



POPULAR ANNUAL
FINANCIAL
REPORT
FY2024

Fiscal Year Ended
June 30, 2024

Issued by:
Ryan Cook,
Treasurer &
Chief Financial Officer

Dear Friends of the Columbus City School District:

The Treasurer's office is pleased to present the Columbus City School District's Popular Annual Financial Report (PAFR) for the year ended June 30, 2024. The PAFR is an unaudited report that summarizes the district's financial activities and operating results in a way that can be more easily understood by the reader.

The School District has also published an Annual Comprehensive Financial Report (ACFR) for the year ending June 30, 2024. The ACFR is an audited report and is prepared on a Generally Accepted Accounting Principles (GAAP) basis, which requires greater disclosure than the PAFR. Copies of the PAFR and ACFR may be requested from the Treasurer's office by calling (614) 365-6400 or on the School District's website at <https://www.ccsdh.us>.

School District Profile

The Columbus City School District provides education to approximately 46,023 students in grades K through 12. Geographically, the School District encompasses 140 square miles located primarily within the City of Columbus with a population of 912,274 as of December 31, 2023.

The students enrolled in the School District attend 67 elementary schools, 5 STEM (Science, Technology, Engineering, and Math) schools, 18 middle schools, 19 high schools and career centers, and 4 special assignment schools.

The School District currently has 4,454 professionals serving as teachers, all of whom have at least a bachelor's degree. The 2023-2024 starting salary for a teacher with a bachelor's degree is \$49,321; the maximum teacher salary (for a teacher with a Ph.D. degree and 31 years' experience) is \$116,466.

An elected seven-member Board of Education serves as policymakers of the district. The Board adopts the annual tax budget and annual appropriations resolution that serves as the basis for control over and authorization of all expenditures of the School District tax money.

Elected Officials/Board of Education

Christina Vera	President
Dr. Tina D. Pierce	Vice-President
Jennifer Adair	Member
Michael Cole	Member
Sarah Ingles	Member
Ramona Reyes	Member
Brandon Simmons	Member

Financial Officer

Ryan Cook
Treasurer/CFO*

Administrative Personnel

Angela Chapman
Superintendent/CEO

**Stanley J. Bahorek was appointed Treasurer, effective August 1, 2014, and his contract ran through July 31, 2023. On August 1, 2023, Jennifer Vanover was named as interim treasurer and her contract ended on July 31, 2024. Ryan Cook was named Treasurer effective August 1, 2024, with a contract end date of July 31, 2027.*

School District Initiatives

The Columbus City Schools Mission Statement

Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

In 2023-2024, Columbus City Schools is launching its new five-year Strategic Plan along with its Portrait of a Graduate vision for all students and Board of Education-adopted goals that outline specific student outcomes. These initiatives, which have been years in the making, will be integral in shaping the future of CCS.

Students Leading the Way

At the heart of the School District’s vision and priorities is the concept of “students leading the way.” Every decision we make and every initiative we put forth keeps students at the center of our work. They are engaged in the process and help shape the opportunities we offer them. Students have a voice in our School District and are active participants in determining the outcomes we strive to achieve. Our students are leading Columbus City Schools into the future.

Portrait of a Graduate

The Portrait of a Graduate is the School District’s “north star” that ensures we prepare students for success, now and in the future. The Portrait is a collective vision that articulates our community’s aspirations for every student in Columbus City Schools.

Beginning in December 2019, Columbus City Schools partnered with Battelle for Kids to engage stakeholders to develop a Portrait of a Graduate that is unique to our community and our schools. The Portrait Design Team was composed of more than 150 internal and external stakeholders, who represented the various groups of our community including families, students, teachers, administrators, staff, partners, policymakers, and business leaders. This Design Team enabled our School District to engage diverse perspectives to build a shared vision for our students.

