



**Conseil scolaire
francophone de la
Colombie-Britannique**

Financial Statement Discussion and Analysis

30 juin 2025

Conseil Scolaire Francophone de Colombie Britannique
Financial Statement Discussion & Analysis
For the Year Ended June 30, 2025

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The following is a discussion and analysis of the School District's financial performance for the fiscal year ended June 30, 2025. This section of the report is a summary of the School District's financial activities based on currently known facts, decisions, or conditions. The results of the current year are discussed in comparison with the prior year, with an emphasis placed on the current year. This report should be read in conjunction with the School District's financial statements.

OVERVIEW OF THE SCHOOL DISTRICT

The Conseil Scolaire Francophone serves about 6,000 student FTE in in several communities through the province of British Columbia: 32 elementary schools, 1 virtual school, 10 secondary schools and 4 K-12 Schools.

Strategic Plan 2021 guides the Board of Education and its employees and partners in delivering educational programs through the period 2021/22 to 2025/26. The Strategic Plan is organized around the following three pillars (our students, our staff, our families and our communities) and two themes (recruitment and retention, inclusion).

The Board of Education has begun the process to develop this strategic plan with community consultation in the fall of 2021. Under the *School Act* and Policy 2 (Role of the Board), the Board is responsible for the improvement of student achievement, and the strategic plan is the means to achieving this objective.

COMPOSITION OF THE FINANCIAL STATEMENTS

The two key statements are:

- A statement of financial position (Statement 1), which summarises the assets and liabilities at June 30th. This provides an indication of the financial health of the District.
- A statement of operations (Statement 2), which summarises the revenues received, and expenses incurred during the twelve months between July 1 and June 30. This provides an indication of the funding received by the District and how the District spent that funding.

The Statement of Changes in Net Financial Assets Debt (Statement 4), the Statement of Cash Flows (Statement 5) and the notes to the financial statements provide further analysis of the District's finances.

The District manages its financial activities in three distinct areas, being the

- Operating fund,
- Special purpose funds,
- Capital fund.

The schedules at the end of the notes to the financial statements are in a format prescribed by the Ministry of Education and Child Care. These schedules provide more detail specific to each of these funds. The balances in these schedules are consistent, when combined together, with the financial statements.

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- Schedule 1 illustrates the sum of the funds.
- Schedule 2 provides detail on the Operating Fund.
The Operating Fund accounts for the District's operating grants and other operating revenues. Legislation requires that the District present a balanced budget for the Operating Fund, whereby budgeted expenditure does not exceed the total of budgeted revenue and any surplus in the operating fund carried forward from previous years.
- Schedule 3 provides detail on the Special Purpose Funds
The Special Purpose Funds account for grants and contributions that the provider directs towards specific activities. As these are targeted grants, the Board accounts for any unspent funding as deferred revenue, not as accumulated surplus.
- Schedule 4 provides detail on the Capital Fund. The capital fund accounts for:
 - The capital assets of the District, including buildings, furniture, computers and equipment.
 - Grants directed by agreement with a third party for the purchase of capital assets.
 - Funds restricted by the Board for future capital asset purchases (local capital).

FINANCIAL HIGHLIGHTS

Capital Investment

During the year ended June 30, 2025, the district invested \$33.8 million in capital additions that were funded by: Provincial capital funding (\$31.0 million), ministry restricted capital (\$1.0 million), the operating fund (\$1.5 million), and the special purpose fund (\$0.3 million). Capital additions during the year included the following projects:

Land \$14.4 million	Lansdowne, Victoria \$14.4M
Buildings with WIP \$17.8 million	Building for Pemberton \$8.2M New portable at Smithers : \$1.8M Building for Burnaby \$1.4M HVAC improvement: \$1.7\$ Gym for Mission : \$1.0\$ Energy upgrade and carbon neutral : \$0.9M AFG : \$1.2M
Computers Hardware \$1.1 million	

Significant Financial Events

In 2024/25, the financial impacts included the following:

- **Enrolment and Funding**
The school age students FTE decreased -164 FTE.

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The special education department continue the effort to give the most appropriate designation to students. We noticed +10 students in level 2, +3 students in level 3 and -3 students in level 4. The CEF enrolment increased +17FTE.

