214 prides itself on outstanding and continual upkeep and improvement to all facilities. The Capital Projects Program (CPP), formerly known as the Facilities Improvement Program and Major Maintenance has been in operation since 1985. Its purpose has been to identify and fund large capital expenditures for additions, renovation, remodeling or renewal of our facilities.

Chart 3.27 Building Square Footage

Name of Bldg	Year Built	Square Footage
Prospect	1957	359,828
Forest View	1962	322,184
Wheeling	1964	353,409
Elk Grove	1966	351,226
John Hersey	1968	364,847
Rolling Meadows	1971	386,068
Buffalo Grove	1973	429,068

Projects that fall under major maintenance include: parking lot repairs, tennis court repairs, gym floor repairs, outdoor track repairs, roofing repairs, fire alarm work, concrete repairs, and upgrades of security and building automation systems. The District’s five-year Capital Projects Program is a budget planning tool in which the projects are determined by budget, instructional needs, school requests, and maintenance concerns. The plan is a proactive approach to facilitate the highest priority curricular and maintenance needs over a five-year period. Data is collected from instructional leadership regarding curricular-driven renovations or enhancements. Recommendations are sought from the Buildings and Grounds staff concerning building maintenance and repair. District architects, engineers, and specialty consultants assist to prioritize the CPP. Data is updated annually and adjusted based on current need.

Projects solicited for inclusion into the CPP will be reviewed against the Facility Priority Matrix and ranked using a four-pass system. Each project will be assigned a project number for tracking and accountability purposes, and then individually scored for placement in the long-range capital plan against other competing projects. Proposed projects are reviewed by the Director of Operations, Associate Superintendent for Finance and Operations, and the Superintendent. The Superintendent makes a recommendation to the Board of Education for final approval of projects.

Scheduled replacement cycles have been developed for many areas, including: outdoor tracks, gym floors, tennis courts, field house floors, chillers/air conditioning systems, central maintenance vehicles, and parking lot repair/replacement. It will be important to sustain cost containment in the O & M Fund in order to ensure that facility maintenance is not deferred, thereby significantly depreciating the value of the District’s and communities’ valuable assets.

The Operations & Maintenance Fund levy is used to generate the revenue necessary for payment of the debt certificates. During fiscal 2021, a transfer of \$5.1 million will be made from the O & M Fund to the Capital Projects Fund.

Fund Balance

It will be important to sustain cost containment in the O & M Fund in order to ensure that facility maintenance is not deferred, thereby significantly depreciating the value of the District's and communities' valuable assets.

The auditor has determined approximately \$9.1 million is categorized as restricted and \$19.1 million is categorized as assigned in the Operations and Maintenance Fund Balance.

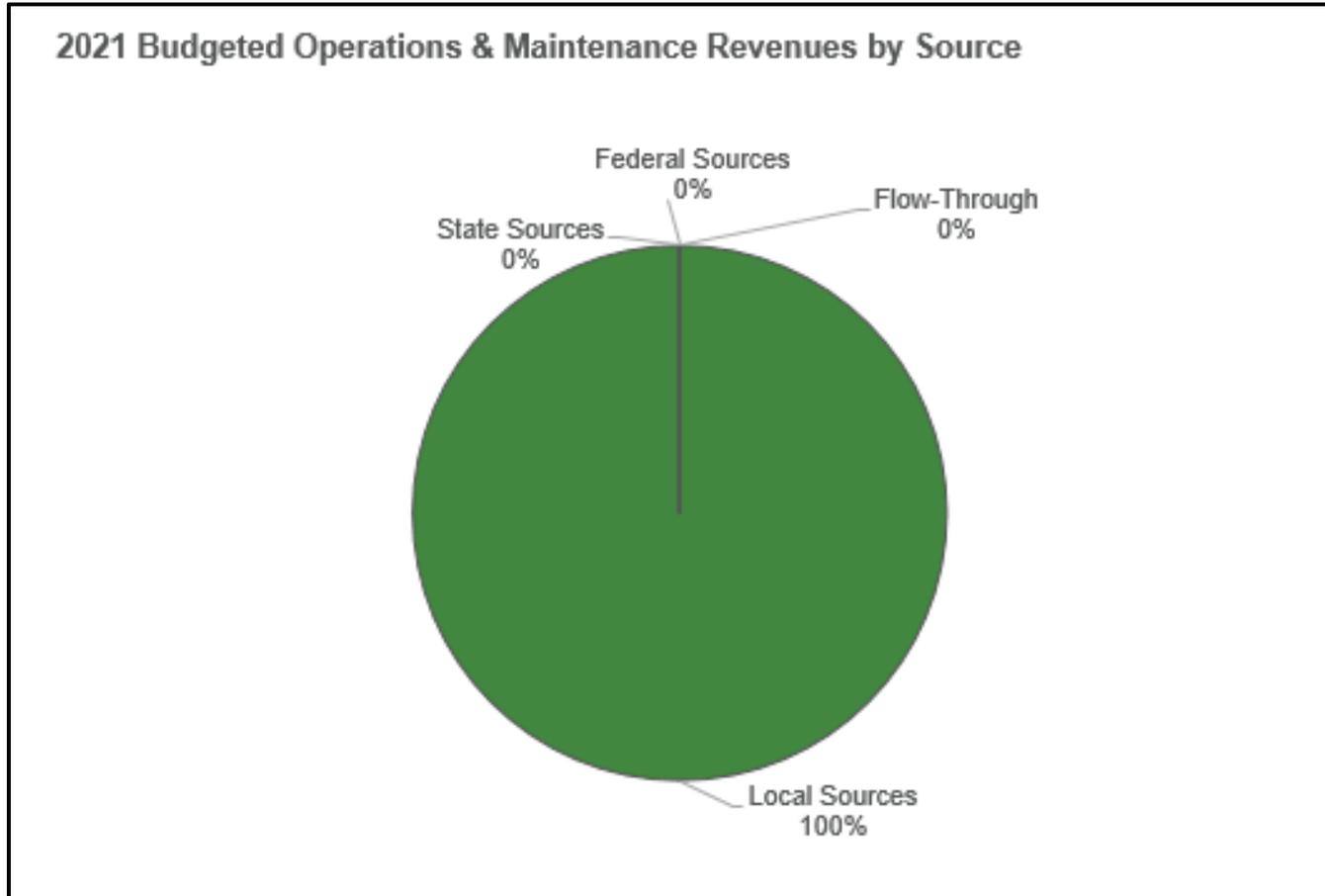
Operations and Maintenance Fund

Chart 3.28 Revenues by Source and Expenditures by Object Chart

Operations and Maintenance Fund															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$31,916,485	\$29,506,623	-7.55%	\$32,027,283	8.54%	\$29,756,749	-7.09%	\$30,900,000	3.84%	\$30,919,490	0.06%	\$31,309,342	1.26%	\$32,187,595	2.81%
State Sources	\$264,529	\$0	-100.00%	\$0		\$0		\$0		\$0		\$0		\$0	
Federal Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$32,181,014	\$29,506,623	-8.31%	\$32,027,283	8.54%	\$29,756,749	-7.09%	\$30,900,000	3.84%	\$30,919,490	0.06%	\$31,309,342	1.26%	\$32,187,595	2.81%
EXPENDITURES															
Salary	\$10,854,233	\$10,971,980	1.08%	\$10,593,392	-3.45%	\$10,698,803	1.00%	\$10,970,888	2.54%	\$11,322,079	3.20%	\$11,789,521	4.13%	\$12,229,657	3.73%
Employee Benefits	\$2,619,876	\$2,287,428	-12.69%	\$2,419,138	5.76%	\$2,062,823	-14.73%	\$2,748,212	33.23%	\$2,748,212	0.00%	\$2,854,540	3.87%	\$2,965,086	3.87%
Purchased Services	\$2,609,329	\$2,905,730	11.36%	\$2,370,132	-18.43%	\$3,595,762	51.71%	\$3,086,250	-14.17%	\$3,178,838	3.00%	\$3,274,203	3.00%	\$3,372,429	3.00%
Supplies and Materials	\$4,326,802	\$5,512,386	27.40%	\$4,885,639	-11.37%	\$4,642,043	-4.99%	\$5,563,650	19.85%	\$5,730,560	3.00%	\$5,902,476	3.00%	\$6,079,551	3.00%
Capital Outlay	\$2,651,013	\$1,694,675	-36.07%	\$1,795,564	5.95%	\$1,233,919	-31.28%	\$2,628,500	113.02%	\$2,707,355	3.00%	\$2,788,576	3.00%	\$2,872,233	3.00%
Other Objects	\$49,881	\$53,009	6.27%	\$54,016	1.90%	\$56,871	5.29%	\$57,500	1.11%	\$59,225	3.00%	\$61,002	3.00%	\$62,832	3.00%
Non-Capitalized Equipment	\$276,568	\$175,560	-36.52%	\$122,277	-30.35%	\$494,289	304.24%	\$345,000	-30.20%	\$355,350	3.00%	\$366,011	3.00%	\$376,991	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$23,387,702	\$23,600,768	0.91%	\$22,240,158	-5.77%	\$22,784,510	2.45%	\$25,400,000	11.48%	\$26,101,617	2.76%	\$27,036,328	3.58%	\$27,958,778	3.41%
SURPLUS/(DEFICIT)	\$8,793,312	\$5,905,855		\$9,787,125		\$6,972,239		\$5,500,000		\$4,817,873		\$4,273,014		\$4,228,817	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	(\$8,769,952)	(\$8,300,500)		(\$7,991,341)		(\$8,724,305)		(\$5,100,000)		(\$5,000,000)		(\$4,800,000)		(\$4,500,000)	
TOTAL OTHER FINANCING SOURCES/(USES)	(\$8,769,952)	(\$8,300,500)		(\$7,991,341)		(\$8,724,305)		(\$5,100,000)		(\$5,000,000)		(\$4,800,000)		(\$4,500,000)	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	\$23,360	(\$2,394,645)		\$1,795,784		(\$1,752,066)		\$400,000		(\$182,127)		(\$526,986)		(\$271,183)	
BEGINNING FUND BALANCE	\$30,692,900	\$30,716,260		\$28,321,615		\$30,117,399		\$28,365,333		\$28,765,333		\$28,583,206		\$28,056,220	
ENDING FUND BALANCE	\$30,716,260	\$28,321,615		\$30,117,399		\$28,365,333		\$28,765,333		\$28,583,206		\$28,056,220		\$27,785,037	
FUND BALANCE AS % OF EXPENDITURES	131.34%	120.00%		135.42%		124.49%		113.25%		109.51%		103.77%		99.38%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	15.76	14.40		16.25		14.94		13.59		13.14		12.45		11.93	

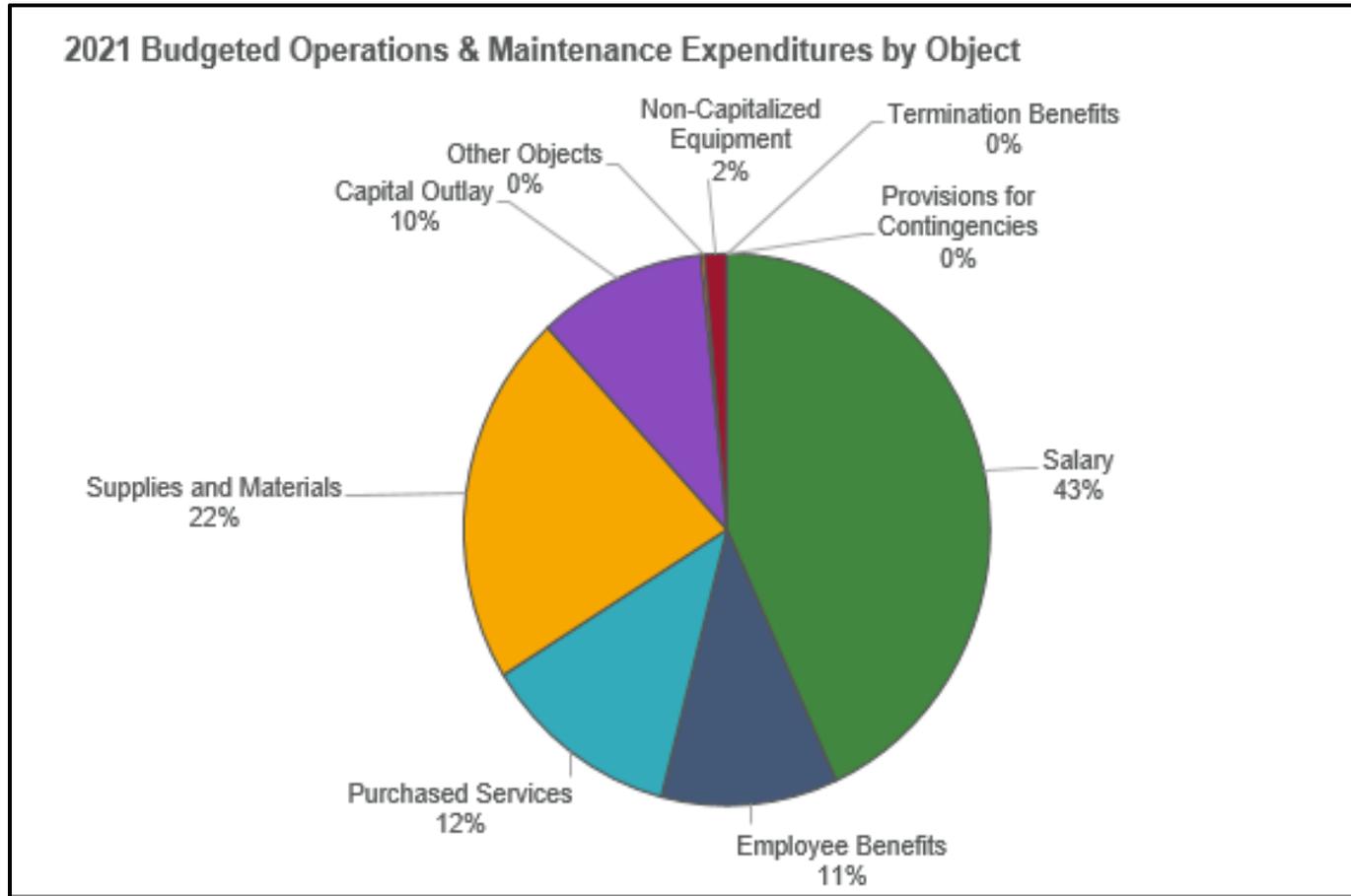
Operations and Maintenance Fund

Chart 3.29 Revenue by Source Graph



Operations and Maintenance Fund

Chart 3.30 Expenditures by Object Graph



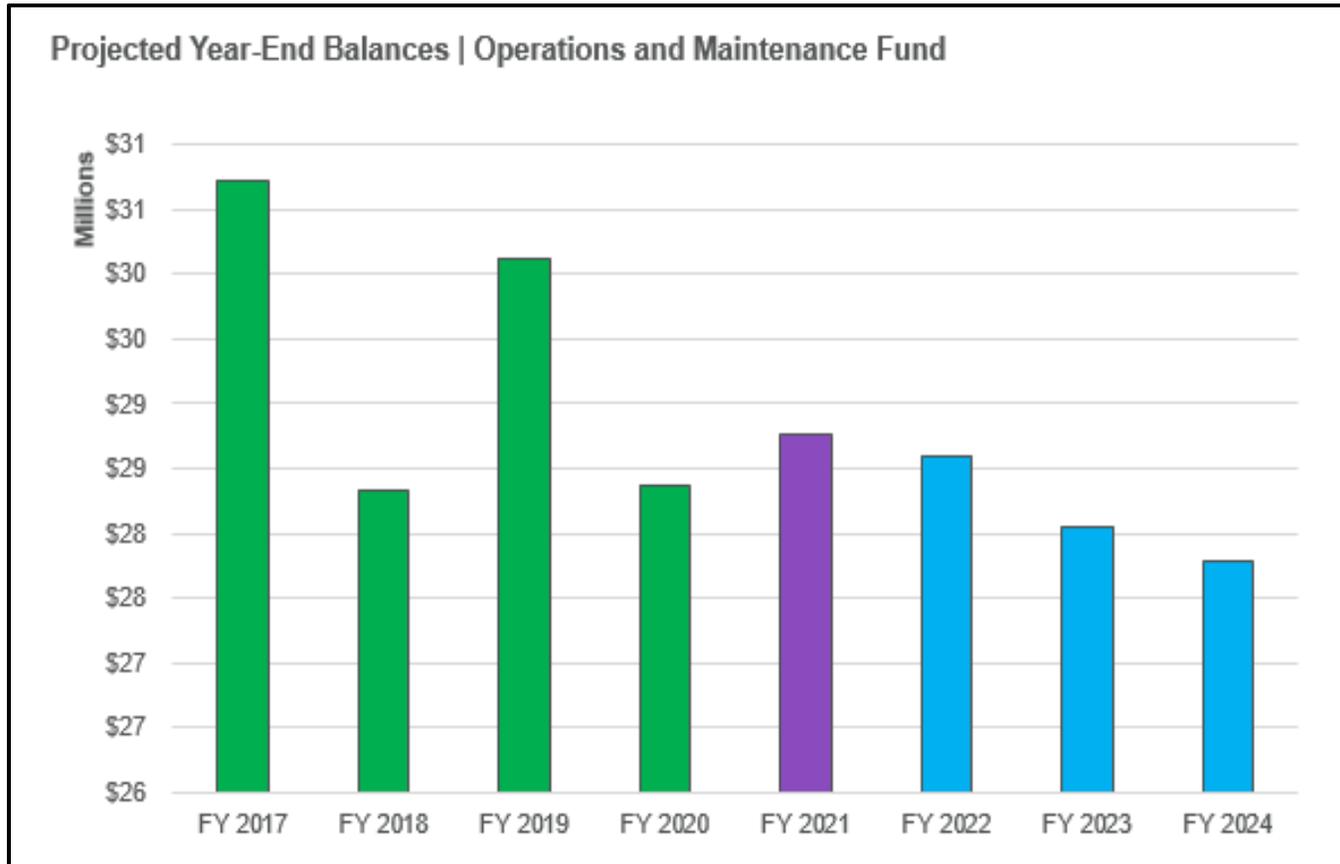
Operations and Maintenance Fund

Chart 3.31 Expenditures by Function Chart

Operations and Maintenance Fund															
Expenditures By Function															
INSTRUCTION	ACTUAL	ACTUAL	% Δ	ACTUAL	% Δ	ACTUAL	% Δ	BUDGET	% Δ	PROJECTED	% Δ	PROJECTED	% Δ	PROJECTED	% Δ
	FY 2017	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022		FY 2023		FY 2024	
Regular Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Special Education Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Adult/Continuing Education Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Vocational Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Co-Curricular Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Summer School and Gifted Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Drivers Education Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Bilingual Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Truant/Optional Programs/Other	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL INSTRUCTION	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
SUPPORT SERVICES															
Pupils	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Instructional Staff	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
General Administration	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
School Administration	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Business Operations	\$23,279,530	\$23,469,609	0.82%	\$22,151,695	-5.62%	\$22,734,768	2.63%	\$25,306,000	11.31%	\$26,004,691	2.76%	\$26,935,525	3.58%	\$27,854,103	3.41%
Central Administration	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL SUPPORT SERVICES	\$23,279,530	\$23,469,609	0.82%	\$22,151,695	-5.62%	\$22,734,768	2.63%	\$25,306,000	11.31%	\$26,004,691	2.76%	\$26,935,525	3.58%	\$27,854,103	3.41%
COMMUNITY SERVICES	\$108,172	\$131,159	21.25%	\$88,463	-32.55%	\$49,742	-43.77%	\$94,000	88.98%	\$96,927	3.11%	\$100,803	4.00%	\$104,675	3.84%
PAYMENTS TO OTHER GOVERNMENTAL UNITS	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$23,387,702	\$23,600,768	0.91%	\$22,240,158	-5.77%	\$22,784,510	2.45%	\$25,400,000	11.48%	\$26,101,617	2.76%	\$27,036,328	3.58%	\$27,958,778	3.41%

Operations and Maintenance Fund

Chart 3.32 Projected Fund Balance – Operation and Maintenance Fund



DEBT SERVICE FUND

The Debt Service Fund is to account for the accumulation of resources and the payment of principal and interest on general long-term debt, and related costs.

Revenue

Debt Service fund revenues are budgeted to decrease 2.1% in Fiscal Year 2021. Revenue for the Debt Service Fund is provided from local property taxes. The Debt Service Fund is not limited by “tax caps”. However, it is limited by the amount of debt service that can be paid by the District on an annual basis. The legal maximum allowable amount was established with the PTELL law of 1995 and restricts future bond issuances to the aggregate debt service extension base arising from the 1994 tax levy.

Expenditures

Debt Service fund expenditures are budgeted to decrease, as a bond has expired. Expenditures are for debt service commitments only. This is the current list of bonds:

General Obligation Bonds are direct obligations and pledge the full faith and credit of the District. General obligation bonds and taxable debt certificates currently outstanding are as follows:

Series 2011 General Obligation Limited School Bonds dated December 1, 2011 are due in annual installments through December 2031, face amount of \$10 million.

Series 2012 General Obligation Limited School Bonds dated February 9, 2012 are due in annual installments through December 2031, face amount of \$10 million.

Series 2016 General Obligation Limited Tax Refunding School Bonds, dated November 2016, is an \$8.8 million refunding bond. This bond will be paid through December, 2026.

Series 2017 General Obligation Limited Tax Refunding School Bonds, dated September 2017, is an \$8.9 million refunding bond. This bond will be paid through December, 2026.

The 2011 and 2012 General Obligation Bonds were refunded with an approximate \$16.4 million tax exempt refunding on December 1, 2020. The true interest cost was only 0.77%, which generated over \$4.5 million of interest savings, and shaved two years off the term of the bonds.

Historically, the District has bonded for capital programs to match long-term assets with long-term debt. The Capital Projects fund bond proceeds are restricted for capital and maintenance projects to improve sites, build and equip additions, and alter, repair and equip buildings.

The savings from the reduced interest costs creates additional Debt Service Extension Base (DSEB) capacity in future years, adding flexibility for future borrowing needs.

Debt Margin

According to the Illinois School Code, school districts maintaining grades K through 8, or 9 through 12 shall become indebted in any manner or for any purpose to an amount, including

existing indebtedness, in the aggregate not exceeding 6.9% on the value of the taxable property. Unit districts shall not become indebted in any manner or for any purpose to an amount, including existing indebtedness, in the aggregate exceeding 13.8% on the value of the taxable property.

Additional indebtedness may be incurred in an amount not to exceed the estimated cost of acquiring or improving school sites or constructing and equipping additional building facilities under the following conditions:

- There is an increase in enrollment by not less than 35% or by not less than 200 students.
- The Regional Superintendent of Schools and the State Superintendent of Education concur in enrollment projections and the estimated costs of the new buildings.
- The voters in the school district approve a proposition for the issuance of the bonds.

Legal Debt Margin Calculation for Fiscal Year 2020	
Assessed Valuation	\$ 10,010,527,923
Debt Limit - 6.9% of AV	\$ 690,726,427
Debt Subject to 6.9% Limit	\$ 33,589,242
Total Debt Margin	\$ 657,137,185

Fund Balance

The fund balance is intended for cash flow purposes for future debt payments.

The auditor has determined approximately \$1.1 million is categorized as restricted and \$0.3 million is categorized as assigned in the Debt Service Fund Balance.

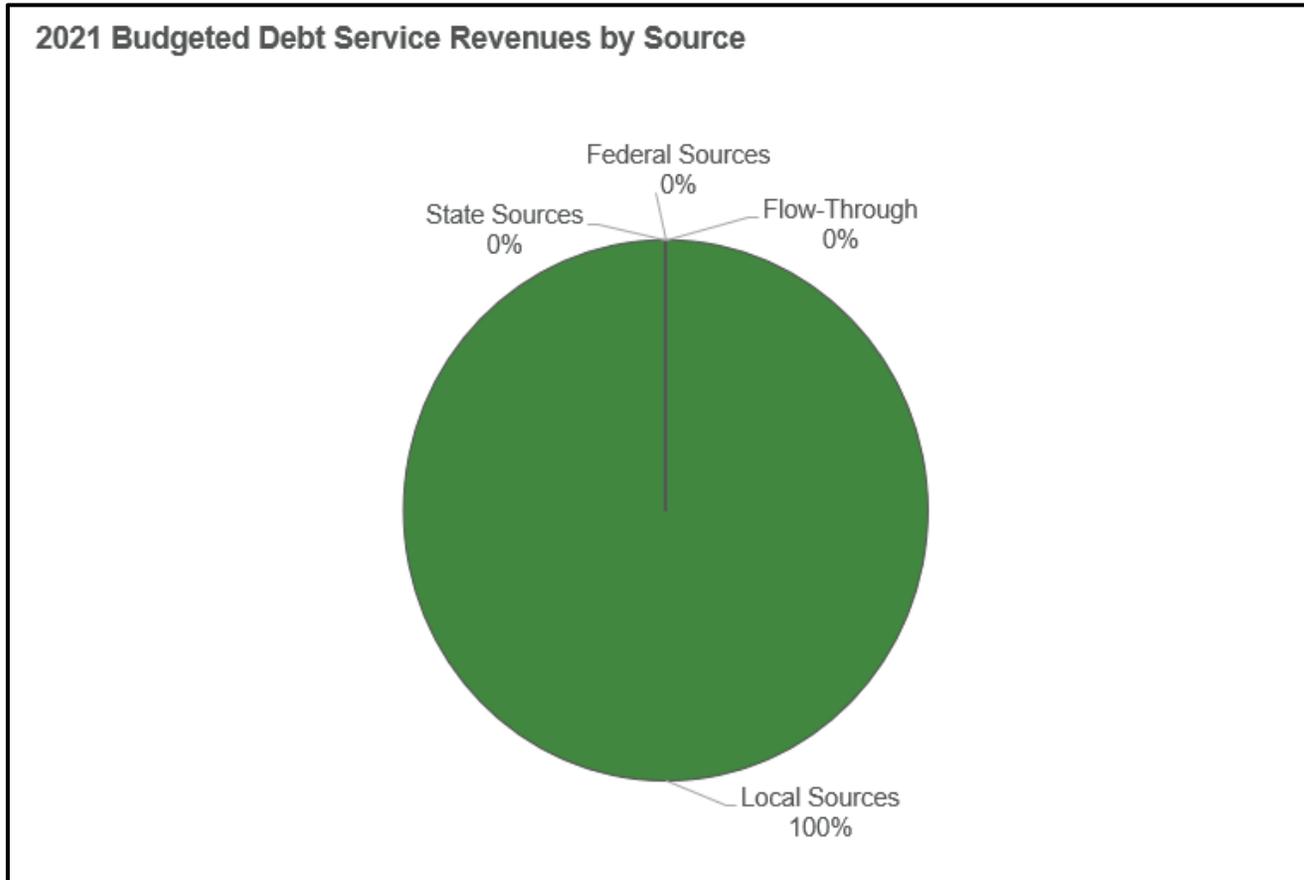
Debt Service Fund

Chart 3.33 Revenue by Source and Expenditures by Object Chart

Debt Service Fund															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$3,339,606	\$3,371,858	0.97%	\$3,429,877	1.72%	\$3,449,805	0.58%	\$3,400,000	-1.44%	\$3,382,530	-0.51%	\$3,367,562	-0.44%	\$3,405,101	1.11%
State Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Federal Sources	\$145,357	\$44,357	-69.48%	\$67,499	52.17%	\$23,026	-65.89%	\$0	-100.00%	\$0		\$0		\$0	
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$3,484,963	\$3,416,215	-1.97%	\$3,497,376	2.38%	\$3,472,831	-0.70%	\$3,400,000	-2.10%	\$3,382,530	-0.51%	\$3,367,562	-0.44%	\$3,405,101	1.11%
EXPENDITURES															
Salary	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Employee Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Purchased Services	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Capital Outlay	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Objects	\$6,768,047	\$15,938,564	135.50%	\$7,101,605	-55.44%	\$7,020,901	-1.14%	\$3,400,000	-51.57%	\$3,400,000	0.00%	\$3,400,000	0.00%	\$3,400,000	0.00%
Non-Capitalized Equipment	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$6,768,047	\$15,938,564	135.50%	\$7,101,605	-55.44%	\$7,020,901	-1.14%	\$3,400,000	-51.57%	\$3,400,000	0.00%	\$3,400,000	0.00%	\$3,400,000	0.00%
SURPLUS/(DEFICIT)	(\$3,283,084)	(\$12,522,349)		(\$3,604,229)		(\$3,548,070)		\$0		(\$17,470)		(\$32,438)		\$5,101	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$13,026,815	\$12,692,389		\$3,709,911		\$3,642,875		\$0		\$0		\$0		\$0	
Other Financing Uses	(\$9,514,822)	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FINANCING SOURCES/(USES)	\$3,511,993	\$12,692,389		\$3,709,911		\$3,642,875		\$0		\$0		\$0		\$0	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	\$228,909	\$170,040		\$105,682		\$94,805		\$0		(\$17,470)		(\$32,438)		\$5,101	
BEGINNING FUND BALANCE	\$802,634	\$1,031,543		\$1,201,583		\$1,307,265		\$1,402,070		\$1,402,070		\$1,384,600		\$1,352,162	
ENDING FUND BALANCE	\$1,031,543	\$1,201,583		\$1,307,265		\$1,402,070		\$1,402,070		\$1,384,600		\$1,352,162		\$1,357,263	
FUND BALANCE AS % OF EXPENDITURES	15.24%	7.54%		18.41%		19.97%		41.24%		40.72%		39.77%		39.92%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	1.83	0.90		2.21		2.40		4.95		4.89		4.77		4.79	

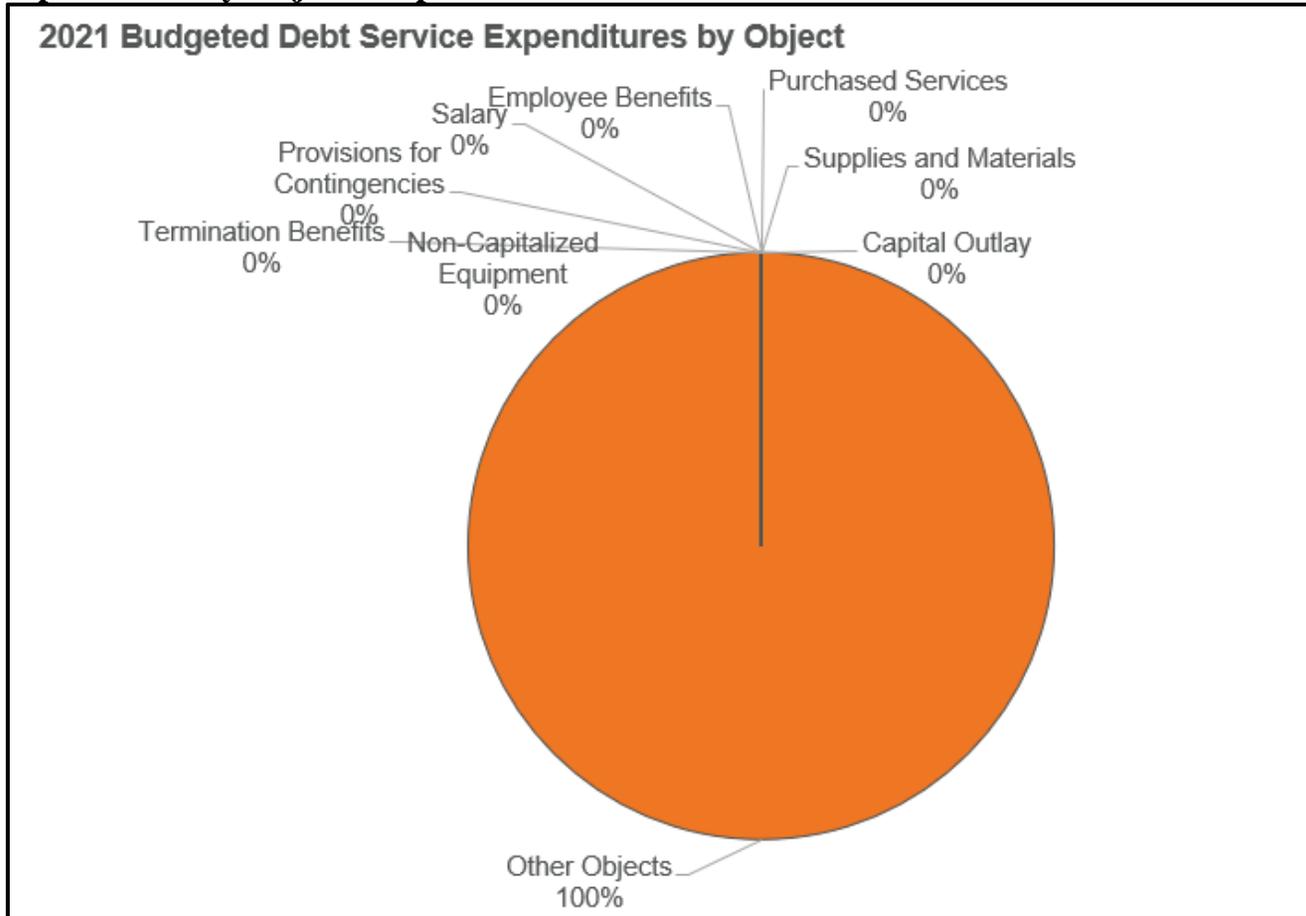
Debt Service Fund

Chart 3.34 Revenues by Source Graph



Debt Service Fund

Chart 3.35 Expenditures by Object Graph



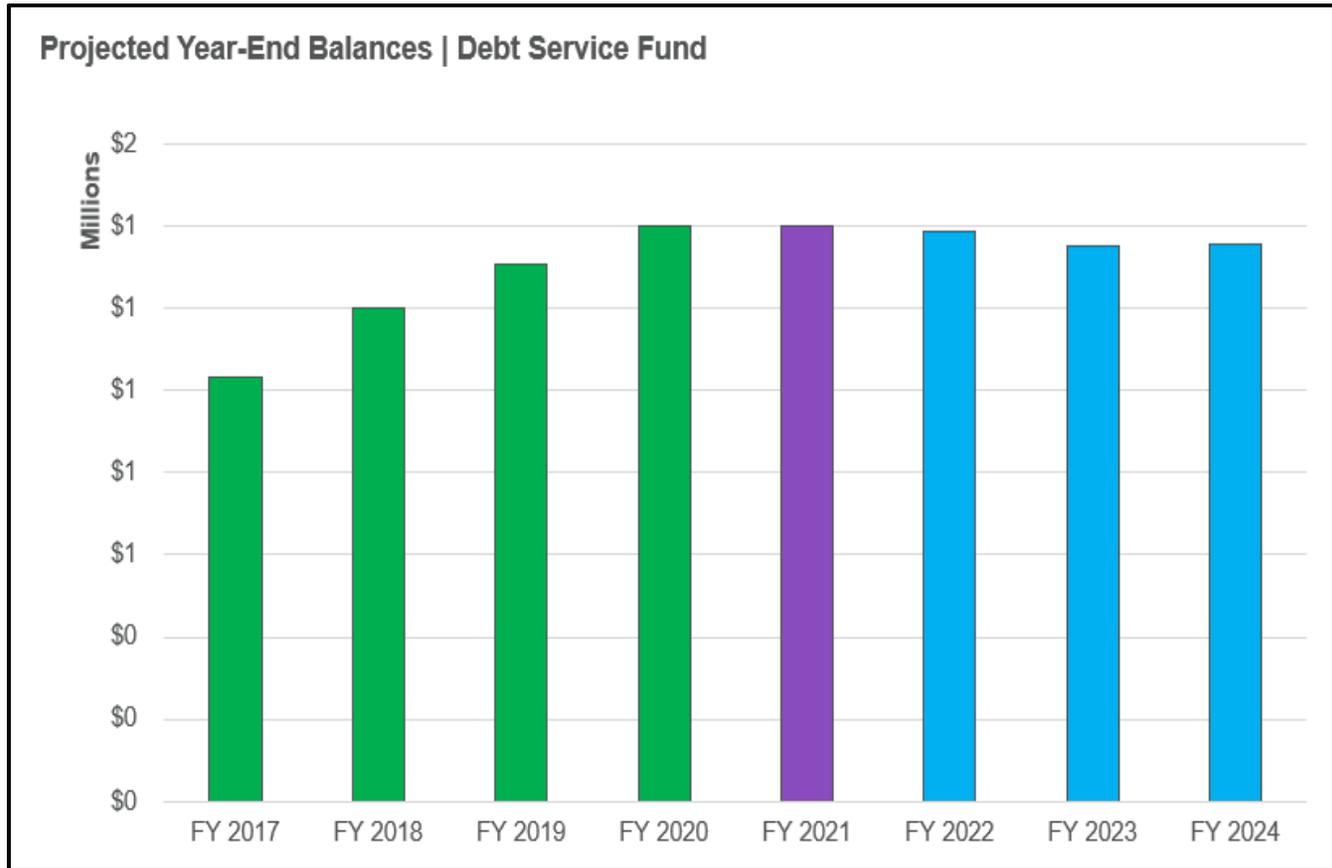
Debt Service Fund

Chart 3.36 Expenditures by Function Chart

Debt Service Fund															
Expenditures By Function															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
INSTRUCTION															
Regular Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Special Education Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Adult/Continuing Education Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Vocational Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Co-Curricular Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Summer School and Gifted Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Drivers Education Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Bilingual Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Truant/Optional Programs/Other	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL INSTRUCTION	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
SUPPORT SERVICES															
Pupils	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Instructional Staff	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
General Administration	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
School Administration	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Business Operations	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Central Administration	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL SUPPORT SERVICES	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
COMMUNITY SERVICES	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
PAYMENTS TO OTHER GOVERNMENTAL UNITS	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
DEBT SERVICES	\$6,768,047	\$15,938,564	135.50%	\$7,101,605	-55.44%	\$7,020,901	-1.14%	\$3,400,000	-51.57%	\$3,400,000	0.00%	\$3,400,000	0.00%	\$3,400,000	0.00%
TOTAL EXPENDITURES	\$6,768,047	\$15,938,564	135.50%	\$7,101,605	-55.44%	\$7,020,901	-1.14%	\$3,400,000	-51.57%	\$3,400,000	0.00%	\$3,400,000	0.00%	\$3,400,000	0.00%

Debt Service Fund

Chart 3.37 Projected Fund Balance – Debt Service Fund



TRANSPORTATION FUND

The Transportation Fund is for revenue and expenditures relating to the transportation of regular and special education students to and from school, off campus field trips, and athletic and activity events.

Revenue

Transportation fund revenues are budgeted to decrease 2.1% in Fiscal Year 2021. Revenue for the Transportation Fund is primarily provided from local property taxes. The Transportation Fund is a fund limited by “tax caps”. The District also receives a state reimbursement for regular, vocational, and special education transportation. The category titled Other Local Sources of revenue is interest income.

In the past, the District was reimbursed for Special Education transportation by the State at the rate of 80%. The District’s Transportation Aid is budgeted at approximately 66% Local Revenue and 34% State Revenue. The State funding is paid in the year following the expenditure.

Expenditures

Transportation fund expenditures are budgeted to increase 27.7% in Fiscal Year 2021. This increase reflects the impact of the lower transportation expenditures due to the pandemic during 2020. The District is presently under contract for our transportation services. First Student and Grand Prairie are the two bus service providers.

The District presently owns 26 activity buses, five special education wheel chair equipped mini-buses and 20 vans for transporting small groups of students for activities and special education programs. These vehicles have greatly reduced the cost of transportation for small groups of students. With the passage of Public Act 97-0896 there is no change for non-curricular trips, such as sports; the drivers need a valid driver’s license and this type of trip is still not reimbursable. The District also owns eight vehicles utilized for the Drivers’ Education program. The District has a rolling replacement cycle to keep the activity buses and vans from accumulating excess mileage and to keep the budgeted expenditures more consistent.

Students with disabilities ages 3-21 with an Individualized Education Program (IEP) who require transportation as a necessary related service shall be provided as the child’s disability or the program location may require. Transportation reimbursement claims are transmitted to ISBE on or before August 15. Reimbursement is based on prior-year costs and is calculated as the difference between a district’s allowable costs and the computed minimum local taxes, determined by a district’s General State Aid assessed valuation multiplied by a statutory qualifying rate assigned to each district type. With the fiscal crisis in Illinois and recent reductions in regular transportation funding, there has been increased concern about the state’s ability to continue to support a formula based upon cost reimbursement. Reductions in state funding impact the local school district’s ability to sustain providing free transportation in certain districts.

Fund Balance

The Fund balance is intended for transportation expenditures, unanticipated transportation expenditures, and for cash flow purposes.

The auditor has determined approximately \$16.3 million is categorized as restricted and \$2.1 million is categorized as assigned in the Transportation Fund Balance.

