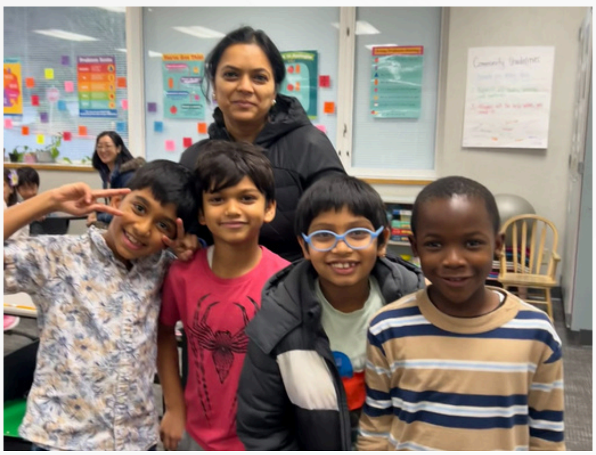
ISSAQUAH
SCHOOL DISTRICT 411

ANNUAL
BUDGET GUIDE



2026–27

Issaquah School District
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Executive Summary

Introduction

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 among the highest in Washington while benefiting from exceptional academic, career and technical education, arts, athletic, and extracurricular opportunities. Beyond academic excellence, the district is committed to ensuring every student is known, supported, and prepared to thrive in an increasingly dynamic world.

Today, the district serves approximately 18,000 students across 16 elementary schools, 6 middle schools, 3 comprehensive high schools, 1 choice high school, Holly Street Early Learning Center, the Academy for Community Transitions, and provides educational services at Echo Glen Children's Center. The Issaquah School District spans 110 square miles and proudly serves the communities of Issaquah, Bellevue, Newcastle, Renton, Sammamish, and unincorporated areas of King County.

DISTRICT AT A GLANCE

One community. The ISD is dedicated to academic excellence, innovation, equity, and the well-being of every student.

Students
18,000 FTE
Approximate enrollment from pre-K through grade 12.

Educational Sites
28
Schools and district learning/program sites.

Staff
2,143 FTE
Educators and staff supporting students and operations.

District Area
110 sq. mi.
Serving a broad geographic area in King County.

Communities Served
6
Issaquah, Sammamish, Bellevue, Newcastle, Renton, and unincorporated King County.

General Fund Budget
$415M
Supports day-to-day educational programs and operations.

Behind every line of this budget are students learning, staff teaching, and a community investing in both. 2025–26 was a year of strong results and real recognition for the people and programs that produced them.

Academic Achievement
ISD students continue to perform among the top districts in Washington, with math and English Language Arts scores rising across nearly every grade, according to 2025 results. The district's four-year graduation rate reached 96.3 percent — first in King County and tied for first statewide

among districts with more than 10,000 students — and 37 seniors were named National Merit semifinalists.

Statewide Recognition

- The district was named one of 25 in Washington to receive the State Superintendent's Award for Educational Excellence in Student Achievement.
- Ten ISD schools were honored by the State Board of Education in May 2026 for closing opportunity gaps, improving student growth, and achievement.
- The district was selected as one of three grand prize winners in the 31st annual Magna Awards Program, sponsored by the National School Boards Association and the Go Green Initiative.
- Our Food Services team won the "Rooted in Excellence" Culinary Award from OSPI for creating culturally inclusive meals, and our Transportation team was recognized for "exceptional results" for the second year running by the Washington State Patrol and OSPI.

Expanding Opportunities for Students

- Microschools launched at two middle schools in 2025–26, engaging 75 eighth graders in project-based, community-connected learning; the program expands to all six middle schools in 2026–27.
- Career Kickstart connected more than 200 students to industry visits, workshops, and career panels in spring 2025, with 50 students selected for a week of summer job shadows and industry exploration.
- Dual language programming expands further in 2026–27 with the addition of Mandarin at the preschool level, alongside the district's existing Spanish program.
- Families continue to have access to early childhood and preschool options, full-day kindergarten, and before- and after-school care.

A Community of Learners

Our schools benefit from the increasing diversity of our community. Our students and families speak more than 110 languages and dialects, and more than 60 percent identify as Asian, Hispanic/Latino, two or more races, Black/African American, American Indian/Alaskan Native, or Native Hawaiian/Pacific Islander. In spring 2026, the district welcomed superintendents and education leaders from across the country as part of Digital Promise's League of Innovative Schools Spring Convening, where ISD teachers, staff, and students shared their work with visiting educators.

These results reflect the same discipline and long-term thinking that shape this budget: investing deliberately in what works, even as the district navigates real financial constraints.

Vision, Mission & Strategic Plan

The Issaquah School District's vision, mission, and Strategic Plan establishes the framework for district priorities and guide decision-making across all areas of the organization. The annual budget serves as the financial roadmap for implementing these priorities by aligning available resources with the educational programs, services, and operational supports that help students succeed.

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.

Building on the previous Strategic Plan, the updated plan expands the district's focus beyond academic achievement to the whole student experience, recognizing that student success depends not only on learning opportunities, but also on well-being, belonging, engagement, and trust.

The Strategic Plan is organized around three priorities: Student Well-Being, Learning Opportunities, and Trust, with a commitment to Operational Excellence embedded throughout the organization. Operational Excellence emphasizes continuous improvement, responsible stewardship of public resources, and aligning services and spending with the needs of students and families.

Although annual budget decisions may change in response to enrollment, state funding, and economic conditions, the Strategic Plan provides a consistent framework for evaluating tradeoffs, prioritizing investments, and ensuring financial decisions support the Board's vision for student success.

The Financial Environment

The 2026–27 Budget was developed during a period of sustained financial pressure for public education across Washington State. Declining enrollment, demographic changes, rising operating costs, and continued gaps between state funding and the actual cost of providing educational services continue to reshape the district's financial outlook. These conditions require school districts to make increasingly difficult decisions about how to allocate limited financial resources while continuing to meet the educational needs of students.

Washington's school funding model is largely driven by student enrollment. As enrollment changes, state revenues change as well. Many district expenditures, however, do not decline at the same pace. Schools must continue to operate buildings, transport students, provide legally required Special Education services, maintain technology infrastructure, and support student learning regardless of enrollment changes. This creates a structural financial imbalance, as revenues often decline more quickly than expenditures.

Long-term demographic trends continue to influence enrollment across Washington. Official Department of Health data show that Washington live births declined from 88,561 in 2014 to 80,871 in 2023, while King County resident births declined 14% between 2016 and 2023. At the same time, housing affordability, changing migration patterns, and regional employment uncertainty have altered enrollment patterns throughout the Puget Sound region. Although the Seattle metropolitan area continues to grow, population growth does not necessarily translate into increased K–12 enrollment because much of the recent growth has occurred outside traditional school-age populations. These demographic shifts are expected to continue influencing enrollment throughout the coming decade and are discussed in greater detail in the Enrollment section of this budget guide.

These statewide trends have direct financial implications for the Issaquah School District. During the 2025–26 school year, district enrollment declined by 477 full-time equivalent (FTE) students, representing the largest one-year decline since the pandemic, while kindergarten enrollment was approximately 7.2% below historical expectations based on birth patterns. Independent demographic forecasts indicate that this trend reflects long-term demographic change rather than a short-term fluctuation.

At the same time, operating costs continue to increase faster than recurring revenue growth. Staff compensation, insurance, utilities, transportation, contracted services, technology, and other operating expenditures have experienced sustained inflationary pressure in recent years.

Property and liability insurance costs alone increased from approximately $2.9 million to more than $8.1 million over the past five years, a 270% increase. These and other cost increases contribute to a projected $12.5 million operating deficit for 2025-26.

State funding also continues to fall short of the actual cost of providing several core educational services. According to statewide school finance analyses, Washington ranks 40th nationally in K–12 investment as a percentage of the state's economy, while Special Education, Materials, Supplies and Operating Costs (MSOC), and student transportation remain collectively underfunded by approximately $800 million statewide. These funding gaps require school districts throughout Washington to rely on local levy resources to maintain educational programs and meet state requirements.

These statewide funding challenges directly affect the Issaquah School District. During the 2024–25 school year, the district invested more than $19.4 million in local resources to support Special Education, MSOC, and student transportation beyond available state funding.

The 2026 legislative session included several changes that affect the district's financial outlook. While the Legislature approved a 2.6% cost-of-living adjustment (IPD), other actions shifted additional costs to school districts. These included a 73% reduction in state funding for Issaquah's Transition to Kindergarten program, reduced reimbursement for school bus replacement, and changes to Running Start funding. Separately, state legislation (ESHB 2049), passed in 2025, increased local levy authority by raising the statutory per-student levy limit beginning in calendar year 2026; however, it's limited by declining enrollment and does not eliminate the state's ongoing funding shortfalls. Further detail on this expanded levy authority is provided in the Revenue Sources section of this guide.

In response to these financial challenges, the district developed the 2026–27 Budget using multi-year financial planning, updated enrollment projections, and a comprehensive review of expenditures. Significant expenditure reductions were implemented to improve long-term financial alignment while preserving core educational programs and services whenever possible. This disciplined approach positions the district to continue adapting to changing financial conditions while responsibly stewarding public resources.

Financial Stewardship Highlights

Responsible stewardship requires more than balancing annual financial priorities. It requires making informed decisions that strengthen the district's long-term financial position while continuing to support student learning. This commitment is reflected in several significant accomplishments achieved during the past year.

Levy Renewal

In February 2026, voters approved renewal of the Educational Programs & Operations, Transportation, and Capital Levies. These voter-approved levies provide essential local funding for educational programs, student services, technology, transportation, and critical facility improvements that are not fully funded by the state. The successful levy renewal reflects the community's continued confidence in the district and its commitment to investing in public education.

Bond Refunding

In June 2026, the district refinanced approximately $109.7 million in outstanding bonds while strategically using available debt service funds to pay down principal. This financing strategy is expected to generate approximately $18.6 million in taxpayer savings over the next six years by reducing future borrowing and debt service costs.

Clean Audit

The district received a clean audit for the 2024–25 fiscal year, with no material weaknesses, no significant deficiencies, and no audit findings. These results reflect strong internal controls, sound financial management, and a continued commitment to accountability.

Transparent Budget Process

Throughout budget development, the district emphasized transparency and community engagement. Financial information was shared regularly through public Board meetings, budget work study sessions, Financial Analysis Core Team (FACT) meetings, and community communications. This ongoing engagement provided opportunities for Board members, staff, families, and community members to understand the financial challenges, budget priorities, and decisions shaping the 2026–27 Budget.

Together, these accomplishments reflect the district's commitment to transparency, responsible stewardship, and building trust through open communication and sound financial planning.

Budget Development Process

The annual budget is developed through a year-round process that combines enrollment forecasting, financial analysis, legislative monitoring, and operational planning. Rather than being developed at a single point in time, the budget is continuously refined as new information becomes available to ensure financial decisions reflect the district's most current enrollment, revenue, expenditure, and legislative outlook.

Budget development begins with enrollment forecasting, as student enrollment is the primary driver of state funding. District staff analyze historical enrollment trends, demographic data, birth rates, housing activity, and independent enrollment forecasts to estimate future enrollment and the corresponding revenue, staffing, and operational needs of the district.

The Board of Directors provides policy direction through the [Budget Development Guidelines](), while district leadership develops the financial plan using projected enrollment, state funding assumptions, expenditure trends, and the district's Strategic Plan. Throughout the budget development process, proposed expenditures are evaluated against projected revenues while minimizing impacts to classroom instruction and essential student services. As financial assumptions change, the budget is refined to reflect the most current information available.

The Board initially adopted the 2026-27 Budget Development Guidelines on December 11, 2025. On June 25, 2026, the Board adopted revised guidelines reducing the reserve designated for future school facilities from $20 million to $5 million. With the new choice high school, now substantially underway and their costs established through design-build contracts, the Board determined a $5 million facilities reserve remains sufficient, while redirecting reserve capacity to address the more immediate risk posed by a projected unreserved fund balance of approximately 1.45%. This revision is expected to bring the unreserved fund balance to approximately 5%, aligning more closely with the Board's 3%–7% reserve target, and established the following priorities: The Board’s 2026-27 Budget Development Guidelines, adopted on June 25, 2026, established the following priorities:

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

- The District Vision and Mission, Coherent Governance policies, the Portrait of Graduate, and Strategic Plan learning goals for students.

- A comprehensive educational program which 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.

- Preserve equity-based budget investments that support student access, opportunity, and outcome improvements.

- 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 extra-curricular and co-curricular 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;

▪ In directing District resources toward the accomplishment of the above, the budget will be in compliance with the Financial Operational Expectations (OEs 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, risk fiscal jeopardy, or fail to be derived from a multi-year plan that includes contingency planning for potential revenue changes, including the following specific requirements:

  - Maintain an unrestricted reserve fund of 3-7% of the general fund budget, recognizing that Board approved priority to maintain a reserve for future school facilities may temporarily result in the unrestricted reserve falling below 3%.