While enrolment based funding decreased overall, the Students FTE decreased. The net financial pressure were high, even if the optimization of the need for staff and staffing levels were reviewed in neighbourhood schools as enrolment fluctuation occurred following school start-up.

- **Educational Programs**

The district continued Seamless kindergarten pilot program in two schools.

- **Health and Safety**

We pursued the upgrade of HVAC filters and increased fresh air circulation.

- **New school**

For 2024/25, the CSF added no new school.

- **Feeding Futures Fund**

In 2024/25, the district received \$1.1 million in funding from the Provincial governments targeted for food security. This funding and related costs were reported in the special purpose fund. This program is funded for 3 years.

- **OLEP Fund**

In 2024/25, the OLEP fund were not determined. The budget planned \$7.6M. This funding and related costs were reported in the special purpose fund. This program is funded for 5 years, 2023-2028.

FINANCIAL ANALYSIS OF THE SCHOOL DISTRICT

In this section, actual results are compared to the prior year and budget (where applicable) in more detail. For the statement of operations, the analysis is performed for each of the three funds.

Statement of Financial Position

The table below includes explanations for significant variances in the statement of financial position (statement 1) relative to the prior year.

Cash and cash equivalents

At June 30, 2025, the District held \$15.9 million in cash, deposited in financial institutions and the Province's central deposit system. This cash balance offsets the liabilities of the District and unspent funds restricted for use on specific projects. In June, \$6.0M were deposited in advance on 25-26 grants.

Accounts receivable

The District collects funds from various entities during the year, including the Ministry of Education and Child Care, unions for the cost of replacing union leaves, and various other reasons. The District had not collected some amounts by the year-end, which is normal.

The table below provides further detail as to the origin of these receivable amounts.

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As at June, 30	2024 \$	2025 \$	Comments
Due from Province - Ministry of Education and Child Care	3 312 393	3 891 370	This relates to capital costs incurred on projects that had yet to be reimbursed by the MoECC. The increase from the prior year reflects the level of construction and rental activity prior to the fiscal year-end.
Due from First Nations	218 213	206 624	First Nations pay the School District directly for the education of students who live on reserves. This amount represents the amount yet to be paid for the education of students.
Other (Note 3) <i>Due from Federal Government</i> <i>Other</i>	2 862 058 326 066 2 535 992	1 710 479 371 489 1 338 990	Due from Federal Gov : Relates to some funds to be paid, like Odyssée Program and Settlement Workers in Schools Initiative. Other : various other costs that the School District recovers from third parties. Most of the decrease is explained by the Reimbursement of legal costs we received.
Prepaid licence	204 307	183 876	Licence paid for École Jules Vernes to access to the location

Accounts payable and accrued liabilities

Accounts payable and accrued liabilities represent expenses that the District has incurred but not paid. They comprise the following amounts:

As at June, 30	2024 \$	2025 \$
Other (Note 4)	8 428 362	14 156 083
<i>Trade Payables</i>	<i>4 377 678</i>	<i>9 547 650</i>
<i>Salaries and Benefits Payables</i>	<i>3 408 510</i>	<i>3 877 295</i>
<i>Accrued Vacation Pay</i>	<i>642 174</i>	<i>731 138</i>

Trade Payables

Trade and other amounts Payable primarily relate to service, supply and asset purchase costs incurred before the year-end that the District had not yet paid at June 30. This amount is higher than the amount for 2024 because we increased the time for deferred schedules to pay some debts.

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Salaries and Benefits Payables

Wages payable – teachers’ 12-month instalment plan represents the amounts teaching staff have elected the District to withhold from their pay during the school year. The District then pays these amounts to those teachers in July and August.

Salaries and Pension contributions payable and payroll taxes payable relate to pension contributions and tax withholdings for June payroll. The District paid these amounts to the employees, the pension plan providers and CRA in early July, in the usual manner.

Accrued vacation pay decreased but stayed high due to staff being unable to, or choosing not to, take vacation in the summer.

Deferred Revenue

Deferred revenue represents the unspent portion of grants that the provider targets, by legislation or contractual obligation, for a specific purpose.