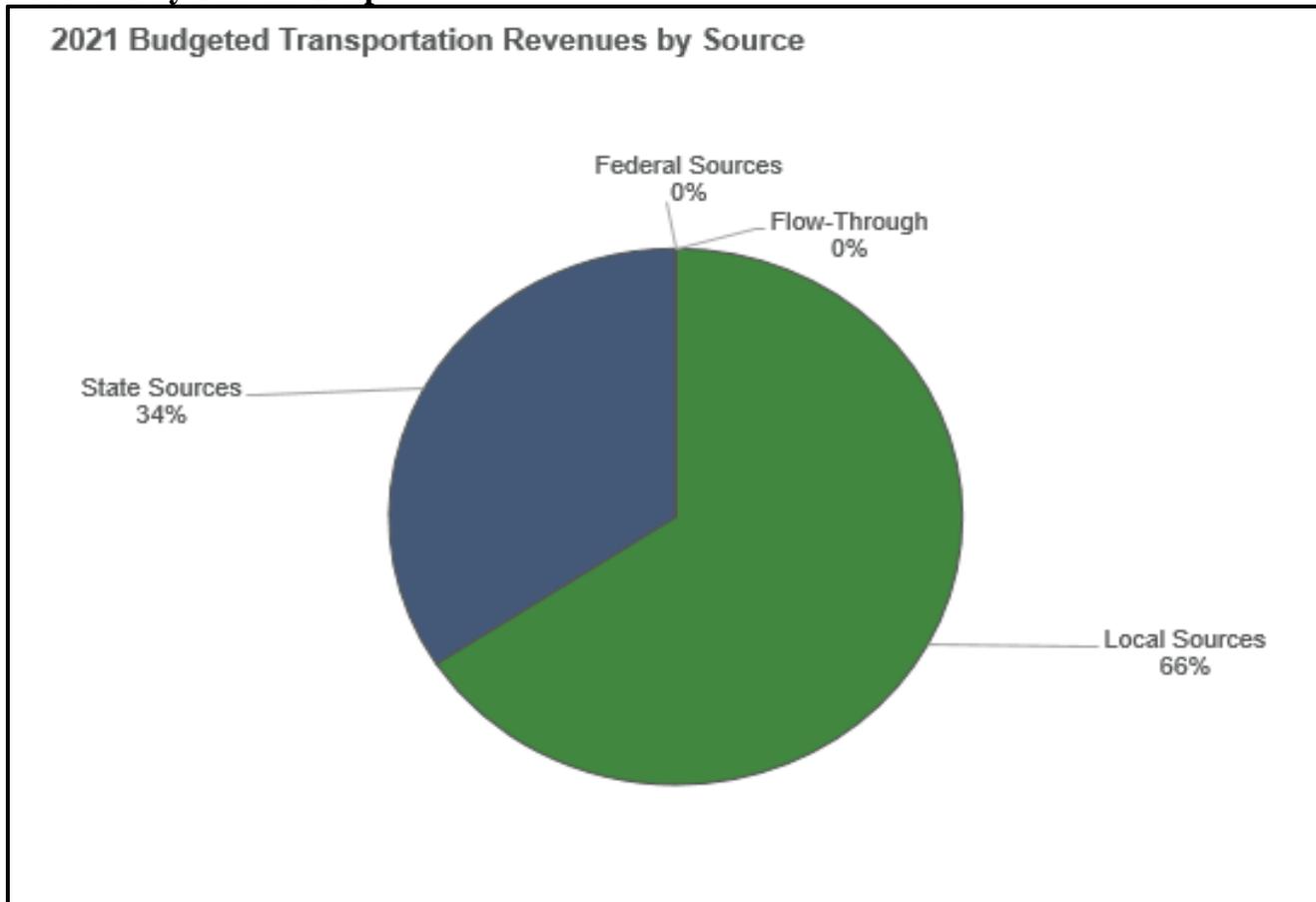
Transportation Fund

Chart 3.38 Revenues by Source and Expenditures by Object Chart

Transportation Fund															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$7,602,438	\$9,223,740	21.33%	\$10,294,131	11.60%	\$10,114,622	-1.74%	\$9,600,000	-5.09%	\$9,877,278	2.89%	\$10,001,655	1.26%	\$10,288,601	2.87%
State Sources	\$2,384,091	\$4,101,800	72.05%	\$5,832,071	42.18%	\$4,799,533	-17.70%	\$5,000,000	4.18%	\$5,000,000	0.00%	\$5,000,000	0.00%	\$5,000,000	0.00%
Federal Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$9,986,529	\$13,325,540	33.44%	\$16,126,202	21.02%	\$14,914,155	-7.52%	\$14,600,000	-2.11%	\$14,877,278	1.90%	\$15,001,655	0.84%	\$15,288,601	1.91%
EXPENDITURES															
Salary	\$123,810	\$142,945	15.46%	\$146,795	2.69%	\$132,582	-9.68%	\$142,188	7.25%	\$147,007	3.39%	\$152,247	3.56%	\$156,072	2.51%
Employee Benefits	\$45,410	\$41,239	-9.19%	\$41,739	1.21%	\$43,385	3.94%	\$48,979	12.89%	\$48,979	0.00%	\$50,747	3.61%	\$52,583	3.62%
Purchased Services	\$8,357,493	\$12,416,183	48.56%	\$12,721,876	2.46%	\$11,208,779	-11.89%	\$13,952,533	24.48%	\$14,650,159	5.00%	\$15,382,667	5.00%	\$16,151,800	5.00%
Supplies and Materials	\$397,957	\$468,001	17.60%	\$507,962	8.54%	\$357,443	-29.63%	\$556,000	55.55%	\$583,800	5.00%	\$612,990	5.00%	\$643,640	5.00%
Capital Outlay	\$207,685	\$243,484	17.24%	\$280,045	15.02%	\$0	-100.00%	\$300,000		\$309,000	3.00%	\$318,270	3.00%	\$327,818	3.00%
Other Objects	\$0	\$100		\$0	-100.00%	\$0		\$300		\$300	0.00%	\$300	0.00%	\$300	0.00%
Non-Capitalized Equipment	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$9,132,355	\$13,311,952	45.77%	\$13,698,417	2.90%	\$11,742,189	-14.28%	\$15,000,000	27.74%	\$15,739,246	4.93%	\$16,517,221	4.94%	\$17,332,213	4.93%
SURPLUS/(DEFICIT)	\$854,174	\$13,588		\$2,427,785		\$3,171,966		(\$400,000)		(\$861,968)		(\$1,515,566)		(\$2,043,612)	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FINANCING SOURCES/(USES)	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	\$854,174	\$13,588		\$2,427,785		\$3,171,966		(\$400,000)		(\$861,968)		(\$1,515,566)		(\$2,043,612)	
BEGINNING FUND BALANCE	\$11,914,325	\$12,768,499		\$12,782,087		\$15,209,872		\$18,381,838		\$17,981,838		\$17,119,870		\$15,604,304	
ENDING FUND BALANCE	\$12,768,499	\$12,782,087		\$15,209,872		\$18,381,838		\$17,981,838		\$17,119,870		\$15,604,304		\$13,560,692	
FUND BALANCE AS % OF EXPENDITURES	139.82%	96.02%		111.03%		156.55%		119.88%		108.77%		94.47%		78.24%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	16.78	11.52		13.32		18.79		14.39		13.05		11.34		9.39	

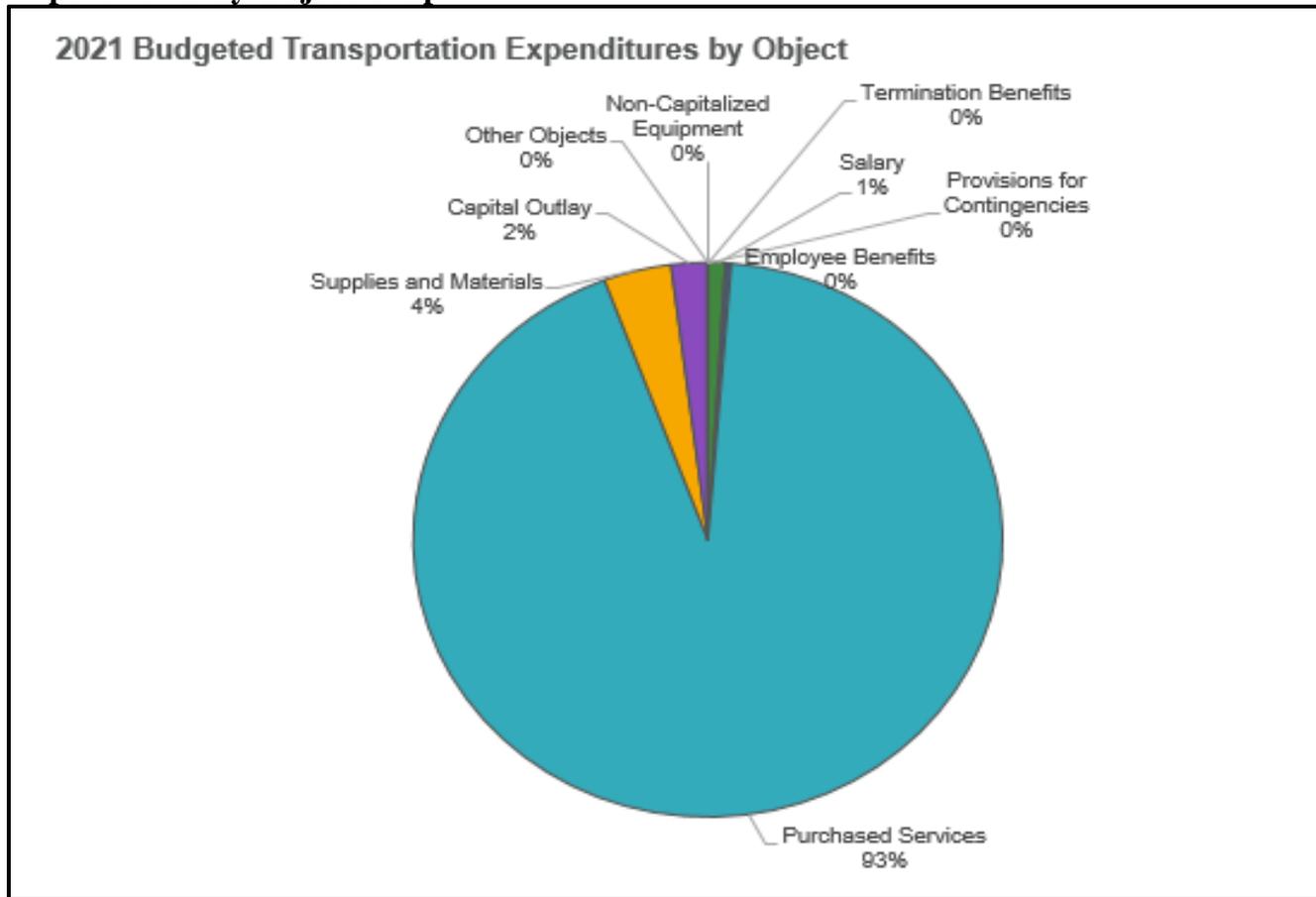
Transportation Fund

Chart 3.39 Revenues by Source Graph



Transportation Fund

Chart 3.40 Expenditures by Object Graph



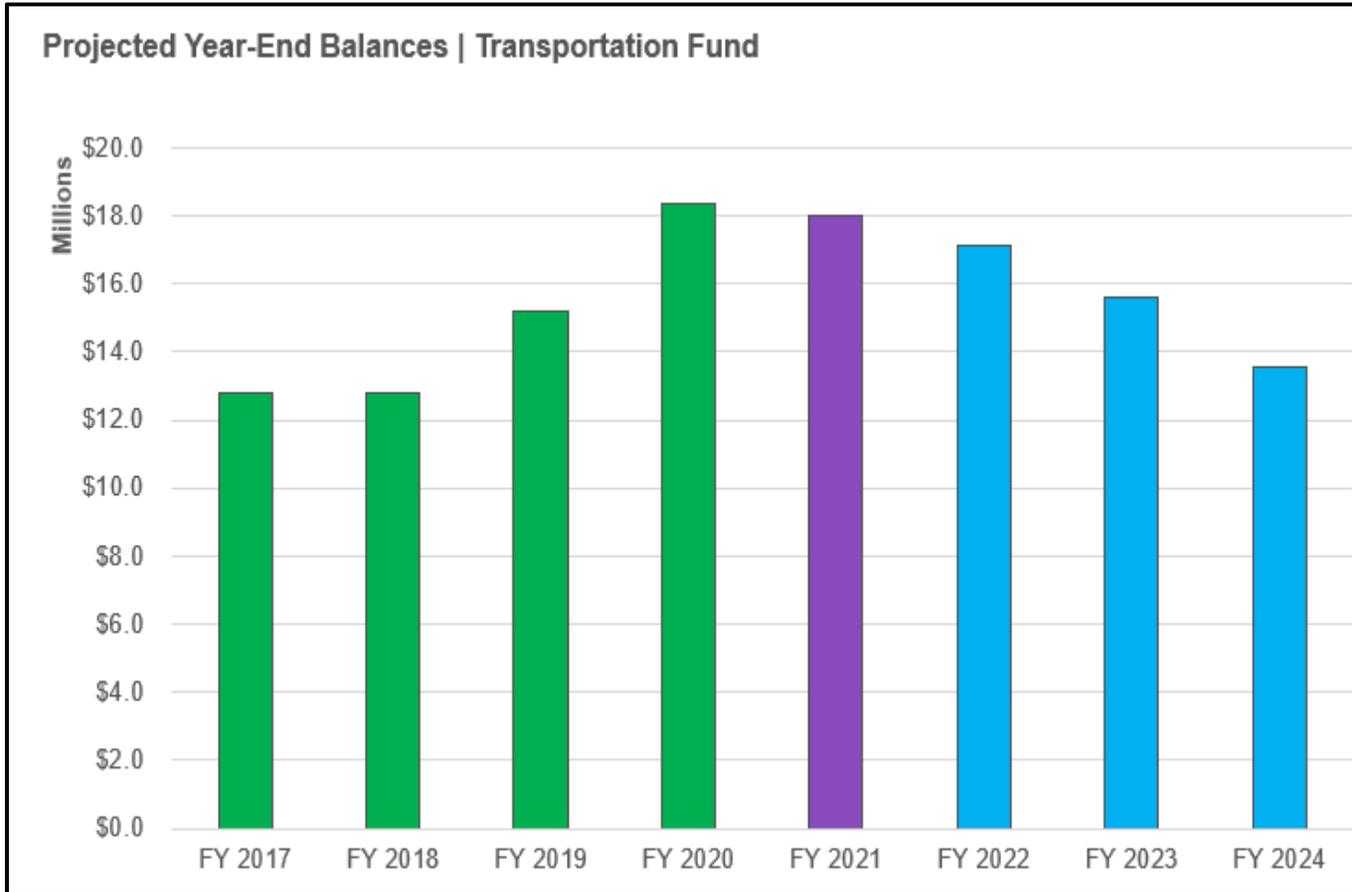
Transportation Fund

Chart 3.41 Expenditures by Function Chart

Transportation Fund															
Expenditures By Function															
	ACTUAL	ACTUAL	% Δ	ACTUAL	% Δ	ACTUAL	% Δ	BUDGET	% Δ	PROJECTED	% Δ	PROJECTED	% Δ	PROJECTED	% Δ
	FY 2017	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022		FY 2023		FY 2024	
INSTRUCTION															
Regular Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Special Education Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Adult/Continuing Education Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Vocational Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Co-Curricular Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Summer School and Gifted Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Drivers Education Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Bilingual Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Truant/Optional Programs/Other	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL INSTRUCTION	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
SUPPORT SERVICES															
Pupils	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Instructional Staff	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
General Administration	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
School Administration	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Business Operations	\$9,132,355	\$13,310,439	45.75%	\$13,698,417	2.91%	\$11,742,189	-14.28%	\$15,000,000	27.74%	\$15,739,246	4.93%	\$16,517,221	4.94%	\$17,332,213	4.93%
Central Administration	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL SUPPORT SERVICES	\$9,132,355	\$13,310,439	45.75%	\$13,698,417	2.91%	\$11,742,189	-14.28%	\$15,000,000	27.74%	\$15,739,246	4.93%	\$16,517,221	4.94%	\$17,332,213	4.93%
COMMUNITY SERVICES	\$0	\$1,513		\$0	-100.00%	\$0		\$0		\$0		\$0		\$0	
PAYMENTS TO OTHER GOVERNMENTAL UNITS	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$9,132,355	\$13,311,952	45.77%	\$13,698,417	2.90%	\$11,742,189	-14.28%	\$15,000,000	27.74%	\$15,739,246	4.93%	\$16,517,221	4.94%	\$17,332,213	4.93%

Transportation Fund

Chart 3.42 Projected Fund Balance – Transportation Fund



MUNICIPAL RETIREMENT/SOCIAL SECURITY FUND

The IMRF Fund is to account for the District's portion of pension contributions to the Illinois Municipal Retirement Fund and for Social Security benefits for non-certified employees.

Revenue

IMRF fund revenues are budgeted to decrease 7.6% in Fiscal Year 2021. Revenue for the IMRF Fund is primarily provided from local property taxes. Although there is no tax rate limit, the IMRF Fund is a part of the "tax cap" extension limitation and is therefore limited much the same as the other funds under the "tax cap". The category titled Other Local Sources of revenue is revenue from CPPRT and interest income.

Expenditures

IMRF fund expenditures are budgeted to increase 1.4% in Fiscal Year 2021. Annual expenditures in the IMRF/Social Security Fund are for payments to the Illinois Municipal Retirement Fund and for Social Security payments to the IRS on behalf of non-certified personnel. This is the history of the IMRF rates District 214 has experienced.

Calendar Year	Rate
2006	9.25
2007	9.16
2008	8.93
2009	8.64
2010	12.45
2011	12.57
2012	12.69
2013	13.23
2014	13.11
2015	12.25
2016	12.79
2017	11.70
2018	12.10
2019	9.64
2020	12.03

Fund Balance

The District plans to maintain a fund balance adequate to fund the IMRF rate.

Note:

During 2010, District 214 experienced an IMRF audit. During this audit, IMRF determined that Fund 50 should be split into two sub funds to more accurately track the IMRF revenue and the FICA/Medicare revenue separately. However, for ISBE purposes Fund 50 will continue to be reported as one fund in total. In budgeting for FY 2021, District 214 did budget separately for the two sub funds. At the finalization of the IMRF audit (after much discussion between attorneys, D214, and IMRF), an appropriate beginning fund balance for the IMRF sub fund and the FICA/Medicare sub fund was determined. A journal entry was made to adjust for these appropriate beginning fund balances as of July 1, 2010. The levies for IMRF and Social Security are being reviewed to keep the fund balances in these two sub funds more precise.

The District plans to levy the separate sub fund balances to adequately fund IMRF and FICA/Medicare on a yearly basis. The FICA/Medicare rate has remained constant for many years at 6.2% for FICA and 1.45% for Medicare.

The IMRF rate, imposed by the State of Illinois, has remained fairly constant for several years. The District opted to offer the IMRF Early Retirement Incentive program, commonly known as 5 + 5. Under this program, eligible employees may enhance their retirement annuity by purchasing up to five additional service credits and five additional years of age enhancement upon retirement. In meeting strict eligibility requirements, eligible employees had a one year option to participate in this program. The penalties for this retirement incentive program were calculated by IMRF and the penalty was paid by District 214 during 2020.

The auditor has determined approximately \$9.0 million is categorized as restricted and \$1.0 million is categorized as assigned in the Municipal Retirement/Social Security Fund Balance.

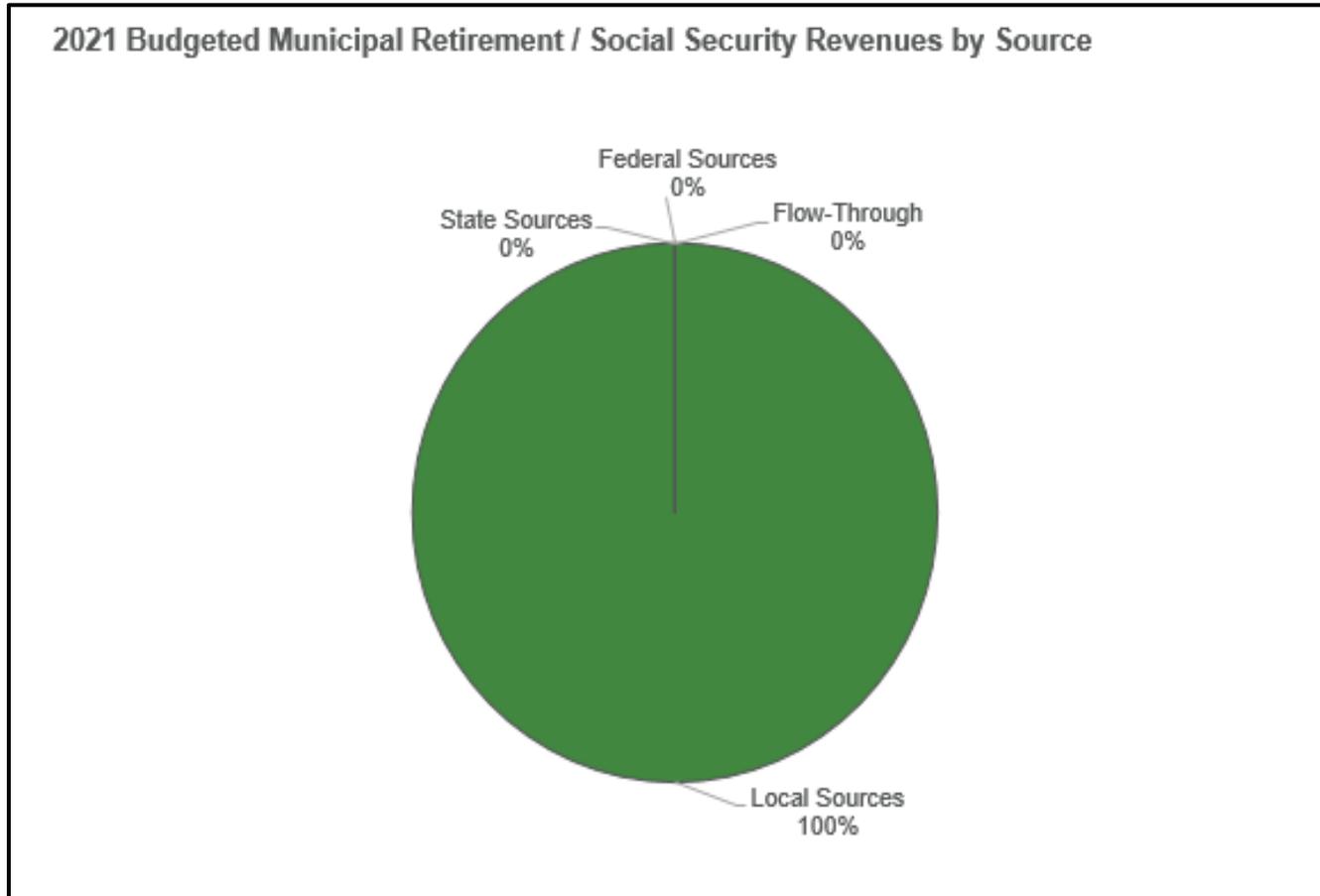
Municipal Retirement/Social Security Fund

Chart 3.43 Revenues by Source and Expenditures by Object Chart

Municipal Retirement / Social Security Fund															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$9,083,902	\$9,239,640	1.71%	\$9,058,800	-1.96%	\$9,198,927	1.55%	\$8,500,000	-7.60%	\$8,982,932	5.68%	\$9,088,143	1.17%	\$9,337,052	2.74%
State Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Federal Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$9,083,902	\$9,239,640	1.71%	\$9,058,800	-1.96%	\$9,198,927	1.55%	\$8,500,000	-7.60%	\$8,982,932	5.68%	\$9,088,143	1.17%	\$9,337,052	2.74%
EXPENDITURES															
Salary	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Employee Benefits	\$8,206,313	\$8,352,495	1.78%	\$8,015,741	-4.03%	\$8,312,055	3.70%	\$8,425,000	1.36%	\$8,696,838	3.23%	\$8,998,112	3.46%	\$9,248,513	2.78%
Purchased Services	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Capital Outlay	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Objects	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Non-Capitalized Equipment	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$8,206,313	\$8,352,495	1.78%	\$8,015,741	-4.03%	\$8,312,055	3.70%	\$8,425,000	1.36%	\$8,696,838	3.23%	\$8,998,112	3.46%	\$9,248,513	2.78%
SURPLUS/(DEFICIT)	\$877,589	\$887,145		\$1,043,059		\$886,872		\$75,000		\$286,095		\$90,031		\$88,539	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FINANCING SOURCES/(USES)	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	\$877,589	\$887,145		\$1,043,059		\$886,872		\$75,000		\$286,095		\$90,031		\$88,539	
BEGINNING FUND BALANCE	\$6,288,091	\$7,165,680		\$8,052,825		\$9,095,884		\$9,982,756		\$10,057,756		\$10,343,851		\$10,433,881	
ENDING FUND BALANCE	\$7,165,680	\$8,052,825		\$9,095,884		\$9,982,756		\$10,057,756		\$10,343,851		\$10,433,881		\$10,522,421	
FUND BALANCE AS % OF EXPENDITURES	87.32%	96.41%		113.48%		120.10%		119.38%		118.94%		115.96%		113.77%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	10.48	11.57		13.62		14.41		14.33		14.27		13.91		13.65	

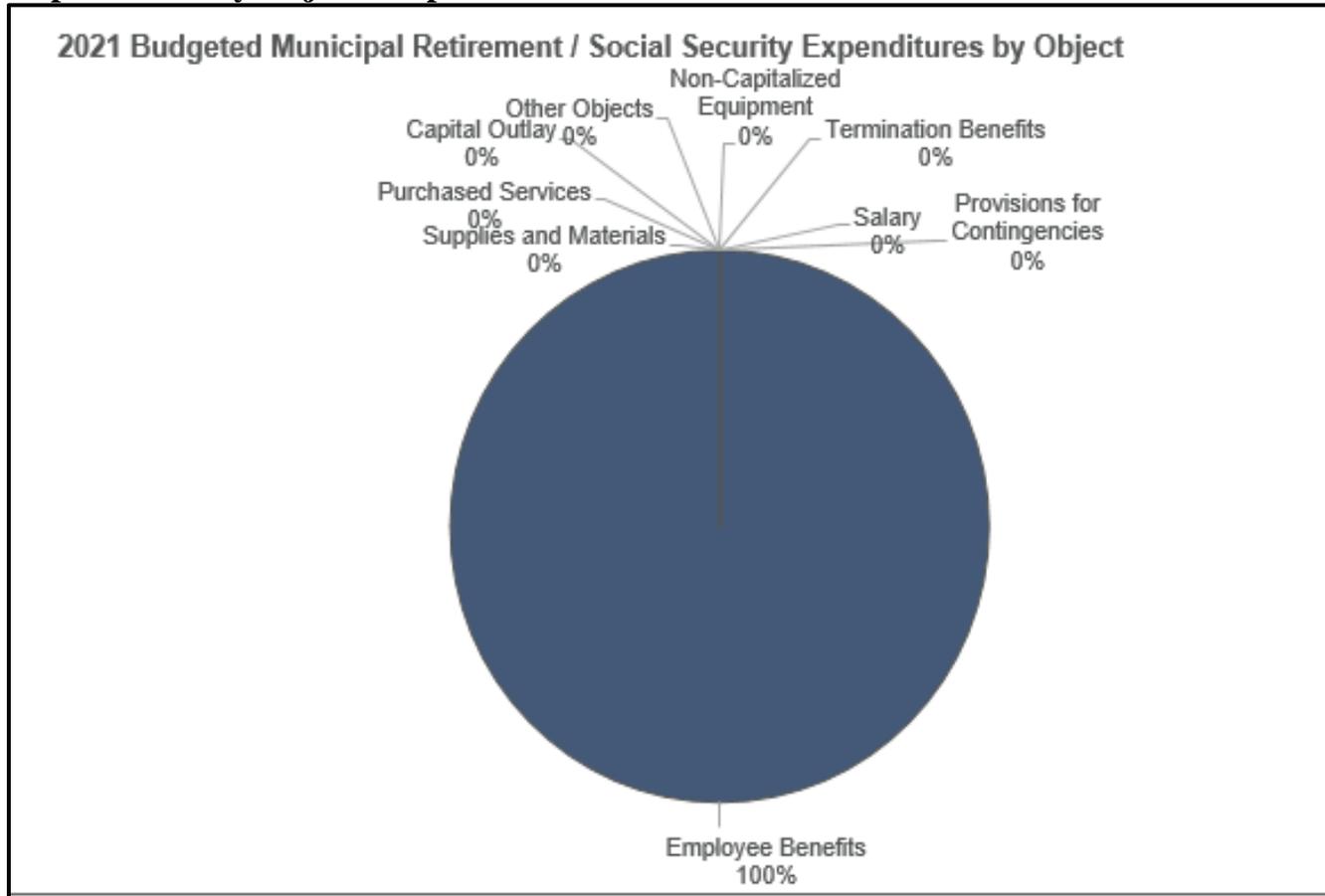
Municipal Retirement/Social Security Fund

Chart 3.44 Revenues by Source Graph



Municipal Retirement/Social Security Fund

Chart 3.45 Expenditures by Object Graph



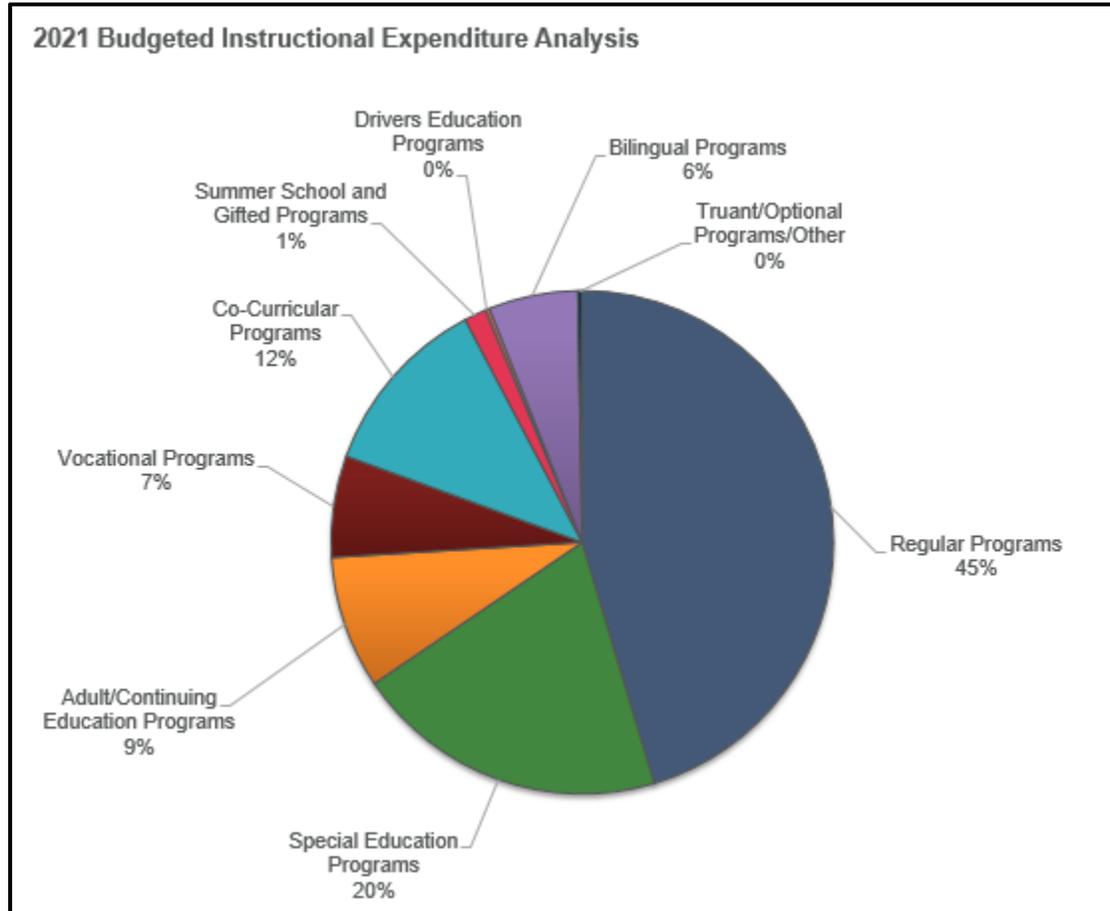
Municipal Retirement/Social Security Fund

Chart 3.46 Expenditures by Function Chart

Municipal Retirement / Social Security Fund															
Expenditures By Function															
INSTRUCTION	ACTUAL	ACTUAL	% Δ	ACTUAL	% Δ	ACTUAL	% Δ	BUDGET	% Δ	PROJECTED	% Δ	PROJECTED	% Δ	PROJECTED	
	FY 2017	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022		FY 2023		FY 2024	
Regular Programs	\$1,541,768	\$1,559,516	1.15%	\$1,552,373	-0.46%	\$1,609,141	3.66%	\$1,658,196	3.05%	\$1,710,976	3.18%	\$1,765,763	3.20%	\$1,806,689	2.32%
Special Education Programs	\$721,070	\$768,057	6.52%	\$776,687	1.12%	\$822,458	5.89%	\$736,010	-10.51%	\$759,725	3.22%	\$785,844	3.44%	\$807,348	2.74%
Adult/Continuing Education Programs	\$204,603	\$262,972	28.53%	\$253,521	-3.59%	\$258,152	1.83%	\$311,518	20.67%	\$321,642	3.25%	\$333,235	3.60%	\$343,333	3.03%
Vocational Programs	\$187,746	\$214,541	14.27%	\$192,355	-10.34%	\$235,093	22.22%	\$238,843	1.60%	\$246,460	3.19%	\$254,439	3.24%	\$260,497	2.38%
Co-Curricular Programs	\$418,961	\$421,646	0.64%	\$414,942	-1.59%	\$434,860	4.80%	\$427,995	-1.58%	\$441,772	3.22%	\$456,876	3.42%	\$469,225	2.70%
Summer School and Gifted Programs	\$64,617	\$54,229	-16.08%	\$57,318	5.70%	\$41,344	-27.87%	\$51,892	25.51%	\$53,566	3.22%	\$55,413	3.45%	\$56,941	2.76%
Drivers Education Programs	\$16,512	\$17,348	5.06%	\$10,760	-37.98%	\$10,158	-5.59%	\$9,794	-3.58%	\$10,099	3.11%	\$10,377	2.76%	\$10,534	1.52%
Bilingual Programs	\$186,766	\$182,857	-2.09%	\$170,627	-6.69%	\$195,189	14.40%	\$209,701	7.43%	\$216,447	3.22%	\$223,822	3.41%	\$229,826	2.68%
Truant/Optional Programs/Other	\$16,084	\$18,956	17.86%	\$13,547	-28.53%	\$15,287	12.84%	\$10,626	-30.49%	\$10,969	3.23%	\$11,348	3.46%	\$11,662	2.77%
TOTAL INSTRUCTION	\$3,358,127	\$3,500,122	4.23%	\$3,442,130	-1.66%	\$3,621,682	5.22%	\$3,654,575	0.91%	\$3,771,655	3.20%	\$3,897,117	3.33%	\$3,996,055	2.54%
SUPPORT SERVICES															
Pupils	\$881,141	\$922,299	4.67%	\$898,417	-2.59%	\$933,609	3.92%	\$934,541	0.10%	\$964,731	3.23%	\$998,376	3.49%	\$1,026,571	2.82%
Instructional Staff	\$481,242	\$482,655	0.29%	\$465,114	-3.63%	\$473,599	1.82%	\$487,131	2.86%	\$502,872	3.23%	\$520,440	3.49%	\$535,193	2.83%
General Administration	\$126,543	\$125,763	-0.62%	\$123,628	-1.70%	\$131,929	6.71%	\$145,028	9.93%	\$149,736	3.25%	\$155,097	3.58%	\$159,732	2.99%
School Administration	\$363,142	\$362,795	-0.10%	\$342,193	-5.68%	\$361,243	5.57%	\$363,660	0.67%	\$375,380	3.22%	\$388,298	3.44%	\$398,945	2.74%
Business Operations	\$2,521,230	\$2,482,856	-1.52%	\$2,292,546	-7.66%	\$2,350,300	2.52%	\$2,387,648	1.59%	\$2,465,334	3.25%	\$2,554,749	3.63%	\$2,633,189	3.07%
Central Administration	\$437,480	\$436,056	-0.33%	\$427,197	-2.03%	\$418,591	-2.01%	\$425,467	1.64%	\$439,305	3.25%	\$455,203	3.62%	\$469,114	3.06%
Other	\$9,361	\$7,688	-17.87%	\$0	-100.00%	\$0		\$0		\$0		\$0		\$0	
TOTAL SUPPORT SERVICES	\$4,820,139	\$4,820,112	0.00%	\$4,549,095	-5.62%	\$4,669,271	2.64%	\$4,743,476	1.59%	\$4,897,357	3.24%	\$5,072,162	3.57%	\$5,222,743	2.97%
COMMUNITY SERVICES	\$28,047	\$32,261	15.02%	\$24,516	-24.01%	\$21,102	-13.93%	\$26,949	27.71%	\$27,826	3.25%	\$28,833	3.62%	\$29,714	3.06%
PAYMENTS TO OTHER GOVERNMENTAL UNITS	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$8,206,313	\$8,352,495	1.78%	\$8,015,741	-4.03%	\$8,312,055	3.70%	\$8,425,000	1.36%	\$8,696,838	3.23%	\$8,998,112	3.46%	\$9,248,513	2.78%

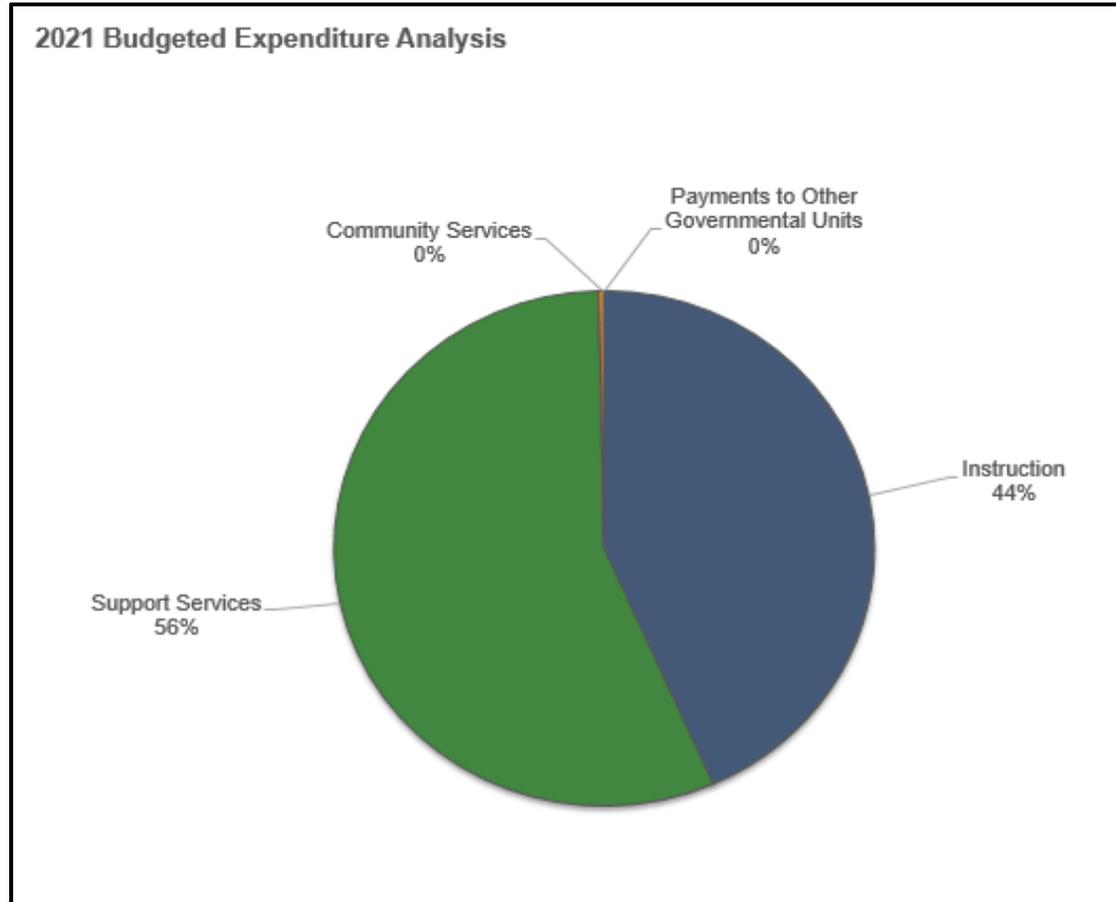
Municipal Retirement/Social Security Fund

Chart 3.47 Instructional Expenditures Analysis Graph



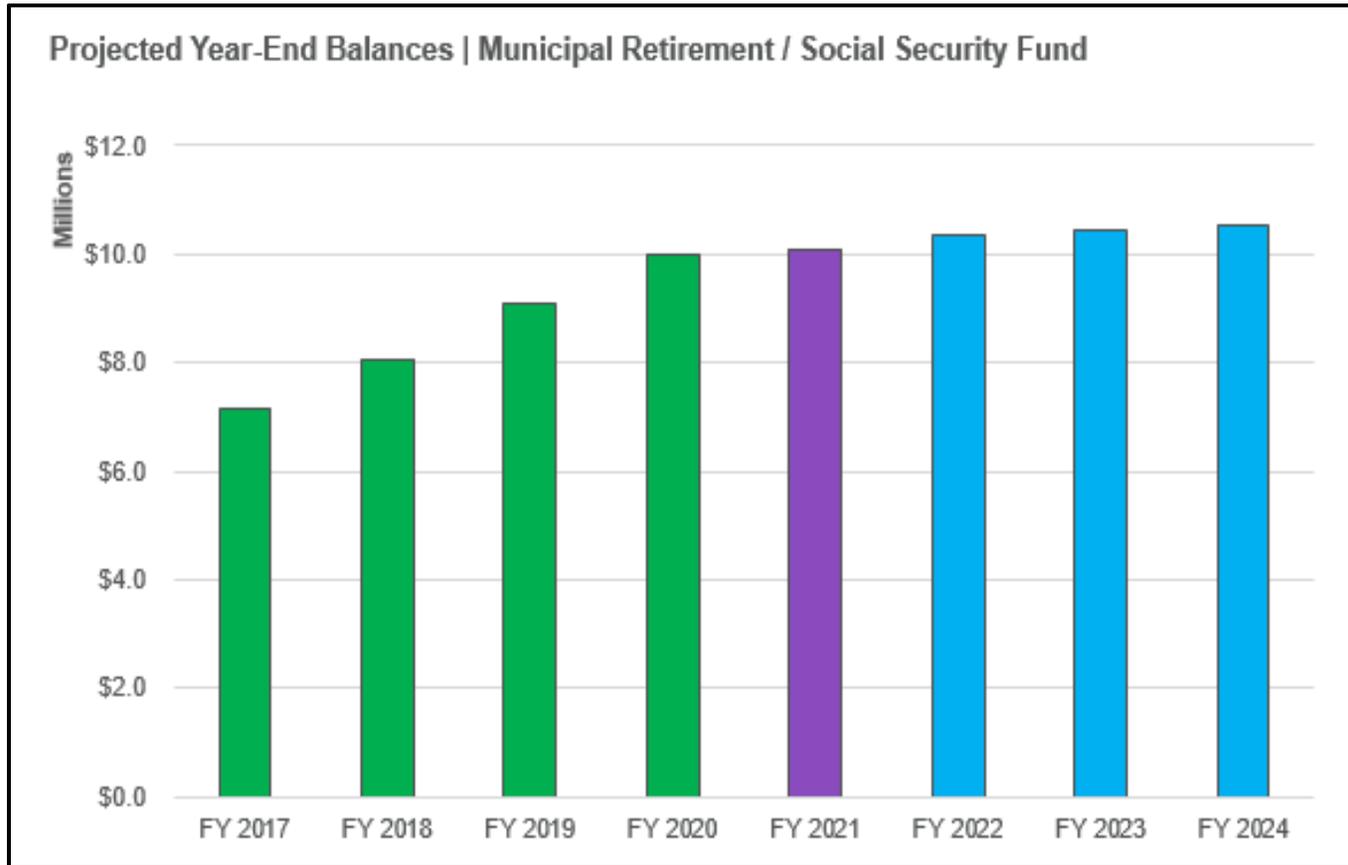
Municipal Retirement/Social Security Fund

Chart 3.48 Budgeted Expenditure Analysis



Municipal Retirement/Social Security Fund

Chart 3.49 Projected Year-End Balances – Municipal Retirement/Social Security Fund



CAPITAL PROJECTS FUND

The Capital Projects Fund is for revenue and expenditures relating to construction costs.

Revenue

Revenue for the Capital Projects Fund is not provided from local property taxes. The funding source is generally bonding or debt certificate issuance. Historically, the District has bonded for capital programs to match long-term assets with long-term debt. Capital Projects bond proceeds would be restricted for capital and maintenance projects to improve sites, build and equip additions, and alter, repair and equip buildings. The last debt certificates were issued in November 2009.

As the Capital Projects Fund cannot be levied for, and bonding for Capital Projects is not an option at this time, other sources of funding have been determined. Cost containment initiatives not affecting programs, reallocating a portion of CPPRT revenue, and a transfer from the O & M Fund will be used to fund Capital Projects.

Expenditures

Expenditures include actual construction costs, purchase of land and other site costs, new landscaping, newly built parking lots, sidewalks, utility connections, and other items directly related to the construction project.

District 214 is comprised of eight campuses (7 main buildings and a CLS house). The oldest building in the District is Prospect High School, which was built in 1957. District 214 prides itself on outstanding and continual upkeep and improvement to its facilities. The Capital Projects Program (CPP), formerly known as the Facilities Improvement Program and Major Maintenance has been in operation since 1985. Its purpose has been to identify and fund large capital expenditures for additions, renovation, remodeling or renewal of our facilities. Projects that fall under the CPP include, for example, roof replacement, tuck-pointing, parking lots, sidewalks, fencing, carpeting and other flooring, fire alarms, additional facilities, modernization of instructional spaces, improvement of grounds spaces, and other capital improvement work.

Chart 3.50 Building Square Footage

Name of Bldg	Year Built	Square Footage
Prospect	1957	359,828
Forest View	1962	322,184
Wheeling	1964	353,409
Elk Grove	1966	351,226
John Hersey	1968	364,847
Rolling Meadows	1971	386,068
Buffalo Grove	1973	429,068

The District's five-year Capital Projects Program is a budget planning tool in which the projects are determined by budget, instructional needs, school requests, and maintenance concerns. The plan is a proactive approach to facilitate the highest priority curricular and maintenance needs over a five-year period. Data is collected from the instructional leadership regarding curricular-driven renovations or enhancements. Recommendations are sought from the Buildings and Grounds staff concerning building maintenance and repair. District architects, engineers, and specialty consultants assist to prioritize the CPP. Data is updated annually and adjusted based on current need.

Projects solicited for inclusion into the CPP will be reviewed against the Facility Priority Matrix and ranked using a four-pass system. Each project will be assigned a project number for tracking and accountability purposes, and then individually scored for placement in the long-range capital plan against other competing projects. Proposed projects are reviewed by the Director of Operations, Associate Superintendent for Finance and Operations, and the Superintendent. The Superintendent makes a recommendation to the Board of Education for final approval of projects. Due to the need to replace/repair roofing and building envelopes, the 2020-2021 and 2021-2022 fiscal years face additional expenses. Transfers will be made from the Operations and Maintenance Fund to assist the fund balance within the Capital Projects Fund for the next several years (through 2030). The amount budgeted in the future years will level out the revenue/transfer to the expenditures.

District 214 has entered into turf field partnership agreements with four park districts, a soccer organization, and a university for turf fields at six of our facilities. The partners have agreed to reimburse the District for a portion of the costs of the Turf Project in exchange for certain commitments from the District for use of the Stadium during agreed upon hours. The constituencies of the partnerships will be more effectively and economically served by sharing the costs of the Turf Project.

District 214 entered into an agreement with Robert Morris University (RMU). During 2019, RMU was integrated with Roosevelt University. Roosevelt University has completed some cosmetic adjustments. They plan to continue with the agreement that was in effect prior to this integration:

- maintenance and upkeep of certain Stadium improvements
 - turf surface at the Stadium
 - press box at the Stadium, including handicap accessibility
 - scoreboard
- construction and use of the Field House
- expanded use of the Stadium
- continued use of the Training Facility
- use of certain classrooms

Fund Balance

The fund balance in this fund is depleted as capital projects are completed. The auditor has determined approximately \$18.7 million is categorized as assigned in the Capital Projects Fund Balance.