What resulted was a final Portrait of a Graduate that includes six attributes that we envision for every CCS student to embody:

- Adaptability
- Communication
- Creativity
- Critical Thinking
- Global Empathy
- Technology



Strategic Priorities

Following the creation of the Portrait of a Graduate, Columbus City Schools continued its community engagement process to identify four strategic priorities that will guide the organization over the next five years. These priorities are aligned with the goals adopted by the Board of Education and support the School District's mission, vision, and Portrait of a Graduate.

As part of the Strategic Plan work, Columbus City Schools will also identify strategic objectives within its business and operations teams to provide a foundation of support that enables the organization to produce its targeted student outcomes.

Columbus City Schools' new Strategic Priorities are:

- **Priority 1 - Whole-Child Focused:** Columbus City Schools will design and implement curriculum with a holistic approach, so that students find their education more relevant, rewarding, and rigorous.
- **Priority 2 - Equitable Opportunities for All:** Columbus City Schools will ensure equitable outcomes for all students and employees, in order to create communities that promote excellence, personal and professional growth, and a culture of belonging.
- **Priority 3 - Strong Learning Communities in Every Region:** Columbus City Schools will strengthen a high quality, interdependent set of learning communities so that within and among these centers of growth are reliable sources of support, identity, and hope.
- **Priority 4 - Authentic Engagement:** Columbus City Schools will actively engage all stakeholders to ensure that every experience with the School District engenders mutual trust, develops quality relationships, and strengthens collective support for the benefit of our students.



Board Goals and Guardrails

The Board of Education worked closely with the Council of the Great City Schools (CGCS) to help develop specific goals, guardrails, and metrics. Beginning in 2020, Board Members met and talked with stakeholders, community partners, families, students, teachers, administrators, and staff. They held several special public meetings with a CGCS consultant to discuss and review what they learned and what they wanted to see in the goals and guardrails.



The three Board Goals are:

- **Strengthen Reading Proficiency** – The percentage of third-grade students proficient in Reading on the Ohio State Test (OST) will increase from 43% in School Year 2018-2019 to 55% by June of 2026.
- **Close Opportunity Gaps** – The percentage of four-year graduation cohort students who complete state and district graduation requirements will increase from 81.4% in August 2020 to 86% in August 2026.
- **Develop Portrait-Ready Graduates** – The percentage of the Class of 2028 who earn the Portrait of a Graduate Seal will increase from 0% in June 2022 to 25% by June 2028.

The four Board Guardrails are:

- **Fund Intervention Supports** - The superintendent will not allow the Multi-Tiered Systems of Supports (MTSS) to be under-resourced.
- **Prioritize a Whole Child Focus** - The superintendent will not allow the district to ignore a whole child approach.
- **Align Resources Equitably** - The superintendent will not allow any region to be without strong learning communities.
- **Ensure a Culturally-Responsive Staff** - The superintendent will not allow cultural non-responsivity to impact student experience or staff effectiveness.

School District Student Demographics

Enrollment	46,023
Community Eligibility Provision <i>Free Breakfast & Lunch</i>	100.0%
Students with Disabilities	18.9%
English Learner	14.9%
English Learner	14.9%
African American, Non-Hispanic	51.2%
Caucasian, Non-Hispanic	19.3%
Hispanic	18.3%
American Indian or Alaskan Native	0.3%
Multiracial	7.9%
Asian or Pacific Islander	3.0%



Summarized Financial Reports

Readers of the Statement of Net Position (page 6) and Financial Activity Statement (page 7) should keep in mind that the numbers in both reports are taken from the School District’s Annual Comprehensive Financial Report (ACFR) but are presented in a non-GAAP format. The Annual Comprehensive Financial Report can be obtained from the Treasurer’s office or www.ccsdh.us.

Statement of Net Position- Governmental Activities

The Statement of Net Position presents an aggregate view of the School District's governmental activities and provides a long-term view of those finances. The Statement of Net Position is organized so the reader can understand Columbus City School District as a financial whole. This statement includes assets and deferred outflows of resources and liabilities and deferred inflows of resources using the accrual basis of accounting, which is similar to the accounting used by most private-sector companies. The accrual basis of accounting considers all the current fiscal year's revenues and expenses regardless of when cash is received or paid. The amount below represents the difference between the assets and deferred outflows of resources and the liabilities and deferred inflows of resources which the district must pay. This amount provides the "net position" of the district.