  - Maintain sufficient reserves for start-up operating costs associated with new schools.

  - Prioritize maintaining a $5,000,000 reserve for future school facilities.

  - Enhance multi-year forecasting, long-term financial sustainability, and the District's ability to anticipate future cost pressures and enrollment trends, including proactive contingency planning to prepare for revenue volatility.

  - 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.

II. 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.

Transparency and engagement remain integral to budget development. The Board of Directors receives regular financial updates through public meetings and work sessions, while the Financial Analysis Core Team (FACT) provides opportunities for staff, bargaining representatives, parents, students, and community members to review financial information, discuss budget assumptions, and develop a shared understanding of school finance, the budget process, and the district's financial outlook.

The budget development process concludes with publication of the Annual Budget Guide, a public hearing, and Board adoption in accordance with Washington State law. Budget management, however, continues throughout the year as enrollment, revenues, expenditures, legislative actions, and economic conditions are evaluated to inform future financial decisions.

How Washington School Districts Are Funded

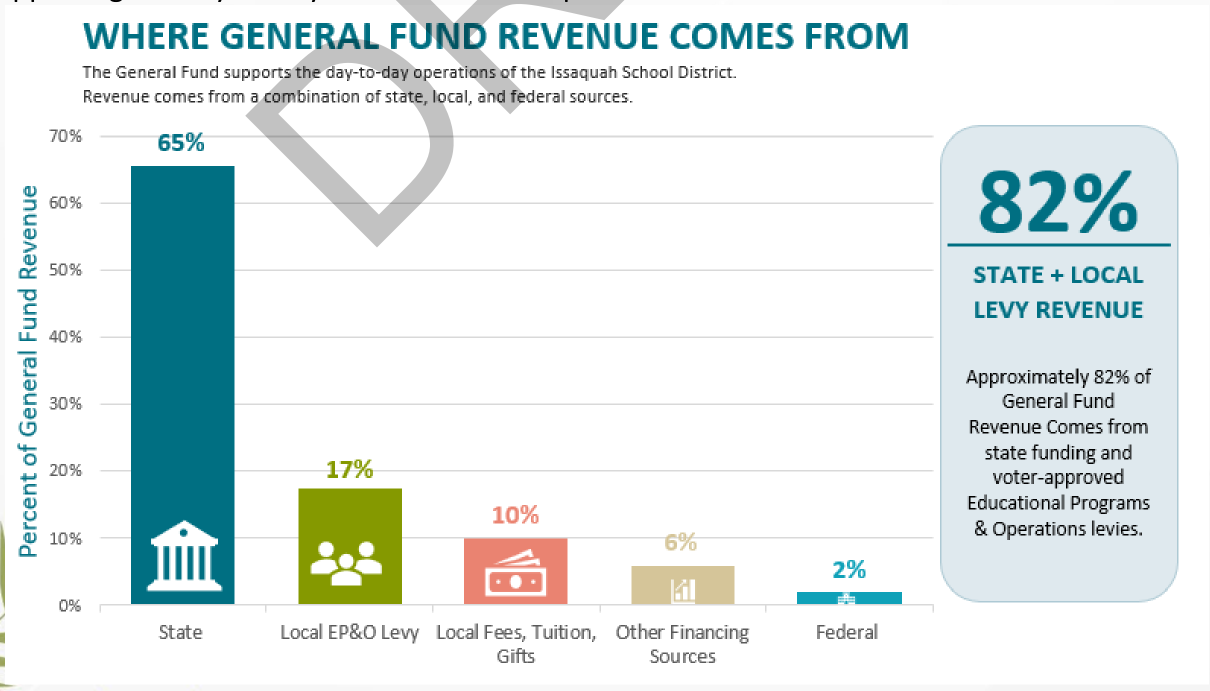
Washington's public school funding system is a partnership between state, local, and federal funding sources. Each revenue source serves a different purpose and is governed by specific constitutional, statutory, and voter-approved requirements. Together, these resources support the educational programs and services provided to students throughout the school year.

State funding is the district's largest revenue source, providing approximately 65% of General Fund revenue. The state distributes funding primarily through the prototypical school funding model, with student enrollment serving as the primary driver of revenue. As enrollment changes, state funding changes as well, making enrollment one of the most significant factors affecting the district's financial position.

Local funding, generated primarily through voter-approved Educational Programs and Operations (EP&O) levies, provides approximately 17% of General Fund revenue. These locally approved resources support programs and services such as locally adopted class size ratios, student well-being, early learning, technology, curriculum, transportation, and other educational opportunities that reflect community priorities.

Federal funding represents a smaller portion of the district's overall budget and is generally restricted to specific programs and student populations. Federal resources support programs such as Title I, Special Education, Child Nutrition, and other targeted initiatives established by federal law. The district also receives other local revenues through fees, interest earnings, grants, and reimbursements that support specific programs or operational activities.

Because each funding source has unique legal requirements and restrictions, the district carefully manages resources to ensure funds are used for their intended purposes while meeting the educational needs of students. The General Fund is the district's primary operating fund, supporting the day-to-day educational and operational activities of the district.



Enrollment

The 2026–27 Budget projects 17,845 full-time equivalent (FTE) students with Running Start, Transition to Kindergarten, and ALE included, a decline of 3,045 FTE (14.6%) from the district's peak enrollment in 2019–20. Following significant enrollment declines during the COVID-19 pandemic, enrollment briefly stabilized between 2021–22 and 2023–24 before resuming a downward trend. Enrollment declined by 365 FTE in 2024–25, 477 FTE in 2025–26, and is projected to decline by an additional 513 FTE in 2026–27.

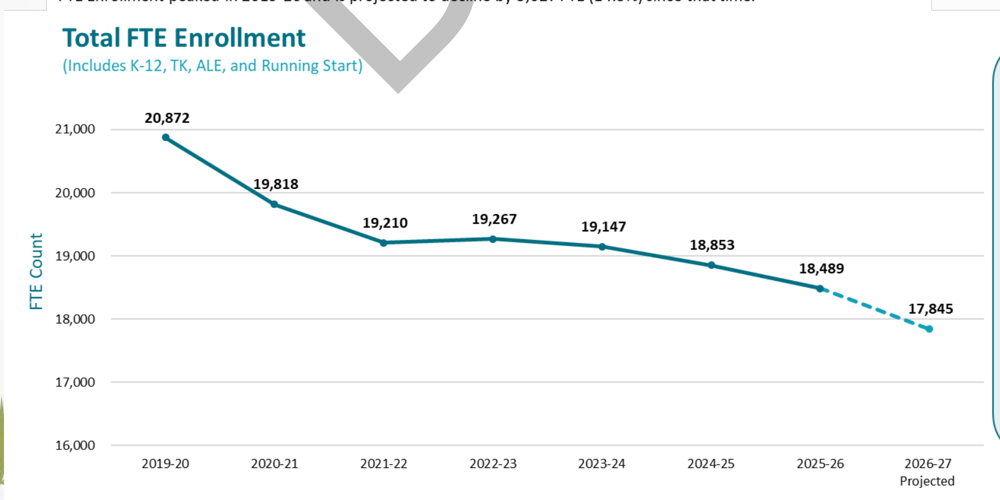
The decline is primarily concentrated at the elementary level, reflecting long-term demographic changes and smaller incoming kindergarten cohorts. In contrast, secondary enrollment remains comparatively stable in the near term, as larger student cohorts currently in elementary and middle school continue progressing through the system. This difference between elementary and secondary enrollment patterns is a key factor in the district's facility planning, including the opening of a new choice high school in 2027–28 along with the need for more innovative space for modern education needs in our high schools, and is discussed further below.

To support long-term planning, the district evaluates its enrollment projections alongside forecasts from an independent demographic consulting firm that develops low, middle, and high enrollment scenarios for school districts across Washington. Under the demographer's middle forecast, total FTE enrollment is projected to decline from 17,388 FTE in 2025–26 to 15,425 FTE by 2035–36, a decrease of approximately 1,963 FTE (11.3%) over the next decade. These projections incorporate historical enrollment trends, birth records, demographic characteristics, migration patterns, housing development, and student yield rates and are used to guide financial planning, staffing decisions, facility utilization, and long-range budget development.

Full-Time Equivalent (FTE) Enrollment Trends

2019-20 through 2026-27

FTE Enrollment peaked in 2019-20 and is projected to decline by 3,027 FTE (14.5%) since that time.



KEY TAKEAWAY

FTE Enrollment is projected to decline by

3,027 FTE

14.5%

since its peak in 2019-20.

This decline reduce ongoing state funding and requires continued alignment of staffing, program and expenditures.

Elementary Enrollment

Elementary enrollment is most affected by the district's changing demographics. Declining birth rates and fewer young children residing within the district have resulted in smaller kindergarten cohorts entering the system. According to the district's independent demographer, the district's total population increased by more than 65% between 2000 and 2020; however, the population under age five declined by 3.1% during the 2010s, and the proportion of residents under age 18 has continued to decrease.

Kindergarten enrollment demonstrates this shift, declining from 1,453 FTE in 2019–20 to a projected 975 FTE in 2026–27, a decrease of 478 FTE (33%). Births to Issaquah School District residents averaged 1,176 annually between 2013–14 and 2017–18, compared with 1,117 annually between 2019–20 and 2023–24. As these smaller cohorts progress through the elementary grades, elementary enrollment is expected to remain below historical levels throughout the forecast period.

According to the district's independent demographer, approximately 1,700 housing units are planned or under development within the district over the next decade. Approximately 57% of these units are multifamily housing, which historically generates fewer K–12 students than single-family homes. As a result, projected residential development is not expected to fully offset the district's declining birth cohorts and other demographic trends.

While managing this enrollment decline, the district continues investing in academic programs that support student engagement and provide families with expanded options. Beginning in 2026–27, the district will introduce Mandarin instruction at the preschool level, with Mandarin dual language programming expanding into kindergarten in 2027–28, complementing the existing Spanish dual language program. Elementary students also have access to specialized programs, including Science Technology and MERLIN, which enhance learning opportunities and support student and family engagement.

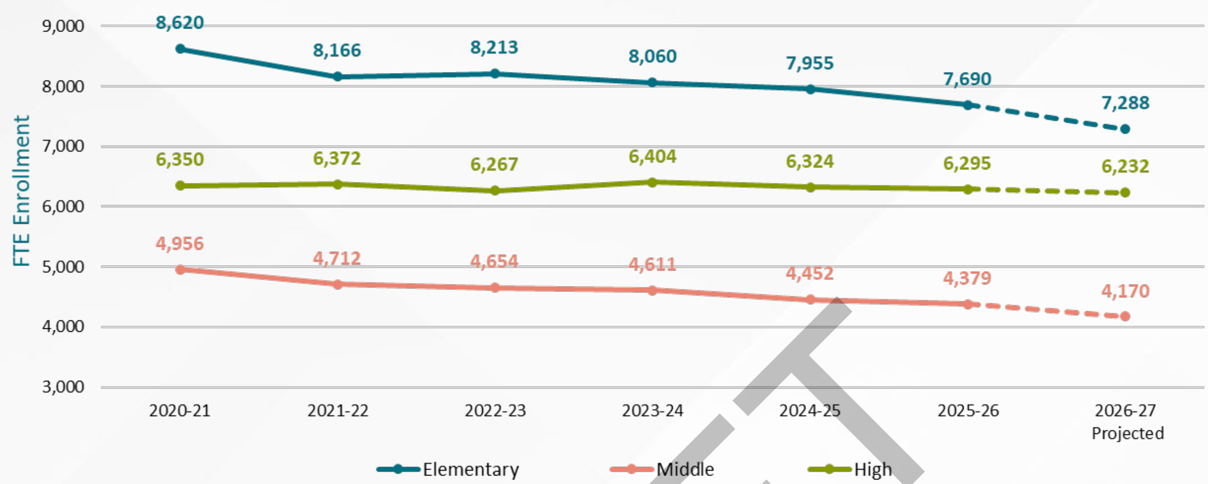
Secondary Enrollment

Secondary enrollment is expected to remain comparatively stable in the near term, as the larger student cohorts currently enrolled in elementary and middle school advance through the system. The demographic trends affecting elementary enrollment have not yet fully reached the secondary grades. This stability creates a different facility planning challenge: even as overall enrollment declines, secondary schools must maintain sufficient capacity and space for innovation to serve current and incoming high school students.

K-12 ENROLLMENT BY SCHOOL LEVEL

2020-21 through 2026-27 Projected (Includes K-12 and Running Start)

Elementary enrollment continues to decline as smaller birth cohorts enter school, while secondary enrollment remains comparatively stable as these cohorts co



ELEMENTARY ENROLLMENT DECLINING

Driven by declining birth rates and smaller Kindergarten classes entering the district.