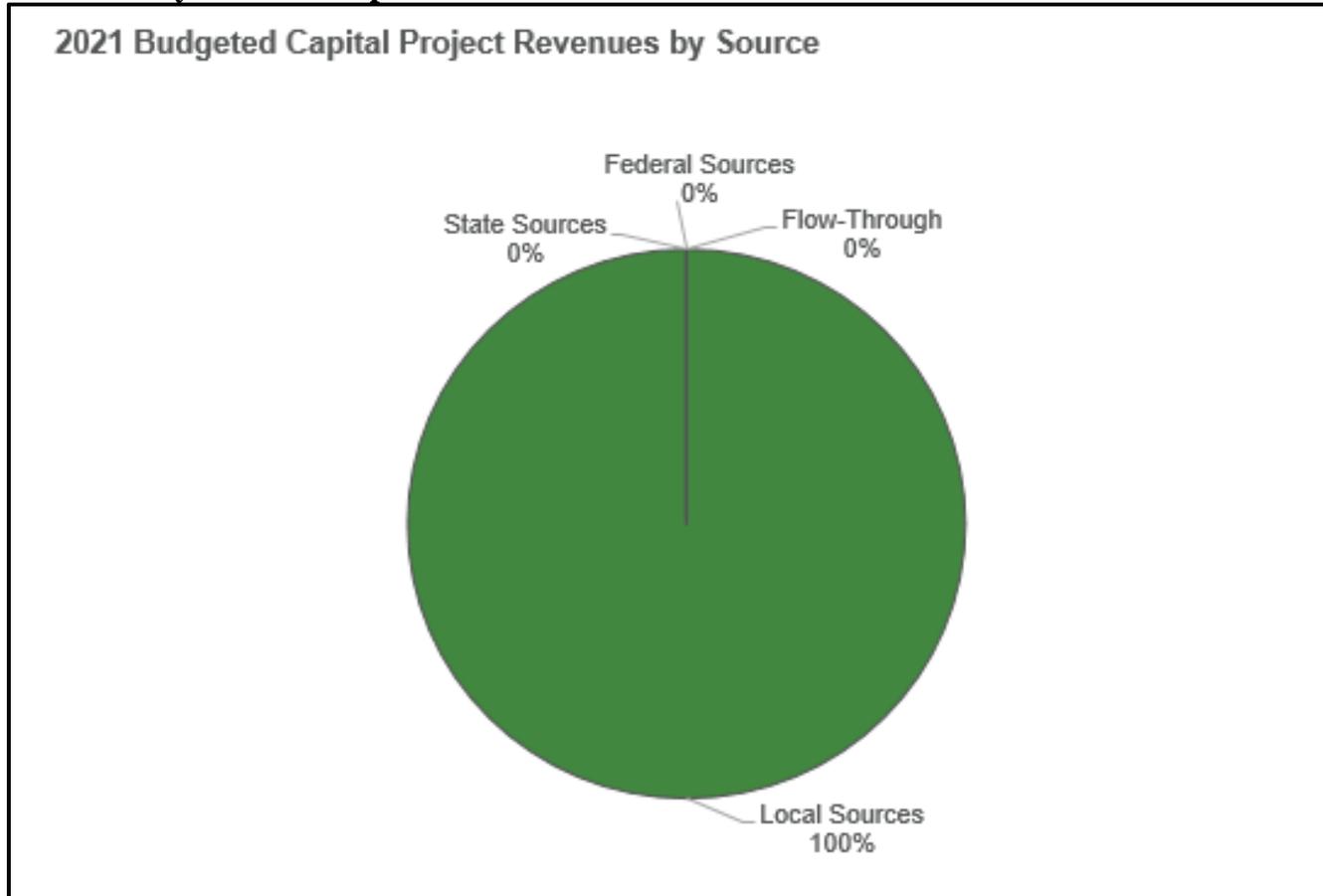
Capital Projects Fund

Chart 3.51 Revenues by Source and Expenditures by Object Chart

Capital Projects Fund															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	ESTIMATE FY 2022	% Δ	ESTIMATE FY 2023	% Δ	ESTIMATE FY 2024	% Δ
REVENUES															
Local Sources	\$3,012,291	\$1,524,230	-49.40%	\$491,916	-67.73%	\$7,300,120	1384.02%	\$2,700,000	-63.01%	\$2,700,000	0.00%	\$2,650,000	-1.85%	\$2,650,000	0.00%
State Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Federal Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$3,012,291	\$1,524,230	-49.40%	\$491,916	-67.73%	\$7,300,120	1384.02%	\$2,700,000	-63.01%	\$2,700,000	0.00%	\$2,650,000	-1.85%	\$2,650,000	0.00%
EXPENDITURES															
Salary	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Employee Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Purchased Services	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Capital Outlay	\$6,379,560	\$18,533,508	190.51%	\$13,130,645	-29.15%	\$7,613,240	-42.02%	\$20,000,000	162.70%	\$16,000,000	-20.00%	\$8,000,000	-50.00%	\$8,000,000	0.00%
Other Objects	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Non-Capitalized Equipment	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$6,379,560	\$18,533,508	190.51%	\$13,130,645	-29.15%	\$7,613,240	-42.02%	\$20,000,000	162.70%	\$16,000,000	-20.00%	\$8,000,000	-50.00%	\$8,000,000	0.00%
SURPLUS/(DEFICIT)	(\$3,367,269)	(\$17,009,278)		(\$12,638,729)		(\$313,120)		(\$17,300,000)		(\$13,300,000)		(\$5,350,000)		(\$5,350,000)	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$17,400,000	\$12,000,000		\$4,500,000		\$5,300,000		\$5,100,000		\$5,000,000		\$4,800,000		\$4,500,000	
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FINANCING SOURCES/(USES)	\$17,400,000	\$12,000,000		\$4,500,000		\$5,300,000		\$5,100,000		\$5,000,000		\$4,800,000		\$4,500,000	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	\$14,032,731	(\$5,009,278)		(\$8,138,729)		\$4,986,880		(\$12,200,000)		(\$8,300,000)		(\$550,000)		(\$850,000)	
BEGINNING FUND BALANCE	\$12,767,865	\$26,800,596		\$21,791,318		\$13,652,589		\$18,639,469		\$6,439,469		(\$1,860,531)		(\$2,410,531)	
ENDING FUND BALANCE	\$26,800,596	\$21,791,318		\$13,652,589		\$18,639,469		\$6,439,469		(\$1,860,531)		(\$2,410,531)		(\$3,260,531)	
FUND BALANCE AS % OF EXPENDITURES	420.10%	117.58%		103.98%		244.83%		32.20%		-11.63%		-30.13%		-40.76%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	50.41	14.11		12.48		29.38		3.86		(1.40)		(3.62)		(4.89)	

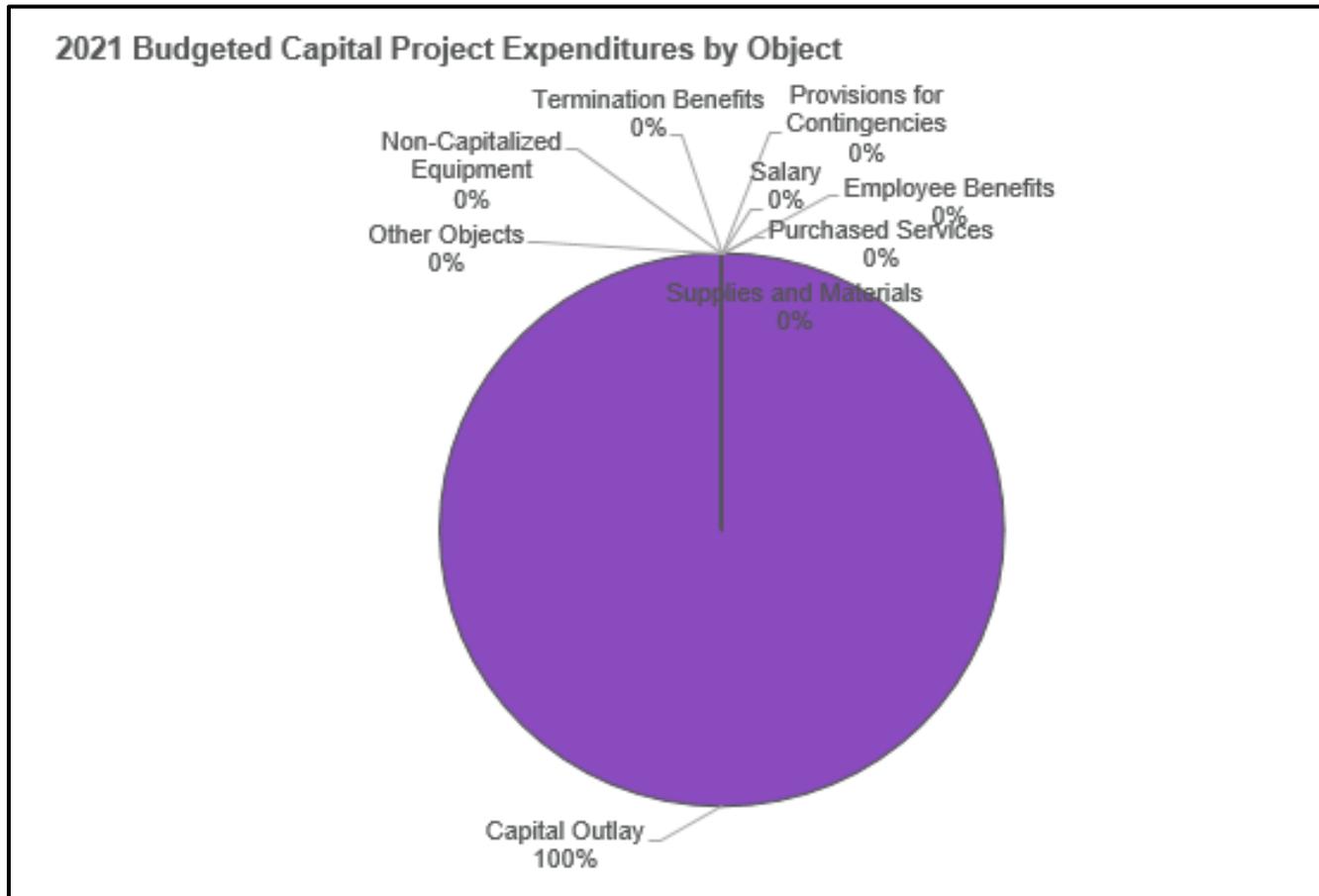
Capital Projects Fund

Chart 3.52 Revenues by Source Graph



Capital Projects Fund

Chart 3.53 Expenditures by Object Graph



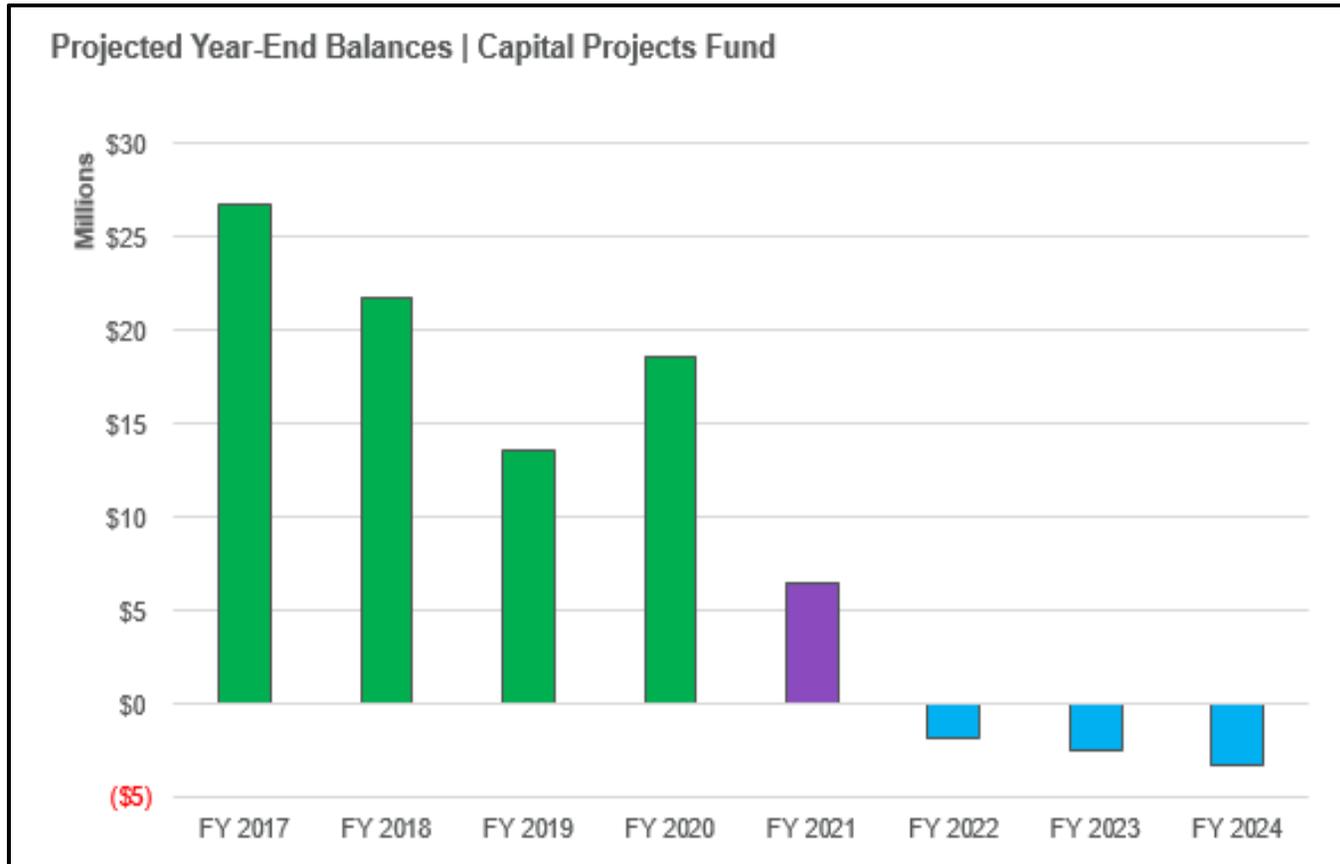
Capital Projects Fund

Chart 3.54 Expenditures by Function Chart

Capital Projects Fund															
Expenditures By Function															
	ACTUAL	ACTUAL		ACTUAL		ACTUAL		BUDGET		PROJECTED		PROJECTED		PROJECTED	
	FY 2017	FY 2018	% Δ	FY 2019	% Δ	FY 2020	% Δ	FY 2021	% Δ	FY 2022	% Δ	FY 2023	% Δ	FY 2024	% Δ
INSTRUCTION															
Regular Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Special Education Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Adult/Continuing Education Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Vocational Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Co-Curricular Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Summer School and Gifted Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Drivers Education Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Bilingual Programs	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Truant/Optional Programs/Other	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL INSTRUCTION	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
SUPPORT SERVICES															
Pupils	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Instructional Staff	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
General Administration	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
School Administration	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Business Operations	\$6,379,560	\$18,533,508	190.51%	\$13,130,645	-29.15%	\$7,613,240	-42.02%	\$20,000,000	162.70%	\$16,000,000	-20.00%	\$8,000,000	-50.00%	\$8,000,000	0.00%
Central Administration	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL SUPPORT SERVICES	\$6,379,560	\$18,533,508	190.51%	\$13,130,645	-29.15%	\$7,613,240	-42.02%	\$20,000,000	162.70%	\$16,000,000	-20.00%	\$8,000,000	-50.00%	\$8,000,000	0.00%
COMMUNITY SERVICES	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
PAYMENTS TO OTHER GOVERNMENTAL UNITS	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$6,379,560	\$18,533,508	190.51%	\$13,130,645	-29.15%	\$7,613,240	-42.02%	\$20,000,000	162.70%	\$16,000,000	-20.00%	\$8,000,000	-50.00%	\$8,000,000	0.00%

Capital Projects Fund

Chart 3.55 Projected Fund Balance – Capital Projects Fund



WORKING CASH FUND

The Working Cash Fund is to account for financial resources held by the District which may be temporarily loaned to other funds.

Revenue

Revenue for the Working Cash Fund is provided from local property taxes and investment earnings. The Working Cash Fund is a fund limited by “tax caps”. The legal maximum allowable rate is \$.05 per \$100 of EAV.

Expenditures

In previous years, transfers of Working Cash Interest have been made to the operating funds. These transfers are made on a year-by-year decision.

Fund Balance

Due to the heavy reliance on property taxes, the District receives its primary revenue in two installments, one installment in the spring and one in the fall. This creates a need for fund balances in order to meet the operating demands of the District between property tax payments. The Working Cash Fund is to account for financial resources held by the District which may be temporarily loaned to other funds.

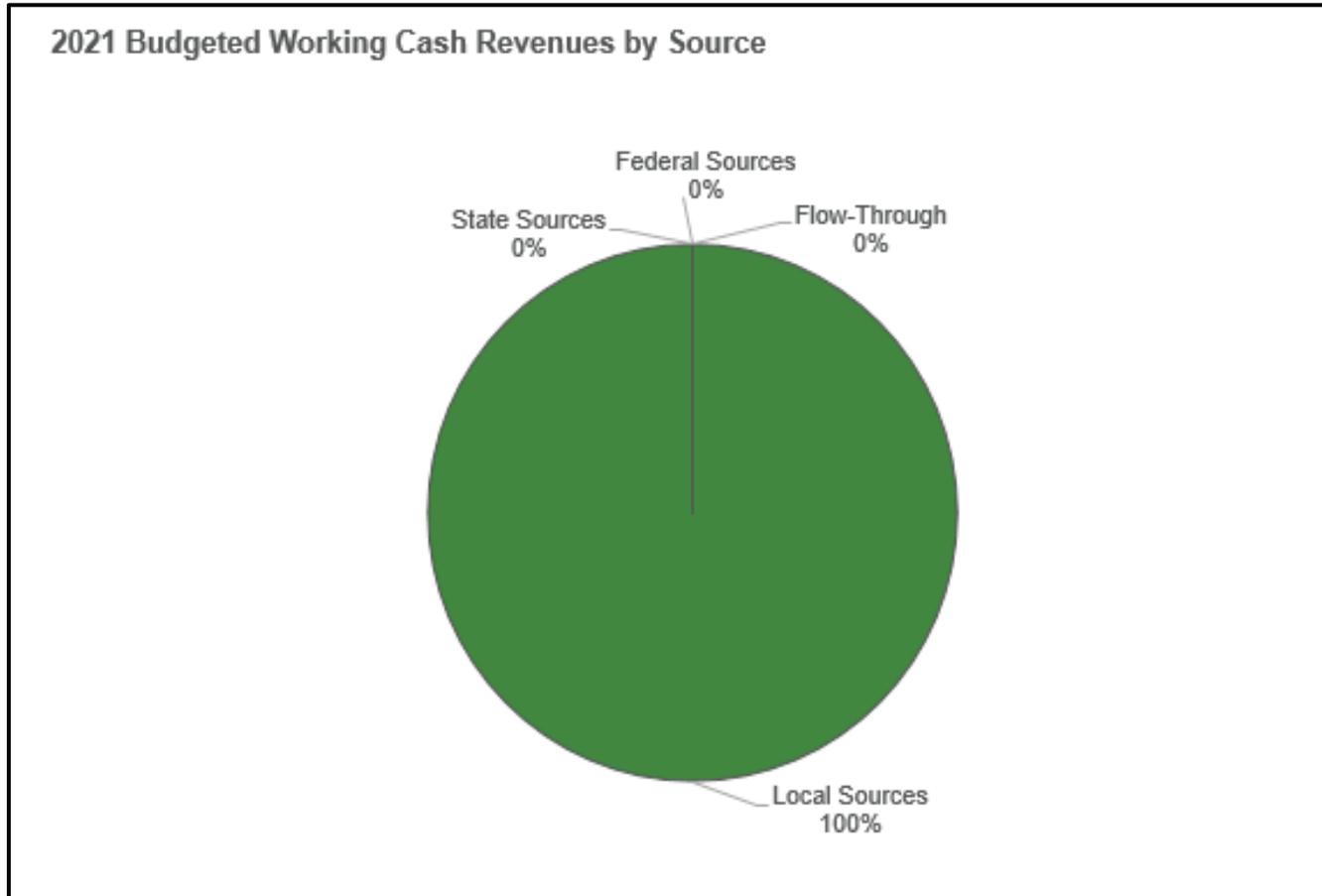
Working Cash Fund

Chart 3.56 Revenues by Source and Expenditures by Object Chart

Working Cash Fund															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$135,778	\$770,218	467.26%	\$4,159,810	440.08%	\$3,053,051	-26.61%	\$1,800,000	-41.04%	\$3,913,037	117.39%	\$3,939,185	0.67%	\$4,050,682	2.83%
State Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Federal Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$135,778	\$770,218	467.26%	\$4,159,810	440.08%	\$3,053,051	-26.61%	\$1,800,000	-41.04%	\$3,913,037	117.39%	\$3,939,185	0.67%	\$4,050,682	2.83%
EXPENDITURES															
Salary	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Employee Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Purchased Services	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Capital Outlay	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Objects	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Non-Capitalized Equipment	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
SURPLUS/(DEFICIT)	\$135,778	\$770,218		\$4,159,810		\$3,053,051		\$1,800,000		\$3,913,037		\$3,939,185		\$4,050,682	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	(\$11,900,000)	(\$7,000,000)		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FINANCING SOURCES/(USES)	(\$11,900,000)	(\$7,000,000)		\$0		\$0		\$0		\$0		\$0		\$0	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	(\$11,764,222)	(\$6,229,782)		\$4,159,810		\$3,053,051		\$1,800,000		\$3,913,037		\$3,939,185		\$4,050,682	
BEGINNING FUND BALANCE	\$29,112,306	\$17,348,084		\$11,118,302		\$15,278,112		\$18,331,163		\$20,131,163		\$24,044,200		\$27,983,385	
ENDING FUND BALANCE	\$17,348,084	\$11,118,302		\$15,278,112		\$18,331,163		\$20,131,163		\$24,044,200		\$27,983,385		\$32,034,067	
FUND BALANCE AS % OF EXPENDITURES	0.00%	0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	0.00	0.00		0.00		0.00		0.00		0.00		0.00		0.00	

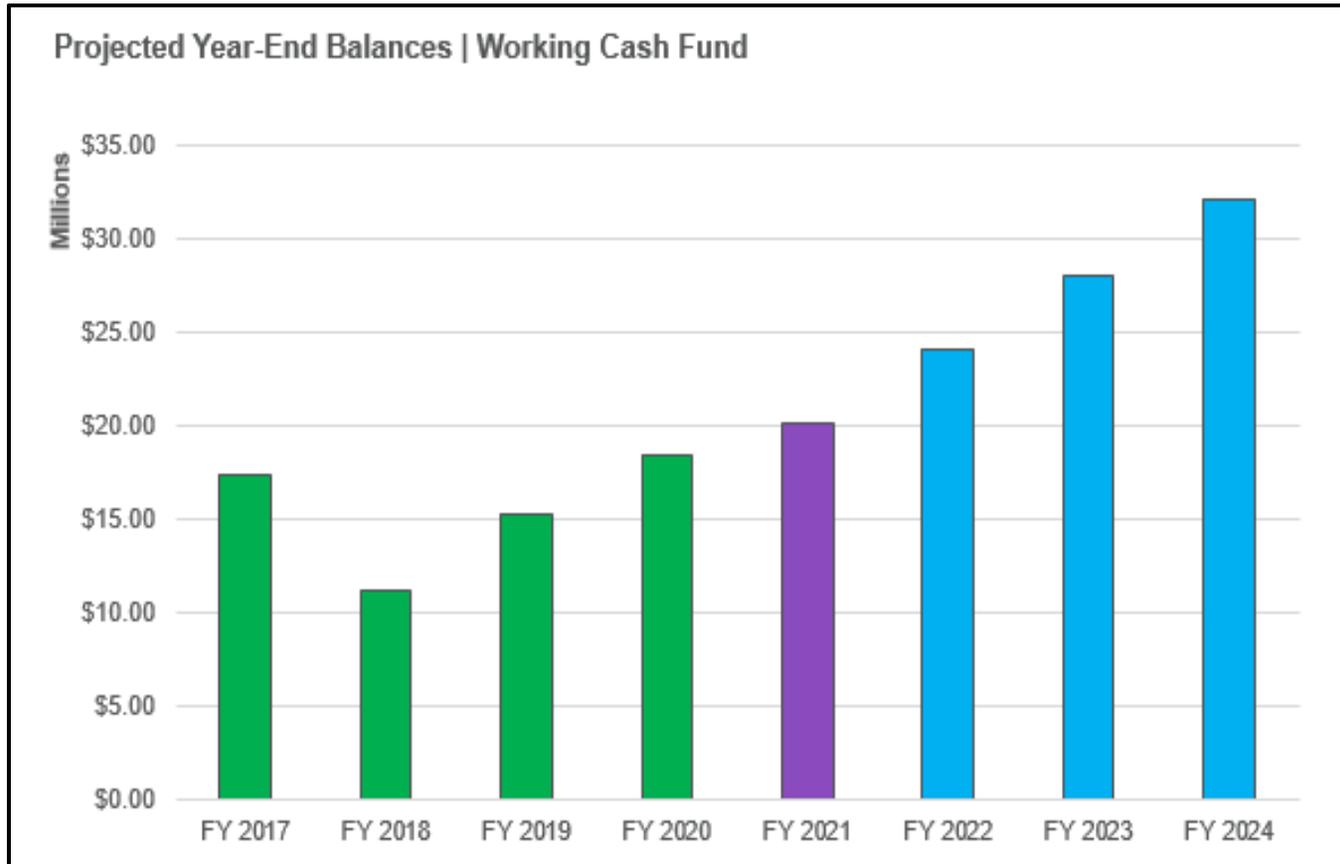
Working Cash Fund

Chart 3.57 Revenues by Source Graph



Working Cash Fund

Chart 3.58 Projected Fund Balance – Working Cash Fund



TORT FUND

The Tort Fund is for revenue and expenditures related to legal and insurance needs of the District. Beginning in FY2009 ISBE required school districts to report their separate Tort Immunity tax levies and accumulated reserves in a separate fund rather than as a component of the Education Fund.

Revenue

Revenue for the Tort Immunity Fund is provided from local property taxes. Although there is no tax rate limit, the Tort Immunity Fund is a part of the “tax cap” extension limitation and is therefore limited much the same as the other funds under the “tax cap.” The Tort Fund revenues and expenditures have been reallocated to the Education fund based on auditor recommendations. During fiscal year 2021, \$0 are levied and budgeted in the Tort Fund revenue.

Expenditures

The Tort Fund revenues and expenditures have been reallocated to the Education fund based on auditor recommendations. During fiscal year 2021, \$0 are levied and budgeted in the Tort Fund expenditure.

Fund Balance

The Tort Fund balance will continue to be \$0 during FY 2021.

LIFE SAFETY FUND

The Life Safety Fund is to account for state approved fire prevention and safety construction projects through the issuance of general obligation bonded debt.

Revenue

Revenue for the Life Safety Fund is not provided from local property taxes. The funding source is generally bonding or debt certificate issuance. The Life Safety Fund is a fund limited by “tax caps.” The new legal maximum allowable rate is \$0.10 per \$100 of EAV. The category titled “Other Local Sources” is interest earnings. The District must have Life Safety amendments approved and on file at the State to collect the Life Safety levy.

During fiscal year 2021, \$0 are levied and budgeted in the Life Safety Fund revenue.

Expenditures

The District completed the fiscal year 2014 projects that were approved in the life safety master plan. These projects included miscellaneous work to reach substantial completion on the life safety projects. During fiscal year 2021, \$0 are levied and budgeted in the Life Safety Fund expenditure.

Fund Balance

The Life Safety Fund balance will continue to be \$0 during FY 2021.

**INFORMATIONAL
SECTION**

Governmental Funds Source of Revenue Increases

Chart 4.01 Changes in Source of Revenue (In Percentages) Chart

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Local Funds	2.63%	3.39%	0.60%	2.17%	0.50%	1.34%	3.72%	3.39%	-1.23%
State Funds	9.50%	-4.50%	2.48%	-24.55%	10.54%	32.37%	0.25%	-6.80%	-2.76%
Federal Funds	190.57%	-61.19%	-4.69%	-15.08%	-8.30%	31.61%	-9.74%	-15.87%	-0.36%
Total Government Funds	7.94%	-1.67%	0.58%	-0.11%	0.82%	3.71%	3.12%	2.25%	-1.31%

This represents the history of the change in revenue for the past nine years.

Chart 4.02 Government Funds – Fund Balance Graph

Summary of Fund Balances						
All Funds						
	Beginning Balance	Revenue	Expenditure	Excess (Deficit)	Financing Sources (Uses)	Ending Balance
Educational	\$86,828,976	\$208,100,000	\$209,900,000	(\$1,800,000)	\$0	\$85,028,976
Operations and Maintenance	\$28,365,333	\$30,900,000	\$25,400,000	\$5,500,000	(\$5,100,000)	\$28,765,333
Debt Service	\$1,402,070	\$3,400,000	\$3,400,000	\$0	\$0	\$1,402,070
Transportation	\$18,381,838	\$14,600,000	\$15,000,000	(\$400,000)	\$0	\$17,981,838
Municipal Retirement	\$9,982,756	\$8,500,000	\$8,425,000	\$75,000	\$0	\$10,057,756
Capital Projects	\$18,639,469	\$2,700,000	\$20,000,000	(\$17,300,000)	\$5,100,000	\$6,439,469
Working Cash	\$18,331,163	\$1,800,000	\$0	\$1,800,000	\$0	\$20,131,163
Tort	\$0	\$0	\$0	\$0	\$0	\$0
Life Safety	\$0	\$0	\$0	\$0	\$0	\$0
	<u>\$181,931,605</u>	<u>\$270,000,000</u>	<u>\$282,125,000</u>	<u>(\$12,125,000)</u>	<u>\$0</u>	<u>\$169,806,605</u>

The ending fund balance projected for Government Funds as of June 30, 2021 is \$169,806,605.

Chart 4.03 Governmental Funds – Expenditure by Program and Object

All Governmental Funds															
Expenditures By Program and Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
Instruction															
Regular Programs															
Salaries	\$60,351,724	\$61,635,144	2.13%	\$61,341,050	-0.48%	\$63,134,327	2.92%	\$64,315,899	1.87%	\$66,097,730	2.77%	\$67,695,855	2.42%	\$68,212,371	0.76%
Employee Benefits	\$12,035,887	\$11,321,658	-5.93%	\$11,255,598	-0.58%	\$11,307,111	0.46%	\$13,835,720	22.36%	\$13,908,251	0.52%	\$14,400,307	3.54%	\$14,885,523	3.37%
Purchased Services	\$1,250,183	\$1,150,931	-7.94%	\$1,085,967	-5.64%	\$887,181	-18.30%	\$1,573,170	77.32%	\$1,620,365	3.00%	\$1,668,976	3.00%	\$1,719,045	3.00%
Supplies and Materials	\$3,548,996	\$4,044,896	13.97%	\$4,915,693	21.53%	\$5,056,718	2.87%	\$5,233,313	3.49%	\$5,390,312	3.00%	\$5,552,022	3.00%	\$5,718,582	3.00%
Capital Outlay	\$41,309	\$54,802	32.66%	\$34,271	-37.46%	\$954,680	2685.68%	\$46,710	-95.11%	\$48,111	3.00%	\$49,555	3.00%	\$51,041	3.00%
Other Objects	\$40,833	\$136,488	234.26%	\$319,171	133.85%	\$562,751	76.32%	\$614,295	9.16%	\$632,724	3.00%	\$651,706	3.00%	\$671,257	3.00%
Non-Capitalized Equipment	\$1,373,530	\$484,169	-64.75%	\$847,186	74.98%	\$920,115	8.61%	\$750,960	-18.38%	\$773,489	3.00%	\$796,693	3.00%	\$820,594	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Regular Programs	\$78,642,462	\$78,828,088	0.24%	\$79,798,936	1.23%	\$82,822,883	3.79%	\$86,370,067	4.28%	\$88,470,982	2.43%	\$90,815,113	2.65%	\$92,078,415	1.39%
Special Education Programs															
Salaries	\$13,496,176	\$13,481,809	-0.11%	\$13,857,750	2.79%	\$14,529,774	4.85%	\$15,279,672	5.16%	\$15,712,809	2.83%	\$16,114,579	2.56%	\$16,303,036	1.17%
Employee Benefits	\$3,343,821	\$3,185,319	-4.74%	\$3,227,582	1.33%	\$3,277,291	1.54%	\$3,775,309	15.20%	\$3,803,519	0.75%	\$3,940,997	3.61%	\$4,075,921	3.42%
Purchased Services	\$280,245	\$352,827	25.90%	\$360,405	2.15%	\$218,789	-39.29%	\$299,040	36.68%	\$308,011	3.00%	\$317,252	3.00%	\$326,769	3.00%
Supplies and Materials	\$179,183	\$209,272	16.79%	\$175,406	-16.18%	\$133,942	-23.64%	\$186,976	39.59%	\$192,586	3.00%	\$198,363	3.00%	\$204,314	3.00%
Capital Outlay	\$17,993	\$0	-100.00%	\$0		\$0		\$0		\$0		\$0		\$0	
Other Objects	\$481,655	\$454,832	-5.57%	\$352,964	-22.40%	\$255,159	-27.71%	\$682,550	167.50%	\$703,027	3.00%	\$724,117	3.00%	\$745,841	3.00%
Non-Capitalized Equipment	\$31,621	\$69,060	118.40%	\$66,980	-3.01%	\$40,755	-39.15%	\$20,300	-50.19%	\$20,909	3.00%	\$21,536	3.00%	\$22,182	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Special Education Programs	\$17,830,694	\$17,753,119	-0.44%	\$18,041,087	1.62%	\$18,455,710	2.30%	\$20,243,847	9.69%	\$20,740,860	2.46%	\$21,316,844	2.78%	\$21,678,063	1.69%
Adult/Continuing Education Programs															
Salaries	\$1,280,007	\$1,574,917	23.04%	\$1,589,275	0.91%	\$1,525,579	-4.01%	\$2,457,355	61.08%	\$2,541,029	3.41%	\$2,624,484	3.28%	\$2,703,699	3.02%
Employee Benefits	\$255,573	\$313,265	22.57%	\$324,010	3.43%	\$302,808	-6.54%	\$466,694	54.12%	\$476,820	2.17%	\$494,427	3.69%	\$510,777	3.31%
Purchased Services	\$308,962	\$415,973	34.64%	\$405,329	-2.56%	\$272,122	-32.86%	\$525,625	93.16%	\$541,394	3.00%	\$557,366	3.00%	\$574,365	3.00%
Supplies and Materials	\$85,254	\$373,947	338.63%	\$78,033	-79.13%	\$67,241	-13.83%	\$105,940	57.55%	\$109,118	3.00%	\$112,392	3.00%	\$115,764	3.00%
Capital Outlay	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Objects	\$300	\$712	137.33%	\$724	1.69%	\$2,369	227.21%	\$29,407	1141.33%	\$30,289	3.00%	\$31,198	3.00%	\$32,134	3.00%
Non-Capitalized Equipment	\$12,228	\$4,502	-63.18%	\$0	-100.00%	\$0		\$2,000		\$2,060	3.00%	\$2,122	3.00%	\$2,185	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Adult/Continuing Education Programs	\$1,942,324	\$2,683,316	38.15%	\$2,397,371	-10.66%	\$2,170,119	-9.48%	\$3,587,021	65.29%	\$3,700,709	3.17%	\$3,822,258	3.28%	\$3,938,924	3.05%
Vocational Programs															
Salaries	\$6,920,366	\$7,397,512	6.89%	\$7,650,018	3.41%	\$8,315,492	8.70%	\$8,549,773	2.82%	\$8,802,951	2.96%	\$9,020,819	2.47%	\$9,096,885	0.84%
Employee Benefits	\$1,339,966	\$1,315,363	-1.84%	\$1,310,106	-0.40%	\$1,468,138	12.06%	\$1,797,726	22.45%	\$1,808,261	0.59%	\$1,873,023	3.58%	\$1,936,594	3.39%
Purchased Services	\$569,127	\$479,603	-15.73%	\$524,992	9.46%	\$562,339	7.11%	\$266,307	-52.64%	\$274,297	3.00%	\$282,525	3.00%	\$291,001	3.00%
Supplies and Materials	\$659,040	\$479,554	-27.23%	\$639,863	33.43%	\$456,861	-28.60%	\$574,355	25.72%	\$591,585	3.00%	\$609,333	3.00%	\$627,613	3.00%
Capital Outlay	\$392,906	\$261,612	-33.42%	\$296,378	13.29%	\$108,545	-63.38%	\$250,000	130.32%	\$257,500	3.00%	\$265,225	3.00%	\$273,182	3.00%
Other Objects	\$110,806	\$224,732	102.82%	\$194,562	-13.42%	\$117,243	-39.74%	\$230,572	96.66%	\$237,489	3.00%	\$244,614	3.00%	\$251,952	3.00%
Non-Capitalized Equipment	\$239,188	\$79,202	-66.89%	\$171,628	116.70%	\$229,968	33.99%	\$205,050	-10.84%	\$211,202	3.00%	\$217,538	3.00%	\$224,064	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Vocational Programs	\$10,231,399	\$10,237,578	0.06%	\$10,787,547	5.37%	\$11,258,586	4.37%	\$11,873,784	5.46%	\$12,183,284	2.61%	\$12,513,077	2.71%	\$12,701,291	1.50%

Instruction - Continued	ACTUAL	ACTUAL	% Δ	ACTUAL	% Δ	ACTUAL	% Δ	BUDGET	% Δ	PROJECTED	% Δ	PROJECTED	% Δ	PROJECTED	% Δ
	FY 2017	FY 2018		FY 2019		FY 2020		FY 2021		FY 2022		FY 2023		FY 2024	
Co-Curricular Programs															
Salaries	\$8,864,798	\$8,967,495	1.16%	\$9,019,982	0.59%	\$9,187,796	1.86%	\$10,093,699	9.86%	\$10,418,528	3.22%	\$10,728,148	2.97%	\$11,036,360	2.87%
Employee Benefits	\$632,749	\$607,562	-3.98%	\$605,508	-0.34%	\$613,330	1.29%	\$651,772	6.27%	\$666,685	2.29%	\$689,394	3.41%	\$709,059	2.85%
Purchased Services	\$640,589	\$698,893	9.10%	\$776,603	11.12%	\$531,776	-31.53%	\$709,900	33.50%	\$731,197	3.00%	\$753,133	3.00%	\$775,727	3.00%
Supplies and Materials	\$368,656	\$385,214	4.49%	\$388,217	0.78%	\$421,757	8.64%	\$361,250	-14.35%	\$372,088	3.00%	\$383,250	3.00%	\$394,748	3.00%
Capital Outlay	\$0	\$0		\$5,497		\$6,165	12.15%	\$0	-100.00%	\$0		\$0		\$0	
Other Objects	\$246,093	\$256,301	4.15%	\$251,709	-1.79%	\$261,402	3.85%	\$259,125	-0.87%	\$266,899	3.00%	\$274,906	3.00%	\$283,153	3.00%
Non-Capitalized Equipment	\$0	\$5,091		\$0	-100.00%	\$0		\$11,000		\$11,330	3.00%	\$11,670	3.00%	\$12,020	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Co-Curricular Programs	\$10,752,885	\$10,920,556	1.56%	\$11,047,516	1.16%	\$11,022,226	-0.23%	\$12,086,746	9.66%	\$12,466,726	3.14%	\$12,840,500	3.00%	\$13,211,066	2.89%
Summer School and Gifted Programs															
Salaries	\$1,328,758	\$1,263,700	-4.90%	\$1,238,884	-1.96%	\$985,521	-20.45%	\$889,426	-9.75%	\$915,612	2.94%	\$941,351	2.81%	\$965,389	2.55%
Employee Benefits	\$88,100	\$78,476	-10.92%	\$72,150	-8.06%	\$67,758	-6.09%	\$83,214	22.81%	\$85,078	2.24%	\$87,993	3.43%	\$90,532	2.89%
Purchased Services	\$883	\$2,058	133.07%	\$408	-80.17%	\$106	-74.02%	\$14,600	#####	\$15,038	3.00%	\$15,489	3.00%	\$15,954	3.00%
Supplies and Materials	\$4,794	\$7,811	62.93%	\$7,886	0.96%	\$2,457	-68.84%	\$41,600	1593.12%	\$42,848	3.00%	\$44,133	3.00%	\$45,457	3.00%
Capital Outlay	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Objects	\$0	\$0		\$0		\$0		\$20,250		\$20,858	3.00%	\$21,483	3.00%	\$22,128	3.00%
Non-Capitalized Equipment	\$0	\$0		\$0		\$0		\$68,530		\$70,586	3.00%	\$72,703	3.00%	\$74,885	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Summer School and Gifted Programs	\$1,422,535	\$1,352,045	-4.96%	\$1,319,328	-2.42%	\$1,055,842	-19.97%	\$1,117,620	5.85%	\$1,150,019	2.90%	\$1,183,154	2.88%	\$1,214,344	2.64%
Driver's Education Programs															
Salaries	\$1,181,095	\$1,169,462	-0.98%	\$773,555	-33.85%	\$732,475	-5.31%	\$815,684	11.36%	\$838,516	2.80%	\$858,890	2.43%	\$866,978	0.94%
Employee Benefits	\$198,777	\$192,649	-3.08%	\$139,006	-27.84%	\$135,761	-2.33%	\$171,580	26.38%	\$172,007	0.25%	\$178,219	3.61%	\$184,480	3.51%
Purchased Services	\$4,458	\$4,956	11.17%	\$4,132	-16.63%	\$1,784	-56.82%	\$5,600	213.90%	\$5,768	3.00%	\$5,941	3.00%	\$6,119	3.00%
Supplies and Materials	\$10,476	\$13,467	28.55%	\$18,200	35.15%	\$9,549	-47.53%	\$16,800	75.93%	\$17,304	3.00%	\$17,823	3.00%	\$18,358	3.00%
Capital Outlay	\$0	\$76,952		\$0	-100.00%	\$0		\$0		\$0		\$0		\$0	
Other Objects	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Non-Capitalized Equipment	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Driver's Education Programs	\$1,394,806	\$1,457,486	4.49%	\$934,893	-35.86%	\$879,569	-5.92%	\$1,009,664	14.79%	\$1,033,596	2.37%	\$1,060,874	2.64%	\$1,075,936	1.42%
Bilingual Programs															
Salaries	\$4,375,169	\$4,014,900	-8.23%	\$3,964,345	-1.26%	\$4,435,464	11.88%	\$5,156,175	16.25%	\$5,307,523	2.94%	\$5,442,779	2.55%	\$5,501,777	1.08%
Employee Benefits	\$1,109,614	\$988,462	-10.92%	\$1,001,770	1.35%	\$961,150	-4.05%	\$1,402,117	45.88%	\$1,410,459	0.59%	\$1,462,049	3.66%	\$1,513,188	3.50%
Purchased Services	\$9,119	\$15,066	65.22%	\$5,082	-66.27%	\$4,282	-15.74%	\$13,700	219.94%	\$14,111	3.00%	\$14,534	3.00%	\$14,970	3.00%
Supplies and Materials	\$61,344	\$57,381	-6.46%	\$51,932	-9.50%	\$43,186	-16.84%	\$80,094	85.46%	\$82,497	3.00%	\$84,972	3.00%	\$87,521	3.00%
Capital Outlay	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Objects	\$174	\$139	-20.11%	\$0	-100.00%	\$0		\$400		\$412	3.00%	\$424	3.00%	\$437	3.00%
Non-Capitalized Equipment	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Bilingual Programs	\$5,555,420	\$5,075,948	-8.63%	\$5,023,129	-1.04%	\$5,444,082	8.38%	\$6,652,487	22.20%	\$6,815,002	2.44%	\$7,004,759	2.78%	\$7,117,894	1.62%
Truant Alternative / Optional Programs / Other															
Salaries	\$472,436	\$592,609	25.44%	\$464,388	-21.64%	\$478,046	2.94%	\$509,515	6.58%	\$523,672	2.78%	\$536,521	2.45%	\$541,238	0.88%
Employee Benefits	\$60,562	\$84,485	39.50%	\$58,927	-30.25%	\$59,984	1.79%	\$66,602	11.03%	\$66,971	0.55%	\$69,385	3.60%	\$71,799	3.48%
Purchased Services	\$4,385	\$1,030	-76.51%	\$0	-100.00%	\$4,308		\$2,000	-53.57%	\$2,060	3.00%	\$2,122	3.00%	\$2,185	3.00%
Supplies and Materials	\$4,237	\$5,985	41.26%	\$38,754	547.52%	\$2,097	-94.59%	\$3,000	43.06%	\$3,090	3.00%	\$3,183	3.00%	\$3,278	3.00%
Capital Outlay	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Objects	\$3,124,453	\$4,430,862	41.81%	\$4,709,206	6.28%	\$4,625,351	-1.78%	\$3,312,189	-28.39%	\$3,411,555	3.00%	\$3,513,901	3.00%	\$3,619,318	3.00%
Non-Capitalized Equipment	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Truant Alternative / Optional Programs / Other	\$3,666,073	\$5,114,971	39.52%	\$5,271,275	3.06%	\$5,169,786	-1.93%	\$3,893,306	-24.69%	\$4,007,348	2.93%	\$4,125,111	2.94%	\$4,237,819	2.73%