Fiscal Year Ending June 30,	2024	2023	2022
Assets			
Cash and Investments	\$839,965,937	\$753,211,563	\$691,501,636
Inventory	\$1,510,793	\$1,474,168	\$1,326,010
Receivables	\$733,881,806	\$617,078,963	\$647,339,392
Prepaid Items	\$2,020,404	\$2,066,006	\$2,352,213
Net OPEB Asset	\$59,801,488	\$79,420,220	\$61,442,366
Capital Assets	\$542,493,158	\$556,996,530	\$566,105,398
<i>Total Assets</i>	\$2,179,673,586	\$2,010,247,450	\$1,970,067,015
Deferred Outflows of Resources			
Deferred Charge on Refunding	\$5,361,700	\$6,472,486	\$7,393,125
Pension	\$204,294,669	\$248,742,048	\$216,430,928
OPEB	\$36,656,480	\$21,443,694	\$21,961,013
<i>Total Deferred Outflows of Resources</i>	\$246,312,849	\$276,658,228	\$245,785,066
Total Assets and Deferred Outflows	\$2,425,986,435	\$2,286,905,678	\$2,215,852,081
Liabilities			
Short-Term Liabilities	\$155,634,842	\$120,986,933	\$116,300,507
Long-Term Liabilities	\$1,407,843,157	\$1,447,394,908	\$1,105,388,823
<i>Total Liabilities</i>	\$1,563,477,999	\$1,568,381,841	\$1,221,689,330
Deferred Inflows of Resources			
Deferred Charge on Refunding	\$2,811,932	\$3,171,934	\$3,459,651
Property Taxes	\$286,752,942	\$232,541,433	\$262,340,122
Payment in Lieu of Taxes	\$100,249,786	\$87,907,845	\$84,732,858
Leases	\$599,418	\$645,589	\$685,835
Pension	\$48,768,185	\$78,452,428	\$417,167,717
OPEB	\$107,249,316	\$133,234,672	\$121,314,085
<i>Total Deferred Inflows of Resources</i>	\$546,431,579	\$535,953,901	\$889,700,268
Total Liabilities and Deferred Inflows	\$2,109,909,578	\$2,104,335,742	\$2,111,389,598
<i>Total Net Position</i>	\$316,076,857	\$182,569,936	\$104,462,483
Total Liabilities and Net Position	\$2,425,986,435	\$2,286,905,678	\$2,215,852,081

Financial Activity Statement- General Fund

The Financial Activity Statement, known in accounting terms as the income statement, provides a summary of the resources (revenues) and services (expenditures) of the School District's General Fund.

Resources Taken In <i>(in thousands)</i>	FY24	FY23	FY22	FY21
Taxes	\$641,590	\$582,393	\$553,696	\$699,385
State and Federal Revenue	\$231,506	\$221,338	\$201,439	\$414,357
Interest	\$39,400	\$12,535	(\$17,453)	\$582
Tuition & Fees	\$7,491	\$6,229	\$4,787	\$4,691
Extracurricular	\$467	\$402	\$289	\$136
Rent	\$417	\$205	\$120	\$354
Charges for Service	\$230	\$138	\$124	\$108
Miscellaneous	\$14,964	\$36,432	\$16,922	\$24,101
TOTAL Revenues & Resources	\$936,065	\$859,672	\$759,924	\$1,143,714

