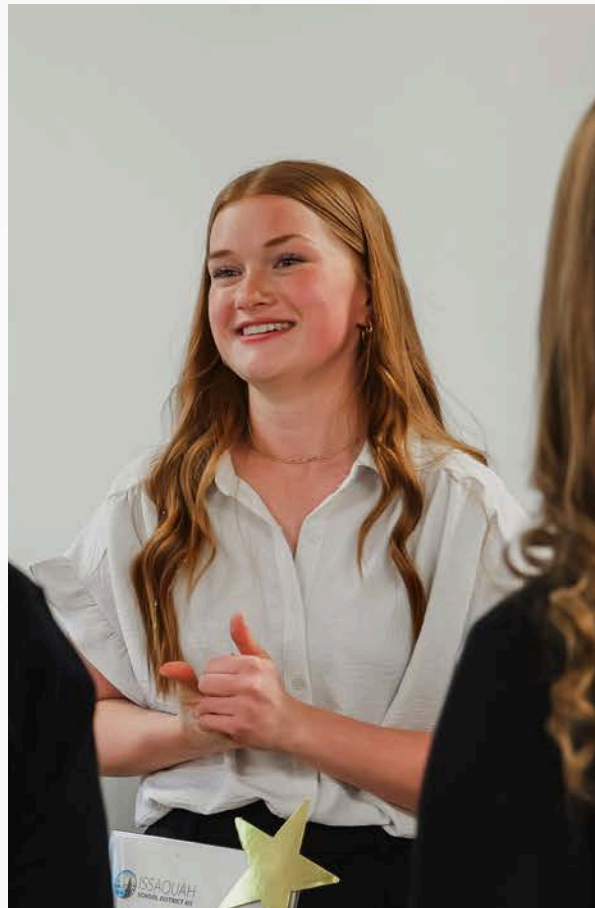




ISSAQUAH
SCHOOL DISTRICT 411

ANNUAL BUDGET GUIDE



2025-26

Issaquah School District
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Executive Summary

The Issaquah School District is dedicated to preparing students from preschool through age 22 to become the innovators, entrepreneurs, and civic leaders of tomorrow. Our students consistently perform in the top five percent on state and national standardized tests. Although the district is celebrated for its academic achievements, our true character is reflected in the passion, compassion, creativity, and diverse interests of our students and staff.

Our Vision

All students thrive as they engage in meaningful learning that unlocks their passion and potential to positively impact the world.

Our Mission

Our students will be prepared for and eager to accept the academic, occupational, personal and practical challenges of life in a dynamic global environment.



Over the past century, the region has transformed from a mining town into the heart of a vibrant economic and cultural area. Today, more than 18,000 students are enrolled in the district's 16 elementary schools, six middle schools, three comprehensive high schools and a choice high school. The district also operates an Academy for Community Transitions (ACT) program, Holly Street Early Learning Center, and serves students residing in the Echo Glen Children's Center. The Issaquah School District spans 110 square miles and proudly serves the cities of Issaquah, Bellevue, Newcastle, Renton, Sammamish, and unincorporated areas of King County.

Enrollment patterns typically depend on city and county land use decisions and the overall pace of housing development. However, since the pandemic, the district's average enrollment has declined from 20,885 in the 2019-20 school year to 18,739 in 2024-25 including transition to kindergarten, Alternative Learning, and Running Start students. The district is no longer experiencing high annual enrollment growth and has stabilized after the pandemic decline with the most impact felt at the elementary level. Moving forward, the district continues to adjust staffing and expenditures to meet evolving student needs while maintaining long-term financial sustainability.

The district's Strategic Plan was developed during the 2022-23 school year with a strong emphasis on staff, family and student voice to ensure that everyone in our community was represented. Superintendent Heather Tow-Yick began conversations at the start of her tenure in the ISD with her [First 100 Days](#) campaign, by gathering input from staff, community members, families and students across the district to better understand their priorities.

The district drafted a three-year strategic plan to focus on creating a district vision statement, identifying priority areas to help focus our work, establishing clear goals, actions to achieve the goals and metrics to measure progress in each year. The School Board approved the new vision statement above and adopted a resolution in support of the new strategic plan in spring of 2023. More information on the strategic plan is available on the website.

Priority 1 (P1) – Student Well-Being: Students will feel safe, affirmed in their strengths, and have access to resources that support their basic needs and well-being.

Priority 2 (P2) – Academic Opportunities: Students will have access to the resources needed to achieve key academic milestones throughout their ISD journey.

Priority 3 (P3) – Diverse Talent: Students will benefit when we recruit, retain, develop and engage staff to ensure a highly effective workforce that supports and reflects the diversity of the student population.

Priority 4 (P4) – Authentic Engagement: Students will benefit from meaningful engagement between constituent groups and the district that is ongoing and supportive of the diversity of our community.

Priority 5 (P5) – Organizational Effectiveness: Students will thrive and experience meaningful learning supported by effective district systems, structures and processes, and resource allocation.

P5b – Equity-Based Budget Framework

As part of Priority 5: Organizational Effectiveness, the Issaquah School District is implementing a transparent, equity-based budget framework beginning in the 2025–26 school year. This model moves beyond traditional funding based solely on enrollment and instead aligns resources based on student needs, helping to close opportunity gaps and expand access to inclusive and effective instruction.

The equity-based budgeting model was developed through a collaborative process that began in September 2023. The district partnered with Education Resource Strategies (ERS), a national consulting organization, and convened a working group with representatives from across the district, including Special Services, MTSS, Teaching and Learning, Human Resources, Student Information Systems, principals, and both certificated and classified employees. The process also included family and community engagement to ensure transparency and shared understanding. This strategic shift supports the district’s broader instructional vision by integrating two foundational frameworks:

- Multi-Tiered System of Supports (MTSS), which uses real-time data to ensure students receive targeted interventions and supports.

- Universal Design for Learning (UDL), which helps educators design lessons that are accessible, flexible, and inclusive from the outset.

Equity-based budgeting directs additional investments to the schools and students who need them most. For example, the 2025–26 budget includes targeted funding for:

- Increased MTSS staffing and behavior supports
- Emergency paraeducators for transportation and safety needs
- Additional classroom staffing was allocated at select grade levels
- Professional development in inclusive practices
- Language access and mental health supports

Strategic Investment Approach for 2025–26

As the Issaquah School District looks ahead to the 2025–26 school year, it is applying a more deliberate, student-centered approach to resource allocation. This strategy, referred to as *Start, Stop, and Continue*, reflects the district’s ongoing effort to align every dollar with student need, while maintaining long-term financial health and supporting the goals of the Strategic Plan.

In recent years, declining enrollment and rising costs have required difficult decisions. Rather than implementing broad or across-the-board reductions, the district is prioritizing thoughtful tradeoffs, adding new programs where there is clear need, retiring outdated or redundant systems, and sustaining the core supports that are most critical to student and family success.

The district is starting new investments that expand access and opportunity, including:

- Growing the Dual Language program into middle school so students can continue their bilingual education
- Launching an Aerospace career pathway at Liberty High School to connect students with real-world skills
- Expanding access to Advanced Placement classes and online learning, especially for students who need flexible or accelerated options
- Adding emergency paraeducators to ensure safe transportation and coverage
- Offering on-site vaccine clinics and expanding both preschool and Before & After School Care (BASC) capacity programs to support families

The district is stopping or phasing out expenditures that no longer serve students well or that can be delivered more efficiently. This includes:

- Realigning curriculum funding by \$2.5 million to support a more sustainable and targeted approach to instructional materials
- Retiring legacy software tools that are no longer needed
- Modernizing our surplus and supply processes to cut costs and increase transparency

The district is continuing key investments that have proven essential, including:

- Strengthening Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL) to personalize instruction and reach every learner

- Continuing the curriculum adoption cycle with a sustainable investment strategy that prioritizes high-impact instructional materials
- Investing in technology and data systems that support strong teaching and learning
- Preserving student mental health and wellness supports, including school-based counseling and behavior support team.
- Continuing professional learning opportunities that support inclusive practices, effective instruction, and cultural responsiveness

This approach allows the district to address financial pressures while continuing to move forward. It ensures that resource decisions reflect community feedback, align with the Strategic Plan, and respond to the financial realities facing public education.

More information, FAQs, and real-time updates are available on the district's [Finance Department website](#).

The Budget Process

Budget development is a year-round process that involves the School Board, district leadership, schools, and departments. Initial enrollment projections are gathered in the fall and each winter the formal budget process begins with the Board establishing broad parameters for budget development (Adopted January 16, 2025). The Administration follows the Board's parameters and reinforces these parameters during budget development. These guidelines have been observed and incorporated into the 2025-26 Budget. Financial planning must also adhere to Regulation 6001 – Budget and Program Planning throughout the budget process.

Critical steps and target months for the 2025-26 Budget Cycle:

- | | |
|---|----------|
| • Board of Director's Budget Development Guidelines Input | December |
| • Financial Advisory Core Team (FACT) Launch | December |
| • Board of Directors' Budget Guidelines Adoption | January |
| • Budget Process with updates on district website | February |
| • Legislature Regular Session ends (SINE DIE) | April |
| • Superintendent's Budget Review and Program Changes | April |
| • Board of Directors' Meeting | June |
| • District Budget Completed | July |
| • FACT Team – Final Meeting | July |
| • Public Hearing – Proposed 2025-26 Budget | August |
| • Budget Adoption | August |

To keep staff and the community informed and to seek input, we offer several communication avenues: The district maintains a budget website with ongoing updates and contact information for comments; the School Board allocates time at meetings for legislative and budget updates, which are broadcast to the public, and holds budget-focused board retreats and work sessions as needed; we engage with principals and departments during budget development; hold cabinet mid-year budget reflection meetings; administrators meet with key groups, such as the Parent Teacher Student Association (PTSA), Issaquah Schools Foundation, and city representatives from Issaquah, Sammamish, and other municipalities served by the district, to provide updates; and the district shares information through bulletins and social media posts.

In 2024-25, the Financial Analysis Core Team (FACT) met three times (Fall, Spring, Summer) during the 2025-26 budget development process. This team is made up of representatives from the board, certificated and classified staff, principals, and the community. These multiple meetings allowed for additional opportunities for analysis and feedback on the budget development process.

With enrollment down and inflationary costs rising, expense management remains critical. The district conducts an annual review of expenditures to determine what to start, stop, or continue. Outdated practices are phased out, and investments are targeted toward the highest-need areas. The use of sunset schedules ensures temporary costs remain time-bound. Additionally, staffing levels are aligned with student enrollment to maintain efficiency and effectiveness in our operations.

Board of Directors' Budget Development Guidelines

The Board Budget Development Guidelines are essential to aligning financial resources with district goals and ensuring fiscal integrity. For 2025-26, several updates were adopted:

- A designated \$20 million reserve for future school facilities was established.
 - For 2025–26, only \$6 million has been designated to maintain compliance with the Board's 3-7% unreserved fund balance.
- The emergency reserve fund was increased from \$1 million to \$1.5 million.

I. The budget should direct resources toward the support of:

- The district Vision and Mission, Organizational Expectations (OE), Strategic Plan, and Results learning goals for students.
- A comprehensive educational program that reflects overall community values and interests and provides a balanced and equitable educational experience for all students.
- Overall growth in student learning toward state and federal learning targets, as well as growth for each of the disaggregated groups. This includes students working above standard.

- A program that allows students to:
 - Achieve strategic plan goals for the “Academic Opportunities” and “Student Well-Being” priority areas in support of all students at all levels.
 - Considers student opinion in academic remediation and acceleration opportunities.
 - Provides targeted resources for social-emotional supports, student/staff safety, gap-closing, and learning loss.
 - Provides adequate extracurricular and cocurricular opportunities for a variety of student interests.
 - Have equitable access to resources and pathways that support individualized post-high school goals.
 - Have access to student-driven opportunities to explore non-core options, especially in the areas of CTE, STEM and the arts, providing career-connected learning;
 - Meet the standards set forth by the Student Achievement Council for baccalaureate institutions or community and technical colleges to meet each student’s High School and Beyond Plan;
 - Meet the requirements for a Washington State high school diploma;

II. In directing district resources toward the accomplishment of the above, the budget will be in compliance with the Financial Operational Expectations (OE 4, 5, and 6) with particular attention to the following:

- Financial planning for any fiscal year, or the remaining part of any fiscal year, shall not deviate materially from the board’s Results (R) priorities, risk fiscal jeopardy, or fail to be derived from a multi-year plan, including the following specific requirements:
 - Maintain an unrestricted reserve fund of 3-7% of the general fund budget.
 - Maintain sufficient reserves for start-up operating costs associated with new schools.