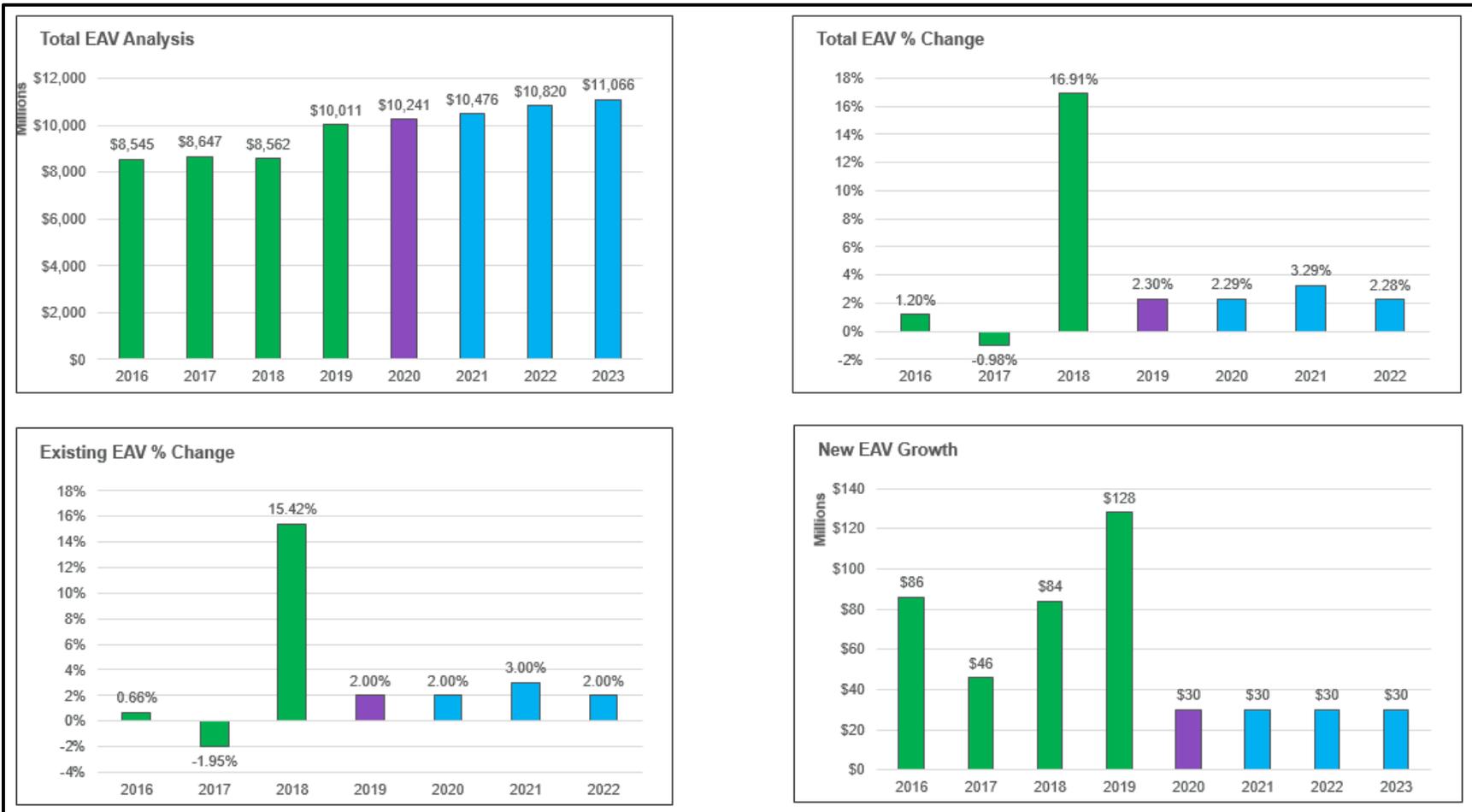
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
Instruction - Continued															
Total Instruction															
Salaries	\$98,270,529	\$100,097,548	1.86%	\$99,899,247	-0.20%	\$103,324,474	3.43%	\$108,067,200	4.59%	\$111,158,369	2.86%	\$113,963,425	2.52%	\$115,227,734	1.11%
Employee Benefits	\$19,065,049	\$18,087,239	-5.13%	\$17,994,657	-0.51%	\$18,193,331	1.10%	\$22,250,733	22.30%	\$22,398,051	0.66%	\$23,195,794	3.56%	\$23,977,873	3.37%
Purchased Services	\$3,067,951	\$3,121,337	1.74%	\$3,162,918	1.33%	\$2,482,687	-21.51%	\$3,409,942	37.35%	\$3,512,241	3.00%	\$3,617,608	3.00%	\$3,726,136	3.00%
Supplies and Materials	\$4,921,980	\$5,577,527	13.32%	\$6,313,984	13.20%	\$6,193,808	-1.90%	\$6,603,328	6.61%	\$6,801,428	3.00%	\$7,005,471	3.00%	\$7,215,635	3.00%
Capital Outlay	\$452,208	\$393,366	-13.01%	\$336,146	-14.55%	\$1,069,390	218.13%	\$296,710	-72.25%	\$305,611	3.00%	\$314,780	3.00%	\$324,223	3.00%
Other Objects	\$4,004,314	\$5,504,066	37.45%	\$5,828,336	5.89%	\$5,824,275	-0.07%	\$5,148,788	-11.60%	\$5,303,252	3.00%	\$5,462,349	3.00%	\$5,626,220	3.00%
Non-Capitalized Equipment	\$1,656,567	\$642,024	-61.24%	\$1,085,794	69.12%	\$1,190,838	9.67%	\$1,057,840	-11.17%	\$1,089,575	3.00%	\$1,122,262	3.00%	\$1,155,930	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Instruction	\$131,438,598	\$133,423,107	1.51%	\$134,621,082	0.90%	\$138,278,803	2.72%	\$146,834,541	6.19%	\$150,568,526	2.54%	\$154,681,689	2.73%	\$157,253,751	1.66%
Support Services															
Pupils															
Salaries	\$14,101,190	\$14,386,096	2.02%	\$14,598,948	1.48%	\$14,830,909	1.59%	\$14,950,431	0.81%	\$15,396,162	2.98%	\$15,812,683	2.71%	\$16,035,921	1.41%
Employee Benefits	\$3,986,276	\$3,686,310	-7.52%	\$3,642,513	-1.19%	\$3,561,347	-2.23%	\$4,098,173	15.07%	\$4,131,077	0.80%	\$4,282,862	3.67%	\$4,432,457	3.49%
Purchased Services	\$935,156	\$967,158	3.42%	\$1,127,508	16.58%	\$1,076,840	-4.49%	\$1,691,428	57.07%	\$1,742,171	3.00%	\$1,794,436	3.00%	\$1,848,269	3.00%
Supplies and Materials	\$102,167	\$100,009	-2.11%	\$107,714	7.70%	\$106,018	-1.57%	\$133,272	25.71%	\$137,270	3.00%	\$141,389	3.00%	\$145,630	3.00%
Capital Outlay	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Objects	\$95	\$350	268.42%	\$0	-100.00%	\$0		\$1,000		\$1,030	3.00%	\$1,061	3.00%	\$1,093	3.00%
Non-Capitalized Equipment	\$3,635	\$9,765	168.64%	\$2,465	-74.76%	\$0	-100.00%	\$5,000		\$5,150	3.00%	\$5,305	3.00%	\$5,464	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Pupils	\$19,128,519	\$19,149,688	0.11%	\$19,479,148	1.72%	\$19,575,114	0.49%	\$20,879,304	6.66%	\$21,412,861	2.56%	\$22,037,735	2.92%	\$22,468,834	1.96%
Instructional Staff															
Salaries	\$8,556,542	\$8,789,552	2.72%	\$9,366,782	6.57%	\$9,525,055	1.69%	\$10,770,355	13.07%	\$11,155,372	3.57%	\$11,448,248	2.63%	\$11,668,815	1.93%
Employee Benefits	\$2,137,176	\$2,077,959	-2.77%	\$2,152,017	3.56%	\$2,138,758	-0.62%	\$2,519,630	17.81%	\$2,551,193	1.25%	\$2,638,631	3.43%	\$2,717,874	3.00%
Purchased Services	\$1,120,185	\$1,487,833	32.82%	\$963,764	-35.22%	\$848,805	-11.93%	\$819,050	-3.51%	\$843,621	3.00%	\$868,930	3.00%	\$894,998	3.00%
Supplies and Materials	\$342,686	\$331,177	-3.36%	\$292,703	-11.62%	\$262,601	-10.28%	\$358,504	36.52%	\$369,259	3.00%	\$380,337	3.00%	\$391,747	3.00%
Capital Outlay	\$8,555	\$0	-100.00%	\$6,560		\$24,912	279.76%	\$27,000	8.38%	\$27,810	3.00%	\$28,644	3.00%	\$29,504	3.00%
Other Objects	\$74,839	\$60,293	-19.44%	\$23,014	-61.83%	\$4,829	-79.02%	\$10,640	120.33%	\$10,959	3.00%	\$11,288	3.00%	\$11,626	3.00%
Non-Capitalized Equipment	\$24,141	\$40,494	67.74%	\$24,656	-39.11%	\$67,671	174.46%	\$70,440	4.09%	\$72,553	3.00%	\$74,730	3.00%	\$76,972	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Instructional Staff	\$12,264,124	\$12,787,308	4.27%	\$12,829,496	0.33%	\$12,872,631	0.34%	\$14,575,619	13.23%	\$15,030,768	3.12%	\$15,450,808	2.79%	\$15,791,536	2.21%
General Administration															
Salaries	\$1,159,076	\$1,160,973	0.16%	\$1,214,065	4.57%	\$1,290,950	6.33%	\$1,270,240	-1.60%	\$1,327,042	4.47%	\$1,374,066	3.54%	\$1,407,534	2.44%
Employee Benefits	\$358,474	\$3,469,898	867.96%	\$10,342,079	198.05%	\$8,379,080	-18.98%	\$446,710	-94.67%	\$453,091	1.43%	\$469,017	3.51%	\$483,772	3.15%
Purchased Services	\$2,339,143	\$1,636,393	-30.04%	\$2,096,357	28.11%	\$3,476,538	65.84%	\$2,967,550	-14.64%	\$3,056,577	3.00%	\$3,148,274	3.00%	\$3,242,722	3.00%
Supplies and Materials	\$9,550	\$3,552	-62.81%	\$5,081	43.05%	\$3,311	-34.84%	\$6,000	81.21%	\$6,180	3.00%	\$6,365	3.00%	\$6,556	3.00%
Capital Outlay	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Objects	\$45,013	\$42,799	-4.92%	\$120,084	180.58%	\$21,217	-82.33%	\$52,400	146.97%	\$53,972	3.00%	\$55,591	3.00%	\$57,259	3.00%
Non-Capitalized Equipment	\$782	\$2,491	218.54%	\$395	-84.14%	\$0	-100.00%	\$3,500		\$3,605	3.00%	\$3,713	3.00%	\$3,825	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total General Administration	\$3,912,038	\$6,316,106	61.45%	\$13,778,061	118.14%	\$13,171,096	-4.41%	\$4,746,400	-63.96%	\$4,900,467	3.25%	\$5,057,027	3.19%	\$5,201,667	2.86%
School Administration															
Salaries	\$7,218,467	\$7,152,379	-0.92%	\$7,100,586	-0.72%	\$7,305,807	2.89%	\$7,407,778	1.40%	\$7,802,107	5.32%	\$8,072,839	3.47%	\$8,287,377	2.66%
Employee Benefits	\$1,960,266	\$1,868,468	-4.68%	\$1,819,995	-2.59%	\$1,841,717	1.19%	\$2,129,711	15.64%	\$2,161,674	1.50%	\$2,233,032	3.30%	\$2,294,023	2.73%
Purchased Services	\$135,330	\$154,238	13.97%	\$136,539	-11.48%	\$99,393	-27.21%	\$124,350	25.11%	\$128,081	3.00%	\$131,923	3.00%	\$135,881	3.00%
Supplies and Materials	\$263,708	\$270,089	2.42%	\$236,309	-12.51%	\$162,264	-31.33%	\$153,705	-5.27%	\$158,316	3.00%	\$163,066	3.00%	\$167,958	3.00%
Capital Outlay	\$12,012	\$0	-100.00%	\$4,686		\$24,644	425.91%	\$5,000	-79.71%	\$5,150	3.00%	\$5,305	3.00%	\$5,464	3.00%
Other Objects	\$22,537	\$20,652	-8.36%	\$21,831	5.71%	\$22,876	4.79%	\$25,925	13.33%	\$26,703	3.00%	\$27,504	3.00%	\$28,329	3.00%
Non-Capitalized Equipment	\$21,299	\$27,656	29.85%	\$18,691	-32.42%	\$18,641	-0.27%	\$18,300	-1.83%	\$18,849	3.00%	\$19,414	3.00%	\$19,997	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total School Administration	\$9,633,619	\$9,493,482	-1.45%	\$9,338,637	-1.63%	\$9,475,342	1.46%	\$9,864,768	4.11%	\$10,300,879	4.42%	\$10,653,083	3.42%	\$10,939,028	2.68%

	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
Support Services - Continued															
Business															
Salaries	\$13,679,848	\$13,719,351	0.29%	\$13,383,771	-2.45%	\$13,622,355	1.78%	\$14,145,668	3.84%	\$14,612,824	3.30%	\$15,185,012	3.92%	\$15,707,711	3.44%
Employee Benefits	\$5,643,070	\$5,233,172	-7.26%	\$5,142,658	-1.73%	\$4,846,565	-5.76%	\$5,652,570	16.63%	\$5,731,737	1.40%	\$5,946,641	3.75%	\$6,154,783	3.50%
Purchased Services	\$11,371,750	\$15,656,923	37.68%	\$15,450,484	-1.32%	\$15,166,169	-1.84%	\$17,525,483	15.56%	\$18,330,298	4.59%	\$19,173,210	4.60%	\$20,056,059	4.60%
Supplies and Materials	\$6,634,957	\$7,783,382	17.31%	\$7,184,361	-7.70%	\$6,522,345	-9.21%	\$8,015,150	22.89%	\$8,266,725	3.14%	\$8,526,402	3.14%	\$8,794,454	3.14%
Capital Outlay	\$9,238,258	\$20,473,847	121.62%	\$15,211,254	-25.70%	\$8,863,924	-41.73%	\$22,988,500	159.35%	\$19,078,155	-17.01%	\$11,170,500	-41.45%	\$11,265,615	0.85%
Other Objects	\$58,925	\$63,285	7.40%	\$65,418	3.37%	\$67,705	3.50%	\$71,300	5.31%	\$73,430	2.99%	\$75,624	2.99%	\$77,884	2.99%
Non-Capitalized Equipment	\$276,568	\$182,782	-33.91%	\$130,619	-28.54%	\$529,875	305.66%	\$383,200	-27.68%	\$394,696	3.00%	\$406,537	3.00%	\$418,733	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Business	\$46,903,376	\$63,112,742	34.56%	\$56,568,565	-10.37%	\$49,618,938	-12.29%	\$68,781,871	38.62%	\$66,487,864	-3.34%	\$60,483,925	-9.03%	\$62,475,238	3.29%
Central															
Salaries	\$2,902,760	\$2,707,710	-6.72%	\$2,725,844	0.67%	\$2,835,766	4.03%	\$3,609,546	27.29%	\$3,726,106	3.23%	\$3,849,669	3.32%	\$3,933,888	2.19%
Employee Benefits	\$3,225,497	\$2,751,399	-14.70%	\$3,495,355	27.04%	\$2,305,012	-34.05%	\$3,367,425	46.09%	\$3,413,942	1.38%	\$3,522,254	3.17%	\$3,615,459	2.65%
Purchased Services	\$983,096	\$1,172,166	19.23%	\$1,072,544	-8.50%	\$852,226	-20.54%	\$804,795	-5.57%	\$828,939	3.00%	\$853,807	3.00%	\$879,421	3.00%
Supplies and Materials	\$199,014	\$261,909	31.60%	\$187,512	-28.41%	\$310,967	65.84%	\$644,368	107.21%	\$663,699	3.00%	\$683,610	3.00%	\$704,118	3.00%
Capital Outlay	\$66,106	\$7,704	-88.35%	\$893,164	#####	\$294,320	-67.05%	\$9,500	-96.77%	\$9,785	3.00%	\$10,079	3.00%	\$10,381	3.00%
Other Objects	\$27,994	\$27,960	-0.12%	\$32,926	17.76%	\$14,706	-55.34%	\$31,735	115.80%	\$32,687	3.00%	\$33,668	3.00%	\$34,678	3.00%
Non-Capitalized Equipment	\$155,204	\$10,717	-93.09%	\$31,484	193.78%	\$604,190	1819.04%	\$362,350	-40.03%	\$373,221	3.00%	\$384,417	3.00%	\$395,950	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Central	\$7,559,671	\$6,939,565	-8.20%	\$8,438,829	21.60%	\$7,217,187	-14.48%	\$8,829,718	22.34%	\$9,048,379	2.48%	\$9,337,503	3.20%	\$9,573,894	2.53%
Other															
Salaries	\$50,528	\$40,439	-19.97%	\$0	-100.00%	\$0		\$0		\$0		\$0		\$0	
Employee Benefits	\$29,455	\$14,663	-50.22%	\$0	-100.00%	\$0		\$0		\$0		\$0		\$0	
Purchased Services	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0	\$634		\$367	-42.11%	\$1,729	371.12%	\$0	-100.00%	\$0		\$0		\$0	
Capital Outlay	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Objects	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Non-Capitalized Equipment	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Other	\$79,983	\$55,736	-30.32%	\$367	-99.34%	\$1,729	371.12%	\$0	-100.00%	\$0		\$0		\$0	
Total Support Services															
Salaries	\$47,668,411	\$47,956,500	0.60%	\$48,389,996	0.90%	\$49,410,842	2.11%	\$52,154,018	5.55%	\$54,019,614	3.58%	\$55,742,517	3.19%	\$57,041,246	2.33%
Employee Benefits	\$17,340,214	\$19,101,869	10.16%	\$26,594,617	39.23%	\$23,072,479	-13.24%	\$18,214,218	-21.06%	\$18,442,715	1.25%	\$19,092,439	3.52%	\$19,698,367	3.17%
Purchased Services	\$16,884,660	\$21,074,711	24.82%	\$20,847,196	-1.08%	\$21,519,971	3.23%	\$23,932,655	11.21%	\$24,929,686	4.17%	\$25,970,579	4.18%	\$27,057,350	4.18%
Supplies and Materials	\$7,552,082	\$8,750,752	15.87%	\$8,014,047	-8.42%	\$7,369,235	-8.05%	\$9,310,999	26.35%	\$9,601,449	3.12%	\$9,901,169	3.12%	\$10,210,464	3.12%
Capital Outlay	\$9,324,931	\$20,481,551	119.64%	\$16,115,664	-21.32%	\$9,207,800	-42.86%	\$23,030,000	150.11%	\$19,120,900	-16.97%	\$11,214,527	-41.35%	\$11,310,963	0.86%
Other Objects	\$229,403	\$215,339	-6.13%	\$263,273	22.26%	\$131,333	-50.12%	\$193,000	46.95%	\$198,781	3.00%	\$204,735	3.00%	\$210,868	3.00%
Non-Capitalized Equipment	\$481,629	\$273,905	-43.13%	\$208,310	-23.95%	\$1,220,377	485.85%	\$842,790	-30.94%	\$868,074	3.00%	\$894,116	3.00%	\$920,939	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Support Services	\$99,481,330	\$117,854,627	18.47%	\$120,433,103	2.19%	\$111,932,037	-7.06%	\$127,677,681	14.07%	\$127,181,219	-0.39%	\$123,020,082	-3.27%	\$126,450,198	2.79%
Community Services															
Salaries	\$186,572	\$200,940	7.70%	\$169,366	-15.71%	\$147,117	-13.14%	\$191,629	30.26%	\$197,698	3.17%	\$204,824	3.60%	\$211,721	3.37%
Employee Benefits	\$48,313	\$40,774	-15.60%	\$28,565	-29.94%	\$45,412	58.98%	\$57,751	27.17%	\$59,248	2.59%	\$61,101	3.13%	\$62,542	2.36%
Purchased Services	\$38,655	\$70,904	83.43%	\$52,962	-25.30%	\$33,579	-36.60%	\$42,437	26.38%	\$43,710	3.00%	\$45,022	3.00%	\$46,372	3.00%
Supplies and Materials	\$33,890	\$19,906	-41.26%	\$14,998	-24.66%	\$6,302	-57.98%	\$24,387	286.98%	\$25,119	3.00%	\$25,872	3.00%	\$26,649	3.00%
Capital Outlay	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Objects	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Non-Capitalized Equipment	\$0	\$0		\$7,329		\$0	-100.00%	\$0		\$0		\$0		\$0	
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Total Community Services	\$307,430	\$332,524	8.16%	\$273,220	-17.83%	\$232,410	-14.94%	\$316,204	36.05%	\$325,776	3.03%	\$336,819	3.39%	\$347,284	3.11%

	ACTUAL	ACTUAL	ACTUAL		ACTUAL		BUDGET	% Δ	PROJECTED		PROJECTED		PROJECTED	
	FY 2017	FY 2018	FY 2019	% Δ	FY 2020	% Δ	FY 2021		FY 2022	% Δ	FY 2023	% Δ	FY 2024	% Δ
Payments to Other Governmental Units														
Salaries	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Employee Benefits	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Purchased Services	\$3,027,835	\$2,412,020	\$1,500,067	-20.34%	\$0	-37.81%	\$1,503,550	\$1,548,657	3.00%	\$1,595,116	3.00%	\$1,642,970	3.00%	\$0
Supplies and Materials	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Capital Outlay	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Other Objects	\$2,406,912	\$2,886,161	\$3,403,581	19.91%	\$0	17.93%	\$2,393,024	\$2,464,815	3.00%	\$2,538,759	3.00%	\$2,614,922	3.00%	\$0
Non-Capitalized Equipment	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Termination Benefits	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Total Payments to Other Governmental Units	\$5,434,747	\$5,298,181	\$4,903,648	-2.51%	\$0	-7.45%	\$3,896,574	\$4,013,471	3.00%	\$4,133,875	3.00%	\$4,257,892	3.00%	\$0
Debt Services														
Salaries	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Employee Benefits	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Purchased Services	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Supplies and Materials	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Capital Outlay	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Other Objects	\$6,768,047	\$15,938,564	\$7,101,605	135.50%	\$0	-55.44%	\$3,400,000	\$3,400,000	0.00%	\$3,400,000	0.00%	\$3,400,000	0.00%	\$0
Non-Capitalized Equipment	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Termination Benefits	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Total Debt Services	\$6,768,047	\$15,938,564	\$7,101,605	135.50%	\$0	-55.44%	\$3,400,000	\$3,400,000	0.00%	\$3,400,000	0.00%	\$3,400,000	0.00%	\$0
Provisions for Contingencies														
Salaries	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Employee Benefits	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Purchased Services	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Supplies and Materials	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Capital Outlay	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Other Objects	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Non-Capitalized Equipment	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Termination Benefits	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Total Provisions for Contingencies	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Total														
Salaries	\$146,125,512	\$148,254,988	\$148,458,609	1.46%	\$152,882,433	0.14%	\$160,412,846	\$165,375,681	4.93%	\$169,910,766	2.74%	\$172,480,701	1.51%	\$0
Employee Benefits	\$36,453,576	\$37,229,882	\$44,617,839	2.13%	\$41,311,222	19.84%	\$40,522,703	\$40,900,014	-1.91%	\$42,349,333	0.93%	\$43,738,783	3.28%	\$0
Purchased Services	\$23,019,101	\$26,678,972	\$25,563,143	15.90%	\$24,036,237	-4.18%	\$28,888,585	\$30,034,293	20.19%	\$31,228,325	3.97%	\$32,472,828	3.99%	\$0
Supplies and Materials	\$12,507,952	\$14,348,185	\$14,343,029	14.71%	\$13,569,345	-0.04%	\$15,938,715	\$16,427,996	17.46%	\$16,932,512	3.07%	\$17,452,747	3.07%	\$0
Capital Outlay	\$9,777,139	\$20,874,917	\$16,451,810	113.51%	\$10,277,190	-21.19%	\$23,326,710	\$19,426,511	126.98%	\$11,529,307	-16.72%	\$11,635,186	-40.65%	\$0
Other Objects	\$13,408,676	\$24,544,130	\$16,596,795	83.05%	\$5,955,608	-32.38%	\$11,134,812	\$11,366,847	86.96%	\$11,605,844	2.08%	\$11,852,010	2.12%	\$0
Non-Capitalized Equipment	\$2,138,196	\$915,929	\$1,301,433	-57.16%	\$2,411,215	42.09%	\$1,900,630	\$1,957,649	-21.18%	\$2,016,378	3.00%	\$2,076,870	3.00%	\$0
Termination Benefits	\$0	\$0	\$0		\$0		\$0	\$0		\$0		\$0		\$0
Total Disbursements/Expenditures	\$243,430,152	\$272,847,003	\$267,332,658	12.08%	\$250,443,250	-2.02%	\$282,125,000	\$285,488,991	12.65%	\$285,572,465	1.19%	\$291,709,125	2.15%	\$0

The District is required to file a levy with the Cook County Clerk’s office in order to receive revenue generated from property taxes. We can levy (ask) for a higher percentage to capture new property which is unknown until the late summer of the following year. The proposed levy will be reduced by the tax cap calculation.

Chart 4.04 Tax Levy EAV Graphs



Local Property Tax Rates

State law and the School Code of Illinois govern the policies and procedures of school finance. Property taxes are the primary revenue source, representing 84.3% of the District’s operating revenue, including TIF distributions. The property tax cycle extends over two years. The tax year is the year of assessment and reflects the value of property as of January 1st. The tax bills are distributed and the taxes are paid in the year following the tax year.

Illinois real property values and related taxes are established on a calendar-year basis. Township High School District 214 is a municipal corporation governed by a Board of Education, which has the exclusive responsibility and accountability for certifying an annual levy to the respective county clerk. School districts in Illinois levy for each Governmental Fund. The county clerk is responsible for the extension of taxes levied by the school district within the Property Tax Extension Limitation Law (PTELL), better known as the “Tax Cap”. The County Treasurer has the responsibility of mailing the tax bills, collecting the property taxes, and remitting the revenues back to the taxing districts.

Chart 4.05 Tax Levy Projections

LEVY YEAR	ACTUAL 2016	ACTUAL 2017	ACTUAL 2018	ACTUAL 2019	ESTIMATED 2020	PROJECTED 2021	PROJECTED 2022	PROJECTED 2023
CONSUMER PRICE INDEX	0.70%	2.10%	2.10%	1.90%	2.30%	1.40%	1.50%	1.50%
EQUALIZED ASSESSED VALUATION	\$8,544,564,082	\$8,647,114,532	\$8,562,318,440	\$10,010,527,923	\$10,240,738,481	\$10,475,553,251	\$10,819,819,849	\$11,066,216,246
% CHANGE IN EAV		1.20%	-0.98%	16.91%	2.30%	2.29%	3.29%	2.28%
NEW GROWTH	\$86,052,946	\$45,740,452	\$83,895,966	\$128,173,488	\$30,000,000	\$30,000,000	\$30,000,000	\$30,000,000
% OF TOTAL EAV	1.01%	0.53%	0.98%	1.28%	0.29%	0.29%	0.28%	0.27%
EXISTING EAV		\$56,809,998	(\$168,692,058)	\$1,320,035,995	\$200,210,558	\$204,814,770	\$314,266,598	\$216,396,397
% OF TOTAL EAV		0.66%	-1.95%	15.42%	2.00%	2.00%	3.00%	2.00%

Cook County distributes their tax receipt collections in primarily two installments, the first in March and the second in late August. The CPI used for the 2016 Tax Levy was .7%. The CPI used for the 2017 Tax Levy was 2.1%. The CPI used for the 2018 Tax Levy was 2.1%. The CPI used for the 2019 Tax Levy was 1.9%. In preparation of the 2020 Tax Levy, the December 2019 CPI of 2.3% will be used to estimate the levy. Each levy also includes an increase in revenue generated by new property added to the tax base. The Board of Education will adopt the final levy in December 2020. The levy will be filed with the Cook County Clerk by December 29, 2020 (the last Tuesday in December).

Chart 4.06 Consumer Price Index (CPI) History

CPI History	
2019	2.3%
2018	1.9%
2017	2.1%
2016	2.1%
2015	0.7%
2014	0.8%
2013	1.5%
2012	1.7%
2011	3.0%
2010	1.5%

The State of Illinois Department of Revenue is responsible for calculating an equalization factor for each county. This calculation is made annually using a multi-year comparison of property assessments and sales prices in each county called the assessment/sales ratio study. Once the Illinois Department of Revenue has certified the final Cook County equalization factor, the Cook County Clerk applies the factor to the final assessed values determined by the Assessor and modified by the Board of Review. The new value is called the equalized assessed value (EAV). This value is the final taxable value of the property unless homeowner exemptions are applied.

Chart 4.07 Cook County Equalization Factor

Tax Year	Final Multiplier
2009	3.3701
2010	3.3000
2011	2.9706
2012	2.8056
2013	2.6621
2014	2.7253
2015	2.6685
2016	2.8032
2017	2.9627
2018	2.9109
2019	2.9160

Equalized Assessed Valuations (EAV) is designed to assure equal valuation treatment across Illinois. EAV represents the taxable property base for schools as certified by the Illinois Department of Revenue. Each Board of Education determines an annual levy in terms of dollar amounts and certifies this levy to the county clerk. The county clerk is responsible for making extensions of taxes levied within the constraints of the school district limitations. Tax rates for school districts are related to specific purposes. A tax rate in Illinois reflects the dollars levied per

\$100 of EAV of real property. Dividing the dollar amount of the tax levy by total EAV of the taxing district and multiplying the product by 100 calculates the tax rate.

Chart 4.08 Property Tax Rate History

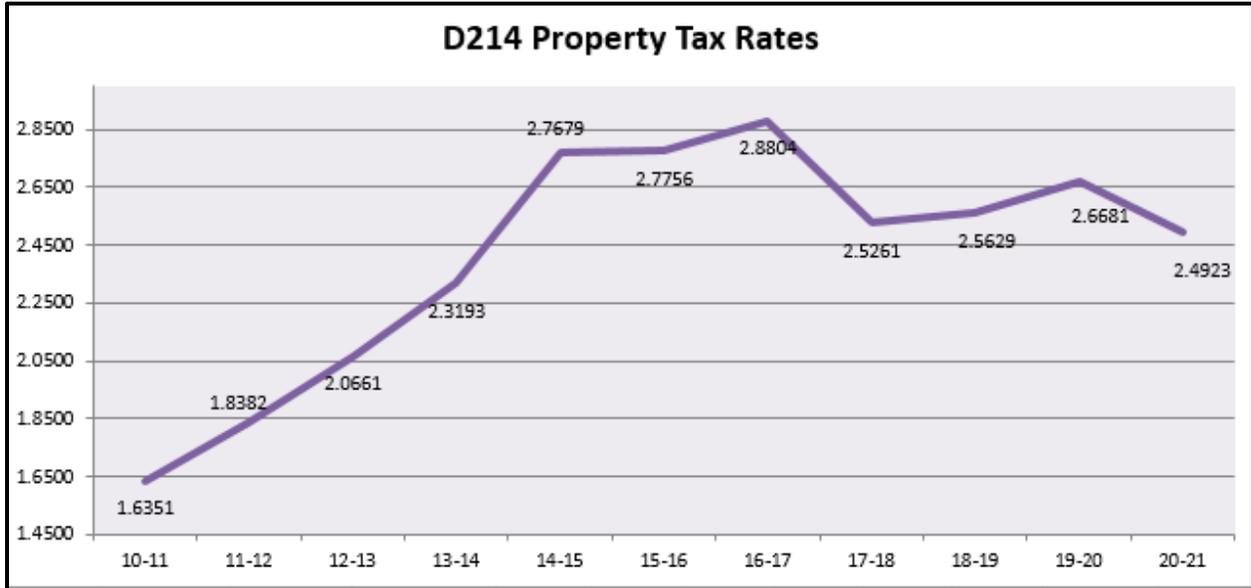


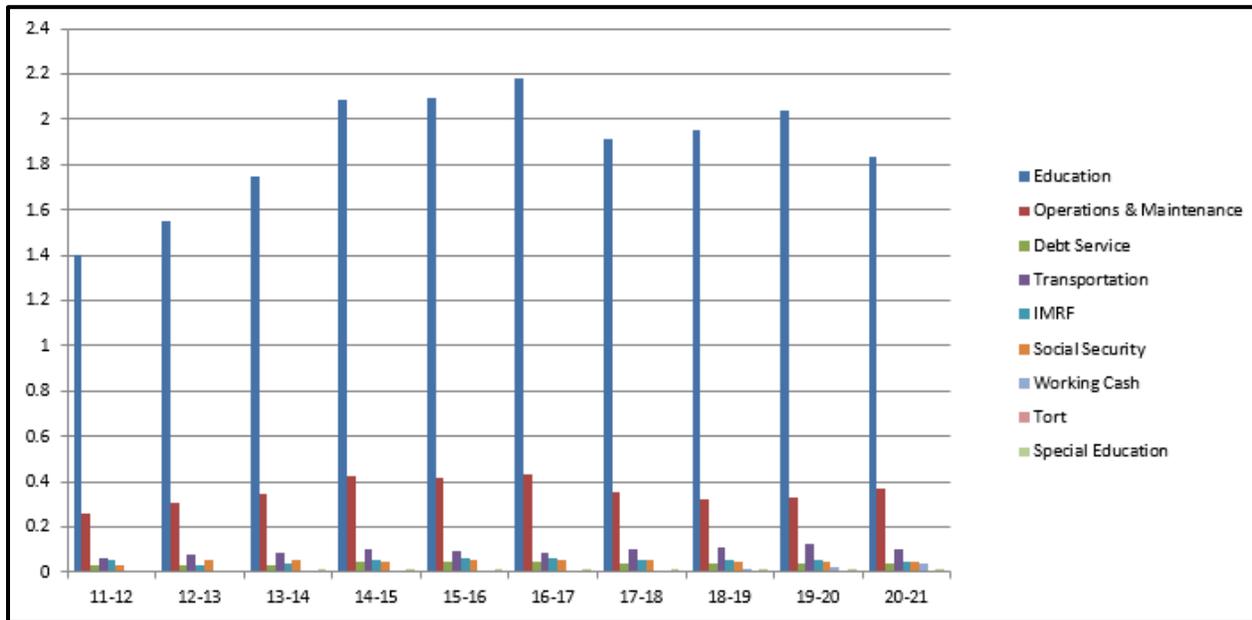
Chart 4.09 Extended Tax Rates

Tax Year	Fiscal Year	Education	Operations & Maintenance	Debt Service	Transportation	IMRF	Social Security	Working Cash	Tort	Spec Education	Total
2010	2011-12	1.3978	0.2595	0.0301	0.0610	0.0509	0.0298	0.0000	0.0000	0.0091	1.8382
2011	2012-13	1.5520	0.3078	0.0338	0.0775	0.0318	0.0531	0.0000	0.0000	0.0101	2.0661
2012	2013-14	1.7480	0.3466	0.0338	0.0866	0.0347	0.0578	0.0002	0.0000	0.0116	2.3193
2013	2014-15	2.0829	0.4244	0.0450	0.1010	0.0539	0.0472	0.0000	0.0000	0.0135	2.7679
2014	2015-16	2.0923	0.4173	0.0449	0.0927	0.0609	0.0543	0.0000	0.0000	0.0132	2.7756
2015	2016-17	2.1786	0.4345	0.0460	0.0883	0.0597	0.057	0.0000	0.0000	0.0163	2.8804
2016	2017-18	1.9131	0.3511	0.0402	0.1012	0.0538	0.0515	0.0000	0.0000	0.0152	2.5261
2017	2018-19	1.9525	0.3238	0.0405	0.1128	0.0532	0.0497	0.0142	0.0000	0.0162	2.5629
2018	2019-20	2.0345	0.3329	0.0414	0.1226	0.0526	0.0467	0.0199	0.0000	0.0175	2.6681
2019	2020-21	1.8366	0.3720	0.0357	0.1008	0.0463	0.0453	0.0391	0.0000	0.0165	2.4923

Chart 4.10 Assessed Valuation

Tax Year	Assessed Valuation	\$ Change	% Change	New Property	Levy % Increase	Levies Extended	CPI	County Multiplier Eq. Factor
2010	10,405,365,511	-947,102,347	-8.34%	33,065,852	1.6%	191,319,398	1.5%	3.3000
2011	9,423,021,782	-982,343,729	-9.44%	25,812,280	2.4%	194,744,150	3.0%	2.9706
2012	8,656,533,697	-766,488,085	-8.13%	24,146,250	2.5%	201,177,843	1.7%	2.8056
2013	7,422,861,898	-1,233,671,799	-14.25%	30,732,921	2.4%	205,464,817	1.5%	2.6621
2014	7,548,675,591	125,813,693	1.69%	34,083,565	1.8%	209,551,234	0.8%	2.7253
2015	7,364,485,993	-184,189,598	-2.44%	34,008,900	1.2%	212,165,068	0.7%	2.6685
2016	8,544,564,082	1,180,078,089	16.02%	86,052,946	1.8%	215,914,357	2.1%	2.8032
2017	8,647,114,532	102,550,450	1.20%	45,740,452	2.6%	221,618,372	2.1%	2.9627
2018	8,562,318,440	-84,796,092	-0.98%	83,895,966	3.1%	228,528,279	1.9%	2.9109
2019	10,010,527,923	1,448,209,483	16.91%	128,173,488	3.2%	235,848,038	2.3%	2.7523

Chart 4.11 Extended Tax Rate Chart



The property tax is a fairly consistent tax, but with the passage of the Property Tax Extension Limitation Law (PTELL or “tax cap”) in 1995, the growth of revenue is now limited to the lesser of 5% or the Consumer Price Index (CPI). A fundamental structural imbalance exists in this funding formula because most of the costs related to the delivery of public education exceed CPI.

The PTELL coupled with the lack of new Equalized Assessed Value (EAV) revenue generated by new construction, limits the amount of property tax received by the District. The “tax cap” law was designed to reduce the rate of growth of property taxes for the individual taxpayer. This reliance on taxes makes the District vulnerable to political pressures to limit property taxes.

Tax extension increases are governed by the increase in the (EAV) and the PTELL. The total tax extended by the County Clerk may increase by a limited amount each year. Within that aggregate increase, the District has authority to distribute the tax to the prescribed individual funds as long as the distribution stays below the fund rate ceiling that is prescribed by law. The “Tax Cap,” slows the growth of revenues to school districts and reduces the tax rates when property values and assessments increase faster than the rate of inflation.

In addition to the “tax cap” law, Tax Increment Financing Districts (TIF) have been created. TIF is a program designed to create economic growth in areas of a community where redevelopment likely would not occur without public investment. When a TIF is created, the Equalized Assessed Value (EAV) of the TIF district is frozen, and the school district does not receive additional tax dollars produced within the TIF district during the duration of the TIF. Therefore, incremental EAV accumulates within the TIF district and tax revenue generated is redirected to the respective village for economic development purposes within the TIF boundaries.

Tax Increment Financing Districts (TIF)

Currently, there are sixteen active Tax Increment Financing (TIF) districts within the District’s boundaries:

- Arlington Heights #4 (Northeast corner Golf and Arlington Heights Road)
- Arlington Heights (Hickory/Kensington)
- Arlington Heights #5 (Southpoint/Town & Country)
- Des Plaines #3 (Mount Prospect & Wilke Roads)
- Elk Grove (Busse/Elmhurst)
- Elk Grove (Higgins Rd Corridor)
- Elk Grove (Elk Grove Town Center)
- Mt. Prospect (Prospect & Main)
- Prospect Heights (Milwaukee/Palatine)
- Prospect Heights (Palatine Road)
- Rolling Meadows #2 (Kirchoff & Owl Drive)
- Rolling Meadows #4 (Golf Road Conservation)
- Wheeling #2 (South Milwaukee/Manchester Drive)
- Wheeling #3 (North Milwaukee)
- Wheeling (Southeast II)
- Wheeling (Town Center II)

Chart 4.12 TIF Summary

		District 214 TIF Summary									
Community	Tax Code	Agency Tax Code	TIF #	Location	First Tax Year	Year Expires	Extension Expiration	Frozen EAV	2019 EAV	TIF Extensions and/or Comments	
Arlington Hts	16117	03-0020-504	#4	NE corner Golf & AH Rds	2002	2026	2037	\$5,971,996	\$15,219,967	IGA from 2014	
Arlington Hts	38229	03-0020-506		Hickory/Kensington	2014	2037		\$8,634,983	\$17,911,662		
Arlington Hts	38205	03-0020-505	#5	Southpoint/Town & Country (Palatine & Ranc	2005	2028		\$30,180,546	\$40,090,438		
Des Plaines	16115	03-0290-502	#3	Mt Prospect & Wille Rds	2000	2035		\$3,807,465	\$29,703,385	Extension Approved April 2009	
Elk Grove	16135, 16136, 16137, 16138	03-03-50-501		Busse/Elmhurst	2015	2038		\$302,233,159	\$596,182,417		
Elk Grove	16141, 16142, 16143			Higgins Rd Corridor	2017			\$26,280,325	\$53,048,652	New in 2017	
Elk Grove	16114	03-03-50-500		Elk Grove Town Center	1997	2020		\$656,127	\$14,861,393		
MT Prospect	16091, 16105, 16130, 38203			Prospect & Main	2017			\$37,621,888	\$46,149,525	Reset 2016	
Prospect Heights	38180, 38181, 38182, 38201, 38219, 38221	03-1040-500		Milwaukee / Palatine	1997	2020		\$14,770,722	\$25,685,160		
Prospect Heights	38183/4/5	03-1040-501		Palatine Road	1997	2020		\$2,376,261	\$1,512,030	Was a \$0 EAV in 2015 due to being Municipal property. 2016-2018 has EAV.	
Rolling Meadows	29156	03-1110-501	#2	Kirchoff & Owl Dr	2002	2026		\$1,541,944	\$5,709,150		
Rolling Meadows	16139	03-1110-503	#4	Golf Rd Conservation - NEW 7/28/15	2015	2030		\$13,057,833	\$38,419,964	Will be a 15 year, rather than 23 cycle	
Wheeling	38199/200	03-1310-501	#2	S Milwaukee/Manchester Dr	2000	2023		\$1,694,510	\$16,148,948		
Wheeling	38202/3	03-1310-502	#3	N Milwaukee	2002	2024		\$24,748,756	\$84,311,859	Expansion Discussion 6/24/08	
Wheeling	38223/4/5/6	03-1310-505		Southeast II	2014	2037		\$41,639,362	\$60,841,932	Reset of Southeast (Industrial Lane)	
Wheeling	38228	03-1310-506		Town Center II	2014	2037		\$36,124,041	\$84,207,065	Reset of Town Center	
								\$551,339,718	\$1,130,003,547		
									\$578,663,829	Difference:	
									2.3560%	Tax Rate:	
									\$13,633,320		
Estimated THSD 214 tax revenue shifted due to TIF areas for the 2019 tax year is		\$13,633,320									

The Wheeling Crossroads TIF #1 expired in December 2019.

Township High School District 214 approved a position paper regarding Tax increment financing districts and related programs on September 6, 2007:

TOWNSHIP HIGH SCHOOL DISTRICT 214

POSITION PAPER

TAX INCREMENT FINANCING DISTRICTS AND RELATED PROGRAMS

Tax Increment Financing (TIF) Districts and related programs critically impact funding available for Township High School District 214. As the Equalized Assessed Valuation (EAV) of the property within a TIF district increases, schools do not receive any increase in tax funds for education until the TIF expires. A TIF may remain in effect up to 23 years and may be extended beyond 23 years. In addition, related programs or agreements could also have an impact on the amount of tax funds received.

Township High School District 214 is a community member of municipalities within our district boundary. The Board of Education understands that there is a need for municipalities to rejuvenate blighted business areas in order to enhance community and commercial viability; and specifically, we look to see whether an area would develop without the implementation of a TIF or related program. A vibrant community is critical for attracting businesses, thereby maintaining a tax base that will support municipalities' social services, park districts, and

schools. Municipalities, which are able to demonstrate high levels of social services, park district offerings, and quality schools, are an attraction for potential residents.

It is the position of the High School District 214 Board of Education to request that municipalities provide adequate advanced notification, when reviewing whether to enact a TIF or related program, and to consider the impact on school districts. In particular, we request that municipalities consider and utilize types of project financing other than TIFs. If TIF financing is decided upon, we request municipalities limit the duration of a TIF to significantly less than 23 years and to share a significant amount of increased revenue with school districts during the TIF.

The position of High School District 214’s Board of Education about TIF extensions is that without a substantial annual allocation of the increased tax increment being made available to District 214, a TIF should not be changed or modified in order to extend it beyond the original expiration date. Further, the request for a TIF extension or related program in which the extension or related program is being requested, must originate with the municipality, supported by a majority vote of council members.

Approved by the Board of Education of Township High School District 214 on September 6, 2007.

Major Revenue Assumptions

The Tax Cap limits year-over-year revenue growth to the Consumer Price Index (CPI) plus dollars from New EAV Growth. The following table and graph show what the increases have been and are projected to be.

Chart 4.13 Projected Property Tax Revenue

LEVY YEAR	2020	2021	2022	2023	2024	2025
% Change Existing EAV	2.0%	2.0%	3.0%	2.0%	2.0%	3.0%
New EAV Growth	30,000,000	30,000,000	30,000,000	30,000,000	30,000,000	30,000,000
(Non-Capped) Debt Service Extension	\$3,500,000	\$3,500,000	\$3,500,000	\$3,500,000	\$3,500,000	\$4,000,000
(Non-Capped, Lake County Only) SEDOL Extension	\$0	\$0	\$0	\$0	\$0	\$0
(Ed) Operating Fund Abatement	\$0	\$0	\$0	\$0	\$0	\$0
(Ed) Operating Tax Rate Referendum	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

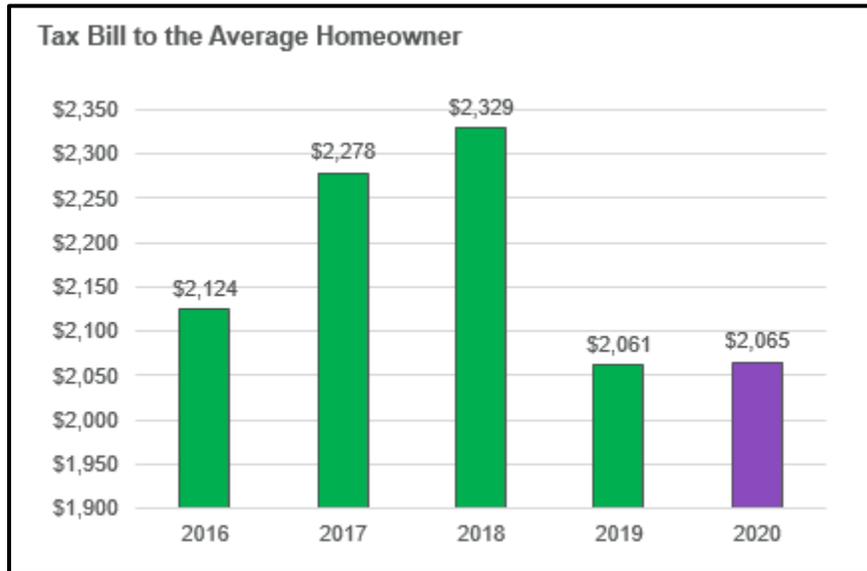
Impact on Taxpayers

The next two charts demonstrate the impact to a homeowner with an average \$300,000 home. Much of the tax impact comes from the increase market value of a home, which the District has no control over.

Chart 4.14 Property Tax on Home Valued at \$300,000

LEVY YEAR	ACTUAL 2016	ACTUAL 2017	ACTUAL 2018	ACTUAL 2019	ESTIMATED 2020
Median Value of a Home	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
Average Change in Market Value		0.00%	0.00%	0.00%	0.00%
Assessed % of Market Value	10.00%	10.00%	10.00%	10.00%	10.00%
County Multiplier	2.8032	2.9627	2.9109	2.9160	2.9160
Taxable Value	\$84,096	\$88,881	\$87,327	\$87,480	\$87,480
Property Tax Rate Assessed	2.5262	2.5629	2.6675	2.3557	2.3606
Properity Tax Due	\$2,124	\$2,278	\$2,329	\$2,061	\$2,065
Tax Increase/(Decrease) from Prior Year		\$154	\$51	(\$268)	\$4
% Change in Taxes from Prior Year		7.25%	2.24%	-11.51%	0.19%

Chart 4.15 Annual Property Tax on Home Valued at \$300,000



Corporate Personal Property Replacement Tax

Chart 4.16 Corporate Personal Property Replacement Tax

Fiscal Year	2021	2022	2023	2024	2025	2026
CPPRT Revenue	5,000,000	5,000,000	4,950,000	4,950,000	4,950,000	4,950,000

The other major source of locally related revenue is Corporate Personal Property Replacement Tax (CPPRT) revenues. Until 1979, Illinois Law allowed the taxation of the personal property of businesses. This revenue source was eliminated in 1979, and replaced with an alternative tax on Illinois businesses. The CPPRT imposes a state collected tax on the net income of the business

(corporations, partnerships, and trusts) and an invested capital tax on utilities. The proceeds of this tax are distributed to local taxing bodies in proportion to the relative share of personal property taxes received by these local taxing bodies prior to 1979. The CPPRT is directly influenced by the State's economy. The District records the CPPRT revenue in the Education Fund, the O & M Fund, the IMRF and Social Security/Medicare Fund, the Capital Projects Fund, and the Working Cash Fund, as allowed.

Evidence-Based Funding

The method used to fund school districts in Illinois changed with the passage of Senate Bill 1947, which includes the Evidence-Based Funding for Student Success Act. The Evidence-Based Model contains the core values which recognize individual student needs, accounts for differences in local resources, closes funding gaps and keeps them closed, and provides a stable, sustainable system that gets districts across the state to adequacy over time. The highlights of SB1947 include:

- Funding is tied to Evidence-Based best practices that research shows enhance student achievement.
- Each school district is assigned an Adequacy Target based on the needs of its student body.
- New dollars go to the neediest districts first.
- Illinois state funding for students will be similar statewide, including Chicago.
- No district loses money.

Districts furthest from their adequacy targets receive the greatest share of new dollars. A Tier 1 district is allocated extra support to get to adequacy, while a Tier 4 district is above adequacy, and will receive a very small increase in funding from the state each year. Currently, District 214 is a Tier 4 district.

Other Categorical State

Other major state financial support for schools is in the form of categorical and special program grants and grants for school reform and improvement initiatives. State categorical grants provide funds for transportation, vocational education, school lunch and breakfast, textbooks, adult education, and school construction.

These state aid payments fluctuate each year depending on district costs, state funding levels for categorical grants and continuation of state grant funding for specific programs.

Significant Expenditures

Salaries and Benefits

Contract Salary Increases & Length of Contract

The District has a Cumulative Agreement with the Education Association which will expire June 30, 2024. The District has a Cumulative Agreement with the Educational Support Personnel Association which will expire June 30, 2021.

- The District 214 Education Association (EA) is the teachers' union. The District has a five year contract through June 2024. The following language is included in the District 214 Education Association Agreement.
 - **2020-2021:** Increase base by 2.0%
 - **2021-2022:** Increase base by 1.75%
 - **2022-2023:** Increase base by 1.5%
 - **2023-2024:** Increase base by 1.5%

Should pension "cost shift" occur during the time frame of this Cumulative Agreement, the total salary increase will be offset by the percent shift each year to absorb the financial impact of pension costs shifting from the State to the District. The effect of cost shift will be limited by a minimum/maximum of 1%/4%.