Services Provided <i>(in thousands)</i>	FY24	FY23	FY22	FY21
Instruction:				
Regular	\$276,899	\$276,588	\$272,367	\$494,274
Special	\$124,096	\$119,023	\$112,615	\$112,177
Vocational	\$9,063	\$8,411	\$7,540	\$7,189
Student Intervention Services	\$1,082	\$443	\$293	\$132
Support Services:				
Pupils	\$99,098	\$89,226	\$81,096	\$56,418
Instructional Staff	\$37,214	\$33,453	\$28,929	\$25,579
Board of Education	\$51	\$70	\$56	\$48
Administration	\$63,835	\$63,326	\$57,676	\$56,545
Fiscal	\$17,814	\$17,433	\$15,997	\$14,450
Business	\$5,082	\$5,085	\$4,461	\$4,337
Operation and Maintenance of Plant	\$90,969	\$69,017	\$65,043	\$58,748
Pupil Transportation	\$62,749	\$59,388	\$57,964	\$49,240
Central	\$42,094	\$39,251	\$32,567	\$29,267
Operation of Non-Instructional Services	\$15	\$20	\$33	\$78
Extracurricular Activities	\$8,015	\$7,344	\$6,651	\$5,408
Capital Outlay	\$836	\$928	\$2,278	\$976
Debt Service	\$290	\$298	\$285	\$29
TOTAL Expenditures & Services	\$839,202	\$789,304	\$745,851	\$914,895
Revenues & Resources Less Expenditures & Services	\$96,863	\$70,368	\$14,073	\$228,819

Definitions of our Expenditures and Services

Instruction includes the activities directly dealing with the teaching of pupils or the interaction between teacher and pupil. Teaching may be provided for pupils in a school, in a classroom or in another location (such as in a home or hospital) and through other approved media such as television, radio, telephone, correspondence and aides or classroom assistants of any type who assist in the instructional process. Technology used by students in the classroom or technology that has a student-instruction focus is also coded here. Instruction includes regular, special, vocational, and student intervention services.

Support Services provide administrative, technical (such as guidance and health), and logistical support to facilitate and enhance instruction, and to a lesser degree, community services. Supporting services exist as adjuncts for the fulfillment of the objectives of instruction, rather than as entities within themselves. Support services include pupils, instructional staff, board of education, administration, fiscal, business, operation and maintenance of plant, pupil transportation, and central services.

Operation of Non-Instructional/Shared Services are concerned with providing non-instructional services to students, staff, or the community. Also includes providing certain services to other school districts.

Extracurricular Activities are activities under the guidance or supervision of qualified adults which are designed to provide opportunities for pupils to participate in such experiences on an individual basis, in small groups, or in large groups - at school events, public events, or a combination of these - for purposes such as motivation, enjoyment, and skill improvement. In practice, participation usually is not required, and credit usually is not given. When participation is required, or credit given, the activity generally is a curricular course.

Capital Outlay activities are concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-up equipment, and improving sites.

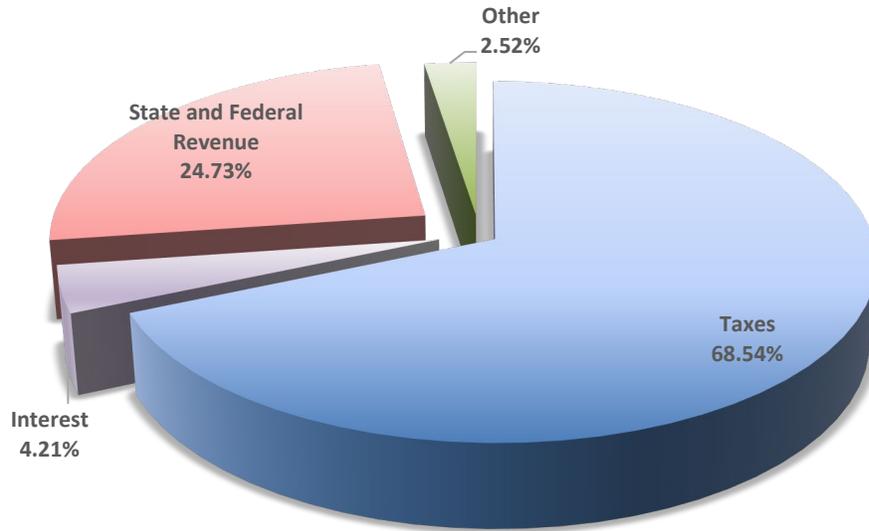
Debt Service Transactions primarily for the purpose of discharging the school district's commitment for interest and principal on debt.