- Maintain a total general fund balance at a level favorable to bond rating agencies, thereby reducing borrowing costs to taxpayers, while continuing to provide for annual educational goals.
 - Maintain a reserve of \$20,000,000 for future school facilities.
 - Limit use of the board-designated emergency reserve fund; (\$1,500,000) to emergency capital equipment and/or facility repair/replacement needs, and/or other unforeseen liabilities or expenses while maintaining the fund at an adequate level.
- The superintendent shall not cause or allow corporate assets to be unprotected, inadequately maintained, or unnecessarily risked.
 - The superintendent shall not cause or allow jeopardy to fiscal integrity, public image, or credibility.
 - The superintendent shall not create obligations over a longer term than revenues can be safely projected or fail to establish provisions for modifying obligations in the event of revenue loss.

III. The following timeline will be observed:

- The board and the superintendent will agree upon a budget development timeline no later than the board's first regular meeting in February.
- Within this timeline, if budget reductions are anticipated:
 - A proposal will be presented to the board with adequate time for an iterative review process by the board.
 - The proposal should reflect the board priorities enumerated in Section I, while prioritizing the areas of greatest need.
 - The board will vote on any proposed Reduction in Force no later than its final regular meeting in April.

Key Budget Development Factors

General Fund

The Issaquah School District remains committed to long-term financial stewardship and operational efficiency. After three consecutive years of enrollment-driven budget reductions totaling nearly \$39 million, the district has moved toward stabilization with a focus on strategic investment and sustainability.

Between 2021 and 2024, reductions were implemented to align staffing and services with lower student enrollment:

Year	Total Expenditures	Reductions	% of Budget
2021-22	\$353M	\$17.8M	5%
2022-23	\$371M	\$11.3M	3%
2023-24	\$387M	\$9.7M	2.5%

For 2024–25, the Issaquah School District stabilized financially, avoiding major reductions while strategically redirecting resources toward essential services and high-impact investments. These included resuming the curriculum adoption cycle and front-loading staffing for special services based on projected need. However, the anticipated increase in students did not fully materialize, highlighting the ongoing challenge of forecasting in a shifting enrollment landscape.

Heading into 2025-26, inflationary pressures and declining enrollment continue to present structural financial challenges. Although the state provided temporary relief in some areas during the 2025 legislative session, those changes did not fully close the gap between revenue and costs. Significant expenditure drivers in 2025–26 include:

- Collective bargaining agreements continue to outpace inflationary adjustments funded by the state.
- Operating costs, including utilities, transportation, and contracted services, are rising faster than revenue growth.
 - Example: Insurance premiums increased more than 11%, resulting in a \$670,000 cost escalation.

Legislative Context and Revenue

The 2025 legislative session included funding adjustments:

- Special Education: Increased multiplier to 1.16 resulting in approximately \$1.4 million net gain—but a continued \$9.5 million local gap.

- Materials, Supplies, and Operating Costs (MSOC): Raised by \$47 per student for an estimated gain of \$860,000, still \$8.7 million below actual costs.
- One-Time Apportionment: \$50 per student, providing approximately \$900,000 in temporary revenue.
- 2.5% cost of living adjustment, also called the implicit price deflator (IPD), that measures inflation.

Despite these changes, the state’s share of its general operating budget dedicated to K–12 continues to decline, falling to 42% in 2025 from 52% in 2018–19.

One notable legislative development for 2025–26 is the formal recognition of Transition to Kindergarten (TTK) as a distinct grade level. While this change provides important validation of the program’s role in early learning, it does not include state funding for program expansion.

For 2025-26, TTK enrollment is capped at prior-year levels, and districts are expected to operate within existing capacity. The Issaquah School District expanded the program in 2024–25 by adding two additional classes and now serves approximately 75 students across five schools. This proactive investment continues in 2025-26 as part of the district’s commitment to school readiness and early learning, despite no new state dollars for expansion.

A major outcome of the 2025 legislative session was the expansion of local levy authority, which had previously been limited to the lesser of \$2,500 per student or \$2.50 per \$1,000 of assessed value, adjusted annually by the Consumer Price Index (CPI). Beginning in calendar year 2026, districts may collect enrichment levies under a new statewide formula that enables more meaningful growth. Levy authority will increase by CPI plus an additional \$500 per student in 2026, with continued annual growth through 2031 for districts under 40,000 students, capped at \$5,035 per student.

This shift allows for greater local flexibility to address inflationary costs and sustain programmatic investments. While levy collections still depend on voter approval, the updated authority gives districts more financial tools to meet long-term needs. The table below shows the voter-approved Educational Programs and Operations (EP&O) levy amounts and the actuals or projected amounts for the collection year.

2023 Voter Approved	2024 Voter Approved	2025 Voter Approved	2026 Voter Approved
\$61,000,000	\$64,000,000	\$67,000,000	\$70,000,000
2023 Actuals	2024 Actuals	2025 Budget	2026 Projected
\$57,309,288	\$60,551,247	\$62,036,603	\$70,000,000

While the state funds basic education and base salaries through apportionment, levy revenue plays a critical role in sustaining services not fully funded by the state. These include extended staff workdays, additional teaching and counseling staff, behavior and mental health supports, and enrichment programs that enhance student learning.

Federal Funding Outlook

In 2025–26, the district expects to receive approximately \$8.6 million in federal funds, with 87% allocated to Special Education, Title I, and Child Nutrition programs. While these funds are critical to supporting students with disabilities, students from low-income households, and school nutrition programs, the outlook for federal funding has recently been uncertain.

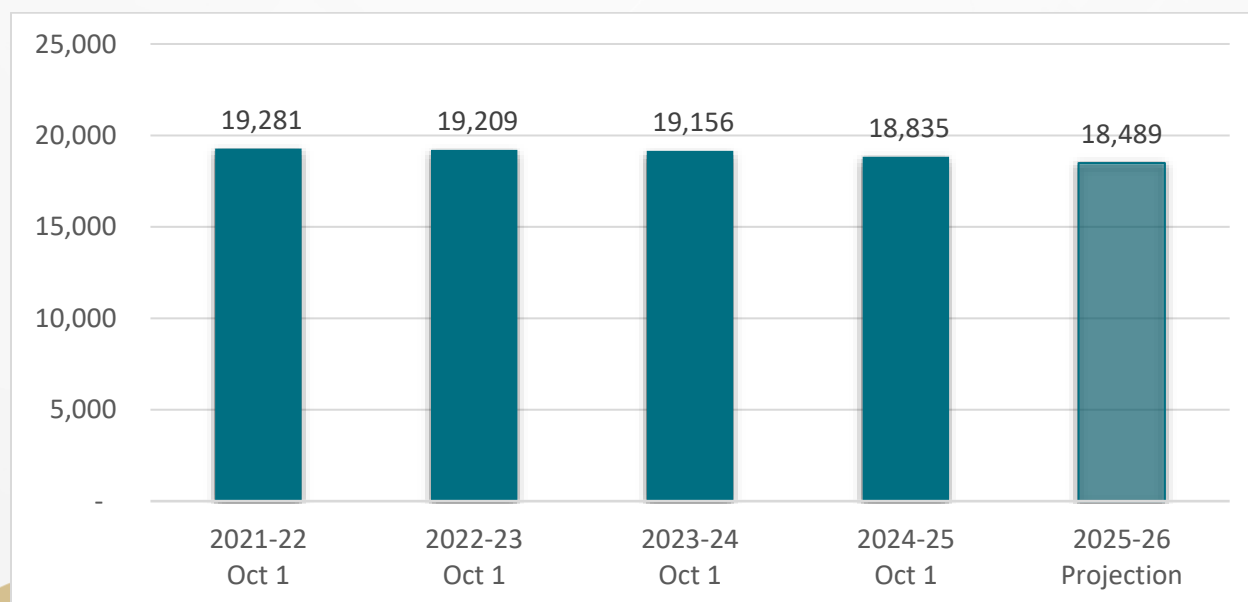
In July 2025, the U.S. Department of Education announced the release of all previously held federal K–12 formula grant funds, including Title I, II, III, and IV. This decision ensures that districts will receive their full allocations for the 2025–26 school year. Although current funding has been restored, future year appropriations remain subject to federal budget decisions.

Enrollment

Since the 2021–22 school year, full-time equivalent (FTE) enrollment has steadily declined, reflecting regional demographic trends, declining birth rates, and fewer young families moving into the area. By 2024–25, enrollment had decreased to 18,835 FTE down 446 students, or 2.3%, from 19,281 in 2021–22.

Looking ahead to 2025–26, enrollment is projected to decrease to 18,489 FTE students.

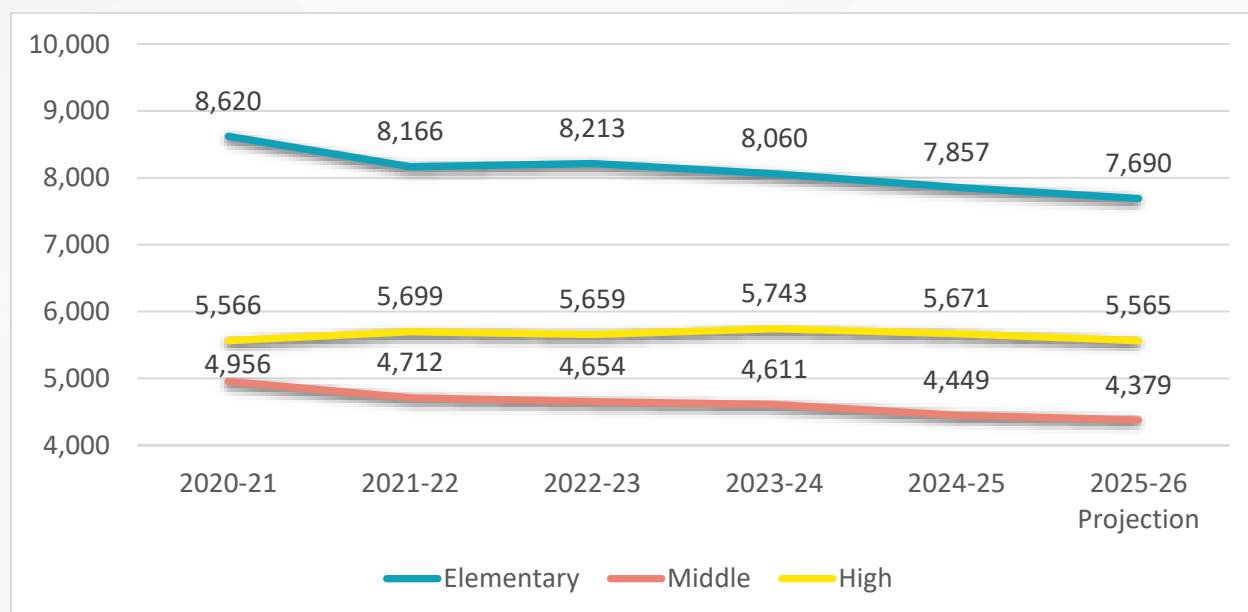
Figure: Oct 1st Enrollment (FTE), 2021–22 to 2025–26 (Projected)



The chart above includes students enrolled in K–12, Transition to Kindergarten (TTK), Running Start, and Alternative Learning Environment (ALE).

For the 2025-26 projection, there is a further decrease of 345 students similar to 2024-25. That represents about 1.8% of total enrollment and an estimated \$4 million in revenue loss. The decline is spread across all grade levels, but elementary continues to show the largest drop down 167 students. We anticipate Running Start enrollment will stay stable at around 700 students.

The line chart below shows the enrollment trend for elementary, middle, and high schools over the past five years and the 2025-26 projection. This does not include Transition to Kindergarten (TTK), Running Start, and Alternative Learning Environment (ALE) students.