In the event of a tax freeze that adversely affects the financial condition of the District, all raises, other than scheduled step increases, will be reduced by 50% with a minimum annual raise of 1%, and the Board/Administration and EA will meet to discuss implications for the remainder of the Agreement.

- The Educational Support Personnel Association (IEA-NEA) includes clerical, technical, security, and instructional assistant positions. The District has a three year contract through June 2021. The following language is included in the District 214 Educational Support Personnel Association Agreement.
 - The **2020-2021** Increase base by 2.0%. All employees who started work prior to July 1, 2020 will receive the 2.0% increase plus a 2% progression through the salary range or the maximum hourly rate for their grade, whichever is less for the 2020-2021 fiscal year.
- The District and the Custodial Maintenance Association (CMA) have a five year agreement through June 2024. The following language regarding salaries is included in the District 214 Custodial Maintenance Association Agreement.
 - The **2020-2021** Increase on top of step of 1.5%
 - The **2021-2022** Increase on top of step of 1.75%
 - The **2022-2023** Increase on top of step of 1.75%
 - The **2023-2024** Increase on top of step of 1.75%

Chart 4.17 Contract Salary Increases & Length of Contract

	FY 2021	FY 2022	FY 2023	FY 2024
Education Association	Increase base by 2%, plus a step progression	Increase base by 1.75%, plus a step progression	Increase base by 1.5%, plus a step progression	Increase base by 1.5%, plus a step progression
Educational Support	Increase base by 2%, plus a 2% progression	Negotiation outcome	Negotiation outcome	Negotiation outcome
Custodial Maintenance	Increase base by 1.5%, plus a step progression	Increase base by 1.75%, plus a step progression	Increase base by 1.75%, plus a step progression	Increase base by 1.75%, plus a step progression

Please note: The Custodial Maintenance salaries and benefits are paid out of the Operations & Maintenance Fund.

The District’s PPO, HMO, pharmacy, and dental plans are self-funded through Blue Cross/Blue Shield (BCBS) of Illinois, Allied Dental and a Drug Card. The Insurance Committee is comprised of union representatives, District administrators, employees, and a District 214 Board of Education member. Over the past several years, significant cost containments and efficiencies have been implemented to control insurance expenses year to year. Moving to BCBS of Illinois allowed the plan to benefit from the additional discounts and providers offered by the Blue Cross Blue Shield of Illinois (BCBS).

Since January 1, 2015, the District offered a High Deductible Health Plan (HDHP) along with a Health Savings Account (HSA) as an option to our employees. With an HDHP the employee becomes a smarter shopper for health care, which is why these plans are considered a “consumer-directed health care plan”. An HSA is a tax-advantaged savings account designated for qualified medical expenses, which allows one to pay for current qualified medical expenses on a tax-favored basis. Unused HSA dollars roll over from year to year. The funds in the HSA belong to the employee, are non-forfeitable, and portable, making HSAs an easy way to save and invest for future qualified medical expenses.

Cost Containment

Over the past several years, District 214 implemented many cost containment initiatives:

Chart 4.18 Cost Containment Initiative

Cost Containment Savings since 2006-2007	Estimated Savings
Insurance	50,000,000
Technology	8,700,000
Operations & Maintenance	3,900,000
Staff	2,500,000
Food Service	1,000,000
Transportation	1,500,000
Teaching & Learning	1,200,000
Total Cost Containment	68,800,000
Increased Revenue Sources	
Partnerships Field Turf	2,500,000
Other Partnerships	1,000,000
Total	72,300,000

Insurance savings include: moving to insurance carriers offering increased discounts and greater rebates, SSCRMP health insurance pool allowing for financial savings as the membership of the pool was greater for all districts involved, and SSCRMP Workers Compensation platform efficiencies. The insurance savings is an accumulation since 2006-2007 and has impacted the budget substantially.

Technology savings include: VoIP system savings, reduction in infrastructure, outsource email with Google, server consolidation, and printer/copier reorganization. Increased revenues in Technology include: E-Rate rebates and cell tower revenue.

Operations & Maintenance savings include: energy efficiency and cost avoidance, lighting efficiencies, overtime reductions, and staggered work week for more effective building coverage.

Staff savings include: consolidation of administrative positions, attrition and consolidation in all aspects of staffing, and reduction of overtime in all areas. The staffing efficiencies were accomplished without impact to student learning.

Food Service savings include: membership in Northern Illinois Purchasing Cooperative, implement shorter menu cycles, and vending machines purchased which eliminated the rental contract costs. Increased revenues in Food Service includes rebates from food manufacturers.

Transportation savings include: realigned 1.5 mile boundaries and hazard areas, reorganization of school activity and athletic bus routes, competitive bid process with bus companies during 2007-2008, and reorganization of taxi transportation to safer bus transportation.

Teaching and Learning savings include: staff travel reductions, course restructuring and efficiencies, streamlined summer school, and created district-wide competitions alleviating travel.

Another method used to reduce expenditures is to review bonding options, such as the refunding of bonds at a lower interest rate to save money over the life of the bond. District 214 has completed bond refunding several times, lowering the District interest payments.

The District will continue to implement cost containment initiatives, explore revenue opportunities, improve cost efficiencies, and control expenses within the financial resources that are available to Township High School District 214. The Board and Administration are dedicated to excellence in education, seeking to balance educational needs with sound fiscal practices.

Bonded Debt Amortization Schedules

Debt Service Fund Impact Statement

The schedules below illustrate future debt payments from the Debt Service Fund. State law provides for a separate tax to be levied for payment of bonds approved through a voter referendum as well as providing for limited non-referendum debt.

Debt Service fund expenditures are budgeted to decrease, as a bond has expired. Expenditures are for debt service commitments only. This is the current list of bonds:

General Obligation Bonds are direct obligations and pledge the full faith and credit of the District. General obligation bonds and taxable debt certificates currently outstanding are as follows:

Series 2011 General Obligation Limited School Bonds dated December 1, 2011 are due in annual installments through December 2031, face amount of \$10 million.

Series 2012 General Obligation Limited School Bonds dated February 9, 2012 are due in annual installments through December 2031, face amount of \$10 million.

Series 2016 General Obligation Limited Tax Refunding School Bonds, dated November 2016, is an \$8.8 million refunding bond. This bond will be paid through December, 2026.

Series 2017 General Obligation Limited Tax Refunding School Bonds, dated September 2017, is an \$8.9 million refunding bond. This bond will be paid through December, 2026.

The 2011 and 2012 General Obligation Bonds were refunded with an approximate \$16.4 million tax exempt refunding on December 1, 2020. The true interest cost was only 0.77%, which generated over \$4.5 million of interest savings, and shaved two years off the term of the bonds.

Historically, the District has bonded for capital programs to match long-term assets with long-term debt. The Capital Projects fund bond proceeds are restricted for capital and maintenance projects to improve sites, build and equip additions, and alter, repair and equip buildings.

The savings from the reduced interest costs creates additional Debt Service Extension Base (DSEB) capacity in future years, adding flexibility for future borrowing needs.

Debt Margin

According to the Illinois School Code, school districts maintaining grades K through 8, or 9 through 12 shall become indebted in any manner or for any purpose to an amount, including existing indebtedness, in the aggregate not exceeding 6.9% on the value of the taxable property. Unit districts shall not become indebted in any manner or for any purpose to an amount, including existing indebtedness, in the aggregate exceeding 13.8% on the value of the taxable property.

Additional indebtedness may be incurred in an amount not to exceed the estimated cost of acquiring or improving school sites or constructing and equipping additional building facilities under the following conditions:

- There is an increase in enrollment by not less than 35% or by not less than 200 students.
- The Regional Superintendent of Schools and the State Superintendent of Education concur in enrollment projections and the estimated costs of the new buildings.
- The voters in the school district approve a proposition for the issuance of the bonds.

Legal Debt Margin Calculation for Fiscal Year 2020	
Assessed Valuation	\$ 10,010,527,923
Debt Limit - 6.9% of AV	\$ 690,726,427
Debt Subject to 6.9% Limit	\$ 33,589,242
Total Debt Margin	\$ 657,137,185

Chart 4.19 Long-Term Debt Amortization Schedule

Township High School District Number 214 (Arlington Heights) Outstanding Debt Service Series 2011, 2012, 2016, and 2017 Bond Issues Debt Service By Levy Year					
<u>Levy Year</u>	<u>Series 2011 Debt Service</u>	<u>Series 2012 Debt Service</u>	<u>Series 2016 Debt Service</u>	<u>Series 2017 Debt Service</u>	<u>Total Outstanding Debt Service (1)</u>
2019	408,050.00	530,150.00	714,750.00	1,754,800.00	3,407,750.00
2020	408,050.00	600,050.00	1,580,800.00	817,100.00	3,406,000.00
2021	408,050.00	653,450.00	1,555,450.00	817,500.00	3,434,450.00
2022	408,050.00	730,650.00	1,514,650.00	817,600.00	3,470,950.00
2023	408,050.00	811,150.00	1,468,850.00	814,800.00	3,502,850.00
2024	408,050.00	884,200.00	1,278,200.00	221,400.00	2,791,850.00
2025	408,050.00	969,550.00	1,272,050.00	175,100.00	2,824,750.00
2026	408,050.00	3,571,750.00	-	-	3,979,800.00
2027	1,888,050.00	2,175,200.00	-	-	4,063,250.00
2028	4,083,850.00	22,500.00	-	-	4,106,350.00
2029	4,179,450.00	22,500.00	-	-	4,201,950.00
2030	845,250.00	772,500.00	-	-	1,617,750.00
	\$ 14,261,000.00	\$ 11,743,650.00	\$ 9,384,750.00	\$ 5,418,300.00	\$ 40,807,700.00

In addition to reviewing bonding opportunities, the District routinely reviews trends and projection models to determine if/what cost containments should be implemented. Developing long-term financial projections assists in making effective financial decisions.

Long-term Financial Projections

Local revenue is comprised mainly of property tax and registration fees. The most complex and also most critical area of the five year projection is the estimation of property tax revenue. Property taxes are the District's largest revenue source, and the calculation process is quite detailed. Variables that must be analyzed include equalized assessed valuation (EAV), new property additions, and the Consumer Price Index (CPI). Additionally, due to the fact that the District's fiscal year ends on June 30, each fiscal year represents the collection of one installment from each of two tax levy years. In 1995, the passage of the Property Tax Extension Limitation Law (PTELL or "tax cap"), limited the growth in revenue from property taxes for school districts to the lesser of 5% or the CPI-U. The PTELL allows a taxing district to receive a limited inflationary increase in tax extensions on existing property, plus an additional amount for new construction. The limit slows the growth of revenues to taxing districts when property values and assessments are increasing faster than the rate of inflation.

State revenue includes Evidence-Based Funding, transportation reimbursement, and grants. The method used to fund school districts in Illinois changed with the passage of Senate Bill 1947 in August 2017, which includes the Evidence-Based Funding for Student Success Act (ESSA). The Evidence-Based Model contains the core values which recognize individual student needs, accounts for differences in local resources, closes funding gaps and keeps them closed, and provides a stable, sustainable system that gets districts across the state to adequacy over time. The highlights of SB1947 include:

- Funding is tied to Evidence-Based best practices that research shows enhance student achievement.
- Each school district is assigned an Adequacy Target based on the needs of its student body.
- New dollars go to the neediest districts first.
- Illinois state funding for students will be similar statewide, including Chicago.
- No district loses money.

The details of this new funding mechanism were reviewed, researched, and finalized by ISBE in early spring 2018. Districts furthest from their adequacy targets receive the greatest share of new dollars. A Tier 1 district is allocated extra support to get to adequacy, while a Tier 4 district is above adequacy, and will receive a very small increase in funding from the state each year. Currently, District 214 is a Tier 4 district.

The District receives minimal federal aid, the majority of which is special education reimbursement through Medicaid and Individuals with Disabilities Education Act (IDEA). Because of its political nature, it is difficult to project state and federal aid beyond the current year due to the uncertainty of funding in Springfield and Washington. The District assumes the status quo in funding unless there is information to the contrary.

The District's projections include: enrollment projections and the staffing levels required to meet those enrollments while maintaining appropriate class sizes. The District utilizes projection software to analyze historical survival data, parochial school matriculation, and current elementary district class sizes. Assuming that future fertility rates remain constant and turnover of existing housing units and family migration remain the same, the District enrollment is projected to remain consistent. The Superintendent, Associate Superintendents, and Principals/Directors meet in early spring to determine the correct staffing based on the staffing formula. The formula is proportionate to building specific enrollment. Each building must have a pre-determined number of FTE for specific programs, such as nurse, psychologist, trainer, innovative technology, student remediation, social worker, special education coordinator. Based on student enrollment remaining relatively consistent over the next several years, staffing will also remain relatively consistent.

Estimated salaries and benefits are based on anticipated staffing requirements using the enrollment trends and negotiated salary increases. The District has approximately 1,560 employees of whom 940 are certified and 620 are non-certified. The District considers its relationship with employees to be stable. The Education Association Cumulative Agreement expires June 30, 2024. The Educational Support Personnel Association Agreement expires June 30, 2021. The Custodial and Maintenance Personnel Agreement expires June 30, 2024. The District 214 projections include an estimate of future negotiation increases linked to CPI. Health and medical benefits are estimated to increase annually.

In addition to an HMO and conventional PPO health insurance plan, the District offers a High Deductible Health Plan (HDHP) along with a Health Savings Account (HSA) as an option to our employees. An HDHP plan encourages the employee to be a smarter shopper for health care, which is why these plans are considered a "consumer-directed health care plan". An HSA is a tax-advantaged savings account designated for qualified medical expenses, which allows one to pay for current qualified medical expenses on a tax-favored basis. Unused HSA dollars roll over from year to year. The funds in the HSA belong to the employee, are non-forfeitable, and portable, making HSAs an easy way to save and invest for future qualified medical expenses.

Other types of expenditures, including purchased services, supplies, equipment, and tuition, are estimated to increase at various rates based on the type of expenditure and the volatility of the economic conditions.

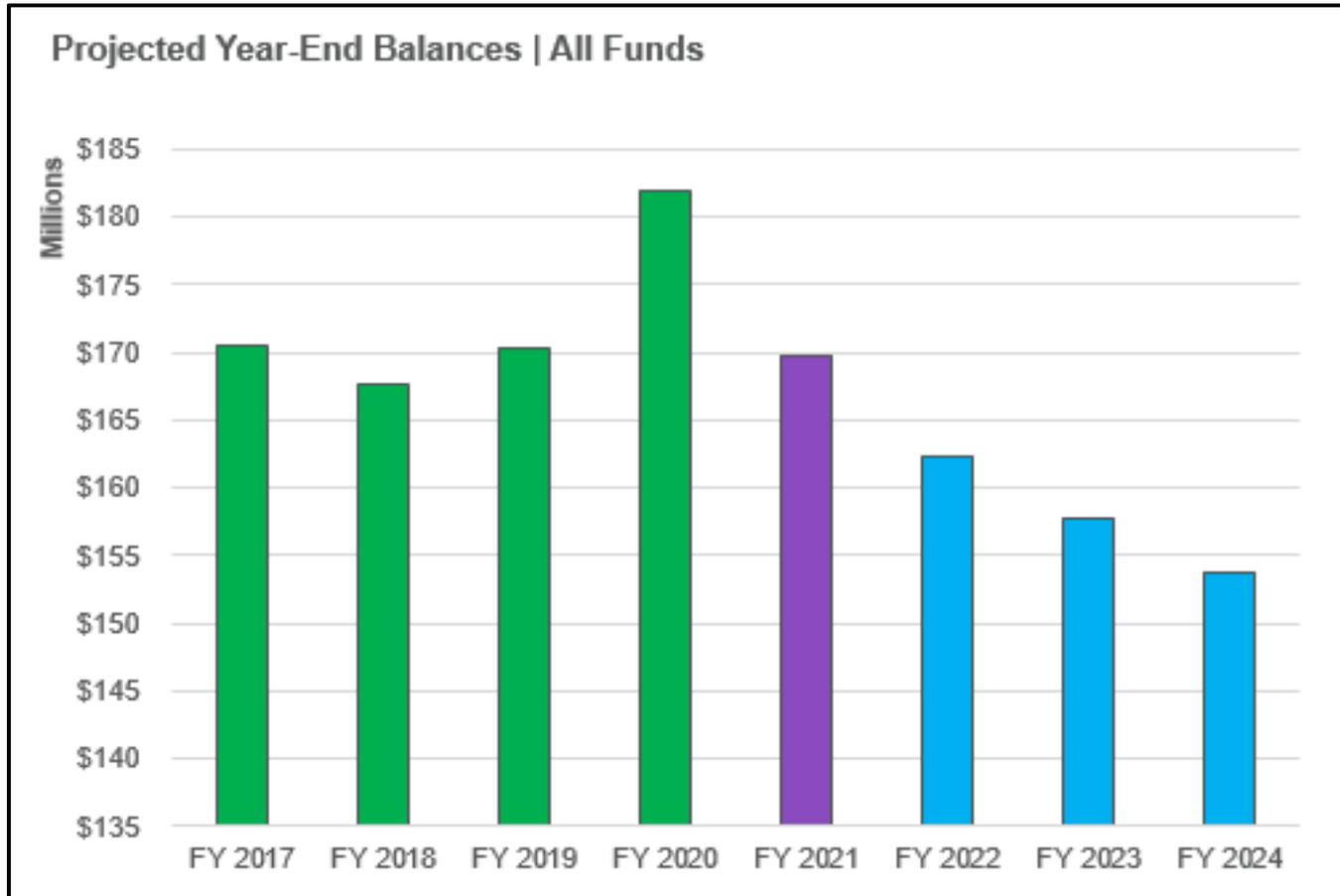
Governmental Funds

Chart 4.20 Five Year Comparison and Three Year Financial Projection Chart

All Governmental Funds															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$232,178,065	\$235,296,190	1.34%	\$244,048,842	3.72%	\$249,480,479	2.23%	\$246,402,875	-1.23%	\$254,461,521	3.27%	\$257,326,929	1.13%	\$264,163,436	2.66%
State Sources	\$14,202,879	\$18,800,703	32.37%	\$18,847,606	0.25%	\$17,813,513	-5.49%	\$17,321,654	-2.76%	\$17,321,654	0.00%	\$17,321,654	0.00%	\$17,321,654	0.00%
Federal Sources	\$5,089,204	\$6,698,043	31.61%	\$6,045,952	-9.74%	\$6,298,206	4.17%	\$6,275,471	-0.36%	\$6,275,471	0.00%	\$6,275,471	0.00%	\$6,275,471	0.00%
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$251,470,148	\$260,794,936	3.71%	\$268,942,400	3.12%	\$273,592,198	1.73%	\$270,000,000	-1.31%	\$278,058,646	2.98%	\$280,924,054	1.03%	\$287,760,561	2.43%
EXPENDITURES															
Salary	\$146,125,512	\$148,254,988	1.46%	\$148,458,609	0.14%	\$152,882,433	2.98%	\$160,412,846	4.93%	\$165,375,681	3.09%	\$169,910,766	2.74%	\$172,480,701	1.51%
Employee Benefits	\$36,453,576	\$37,229,882	2.13%	\$44,617,839	19.84%	\$41,311,222	-7.41%	\$40,522,703	-1.91%	\$40,900,014	0.93%	\$42,349,333	3.54%	\$43,738,783	3.28%
Purchased Services	\$23,019,101	\$26,678,972	15.90%	\$25,563,143	-4.18%	\$25,794,088	0.90%	\$28,888,585	12.00%	\$30,034,293	3.97%	\$31,228,325	3.98%	\$32,472,828	3.99%
Supplies and Materials	\$12,507,952	\$14,348,185	14.71%	\$14,343,029	-0.04%	\$13,569,345	-5.39%	\$15,938,715	17.46%	\$16,427,996	3.07%	\$16,932,512	3.07%	\$17,452,747	3.07%
Capital Outlay	\$9,777,139	\$20,874,917	113.51%	\$16,451,810	-21.19%	\$10,277,190	-37.53%	\$23,326,710	126.98%	\$19,426,511	-16.72%	\$11,529,307	-40.65%	\$11,635,186	0.92%
Other Objects	\$13,408,676	\$24,544,130	83.05%	\$16,596,795	-32.38%	\$15,638,397	-5.77%	\$11,134,812	-28.80%	\$11,366,847	2.08%	\$11,605,844	2.10%	\$11,852,010	2.12%
Non-Capitalized Equipment	\$2,138,196	\$915,929	-57.16%	\$1,301,433	42.09%	\$2,411,215	85.27%	\$1,900,630	-21.18%	\$1,957,649	3.00%	\$2,016,378	3.00%	\$2,076,870	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$243,430,152	\$272,847,003	12.08%	\$267,332,658	-2.02%	\$261,883,890	-2.04%	\$282,125,000	7.73%	\$285,488,991	1.19%	\$285,572,465	0.03%	\$291,709,125	2.15%
SURPLUS/(DEFICIT)	\$8,039,996	(\$12,052,067)		\$1,609,742		\$11,708,308		(\$12,125,000)		(\$7,430,345)		(\$4,648,411)		(\$3,948,564)	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$30,853,659	\$24,692,389		\$9,095,312		\$8,942,875		\$5,100,000		\$5,000,000		\$4,800,000		\$4,500,000	
Other Financing Uses	(\$30,471,143)	(\$15,488,200)		(\$8,209,911)		(\$8,942,875)		(\$5,100,000)		(\$5,000,000)		(\$4,800,000)		(\$4,500,000)	
TOTAL OTHER FINANCING SOURCES/(USES)	\$382,516	\$9,204,189		\$885,401		\$0		\$0		\$0		\$0		\$0	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	\$8,422,512	(\$2,847,878)		\$2,495,143		\$11,708,308		(\$12,125,000)		(\$7,430,345)		(\$4,648,411)		(\$3,948,564)	
BEGINNING FUND BALANCE	\$162,153,520	\$170,576,032		\$167,728,154		\$170,223,297		\$181,931,605		\$169,806,605		\$162,376,260		\$157,727,849	
ENDING FUND BALANCE	\$170,576,032	\$167,728,154		\$170,223,297		\$181,931,605		\$169,806,605		\$162,376,260		\$157,727,849		\$153,779,285	
FUND BALANCE AS % OF EXPENDITURES	70.07%	61.47%		63.67%		69.47%		60.19%		56.88%		55.23%		52.72%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	8.41	7.38		7.64		8.34		7.22		6.83		6.63		6.33	

Governmental Funds

Chart 4.21 Projected Year-End Balances Graph



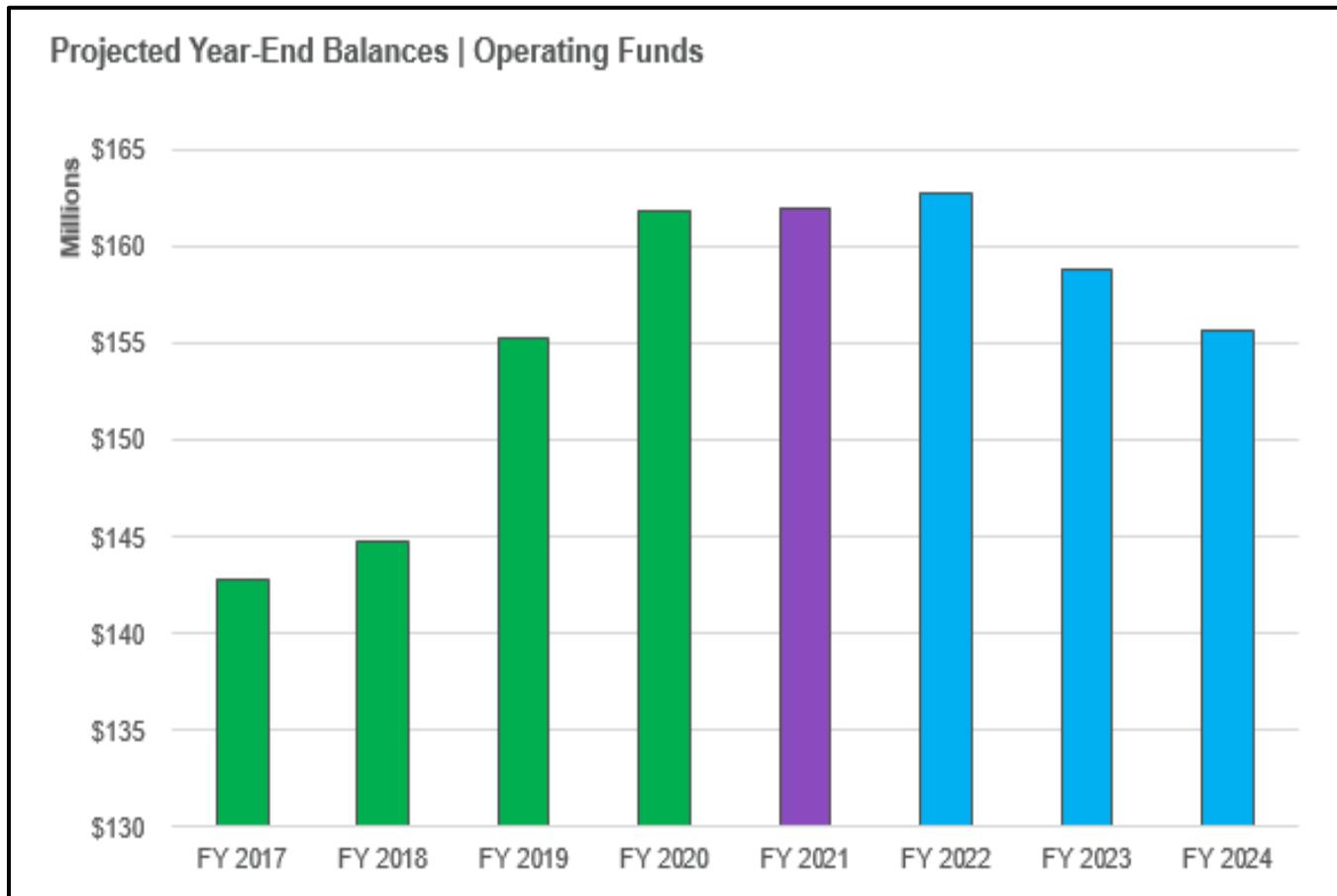
Operating Funds

Chart 4.22 Five Year Comparison and Three Year Financial Projection Chart

Operating Funds															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$225,826,168	\$230,400,102	2.03%	\$240,127,049	4.22%	\$238,730,554	-0.58%	\$240,302,875	0.66%	\$248,378,991	3.36%	\$251,309,367	1.18%	\$258,108,335	2.71%
State Sources	\$14,202,879	\$18,800,703	32.37%	\$18,847,606	0.25%	\$17,813,513	-5.49%	\$17,321,654	-2.76%	\$17,321,654	0.00%	\$17,321,654	0.00%	\$17,321,654	0.00%
Federal Sources	\$4,943,847	\$6,653,686	34.59%	\$5,978,453	-10.15%	\$6,275,180	4.96%	\$6,275,471	0.00%	\$6,275,471	0.00%	\$6,275,471	0.00%	\$6,275,471	0.00%
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$244,972,894	\$255,854,491	4.44%	\$264,953,108	3.56%	\$262,819,247	-0.81%	\$263,900,000	0.41%	\$271,976,116	3.06%	\$274,906,492	1.08%	\$281,705,460	2.47%
EXPENDITURES															
Salary	\$146,125,512	\$148,254,988	1.46%	\$148,458,609	0.14%	\$152,882,433	2.98%	\$160,412,846	4.93%	\$165,375,681	3.09%	\$169,910,766	2.74%	\$172,480,701	1.51%
Employee Benefits	\$36,453,576	\$37,229,882	2.13%	\$44,617,839	19.84%	\$41,311,222	-7.41%	\$40,522,703	-1.91%	\$40,900,014	0.93%	\$42,349,333	3.54%	\$43,738,783	3.28%
Purchased Services	\$23,019,101	\$26,678,972	15.90%	\$25,563,143	-4.18%	\$25,794,088	0.90%	\$28,888,585	12.00%	\$30,034,293	3.97%	\$31,228,325	3.98%	\$32,472,828	3.99%
Supplies and Materials	\$12,507,952	\$14,348,185	14.71%	\$14,343,029	-0.04%	\$13,569,345	-5.39%	\$15,938,715	17.46%	\$16,427,996	3.07%	\$16,932,512	3.07%	\$17,452,747	3.07%
Capital Outlay	\$3,397,579	\$2,341,409	-31.09%	\$3,321,165	41.84%	\$2,663,950	-19.79%	\$3,326,710	24.88%	\$3,426,511	3.00%	\$3,529,307	3.00%	\$3,635,186	3.00%
Other Objects	\$6,640,629	\$8,605,566	29.59%	\$9,495,190	10.34%	\$8,617,496	-9.24%	\$7,734,812	-10.24%	\$7,966,847	3.00%	\$8,205,844	3.00%	\$8,452,010	3.00%
Non-Capitalized Equipment	\$2,138,196	\$915,929	-57.16%	\$1,301,433	42.09%	\$2,411,215	85.27%	\$1,900,630	-21.18%	\$1,957,649	3.00%	\$2,016,378	3.00%	\$2,076,870	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$230,282,545	\$238,374,931	3.51%	\$247,100,408	3.66%	\$247,249,749	0.06%	\$258,725,000	4.64%	\$266,088,991	2.85%	\$274,172,465	3.04%	\$280,309,125	2.24%
SURPLUS/(DEFICIT)	\$14,690,349	\$17,479,560		\$17,852,700		\$15,569,498		\$5,175,000		\$5,887,125		\$734,027		\$1,396,335	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$426,844	\$0		\$885,401		\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	(\$20,956,321)	(\$15,488,200)		(\$8,209,911)		(\$8,942,875)		(\$5,100,000)		(\$5,000,000)		(\$4,800,000)		(\$4,500,000)	
TOTAL OTHER FINANCING SOURCES/(USES)	(\$20,529,477)	(\$15,488,200)		(\$7,324,510)		(\$8,942,875)		(\$5,100,000)		(\$5,000,000)		(\$4,800,000)		(\$4,500,000)	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	(\$5,839,128)	\$1,991,360		\$10,528,190		\$6,626,623		\$75,000		\$887,125		(\$4,065,973)		(\$3,103,665)	
BEGINNING FUND BALANCE	\$148,583,021	\$142,743,893		\$144,735,253		\$155,263,443		\$161,890,066		\$161,965,066		\$162,852,191		\$158,786,218	
ENDING FUND BALANCE	\$142,743,893	\$144,735,253		\$155,263,443		\$161,890,066		\$161,965,066		\$162,852,191		\$158,786,218		\$155,682,553	
FUND BALANCE AS % OF EXPENDITURES	61.99%	60.72%		62.83%		65.48%		62.60%		61.20%		57.91%		55.54%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	7.44	7.29		7.54		7.86		7.51		7.34		6.95		6.66	

Operating Funds

Chart 4.23 Projected Year-End Balances Graph



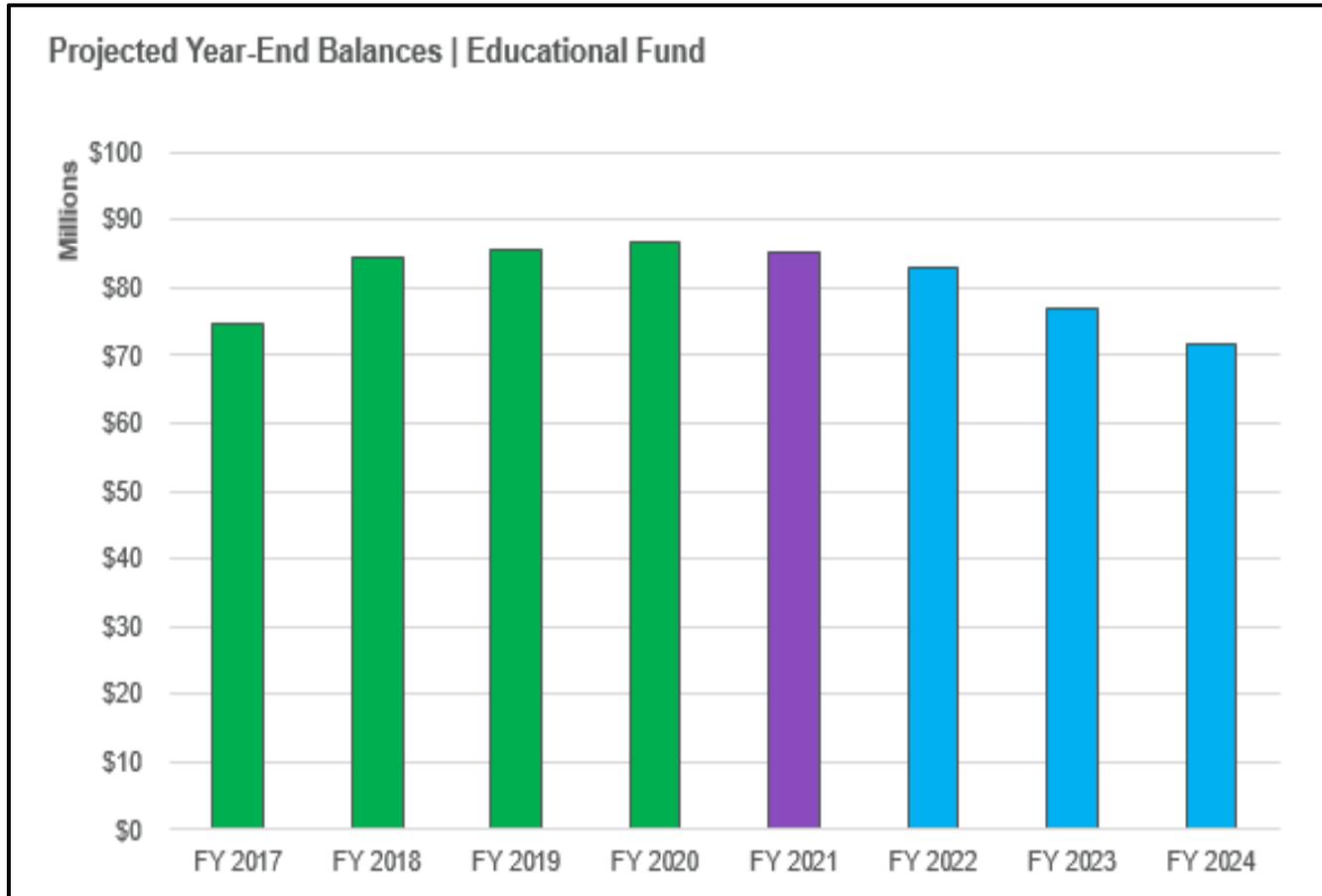
Educational Fund

Chart 4.24 Five Year Comparison and Three Year Financial Projection Chart

Educational Fund															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$177,087,565	\$181,659,881	2.58%	\$184,587,025	1.61%	\$188,607,205	1.09%	\$189,502,875	1.55%	\$194,686,254	2.74%	\$196,971,041	1.17%	\$202,244,405	2.68%
State Sources	\$11,554,259	\$14,698,903	27.22%	\$13,015,535	-11.45%	\$13,013,980	-0.01%	\$12,321,654	-5.32%	\$12,321,654	0.00%	\$12,321,654	0.00%	\$12,321,654	0.00%
Federal Sources	\$4,943,847	\$6,653,686	34.59%	\$5,978,453	-10.15%	\$6,275,180	4.96%	\$6,275,471	0.00%	\$6,275,471	0.00%	\$6,275,471	0.00%	\$6,275,471	0.00%
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$193,585,671	\$203,012,470	4.87%	\$203,581,013	0.28%	\$205,896,365	1.14%	\$208,100,000	1.07%	\$213,283,379	2.49%	\$215,568,166	1.07%	\$220,841,530	2.45%
EXPENDITURES															
Salary	\$135,147,469	\$137,140,063	1.47%	\$137,718,422	0.42%	\$142,051,048	3.15%	\$149,299,770	5.10%	\$153,906,595	3.09%	\$157,968,997	2.64%	\$160,094,971	1.35%
Employee Benefits	\$25,581,977	\$26,548,720	3.78%	\$34,141,221	28.60%	\$30,892,959	-9.51%	\$29,300,511	-5.15%	\$29,405,985	0.36%	\$30,445,934	3.54%	\$31,472,602	3.37%
Purchased Services	\$12,052,279	\$11,357,059	-5.77%	\$10,471,135	-7.80%	\$10,989,547	4.95%	\$11,849,802	7.83%	\$12,205,297	3.00%	\$12,571,455	3.00%	\$12,948,599	3.00%
Supplies and Materials	\$7,783,193	\$8,367,798	7.51%	\$8,949,428	6.95%	\$8,569,859	-4.24%	\$9,819,065	14.58%	\$10,113,637	3.00%	\$10,417,046	3.00%	\$10,729,557	3.00%
Capital Outlay	\$538,881	\$403,250	-25.17%	\$1,245,556	208.88%	\$1,430,031	14.81%	\$398,210	-72.15%	\$410,156	3.00%	\$422,461	3.00%	\$435,135	3.00%
Other Objects	\$6,590,748	\$8,552,457	29.76%	\$9,441,174	10.39%	\$8,560,625	-9.33%	\$7,677,012	-10.32%	\$7,907,322	3.00%	\$8,144,542	3.00%	\$8,388,878	3.00%
Non-Capitalized Equipment	\$1,861,628	\$740,369	-60.23%	\$1,179,156	59.27%	\$1,916,926	62.57%	\$1,555,630	-18.85%	\$1,602,299	3.00%	\$1,650,368	3.00%	\$1,699,879	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$189,556,175	\$193,109,716	1.87%	\$203,146,092	5.20%	\$204,410,995	0.62%	\$209,900,000	2.69%	\$215,551,291	2.69%	\$221,620,804	2.82%	\$225,769,622	1.87%
SURPLUS/(DEFICIT)	\$4,029,496	\$9,902,754		\$434,921		\$1,485,370		(\$1,800,000)		(\$2,267,911)		(\$6,052,637)		(\$4,928,092)	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$426,844	\$0		\$885,401		\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	(\$286,369)	(\$187,700)		(\$218,570)		(\$218,570)		\$0		\$0		\$0		\$0	
TOTAL OTHER FINANCING SOURCES/(USES)	\$140,475	(\$187,700)		\$666,831		(\$218,570)		\$0		\$0		\$0		\$0	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	\$4,169,971	\$9,715,054		\$1,101,752		\$1,266,800		(\$1,800,000)		(\$2,267,911)		(\$6,052,637)		(\$4,928,092)	
BEGINNING FUND BALANCE	\$70,575,399	\$74,745,370		\$84,460,424		\$85,562,176		\$86,828,976		\$85,028,976		\$82,761,065		\$76,708,427	
ENDING FUND BALANCE	\$74,745,370	\$84,460,424		\$85,562,176		\$86,828,976		\$85,028,976		\$82,761,065		\$76,708,427		\$71,780,336	
FUND BALANCE AS % OF EXPENDITURES	39.43%	43.74%		42.12%		42.48%		40.51%		38.40%		34.61%		31.79%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	4.73	5.25		5.05		5.10		4.86		4.61		4.15		3.82	

Educational Fund

Chart 4.25 Projected Year-End Balances Graph



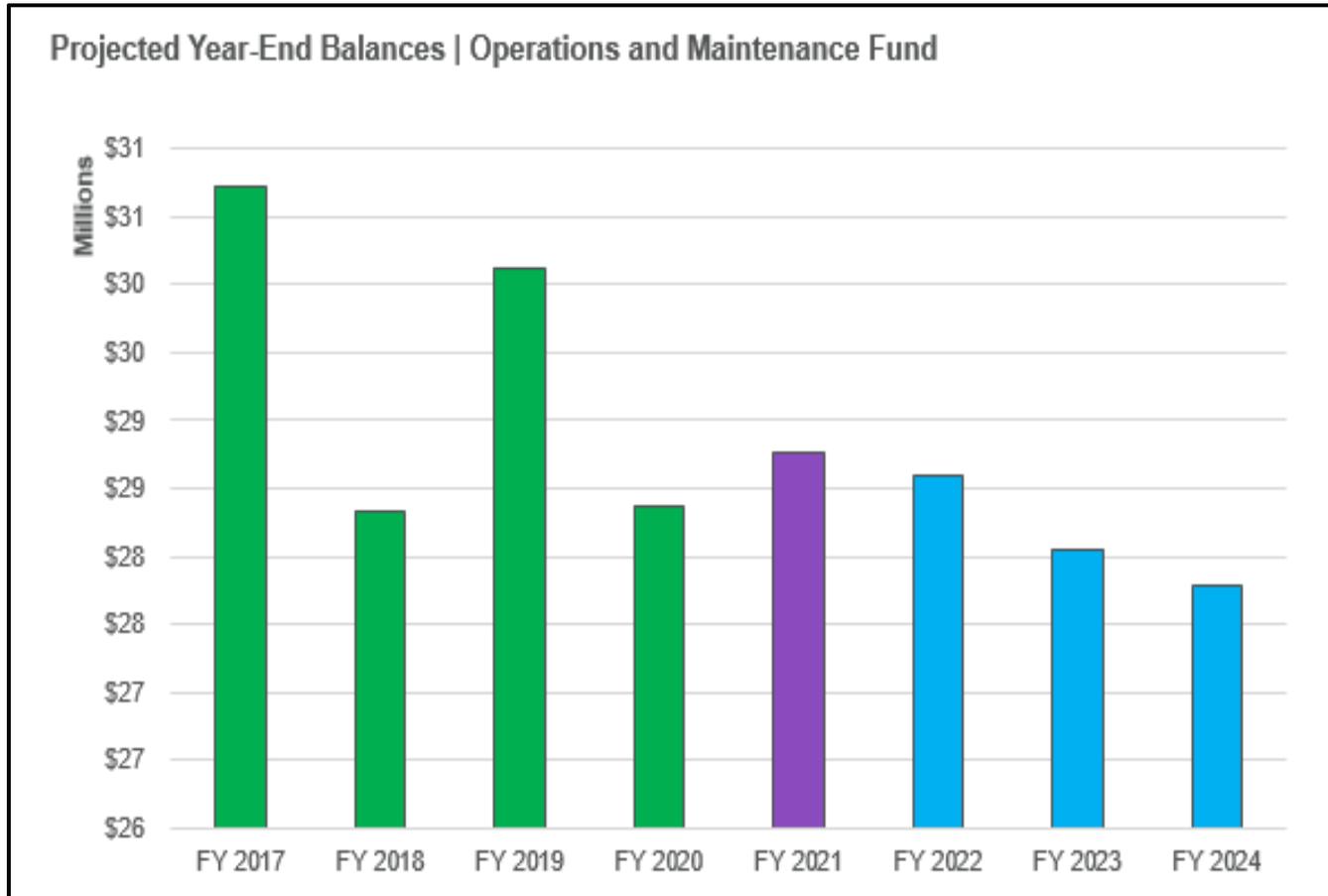
Operations and Maintenance Fund

Chart 4.26 Five Year Comparison and Three Year Financial Projection Chart

Operations and Maintenance Fund															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$31,916,485	\$29,506,623	-7.55%	\$32,027,283	8.54%	\$29,756,749	-7.09%	\$30,900,000	3.84%	\$30,919,490	0.06%	\$31,309,342	1.26%	\$32,187,595	2.81%
State Sources	\$264,529	\$0	-100.00%	\$0		\$0		\$0		\$0		\$0		\$0	
Federal Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$32,181,014	\$29,506,623	-8.31%	\$32,027,283	8.54%	\$29,756,749	-7.09%	\$30,900,000	3.84%	\$30,919,490	0.06%	\$31,309,342	1.26%	\$32,187,595	2.81%
EXPENDITURES															
Salary	\$10,854,233	\$10,971,980	1.08%	\$10,593,392	-3.45%	\$10,698,803	1.00%	\$10,970,888	2.54%	\$11,322,079	3.20%	\$11,789,521	4.13%	\$12,229,657	3.73%
Employee Benefits	\$2,619,876	\$2,287,428	-12.69%	\$2,419,138	5.76%	\$2,062,823	-14.73%	\$2,748,212	33.23%	\$2,748,212	0.00%	\$2,854,540	3.87%	\$2,965,086	3.87%
Purchased Services	\$2,609,329	\$2,905,730	11.36%	\$2,370,132	-18.43%	\$3,595,762	51.71%	\$3,086,250	-14.17%	\$3,178,838	3.00%	\$3,274,203	3.00%	\$3,372,429	3.00%
Supplies and Materials	\$4,326,802	\$5,512,386	27.40%	\$4,885,639	-11.37%	\$4,642,043	-4.99%	\$5,563,650	19.85%	\$5,730,560	3.00%	\$5,902,476	3.00%	\$6,079,551	3.00%
Capital Outlay	\$2,651,013	\$1,694,675	-36.07%	\$1,795,564	5.95%	\$1,233,919	-31.28%	\$2,628,500	113.02%	\$2,707,355	3.00%	\$2,788,576	3.00%	\$2,872,233	3.00%
Other Objects	\$49,881	\$53,009	6.27%	\$54,016	1.90%	\$56,871	5.29%	\$57,500	1.11%	\$59,225	3.00%	\$61,002	3.00%	\$62,832	3.00%
Non-Capitalized Equipment	\$276,568	\$175,560	-36.52%	\$122,277	-30.35%	\$494,289	304.24%	\$345,000	-30.20%	\$355,350	3.00%	\$366,011	3.00%	\$376,991	3.00%
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$23,387,702	\$23,600,768	0.91%	\$22,240,158	-5.77%	\$22,784,510	2.45%	\$25,400,000	11.48%	\$26,101,617	2.76%	\$27,036,328	3.58%	\$27,958,778	3.41%
SURPLUS/(DEFICIT)	\$8,793,312	\$5,905,855		\$9,787,125		\$6,972,239		\$5,500,000		\$4,817,873		\$4,273,014		\$4,228,817	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	(\$8,769,952)	(\$8,300,500)		(\$7,991,341)		(\$8,724,305)		(\$5,100,000)		(\$5,000,000)		(\$4,800,000)		(\$4,500,000)	
TOTAL OTHER FINANCING SOURCES/(USES)	(\$8,769,952)	(\$8,300,500)		(\$7,991,341)		(\$8,724,305)		(\$5,100,000)		(\$5,000,000)		(\$4,800,000)		(\$4,500,000)	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	\$23,360	(\$2,394,645)		\$1,795,784		(\$1,752,066)		\$400,000		(\$182,127)		(\$526,986)		(\$271,183)	
BEGINNING FUND BALANCE	\$30,692,900	\$30,716,260		\$28,321,615		\$30,117,399		\$28,365,333		\$28,765,333		\$28,583,206		\$28,056,220	
ENDING FUND BALANCE	\$30,716,260	\$28,321,615		\$30,117,399		\$28,365,333		\$28,765,333		\$28,583,206		\$28,056,220		\$27,785,037	
FUND BALANCE AS % OF EXPENDITURES	131.34%	120.00%		135.42%		124.49%		113.25%		109.51%		103.77%		99.38%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	15.76	14.40		16.25		14.94		13.59		13.14		12.45		11.93	