Our Revenues and Resources FY 24:

Where

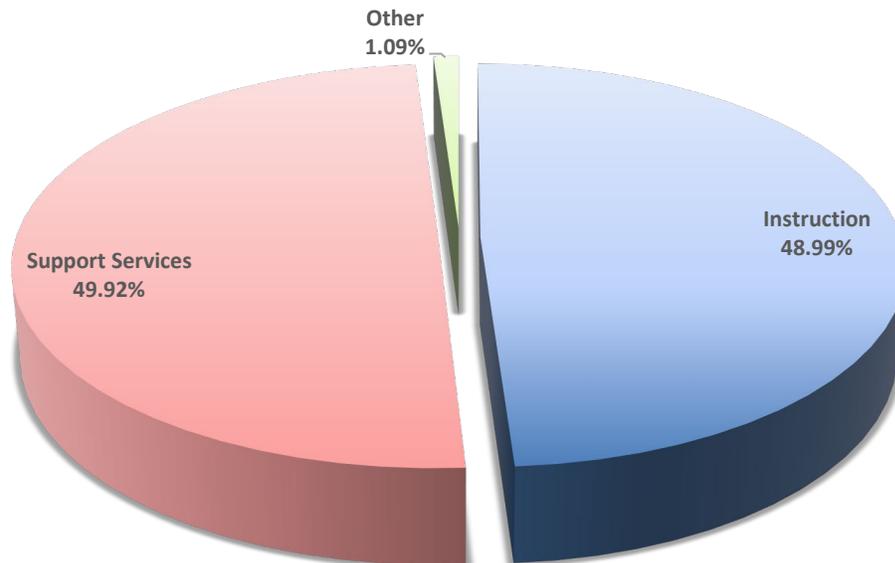
**The
General
Fund
Money
Comes
From**



Our Expenditures and Services FY 24:

Where

**The
General
Fund
Money
Goes**



State and Federal Sources

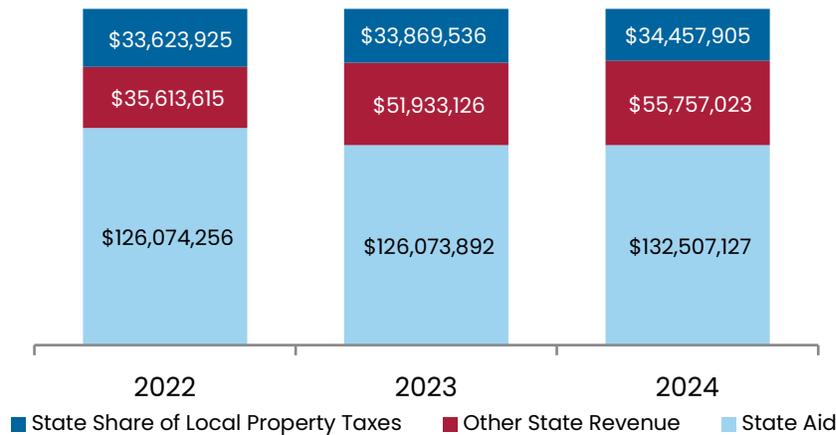
State and Federal sources of revenue generated \$231.5 million or 24.7% of all General Fund revenue. State primarily comes mostly from State Aid which is a formula calculation based upon student enrollment.

The new state aid funding formula, as implemented in the state’s FY22-23 biennial budget bill (HB110), contains two major provisions: 1) Fund students where educated and 2) Remove the deduction for community schools and scholarships (CS&S) from the state aid payments. Funding students where educated means those Columbus CSD students attending community and other chartered non-public schools will not be included in CCS’ formula thereby reducing gross state aid. Removing the CS&S deduction reduces CCS’ expenditures. The overall impact on the forecasted ending cash balance is positive with state aid (revenue) declining less than expenditures.