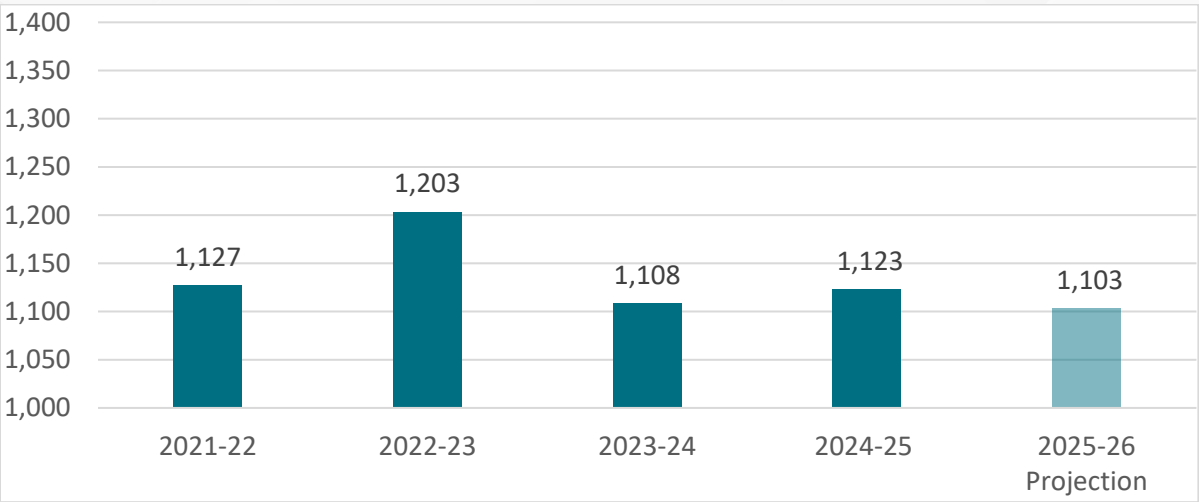
While overall enrollment declines have moderated since the pandemic, the district continues to see shifts in where and how students are served. Notably, increased participation in Running Start is reducing on-campus high school enrollment, particularly in grades 11 and 12. This trend compounds funding impacts, as Running Start students generate lower apportionment than those attending full-time within the district.

Kindergarten & Open Enrollment

Over the past four years, kindergarten enrollment in the Issaquah School District has remained relatively stable, ranging from 1,108 to 1,203 students. For the 2025–26 school year, enrollment is projected at approximately 1,103 students.

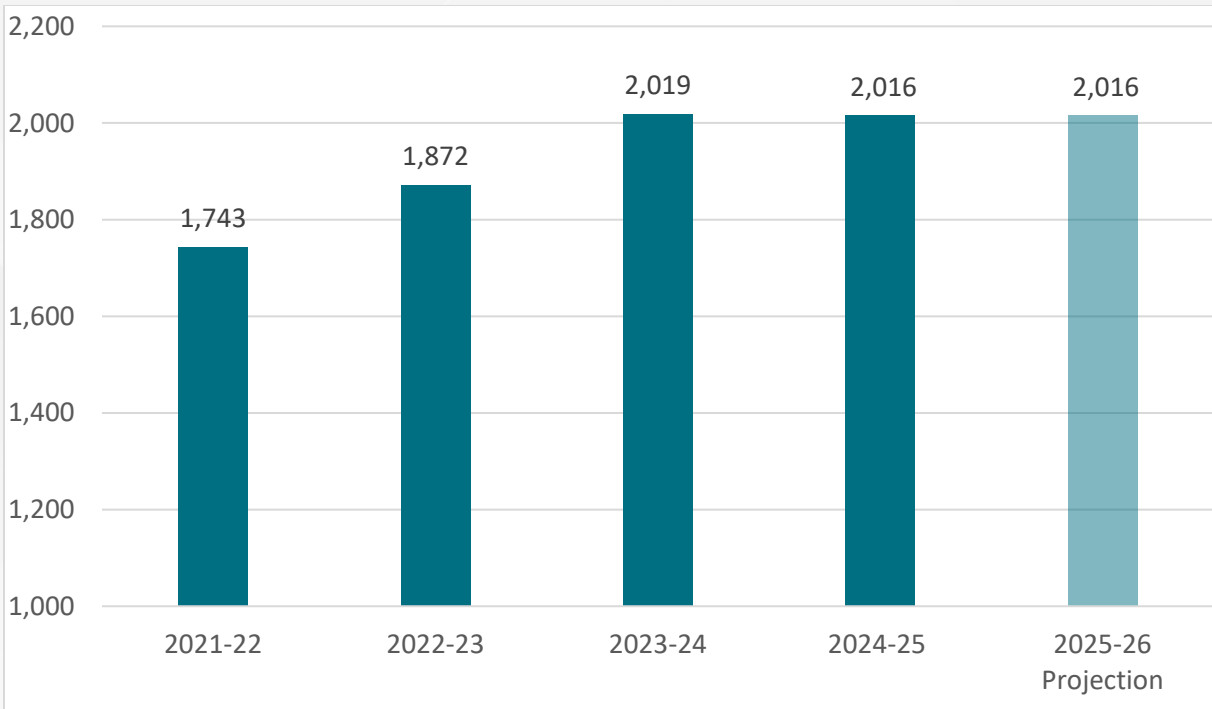
While overall kindergarten enrollment remains within a typical range, the district is seeing some early indications of localized variation. For example, the Liberty High School feeder pattern is

seeing an increase in open enrollment requests and kindergarten registrations this year. While it's too early to determine if this represents a broader trend, these patterns are being monitored closely to inform staffing and long-term planning. The district also continues to explore open enrollment as a strategy to stabilize enrollment and increase access for families seeking educational options. The chart below shows kindergarten enrollment for five years, including the 2025–26 school year projection:



Special Services

Enrollment of students receiving special services grew steadily from 2020–21 through 2022–23 but plateaued in 2023–24 and remains flat heading into 2025–26, with approximately 2,016 students identified for special education. This sustained level marks a stabilization in growth after several years of rapid increase.



While previous years included notable expansions in staffing to reduce reliance on contracted providers, the 2025–26 budget reflects a period of operational stabilization. No major programmatic additions are planned for this year. However, a new Principal on Special Assignment (POSA) was added to support the Academy for Community Transition (ACT) program, strengthening leadership capacity for post-secondary transition planning and adult student support.

The district continues to fund special services well beyond the state allocation, with Safety Net funding expected to remain relatively level over the next few years. This ongoing investment reflects the district’s commitment to meeting student needs, even as enrollment holds steady.

Issaquah School District continues to fund special services beyond what the state provides, using local resources to meet service requirements. For the 2025–26 budget, \$16 million in local funds is allocated to support special services—representing 27.7% of the total Special Services budget and 24.2% of the local Educational Programs and Operations (EP&O) Levy. The anticipated shortfall for 2025–26 is approximately \$9.5 million, consistent with the structural deficit experienced in each of the prior two years.

Echo Glen

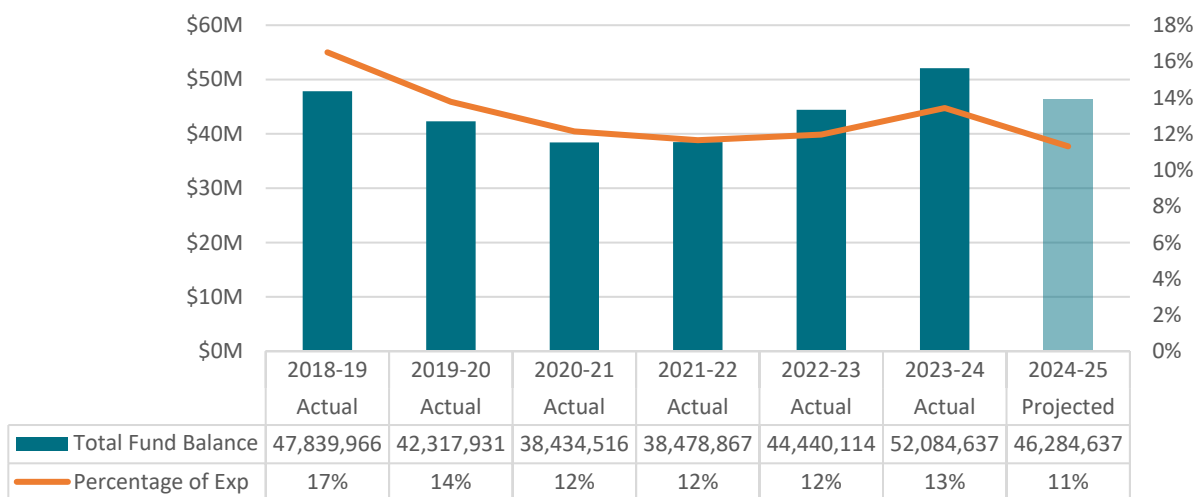
The State of Washington contracts with the Issaquah School District to provide educational programs to serve the Echo Glen Children’s Center for students in an institutional setting.

The Echo Glen Children’s Center (ECCC) adjusts its staffing levels based on the projected number of students as provided by the Department of Children, Youth, and Families (DCYF) annually. The

DCYF bases its student projections on the caseload forecast. As of May 2025, the student count is 99. The DCYF provided the district with a caseload forecast letter of 116 students for the 2025-26 school year. The state juvenile institution funding is determined by the monthly reported enrollment at ECCC, while staffing for the school year is budgeted based on the DCYF caseload forecast letter received in April.

Fund Balance

The Issaquah School District projects an ending fund balance of \$46.3 million for 2024–25, representing a decrease of approximately \$5.8 million compared to the prior year. This planned drawdown is primarily due to the resumption of the curriculum adoption cycle, which had been paused for three years. In 2024–25, the district implemented Elementary Literacy, Middle School Math, and High School World History.



At this time, the 2025–26 ending fund balance is estimated at approximately \$40 million. However, this amount remains subject to change due to several key variables, most notably unsettled labor costs resulting from ongoing negotiations with the Issaquah Education Association (IEA). Additional factors include actual enrollment counts and inflationary increases in areas such as utilities, insurance, and contracted services.

The Board of Directors previously designated up to \$20 million of the General Fund for future school facilities. For 2025–26, only \$6 million has been assigned to preserve compliance with the Board’s 3–7% unreserved fund balance requirement.

With ongoing structural pressures from declining enrollment, inflation, and rising labor costs, the district will likely face difficult trade-offs to preserve reserves and sustain essential services. While the district remains committed to fiscal stewardship, holding the board-required unreserved fund balance will require close monitoring, scenario planning, and potential revisions to prior designations as key cost drivers evolve throughout the year.

Capital Projects Fund

The Capital Projects Fund budget reflects \$39.9 million in revenues from the capital and technology levies and investment earnings. The \$177 million in budgeted expenditures represent capacity for current and potential future projects.

On April 26, 2022, voters in the Issaquah School District approved a \$141,390,000 four-year capital levy to construct, renovate, improve and undertake critical repairs and expansion of new and existing facilities and improvements to technology equipment and training for safety, security and efficiency.

The Seattle-area construction market remains dynamic and challenging. While limited bidding opportunities have resulted in more competitive subcontractor pricing—currently trending 6–8% below estimates—escalating labor and material costs continue to impact long-range budgeting. The district is projecting construction cost increases in the 4–6% range, particularly for materials such as steel and aluminum, which are subject to global tariff volatility.

Oversight and Transparency

To increase public accountability and build confidence in the district’s stewardship of capital funds, the Capital Projects Oversight Committee (CPOC) was launched in spring 2025. The committee includes a broad cross-section of the community, including individuals with construction, finance, engineering, and educational backgrounds. The CPOC meets regularly to:

- Review project scope, budget, timelines, and change orders;
- Provide input on communications and transparency strategies;
- Advise the district on lessons learned from past projects;
- Support the district’s long-term facilities planning efforts through feedback and oversight of current projects.

At the initial meetings, committee members expressed support for increasing project-level transparency, particularly around status tracking and change order reporting. The district has begun publishing enhanced project status dashboards online and will continue refining the content in response to committee feedback.

For more information, [Capital Projects Oversight Committee](#)

New High School Project

Planning continues for a new high school, scheduled to open in August 2027. The project is currently funded with \$146 million in available resources and is intended to support enrollment growth, relieve pressure on existing schools, and create innovative learning environments. Designed to complement existing schools and respond to emerging educational needs, the facility will expand student access to modern, purpose-built environments that support

innovative teaching and learning. While it will not open as a comprehensive high school, it is being developed with the flexibility to evolve as future needs change.

Key milestones include:

- Initial planning meetings held with the City of Issaquah
- Community engagement and programming discussions planned for Fall 2025
- Construction anticipated to begin March 1, 2026

This project is part of the district's long-term capital strategy and will be supported through ongoing updates to the community via the CPOC and district communication channels.

Transportation Fund

Approximately 50% of the students ride the bus on any given day. This means that nearly 9,500 students ride the bus from home to school, and back home on a daily basis. The district has over 170 school buses that are operated and maintained by district employees and travel over 1.5 million miles each year. The cost of providing these services will be approximately \$15.4 million next year.

Like Special Services, Transportation is defined as part of the basic education program; thus, it is required to be fully funded by the state under the parameters established in the state constitution. Currently, the state funds approximately 84.9% of the district's transportation program, with the remaining 15.1% supported by local dollars. However, the state may provide an additional allocation in the spring based on available funding and updated expenditure data, which could reduce the district's unfunded share.