Operations and Maintenance Fund

Chart 4.27 Projected Year-End Balances Graph



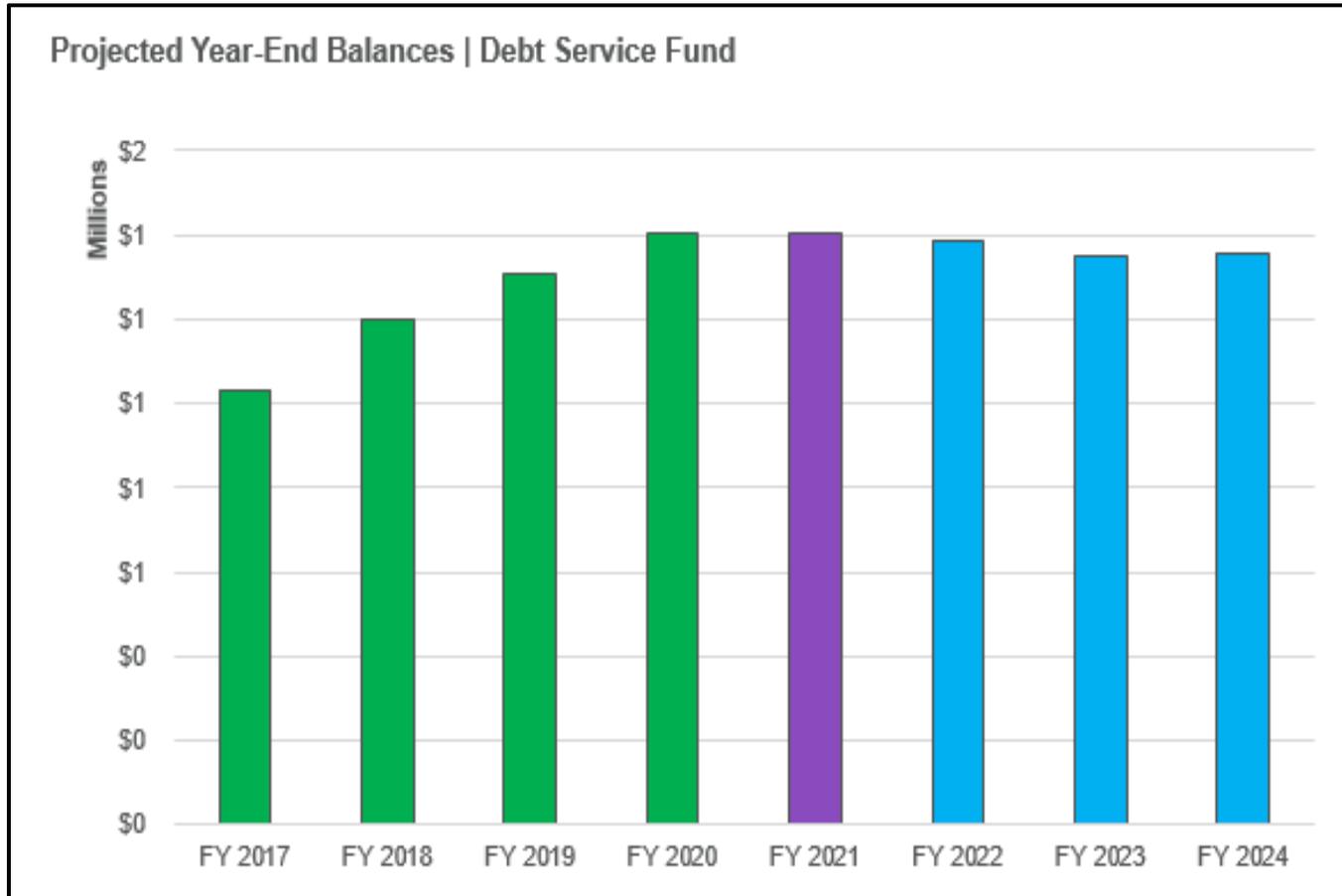
Debt Service Fund

Chart 4.28 Five Year Comparison and Three Year Financial Projection Chart

Debt Service Fund															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$3,339,606	\$3,371,858	0.97%	\$3,429,877	1.72%	\$3,449,805	0.58%	\$3,400,000	-1.44%	\$3,382,530	-0.51%	\$3,367,562	-0.44%	\$3,405,101	1.11%
State Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Federal Sources	\$145,357	\$44,357	-69.48%	\$67,499	52.17%	\$23,026	-65.89%	\$0	-100.00%	\$0		\$0		\$0	
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$3,484,963	\$3,416,215	-1.97%	\$3,497,376	2.38%	\$3,472,831	-0.70%	\$3,400,000	-2.10%	\$3,382,530	-0.51%	\$3,367,562	-0.44%	\$3,405,101	1.11%
EXPENDITURES															
Salary	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Employee Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Purchased Services	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Capital Outlay	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Objects	\$6,768,047	\$15,938,564	135.50%	\$7,101,605	-55.44%	\$7,020,901	-1.14%	\$3,400,000	-51.57%	\$3,400,000	0.00%	\$3,400,000	0.00%	\$3,400,000	0.00%
Non-Capitalized Equipment	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$6,768,047	\$15,938,564	135.50%	\$7,101,605	-55.44%	\$7,020,901	-1.14%	\$3,400,000	-51.57%	\$3,400,000	0.00%	\$3,400,000	0.00%	\$3,400,000	0.00%
SURPLUS/(DEFICIT)	(\$3,283,084)	(\$12,522,349)		(\$3,604,229)		(\$3,548,070)		\$0		(\$17,470)		(\$32,438)		\$5,101	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$13,026,815	\$12,692,389		\$3,709,911		\$3,642,875		\$0		\$0		\$0		\$0	
Other Financing Uses	(\$9,514,822)	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FINANCING SOURCES/(USES)	\$3,511,993	\$12,692,389		\$3,709,911		\$3,642,875		\$0		\$0		\$0		\$0	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	\$228,909	\$170,040		\$105,682		\$94,805		\$0		(\$17,470)		(\$32,438)		\$5,101	
BEGINNING FUND BALANCE	\$802,634	\$1,031,543		\$1,201,583		\$1,307,265		\$1,402,070		\$1,402,070		\$1,384,600		\$1,352,162	
ENDING FUND BALANCE	\$1,031,543	\$1,201,583		\$1,307,265		\$1,402,070		\$1,402,070		\$1,384,600		\$1,352,162		\$1,357,263	
FUND BALANCE AS % OF EXPENDITURES	15.24%	7.54%		18.41%		19.97%		41.24%		40.72%		39.77%		39.92%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	1.83	0.90		2.21		2.40		4.95		4.89		4.77		4.79	

Debt Service Fund

Chart 4.29 Projected Year-End Balances Graph



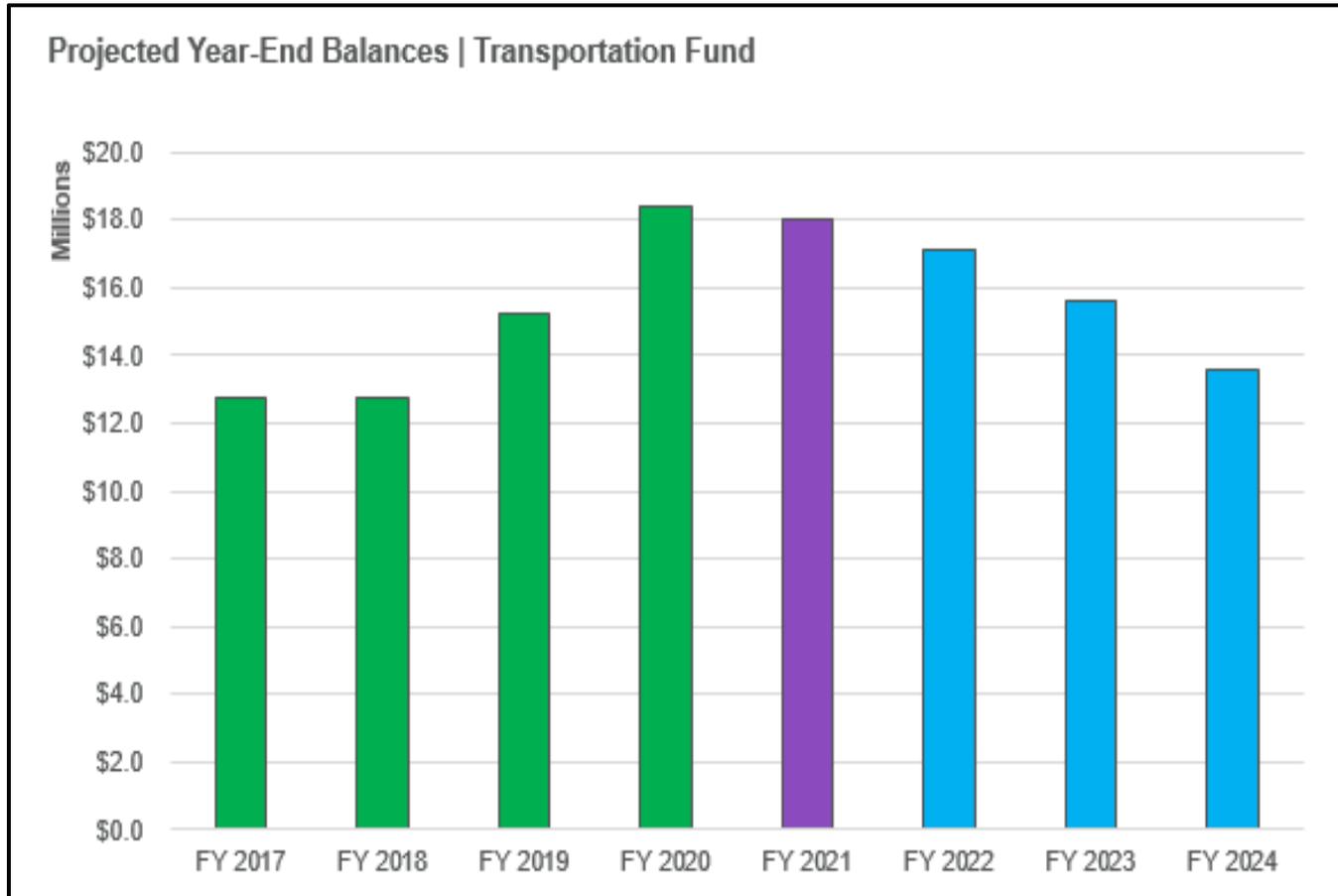
Transportation Fund

Chart 4.30 Five Year Comparison and Three Year Financial Projection Chart

Transportation Fund															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$7,602,438	\$9,223,740	21.33%	\$10,294,131	11.60%	\$10,114,622	-1.74%	\$9,600,000	-5.09%	\$9,877,278	2.89%	\$10,001,655	1.26%	\$10,288,601	2.87%
State Sources	\$2,384,091	\$4,101,800	72.05%	\$5,832,071	42.18%	\$4,799,533	-17.70%	\$5,000,000	4.18%	\$5,000,000	0.00%	\$5,000,000	0.00%	\$5,000,000	0.00%
Federal Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$9,986,529	\$13,325,540	33.44%	\$16,126,202	21.02%	\$14,914,155	-7.52%	\$14,600,000	-2.11%	\$14,877,278	1.90%	\$15,001,655	0.84%	\$15,288,601	1.91%
EXPENDITURES															
Salary	\$123,810	\$142,945	15.46%	\$146,795	2.69%	\$132,582	-9.68%	\$142,188	7.25%	\$147,007	3.39%	\$152,247	3.56%	\$156,072	2.51%
Employee Benefits	\$45,410	\$41,239	-9.19%	\$41,739	1.21%	\$43,385	3.94%	\$48,979	12.89%	\$48,979	0.00%	\$50,747	3.61%	\$52,583	3.62%
Purchased Services	\$8,357,493	\$12,416,183	48.56%	\$12,721,876	2.46%	\$11,208,779	-11.89%	\$13,952,533	24.48%	\$14,650,159	5.00%	\$15,382,667	5.00%	\$16,151,800	5.00%
Supplies and Materials	\$397,957	\$468,001	17.60%	\$507,962	8.54%	\$357,443	-29.63%	\$556,000	55.55%	\$583,800	5.00%	\$612,990	5.00%	\$643,640	5.00%
Capital Outlay	\$207,685	\$243,484	17.24%	\$280,045	15.02%	\$0	-100.00%	\$300,000		\$309,000	3.00%	\$318,270	3.00%	\$327,818	3.00%
Other Objects	\$0	\$100		\$0	-100.00%	\$0		\$300		\$300	0.00%	\$300	0.00%	\$300	0.00%
Non-Capitalized Equipment	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$9,132,355	\$13,311,952	45.77%	\$13,698,417	2.90%	\$11,742,189	-14.28%	\$15,000,000	27.74%	\$15,739,246	4.93%	\$16,517,221	4.94%	\$17,332,213	4.93%
SURPLUS/(DEFICIT)	\$854,174	\$13,588		\$2,427,785		\$3,171,966		(\$400,000)		(\$861,968)		(\$1,515,566)		(\$2,043,612)	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FINANCING SOURCES/(USES)	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	\$854,174	\$13,588		\$2,427,785		\$3,171,966		(\$400,000)		(\$861,968)		(\$1,515,566)		(\$2,043,612)	
BEGINNING FUND BALANCE	\$11,914,325	\$12,768,499		\$12,782,087		\$15,209,872		\$18,381,838		\$17,981,838		\$17,119,870		\$15,604,304	
ENDING FUND BALANCE	\$12,768,499	\$12,782,087		\$15,209,872		\$18,381,838		\$17,981,838		\$17,119,870		\$15,604,304		\$13,560,692	
FUND BALANCE AS % OF EXPENDITURES	139.82%	96.02%		111.03%		156.55%		119.88%		108.77%		94.47%		78.24%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	16.78	11.52		13.32		18.79		14.39		13.05		11.34		9.39	

Transportation Fund

Chart 4.31 Projected Year-End Balances Graph



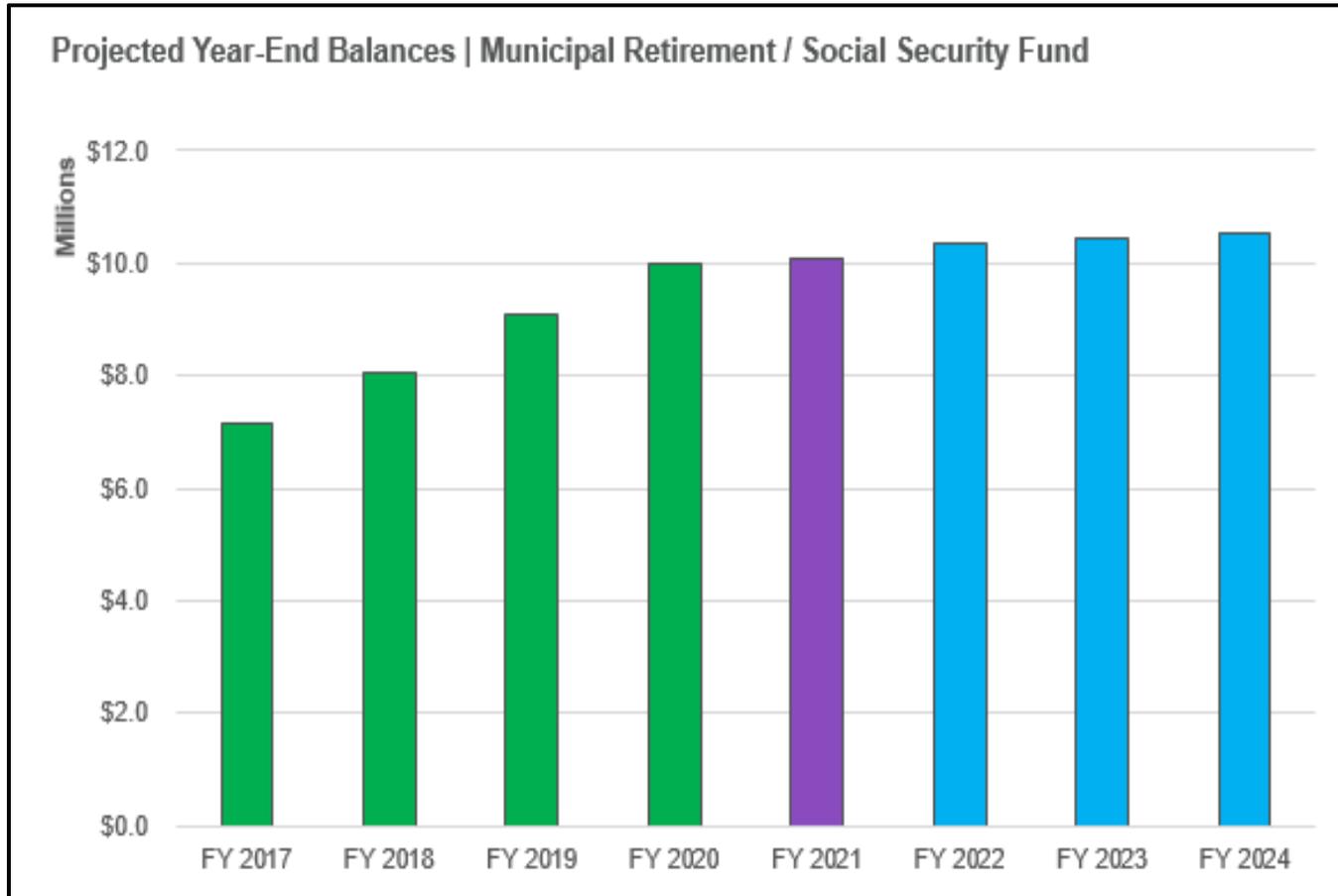
Municipal Retirement/Social Security Fund

Chart 4.32 Five Year Comparison and Three Year Financial Projection Chart

Municipal Retirement / Social Security Fund															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$9,083,902	\$9,239,640	1.71%	\$9,058,800	-1.96%	\$9,198,927	1.55%	\$8,500,000	-7.60%	\$8,982,932	5.68%	\$9,088,143	1.17%	\$9,337,052	2.74%
State Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Federal Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$9,083,902	\$9,239,640	1.71%	\$9,058,800	-1.96%	\$9,198,927	1.55%	\$8,500,000	-7.60%	\$8,982,932	5.68%	\$9,088,143	1.17%	\$9,337,052	2.74%
EXPENDITURES															
Salary	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Employee Benefits	\$8,206,313	\$8,352,495	1.78%	\$8,015,741	-4.03%	\$8,312,055	3.70%	\$8,425,000	1.36%	\$8,696,838	3.23%	\$8,998,112	3.46%	\$9,248,513	2.78%
Purchased Services	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Capital Outlay	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Objects	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Non-Capitalized Equipment	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$8,206,313	\$8,352,495	1.78%	\$8,015,741	-4.03%	\$8,312,055	3.70%	\$8,425,000	1.36%	\$8,696,838	3.23%	\$8,998,112	3.46%	\$9,248,513	2.78%
SURPLUS/(DEFICIT)	\$877,589	\$887,145		\$1,043,059		\$886,872		\$75,000		\$286,095		\$90,031		\$88,539	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FINANCING SOURCES/(USES)	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	\$877,589	\$887,145		\$1,043,059		\$886,872		\$75,000		\$286,095		\$90,031		\$88,539	
BEGINNING FUND BALANCE	\$6,288,091	\$7,165,680		\$8,052,825		\$9,095,884		\$9,982,756		\$10,057,756		\$10,343,851		\$10,433,881	
ENDING FUND BALANCE	\$7,165,680	\$8,052,825		\$9,095,884		\$9,982,756		\$10,057,756		\$10,343,851		\$10,433,881		\$10,522,421	
FUND BALANCE AS % OF EXPENDITURES	87.32%	96.41%		113.48%		120.10%		119.38%		118.94%		115.96%		113.77%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	10.48	11.57		13.62		14.41		14.33		14.27		13.91		13.65	

Municipal Retirement/Social Security Fund

Chart 4.33 Projected Year-End Balances Graph



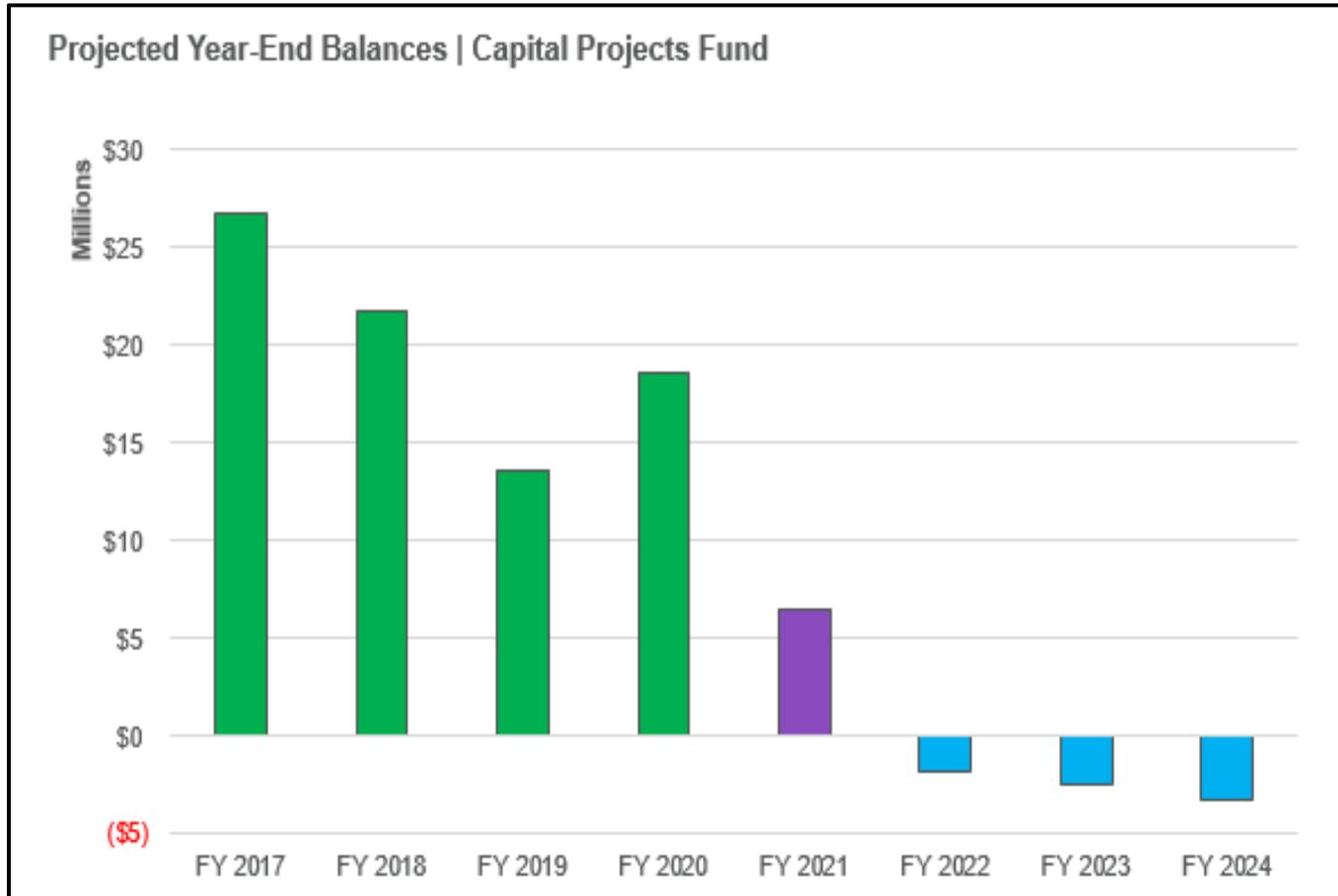
Capital Projects Fund

Chart 4.34 Five Year Comparison and Three Year Financial Projection Chart

Capital Projects Fund															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	ESTIMATE FY 2022	% Δ	ESTIMATE FY 2023	% Δ	ESTIMATE FY 2024	% Δ
REVENUES															
Local Sources	\$3,012,291	\$1,524,230	-49.40%	\$491,916	-67.73%	\$7,300,120	1384.02%	\$2,700,000	-63.01%	\$2,700,000	0.00%	\$2,650,000	-1.85%	\$2,650,000	0.00%
State Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Federal Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$3,012,291	\$1,524,230	-49.40%	\$491,916	-67.73%	\$7,300,120	1384.02%	\$2,700,000	-63.01%	\$2,700,000	0.00%	\$2,650,000	-1.85%	\$2,650,000	0.00%
EXPENDITURES															
Salary	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Employee Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Purchased Services	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Capital Outlay	\$6,379,560	\$18,533,508	190.51%	\$13,130,645	-29.15%	\$7,613,240	-42.02%	\$20,000,000	162.70%	\$16,000,000	-20.00%	\$8,000,000	-50.00%	\$8,000,000	0.00%
Other Objects	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Non-Capitalized Equipment	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$6,379,560	\$18,533,508	190.51%	\$13,130,645	-29.15%	\$7,613,240	-42.02%	\$20,000,000	162.70%	\$16,000,000	-20.00%	\$8,000,000	-50.00%	\$8,000,000	0.00%
SURPLUS/(DEFICIT)	(\$3,367,269)	(\$17,009,278)		(\$12,638,729)		(\$313,120)		(\$17,300,000)		(\$13,300,000)		(\$5,350,000)		(\$5,350,000)	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$17,400,000	\$12,000,000		\$4,500,000		\$5,300,000		\$5,100,000		\$5,000,000		\$4,800,000		\$4,500,000	
Other Financing Uses	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FINANCING SOURCES/(USES)	\$17,400,000	\$12,000,000		\$4,500,000		\$5,300,000		\$5,100,000		\$5,000,000		\$4,800,000		\$4,500,000	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	\$14,032,731	(\$5,009,278)		(\$8,138,729)		\$4,986,880		(\$12,200,000)		(\$8,300,000)		(\$550,000)		(\$850,000)	
BEGINNING FUND BALANCE	\$12,767,865	\$26,800,596		\$21,791,318		\$13,652,589		\$18,639,469		\$6,439,469		(\$1,860,531)		(\$2,410,531)	
ENDING FUND BALANCE	\$26,800,596	\$21,791,318		\$13,652,589		\$18,639,469		\$6,439,469		(\$1,860,531)		(\$2,410,531)		(\$3,260,531)	
FUND BALANCE AS % OF EXPENDITURES	420.10%	117.58%		103.98%		244.83%		32.20%		-11.63%		-30.13%		-40.76%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	50.41	14.11		12.48		29.38		3.86		(1.40)		(3.62)		(4.89)	

Capital Projects Fund

Chart 4.35 Projected Year-End Balances Graph



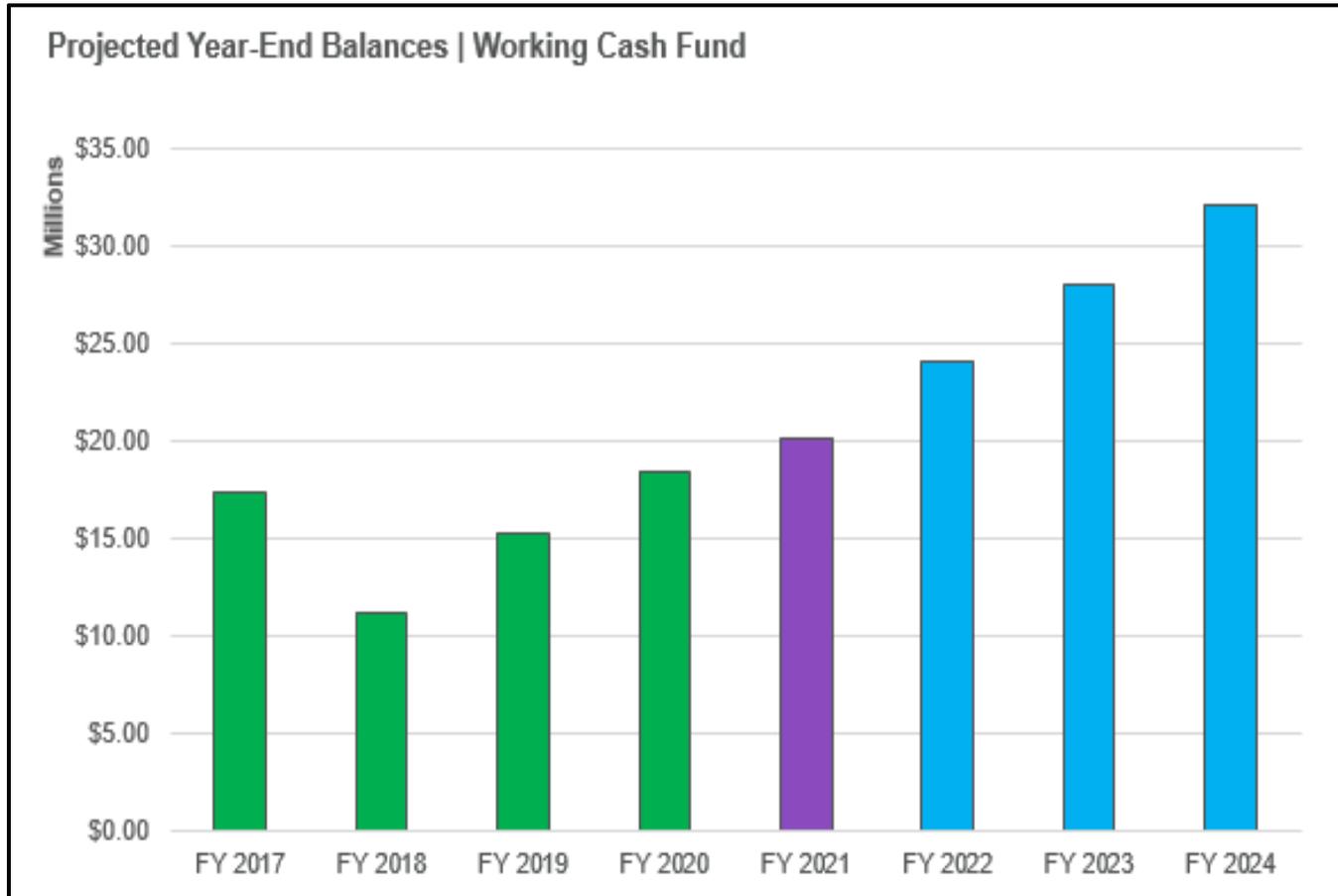
Working Cash Fund

Chart 4.36 Five Year Comparison and Three Year Financial Projection Chart

Working Cash Fund															
Revenues By Source and Expenditures By Object															
	ACTUAL FY 2017	ACTUAL FY 2018	% Δ	ACTUAL FY 2019	% Δ	ACTUAL FY 2020	% Δ	BUDGET FY 2021	% Δ	PROJECTED FY 2022	% Δ	PROJECTED FY 2023	% Δ	PROJECTED FY 2024	% Δ
REVENUES															
Local Sources	\$135,778	\$770,218	467.26%	\$4,159,810	440.08%	\$3,053,051	-26.61%	\$1,800,000	-41.04%	\$3,913,037	117.39%	\$3,939,185	0.67%	\$4,050,682	2.83%
State Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Federal Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Flow-Through	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL REVENUES	\$135,778	\$770,218	467.26%	\$4,159,810	440.08%	\$3,053,051	-26.61%	\$1,800,000	-41.04%	\$3,913,037	117.39%	\$3,939,185	0.67%	\$4,050,682	2.83%
EXPENDITURES															
Salary	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Employee Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Purchased Services	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Supplies and Materials	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Capital Outlay	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Objects	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Non-Capitalized Equipment	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Termination Benefits	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Provisions for Contingencies	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL EXPENDITURES	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
SURPLUS/(DEFICIT)	\$135,778	\$770,218		\$4,159,810		\$3,053,051		\$1,800,000		\$3,913,037		\$3,939,185		\$4,050,682	
OTHER FINANCING SOURCES/(USES)															
Other Financing Sources	\$0	\$0		\$0		\$0		\$0		\$0		\$0		\$0	
Other Financing Uses	(\$11,900,000)	(\$7,000,000)		\$0		\$0		\$0		\$0		\$0		\$0	
TOTAL OTHER FINANCING SOURCES/(USES)	(\$11,900,000)	(\$7,000,000)		\$0		\$0		\$0		\$0		\$0		\$0	
SURPLUS/(DEFICIT) WITH OTHER SOURCES/(USES)	(\$11,764,222)	(\$6,229,782)		\$4,159,810		\$3,053,051		\$1,800,000		\$3,913,037		\$3,939,185		\$4,050,682	
BEGINNING FUND BALANCE	\$29,112,306	\$17,348,084		\$11,118,302		\$15,278,112		\$18,331,163		\$20,131,163		\$24,044,200		\$27,983,385	
ENDING FUND BALANCE	\$17,348,084	\$11,118,302		\$15,278,112		\$18,331,163		\$20,131,163		\$24,044,200		\$27,983,385		\$32,034,067	
FUND BALANCE AS % OF EXPENDITURES	0.00%	0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	
FUND BALANCE AS # OF MONTHS OF EXPENDITURES	0.00	0.00		0.00		0.00		0.00		0.00		0.00		0.00	

Working Cash Fund

Chart 4.37 Projected Year-End Balances Graph



Student Enrollment Trends

Projections are based on a two-year cohort survival ratio that averages two years of the number of students in one grade level to the subsequent grade level the following year. This ratio is then applied to the current actual year enrollment to project the fall housing count for next year. Ninth grade enrollment projections are based on a similar methodology applied to fall housing counts for the sender middle (and elementary) schools obtained through the ISBE IWAS Fall Housing report. Sender schools are then ‘assigned’ to the relevant high schools.

Enrollment projections are not predictions. Rather these figures are a best estimate based upon historical and current information. Analysis of prior year enrollment and projection patterns illustrates that actual enrollments can vary widely from year-to-year and across schools and grades.

Chart 4.38 Student Enrollment Projection Accuracy

Figure 2. District On-Site Enrollment Projection Accuracy Trend

	Projected Value	Actual Value	Actual-Projected Difference	Difference %
2012	11,796	11,911	115	1.0%
2013	11,749	11,715	-34	-0.3%
2014	11,652	11,579	-73	-0.6%
2015	11,540	11,549	9	0.1%
2016	11,598	11,681	83	0.7%
2017	11,711	11,778	67	0.6%
2018	11,789	11,761	-28	-0.2%
2019	11,781	11,699	-82	-0.7%
2020	11,583	11,596	13	0.1%

*On-Site Projections are calculated separately from building totals so may differ from the sum of the buildings

Chart 4.39 Student Enrollment

Figure 1. Fall Housing Count Trend

School	2013	2014	2015	2016	2017	2018	2019	2020	2021 Proj
BGHS	2,020	1,930	1,899	1,960	1,978	2,033	1,985	1,952	1,949
EGHS	1,977	1,935	1,906	1,925	1,922	1,940	1,952	1,906	1,905
JHHS	2,037	2,019	1,946	1,897	1,907	1,882	1,905	1,955	1,922
PHS	2,087	2,104	2,166	2,179	2,165	2,162	2,136	2,084	2,129
RMHS	1,828	1,810	1,904	1,927	1,969	1,926	1,901	1,916	1,934
WHS	1,766	1,781	1,728	1,793	1,837	1,818	1,820	1,783	1,748
D214 On-Site	11,715	11,579	11,549	11,681	11,778	11,761	11,699	11,596	11,612

*On-Site Projections are calculated separately from building totals so may differ from the sum of the buildings

The Two-Year Cohort Survival Ratio model has proven to be fairly accurate in aggregate for the district overall in recent years. Unfortunately, these projections are less accurate at the building and grade levels.

Enrollments are predicted to remain fairly consistent for the district, with variation by school. Two schools project an increase, while four others project a decrease. Prospect High School is projected to experience the largest increase of 45 students. Wheeling is projected to experience the largest decrease of 35 students.

This report contains tables that show the enrollment history from 2012-2013 to 2019-2020 and the projected enrollments for 2020-2021. The projected total District enrollment for 2020-2021 school year is 11,612, a possible increase of 16 students. The methodology has shifted from a sender school supplied data to an ISBE IWAS data acquisition and a series of prorated projections. These data are the projections upon which staffing decisions are based. For 2020-2021, District 214 assumed consistent enrollment for financial projections.