A portion of State revenue also comes from the State’s share of local property taxes related to rollback and homestead payments, which represents the portion of the local tax bill paid by the State instead of the local taxpayer. Currently, the State pays 10% of the taxes due on all property and an additional 2.5% on residential and agricultural owner-occupied property. An additional exemption is provided to senior and disabled citizens, regardless of income. The State, however, has eliminated the property tax rollback on any new levy passed after August of 2013.

Other State/Federal revenue includes public utility reimbursement, tangible personal property tax loss reimbursements, Medicaid reimbursement and casino revenue.

The chart below depicts State school funding in actual cash receipts for District’s General Fund. Years are presented on a June 30 fiscal year-end basis.



State Revenues vs. Local Revenues

In Ohio, the funding of schools is shared by the State and local School Districts. The Ohio General Assembly determines what an adequate education costs in the State’s biennial education budget.



Property Values and Taxes

Property taxes are assessed and levied on a calendar year basis. The School District receives property taxes from two taxing years during the School District’s fiscal year that begins July 1 and ends June 30. The assessed values upon which the fiscal year 2024 taxes were collected are as follows:

Property Values	2022	% Change	2023	% Change	2024
Real Estate	\$12,111,862,890	1.79%	\$12,329,076,610	36.6%	\$16,849,655,980
Public Utility Personal	\$514,306,740	5.3%	\$541,535,040	8.57%	\$587,928,280
Total	\$12,626,169,630	1.94%	\$12,870,611,650	35.5%	\$17,437,584,260

Collection Year	Residential/ Agricultural	Commercial/ Industrial	Personal Property	Total
2024	\$11,391,629,210	\$5,458,026,770	\$587,928,280	\$17,437,584,260
2023	\$7,484,296,890	\$4,844,779,720	\$541,535,040	\$12,870,611,650
2022	\$7,342,541,770	\$4,769,321,120	\$514,306,740	\$12,626,169,630
2021	\$7,237,659,040	\$4,669,987,570	\$478,883,320	\$12,386,529,930
2020	\$5,811,635,140	\$4,152,306,720	\$441,176,030	\$10,405,117,890
2019	\$5,725,043,590	\$4,160,179,570	\$402,391,100	\$10,287,614,260
2018	\$5,706,609,210	\$4,082,220,020	\$386,215,540	\$10,175,044,770
2017	\$4,984,465,150	\$3,755,902,670	\$346,111,200	\$9,086,479,020

Five Year Financial Forecast

The School District annually prepares a five-year forecast to ensure long-term financial success. The five-year financial forecast provides actual data on each major revenue and expenditure category for the past three fiscal years and forecasts these same categories for an additional five fiscal years.