The Transportation Vehicle Fund budget is based on the district's Transportation Vehicle Fund Purchase Plan. The 2025-26 budget reflects capacity for \$4.8 million in expenditures for buses and electric charging infrastructure and \$3.5 million in revenue. This fund is financed by the state reimbursement to school districts for depreciation of student transportation equipment on a thirteen-year replacement cycle and a state electric bus grant. The district was awarded Electric Bus grants from the Department of Ecology initiative to replace diesel-fueled school buses and cover the additional costs beyond those of diesel buses. In the 2024-25 school year, the Transportation Department purchased three large electric buses and related infrastructure with the Department of Ecology's award of \$846,952.

Debt Service

The Debt Service Fund accounts for the accumulation and payment of principal and interest on the district's outstanding voter-approved general obligation bonds.

For the 2025–26 fiscal year, the district anticipates collecting approximately \$67.6 million in local property tax revenue to meet its debt service obligations. This includes the collection of \$30.9

million in Fall 2025 and \$36.7 million in Spring 2026, based on the most recent levy certification and cash flow projections. The levy rate for calendar year 2025 was \$1.23 per \$1,000 of assessed valuation, with a rate of \$1.31 projected for calendar year 2026. The district typically sees collection rates above 98%, reflecting strong taxpayer participation and stable revenue expectations.

At the end of August 31st 2025, the Issaquah School District will have approximately \$603.9 million in outstanding unlimited tax general obligation (UTGO) bonds. The district continuously monitors its outstanding debt for potential refunding opportunities.

The district works closely with its underwriter to monitor market conditions and identify opportunities to maximize savings through refundings when appropriate. Bond counsel supports the process by ensuring legal and regulatory compliance. This ongoing analysis supports the district's broader financial stewardship objectives and helps minimize long-term taxpayer costs.

Associated Student Body

The ASB Fund supports student-led, noncurricular activities such as clubs, athletics, dances, and student government. These programs enrich the student experience and promote leadership, community involvement, and school pride.

This fund is financed through fundraising, donations, and student and/community participation fees. Each school's ASB leadership, comprised of students and staff, develops and submits an annual revenue and expenditure plan, ensuring that the budget reflects student priorities and aligns with district policies and state guidelines.

For the 2025–26 school year, the ASB Fund budget is balanced at \$15.1 million in both revenues and expenditures, reflecting the district's capacity to support vibrant student-driven programming. The ASB Fund maintains a projected fund balance of \$3 million, which provides financial stability for ongoing events and initiatives.

The district's financial stewardship ensures that all ASB-related funds are used appropriately and transparently, with expenditures subject to both district-level and student oversight. Activities funded by ASB are optional and equitable access is ensured regardless of a student's ability to pay.

Summary

The 2025–26 budget development process reflects a strategic shift toward sustainability, transparency, and student-centered investment. Building on lessons from previous years, the district applied a deliberate “Start, Stop, Continue” framework to evaluate resource use and better align spending with student needs and the goals of the Strategic Plan.

This approach led to targeted new investments in high-impact areas such as expanding dual language and career pathway programs, strengthening inclusive instructional practices, providing emergency staffing to support student safety, and preserving mental health and language access supports. At the same time, outdated systems were phased out, and curriculum spending was right-sized to a more sustainable baseline. Core programs such as MTSS, UDL, and early learning initiatives were sustained to maintain continuity and long-term impact.

Internally, the district continued to strengthen its financial oversight framework, including the launch of the Capital Projects Oversight Committee (CPOC), which enhances transparency and public accountability. Staffing remains aligned with enrollment, and sunset schedules ensure that temporary costs remain time-bound and purposeful.

At the same time, the district continues to navigate financial headwinds. Inflation, rising operating costs, and a projected 1.8% enrollment decline are putting pressure on the General Fund. These trends have contributed to a planned drawdown of reserves, with a projected 2024–25 ending fund balance of \$46.3 million, representing a \$5.8 million reduction from the prior year. The 2025–26 ending fund balance is currently estimated at approximately \$40 million, although this amount remains uncertain due to key variables such as the outcome of collective bargaining negotiations with the Issaquah Education Association (IEA) and actual student enrollment counts. While a \$20 million commitment to future school construction remains in place, maintaining this designation and the Board-required 3–7% unreserved fund balance will require close monitoring and potential adjustments throughout the year.

The district extends its appreciation to the Board of Directors for their clear direction, to staff for their collaboration during each stage of development, and to the community for its continued engagement. Together, these efforts reflect a shared commitment to supporting all students and ensuring long-term financial stewardship.

We also commend the Washington State Legislature for modest increases in special education funding, additional allocations for materials and supplies, and enhanced levy flexibility. These measures strengthen our ability to sustain high-priority programs and services while addressing broader fiscal challenges.



Organizational Section



Board of Directors



Marnie Maraldo

Board President
District #2
Term Expires 2025



Matt Coyne

Board Member
District #5
Term Expires 2027



Harlan Gallinger

Board Member
District #3
Term Ends 2027



Sydne Mullings

Board Member
District #4
Term Expires 2025



A. J. Taylor

Board Member
District #1
Term Expires 2027

The school board represents a continuing commitment to local citizen control and decision-making in education. Directors focus on:

- Establishing school district goals;
- Providing for program development activities;
- Overseeing the financial affairs of the district;
- Adopting operating policies;
- Assuring systematic review and evaluation of all phases of the school program; and
- Advocating on behalf of students and schools, including through legislative engagement.

Superintendent Heather Tow-Yick



Budget Overview

The budget is designed to ensure fiscal integrity, efficiency, and accountability for public funds. All school principals and departments must monitor their budgets to ensure expenditures do not exceed appropriations. Staff have access to detailed information and reports to facilitate this task. Additionally, the Business Office oversees all district accounts and implements daily expenditure controls. The budget for the fiscal year beginning September 1, 2025, and ending August 31, 2026, includes audited figures for 2021-22, 2022-23, 2023-24 the amended budget for 2024-25, and the proposed budget for 2025-26. The Board of Directors will be presented with the 2025-26 proposed budget on August 21, 2025 for adoption.

These budgets use the modified accrual basis of accounting for all governmental fund types. This approach matches expenditures with the revenues available to finance them, as recommended for governmental funds. The modified accrual basis acknowledges the impracticality of accounting for self-assessed revenues like property taxes on a full accrual basis. Revenue is recognized when it is measurable and available, placing the fund partially on a cash basis. Expenditure recognition under modified accrual is similar to accrual accounting, except for unmatured principal and interest on long-term debt. Source: Washington State Office of Superintendent of Public Instruction (OSPI) Accounting Manual. The district records transactions and budgets in five separate funds using the guidelines of OSPI.

General Fund (GF)	This fund is used to account for all expendable financial resources, except for those that are required to be accounted for in another fund. State, federal, and local revenues pay for the annual operations of the school district. This includes teachers, food services, maintenance, curriculum, assessment, security, student transportation, etc.
Associated Student Body (ASB)	This fund is accounted for in the district's financial statements as the financial resources legally belong to the district. As a special revenue fund, the ASB fund collects fees, fundraisers, and donations from students and the community to fund student activities. These revenues are restricted to the benefit of student activities.
Debt Service Fund (DSF)	This fund is used to account for the accumulation of resources for and the payment of matured general long-term debt principal and interest. Revenues are received from taxpayer-approved bonds for property taxes and interest earnings.
Capital Projects Fund (CPF)	This fund is used to account for resources set aside for the acquisition and construction of major capital assets such as land and buildings. Revenues are received through the sale of voted bonds, special levies, sales of buildings, and interest earnings.
Transportation Vehicle Fund (TVF)	This fund is used to account for the purchase, major repair, rebuilding, and debt service expenditures that relate to pupil transportation equipment. Transportation Vehicle Fund is financed by the state reimbursement to school districts for depreciation of student transportation equipment.

General Fund

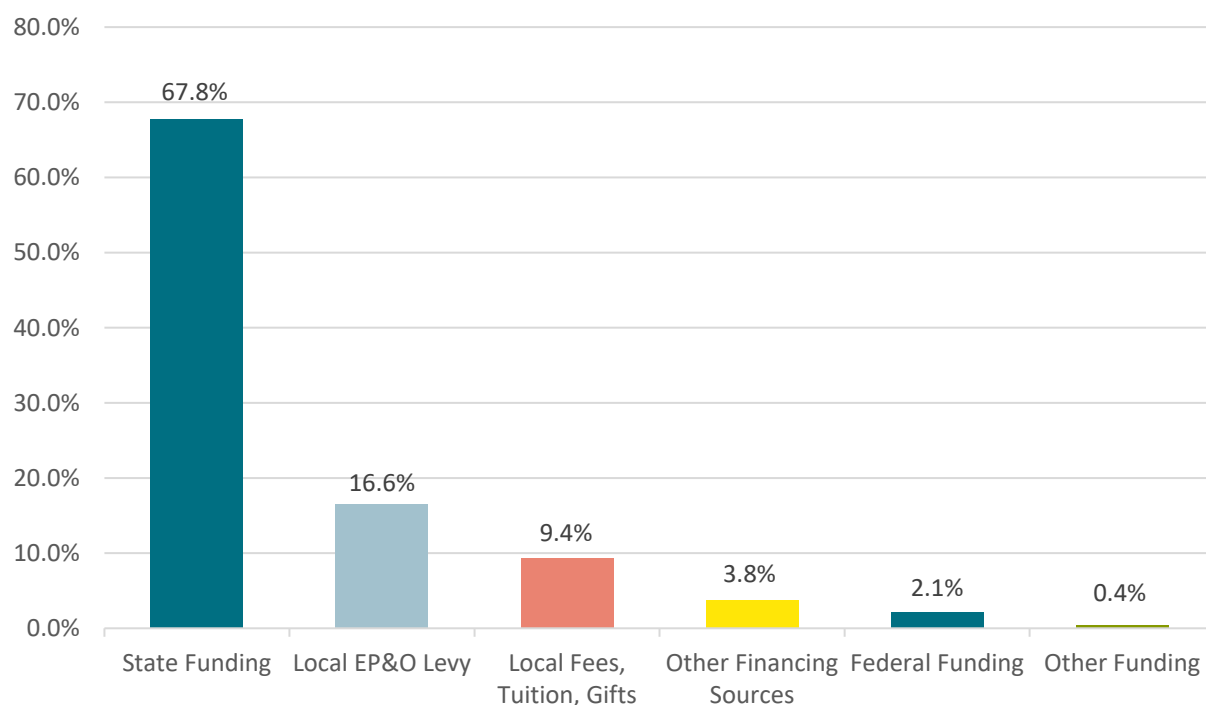
The General Fund includes resources from local, county, state, and federal sources. These revenues are generally used for financing the operations of the school district such as the classroom, classroom support, Special Services, Food Services, Maintenance, and Transportation.

Revenue Sources

The Issaquah School District receives funding from three primary sources:

- State of Washington: 67.8%
- Local Levy: 16.6%
- Local Fees: 9.4%

Below is the percentage of budgeted revenue for each funding source:



State Apportionment - The largest portion of General Fund revenue comes directly from the state in formula factors and determined by enrollment at 67.8% for the 2025-26 school year. The formula is set by the Legislature for base salaries, employee benefits, full-time equivalent allocations, materials, supplies, and operating costs. The state also provides categorical funding for programs such as Special Services, Transportation, English as a Second Language, and Learning Assistance.

Local Levy – The Educational Programs and Operations (EP&O) Levy provides approximately 16.6% of the district’s total General Fund revenue. Levy amounts must be approved by voters every two to four years.

Until 2025, local levies were capped at the lesser of \$2,500 per student or \$2.50 per \$1,000 of assessed value, adjusted annually by the Consumer Price Index (CPI). Beginning in calendar year 2026, new legislation permanently lifted this cap. Districts may now increase levy authority by CPI plus \$500 per student in 2026, followed by CPI plus 3.3% annually through 2031, up to a statewide per-student limit of \$5,035.

This policy shift provides greater local flexibility to address inflationary costs, sustain programs, and respond to student needs. While levy collections still depend on voter approval, the updated structure allows for more meaningful growth over time.

Local Fees, Tuition, Gifts – Local non-tax funds generate 9.4% by fee-based programs such as school lunches and Before and After School Care. The Food Service Program provides over 8,500 lunches to students and staff members every day. That’s the equivalent of 1.5 million meals each year. The state and federal government provide minimal funding to support this program. Approximately 71.5% of the cost of this program is paid for from the fees charged for each meal served.