Chart 4.40 On-Site Schools

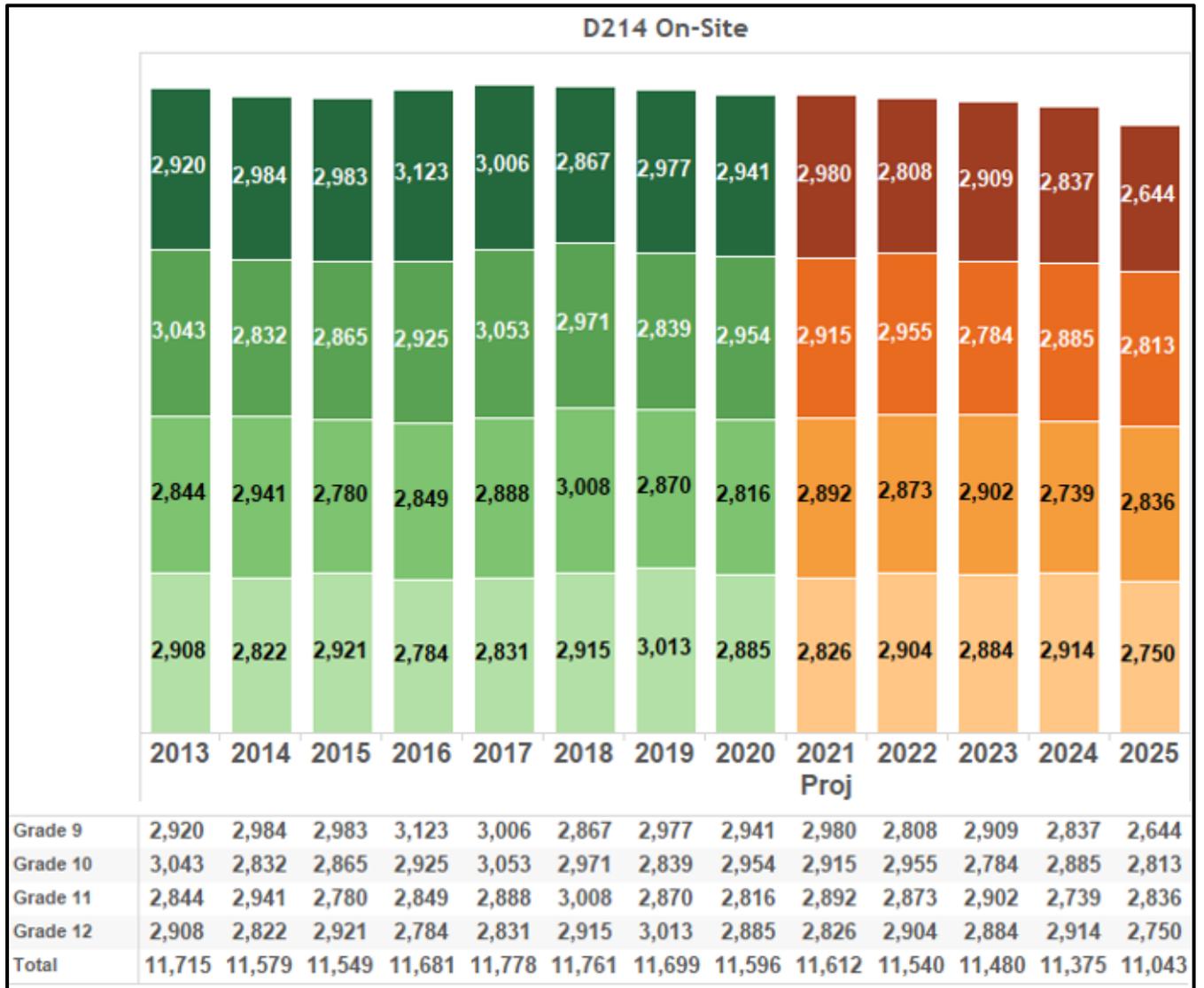


Chart 4.41 Enrollment – Buffalo Grove High School

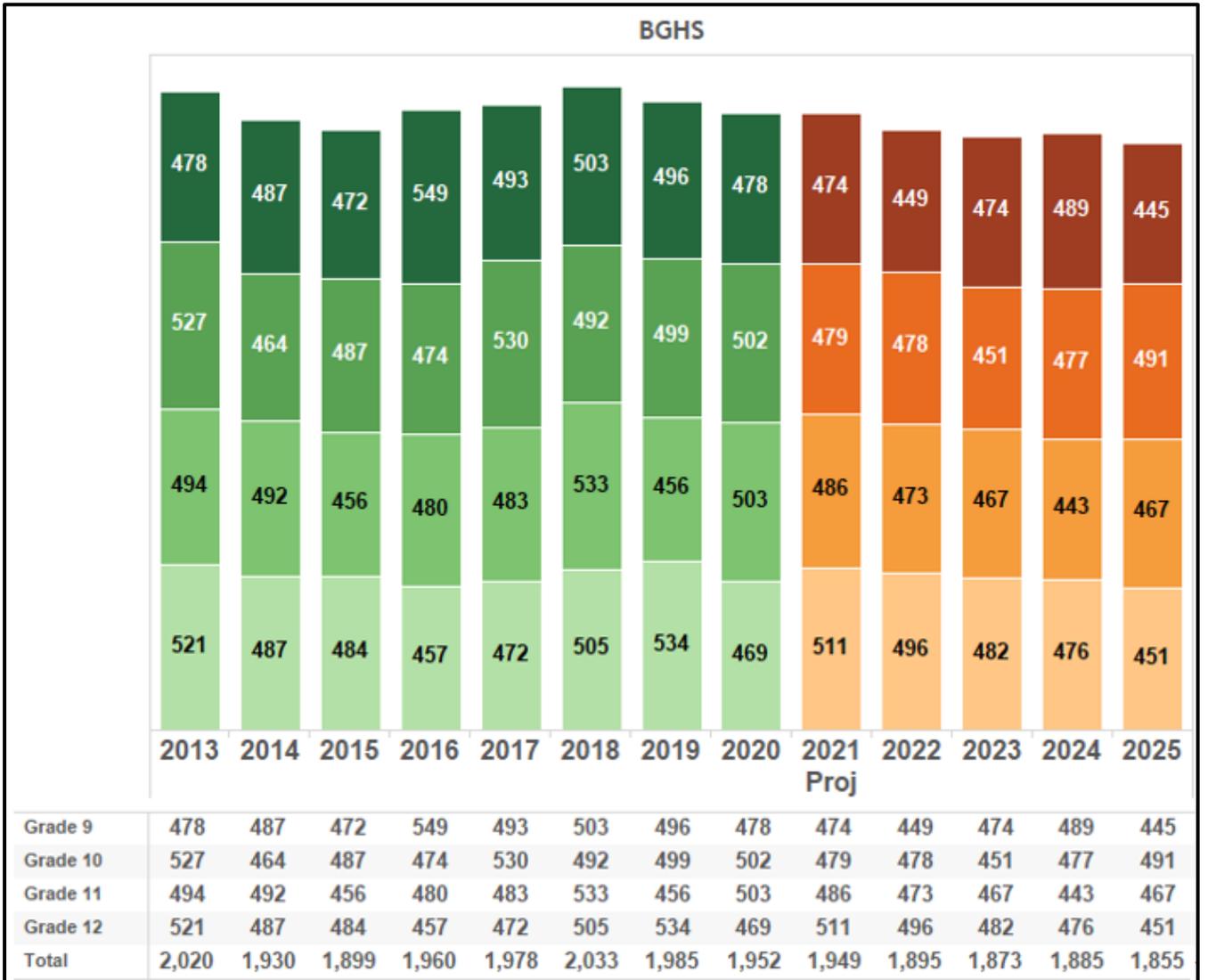


Chart 4.42 Enrollment – Elk Grove High School

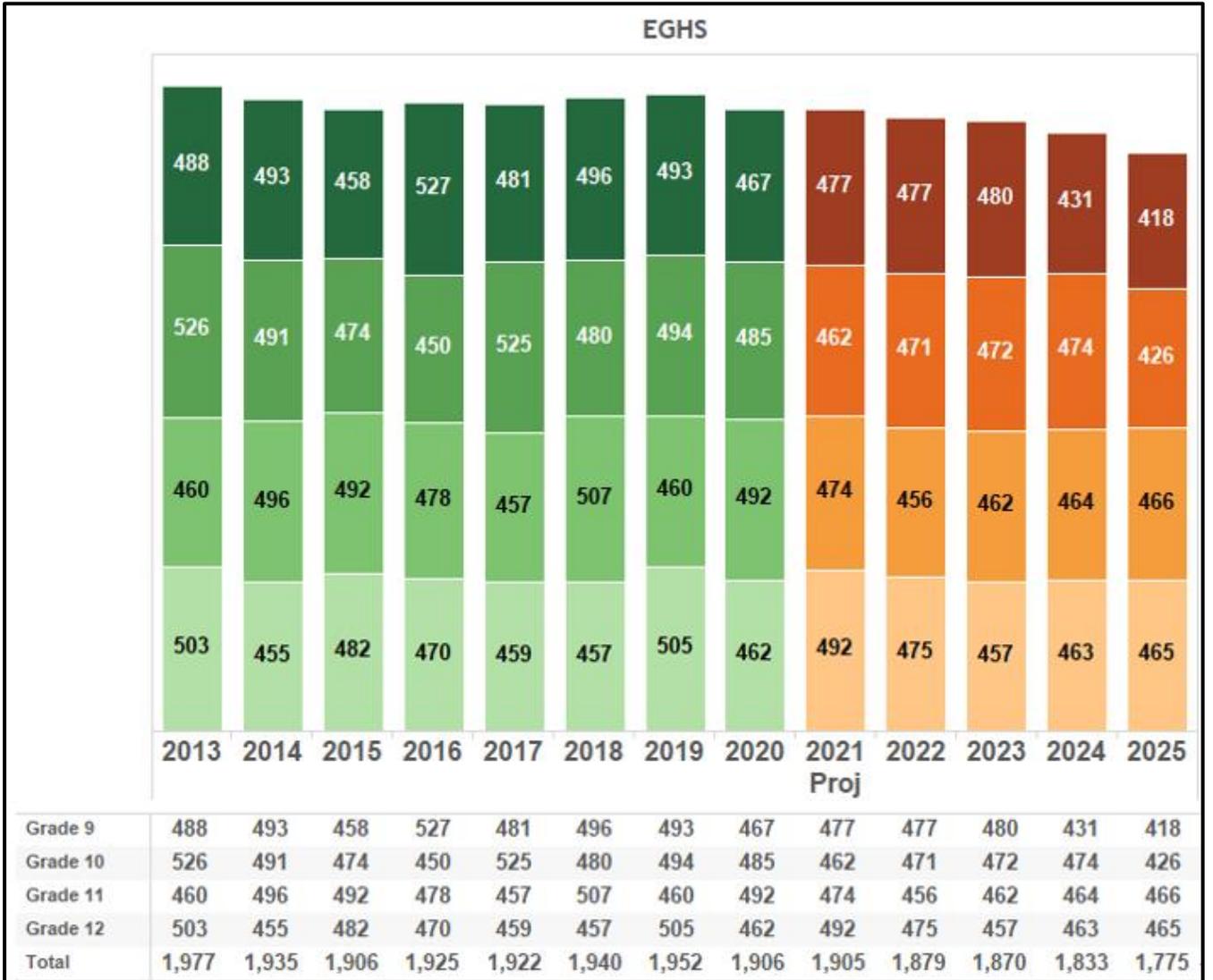


Chart 4.43 Enrollment – John Hersey High School

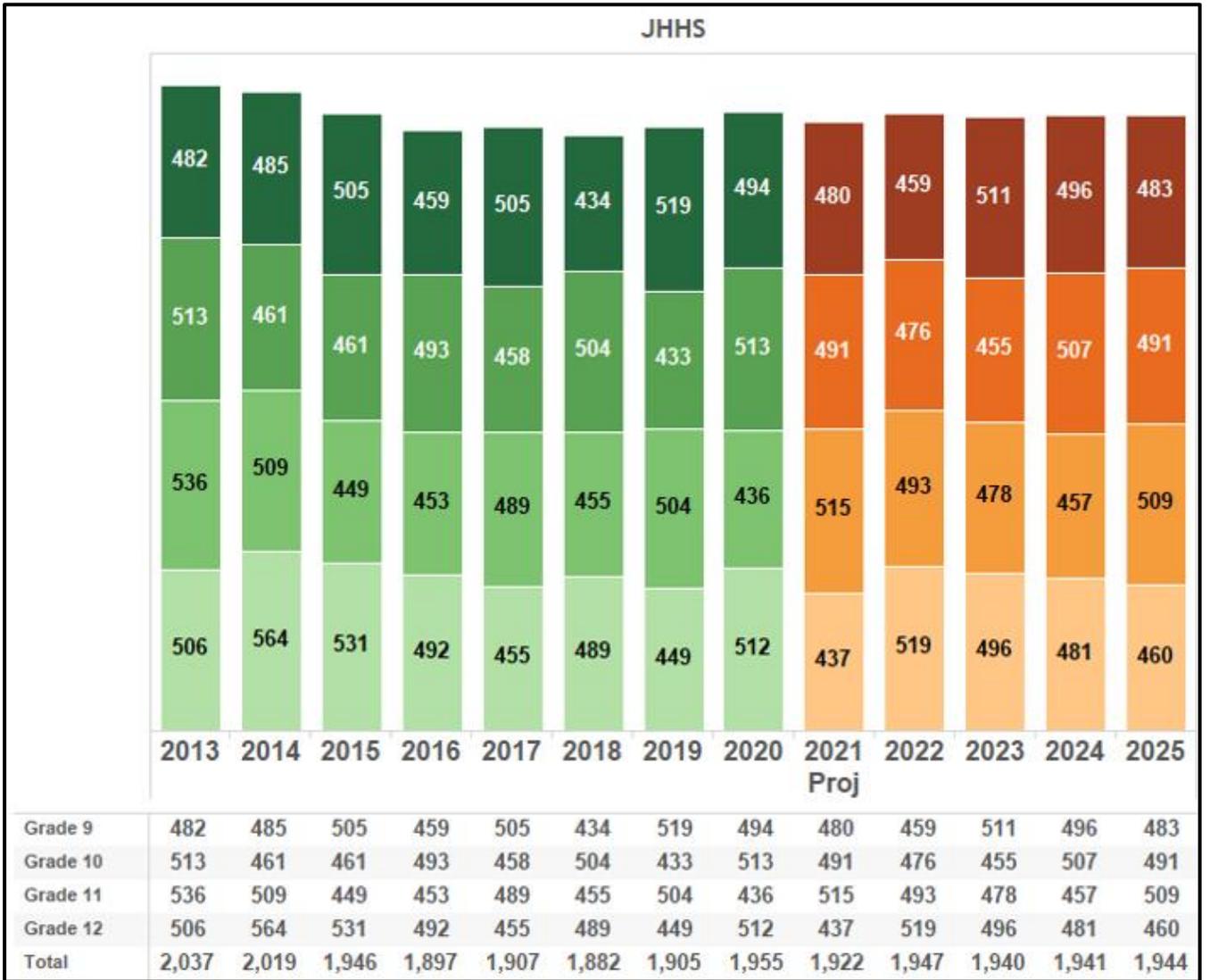


Chart 4.44 Enrollment – Prospect High School

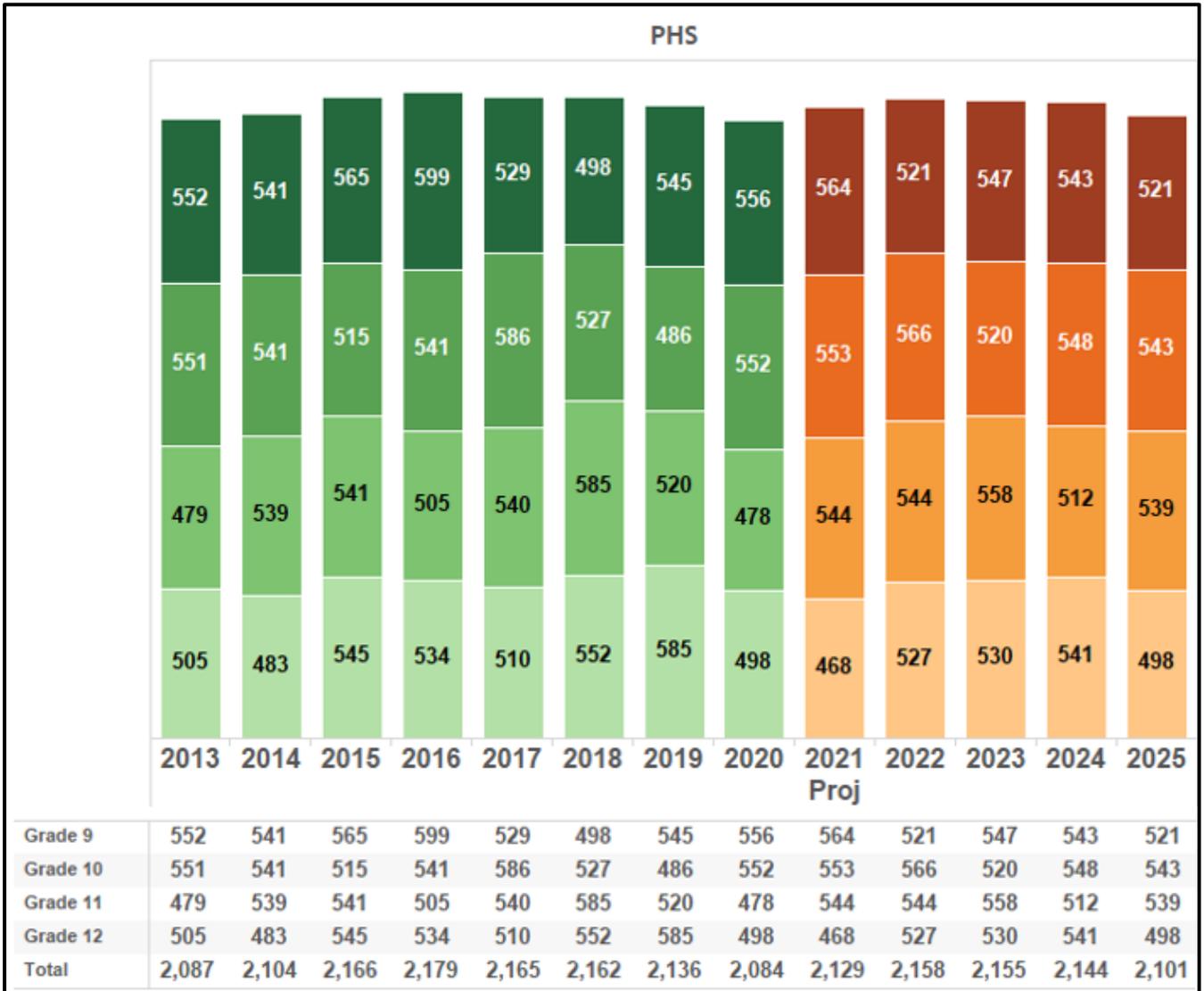


Chart 4.45 Enrollment – Rolling Meadows High School

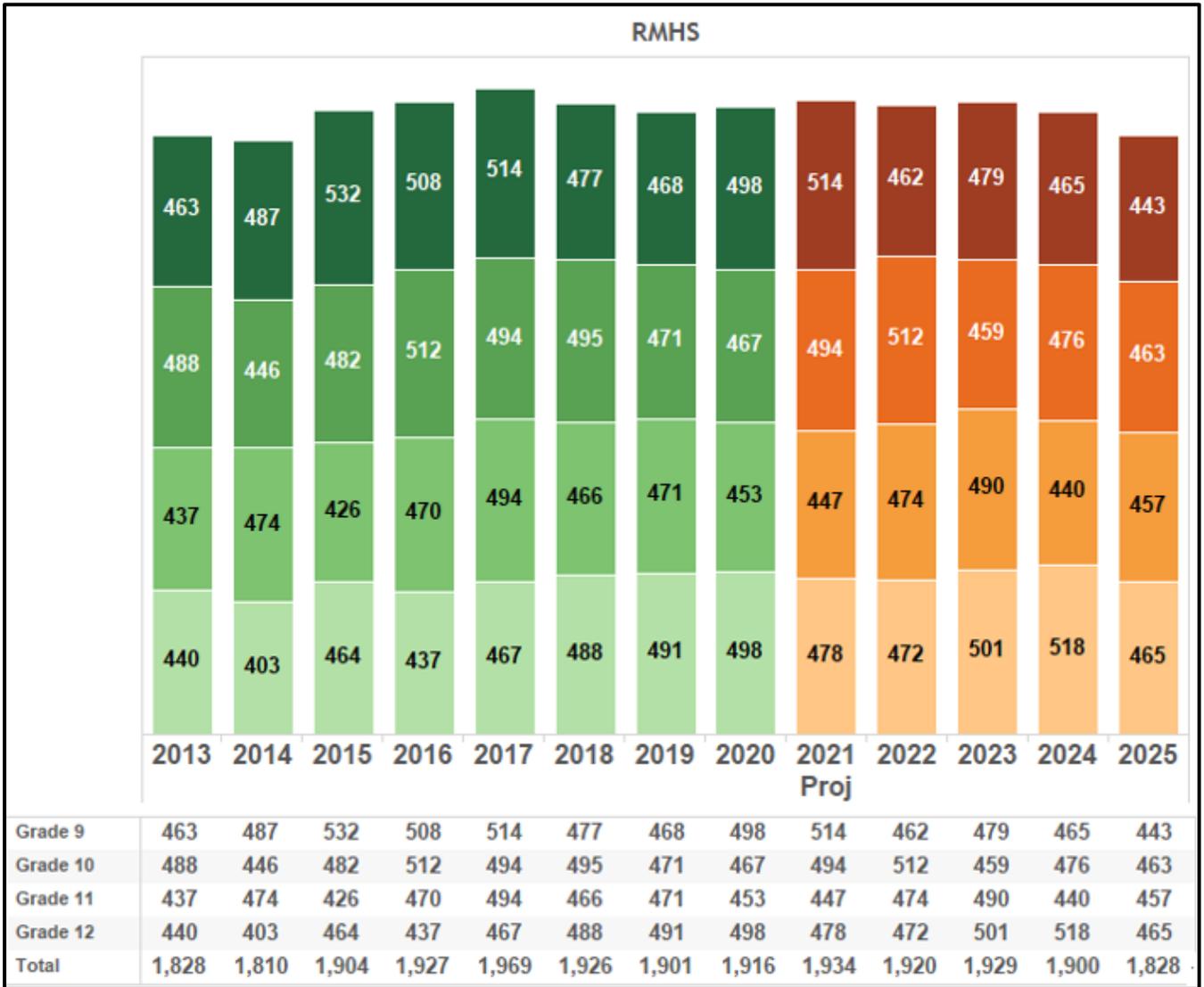
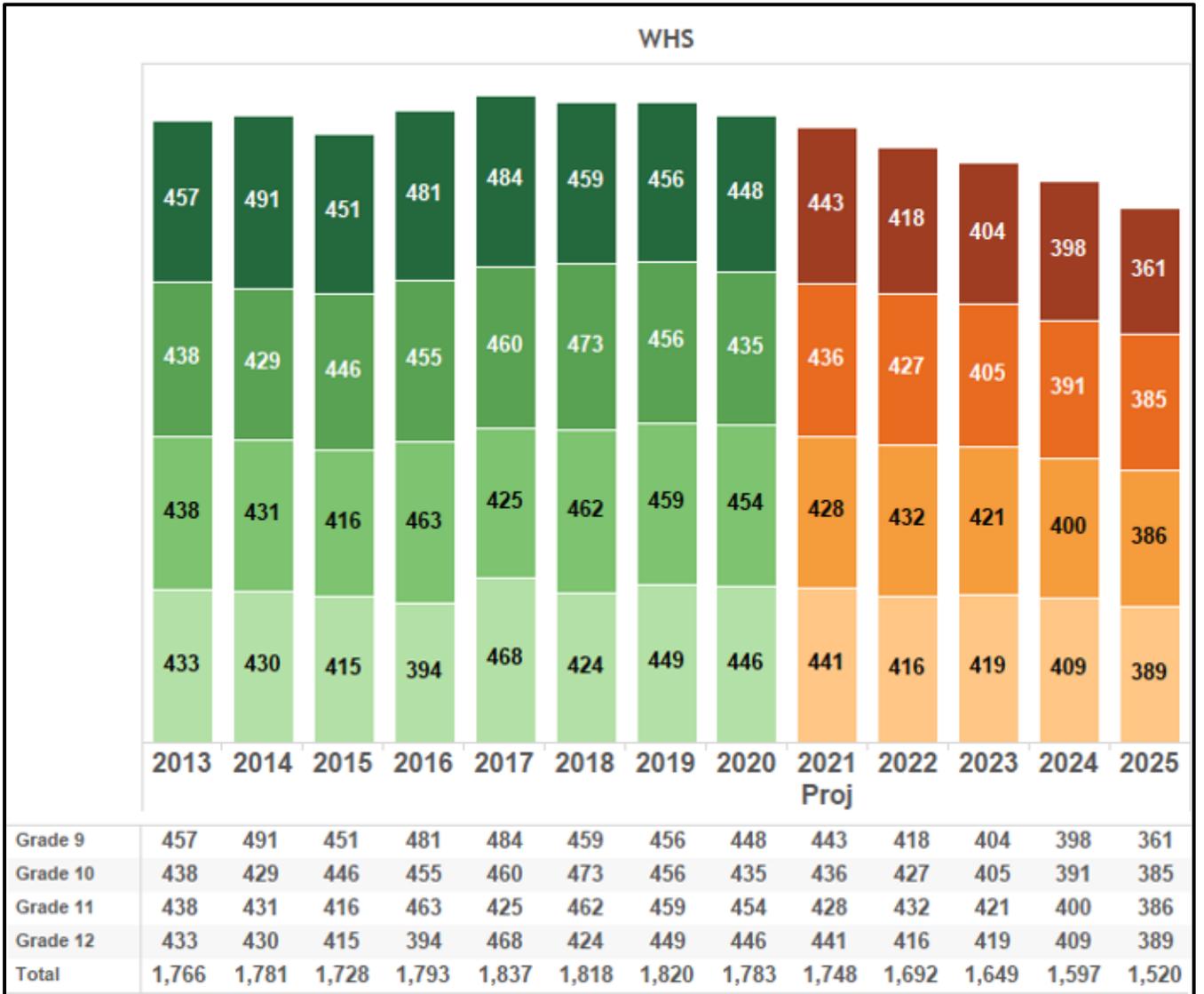


Chart 4.46 Enrollment – Wheeling High School



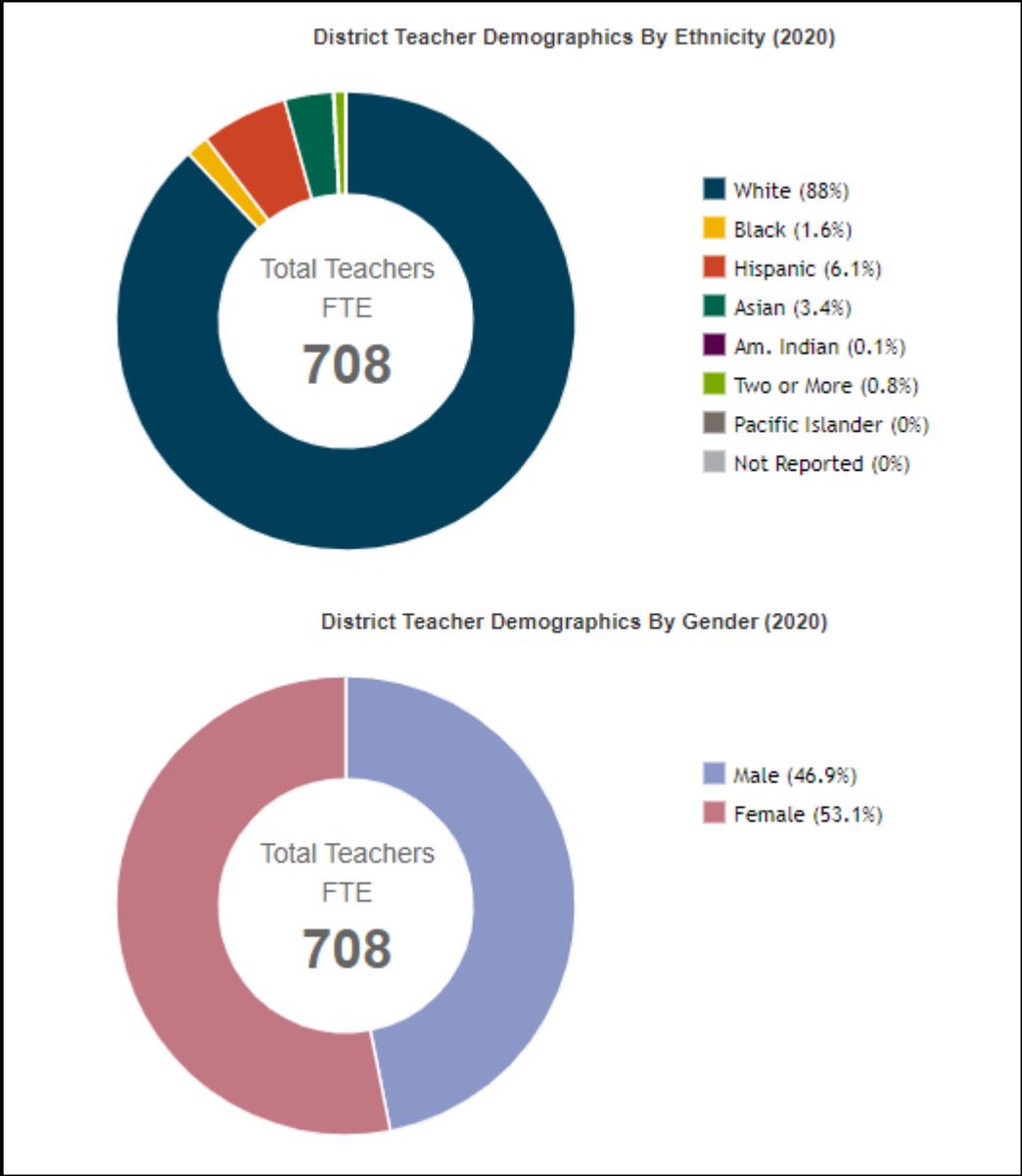
Personnel Demographics

Chart 4.47 Employee Head Count

Employee Group	HEAD COUNT 2012-2013	HEAD COUNT 2013-2014	HEAD COUNT 2014-2015	HEAD COUNT 2015-2016	HEAD COUNT 2016-2017	HEAD COUNT 2017-2018	HEAD COUNT 2018-2019	HEAD COUNT 2019-2020	HEAD COUNT 2020-2021
TRS Participants									
Administrators (12 month)	35	31	32	32	32	31	34	35	36
Administrators (10 month)	46	47	47	48	49	49	45	45	46
Total TRS Admin	81	78	79	80	81	80	79	80	82
IMRF Participants									
Administrators	4	8	8	8	7	7	8	9	9
Supervisors	53	54	54	59	64	65	64	68	71
Total IMRF Admin/Supv	57	62	62	67	71	72	72	77	80
Teachers	868	858	870	868	861	858	843	853	855
ESPA - 12 month	82	80	81	79	78	76	79	78	74
ESPA - 10 month	82	75	90	90	132	132	130	135	112
ESPA - Paraprofessionals	241	233	227	221	171	171	175	169	147
Total ESP	405	388	398	390	381	379	384	382	333
CMA - Maintenance	65	64	65	66	62	61	59	58	57
CMA - Custodial	102	98	100	98	101	98	93	93	92
Total CMA	167	162	165	164	163	159	152	151	149
Total Contracted	1,578	1,548	1,574	1,569	1,557	1,548	1,530	1,543	1,499
Food Service	77	72	65	57	54	44	42	30	28
NJROTC	2	2	2	2	2	2	2	2	2
Grant (10 month)	0	0	0	30	22	25	27	26	27
Grant EA	0	0	0	0	0	0	3	3	2
TOTAL	1,657	1,622	1,641	1,658	1,635	1,619	1,604	1,604	1,558

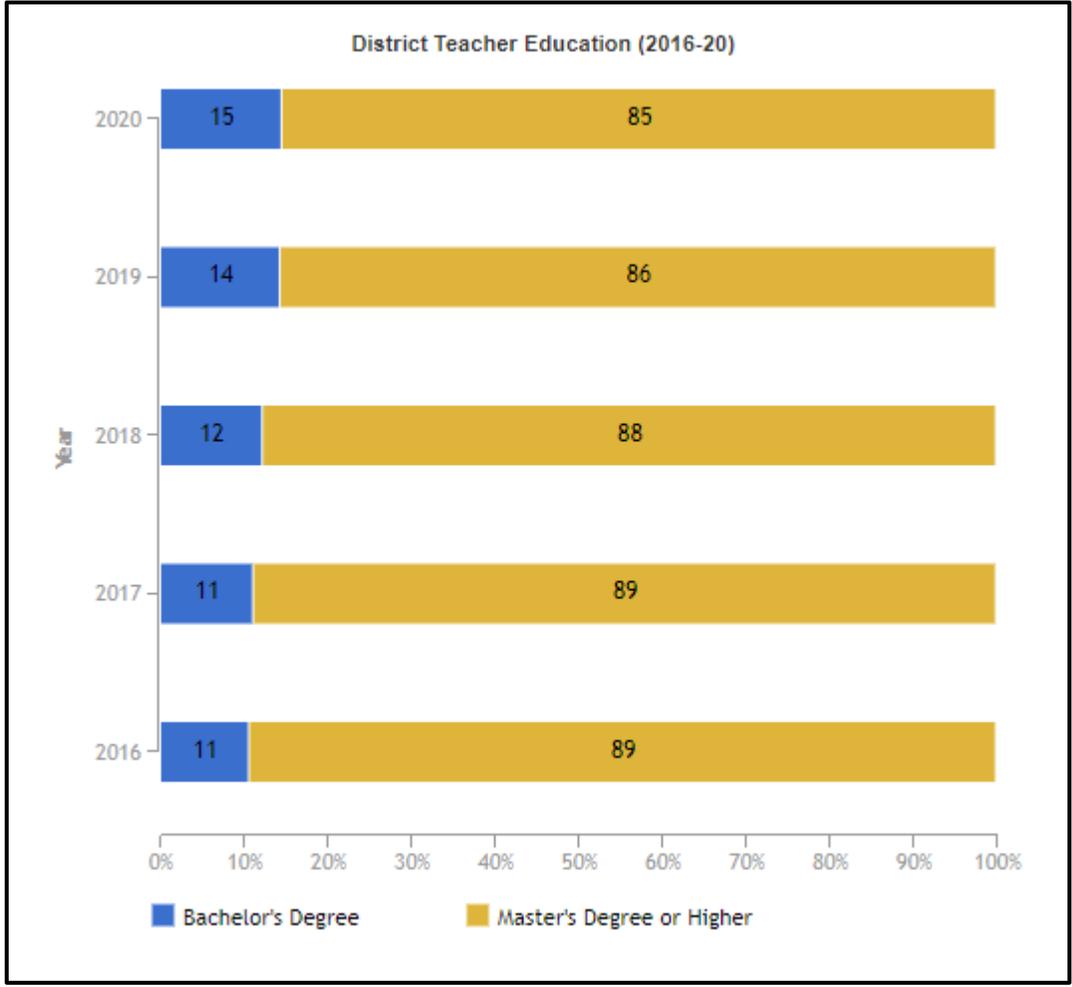
The Superintendent, Associate Superintendents, and Principals/Directors meet in early spring to determine the correct staffing based on the staffing formula. The formula is proportionate to building specific enrollment. Each building must have a pre-determined number of FTE for specific programs, such as nurse, psychologist, trainer, innovative technology, student remediation, social worker, special education coordinator. Based on the COVID-19 pandemic, staffing was reduced for the 2020-2021 school year.

Chart 4.48 Employee Demographic



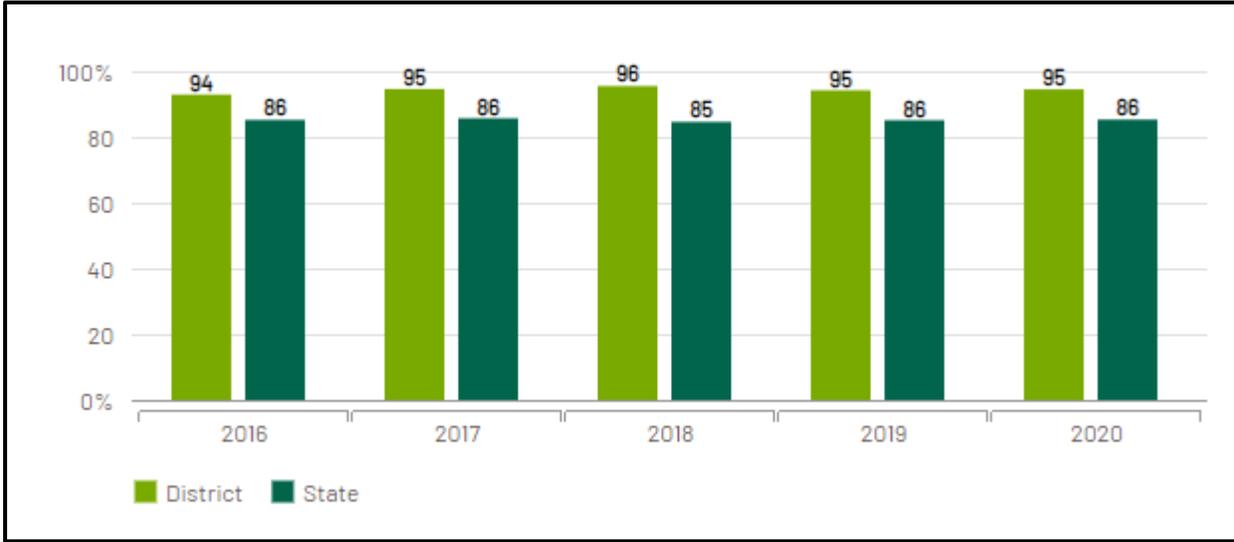
The charts display the demographics for teachers in the District.

Chart 4.49 Teacher Education



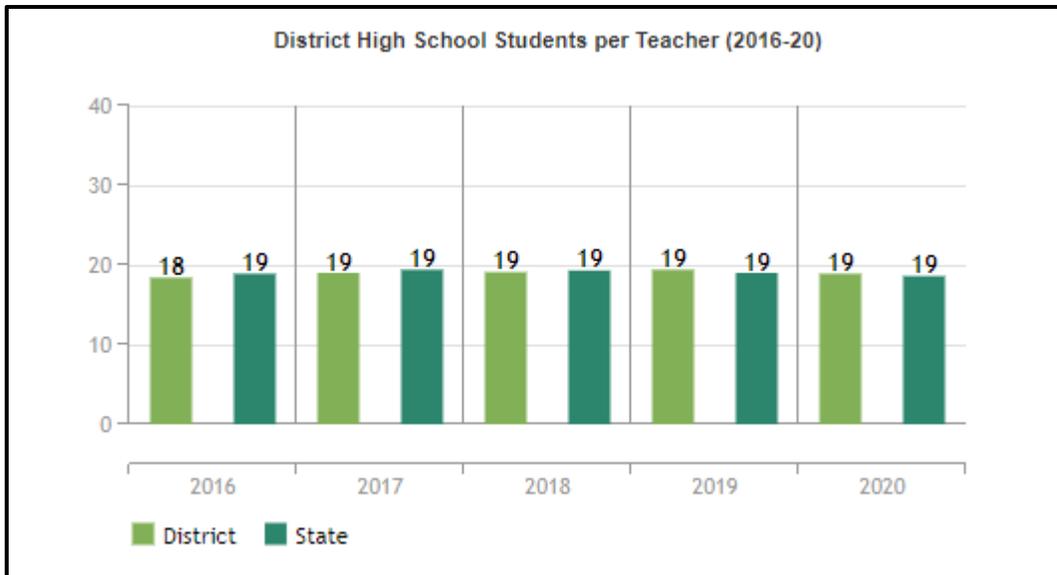
The master's degree category includes teachers with additional credit hours toward a doctoral degree, and those teachers who have earned a doctorate. The number of District 214 teachers with a master's degree is substantially higher than the state average. Teachers are among the very most important factors in the success of students. This data includes educators who have earned professional licenses and teach in classrooms - regular classroom teachers, special education teachers, and resource teachers (specialists in subject areas or special education who work in multiple classrooms). Research has shown clearly that students learn better with teachers who know their subject areas well, hold regular professional licenses, and have more experience.

Chart 4.50 Teacher Retention



This display shows the 5-year average percentage of teachers returning to work at this district. The district retention is substantially higher than the state retention. Stability in the teaching staff helps to foster a collaborative environment in which teachers work together to advance student achievement.

Chart 4.51 High School Students per Teacher



The display shows the average number of pupils per teacher. This is calculated using the fall enrollment for the school year divided by the number of full-time equivalent (FTE) teachers in the district. Teachers classified as special education teachers are not included.

Surveys

General Surveys

- The Freshman Survey is administered annually in the fall to freshmen students in some schools. Information collected in this survey is used by the Student Services department to identify students who are socially and emotionally at-risk, and for planning purposes for appropriate speaker topics and counseling needs.
- The Senior Survey is administered annually to the senior class. It is a satisfaction survey that rates the quality of the student's high school experience, resources, curriculum, activities, and counseling services offered. It also surveys post-secondary plans of military, college, trade school or direct employment and, asked questions aimed at gauging interest in a District alumni program. This data is used to plan/adjust service offerings in the future.
- The Student Career Activities Survey is administered annually to the entire student body. It is a state-mandated ISBE report used when submitting the Career Technical Education Improvement Grant (CTEI)/Perkins Grant. Students rank the activities and programs offered by District 214. The results assist in curricular planning, advising career pathways, selecting appropriate speakers for our students and determining how counselors can most effectively assist our students. The survey is also effective for identifying students who should be considered for our special programs, such as Education Academy, Medical Academy, Culinary Arts Program, or Project Lead the Way, among others.
- The Needs Assessment Survey is administered to parents and staff of special needs students to determine satisfaction and concerns regarding supports and services provided by District 214 and the Northwest Suburban Special Education Organization (NSSEO). The results are used to make adjustments and improvements in future program offerings and guide professional development.

School Calendar/Start Time Survey

In the fall of 2015, District 214 surveyed community members, parents, students, and staff regarding school calendars and school start times, following decisions by other districts. Approximately 6,500 individuals responded to the survey. Parents, students, and staff preferred keeping a traditional calendar, which would mean starting school in mid-August and having first semester exams prior to winter break (collegiate-style).

Parents, students, and staff preferred to start the school day later and end the day at a reasonable time. District 214 adjusted bell times to approximately 8:00 am – 3:20 pm. The survey shared that Parent Teacher Conferences are viewed as valuable, so time will continue to be set aside to accommodate these. Spring Break will continue to take place the last full week in March, which has been our long-standing practice.

Graduation and final exams for underclassmen will continue to occur prior to Memorial Day weekend. This is consistent with many other school districts, and allows travel time for extended families. The

Calendar Committee also recommends that specific weekends and/or scheduled breaks become times for students and staff to focus on themselves and family.

Thought Exchange Survey

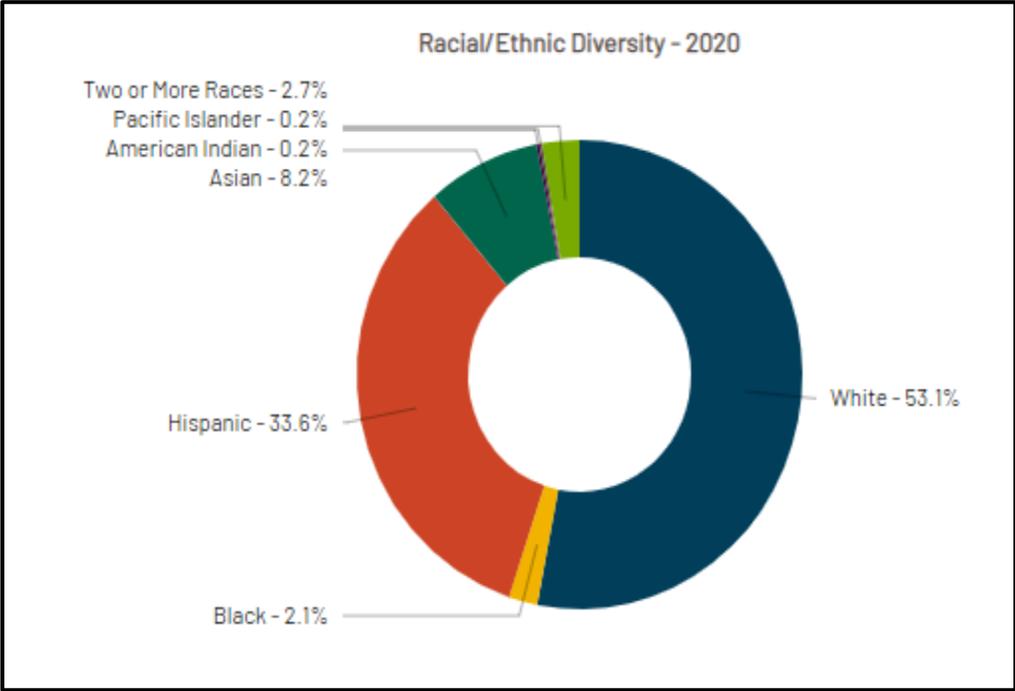
In June 2020, during the COVID pandemic, District 214 surveyed students, staff, and community to capture the perspectives of our stakeholders viewed most important as plans for the 2020-2021 school year were being developed. The results of the survey were quite varied. The issues raised most frequently were:

- Our children need to be back in school every day.
- We do not want children back in school on a daily basis due to health concerns of the child or a member of the child’s family.
- We want to send our children back to school when it is safe to do so for both the children and the staff.
- If students are in a remote learning setting, new content must be delivered and students must be held accountable for participating in class and doing homework.
- Schools must provide for our children with the most significant needs.

These perspectives, as well as federal, state, and local health guidance contributed to the educational plans.

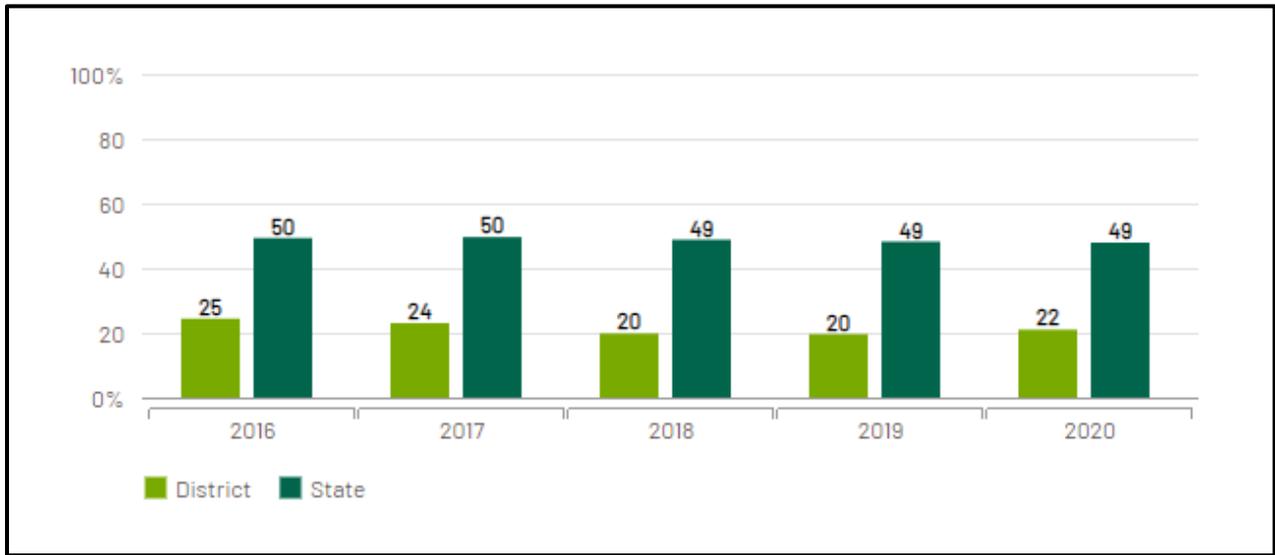
Performance Measures

Chart 4.52 Student Demographics



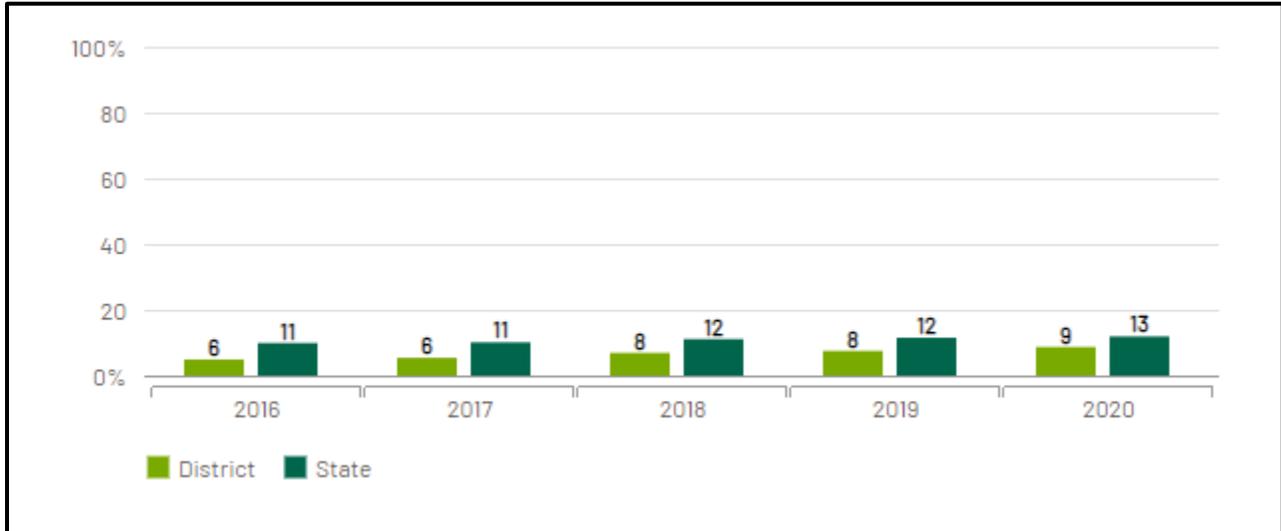
This display shows the racial/ethnic diversity within District 214.

Chart 4.53 Low Income Population



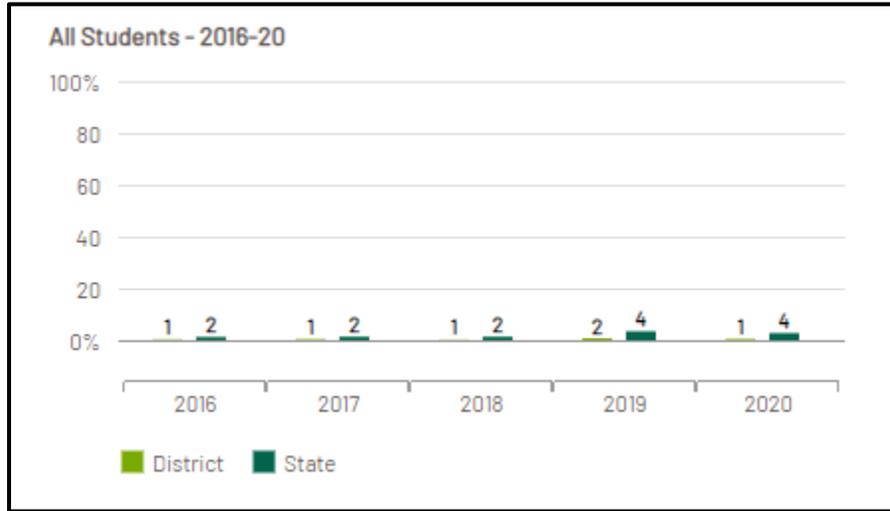
Low-income This display shows the percentage of students, in this district, eligible to receive free or reduced-price lunches, live in substitute care, or whose families receive public aid.

Chart 4.54 English Learner Population



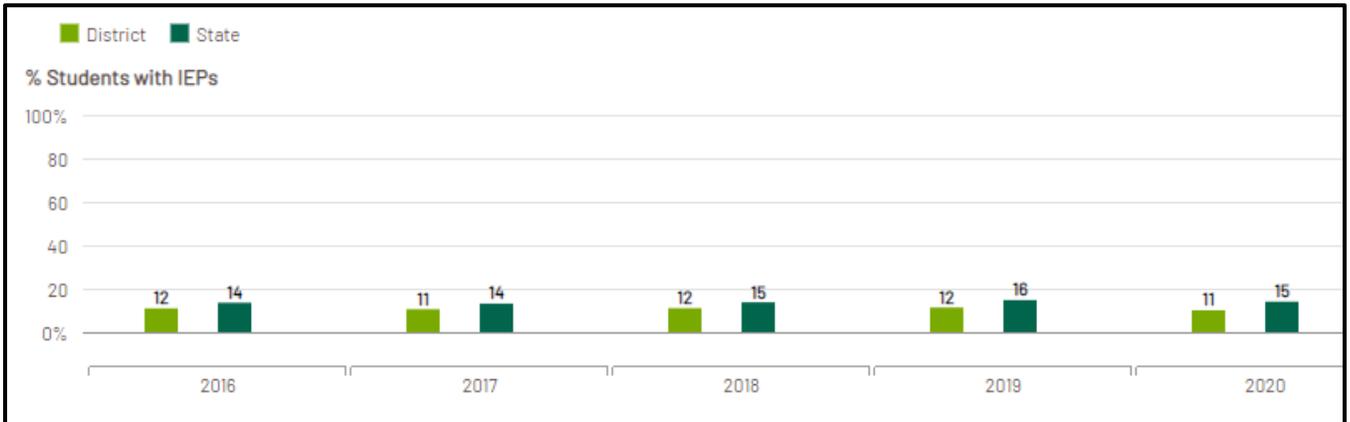
Limited-English-proficient This graph shows the percentage of students whose primary language is not English in District 214, compared with the State of Illinois schools, who are eligible for bilingual education. Students whose primary language is not English receive English language instruction that targets their individual learning needs. Specially-designed curriculum prepares these students to meet college and career readiness standards, and the annual ACCESS test measures their progress toward proficiency in English.

Chart 4.55 Drop Out Rate



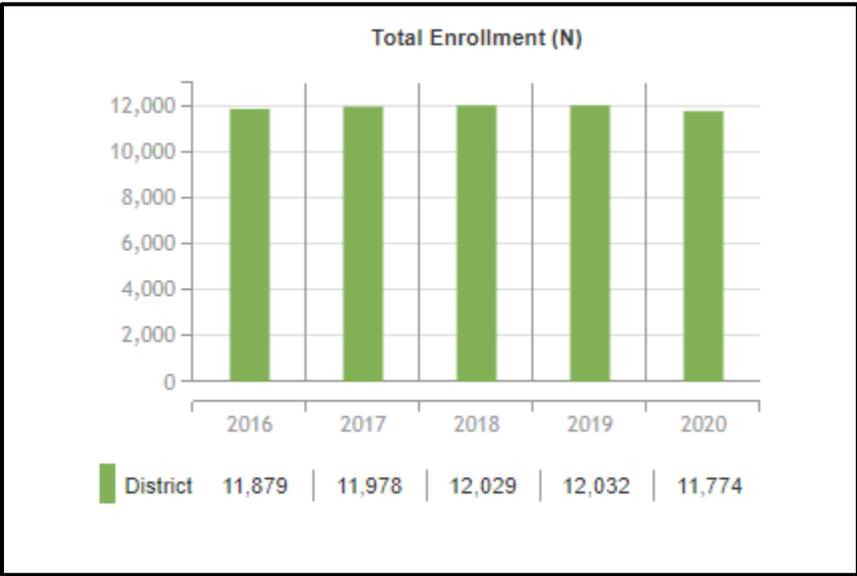
Drop-out rate This graph shows the percentage of students who are removed from the local enrollment roster before the end of a school term. District and state percentages are included for comparison. Dropouts include students in grades 9-12 whose names have been removed for any reason, including moved not known to be continuing, transfer to GED-program, and aged out. The percentage does not include death, extended illness, graduation/completion of a program of studies, transfer to another public/private/home school, or expulsion.