SECONDARY ENROLLMENT STABLE

Larger student cohorts continue in high school before future declines become more prounounced.

Why a New High School

The district is completing a commitment from the 2016 Capital Bond Program to open a new high school in 2027–28, with capacity for approximately 700 students, addressing a secondary capacity need created by current and projected high school enrollment patterns.

The new high school will add capacity, allowing the district to redistribute students across secondary schools, relieve enrollment pressure at existing high schools, and create greater flexibility as enrollment patterns continue to change.

Beyond addressing enrollment capacity, the new choice high school gives students across the district access to expanded career-connected pathways, interdisciplinary coursework, industry partnerships, and hands on learning. These investments expand the district's portfolio of educational choices, allowing students to pursue academic interests aligned with future careers while building the skills needed for success in college, career, and life after graduation.

Running Start students will also be able to attend the new choice high school, giving the district another in-district option that may help offset some of the enrollment pressure that drives students toward the Running Start program. Running Start remains an important option for students, and the district will continue monitoring how expanded secondary programming affects enrollment, student choice, and engagement.

Online Learning Opportunities
The district's online school provides students who benefit from a flexible learning environment with an additional pathway to remain connected to Issaquah School District. Enrollment in the program is projected to increase from 44 FTE in 2025–26 to 80 FTE in 2026–27, reflecting continued interest in flexible learning options.

Facility Planning and Reduction of Portables
Declining enrollment provides opportunities to improve facility utilization and reduce reliance on portable classrooms. The district has already reduced the number of portables across schools, generating operational efficiencies while aligning available space with changing enrollment needs.

The opening of the new high school in 2027–28 will further support facility flexibility by increasing secondary capacity and easing enrollment pressure at existing high schools. These adjustments allow the district to continue adapting facilities strategically as enrollment patterns evolve.

Enrollment Planning
Families may enroll throughout the year, with open enrollment applications typically opening in March. Enrollment activity during the spring and summer provides an important indicator for staffing and operational planning; however, final enrollment is not confirmed until students complete the district's enrollment verification process and attend school. The district monitors enrollment throughout the summer and the beginning of the school year to refine projections and make staffing adjustments, as needed.

Special Services
Special Services provides specialized instruction and related services for students with disabilities and individualized educational needs. Enrollment of students receiving Special Services grew steadily from 2021–22 through 2023–24, leveled off during 2024–25 to 2,016, and is expected to continue a slow decline with approximately 1,880 students receiving services in 2026-27. The district continues to focus on inclusive instructional practices, high-quality specialized services, and responsible stewardship of public resources while meeting the individualized needs of students.

Investing in Students

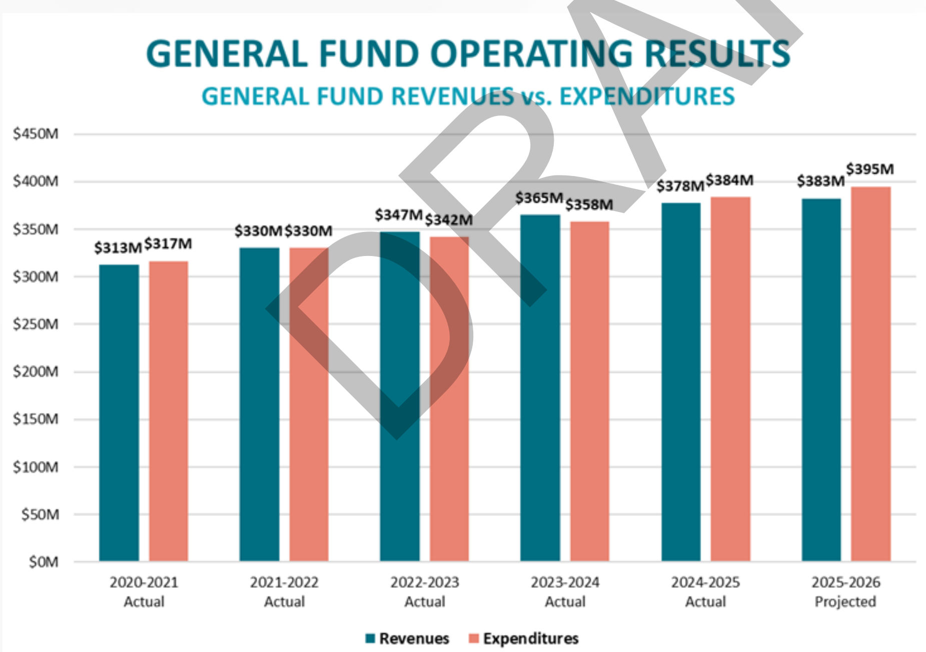
School districts across Washington have responded to declining enrollment and rising costs in different ways. Many have increased class sizes, eliminated programs, reduced school-based administrators, deferred strategic initiatives, or considered school consolidations.

The 2026–27 Budget reflects the district's priorities by emphasizing classroom instruction and essential student services while implementing significant expenditure reductions. Approximately

$15.8 million in recurring expenditure reductions and cost avoidance strategies were incorporated into the budget, including approximately $12.1 million achieved through staffing alignment, primarily by managing attrition, retirements, resignations, and organizational restructuring. The remaining reductions resulted from operational efficiencies, technology modernization, expenditure reductions, and business process improvements.

Because of this approach, the district was able to continue investing in in the following priorities:

- Preserving locally adopted class size ratios.
- Continuing implementation of Multi-Tiered Systems of Support (MTSS), Universal Design for Learning (UDL), and curriculum initiatives.
- Maintaining all five Transition to Kindergarten classrooms despite a 73% reduction in state funding, supported through local resources.
- Expanding Mandarin Dual Language to the Preschool Academy while continuing development of the elementary Mandarin Dual Language pathway.
- Maintaining school-based counseling, behavioral health, and student well-being supports.
- Expanding Advanced Placement, Career and Technical Education, Aerospace, and college and career readiness opportunities.



ANNUAL OPERATING RESULTS	$(3.9M) *Deficit* 2020-2021 Actual	$0.0M *Balanced* 2021-2022 Actual	$5.5M *Surplus* 2022-2023 Actual	$7.4M *Surplus* 2023-2024 Actual	$(6.2M) *Deficit* 2024-2025 Actual	$(12.5M) *Deficit* 2025-2026 Actual

OPERATING RESULTS & BUDGET ACTIONS

2024-25 ACTUAL
Operating Deficit
$(6.2M)

2025-26 PROJECTED
Operating Deficit
$(12.5M)

2026-27 BUDGET
Expenditure reductions and cost avoidance strategies.
$15.8M

These actions are designed to reduce the structural budget gap and improve the district's financial position.

Equity-Based Budget Framework
The district implemented the Equity-Based Budget Framework in 2025-26 to better align targeted resources with student and school needs. While many staffing allocations are based on enrollment and state funding formulas, the framework uses multiple indicators to guide selected investments that strengthen student support and advance the Strategic Plan.

The framework is reviewed annually to ensure targeted resources continue to reflect changing student and school needs. As school demographics evolve, schools may newly qualify for additional supports or transition from the framework over time. For 2026–27, targeted investments include Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), language access, behavioral health, and other student supports.

Looking Ahead
Planning for 2027–28 includes expanding the Mandarin Dual Language program into an elementary school and continuing construction of the district's new choice high school, with pathways in Engineering, Robotics, Health Sciences, and Entrepreneurship. These initiatives reflect the district's continued commitment to expanding learning opportunities while planning responsibly for the future.

The district continues to face financial challenges driven by declining enrollment, demographic change, and state funding limitations. Although the 2026–27 Budget includes significant recurring expenditure reductions, a decline in fund balance is anticipated during the year. The district will continue monitoring enrollment, revenues, expenditures, and cash flow to inform future budget decisions.

How Resources are Invested

The General Fund is the Issaquah School District's primary operating fund and supports the educational programs and services that help students learn, grow, and thrive. The 2026–27 General Fund budget includes approximately $415 million in expenditures supporting classroom instruction, student services, special education, transportation, nutrition services, technology, facility operations, and district administration.

The district's budget reflects a clear priority: investing directly in students. Approximately 55% of General Fund expenditures support classroom instruction, including teachers, instructional staff, curriculum, and classroom resources. An additional 20% supports classroom services such as principals, counselors, psychologists, nurses, librarians, and other professionals who create safe, supportive learning environments. Special Education represents another 14% of General Fund expenditures, providing specialized instruction and legally required services for students with disabilities. Together, these three areas account for nearly 89% of all General Fund expenditures.

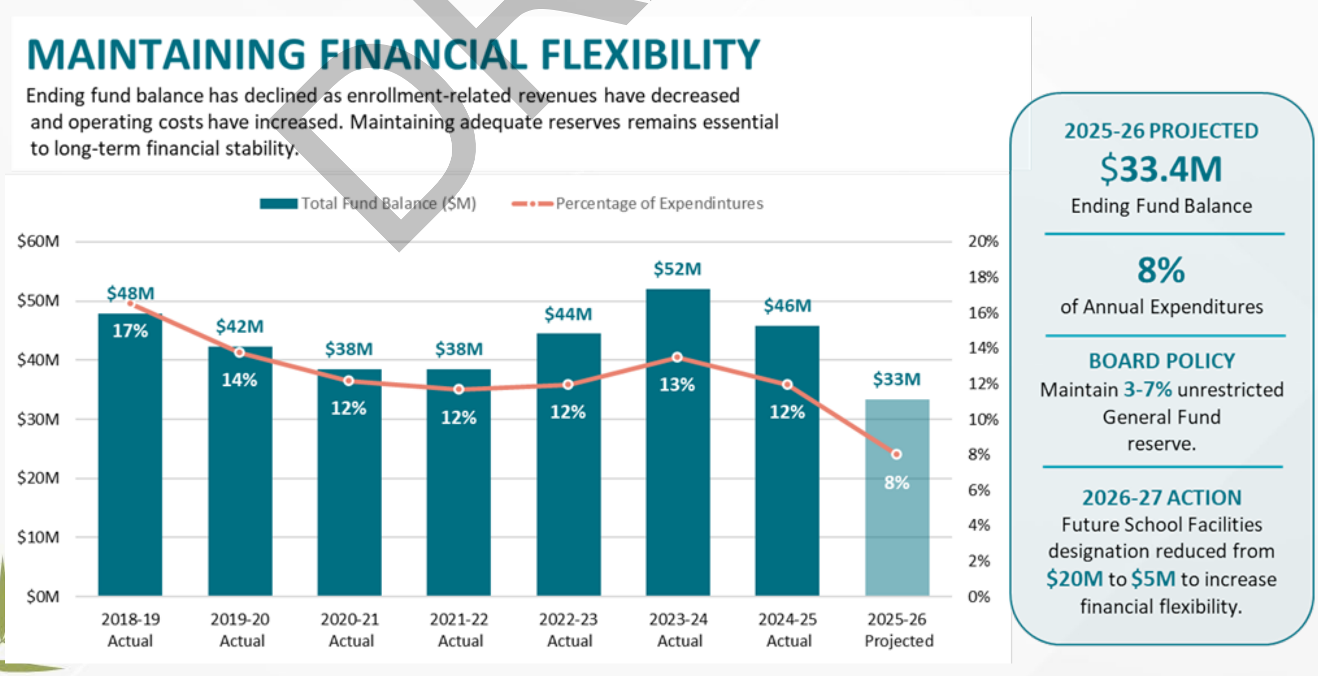
Public education is fundamentally a people-centered service. Approximately 82.5% of General Fund expenditures support salaries and employee benefits for teachers, paraeducators, principals, counselors, psychologists, nurses, bus drivers, custodians, nutrition services employees, technology staff, and many other professionals serving approximately 18,000 students each day.

The remaining 17.5% of General Fund expenditures supports transportation, nutrition services, technology infrastructure, utilities, insurance, facility maintenance, supplies, equipment, and district administration. These services are essential to maintaining safe schools, reliable transportation, secure technology systems, and efficient district operations.

Many district operating costs remain relatively fixed regardless of enrollment fluctuations, requiring thoughtful financial planning as revenues change over time.

Looking Ahead: Planning for the Future

The 2026–27 Budget reflects significant expenditure reductions and careful financial planning in response to declining enrollment, rising costs, and continued gaps between state funding and the actual cost of providing educational services. Although these actions strengthen the district's financial position, enrollment is projected to continue declining over the next four years. According to the district's independent demographer middle scenario, enrollment is projected to decrease nearly 1,250 students by 2029-30. The district will continue using multi-year financial planning, independent demographic analysis, and ongoing budget monitoring to respond to changing financial conditions.