Other Financing Sources – As allowed under RCW 29A.320.330(2)(f), this source provides 3.8% and is the transfer of funds from the Capital Projects Fund to the General Fund to cover expenditures for costs associated with the application and modernization of technology systems for online applications, subscriptions, or software licenses, including upgrades and incidental services, and ongoing training related to the installation and integration of these products and services, and other allowable purposes.

Federal Funds – Federal funds comprise 2.1% of district revenues. These monies fund supplemental Special Services programs, Title I, and support free and reduced lunches in the Food Service program. These revenues may only be used for their specific program purpose. As mentioned in the Executive Summary, federal proposals currently under discussion could cut at least 14% of this amount—placing over \$1.2 million at risk

Other School District & Agency Funds – Payments from other districts for participation in joint programs and grants from non-state agencies account for 0.4% of budgeted revenues.

Expenditures

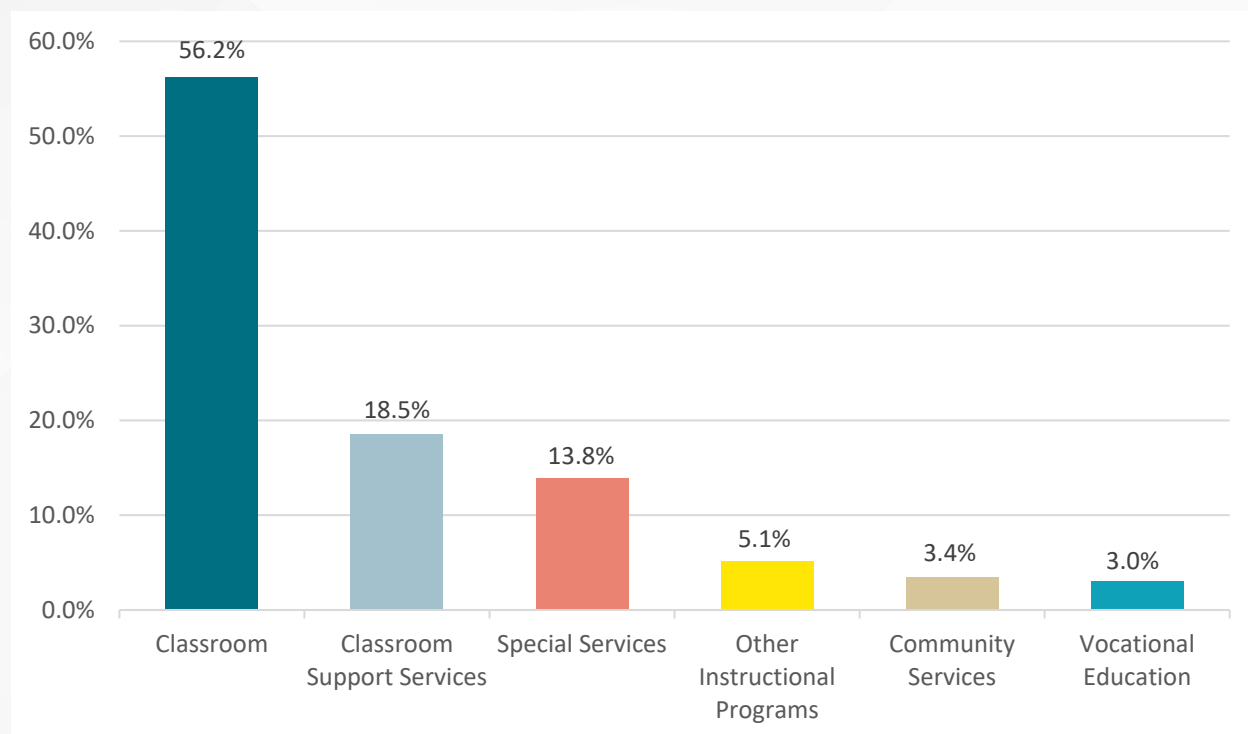
The Issaquah School District employs more than 2,500 full-time and part-time staff members (excluding substitutes), making it one of the largest public-sector organizations in the community. These employees represent nine bargaining units and includes teachers, paraprofessionals, bus

drivers, food service workers, office professionals, custodial/maintenance personnel, nurses, and other administrative and support staff.

The district's funding is allocated across three primary categories of educational program expenditures:

- Classroom: 56.2%
- Support Services: 18.5%
- Special Services: 13.8%

Below is the percentage of budgeted expenditure for each program:



Classroom – Educational services for the district's 18,000 students are provided in 16 elementary schools, six middle schools, three comprehensive high schools, and a choice high school, accounting for 56.9% of the budgeted expenditures. This includes expenditures for teachers, counselors, librarians, principals, paraprofessionals, teaching supplies, extracurricular programs, staff development, curriculum development, and technology support.

The district offers a comprehensive program of basic education services to students. Each school is equipped with a library, counseling services, nursing services, and extra-curricular programs. The Teaching and Learning Department and Student Assessment Department collaborate to align the classroom curriculum with local, state and national learning goals.

Parent participation in the educational process remains strong across the district. Many schools report high levels of PTSA membership and volunteer involvement, reflecting the community's ongoing commitment to supporting student success and school programs. This support is crucial to the success of the Issaquah School District.

The district offers the latest in technology to support student learning. Teachers are provided opportunities to learn how to use technology in the classroom to best enhance the learning environment. Equipment and software tools are continuously upgraded.

The district also provides many cocurricular and extracurricular opportunities designed to promote physical, intellectual and leadership development. In addition, students are able to participate in the Running Start Program, which allows them to earn college credit for high school classes, thereby advancing their standing in higher education and future careers.

Classroom Support Services – The second largest portion of expenditures, accounting for 18.5%, goes to classroom support service programs that support the education programs of the district and consist mostly of classified salaries and materials, supplies, and operating costs. This includes districtwide support, food services, and pupil transportation with staff in maintenance, custodial services, food service, security, bus drivers, mechanics, office professionals, and administrators. The departments in these programs provide for the governance of the district, the hiring of hundreds of staff members each year, and maintaining the grounds and buildings to ensure a quality learning environment. Additionally, support services manage essential utilities and operations, including heat, lights, water, telephones, insurance, warehousing, and data processing services. These services ensure that the district's educational programs run smoothly and efficiently.

Special Services – The district serves over 2,000 students receiving specially designed instruction. These services are designed to provide an individualized educational program to meet the students unique learning needs. This is a quality program that results in many students meeting the same rigorous curriculum standards as their peers. The cost of the program is budgeted at \$57.8 million for 2025-26.

Despite participating in an appeal to the State Supreme Court regarding the inadequate funding of special services programs, the district lost its case against the State. Nevertheless, the district firmly believes that the Legislature should define special services as part of the basic education program and require it to be fully funded under the parameters established in the state constitution. To address the shortfall created by the state's current funding formula, the district is budgeting \$16 million in the coming year to supplement special services funding.

Expenditures for special services and related services for students receiving specially designed instruction represent the third largest portion of the budget, accounting for 13.8% of the total expenditures.

Other Instructional Programs – Expenditures in other instructional programs include Title, Learning Assistance Program (LAP), Transitional Bilingual, Navy Junior Reserve Officers Training Corps (NJROTC) as well as highly capable, summer schools, and local grants. These programs account for 5.1% of budgeted expenditures.

Community Services – Community Services provide programs for the benefit of the whole community or specific segments, such as preschool, Before & After School Care, and Early Childhood Education and Assistance Program (ECEAP). These programs account for 3.4% of budgeted expenditures.

Vocational Education – Career and Technical Education (CTE) are work skill programs in the secondary level and account for 3% of the budgeted expenditures.

Below is the **Budget Summary** for the 2025-26 school year for all five governmental funds:

BUDGET SUMMARY	General Fund	Associated Student Body Fund	Debt Service Fund	Capital Projects Fund	Transportation Vehicle Fund
Total Revenues and Sources	\$ 399,760,537	\$ 15,109,730	\$ 68,718,530	\$ 39,905,999	\$ 3,486,956
Total Expenditures	\$ 417,847,463	\$ 15,109,730	\$ 66,925,531	\$ 161,337,453	\$ 4,800,000
Other Financing Uses	\$ -	\$ -	\$ 2	\$ 15,000,000	\$ -
Excess of Revenues / Other Financing Sources Over / (Under) Expenditures and Other Financing Uses	\$ (18,086,925)	\$ -	\$ 1,792,997	\$ (136,431,453)	\$ (1,313,044)
Beginning Total Fund Balance	\$ 46,284,637	\$ 3,209,341	\$ 32,715,262	\$ 137,508,660	\$ 11,155,492
Ending Total Fund Balance	\$ 28,197,711	\$ 3,209,341	\$ 34,508,259	\$ 1,077,206	\$ 9,842,448

Financial Section



Enrollment and Staff Counts

FTE ENROLLMENT COUNTS	Average*	Average*	Average*	Budget**	Budget***
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Kindergarten**	1,201.82	1,273.94	1,155.60	1,117.71	1,103.00
Grade 1	1,246.46	1,345.58	1,332.05	1,258.82	1,214.00
Grade 2	1,405.49	1,314.89	1,382.87	1,359.33	1,202.00
Grade 3	1,396.44	1,443.23	1,358.76	1,414.46	1,377.00
Grade 4	1,511.35	1,422.17	1,453.90	1,374.58	1,432.00
Grade 5	1,520.08	1,531.43	1,432.59	1,455.76	1,362.00
Subtotal - Elementary School (K-5)	8,281.64	8,331.24	8,115.77	7,980.66	7,690.00
Grade 6	1,519.73	1,532.87	1,544.76	1,442.64	1,446.00
Grade 7	1,595.33	1,536.94	1,519.05	1,536.46	1,405.00
Grade 8	1,583.43	1,590.74	1,553.96	1,524.83	1,528.00
Subtotal - Middle School (6-8)	4,698.49	4,660.55	4,617.77	4,503.93	4,379.00
Grade 9	1,631.65	1,587.73	1,621.26	1,581.46	1,537.00
Grade 10	1,560.28	1,584.46	1,575.49	1,616.28	1,567.00
Grade 11 (excluding Running Start)	1,280.26	1,298.30	1,304.96	1,319.94	1,321.00
Grade 12 (excluding Running Start)	1,143.41	1,146.67	1,164.59	1,218.24	1,140.00
Subtotal - High School (9-12)	5,615.60	5,617.16	5,666.30	5,735.92	5,565.00
SUBTOTAL -K -12	18,595.73	18,608.95	18,399.84	18,220.51	17,634.00
Running Start	593.69	583.53	667.65	655.74	730.00
Dropout Reengagement Enrollment	5.90	12.68	10.86	11.47	0.00
ALE Enrollment	14.50	19.35	25.53	22.53	50.00
TOTAL K-12	19,209.82	19,224.51	19,103.88	18,910.25	18,414.00
STAFF COUNTS	Actual	Actual	Actual	Budget	Budget
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
General Fund FTE Certificated Employees****	1,337.46	1,289.28	1,308.93	1,366.10	1,340.22
General Fund FTE Classified Employees****	701.56	721.71	763.39	872.75	885.26

* Enrollment are the average counts at school year's end as reported in the P-223 system. These counts do not include Ancillary and Non-Standard (summer) data.

** Enrollment and staff counts are entered in the budget for the school year. These counts remain constant and are not subject to change with subsequent updates to the P-233 and S-275 system, respectively.

*** Budget 2025-26 does not include Transition to Kindergarten.

**** Staff counts for the prior year are the actual counts reported on Form S-275 and the current fiscal year are budgeted counts reported on Form F-195.