Chart 4.56 Students with IEPs



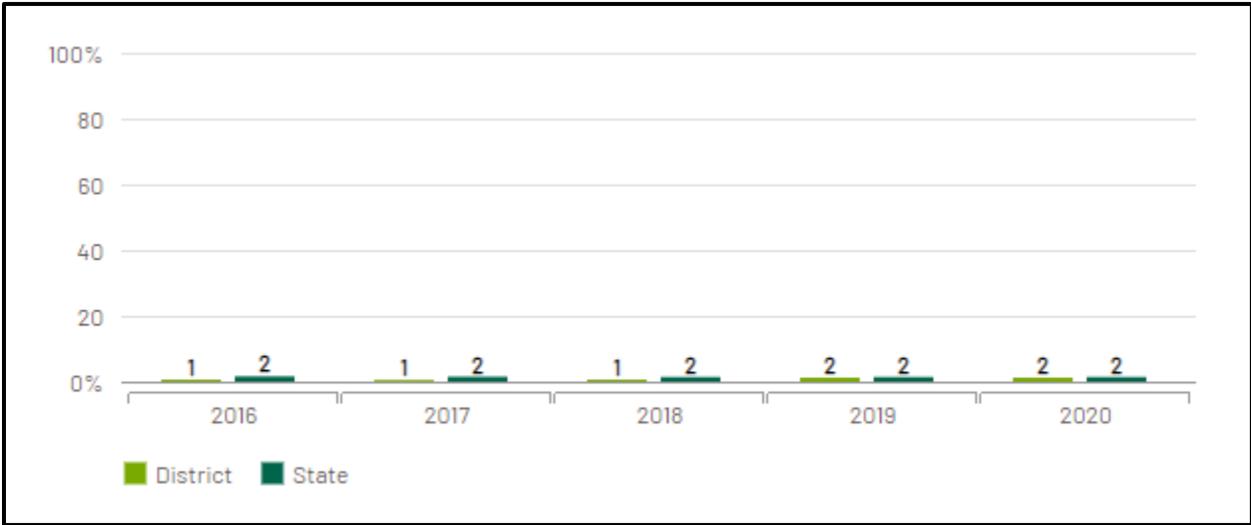
IEP students are those students eligible to receive special education services. This display shows the percentage of students who receive special education services through an Individualized Education Plan (IEP).

Chart 4.57 Total Enrollment



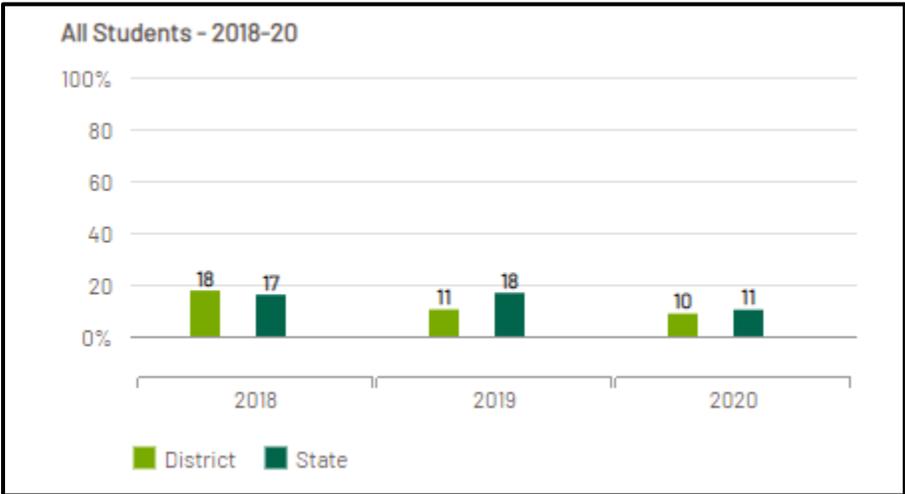
Total Enrollment is based on Home School.

Chart 4.58 Homeless



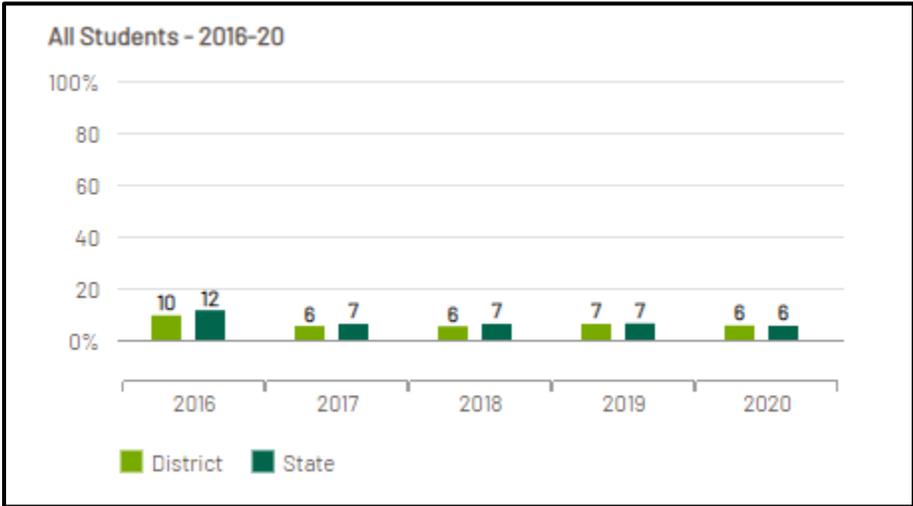
Homeless students are students who do not have permanent and adequate homes.

Chart 4.59 Chronic Absenteeism



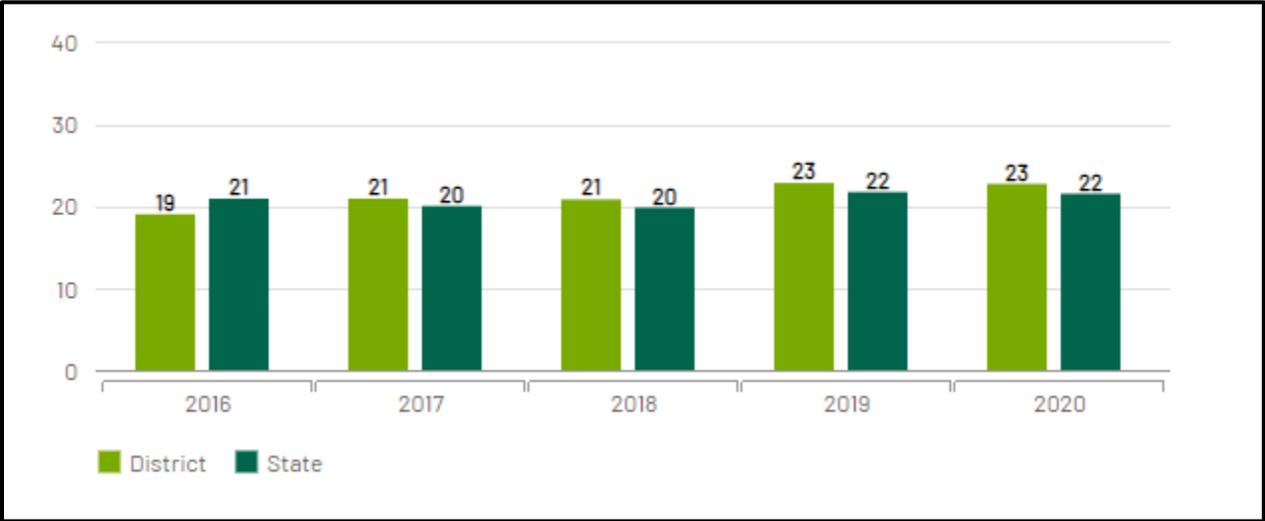
Chronic absenteeism are students who miss 10% or more of school days per year either with or without a valid excuse.

Chart 4.60 Student Mobility



Mobility rate is based on the number of times students enroll or leave a school during the school year.

Chart 4.61 Average Class Size



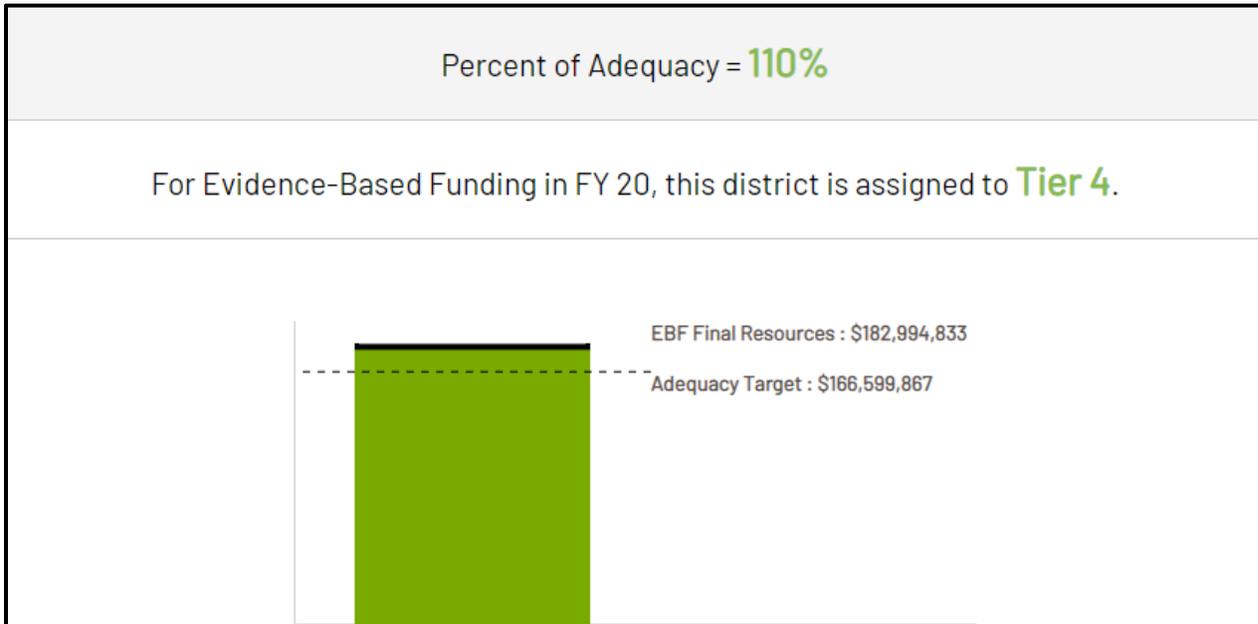
Average class size for the District is 23 and State is 22.

Chart 4.62 Free/Reduced

TOWNSHIP HIGH SCHOOL DISTRICT 214 FOOD AND NUTRITION SERVICE SPECIAL MILK / MEALS PROGRAM OFFICIAL FREE AND REDUCED PRICE ELIGIBLES BY SCHOOL AS OF OCTOBER 2020					
<u>SCHOOL</u>	<u>ENROLLMENT</u>	<u>FREE</u>	<u>REDUCED</u>	<u>PERCENTAGE</u>	<u>% CHANGE OVER/UNDER SY 19-20</u>
Buffalo Grove	1944	407	15	22%	6%
Elk Grove	1919	676	23	36%	3%
John Hersey	1974	294	8	15%	4%
Newcomer	51	18	0	35%	-28%
Prospect	2134	237	16	12%	5%
Rolling Meadows	1942	518	13	27%	5%
TAFV	182	81	3	46%	13%
Vanguard	72	38	0	53%	17%
Wheeling	1715	729	24	44%	7%
<i>District Totals</i>	11933	2998	102	26%	5%
Total Free + Red	3100				

The October Claim for Special Milk reflects that 26% of the District 214 students are eligible for free and reduced price meals. This is an increase of 644 student from 2019-2020.

Chart 4.63 District Finances



EBF Final Resources is the combination of Local Capacity Target, Corporate Personal Property Replacement Tax revenue, and Base Funding Minimum amounts in the Evidence-Based Funding formula. Final Resources represents only Evidence-Based Funding calculations and is not inclusive of all funding.

Adequacy Target is the minimum amount required to provide a high quality education.

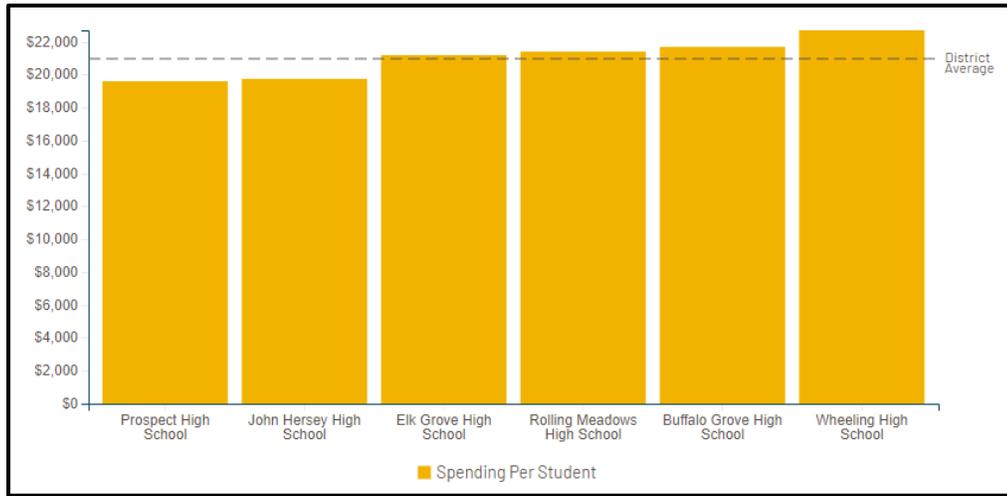
The Evidence-Based Funding law enacted in August 2017 comprehensively changes the way that Illinois school districts receive the bulk of state funds. The new formula seeks to increase the adequacy of school funding to provide a safe, rigorous, and well-rounded learning environment for all students as well as improve the equity of distribution of state funding.

The new funding formula is based on extensive calculations using local evidence and state data. For instance, a district's Adequacy Target draws on the costs of as many as 34 factors essential to a high-quality education in that district. Regional differences in costs are also included in the calculations.

Each district is placed in a "tier" which indicates access to additional funding over the basic minimum state allocation, a hold harmless amount that guaranteed no districts were "losers" under the new formula. Tier 1 and Tier 2 districts receive 99% of additional funds appropriated for this purpose by the General Assembly. The Evidence-Based Funding formula performs the calculations for distribution of additional funds in three stages.

1. Determining the cost of educating all students, according to defined cost factors. The result is the Adequacy Target for each district.
2. Measuring each district's local resources for comparison to the Adequacy Target.
3. Distributing additional state funds to assist districts in meeting their Adequacy Targets.

Chart 4.64 School Finances



District		Spending Per Student	Enrollment	Low Income Students	English Learners	Students with IEPs	
Township HSD 214		\$20,985	11,897.30	21.60%	9.30%	10.80%	
	<i>CHANGE FROM PREVIOUS YEAR</i>	+2.02%	-0.99%	+6.93%	+14.81%	-10.74%	
School Name	School Type	Spending Per Student	Enrollment	Low Income Students	English Learners	Students with IEPs	Summative Designation
Buffalo Grove High School	High	\$21,689	2,012.65	17.00%	10.20%	10.80%	Commendable
		<i>CHANGE FROM PREVIOUS YEAR</i>					
		+4.83%	-2.83%	+9.68%	+20.00%	+0.93%	
Elk Grove High School	High	\$21,186	1,945.73	33.20%	12.40%	8.70%	Commendable
		<i>CHANGE FROM PREVIOUS YEAR</i>					
		+2.55%	-2.69%	+15.68%	+25.25%	+0.00%	
John Hersey High School	High	\$19,723	2,058.28	11.30%	3.10%	10.30%	Commendable
		<i>CHANGE FROM PREVIOUS YEAR</i>					
		-0.09%	+2.73%	-2.59%	+3.33%	-16.26%	
Prospect High School	High	\$19,576	2,154.15	7.20%	1.30%	7.40%	Exemplary
		<i>CHANGE FROM PREVIOUS YEAR</i>					
		-0.44%	-2.29%	+5.88%	+30.00%	+4.23%	
Rolling Meadows High School	High	\$21,388	1,951.32	22.30%	9.30%	9.00%	Commendable
		<i>CHANGE FROM PREVIOUS YEAR</i>					
		+2.86%	+1.16%	+7.73%	+13.41%	-6.25%	
Wheeling High School	High	\$22,692	1,775.17	38.30%	17.40%	12.50%	Commendable
		<i>CHANGE FROM PREVIOUS YEAR</i>					
		+2.87%	-1.81%	+4.64%	+6.75%	+6.84%	

The Every Student Succeeds Act (ESSA) requires that all districts report their per-pupil spending at every school, beginning with School Year 18-19. Districts are required to report the actual dollars spent, including school-level costs (like school staff) and district-wide costs (like transportation and central office staff) allocated to each individual school. Additionally, they must show the source of funds for the expenditures (federally-funded vs. state/locally-funded).

Districts prepare these school-by-school spending numbers using Reporting Guidance published by ISBE. The expenditures are reported as per-pupil amounts: they show the average amount of money spent on each student in the school. The enrollment used for per-pupil calculations is student FTE, meaning that students attending only part of each day are counted as proportional students in the count. The expenditures used for per-pupil calculations includes almost all the different expenditures made at the school and district level. Only certain expenditures like capital outlay (facilities, property, and major equipment purchases) and debt service are excluded from the total expenditures reported, as explained in Reporting Guidance. The expenditure information is not pulled from a district's Annual Financial Report (AFR) but rather through a separate data collection specifically for site-based expenditure reporting. The AFR information is from a different year than site-based expenditure reporting and is collected for a different purpose, so AFR data may not be the same as the school-by-school spending data.

This school finance data set is best suited for comparisons within a district rather than across different districts. There are many reasons why a district may spend different amounts of money on different schools. This reporting is a starting point for understanding and exploring where dollars go within a district. The data may empower districts and communities to examine and improve equity of opportunity between individual schools. The data may also enable a better understanding of the relationship between student outcomes and financial resources. Finally, the data can encourage districts, schools, and the state to identify best practices and opportunities to promote innovation.

Chart 4.65 School District Comparisons

District	Total Enrollment	% Low Income	Career & Technical Education Enrollment	Advanced Course Work	2019-2020 Operating Expense Per Pupil
Niles Twp CHSD 219	4,902	31%	2,082	1,513	\$29,059
Twp HSD 113	3,532	8%	1,136	1,198	\$27,663
Lake Forest CHSD 115	1,550	1%	330	663	\$27,043
New Trier Twp HSD 203	4,084	3%	1,503	910	\$25,978
Northfield Twp HSD 225	5,194	13%	3,082	1,981	\$24,457
CHSD 128	3,353	7%	912	1,814	\$24,065
Oak Park - River Forest SD 200	3,438	18%	1,406	1,245	\$24,033
Hinsdale Twp HSD 86	4,131	12%	1,873	1,855	\$23,706
Leyden CHSD 212	3,522	57%	2,407	1,254	\$23,424
Adlai E. Stevenson HSD 125	4,290	2%	2,205	2,304	\$22,464
Evanston Twp HSD 202	3,647	35%	1,914	1,535	\$21,728
Township HSD 214	11,897	22%	6,375	6,561	\$20,985
Township HSD 211	11,936	35%	6,528	6,092	\$20,362
Maine Township HSD 207	6,376	24%	3,695	3,555	\$20,269
Fenton CHSD 100	1,457	54%	723	536	\$19,529
Ridgewood CHSD 234	861	28%	484	592	\$18,854
Lyons Twp HSD 204	4,061	11%	2,443	2,075	\$18,666
Dupage HSD 88	3,925	45%	2,048	2,020	\$17,313
Oak Lawn CHSD 229	1,905	43%	965	327	\$15,737
Riverside-Brookfield Twp SD 208	1,648	11%	480	663	\$15,156

Source: ISBE 2020 Report Card Data

Of the twenty districts listed, District 214 statistics:

- 10th out of 20 in highest Low Income %.
- 2nd out of 20 in Career and Technical Education Enrollment.
- 1st out of 20 in Advanced Course Work.
- 12th out of the top 20 districts listed in operating expense per pupil. There is a correlation between operating expense per pupil and academic results.

District 214 is 1st out of 20 in Advanced Course Work. Advanced Placement, Dual Credit, Career Pathways, and Power of 15 courses save time and money for students and their families. District 214 continues to see strong minority and low-income student success in accomplishing these college credits. Successful students may enter college with a semester or more of college credit, which means they may skip introductory courses, take fewer classes while enrolled in college, and pay less tuition and fees. Completion of these rigorous courses in high school may also give students an edge in the applicant pools of highly selective colleges and universities.

District 214 has initiated over \$72.3 million in cost containments over the past thirteen years to help to control the Operating Expense per pupil and achieve academic efficiency in relation to continuing

increased student academic performance. The Operating Expense Per Pupil (OEPP) is the gross operating cost of a school district (excepting summer school, adult education, bond principal retired, and capital expenditures) divided by the nine-month ADA for the regular school term.

The Per Capita Tuition Charge (PCTC) is the amount a local school district charges as tuition to nonresident students. The per capita tuition charge is determined by totaling all expenses of a school district in its Educational, Operations and Maintenance, Debt Service, Transportation, Municipal Retirement / Social Security, and Tort Funds for the preceding school year less expenditures not applicable to the regular K-12 program (such as adult education and summer school), less offsetting revenues from state sources, except those from the Common School Fund, less offsetting revenues from federal sources except those from federal Impact Aid, less revenues from student and community services, plus a depreciation allowance and dividing this amount by the nine-month ADA for the year.

The method used to fund school districts in Illinois changed with the passage of Senate Bill 1947 in August 2017, which includes the Evidence-Based Funding for Student Success Act (ESSA). The Evidence-Based Model contains the core values which recognize individual student needs, accounts for differences in local resources, closes funding gaps and keeps them closed, and provides a stable, sustainable system that gets districts across the state to adequacy over time. The highlights of SB1947 include:

- Funding is tied to Evidence-Based best practices that research shows enhance student achievement.
- Each school district is assigned an Adequacy Target based on the needs of its student body.
- New dollars go to the neediest districts first.
- Illinois state funding for students will be similar statewide, including Chicago.
- No district loses money.

The details of this new funding mechanism were reviewed, researched, and finalized by ISBE into early spring 2018. Districts furthest from their adequacy targets receive the greatest share of new dollars. A Tier 1 district is allocated extra support to get to adequacy, while a Tier 4 district is above adequacy, and will receive a very small increase in funding from the state each year. Currently, District 214 is a Tier 4 district.

Goal-Related Findings

THSD 214's implementation of Redefining Ready! emphasizes the importance of using multiple metrics to evaluate student preparation for life after high school. The indicators in the Redefining Ready! scorecard reflect traditional measures of academic performance and aptitude like standardized assessments, but also those that recent research has highlighted as important for student success like preparatory and college-level coursework in high school, career related experiences, industry credentials, and commitment to the community. Students learn in a variety of ways. They should be able to demonstrate readiness in a variety of ways.

Chart 4.66 Redefining Ready! Scorecard Building Comparison

	BGHS	EGHS	JHHS	PHS	RMHS	WHS
College And Career Ready*	71.2%	68.3%	79.5%	78.7%	68.4%	56.7%
College Ready	77.2%	72.7%	84.4%	85.9%	71.5%	60.0%
College Level Coursework + GPA	71.8%	66.4%	79.5%	79.8%	67.8%	57.2%
College Level Coursework	89.9%	93.7%	96.1%	96.7%	90.4%	86.6%
AP Exam 3+	52.0%	42.6%	55.9%	61.4%	41.6%	43.5%
AP Course C+	69.5%	60.7%	73.0%	73.8%	62.2%	56.9%
Dual Credit English or Math Proficiency	39.4%	42.2%	37.1%	60.3%	56.5%	51.1%
College Transition English or Math Proficiency	11.6%	17.4%	6.4%	29.9%	9.4%	4.9%
Algebra II C+ Proficiency	88.0%	93.1%	95.7%	95.7%	87.7%	85.6%
Cummulative GPA 2.8+/4	74.2%	67.0%	80.7%	81.0%	68.4%	59.5%
Standardized Testing Benchmark	63.9%	49.4%	76.4%	80.8%	52.0%	36.0%
ACT College Readiness Benchmark	31.4%	9.0%	42.4%	43.6%	22.5%	6.1%
SAT College Readiness Benchmark	60.2%	41.2%	69.5%	74.6%	49.1%	32.7%
Local College-Level Requirements	60.4%	46.4%	74.6%	78.1%	48.6%	32.7%
ACT Benchmarks: English 18 Reading 22 Science 23 Math 22						
SAT Benchmarks: Reading and Writing (EBRW) 480 Math 530						
Career Ready (Career Cluster & 2+ Indicators)	85.6%	85.3%	90.2%	86.9%	86.3%	86.4%
Career Ready (2+ Indicators)	86.2%	86.3%	91.4%	89.8%	86.5%	87.8%
90% Attendance	88.4%	89.3%	94.5%	93.3%	90.4%	86.4%
25 Hours Community Service	42.6%	42.0%	39.8%	39.5%	38.5%	44.9%
Workplace Learning Course Experience	27.7%	35.3%	41.6%	30.9%	39.7%	43.8%
Industry Credential	12.9%	9.2%	2.9%	0.8%	20.4%	29.4%
Dual Credit Career Pathway Course	63.4%	74.6%	54.3%	58.5%	73.8%	70.8%
2+ Organized Co-Curricular Activities	68.2%	61.3%	73.6%	70.8%	58.8%	59.1%
Career Cluster	98.5%	98.1%	98.0%	94.9%	99.2%	96.7%
Cohort N	465	476	488	511	481	425

As a performance scorecard, Redefining Ready! provides feedback on how the district and schools are equipping students to be successful in college, the workplace, and in life. *THSD 214 has only begun collecting many of the indicators on the scorecard and is still finalizing definitions and data processes.* Changes in data from year to year may reflect a variety of factors including improved data collection and changes or clarifications in indicator definitions and methodology. Data for prior years is adjusted in this report to reflect these clarifications.

Chart 4.67 College and Career Readiness Indicators

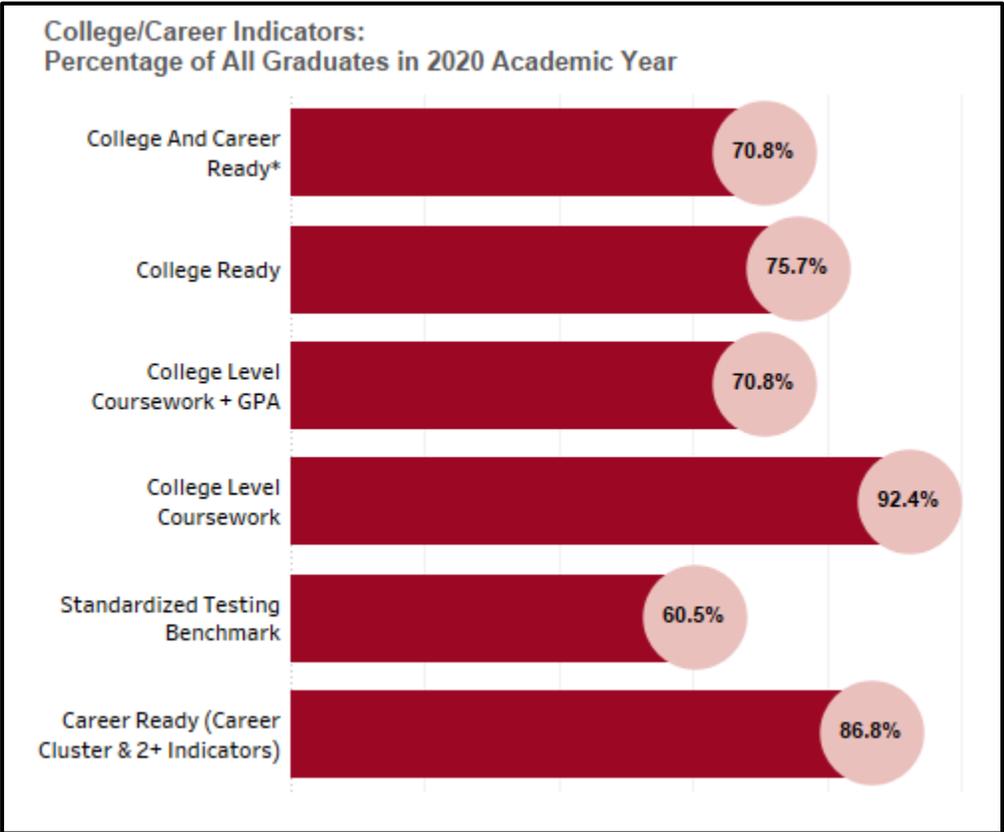


Chart 4.68 College and Career Ready History

	Graduates							
	2013	2014	2015	2016	2017	2018	2019	2020
College And Career Ready*	52.7%	54.7%	56.7%	59.0%	64.5%	64.6%	68.4%	70.8%
College Ready	68.9%	70.1%	70.4%	69.0%	73.9%	74.7%	75.7%	75.7%
College Level Coursework + GPA	60.3%	61.7%	62.2%	61.4%	65.3%	66.8%	68.5%	70.8%
College Level Coursework	85.2%	87.1%	87.1%	86.5%	89.8%	89.6%	92.1%	92.4%
AP Exam 3+	45.9%	49.6%	48.7%	50.9%	53.5%	54.1%	52.1%	49.8%
AP Course C+	62.2%	65.4%	65.6%	65.8%	67.0%	68.8%	68.4%	66.3%
Dual Credit English or Math Proficiency	0.0%	0.0%	0.0%	24.4%	34.6%	34.1%	49.5%	47.9%
College Transition English or Math Proficiency	5.4%	6.6%	6.3%	5.0%	22.2%	18.0%	15.2%	13.6%
Algebra II C+ Proficiency	81.7%	83.7%	85.0%	82.1%	86.2%	84.0%	90.0%	91.1%
Cummulative GPA 2.8+/4	61.8%	63.5%	63.8%	63.0%	66.8%	69.0%	69.9%	72.2%
Standardized Testing Benchmark	58.5%	59.2%	59.0%	58.4%	66.4%	66.1%	63.6%	60.5%
ACT College Readiness Benchmark	47.0%	46.5%	46.9%	46.4%	49.6%	33.8%	27.2%	26.5%
SAT College Readiness Benchmark	0.0%	0.0%	0.0%	0.0%	4.2%	57.8%	57.7%	55.2%
Local College-Level Requirements	58.5%	59.2%	58.9%	58.4%	66.4%	64.4%	60.6%	57.6%
ACT Benchmarks: English 18 Reading 22 Science 23 Math 22								
SAT Benchmarks: Reading and Writing (EBRW) 480 Math 530								
Career Ready (Career Cluster & 2+ Indicators)	0.0%	0.0%	0.0%	21.7%	79.6%	80.6%	85.6%	86.8%
Career Cluster	0.0%	0.0%	0.0%	28.7%	95.1%	96.0%	97.4%	97.5%
Career Ready (2+ Indicators)	66.1%	67.7%	70.7%	77.5%	82.0%	82.7%	87.2%	88.1%
90% Attendance	85.7%	88.2%	91.0%	90.3%	89.7%	88.1%	90.5%	90.5%
25 Hours Community Service	16.2%	18.9%	21.7%	26.7%	28.1%	29.8%	45.6%	41.1%
Workplace Learning Course Experience	0.0%	0.0%	0.0%	23.8%	29.7%	32.0%	35.7%	36.4%
Industry Credential	0.0%	0.0%	4.6%	4.1%	10.5%	13.0%	16.8%	12.1%
Dual Credit Career Pathway Course	12.4%	13.4%	17.2%	21.2%	29.2%	39.6%	56.2%	65.7%
2+ Organized Co-Curricular Activities	63.0%	62.6%	61.7%	61.6%	65.8%	65.1%	63.0%	65.5%
Cohort N	2,913	2,823	2,915	2,723	2,761	2,844	2,996	2,846

College Ready

Students are determined to be College Ready if they have either 1) a GPA of 2.8 or higher and met at least one of the college preparatory or college level courses or exam indicators or 2) met one of the standardized testing benchmarks. 75.7% of the class of 2020 were College Ready. 70.8% of the students met the GPA and college level coursework indicator. 92.4% of the class of 2020 participated in college level coursework. 60.5% met the ACT, SAT, or Harper College readiness benchmarks.

Since 2015, District investment in Dual Credit English and Math gateway coursework saw significant increase with almost 50 percent of the class of 2020 succeeding. Successful completion of Algebra II increased to 91.1%. An increase of 2.3% in the percent of graduates with a 2.8 GPA or higher, to 72.2%, is a significant factor in the gains in college-level coursework achievement.

Graduates in 2020 were the third class to have nearly universal statewide testing on the SAT rather than the ACT. While there was a significant shift in which test students took, the overall rate at which students met one of the standardized assessment college readiness benchmarks, or Harper College's benchmarks remained stable at 60.5%.

Career Ready

Students are determined Career Ready if they have selected a career cluster and met two or more of the career ready indicators. The rate of 2020 graduates meeting the career readiness indicator continues to climb with the class of 2020 at 86.8%. Nearly all graduates had indicated a specific career cluster (97.5%).

The percent of students with ninety percent attendance remained stable at 90.5%. Participation in workplace learning experiences continues to increase with more than one-third of graduates (36.4%) participating in an apprenticeship, internship, micro-internship, or embedded course-based experience. This is paired with a significant increase in career pathway dual credit courses. Nearly two-thirds (65.7%) of graduates participated in this college-level coursework, up almost 10% from last year, and double the participation just a few years ago. The percent of co-curricular activity increased slightly to 65.5%. Dramatic changes due to the COVID-19 pandemic had a significant negative impact on the number of students able to complete 25 hours of community service.

We realize that students cannot simply be reduced to a number, and we cannot improve by over-focusing on tests. But, when test scores improve at the level that District 214's tests are improving, they show that we are teaching at a higher level and that students are learning at a higher level. This provides our students with increasingly greater opportunities for success and a better future. District 214 strives to assist each student to reach their full potential as citizens who can successfully meet the challenges of a changing society.

America's high schools have a profound responsibility to ensure that our nation's students are college ready, career ready, and life ready. Today's students are driven by ideas and innovations. Our students are more than a score. Students learn in a variety of ways.

Redefining Ready! introduces a new multi-metric, research based approach to determine what it means to be college ready, career ready, and life ready. It is designed to change the narrative of public education from a standardized test philosophy to a focus on global readiness for public school students, who are driven by ideas and innovation. In considering the whole child, redefining readiness focuses on three main areas of importance: college readiness, career readiness, and life readiness. District 214 has adopted Redefining Ready! and uses various metrics to inspire our students to achieve success.

GLOSSARY

Accounting System – The total structure of records and procedures which discover, record, classify, and report information and the financial position and operations of a school district.

Advanced Placement (AP) – high school courses that teach college level courses.

Advanced Placement Exams – exams offered to high school students to earn college level credits.

Annual Financial Report (AFR) – Report containing financial statements, statistical section, and single audit report issued by the school district auditor and filed with the Illinois State Board of Education.

American Recovery and Reinvestment Act (ARRA) – Federal economic stimulus program that has provided increased revenues to schools in Fiscal Years 2009-2011.

Appropriation – A legal authorization to incur obligations and to make expenditures for specific purposes.

Assessed Valuation – A valuation set upon real or other property by a government as a basis for levying taxes.

Average Daily Attendance (ADA) – Average Daily Attendance is calculated in claiming General State Aid. The District's ADA for the entire school year is the basis for the calculation for the subsequent fiscal year's General State Aid.

Board of Education – The elected or appointed body which has been created according to State law and vested with responsibilities for educational activities in a given geographical area.

Bond – A written promise to pay a specific sum of money (face value) at a fixed time in the future (maturity date) and carrying interest at a fixed rate.

Debt Service Fund – This fund accounts for the District's bond principal and interest payments.

Bond Refinancing – The payoff and re-issuance of bonds to obtain better interest rates and/or bond conditions.

Bonds Issued – The bonds that were sold.

Budget – The planning document for each school department providing management control over expenditures in general fund, special revenue fund, debt service fund, and the building fund.

Budget Calendar – The schedule of key dates used in the preparation and adoption of the Annual Budget.

Budgetary Control – The control or management of a governmental unit in accordance with an approved budget for the purpose of keeping expenditures within the limitations of available appropriations and available revenues.

Capital Projects Fund – This fund accounts for the financial resources to be used for the acquisition or construction of major capital facilities.

Capital Projects Program (CPP) – Identifies and funds large capital expenditures for additions, renovation, remodeling or renewal of facilities.

Cash Management – The management of cash necessary to pay for government services while investing temporary cash excesses in order to earn interest revenue.

Comprehensive Annual Financial Report (CAFR) – Represents the financial position and results of operations of the District as show by the disclosure of all financial activity of its various fund; and that all disclosures necessary for public understanding of the District’s financial status have been incorporated.

Consumer Price Index (CPI) – The measure of the average change over time in the prices paid by urban consumers for a market basket of consumer goods and services. Utilized by the Cook County Clerk in applying the PTELL.

Corporate Personal Property Replacement Taxes (CPPRT) – CPPRT is a state tax on the net income of corporations, partnerships and trusts enacted in 1979 in conjunction with the repeal of the personal property tax. The District is allocated a portion of State CPPRT in relation to the amount of personal property taxes levied in 1978.

Contingency – A budgetary reserve set aside for emergencies or unforeseen expenditures not otherwise budgeted.

Contracted Services – Services rendered by private firms, individuals, or other agencies.

Custodial Maintenance Association (CMA) – Custodial and Maintenance personnel union.

Debt – An obligation resulting from the borrowing of money or from the purchase of goods and services. Debts of local education agencies include bonds, warrants and notes, etc.

Debt Limit – The maximum amount of general obligation debt which is legally permitted.

Debt Service Extension Base (DSEB) – An amount that limits the principal and interest that the district can levy to pay on loans or bonds each year.

Deficit – The excess of an entity's liabilities over its assets or the excess of expenditures or expenses over revenues during a single accounting period.

Delinquent Taxes – Taxes that remain unpaid on or after the date on which a penalty for non-payment is attached.

Department – A major administrative division of the school district which indicates overall management responsibility for an operation of a group of related operations within a functional area.

District Production Services (DPS) – in-house production department providing copy jobs district-wide.

Education Fund – This fund accounts for the majority of the instructional and administrative aspects of the District's operations. Certain expenditures that must be charged to this fund include the direct costs of instructional, health and attendance services, lunch programs, all costs of administration and related insurance costs.

Employee Benefits – Expenditures may include health, dental, optical, life and long term disability as well as FICA, retirement payment to the Teachers Retirement Service, and workers' compensation insurance.

Encumbrance – The commitment of budgeted funds to purchase an item or service. To encumber funds means to commit funds for a future expenditure.

Education Association (EA) – Teachers’ union.

Education Support Personnel Association (IEA-NEA) – Includes clerical, technical, security, and instructional assistant positions union.

Equalized Assessed Valuation (EAV) – The calculated value of property within the District that is utilized in calculating the tax extension. An equalization factor (or multiplier), assigned by the state, is then applied to the assessed valuation to reach an equalized assessed valuation. This will achieve an EAV of approximately 1/3 of market value, which is the state-required level.

Every Student Succeeds Act (ESSA) – ESSA gives states more of a say in how schools account for student achievement. States must have challenging academic standards in reading, math, and science. A state’s curriculum must prepare students to succeed in college and in a career.

Evidence-Based Funding for Student Success Act - The Evidence-Based Model contains the core values which recognize individual student needs, accounts for differences in local resources, closes funding gaps and keeps them closed, and provides a stable, sustainable system that gets districts across the state to adequacy over time.

Expenditure – Decreases in net financial resources. Expenditures include current operating expenses requiring the present or future use of net current assets, debt service, capital outlay, intergovernmental grants, and entitlements.

Federal Aviation Administration (FAA) – Define and control airport noise pollution contours. Responsible for approving federal and airport financial assistance to schools and residents based on noise levels.

Financial Planning Program (FPP) – Assists with long term financial projections by providing the ability to address “what if” scenarios.

Fiscal Year (FY) – The fiscal year is July 1 - June 30.

Foundation Level – The amount of general state aid per student. The foundation level is reduced by “available local resources” in determining the aid actually received.

Full Time Equivalence (FTE) – The amount of employed time required in a part-time position expressed in proportion to that required in a full-time position, with 1.0 representing one full-time position.

Function – A group of related activities aimed at accomplishing a major service or program.

Fund – An accounting entity that has a set of self-balancing accounts that records all financial transactions for specific activities or government functions.

Fund Balance – The excess of assets of a fund over its liabilities and reserves.

Fund Balance Beginning – Money appropriated from previous years fund balance.

General Obligation Bonds – Bonds issued to finance major projects with resources from tax collection to repay the debt. This debt is backed by the full faith, credit and taxing power of the government.

General State Aid – The District receives a certain amount of unrestricted aid from the State of Illinois. The amount of general state aid received is a factor of the total State appropriation for education, the District’s ADA and the District’s EAV. Based upon the total appropriation and total state enrollment the State establishes a foundation

level per student. The amount received is the foundation level reduced by “available local resources” which is a function of EAV.

Grants – Contributions or gifts of cash or other assets from another government to be used or expended for a specific purpose, activity, or facility.

Health Savings Account (HSA) – Tax-advantaged savings account designated for qualified medical expenses, which allows one to pay for current qualified medical expenses on a tax-favored basis. The HSA belongs to the employee, are non-forfeitable, and portable, making this an easy way to save and invest for future qualified medical expenses.

High Deductible Health Plan (HDHP) – Consumer-directed health plan encouraging the employee to become a smarter shopper for health care.

Illinois Municipal Retirement Fund (IMRF) – The State of Illinois-managed pension plan for municipal and non-certified school district employees. The District contributes at an actuarially determined rate (currently 12.57%) and employees contribute 4.5%.

Illinois Program Accounting Manual for Local Education Agencies (IPAM) – The program accounting manual provides the basis for complete accounting of all district receipts and disbursements, systematic development of program budgeting, and the accumulation and dissemination of program-oriented costs. It is established by the Illinois State Board of Education and is an adaptation of the United States Office of Education publication, Handbook II, Financial Accounting, Classifications and Standard Terminology for Local and State School System.

Illinois State Board of Education (ISBE) – The governing body who oversees school districts in the State of Illinois.

Instruction – The activities dealing directly with the teaching of students or improving the quality of teaching.

Individuals with Disabilities Education Act (IDEA) – Provides supplemental Federal funding for special education and related to services for children with disabilities, ages 3 through 21.

Interfund Transfers – Amounts transferred from one fund to another fund.

Levy – The total of taxes or special assessments imposed by a governmental unit.

Local Education Agencies (LEA) – Elementary and secondary local public school districts.

Loss and Cost – Represents an addition to the District’s tax levy to account for uncollectible taxes. Currently the District’s levy is increased by 5% for bond and interest and 3% for all other levies.

Object – This term has reference to an article or service received; for example, salaries, employee benefits or supplies.

O’Hare Noise Compatibility Commission (ONCC) – Formed in 1996, to provide input and oversight to the implementation of noise programs.

Operating Cost per Pupil – The gross operating cost of the District (excepting summer school, adult education, bond principal and capital outlay) divided by the average daily attendance.

Operating Expense Per Pupil (OEPP) - the gross operating cost of a school district (excepting summer school, adult education, bond principal retired, and capital expenditures) divided by the nine-month ADA for the regular school term.

Operations and Maintenance Fund - This fund accounts for the repair and maintenance of district property. All costs of fuel, lights, gas, water, telephone services, custodial supplies, maintaining, improving, or repairing school buildings and property for school purposes are charged to this fund.

Per Capita Tuition Charge (PCTC) - the amount a local school district charges as tuition to nonresident students. The per capita tuition charge is determined by totaling all expenses of a school district in its Educational, Operations and Maintenance, Debt Service, Transportation, Municipal Retirement/Social Security, and Tort Funds for the preceding school year less expenditures not applicable to the regular K-12 program (such as adult education and summer school), less offsetting revenues from state sources, except those from the Common School Fund, less offsetting revenues from federal sources except those from federal Impact Aid, less revenues from student and community services, plus a depreciation allowance and dividing this amount by the nine-month ADA for the year.

Preliminary Scholastic Aptitude Test (PSAT) – practice SAT test for high school students.

Program – The definition of an effort to accomplish a specific objective or objectives consistent with funds or resources available.

Property Tax – Tax levied on the assessed value of real property.

Property Tax Extension Limitation Law (PTELL) (“tax cap”) – In 1995 “tax cap” legislation went into effect for taxing bodies within Cook County. The tax cap limits the increase in the total tax extension (excluding debt service) to the lesser of 5% or the increase in the national CPI for the calendar year preceding the levy.

Scholastic Aptitude Test (SAT) – This is a test of academic aptitude in the area of math and verbal skills that purports to measure a student's ability to learn. It is designed to provide information that is independent as possible from the high school curriculum.

School Sound Insulation Program (SSIS) – To reduce aircraft noise levels in schools and create a quieter learning environment for students.

Secondary School Cooperative Risk Management Program (SSCRMP) – Comprehensive risk management pool with District 211, District 225, and District 207. The pool provides comprehensive insurance coverage at a lower cost than the school districts can obtain individually.

Special Education – This is specially designed instruction and services, provided at no cost to the parents, to meet the unique needs of a child with a disability. This may include instruction conducted in the classroom, in the home, in hospitals, in institutions, and in other settings. This may also include instruction in physical education.

Strategic Planning – This is the process employed by the District to chart a course for the future including preparation of a mission statement, district beliefs, goal setting, learner outcomes, and student profile.

Tax Extension – The tax extension is the total dollar amount of taxes applied to the District’s EAV. It represents the District’s tax levy plus loss and cost, less any reductions for rate ceilings or the PTELL.

Tax Increment Financing (TIF) – A financing tool used by municipalities to redevelop blighted areas and encourage economic recovery. The result is an EAV freeze for 23 years from creation. Currently, there are sixteen TIF districts within District 214 boundaries. In September 2007, the District issued a Position Paper on TIFs.

Tax Levy – The District’s annual request to Cook County for property tax revenue. This is approved by the Board of Education in December and the County Clerk applies loss and cost rates, rate ceilings and the tax cap to compute a tax extension in dollars. This is then converted into a rate per \$100 of Equalized Assessed Valuation and applied to each property within the District in the following year.

Tax Rate – The amount of taxes due as a percentage of the tax base or EAV. A taxpayer would pay the tax rate per \$100 of EAV of their property.

Teachers’ Retirement System (TRS) – The State of Illinois pension fund for all Non-Chicago certified employees. Employees and the employer contribute percentages while the State contributes the remainder.

Transportation Fund – This fund accounts for all the activity relating to student transportation to and from schools and for extracurricular and co-curricular activities.

Triennial Reassessment – Every three years the County Assessor revalues all of the property within the townships resulting in significant increases in the District’s Equalized Assessed Valuation.

Wheeling Township Intergovernmental Treasury Agreement – At the abolishment of the Wheeling Township School Treasurer in 1996, District 214 provides investment and banking related services for District 214, District 21, District 23, District 25, District 26, and Northwest Suburban Special Education Organization 805.

Young Adult Program (YAP) – designed to help young adults earn their high school diploma in the evening. It also offers credit recovery for students.

REFERENCES

School Code of Illinois, 2016