To put this reserve level in practical terms, the district's General Fund payroll obligation is approximately $27 million per month. At a projected fund balance of $33.4 million at the start of the 2026–27 year, this represents approximately 37 days of payroll coverage. Under the district's preliminary four-year financial outlook, fund balance is expected to narrow further before beginning to rebuild in later years, bringing coverage close to 30 days at its lowest point. Because fund balance is measured annually while actual cash moves throughout the year as revenue arrives unevenly, through property tax collections and state apportionment timing, the district's actual cash position at any single point in time can be tighter than the annual balance alone suggests. As reserves narrow, so does the margin available to absorb unexpected costs.

The district will continue to:

- Align staffing and organizational resources with projected enrollment and student needs.
- Evaluate programs, services, and expenditures to ensure resources support student needs, the Strategic Plan, and available financial resources.
- Improve operational efficiency through technology modernization, continuous process improvement, and responsible stewardship of public resources.
- Rebuild unrestricted reserves over time in accordance with Board policy.
- Use multi-year financial forecasting and independent demographic analysis to support budget development and long-term planning.
- Advocate for sustainable state funding for Special Education, student transportation, Materials, Supplies and Operating Costs (MSOC), substitutes, and other underfunded state obligations.
- Maintain transparent communication with the Board of Directors, staff, families, and the community regarding the district's financial condition and long-term outlook.

Consistent with this pattern, certificated and classified staffing are expected to continue adjusting in future years as enrollment declines further. The scale and mix of that adjustment have not yet been determined and will depend on future enrollment trends, state funding decisions, and school district priorities at the time, but staffing has historically moved in step with enrollment, and the district expects that pattern to continue.

The district remains committed to providing high-quality educational opportunities while responsibly managing public resources. As enrollment, funding, and economic conditions evolve, the district will continue making informed financial decisions that support students, maintain public trust, and strengthen the district's financial future. More information, FAQs, and real-time updates are available on the district's Finance Department website.

Capital Projects Fund

The Capital Projects Fund supports the construction, modernization, repair, and replacement of district facilities while investing in the technology infrastructure needed to support teaching, learning, safety, and district operations. For 2026–27, the fund includes $44.4 million in budgeted revenues, primarily from voter-approved capital and technology levies and investment earnings. Budgeted expenditures and transfers out total $184.5 million, reflecting both active capital projects and the planned use of accumulated capital resources for voter-approved facility and technology improvements. The gap between annual revenue and expenditures reflects planned construction activity: rather than being funded entirely by a single year of levy collections, projects like the new high school draw on capital reserves from prior years.

2026 Capital Levy

On February 10, 2026, voters approved a $157.5 million four-year Capital Levy to preserve and modernize district facilities while investing in technology and safety improvements across the district. Levy funding supports critical building repairs and replacements, security enhancements, technology infrastructure, equipment replacement, and other capital improvements that create safe, modern, and efficient learning environments for students and staff.

The regional construction market continues to present both opportunities and challenges. Competitive bidding has helped moderate some project costs, while inflation and fluctuations in labor and material costs continue to influence long-term capital planning. The district continues to actively monitor market conditions and manage projects to maximize the value of voter-approved resources.

Featured Project: New High School

Construction of the district's new high school began in April 2026. The project's total cost is $168M with the remaining expenses supported by approximately $146 million in available funding and is scheduled to open for students in August 2027.

The new campus is being designed as an innovative choice high school that expands educational opportunities while providing flexibility to respond to future enrollment and program needs. Initial planning includes pathways in Engineering, Robotics, Health Sciences, and Entrepreneurship, creating new opportunities for students to engage in career-connected and project-based learning.

Designed to complement the district's existing high schools, the facility will provide modern, purpose-built learning environments that encourage collaboration, innovation, and real-world learning experiences. The campus has also been designed with the flexibility to evolve as educational needs and enrollment patterns change over time.

As discussed in the Enrollment section of this guide, secondary enrollment has remained comparatively stable even as districtwide enrollment has declined, creating capacity pressure at the district's existing high schools. The new choice campus, with capacity for approximately 700 students, is central to the district's response: it will add secondary capacity, allow students to be redistributed across schools, and give the district flexibility to manage enrollment patterns at the high school level as they continue to evolve with additional innovative space.

Oversight and Transparency
The district remains committed to transparent stewardship of voter-approved capital resources. The Capital Projects Oversight Committee (CPOC), established in 2025, provides independent community oversight of major capital projects. Committee members with expertise in construction, engineering, finance, and education regularly review project budgets, schedules, change orders, and overall program progress while providing feedback to strengthen accountability and public transparency.

In response to committee recommendations, the district has expanded public reporting through enhanced online project dashboards that provide timely information on project status, budgets, schedules, and construction progress. Regular updates will continue to be shared with the community throughout construction of the new high school and other major capital projects.

For more information, Capital Projects Oversight Committee

Transportation Fund

The Transportation Vehicle Fund is a restricted capital-type fund established specifically for student transportation equipment. Unlike the General Fund, which pays for the ongoing operation of the transportation department, the Transportation Vehicle Fund is used for the purchase, replacement, major repair, financing and related infrastructure costs of pupil transportation vehicles.

The Issaquah School District operates a fleet of more than 160 buses, transporting over 13,000 students each day across 110 square miles. District transportation staff operate and maintain the fleet, which travels more than 1.2 million miles annually. The cost of providing daily transportation services is projected to be approximately $15.7 million during the 2026–27 school year.

Student transportation is part of Washington's basic education program and is primarily funded by the state. For 2026–27, state funding is expected to support approximately 92% of transportation operating costs, with the remaining 8% funded locally. While the General Fund supports daily operations such as drivers, mechanics, fuel, and maintenance, the Transportation Vehicle Fund finances bus replacement and other long-term transportation investments.

The 2026–27 Transportation Vehicle Fund includes approximately $7.0 million in planned expenditures for bus replacement and charging infrastructure, supported by approximately $3.7 million in anticipated annual revenue. Planned expenditures exceed current-year revenue because the district is strategically using prior-year fund balance and voter-approved transportation levy proceeds to modernize its fleet and expand charging infrastructure.

Recent changes to the state's bus replacement funding formula have reduced annual state reimbursement by extending the replacement schedule, increasing the district's reliance on local funding to sustain fleet modernization. The district is currently operating a pilot program utilizing three electric buses and associated charging infrastructure, which was made possible by leveraging past transportation levy proceeds, along with securing a competitive grant from the Washington State Department of Ecology. In February 2026, voters approved a one-year Transportation Levy that provides local funding to support bus replacement, charging infrastructure, and continued investment in a safe, reliable, and efficient transportation system for students.

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 2026–27 fiscal year, the district anticipates collecting approximately $69.5 million in local property tax revenue to meet its debt service obligations. This includes the collection of $33 million in Fall 2026 and $36.5 million in Spring 2027, based on the most recent levy certification and cash flow projections. The levy rate for calendar year 2026 was $1.21 per $1,000 of assessed valuation, with a rate of $1.21 projected for calendar year 2027. The district typically sees collection rates above 98%, reflecting strong taxpayer participation and stable revenue expectations.

In June 2026, the district refinanced approximately $109.7 million in outstanding bonds while strategically using available debt service funds to pay down principal. This financing strategy is expected to generate approximately $18.6 million in taxpayer savings over the next six years by reducing future borrowing and debt service costs. This refinancing reflects the district's ongoing commitment to prudent debt management, responsible stewardship of public resources, and minimizing the long-term cost of capital investments.

At the end of August 31st 2026, the Issaquah School District will have approximately $547.8 million in outstanding unlimited tax general obligation (UTGO) bonds. The district continuously monitors its outstanding debt for potential refunding opportunities.

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. Budget development and approval are student-led by the ASB Governing Body, with guidance and support from advisors and administrators. Each school's ASB leadership team is responsible for developing, approving, and submitting an annual revenue and expenditure plan. This plan is designed to reflect student priorities while ensuring alignment with district policies and state guidelines. The district then compiles and reviews all individual school ASB budgets to create the consolidated District ASB Fund budget, which is ultimately approved by the school board.

For the 2026-27 school year, the ASB Fund budget is balanced at $15.4 million in both revenues and expenditures, reflecting the district's capacity to support vibrant student-driven extra-curricular programming. The ASB Fund maintains a projected fund balance of $3.5 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 to participate in activities is ensured regardless of a student's financial circumstances.

Summary

The 2026–27 Budget reflects the Issaquah School District's commitment to fiscal responsibility while continuing to invest in student success. Faced with declining enrollment, rising operating costs, and ongoing state funding challenges, the district implemented significant expenditure reductions while prioritizing classroom instruction and essential student services.

Approximately $15.8 million in recurring expenditure reductions and cost avoidance strategies were incorporated into the budget, including approximately $12.1 million achieved through staffing alignment, attrition, retirements, resignations, and organizational restructuring. Additional reductions resulted from operational efficiencies, technology modernization, and business process improvements.

Despite these financial challenges, the district continued investing in key priorities. The 2026–27 Budget preserves locally adopted class size ratios, maintains five Transition to Kindergarten classrooms despite significant reductions in state funding, continues implementation of the Equity-Based Budget framework, MTSS, UDL, and major curriculum initiatives, expands Mandarin Dual Language programming, and advances construction of the district's new choice high school, which will add capacity for approximately 700 students and help ease enrollment pressure at existing high schools as secondary enrollment remains comparatively stable even while districtwide enrollment declines.

The district also achieved several important financial and operational milestones during the year. In February 2026, voters renewed the Educational Programs & Operations, Transportation, and Capital Levies. In June 2026, the district refinanced approximately $109.7 million in outstanding bonds while using available debt service funds to pay down principal, generating an estimated $18.6 million in taxpayer savings over the next six years. The district also received a clean State Audit with no findings and expanded public transparency through the Capital Projects Oversight Committee and enhanced budget communications.

Looking ahead to 2026-27, the district recognizes that financial sustainability requires ongoing planning. Continued enrollment declines, legislative actions, inflation, and economic conditions will require continued evaluation of staffing, programs, and expenditures in future years. The district's cash reserves are also narrowing, underscoring the importance of the financial discipline described throughout this guide. Through multi-year financial planning, transparent decision-making, and responsible stewardship of public resources, the district remains committed to maintaining financial flexibility while providing high-quality educational opportunities for students.

The Issaquah School District extends its appreciation to the Board of Directors, staff, students, families, and community members whose partnership and support make this work possible. Together, we will continue adapting to changing financial conditions while providing exceptional educational opportunities for every student.

Organizational Section

Board of Directors

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, 2026, and ending August 31, 2027, includes audited figures for 2022-23, 2023-24, 2024-25, the amended budget for 2025-26, and the proposed budget for 2026-27. The Board of Directors will be presented with the 2026-27 proposed budget on August 27, 2026 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

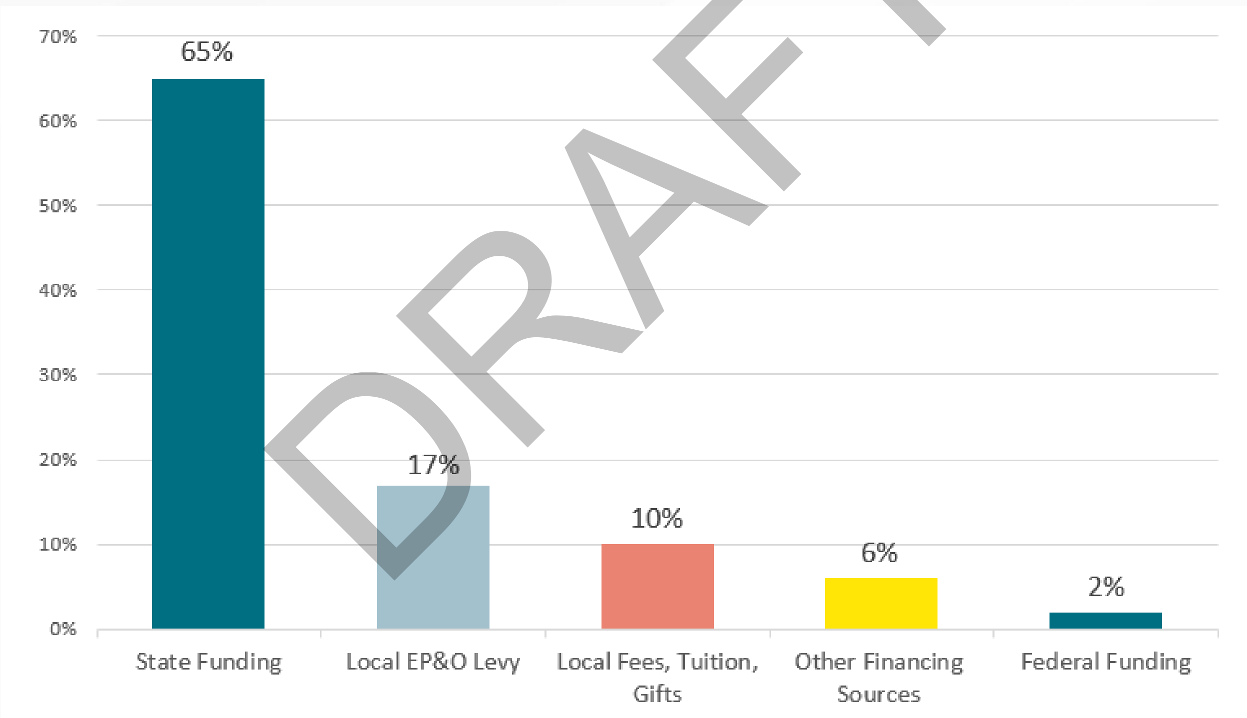
The General Fund includes resources from local, county, state, and federal sources. These revenues are generally used for financing the operations of the school district such as the classroom, classroom support, Special Services, Food Services, Maintenance, and Transportation.