Staffing by Activity

BUDGET SUMMARY OF CERTIFICATED AND CLASSIFIED STAFF FTE COUNTS										
	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
TEACHING ACTIVITIES	Cert	Class	Cert	Class	Cert	Class	Cert	Class	Cert	Class
27 - Teaching	1,128.47	193.03	1,074.30	199.09	1,088.40	230.83	1,113.50	243.60	1,085.62	246.75
28 - Extracurricular	-	9.93	-	9.06	1.00	10.34	1.00	11.17	1.00	12.21
TOTAL - Teaching Activities	1,128.47	202.96	1,074.30	208.14	1,089.40	241.17	1,114.50	254.77	1,086.62	258.96
TEACHING SUPPORT	Cert	Class	Cert	Class	Cert	Class	Cert	Class	Cert	Class
22 - Learning Resources	24.00	16.28	23.40	17.18	22.60	17.19	22.00	17.20	21.90	17.81
24 - Guidance and Counseling	50.00	20.56	51.00	20.75	52.00	21.55	51.00	21.77	51.00	21.70
25 - Pupil Management and Safety	-	24.84	-	31.31	-	29.21	-	21.48	-	21.73
26 - Health / Related Services	70.50	44.60	63.20	45.87	80.30	44.82	89.80	43.41	90.90	44.24
31 - Instructional Prof Development	11.50	-	15.60	-	12.80	-	12.80	-	12.80	-
32 - Instructional Technology	-	30.57	-	28.05	-	27.35	-	27.60	-	27.76
35 - Pupil Safety	-	-	-	-	-	-	-	7.06	-	7.06
TOTAL - Teaching Support	156.00	136.86	153.20	143.15	167.70	140.11	175.60	138.51	176.60	140.29
OTHER SUPPORT ACTIVITIES	Cert	Class	Cert	Class	Cert	Class	Cert	Class	Cert	Class
44 - Food Services Operations	-	46.66	-	48.15	-	48.91	-	47.22	-	46.81
52 - Operations	-	81.04	-	81.45	-	81.45	-	77.16	-	76.78
53 - Maintenance	-	7.50	-	7.50	-	7.50	-	7.50	-	6.50
62 - Grounds - Maintenance	-	17.95	-	17.95	-	17.50	-	17.00	-	17.00
63 - Operation of Buildings	-	118.66	-	118.66	-	119.19	-	119.19	-	119.19
64 - Maintenance	-	26.88	-	26.88	-	23.88	-	24.88	-	25.72
65 - Utilities	-	0.88	-	0.88	-	-	-	-	-	-
72 - Information Systems	-	9.13	-	9.12	-	8.22	-	8.21	-	10.43
74 - Warehousing and Distribution	-	4.16	-	4.16	-	3.66	-	3.66	-	3.66
75 - Motor Pool	-	2.50	-	2.50	-	2.50	-	3.50	-	3.50
91 - Public Activities	-	77.84	-	80.73	-	78.93	-	82.99	-	86.96
TOTAL - Other Support Activities	-	393.19	-	397.97	-	391.73	-	391.30	-	396.55
BUILDING ADMINISTRATION	Cert	Class	Cert	Class	Cert	Class	Cert	Class	Cert	Class
23 - Principal's Office	52.00	26.42	53.00	25.81	52.00	25.81	53.00	25.18	55.00	25.44
TOTAL - Building Administration	52.00	26.42	53.00	25.81	52.00	25.81	53.00	25.18	55.00	25.44
CENTRAL ADMINISTRATION	Cert	Class	Cert	Class	Cert	Class	Cert	Class	Cert	Class
12 - Superintendent's Office	2.00	11.98	2.00	8.95	2.00	7.67	2.00	7.65	2.00	7.21
13 - Business Office	-	17.65	-	18.28	-	18.73	-	18.48	-	17.01
14 - Human Resources	3.00	7.94	3.00	8.32	2.60	6.82	2.00	7.69	2.00	7.95
15 - Public Relations	1.00	1.78	1.00	1.78	1.00	2.66	1.00	2.66	-	3.57
21 - Supervision - Instruction	21.50	12.40	21.50	12.07	17.00	11.78	18.00	11.42	18.00	12.74
41 - Supervision - Food Services	-	2.67	-	3.58	-	3.58	-	3.58	-	3.58
51 - Supervision - Transportation	-	5.11	-	5.11	-	5.11	-	5.11	-	5.57
61 - Supervision - Building	-	4.72	-	5.05	-	6.41	-	6.41	-	6.41
TOTAL - Central Administration	27.50	64.25	27.50	63.14	22.60	62.74	23.00	62.99	22.00	64.02
TOTAL STAFF FTE	Cert	Class	Cert	Class	Cert	Class	Cert	Class	Cert	Class
TOTAL STAFF FTE	1,363.97	823.68	1,308.00	838.22	1,331.70	861.56	1,366.10	872.76	1,340.22	885.26

General Fund Summary (\$418M)

REVENUES AND OTHER FINANCING SOURCES	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
1000 Local Taxes	\$ 51,700,410	\$ 57,342,749	\$ 60,549,462	\$ 61,197,001	\$ 66,255,681
2000 Local Nontax Support	\$ 14,616,391	\$ 19,245,635	\$ 21,493,172	\$ 37,094,564	\$ 37,426,705
3000 State, General Purpose	\$ 187,852,073	\$ 201,667,940	\$ 204,563,905	\$ 214,066,808	\$ 212,898,043
4000 State, Special Purpose	\$ 37,527,924	\$ 47,103,201	\$ 53,638,992	\$ 56,390,938	\$ 57,956,835
5000 Federal, General Purpose	\$ 6,595	\$ 5,637	\$ -	\$ 6,000	\$ 6,000
6000 Federal, Special Purpose	\$ 28,466,391	\$ 8,751,126	\$ 9,438,087	\$ 9,125,314	\$ 8,423,270
7000 From School Districts	\$ 98,433	\$ 38,789	\$ 31,600	\$ 45,000	\$ 370,000
8000 From Agencies	\$ 626,294	\$ 1,031,518	\$ 1,054,619	\$ 1,204,002	\$ 1,274,003
9000 Other Financing Sources	\$ 9,415,596	\$ 12,238,994	\$ 14,592,601	\$ 15,000,000	\$ 15,150,000
Total Revenues	\$ 330,310,107	\$ 347,425,588	\$ 365,362,438	\$ 394,129,627	\$ 399,760,537
EXPENDITURES	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
00 Classroom	\$ 191,379,182	\$ 196,951,166	\$ 203,643,504	\$ 232,666,931	\$ 234,941,867
10 Federal Stimulus	\$ 15,470,529	\$ 34,310	\$ 35,635	\$ -	\$ -
20 Special Services	\$ 40,646,656	\$ 43,797,321	\$ 47,187,240	\$ 56,683,352	\$ 57,839,538
30 Voc. Ed Instruction	\$ 11,537,270	\$ 11,953,468	\$ 12,294,038	\$ 12,101,110	\$ 12,433,824
50,60,70 Other Instructional Pgms	\$ 14,266,793	\$ 15,185,896	\$ 16,399,999	\$ 21,292,053	\$ 21,244,883
80 Community Services	\$ 7,462,590	\$ 8,530,298	\$ 9,754,327	\$ 12,416,431	\$ 14,201,291
90 Support Services	\$ 49,502,735	\$ 65,011,881	\$ 68,403,169	\$ 74,070,982	\$ 77,186,060
Total Expenditures	\$ 330,265,755	\$ 341,464,341	\$ 357,717,915	\$ 409,230,859	\$ 417,847,463
Excess of Revenue over (under) Expenditures	\$ 44,351	\$ 5,961,247	\$ 7,644,523	\$ (15,101,231)	\$ (18,086,925)
BEGINNING FUND BALANCE	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
GL 821 - Restricted for Carryover of Restricted Revenue	\$ -	\$ -	\$ 220,265	\$ -	\$ -
GL 828 - Restricted for Carryover of Food Service Revenue	\$ -	\$ 208,113	\$ 494,370	\$ 500,000	\$ 500,000
GL 840 - Nonspendable Fund Balance Inventory & Prepaid Items	\$ 1,193,466	\$ 6,272,219	\$ 7,876,325	\$ 6,500,000	\$ 6,500,000
GL 850 - Restricted for Uninsured Risks	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000
GL 870 - Committed to Other Purposes	\$ 1,108,170	\$ 1,108,170	\$ 1,108,720	\$ 1,108,170	\$ 1,608,170
GL 875 - Assigned to Contingencies	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000
GL 888 - Assigned to Other Purposes	\$ 11,500,000	\$ 6,500,000	\$ 13,500,000	\$ 8,000,000	\$ 21,500,000
GL 890 - Unassigned Fund Balanced	\$ 23,632,880	\$ 23,598,479	\$ 20,526,691	\$ 31,191,944	\$ 15,176,467
Total Beginning Fund Balance	\$ 38,434,516	\$ 38,478,868	\$ 44,440,114	\$ 48,300,114	\$ 46,284,637
ENDING FUND BALANCE	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
GL 821 - Restricted for Carryover of Restricted Revenues	\$ -	\$ 220,265	\$ 354,864	\$ -	\$ -
GL 828 - Restricted for Carryover of Food Service Revenue	\$ -	\$ 208,113	\$ 494,370	\$ 500,000	\$ 500,000
GL 840 - Nonspendable Fund Balance - Inventory & Prepaid Items	\$ 6,272,219	\$ 7,876,325	\$ 7,563,430	\$ 6,500,000	\$ 5,000,000
GL 850 - Restricted for Uninsured Risks	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000
GL 870 - Committed to Other Purposes	\$ 1,108,170	\$ 1,108,720	\$ 1,108,720	\$ 1,108,170	\$ 1,608,170
GL 875 - Assigned to Contingencies	\$ 500,000	\$ 500,000	\$ 1,500,000	\$ 500,000	\$ 500,000
GL 888 - Assigned to Other Purposes	\$ 6,500,000	\$ 13,500,000	\$ 17,000,000	\$ 8,000,000	\$ 7,500,000
GL 890 - Unassigned Fund Balance	\$ 23,598,479	\$ 20,526,691	\$ 23,542,353	\$ 16,090,712	\$ 12,589,541
Total Ending Fund Balance	\$ 38,478,868	\$ 44,440,114	\$ 52,084,637	\$ 33,198,882	\$ 28,197,711

General Fund Expenditure by Program

BASIC INSTRUCTION	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
01 Classroom	\$ 191,379,182	\$ 196,848,459	\$ 203,091,210	\$ 231,568,750	\$ 233,769,104
03 Basic Education - Dropout Reengagement	\$ -	\$ 102,707	\$ -	\$ 100,000	\$ 100,000
09 Transition to Kindergarten	\$ -	\$ -	\$ 552,293	\$ 998,181	\$ 1,072,763
Total Basic Instruction	\$ 191,379,182	\$ 196,951,166	\$ 203,643,504	\$ 232,666,931	\$ 234,941,867
FEDERAL SPECIAL PURPOSE FUNDING	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
11 Federal Special Purpose - SLFRF	\$ 8,362,234	\$ -	\$ -	\$ -	\$ -
12 Federal Special Purpose - ESSER II	\$ 1,920,239	\$ -	\$ -	\$ -	\$ -
13 Federal Special Purpose - ESSER III	\$ 3,676,385	\$ 21,810	\$ 35,635	\$ -	\$ -
14 Federal Special Purpose - ESSER III Learning Loss	\$ 989,278	\$ -	\$ -	\$ -	\$ -
19 Federal Special Purpose - Cares Act	\$ 522,393	\$ 12,500	\$ -	\$ -	\$ -
Total Federal Special Purpose Funding	\$ 15,470,529	\$ 34,310	\$ 35,635	\$ -	\$ -
SPECIAL SERVICES	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
21 Special Services, State	\$ 32,847,176	\$ 35,929,583	\$ 40,974,669	\$ 47,988,018	\$ 50,264,073
23 Special Services , ARP, IDEA, Federal	\$ 436,652	\$ 472,286	\$ -	\$ -	\$ -
24 Special Services, Federal	\$ 7,362,828	\$ 7,395,451	\$ 6,212,572	\$ 8,695,334	\$ 7,575,465
Total Special Services	\$ 40,646,656	\$ 43,797,321	\$ 47,187,240	\$ 56,683,352	\$ 57,839,538
VOCATIONAL EDUCATION	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
31 Vocational, Basic, State	\$ 10,372,225	\$ 10,979,604	\$ 11,432,071	\$ 11,038,080	\$ 11,403,920
34 Middle School CTE, State	\$ 1,004,259	\$ 799,474	\$ 627,114	\$ 768,486	\$ 731,918
38 Vocational, Federal	\$ 160,787	\$ 174,390	\$ 234,853	\$ 294,544	\$ 297,986
Total Vocational Education Instruction	\$ 11,537,270	\$ 11,953,468	\$ 12,294,038	\$ 12,101,110	\$ 12,433,824
OTHER INSTRUCTIONAL PROGRAMS	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
51 Disadvantaged / Title I, Federal	\$ 1,597,872	\$ 1,054,844	\$ 890,298	\$ 947,917	\$ 973,138
52 Other Title Grants under ESEA, Federal	\$ 603,550	\$ 644,732	\$ 621,978	\$ 563,048	\$ 622,827
55 Learning Assistance Program, State	\$ 1,464,258	\$ 1,939,320	\$ 2,117,932	\$ 2,799,230	\$ 2,849,373
56 State Institutions - Echo Glen, State	\$ 1,649,897	\$ 2,175,979	\$ 2,497,936	\$ 4,269,374	\$ 3,877,081
57 State Institutions - Echo Glen, Federal	\$ 380,681	\$ 692,940	\$ 625,080	\$ 772,833	\$ 839,791
58 Special and Pilot Programs, State	\$ 1,593,801	\$ 1,636,706	\$ 1,675,512	\$ 1,806,126	\$ 1,782,225
64 Limited English Proficiency, Federal	\$ 379,873	\$ 86,217	\$ 142,496	\$ 154,717	\$ 160,593
65 Transitional Bilingual, State	\$ 3,874,181	\$ 4,172,461	\$ 3,906,067	\$ 4,175,327	\$ 4,379,870
69 Compensatory, NJROTC	\$ 246,142	\$ 269,835	\$ 320,923	\$ 319,929	\$ 359,467
73 Summer School	\$ 464,941	\$ 352,519	\$ 377,501	\$ 606,800	\$ 580,543
74 Highly Capable	\$ 780,584	\$ 891,598	\$ 1,720,584	\$ 1,590,778	\$ 1,541,080
79 Instructional Programs, Others	\$ 1,231,013	\$ 1,268,746	\$ 1,503,693	\$ 3,285,974	\$ 3,278,895
Total Other Instructional Programs	\$ 14,266,793	\$ 15,185,896	\$ 16,399,999	\$ 21,292,053	\$ 21,244,883
COMMUNITY SERVICES	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
88 Early Learning Programs	\$ 7,462,590	\$ 8,530,298	\$ 9,754,327	\$ 12,416,431	\$ 14,201,291
Total Community Services	\$ 7,462,590	\$ 8,530,298	\$ 9,754,327	\$ 12,416,431	\$ 14,201,291
SUPPORT SERVICES	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
97 District-wide Support	\$ 29,826,020	\$ 43,683,221	\$ 46,626,585	\$ 50,910,033	\$ 53,182,040
98 School Food Services	\$ 7,040,064	\$ 7,389,455	\$ 7,631,350	\$ 8,551,219	\$ 8,609,729
99 Pupil Transportation	\$ 12,636,651	\$ 14,369,596	\$ 14,416,260	\$ 14,609,730	\$ 15,394,291
Total Support Services	\$ 49,502,735	\$ 65,442,272	\$ 68,674,194	\$ 74,070,982	\$ 77,186,060
TOTAL PROGRAM EXPENDITURES	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
TOTAL PROGRAM EXPENDITURES	\$ 330,265,755	\$ 341,894,732	\$ 357,988,939	\$ 409,230,859	\$ 417,847,463