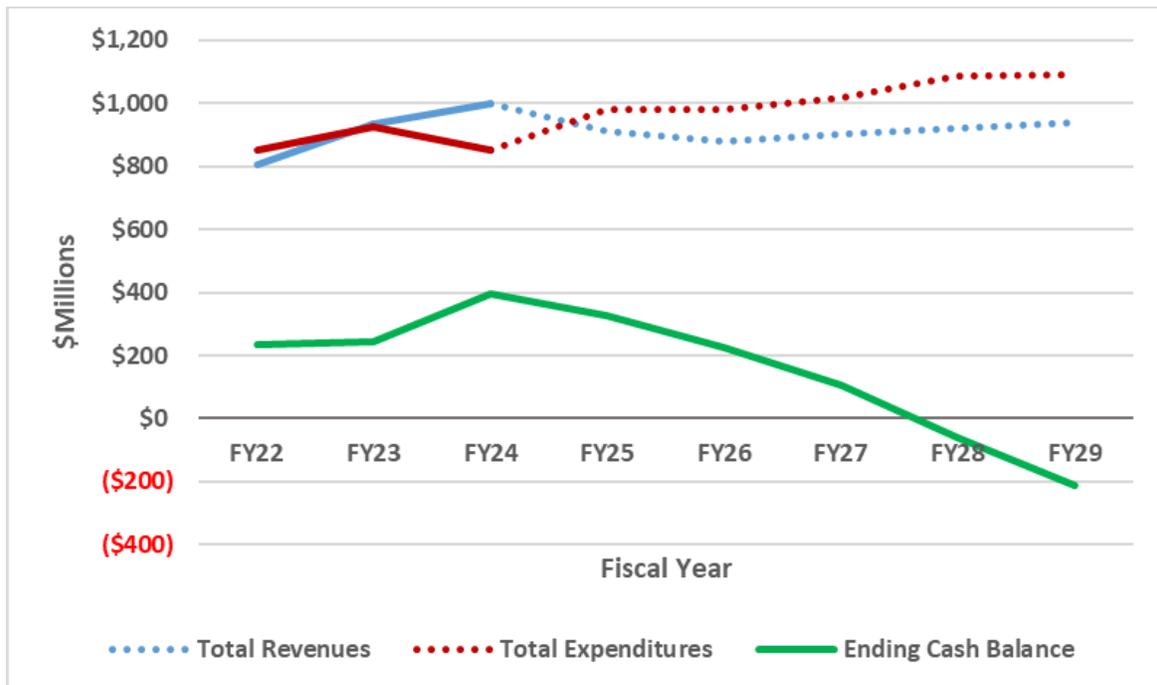
The five-year financial forecast is a planning tool used to certify if funds are available for future expenditures and additionally to strategize when the School District will need to return to voters for additional funds or reduce expenditures accordingly. The five-year financial forecast is published on the [Ohio Department of Education’s website](#) for public use.

Actuals by Fiscal Year – General Fund

As of June 30,	2022	2023	2024
Revenue	804,490,352	936,469,577	1,000,269,782
Expenditure	851,634,408	927,523,072	850,426,220
Ending Balance	235,873,271	244,819,776	394,663,338

Projected Five-Year Forecast by Fiscal Year – General Fund

	2025	2026	2027	2028	2029
Revenue	913,386,539	878,600,000	901,100,000	922,000,000	938,700,000
Expenditure	980,500,000	982,800,000	1,017,300,000	1,088,200,000	1,092,000,000
Ending Balance	327,549,877	223,349,877	107,149,877	(59,050,123)	(212,350,123)