Revenue Sources

The Issaquah School District receives funding from three primary sources:

- State of Washington: 65%
- Local Levy: 17%
- Local Fees: 10%

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



State Apportionment - The largest portion of General Fund revenue comes from the state, determined primarily by enrollment through the prototypical school funding formula, and represents approximately 65% of General Fund revenue for the 2026-27 school year. The formula is set by the Legislature for base salaries and 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 17% 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, state legislation (ESHB 2049) increased local levy authority by raising the statutory per-student levy limit. For districts under 40,000 students, including Issaquah, the limit increases by CPI plus $500 per student in 2026, then by CPI plus 3.3% annually from 2027 through 2030. Beginning in calendar year 2031, the limit becomes a flat $5,035 per student statewide, adjusted by CPI in subsequent years.

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 10% through fee-based programs such as school lunches and Before & 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 76% of the cost of this program is paid for from the fees charged for each meal served.

Other Financing Sources – As allowed under RCW 28A.320.330(2)(f), this source provides 6% and includes 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. This also includes other school district and agency funds that are payments from other districts for participation in joint programs and grants from non-state agencies.

Federal Funds – Federal funds comprise 2% 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 purposes.

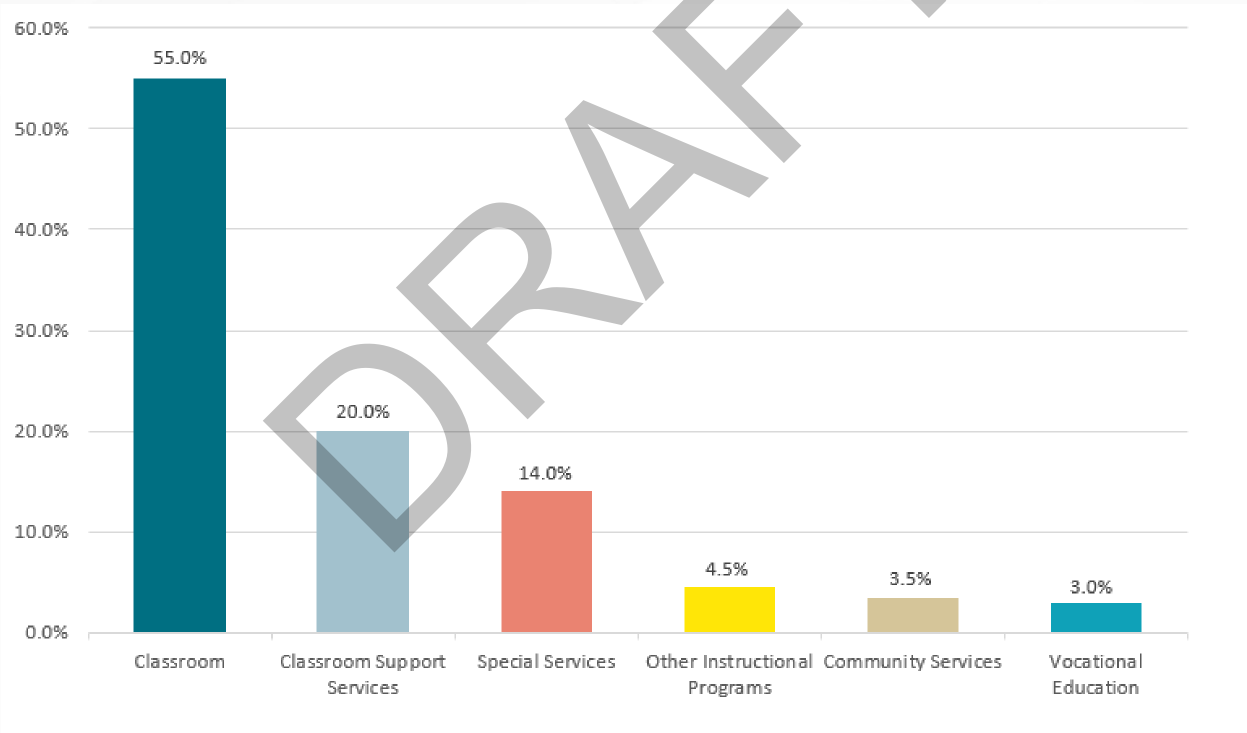
Expenditures

The Issaquah School District employs approximately 2,143 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 include 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: 55%
- Support Services: 20%
- Special Services: 14%

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 one choice high school, accounting for 55% of the budgeted expenditures. This includes expenditures for teachers, counselors, librarians, principals, paraprofessionals, teaching supplies, extracurricular programs, staff and 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 technology to support student learning. Teachers are given 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 can 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 20%, 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 – For the 25-26 school year, the district served just over 1,900 students who received specially designed instruction. These services are designed to provide an individualized educational program to meet the students' unique learning needs. The cost of the program is budgeted at $58.5 million for 2026-27.

Expenditures for special services and related services for students receiving specially designed instruction represent the third largest portion of the budget, accounting for 14% 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 4.5% of budgeted expenditures.

Community Services – Community Services provides 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 3.5% of budgeted expenditures.

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

Below is the **Budget Summary** for the 2026-27 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	$ 409,618,854	$ 15,402,120	$ 70,603,685	$ 44,353,696	$ 3,652,400
Total Expenditures	$ 414,533,264	$ 15,402,120	$ 70,960,109	$ 165,929,251	$ 7,000,000
Other Financing Uses	$ -	$ -	$ 2	$ 18,568,750	$ -
Excess of Revenues / Other Financing Sources Over / (Under) Expenditures and Other Financing Uses	$ (4,914,410)	$ -	$ (356,425)	$ (140,144,304)	$ (3,347,600)
Beginning Total Fund Balance*	$ 33,366,181	$ 3,548,886	$ 30,234,156	$ 140,244,304	$ 8,393,703
Ending Total Fund Balance	$ 28,451,771	$ 3,548,886	$ 29,877,730	$ 99,999	$ 5,046,103

**Estimated Beginning Fund Balance*

Financial Section

Enrollment and Staff Counts

FTE ENROLLMENT COUNTS	Average* 2022-2023	Average* 2023-2024	Average* 2024-2025	Budget** 2025-2026	Budget 2026-2027
Kindergarten**	1,273.94	1,155.60	1,208.91	1,103.00	975.00
Grade 1	1,345.58	1,332.05	1,181.37	1,214.00	1,074.00
Grade 2	1,314.89	1,382.87	1,327.48	1,202.00	1,201.00
Grade 3	1,443.23	1,358.76	1,434.21	1,377.00	1,266.00
Grade 4	1,422.17	1,453.90	1,359.62	1,432.00	1,346.00
Grade 5	1,531.43	1,432.59	1,443.77	1,362.00	1,426.00
Subtotal - Elementary School (K-5)	**8,331.24**	**8,115.77**	**7,955.36**	**7,690.00**	**7,288.00**
Grade 6	1,532.87	1,544.76	1,417.69	1,446.00	1,355.00
Grade 7	1,536.94	1,519.05	1,535.18	1,405.00	1,406.00
Grade 8	1,590.74	1,553.96	1,498.92	1,528.00	1,409.00
Subtotal - Middle School (6-8)	**4,660.55**	**4,617.77**	**4,451.79**	**4,379.00**	**4,170.00**
Grade 9	1,587.73	1,621.26	1,563.52	1,537.00	1,555.00
Grade 10	1,584.46	1,575.49	1,600.15	1,567.00	1,483.00
Grade 11 (excluding Running Start)	1,298.30	1,304.96	1,250.92	1,321.00	1,226.00
Grade 12 (excluding Running Start)	1,146.67	1,164.59	1,170.45	1,140.00	1,128.00
Subtotal - High School (9-12)	**5,617.16**	**5,666.30**	**5,585.04**	**5,565.00**	**5,392.00**
SUBTOTAL -K -12	**18,608.95**	**18,399.84**	**17,992.19**	**17,634.00**	**16,850.00**
Running Start	583.53	667.65	739.15	730.00	840.00
Dropout Reengagement Enrollment	12.68	10.86	5.60	0.00	0.00
ALE Enrollment	19.35	25.53	43.01	50.00	80.00
TOTAL K-12	**19,224.51**	**19,103.88**	**18,779.95**	**18,414.00**	**17,770.00**
Transition to Kindergarten (TTK)	42.00	43.00	73.00	75.00	75.00
GRAND TOTAL	**19,266.51**	**19,146.88**	**18,852.95**	**18,489.00**	**17,845.00**

STAFF COUNTS	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget** 2025-2026	Budget 2026-2027
General Fund FTE Certificated Employees****	1,289.28	1,308.93	1,354.39	1,340.22	1,272.59
General Fund FTE Classified Employees****	721.71	763.39	849.95	885.26	870.13

* 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.

*** 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										
	2022-2023		2023-2024		2024-2025		2025-2026		2026-2027	
TEACHING ACTIVITIES	Cert	Class	Cert	Class	Cert	Class	Cert	Class	Cert	Class
27 - Teaching	1,074.30	199.09	1,088.40	230.83	1,113.50	243.60	1,085.62	246.75	1,018.19	244.54
28 - Extracurricular	-	9.06	1.00	10.34	1.00	11.17	1.00	12.21	1.00	11.24
TOTAL - Teaching Activities	**1,074.30**	**208.14**	**1,089.40**	**241.17**	**1,114.50**	**254.77**	**1,086.62**	**258.96**	**1,019.19**	**255.78**
TEACHING SUPPORT	Cert	Class	Cert	Class	Cert	Class	Cert	Class	Cert	Class
22 - Learning Resources	23.40	17.18	22.60	17.19	22.00	17.20	21.90	17.81	21.80	16.90
24 - Guidance and Counseling	51.00	20.75	52.00	21.55	51.00	21.77	51.00	21.70	51.00	19.54
25 - Pupil Management and Safety	-	31.31	-	29.21	-	21.48	-	21.73	-	21.20
26 - Health / Related Services	63.20	45.87	80.30	44.82	89.80	43.41	90.90	44.24	89.80	42.80
31 - Instructional Prof Development	15.60	-	12.80	-	12.80	-	12.80	-	12.80	-
32 - Instructional Technology	-	28.05	-	27.35	-	27.60	-	27.76	-	27.14
35 - Pupil Safety	-	-	-	-	-	7.06	-	7.06	-	7.03
TOTAL - Teaching Support	**153.20**	**143.15**	**167.70**	**140.11**	**175.60**	**138.51**	**176.60**	**140.29**	**175.40**	**134.60**
OTHER SUPPORT ACTIVITIES	Cert	Class	Cert	Class	Cert	Class	Cert	Class	Cert	Class
44 - Food Services Operations	-	48.15	-	48.91	-	47.22	-	46.81	-	41.80
52 - Operations	-	81.45	-	81.45	-	77.16	-	76.78	-	75.75
53 - Maintenance	-	7.50	-	7.50	-	7.50	-	6.50	-	5.50
62 - Grounds - Maintenance	-	17.95	-	17.50	-	17.00	-	17.00	-	18.00
63 - Operation of Buildings	-	118.66	-	119.19	-	119.19	-	119.19	-	115.19
64 - Maintenance	-	26.88	-	23.88	-	24.88	-	25.72	-	23.88
65 - Utilities	-	0.88	-	-	-	-	-	-	-	-
72 - Information Systems	-	9.12	-	8.22	-	8.21	-	10.43	-	10.97
74 - Warehousing and Distribution	-	4.16	-	3.66	-	3.66	-	3.66	-	3.66
75 - Motor Pool	-	2.50	-	2.50	-	3.50	-	3.50	-	3.50
91 - Public Activities	-	80.73	-	78.93	-	82.99	-	86.96	-	97.04
TOTAL - Other Support Activities	-	**397.97**	-	**391.73**	-	**391.30**	-	**396.55**	-	**395.27**
BUILDING ADMINISTRATION	Cert	Class	Cert	Class	Cert	Class	Cert	Class	Cert	Class
23 - Principal's Office	53.00	25.81	52.00	25.81	53.00	25.18	55.00	25.44	56.00	23.89
TOTAL - Building Administration	**53.00**	**25.81**	**52.00**	**25.81**	**53.00**	**25.18**	**55.00**	**25.44**	**56.00**	**23.89**
CENTRAL ADMINISTRATION	Cert	Class	Cert	Class	Cert	Class	Cert	Class	Cert	Class
12 - Superintendent's Office	2.00	8.95	2.00	7.67	2.00	7.65	2.00	7.21	1.00	5.18
13 - Business Office	-	18.28	-	18.73	-	18.48	-	17.01	-	16.20
14 - Human Resources	3.00	8.32	2.60	6.82	2.00	7.69	2.00	7.95	2.00	7.01
15 - Public Relations	1.00	1.78	1.00	2.66	1.00	2.66	-	3.57	-	3.57
21 -Supervision - Instruction	21.50	12.07	17.00	11.78	18.00	11.42	18.00	12.74	19.00	13.14
41 - Supervision - Food Services	-	3.58	-	3.58	-	3.58	-	3.58	-	3.54
51 - Supervision - Transportation	-	5.11	-	5.11	-	5.11	-	5.57	-	5.57
61 - Supervision - Building	-	5.05	-	6.41	-	6.41	-	6.41	-	6.41
TOTAL - Central Administration	**27.50**	**63.14**	**22.60**	**62.74**	**23.00**	**62.99**	**22.00**	**64.02**	**22.00**	**60.59**
TOTAL STAFF FTE	Cert	Class	Cert	Class	Cert	Class	Cert	Class	Cert	Class
TOTAL STAFF FTE	**1,308.00**	**838.22**	**1,331.70**	**861.56**	**1,366.10**	**872.76**	**1,340.22**	**885.26**	**1,272.59**	**870.13**