General Fund Expenditure by Program Funding Source

		FUNDING SOURCE		
BASIC INSTRUCTION	Budget 2025-2026	State Resources	Federal Resources	Local and Other Resources & Reserve
Total Basic Instruction	\$ 234,941,867	\$ 170,356,609	\$ 6,000	\$ 64,579,258
SPECIAL SERVICES	Budget 2025-2026	State Resources	Federal Resources	Local and Other Resources & Reserve
Total Special Services	\$ 57,839,538	\$ 37,484,847	\$ 4,306,339	\$ 16,048,352
VOCATIONAL EDUCATION	Budget 2025-2026	State Resources	Federal Resources	Local and Other Resources & Reserve
Total Vocational Education Instruction	\$ 12,433,824	\$ 12,135,838	\$ 161,743	\$ 136,243
OTHER INSTRUCTIONAL PROGRAMS	Budget 2025-2026	State Resources	Federal Resources	Local and Other Resources & Reserve
51 Disadvantaged / Title I, Federal	\$ 973,138	\$ -	\$ 787,923	\$ 185,215
52 Other Title Grants under ESEA, Federal	\$ 622,827	\$ -	\$ 343,763	\$ 279,064
55 Learning Assistance Program, State	\$ 2,849,373	\$ 2,196,534	\$ -	\$ 652,839
56/57 State Institutions - Echo Glen, State/Federal	\$ 4,716,872	\$ 4,066,872	\$ 650,000	\$ -
58 Special and Pilot Programs, State	\$ 1,782,225	\$ 1,400,009	\$ -	\$ 382,216
64 Limited English Proficiency, Federal	\$ 160,593	\$ -	\$ 150,000	\$ 10,593
65 Transitional Bilingual, State	\$ 4,379,870	\$ 3,085,261	\$ -	\$ 1,294,609
69 Compensatory, NJROTC	\$ 359,467	\$ -	\$ 271,467	\$ 88,000
73 Summer School	\$ 580,543	\$ -	\$ -	\$ 580,543
74 Highly Capable	\$ 1,541,080	\$ 676,141	\$ -	\$ 864,939
79 Instructional Programs, Others	\$ 3,278,895	\$ -	\$ -	\$ 3,278,895
Total Other Instructional Programs	\$ 21,244,883	\$ 11,424,817	\$ 2,203,153	\$ 7,616,913
COMMUNITY SERVICES	Budget 2025-2026	State Resources	Federal Resources	Local and Other Resources & Reserve
Total Community Services	\$ 14,201,291	\$ -	\$ -	\$ 14,201,291
SUPPORT SERVICES	Budget 2025-2026	State Resources	Federal Resources	Local and Other Resources & Reserve
97 District-wide Support	\$ 53,182,040	\$ 26,377,598	\$ -	\$ 26,804,442
98 School Food Services	\$ 8,609,729	\$ 8,085	\$ 1,752,035	\$ 6,849,609
99 Pupil Transportation	\$ 15,394,291	\$ 13,067,084	\$ -	\$ 2,327,207
Total Support Services	\$ 77,186,060	\$ 39,452,767	\$ 1,752,035	\$ 35,981,258
TOTAL PROGRAM EXPENDITURES	Budget 2025-2026	State Resources	Federal Resources	Local and Other Resources & Reserve
TOTAL PROGRAM EXPENDITURES	\$ 417,847,463	\$ 270,854,878	\$ 8,429,270	\$ 138,563,315

Note: Local and Other Resources includes Local Levy, Local Fees, Other Financing Sources, Use of Fund Balance, and Reserve

Associated Student Body Fund Summary (\$15M)

REVENUES	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
1000 General Student Body	\$ 1,668,290	\$ 2,373,625	\$ 2,481,129	\$ 7,413,652	\$ 7,990,350
2000 Athletics	\$ 694,981	\$ 893,968	\$ 914,024	\$ 3,144,200	\$ 3,475,500
3000 Classes	\$ 147,544	\$ 204,945	\$ 186,468	\$ 476,678	\$ 431,480
4000 Clubs	\$ 611,549	\$ 804,399	\$ 1,035,371	\$ 2,301,950	\$ 2,820,722
6000 Private Moneys	\$ 32,350	\$ 31,256	\$ 52,233	\$ 390,800	\$ 391,700
Total Revenues	\$ 3,157,713	\$ 4,308,193	\$ 4,669,225	\$ 13,727,280	\$ 15,109,730
EXPENDITURES	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
1000 General Student Body	\$ 923,285	\$ 1,824,871	\$ 1,769,689	\$ 6,984,050	\$ 7,474,750
2000 Athletics	\$ 1,206,447	\$ 1,473,352	\$ 1,543,123	\$ 3,578,550	\$ 3,881,350
3000 Classes	\$ 162,058	\$ 190,202	\$ 190,089	\$ 488,500	\$ 475,000
4000 Clubs	\$ 663,057	\$ 866,372	\$ 995,017	\$ 2,284,700	\$ 2,883,730
6000 Private Moneys	\$ 43,467	\$ 27,770	\$ 49,210	\$ 391,480	\$ 394,900
Total Expenditures	\$ 2,998,314	\$ 4,382,567	\$ 4,547,128	\$ 13,727,280	\$ 15,109,730
Excess of Revenue over (under) Expenditures	\$ 156,399	\$ (74,374)	\$ 122,098	\$ -	\$ -
BEGINNING FUND BALANCE	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
GL 819 - Restricted for Fund Purposes	\$ 2,687,923	\$ 2,777,142	\$ 2,617,956	\$ 3,005,387	\$ 3,009,341
GL 840 - Nonspendable Fund Balance	\$ 117,295	\$ 184,475	\$ 269,287	\$ 90,000	\$ 200,000
Inventory & Prepaid Items					
Total Beginning Fund Balance	\$ 2,805,218	\$ 2,961,617	\$ 2,887,243	\$ 3,095,387	\$ 3,209,341
ENDING FUND BALANCE	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
GL 819 - Restricted for Fund Purposes	\$ 2,777,142	\$ 2,617,956	\$ 2,775,250	\$ 3,005,387	\$ 3,009,341
GL 840 - Nonspendable Fund Balance -	\$ 184,475	\$ 269,287	\$ 234,091	\$ 90,000	\$ 200,000
Inventory & Prepaid Items					
Total Ending Fund Balance	\$ 2,961,617	\$ 2,887,243	\$ 3,009,341	\$ 3,095,387	\$ 3,209,341

Debt Service Fund Summary (\$67M)

REVENUES AND OTHER FINANCING SOURCES	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
1000 Local Taxes	\$ 63,085,309	\$ 60,816,959	\$ 56,202,974	\$ 67,249,620	\$ 67,618,528
2000 Local Nontax Support	\$ 166,121	\$ 714,075	\$ 1,318,712	\$ 750,000	\$ 1,000,000
3000 State, General Purpose	\$ 172,043	\$ 25,835	\$ 19,317	\$ 50,000	\$ 100,000
5000 Federal, General Purpose	\$ -	\$ -	\$ -	\$ -	\$ -
9000 Other Financing Sources	\$ -	\$ 50,854,892	\$ 79,742,703	\$ 2	\$ 2
Total Revenues	\$ 63,423,473	\$ 112,411,761	\$ 137,283,706	\$ 68,049,622	\$ 68,718,530
EXPENDITURES	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
Matured Bond Expenditures	\$ 23,535,000	\$ 28,455,000	\$ 25,110,000	\$ 45,850,000	\$ 40,850,000
Interest on Bonds	\$ 30,701,228	\$ 29,643,998	\$ 27,782,386	\$ 27,084,652	\$ 25,375,529
Interfund Loan Interest	\$ -	\$ -	\$ -	\$ 2	\$ 2
Bond Transfer Fees	\$ 3,000	\$ 2,830	\$ 3,670	\$ 200,000	\$ 200,000
Arbitrage Rebate	\$ -	\$ -	\$ -	\$ -	\$ -
Underwriter's Fees	\$ -	\$ 324,925	\$ 541,930	\$ 500,000	\$ 500,000
Total Expenditures	\$ 54,239,228	\$ 58,426,752	\$ 53,437,986	\$ 73,634,654	\$ 66,925,531
Other Financing Uses - GL 535	\$ -	\$ 50,527,868	\$ 80,007,962	\$ 2	\$ 2
Excess of Revenue over (under) Expenditures	\$ 9,184,245	\$ 3,457,140	\$ 3,837,758	\$ (5,585,033)	\$ 1,792,997
BEGINNING FUND BALANCE	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
GL 830 - Restricted for Debt Service	\$ 19,235,660	\$ 28,419,905	\$ 31,877,045	\$ 33,723,893	\$ 32,715,262
Total Beginning Fund Balance	\$ 19,235,660	\$ 28,419,905	\$ 31,877,045	\$ 33,723,893	\$ 32,715,262
ENDING FUND BALANCE	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
GL 830 - Restricted for Debt Service	\$ 28,419,905	\$ 31,877,045	\$ 35,714,803	\$ 28,138,859	\$ 32,715,262
GL 890 - Unassigned Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ 1,792,997
Total Ending Fund Balance	\$ 28,419,905	\$ 31,877,045	\$ 35,714,803	\$ 28,138,859	\$ 34,508,259

Capital Projects Fund Summary (\$161M)