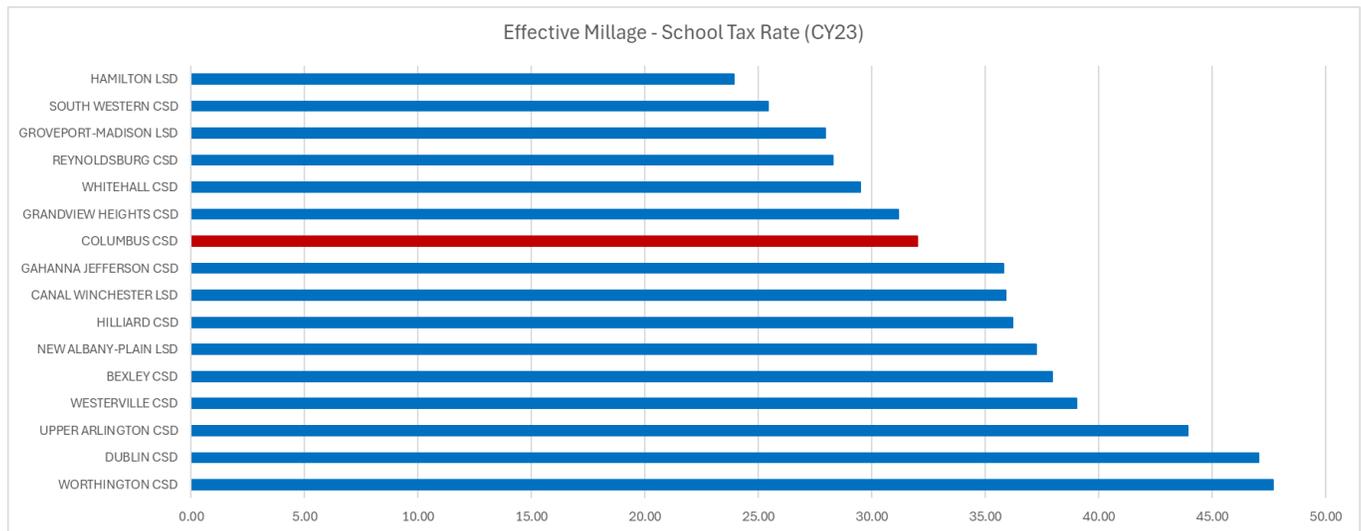


Comparative Data

When comparing Columbus City School District to other school districts, the district uses the most recent information provided by the Franklin County Auditor. This data provides the most reliable comparison among school districts.

Effective Tax Rates

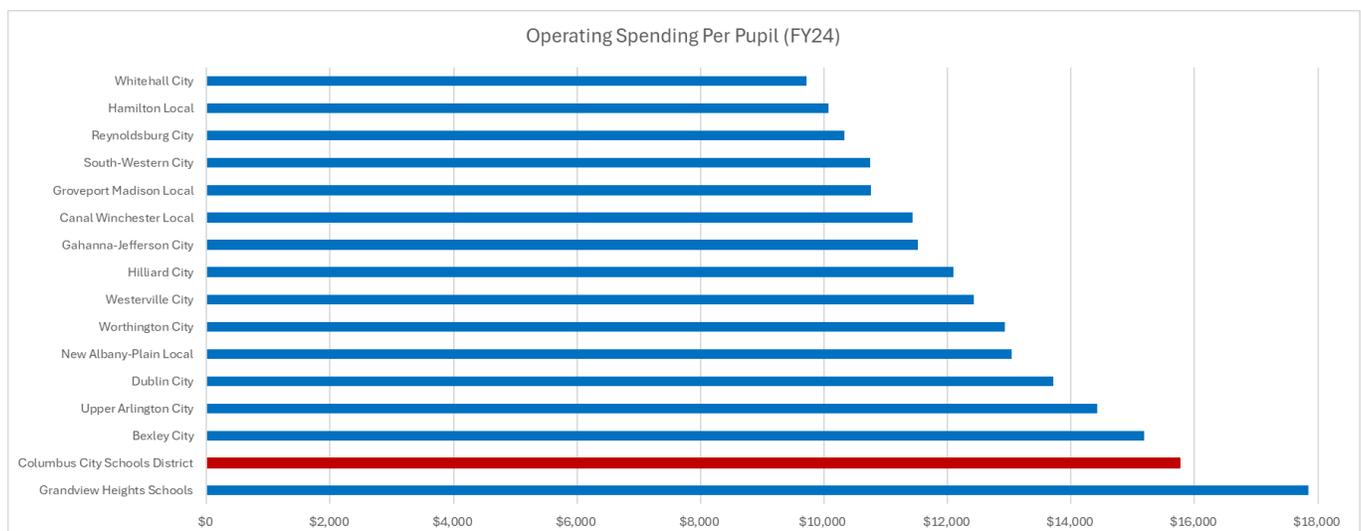
Since the School District depends on local tax support for 67.75% of its general fund revenue, tax rates are crucial to the School District and its taxpayers. HB 920 reduces the voted millage rate to an effective tax rate to generate the same amount of revenue received in the first year of collection. When taxpayers vote for a certain number of mills, they are voting for the collection of a specific amount of money.



Source: Ohio Department of Taxation

Operating Spending Per Pupil

The chart below illustrates how the School Districts' expenditures per pupil (fiscal year 2024) compared to other school districts.



Source: Ohio Department of Education and Workforce



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