General Fund Summary ($415M)

REVENUES AND OTHER FINANCING SOURCES	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
1000 Local Taxes	$ 57,342,749	$ 60,549,462	$ 60,884,466	$ 66,255,681	$ 71,508,986
2000 Local Nontax Support	$ 19,245,635	$ 21,493,172	$ 22,073,563	$ 37,426,705	$ 40,872,057
3000 State, General Purpose	$ 201,667,940	$ 204,563,905	$ 211,541,453	$ 212,898,043	$ 210,569,282
4000 State, Special Purpose	$ 47,103,201	$ 53,638,992	$ 56,821,336	$ 57,956,835	$ 57,591,857
5000 Federal, General Purpose	$ 5,637	$ -	$ 25,184	$ 6,000	$ 6,000
6000 Federal, Special Purpose	$ 8,751,126	$ 9,438,087	$ 8,000,813	$ 8,423,270	$ 8,555,921
7000 From School Districts	$ 38,789	$ 31,600	$ 384,542	$ 370,000	$ 250,000
8000 From Agencies	$ 1,031,518	$ 1,054,619	$ 1,054,121	$ 1,274,003	$ 1,446,001
9000 Other Financing Sources	$ 12,238,994	$ 14,592,601	$ 16,230,025	$ 15,150,000	$ 18,818,750
Total Revenues	**$ 347,425,588**	**$ 365,362,438**	**$ 377,015,504**	**$ 399,760,537**	**$ 409,618,854**

EXPENDITURES	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
00 Classroom	$ 196,951,166	$ 203,643,504	$ 220,318,398	$ 234,941,867	$ 228,060,599
10 Federal Stimulus	$ 34,310	$ 35,635	$ -	$ -	$ -
20 Special Services	$ 43,797,321	$ 47,187,240	$ 50,527,123	$ 57,839,538	$ 58,509,782
30 Voc. Ed Instruction	$ 11,953,468	$ 12,294,038	$ 13,405,782	$ 12,433,824	$ 12,643,644
50,60,70 Other Instructional Pgms	$ 15,185,896	$ 16,399,999	$ 17,957,511	$ 21,244,883	$ 18,921,062
80 Community Services	$ 8,530,298	$ 9,754,327	$ 10,845,684	$ 14,201,291	$ 15,183,779
90 Support Services	$ 65,011,881	$ 68,403,169	$ 70,176,650	$ 77,186,060	$ 81,214,398
Total Expenditures	**$ 341,464,341**	**$ 357,717,915**	**$ 383,233,960**	**$ 417,847,463**	**$ 414,533,264**
Excess of Revenue over (under) Expenditures	**$ 5,961,247**	**$ 7,644,523**	**$ (6,218,456)**	**$ (18,086,926)**	**$ (4,914,410)**

BEGINNING FUND BALANCE	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026	Budget 2026-2027
GL 821 - Restricted for Carryover of Restricted Revenues	$ -	$ 220,265	$ 354,864	$ -	$ 541,538
GL 823 - Restricted for Carryover of TTK	$ -	$ -	$ -	$ -	$ 28,099
GL 828 - Restricted for Carryover of Food Service Revenue	$ 208,113	$ 494,370	$ -	$ 500,000	$ -
GL 840 - Nonspendable Fund Balance Inventory & Prepaid Items	$ 6,272,219	$ 7,876,325	$ 7,563,430	$ 6,500,000	$ 3,138,139
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	$ 1,608,170	$ 1,608,720
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	$ 21,500,000	$ 5,000,000
GL 890 - Unassigned Fund Balanced	$ 23,598,479	$ 20,526,691	$ 23,542,353	$ 15,176,467	$ 22,049,685
Total Beginning Fund Balance	**$ 38,478,868**	**$ 44,440,114**	**$ 52,084,637**	**$ 46,284,637**	**$ 33,366,181**

ENDING FUND BALANCE	Actual 2022-2023	Actual 2023-2024	Budget 2024-2025	Budget 2025-2026	Budget 2026-2027
GL 821 - Restricted for Carryover of Restricted Revenues	$ 220,265	$ 354,864	$ 541,538	$ -	$ 541,538
GL 823 - Restricted for Carryover of TTK	$ -	$ -	$ -	$ -	$ 28,099
GL 828 - Restricted for Carryover of Food Service Revenue	$ 208,113	$ 494,370	$ -	$ 500,000	$ -
GL 840 - Nonspendable Fund Balance - Inventory & Prepaid Items	$ 7,876,325	$ 7,563,430	$ 3,138,139	$ 5,000,000	$ 3,138,139
GL 850 - Restricted for Uninsured Risks	$ 500,000	$ 500,000	$ 500,000	$ 500,000	$ 500,000
GL 870 - Committed to Other Purposes	$ 1,108,720	$ 1,108,720	$ 1,608,720	$ 1,608,170	$ 1,608,720
GL 875 - Assigned to Contingencies	$ 500,000	$ 1,500,000	$ 500,000	$ 500,000	$ 500,000
GL 888 - Assigned to Other Purposes	$ 13,500,000	$ 17,000,000	$ 21,000,000	$ 7,500,000	$ 5,000,000
GL 890 - Unassigned Fund Balance	$ 20,526,691	$ 23,542,353	$ 18,549,685	$ 12,589,541	$ 17,135,275
Total Ending Fund Balance	**$ 44,440,114**	**$ 52,084,637**	**$ 45,866,181**	**$ 28,197,711**	**$ 28,451,771**

General Fund Expenditure by Program

BASIC INSTRUCTION	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
01 Classroom	$ 196,848,459	$ 203,091,210	$ 219,229,121	$ 233,769,104	$ 226,848,166
03 Basic Education - Dropout Reengagement	$ 102,707	$ -	$ 95,850	$ 100,000	$ 100,000
09 Transition to Kindergarten	$ -	$ 552,293	$ 993,428	$ 1,072,763	$ 1,112,433
Total Basic Instruction	**$ 196,951,166**	**$ 203,643,504**	**$ 220,318,398**	**$ 234,941,867**	**$ 228,060,599**
FEDERAL SPECIAL PURPOSE FUNDING	**Actual 2022-2023**	**Actual 2023-2024**	**Actual 2024-2025**	**Budget 2025-2026**	**Budget 2026-2027**
11 Federal Special Purpose - SLFRF	$ -	$ -	$ -	$ -	$ -
12 Federal Special Purpose - ESSER II	$ -	$ -	$ -	$ -	$ -
13 Federal Special Purpose - ESSER III	$ 21,810	$ 35,635	$ -	$ -	$ -
14 Federal Special Purpose - ESSER III Learning Loss	$ -	$ -	$ -	$ -	$ -
19 Federal Special Purpose - Cares Act	$ 12,500	$ -	$ -	$ -	$ -
Total Federal Special Purpose Funding	**$ 34,310**	**$ 35,635**	**$ -**	**$ -**	**$ -**
SPECIAL SERVICES	**Actual 2022-2023**	**Actual 2023-2024**	**Actual 2024-2025**	**Budget 2025-2026**	**Budget 2026-2027**
21 Special Services, State	$ 35,929,583	$ 40,974,669	$ 43,848,114	$ 50,264,073	$ 54,370,152
23 Special Services , ARP, IDEA, Federal	$ 472,286	$ -	$ -	$ -	$ -
24 Special Services, Federal	$ 7,395,451	$ 6,212,572	$ 6,679,010	$ 7,575,465	$ 4,139,630
Total Special Services	**$ 43,797,321**	**$ 47,187,240**	**$ 50,527,123**	**$ 57,839,538**	**$ 58,509,782**
VOCATIONAL EDUCATION	**Actual 2022-2023**	**Actual 2023-2024**	**Actual 2024-2025**	**Budget 2025-2026**	**Budget 2026-2027**
31 Vocational, Basic, State	$ 10,979,604	$ 11,432,071	$ 12,560,883	$ 11,403,920	$ 11,629,620
34 Middle School CTE, State	$ 799,474	$ 627,114	$ 601,774	$ 731,918	$ 726,363
38 Vocational, Federal	$ 174,390	$ 234,853	$ 243,125	$ 297,986	$ 287,661
Total Vocational Education Instruction	**$ 11,953,468**	**$ 12,294,038**	**$ 13,405,782**	**$ 12,433,824**	**$ 12,643,644**
OTHER INSTRUCTIONAL PROGRAMS	**Actual 2022-2023**	**Actual 2023-2024**	**Actual 2024-2025**	**Budget 2025-2026**	**Budget 2026-2027**
51 Disadvantaged / Title I, Federal	$ 1,054,844	$ 890,298	$ 900,227	$ 973,138	$ 842,669
52 Other Title Grants under ESEA, Federal	$ 644,732	$ 621,978	$ 609,063	$ 622,827	$ 529,645
55 Learning Assistance Program, State	$ 1,939,320	$ 2,117,932	$ 2,807,090	$ 2,849,373	$ 2,859,887
56 State Institutions - Echo Glen, State	$ 2,175,979	$ 2,497,936	$ 3,291,921	$ 3,877,081	$ 3,085,925
57 State Institutions - Echo Glen, Federal	$ 692,940	$ 625,080	$ 735,441	$ 839,791	$ 831,716
58 Special and Pilot Programs, State	$ 1,636,706	$ 1,675,512	$ 1,590,449	$ 1,782,225	$ 1,506,846
64 Limited English Proficiency, Federal	$ 86,217	$ 142,496	$ 136,254	$ 160,593	$ 157,754
65 Transitional Bilingual, State	$ 4,172,461	$ 3,906,067	$ 4,067,999	$ 4,379,870	$ 4,157,900
69 Compensatory, NJROTC	$ 269,835	$ 320,923	$ 282,257	$ 359,467	$ 308,233
73 Summer School	$ 352,519	$ 377,501	$ 399,917	$ 580,543	$ 147,960
74 Highly Capable	$ 891,598	$ 1,720,584	$ 1,552,362	$ 1,541,080	$ 1,576,043
79 Instructional Programs, Others	$ 1,268,746	$ 1,503,693	$ 1,584,530	$ 3,278,895	$ 2,916,484
Total Other Instructional Programs	**$ 15,185,896**	**$ 16,399,999**	**$ 17,957,511**	**$ 21,244,883**	**$ 18,921,062**
COMMUNITY SERVICES	**Actual 2022-2023**	**Actual 2023-2024**	**Actual 2024-2025**	**Budget 2025-2026**	**Budget 2026-2027**
88 Early Learning Programs	$ 8,530,298	$ 9,754,327	$ 10,845,684	$ 14,201,291	$ 15,183,779
Total Community Services	**$ 8,530,298**	**$ 9,754,327**	**$ 10,845,684**	**$ 14,201,291**	**$ 15,183,779**
SUPPORT SERVICES	**Actual 2022-2023**	**Actual 2023-2024**	**Actual 2024-2025**	**Budget 2025-2026**	**Budget 2026-2027**
97 District-wide Support	$ 43,683,221	$ 46,626,585	$ 47,979,421	$ 53,182,040	$ 57,194,125
98 School Food Services	$ 7,389,455	$ 7,631,350	$ 7,808,615	$ 8,609,729	$ 8,288,902
99 Pupil Transportation	$ 14,369,596	$ 14,416,260	$ 14,814,167	$ 15,394,291	$ 15,731,371
Total Support Services	**$ 65,442,272**	**$ 68,674,194**	**$ 70,602,203**	**$ 77,186,060**	**$ 81,214,398**
TOTAL PROGRAM EXPENDITURES	**Actual 2022-2023**	**Actual 2023-2024**	**Actual 2024-2025**	**Budget 2025-2026**	**Budget 2026-2027**
TOTAL PROGRAM EXPENDITURES	**$ 341,894,732**	**$ 357,988,939**	**$ 383,659,513**	**$ 417,847,463**	**$ 414,533,264**