REVENUES AND OTHER FINANCING SOURCES	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
1000 Local Taxes	\$ 17,491,038	\$ 25,002,246	\$ 33,702,919	\$ 36,186,612	\$ 36,971,999
2000 Local Nontax Support	\$ 2,561,720	\$ 3,793,154	\$ 5,985,491	\$ 3,650,000	\$ 2,335,000
3000 State, General Purpose	\$ 47,062	\$ 8,992	\$ 12,409	\$ 50,000	\$ 50,000
4000 State, Special Purpose	\$ 150,350	\$ -	\$ 975,786	\$ 1	\$ -
5000 Federal, General Purpose	\$ 549,234	\$ 549,506	\$ 278,526	\$ 549,000	\$ 549,000
6000 Federal, Special Purpose	\$ -	\$ 1,047,260	\$ -	\$ 1	\$ -
9000 Other Financing Sources	\$ -	\$ -	\$ -	\$ 163,000,001	\$ -
Total Revenues	\$ 20,799,403	\$ 30,401,158	\$ 40,955,131	\$ 203,435,615	\$ 39,905,999
EXPENDITURES	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
10 Sites	\$ -	\$ -	\$ -	\$ -	\$ -
20 Buildings	\$ 47,812,453	\$ 7,581,632	\$ 6,290,414	\$ 271,368,616	\$ 148,800,955
30 Equipment	\$ 7,580,920	\$ 7,910,403	\$ 7,048,164	\$ 23,757,000	\$ 12,536,498
40 Energy	\$ -	\$ -	\$ -	\$ -	\$ -
50 Sales and Lease Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -
60 Bond Issuance Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -
90 Debt Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenditures	\$ 55,393,374	\$ 15,492,035	\$ 13,338,578	\$ 295,125,616	\$ 161,337,453
Other Financing Uses - Transfers Out - GL 536	\$ 9,415,596	\$ 12,238,994	\$ 13,151,283	\$ 15,000,000	\$ 15,000,000
Excess of Revenue over (under) Expenditures	\$ (44,009,566)	\$ 2,670,129	\$ 14,465,270	\$ (106,690,000)	\$ (136,431,453)
BEGINNING FUND BALANCE	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
GL 889 - Assigned to Fund Purposes	\$ 137,024,672	\$ 93,015,106	\$ 95,685,235	\$ 110,297,446	\$ 137,508,660
Total Beginning Fund Balance	\$ 137,024,672	\$ 93,015,106	\$ 95,685,235	\$ 110,297,446	\$ 137,508,660
ENDING FUND BALANCE	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
GL 889 - Assigned to Fund Purposes	\$ 93,015,106	\$ 95,685,235	\$ 110,150,505	\$ 3,607,445	\$ 1,077,206
Total Ending Fund Balance	\$ 93,015,106	\$ 95,685,235	\$ 110,150,505	\$ 3,607,445	\$ 1,077,206

Transportation Vehicle Fund Summary (\$5M)

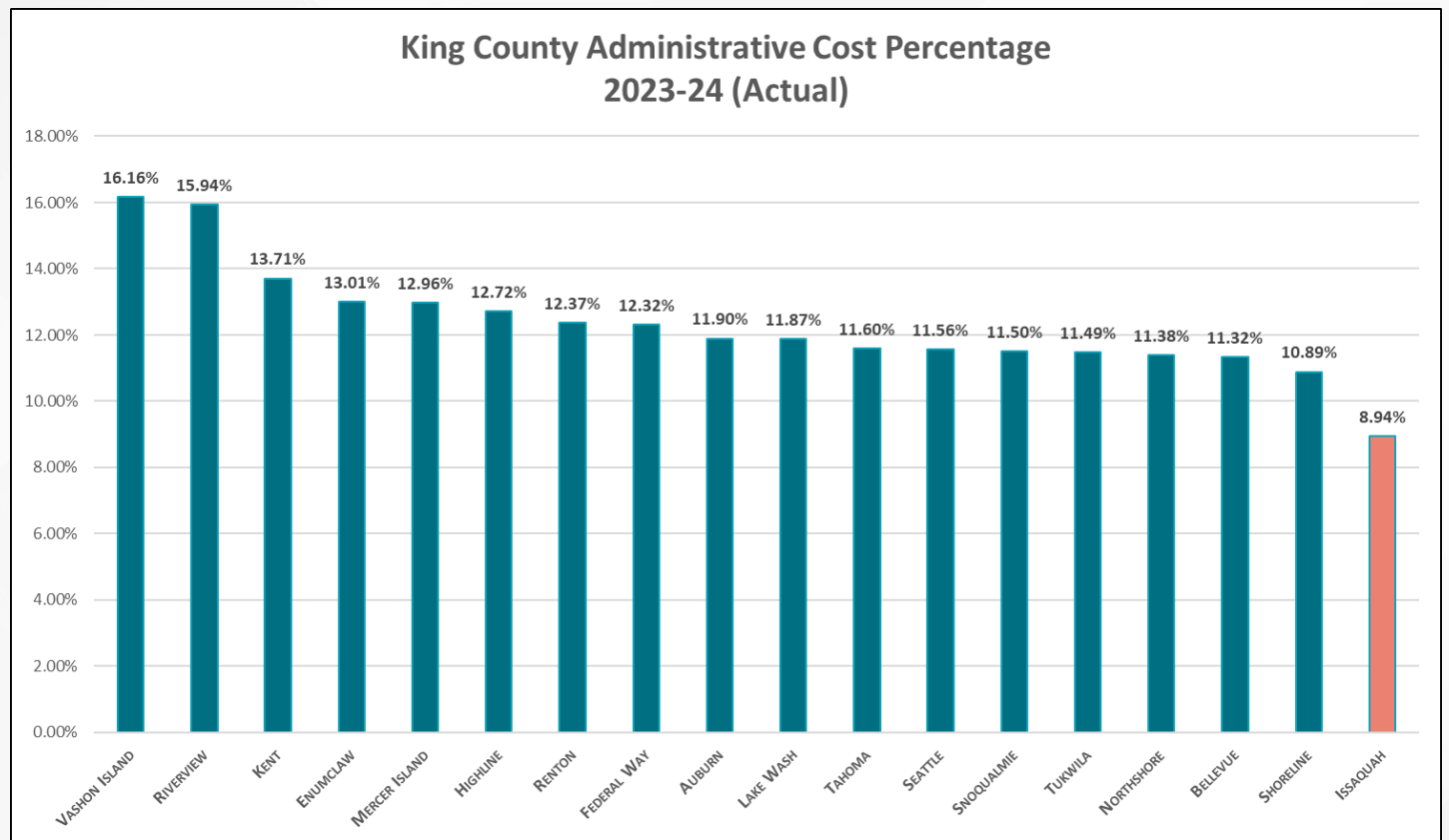
REVENUES AND OTHER FINANCING SOURCES	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
1100 Local Property Tax	\$ 264	\$ 1,585,271	\$ 1,394,044	\$ -	\$ -
1300 Sale of Tax Title Property	\$ -	\$ -	\$ -	\$ 1	\$ 1
1400 Local in lieu of Taxes	\$ -	\$ -	\$ 1,292	\$ 1	\$ 1
1500 Timber Excise Tax	\$ -	\$ -	\$ -	\$ -	\$ -
2300 Investment Earnings	\$ 16,468	\$ 68,220	\$ 296,573	\$ 40,000	\$ 40,000
3600 State Forests	\$ -	\$ 368	\$ -	\$ 1	\$ 1
4300 Other State Agencies-Unassigned	\$ -	\$ -	\$ -	\$ 846,952	\$ 846,952
4499 Transportation Reimbursement Depreciation	\$ 1,544,651	\$ 2,443,883	\$ 3,198,402	\$ 3,000,000	\$ 2,600,000
6200 Direct Special Purpose Grants	\$ -	\$ -	\$ -	\$ 1,035,000	\$ -
9300 Sale of Equipment	\$ 41,000	\$ 18,000	\$ 10,500	\$ 1	\$ 1
Total Revenues	\$ 1,602,383	\$ 4,115,742	\$ 4,900,813	\$ 4,921,956	\$ 3,486,956
EXPENDITURES	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
33 Transportation Equipment Purchases	\$ 1,936,904	\$ -	\$ 498,488	\$ 9,000,000	\$ 4,800,000
34 Transportation Equipment Major Repair	\$ -	\$ -	\$ 1,412	\$ -	\$ -
Total Expenditures	\$ 1,936,904	\$ -	\$ 499,900	\$ 9,000,000	\$ 4,800,000
Excess of Revenue over (under) Expenditures	\$ (334,522)	\$ 4,115,742	\$ 4,400,913	\$ (4,078,044)	\$ (1,313,044)
BEGINNING FUND BALANCE	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
GL 819 - Restricted for Fund Purposes	\$ 2,410,276	\$ 2,075,755	\$ 6,191,497	\$ 8,602,103	\$ 11,155,492
Total Beginning Fund Balance	\$ 2,410,276	\$ 2,075,755	\$ 6,191,497	\$ 8,602,103	\$ 11,155,492
ENDING FUND BALANCE	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026
GL 819 - Restricted for Fund Purposes	\$ 2,075,755	\$ 6,191,497	\$ 10,592,410	\$ 4,524,059	\$ 9,842,448
Total Ending Fund Balance	\$ 2,075,755	\$ 6,191,497	\$ 10,592,410	\$ 4,524,059	\$ 9,842,448

Informational Section



Administrative Cost Comparison

TOTAL CENTRAL & BUILDING ADMIN COSTS TOTAL BUDGET %	Actual King County District Average 2023-24	Actual Issaquah 2023-24	Budget Issaquah 2024-25	Budget Issaquah 2025-26
TOTAL ADMIN COSTS	11.88%	8.94%	8.78%	9.11%



Five Year Enrollment Projections

The table below provides full-time equivalent (FTE) enrollment actuals and projections. These figures represent students enrolled in K–12 programs and include participation in Alternative Learning Experience (ALE) programs and Running Start. It does not include Transition to Kindergarten (TK).

Enrollment Projections	2020-21 Oct 1	2021-22 Oct 1	2022-23 Oct 1	2023-24 Oct 1	2024-25 Oct 1	2025-26 Projections	2026-27 Projections	2027-28 Projections	2028-29 Projections	2029-30 Projections
Kindergarten	1,133.30	1,171.30	1,246.48	1,152.02	1,123.23	1,103.00	1,152.00	1,147.00	1,130.00	1,124.00
Grade 1	1,440.80	1,237.00	1,331.70	1,329.14	1,176.20	1,214.00	1,178.00	1,233.00	1,226.00	1,208.00
Grade 2	1,398.20	1,401.20	1,296.07	1,378.30	1,322.00	1,202.00	1,220.00	1,189.00	1,242.00	1,236.00
Grade 3	1,529.80	1,389.10	1,442.00	1,362.89	1,438.04	1,377.00	1,244.00	1,268.00	1,235.00	1,290.00
Grade 4	1,589.20	1,493.50	1,408.86	1,451.10	1,353.56	1,432.00	1,383.00	1,253.00	1,273.00	1,241.00
Grade 5	1,528.90	1,517.60	1,530.93	1,430.95	1,444.24	1,362.00	1,428.00	1,381.00	1,250.00	1,270.00
Subtotal - Elementary	8,620.20	8,209.70	8,256.04	8,104.40	7,857.27	7,690.00	7,605.00	7,471.00	7,356.00	7,369.00
Grade 6	1,662.30	1,526.90	1,526.46	1,542.09	1,410.76	1,446.00	1,362.00	1,428.00	1,381.00	1,250.00
Grade 7	1,615.70	1,601.50	1,531.96	1,517.81	1,538.23	1,405.00	1,433.00	1,355.00	1,421.00	1,373.00
Grade 8	1,677.50	1,583.30	1,596.04	1,550.71	1,500.74	1,528.00	1,391.00	1,424.00	1,343.00	1,410.00
Subtotal - Middle	4,955.50	4,711.70	4,654.46	4,610.61	4,449.73	4,379.00	4,186.00	4,207.00	4,145.00	4,033.00
Grade 9	1,628.90	1,653.60	1,588.95	1,630.81	1,574.25	1,537.00	1,580.00	1,441.00	1,475.00	1,394.00
Grade 10	1,594.60	1,576.70	1,594.02	1,587.68	1,623.91	1,567.00	1,532.00	1,579.00	1,439.00	1,473.00
Grade 11	1,244.20	1,305.00	1,326.60	1,334.39	1,279.98	1,321.00	1,268.00	1,249.00	1,281.00	1,170.00
Grade 12	1,098.20	1,164.10	1,149.14	1,190.56	1,192.68	1,140.00	1,180.00	1,138.00	1,115.00	1,149.00
Subtotal - High	5,565.90	5,699.40	5,658.71	5,743.44	5,670.82	5,565.00	5,560.00	5,407.00	5,310.00	5,186.00
SUBTOTAL -K -12	19,141.60	18,620.80	18,569.21	18,458.45	17,977.82	17,634.00	17,351.00	17,085.00	16,811.00	16,588.00
Running Start	783.74	672.00	607.90	660.77	739.43	730.00	730.00	730.00	730.00	730.00
ALE, Open Doors	10.18	20.40	32.03	36.38	44.76	50.00				
TOTAL K-12	19,935.51	19,313.19	19,209.14	19,155.60	18,762.01	18,414.00	18,081.00	17,815.00	17,541.00	17,318.00