General Fund Expenditure by Program Funding Source

		FUNDING SOURCE		
BASIC INSTRUCTION	**Budget 2026-2027**	**State Resources**	**Federal Resources**	**Local and Other Resources & Reserve**
Total Basic Instruction	**$ 228,060,599**	**$ 176,446,657**	**$ 6,000**	**$ 51,607,942**
SPECIAL SERVICES	**Budget 2026-2027**	**State Resources**	**Federal Resources**	**Local and Other Resources & Reserve**
Total Special Services	**$ 58,509,782**	**$ 37,235,922**	**$ 4,251,959**	**$ 17,021,901**
VOCATIONAL EDUCATION	**Budget 2026-2027**	**State Resources**	**Federal Resources**	**Local and Other Resources & Reserve**
Total Vocational Education Instruction	**$ 12,643,644**	**$ 12,228,450**	**$ 166,068**	**$ 249,126**
OTHER INSTRUCTIONAL PROGRAMS	**Budget 2026-2027**	**State Resources**	**Federal Resources**	**Local and Other Resources & Reserve**
51 Disadvantaged / Title I, Federal	$ 842,669	$ -	$ 827,060	$ 15,609
52 Other Title Grants under ESEA, Federal	$ 529,645	$ -	$ 349,624	$ 180,021
55 Learning Assistance Program, State	$ 2,859,887	$ 2,235,005	$ -	$ 624,882
56/57 State Institutions - Echo Glen, State/Federal	$ 3,917,641	$ 2,780,711	$ 701,068	$ 435,862
58 Special and Pilot Programs, State	$ 1,506,846	$ 1,400,010	$ -	$ 106,836
64 Limited English Proficiency, Federal	$ 157,754	$ -	$ 151,641	$ 6,113
65 Transitional Bilingual, State	$ 4,157,900	$ 3,109,508	$ -	$ 1,048,392
69 Compensatory, NJROTC	$ 308,233	$ -	$ 173,500	$ 134,733
73 Summer School	$ 147,960	$ -	$ -	$ 147,960
74 Highly Capable	$ 1,576,043	$ 671,367	$ -	$ 904,676
79 Instructional Programs, Others	$ 2,916,484	$ -	$ -	$ 2,916,484
Total Other Instructional Programs	**$ 18,921,062**	**$ 10,196,601**	**$ 2,202,893**	**$ 6,521,568**
COMMUNITY SERVICES	**Budget 2026-2027**	**State Resources**	**Federal Resources**	**Local and Other Resources & Reserve**
Total Community Services	**$ 15,183,779**	**$ -**	**$ -**	**$ 15,183,779**
SUPPORT SERVICES	**Budget 2026-2027**	**State Resources**	**Federal Resources**	**Local and Other Resources & Reserve**
97 District-wide Support	$ 57,194,125	$ 17,637,483	$ -	$ 39,556,642
98 School Food Services	$ 8,288,902	$ 15,000	$ 1,935,001	$ 6,338,901
99 Pupil Transportation	$ 15,731,371	$ 14,401,026	$ -	$ 1,330,345
Total Support Services	**$ 81,214,398**	**$ 32,053,509**	**$ 1,935,001**	**$ 47,225,888**
TOTAL PROGRAM EXPENDITURES	**Budget 2026-2027**	**State Resources**	**Federal Resources**	**Local and Other Resources & Reserve**
TOTAL PROGRAM EXPENDITURES	**$ 414,533,264**	**$ 268,161,139**	**$ 8,561,921**	**$ 137,810,204**

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 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
1000 General Student Body	$ 2,373,625	$ 2,481,129	$ 2,511,924	$ 7,990,350	$ 7,481,840
2000 Athletics	$ 893,968	$ 914,024	$ 885,860	$ 3,475,500	$ 4,082,450
3000 Classes	$ 204,945	$ 186,468	$ 178,462	$ 431,480	$ 418,000
4000 Clubs	$ 804,399	$ 1,035,371	$ 1,186,554	$ 2,820,700	$ 3,084,725
6000 Private Moneys	$ 31,256	$ 52,233	$ 24,295	$ 391,700	$ 335,105
Total Revenues	**$ 4,308,193**	**$ 4,669,225**	**$ 4,787,094**	**$ 15,109,730**	**$ 15,402,120**

EXPENDITURES	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
1000 General Student Body	$ 1,824,871	$ 1,769,689	$ 1,658,446	$ 7,474,750	$ 6,918,495
2000 Athletics	$ 1,473,352	$ 1,543,123	$ 1,481,701	$ 3,881,350	$ 4,586,250
3000 Classes	$ 190,202	$ 190,089	$ 191,459	$ 475,000	$ 431,220
4000 Clubs	$ 866,372	$ 995,017	$ 1,112,310	$ 2,883,730	$ 3,117,200
6000 Private Moneys	$ 27,770	$ 49,210	$ 26,642	$ 394,900	$ 348,955
Total Expenditures	**$ 4,382,567**	**$ 4,547,128**	**$ 4,470,558**	**$ 15,109,730**	**$ 15,402,120**
Excess of Revenue over (under) Expenditures	**$ (74,374)**	**$ 122,098**	**$ 316,536**	**$ -**	**$ -**

BEGINNING FUND BALANCE	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
GL 819 - Restricted for Fund Purposes	$ 2,777,142	$ 2,617,956	$ 2,775,250	$ 3,009,341	$ 3,204,442
GL 840 - Nonspendable Fund Balance Inventory & Prepaid Items	$ 184,475	$ 269,287	$ 234,091	$ 200,000	$ 344,444
Total Beginning Fund Balance	**$ 2,961,617**	**$ 2,887,243**	**$ 3,009,341**	**$ 3,209,341**	**$ 3,548,886**

ENDING FUND BALANCE	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
GL 819 - Restricted for Fund Purposes	$ 2,617,956	$ 2,775,250	$ 2,981,433	$ 3,009,341	$ 3,204,442
GL 840 - Nonspendable Fund Balance - Inventory & Prepaid Items	$ 269,287	$ 234,091	$ 344,444	$ 200,000	$ 344,444
Total Ending Fund Balance	**$ 2,887,243**	**$ 3,009,341**	**$ 3,325,877**	**$ 3,209,341**	**$ 3,548,886**

Debt Service Fund Summary ($71M)

REVENUES AND OTHER FINANCING SOURCES	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
1000 Local Taxes	$ 60,816,959	$ 56,202,974	$ 60,390,467	$ 73,406,728	$ 69,553,683
2000 Local Nontax Support	$ 714,075	$ 1,318,712	$ 1,423,028	$ 1,000,000	$ 1,000,000
3000 State, General Purpose	$ 25,835	$ 19,317	$ 98,828	$ 100,000	$ 50,000
5000 Federal, General Purpose	$ -	$ -	$ -	$ -	$ -
9000 Other Financing Sources	$ 50,854,892	$ 79,742,703	$ 2	$ 2	$ 2
Total Revenues	**$ 112,411,761**	**$ 137,283,706**	**$ 61,912,324**	**$ 74,506,730**	**$ 70,603,685**

EXPENDITURES	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
Matured Bond Expenditures	$ 28,455,000	$ 25,110,000	$ 32,965,000	$ 56,850,000	$ 47,310,000
Interest on Bonds	$ 29,643,998	$ 27,782,386	$ 27,084,653	$ 25,375,529	$ 22,950,107
Interfund Loan Interest	$ -	$ -	$ -	$ 2	$ 2
Bond Transfer Fees	$ 2,830	$ 3,670	$ 3,771	$ 200,000	$ 200,000
Arbitrage Rebate	$ -	$ -	$ -	$ -	$ -
Underwriter's Fees	$ 324,925	$ 541,930	$ -	$ 500,000	$ 500,000
Total Expenditures	**$ 58,426,752**	**$ 53,437,986**	**$ 60,053,424**	**$ 82,925,531**	**$ 70,960,109**
Other Financing Uses - GL 535	**$ 50,527,868**	**$ 80,007,962**	**$ -**	**$ 2**	**$ 2**
Excess of Revenue over (under) Expenditures	**$ 3,457,140**	**$ 3,837,758**	**$ 1,858,900**	**$ (8,418,802)**	**$ (356,425)**

BEGINNING FUND BALANCE	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
GL 830 - Restricted for Debt Service	$ 28,419,905	$ 31,877,045	$ 35,714,803	$ 37,573,703	$ 30,234,156
Total Beginning Fund Balance	**$ 28,419,905**	**$ 31,877,045**	**$ 35,714,803**	**$ 37,573,703**	**$ 30,234,156**

ENDING FUND BALANCE	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
GL 830 - Restricted for Debt Service	$ 31,877,045	$ 35,714,803	$ 37,573,703	$ 29,154,900	$ 29,877,731
GL 890 - Unassigned Fund Balance	$ -	$ -	$ -	$ -	$ -
Total Ending Fund Balance	**$ 31,877,045**	**$ 35,714,803**	**$ 37,573,703**	**$ 29,154,900**	**$ 29,877,730**

Capital Projects Fund Summary ($166M)

REVENUES AND OTHER FINANCING SOURCES	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
1000 Local Taxes	$ 25,002,246	$ 33,702,919	$ 35,985,954	$ 36,971,999	$ 38,307,181
2000 Local Nontax Support	$ 3,793,154	$ 5,985,491	$ 6,558,216	$ 2,335,000	$ 3,631,300
3000 State, General Purpose	$ 8,992	$ 12,409	$ 61,772	$ 50,000	$ 10,000
4000 State, Special Purpose	$ -	$ 975,786	$ 955,798	$ -	$ 1,890,215
5000 Federal, General Purpose	$ 549,506	$ 278,526	$ 557,029	$ 549,000	$ 515,000
6000 Federal, Special Purpose	$ 1,047,260	$ -	$ -	$ -	$ -
9000 Other Financing Sources	$ -	$ -	$ -	$ -	$ -
Total Revenues	**$ 30,401,158**	**$ 40,955,131**	**$ 44,118,769**	**$ 39,905,999**	**$ 44,353,696**

EXPENDITURES	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
10 Sites	$ -	$ -	$ -	$ -	$ 410,235
20 Buildings	$ 7,581,632	$ 6,290,414	$ 5,861,817	$ 148,800,955	$ 154,103,294
30 Equipment	$ 7,910,403	$ 7,048,164	$ 7,456,216	$ 12,536,498	$ 11,322,818
40 Energy	$ -	$ -	$ 931,380	$ -	$ 92,904
50 Sales and Lease Expenditures	$ -	$ -	$ -	$ -	$ -
60 Bond Issuance Expenditures	$ -	$ -	$ -	$ -	$ -
90 Debt Expenditures	$ -	$ -	$ -	$ -	$ -
Total Expenditures	**$ 15,492,035**	**$ 13,338,578**	**$ 14,249,413**	**$ 161,337,453**	**$ 165,929,251**
Other Financing Uses - Transfers Out - GL 536	**$ 12,238,994**	**$ 13,151,283**	**$ 15,084,863**	**$ 15,000,000**	**$ 18,568,750**
Excess of Revenue over (under) Expenditures	**$ 2,670,129**	**$ 14,465,270**	**$ 14,784,494**	**$ (136,431,453)**	**$ (140,144,304)**

BEGINNING FUND BALANCE	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
GL 889 - Assigned to Fund Purposes	$ 93,015,106	$ 95,685,235	$ 110,150,505	$ 137,508,660	$ 140,244,304
Total Beginning Fund Balance	**$ 93,015,106**	**$ 95,685,235**	**$ 110,150,505**	**$ 137,508,660**	**$ 140,244,304**

ENDING FUND BALANCE	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
GL 889 - Assigned to Fund Purposes	$ 95,685,235	$ 110,150,505	$ 124,934,999	$ 1,077,206	$ 99,999
Total Ending Fund Balance	**$ 95,685,235**	**$ 110,150,505**	**$ 124,934,999**	**$ 1,077,206**	**$ 99,999**

Transportation Vehicle Fund Summary ($7M)

REVENUES AND OTHER FINANCING SOURCES	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
1100 Local Property Tax	$ 1,585,271	$ 1,394,044	$ 2,007	$ -	$ 1,052,400
1300 Sale of Tax Title Property	$ -	$ -	$ -	$ 1	$ -
1400 Local in lieu of Taxes	$ -	$ 1,292	$ -	$ 1	$ -
1500 Timber Excise Tax	$ -	$ -	$ -	$ -	$ -
2300 Investment Earnings	$ 68,220	$ 296,573	$ 404,381	$ 40,000	$ 200,000
3600 State Forests	$ 368	$ -	$ -	$ 1	$ -
4300 Other State Agencies-Unassigned	$ -	$ -	$ 150,000	$ 846,952	$ -
4499 Transportation Reimbursement Depreciation	$ 2,443,883	$ 3,198,402	$ 2,592,524	$ 2,600,000	$ 2,400,000
9300 Sale of Equipment	$ 18,000	$ 10,500	$ 61,525	$ 1	$ -
Total Revenues	**$ 4,115,742**	**$ 4,900,813**	**$ 3,210,437**	**$ 3,486,956**	**$ 3,652,400**

EXPENDITURES	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
33 Transportation Equipment Purchases	$ -	$ 498,488	$ 4,161,378	$ 4,800,000	$ 5,800,000
34 Transportation Equipment Major Repair	$ -	$ 1,412	$ 588,562	$ -	$ -
44 Transportation Equipment Capital Improvement	$ -	$ -	$ -	$ -	$ 1,200,000
Total Expenditures	**$ -**	**$ 499,900**	**$ 4,749,939**	**$ 4,800,000**	**$ 7,000,000**
Excess of Revenue over (under) Expenditures	**$ 4,115,742**	**$ 4,400,913**	**$ (1,539,502)**	**$ (1,313,044)**	**$ (3,347,600)**

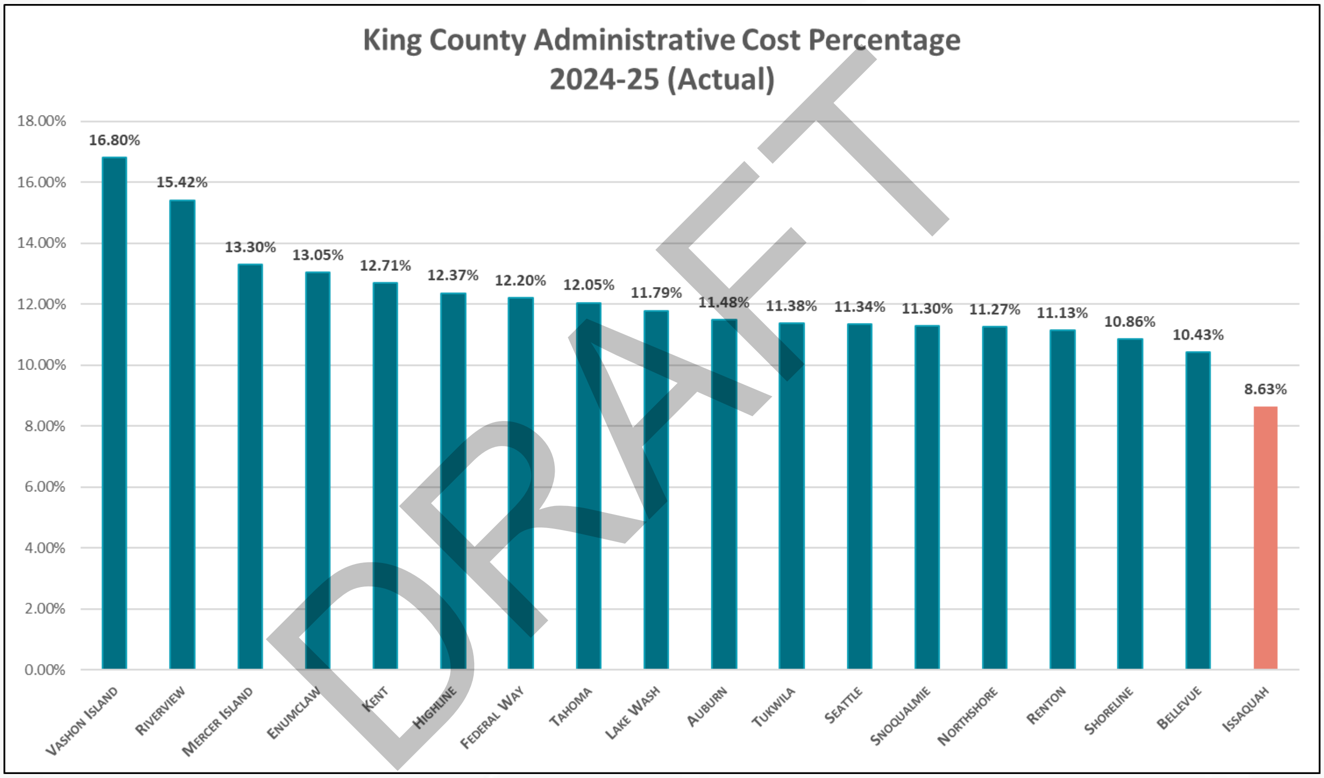
BEGINNING FUND BALANCE	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
GL 819 - Restricted for Fund Purposes	$ 2,075,755	$ 6,191,497	$ 10,592,410	$ 11,155,492	$ 8,393,703
Total Beginning Fund Balance	**$ 2,075,755**	**$ 6,191,497**	**$ 10,592,410**	**$ 11,155,492**	**$ 8,393,703**

ENDING FUND BALANCE	Actual 2022-2023	Actual 2023-2024	Actual 2024-2025	Budget 2025-2026	Budget 2026-2027
GL 819 - Restricted for Fund Purposes	$ 6,191,497	$ 10,592,410	$ 9,052,908	$ 9,842,448	$ 5,046,103
Total Ending Fund Balance	**$ 6,191,497**	**$ 10,592,410**	**$ 9,052,908**	**$ 9,842,448**	**$ 5,046,103**

Informational Section

Administrative Cost Comparison

TOTAL CENTRAL & BUILDING ADMIN COSTS TOTAL BUDGET %	Actual King County District Average 2024-25	Actual Issaquah 2024-25	Budget Issaquah 2025-26	Budget Issaquah 2026-27
TOTAL ADMIN COSTS	**11.52%**	**8.63%**	**8.68%**	**8.99%**



Source: OSPI F196; Activity Codes 11, 12, 13, 14, 15, 21, 23, 41, 51, 61

Four-Year Financial Forecast – General Fund

F-195F *Summary of General Fund Budget*	2026-2027 Budget	2027-2028 Forecast	2028-2029 Forecast	2029-2030 Forecast
BEGINNING FUND BALANCE	$ 33,366,181	$ 28,451,771	$ 29,043,388	$ 31,649,151
REVENUES AND OTHER FINANCING SOURCES				
1000 Local Taxes	71,508,986	76,778,600	79,673,360	81,947,160
2000 Local Nontax Support	40,872,057	41,485,138	42,107,415	42,739,026
3000 State, General Purpose	210,569,282	213,727,821	215,865,099	218,023,750
4000 State, Special Purpose	57,591,857	58,455,735	59,332,571	60,222,559
5000 Federal, General Purpose	6,000	6,000	6,000	6,000
6000 Federal, Special Purpose	8,555,921	8,684,260	8,814,524	8,946,742
7000 From School Districts	250,000	253,750	257,556	261,420
8000 From Agencies	1,446,001	1,467,691	1,489,706	1,512,052
9000 Other Financing Sources	18,818,750	19,195,125	19,579,028	19,970,608
Total Revenues and Other Financing Sources	**$ 409,618,854**	**$ 420,054,120**	**$ 427,125,259**	**$ 433,629,317**
EXPENDITURES				
00 Classroom	228,060,599	232,393,750	236,809,232	241,308,607
20 Special Services	58,509,782	59,621,468	60,754,276	61,908,607
30 Voc. Ed Instruction	12,643,644	12,883,873	13,128,667	13,378,111
50,60,70 Other Instructional Pgms	18,921,062	19,280,562	19,646,893	20,020,184
80 Community Services	15,183,779	15,008,103	14,834,459	14,662,824
90 Support Services	81,214,398	80,274,747	79,345,969	78,427,936
Total Expenditures	**$ 414,533,264**	**$ 419,462,503**	**$ 424,519,496**	**$ 429,706,269**
Excess of Revenue over (under) Expenditures	$ (4,914,410)	$ 591,617	$ 2,605,763	$ 3,923,048
ENDING FUND BALANCE	$ 28,451,771	$ 29,043,388	$ 31,649,151	$ 35,572,199

Source: F-195F Summary of General Fund Budget

Five-Year Enrollment Projections

The table below provides full-time equivalent (FTE) enrollment actuals as of Oct 1 of the fiscal year, along with future year projections. These figures represent students enrolled in K–12 programs and include participation in Alternative Learning Experience (ALE) programs, Running Start, and Transition to Kindergarten (TTK).

Enrollment Projections	2021-22 Oct 1	2022-23 Oct 1	2023-24 Oct 1	2024-25 Oct 1	2025-26 Oct 1	2026-27 Projections	2027-28 Projections	2028-29 Projections	2029-30 Projections	2030-31 Projections
Kindergarten	1,171.28	1,246.48	1,152.02	1,123.23	1,025.29	975.00	1,066.95	1,046.85	1,049.78	1,037.95
Grade 1	1,236.95	1,331.70	1,329.14	1,176.20	1,176.58	1,074.00	1,062.10	1,112.39	1,091.20	1,094.22
Grade 2	1,401.24	1,296.07	1,378.30	1,322.00	1,211.20	1,201.00	1,075.49	1,077.16	1,127.68	1,107.05
Grade 3	1,389.14	1,442.00	1,362.89	1,438.04	1,365.12	1,266.00	1,232.02	1,115.57	1,117.33	1,169.60
Grade 4	1,493.48	1,408.86	1,451.10	1,353.56	1,434.65	1,346.00	1,250.97	1,231.66	1,115.15	1,116.41
Grade 5	1,517.63	1,530.93	1,430.95	1,444.24	1,370.63	1,426.00	1,358.96	1,247.70	1,228.30	1,112.92
Subtotal - Elementary	**8,209.72**	**8,256.04**	**8,104.40**	**7,857.27**	**7,583.47**	**7,288.00**	**7,046.49**	**6,831.33**	**6,729.44**	**6,638.15**
Grade 6	1,526.85	1,526.46	1,542.09	1,410.76	1,416.12	1,355.00	1,402.56	1,332.99	1,223.66	1,204.44
Grade 7	1,601.47	1,531.96	1,517.81	1,538.23	1,435.37	1,406.00	1,333.89	1,393.37	1,323.68	1,215.93
Grade 8	1,583.61	1,596.04	1,550.71	1,500.74	1,523.68	1,409.00	1,390.71	1,319.89	1,378.42	1,309.78
Subtotal - Middle	**4,711.93**	**4,654.46**	**4,610.61**	**4,449.73**	**4,375.17**	**4,170.00**	**4,127.16**	**4,046.25**	**3,925.76**	**3,730.15**
Grade 9	1,653.56	1,588.95	1,630.81	1,574.25	1,506.55	1,555.00	1,433.43	1,406.04	1,334.85	1,393.88
Grade 10	1,576.67	1,594.02	1,587.68	1,623.91	1,551.44	1,483.00	1,504.09	1,407.53	1,380.29	1,310.66
Grade 11	1,305.04	1,326.60	1,334.39	1,279.98	1,284.89	1,226.00	1,210.62	1,222.55	1,144.90	1,122.41
Grade 12	1,164.17	1,149.14	1,190.56	1,192.68	1,119.96	1,128.00	1,127.01	1,086.66	1,096.65	1,027.34
Subtotal - High	**5,699.44**	**5,658.71**	**5,743.44**	**5,670.82**	**5,462.84**	**5,392.00**	**5,275.15**	**5,122.78**	**4,956.69**	**4,854.29**
SUBTOTAL -K -12	**18,621.09**	**18,569.21**	**18,458.45**	**17,977.82**	**17,421.48**	**16,850.00**	**16,448.80**	**16,000.36**	**15,611.89**	**15,222.59**
Running Start	672.23	607.90	660.77	739.43	814.04	840.00	830.00	830.00	830.00	830.00
ALE, Open Doors	20.32	37.88	38.46	44.76	50.58	80.00	80.00	80.00	80.00	80.00
TOTAL K-12	**19,313.63**	**19,214.99**	**19,157.68**	**18,762.01**	**18,235.52**	**17,770.00**	**17,358.80**	**16,910.36**	**16,521.89**	**16,132.59**
Transition to Kinder (TTK)	12.00	42.00	44.00	73.00	73.00	75.00	75.00	75.00	75.00	75.00
GRAND TOTAL	**19,325.63**	**19,256.99**	**19,201.68**	**18,835.01**	**18,308.52**	**17,845.00**	**17,433.80**	**16,985.36**	**16,596.89**	**16,207.59**