As at June, 30	2024 \$	2025 \$	Comments
Deferred Revenue (Note 5)	384 531	969 586	
Special Education Equipment	1 392	1 392	Funding allocated for supporting students with special education needs where the need for specific equipment is recommended by a qualified professional.
Service Delivery Transformation	47	0	Funding allocated for identifying opportunities that could be further explored.
School Generated Funds	57 272	258 253	This represents amounts increased in 2024/25 for activities to occur in schools.
Strong Start	42 644	93 104	Funding allocated for young children and not yet in school.
Ready, Set, Learn	0	5 212	Funding allocated for young children in kindergarten and grade 1. We used this fund by preparing activities and open day.
Classroom Enhancement Fund	24 468	21 561	The balance relates to amounts allocated for the provision of remedies to teachers that were not utilized by the end of the school year.

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As at June, 30	2024	2025	Comments
Changing Results for Young Children	30 927	30 927	Funding allocated for social and emotional well-being to improve outcomes for young children.
Early Childhood Education Dual Credit program	-	43 765	For grades 11 and 12 students to take post-secondary courses and receive credit towards both high school graduation and post-secondary credentials. For students interested in a career as an early childhood educator.
Feeding Futures Fund	91 586	44 726	The funds is used for purchasing food and hiring dedicated staff to co-ordinate the provision of meals and snacks for students who need them.
Student & Family Affordability	28 897	7 949	The funding can be used to: 1. Improve students' access to nutritional food / meals, before, during and after the school day 2. Directly offset costs to parents, guardians, and students, such as school supplies or other cost pressures they are facing using existing mechanisms such as hardship policies.
Just B4	50 000	75 000	It supports children in a school based preschool program to "just be four years old".
Strengthening Early Years to Kindergarten Transitions	30 099	40 611	The initiative provides opportunities for school districts and communities to work together in support of young children and their families. The program supports smooth transitions from home to school.
Health Career Grants	-	19 272	For grades 11 and 12 students to take post-secondary courses and receive credit towards both high school graduation and post-secondary credentials. For students interested in health

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As at June, 30	2024	2025	Comments
			sector careers, such as health care assistants, lab technicians, and nurses.
Professional Learning Grant	-	275 839	to provide: 1) professional learning for teachers and support staff in literacy development, 2) literacy information/resources for parents and caregivers, and 3) support the implementation of Literacy Framework
Adopt a school	27 199	1 873	Grant from the Society's Adopt-a-School Project to be used food security /emergency funds
ArtStart	-	3 526	To provides innovative arts programs and art education.
National School Food Program	-	46 576	The funds is used for purchasing food and hiring dedicated staff to co-ordinate the provision of meals and snacks for students who need them.

Deferred capital revenue and tangible capital assets

The deferred capital revenue balance is closely linked to the tangible capital asset balance. Tangible capital assets are things owned by the District that have a lifespan of more than one year. This includes school buildings and sites, furniture and most computer equipment.

As at June, 30	2024 \$	2025 \$
Deferred Capital Revenue (Note 6)	158 027 096	172 216 416
Tangible Capital Assets (Note 9)	286 168 334	312 946 011

Specific grants provided by the Ministry of Education and Child Care fund the majority of the District's capital expenditure, such as the construction/renovation of schools. Once an asset is built or acquired and is in use, the cost of that asset is amortized over the expected life of that asset. Any grants targeted towards the acquisition of that asset are also amortized over the expected life of that asset.

After allowing for amortization, the District has \$312.9 million of tangible capital assets. Of this, \$172.2 million (being the deferred capital revenue balance) of assets were purchased with targeted grants. Operating revenues and other non-targeted funding funded the remainder.

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The capital fund section, included later in this document, provides a more detailed explanation of the accounting for capital assets and associated grants.

Employee future benefits

The employee future benefits liability of \$2 million accounts for amounts or benefits earned by current employees during past service.

As at June, 30	2024 \$	2025 \$
Employee Future Benefits (Note 7)	1 914 575	1 981 916

The biggest part of this amount accounts is for retirement benefits. Support staff and certain members of school and district administration are entitled to a one-time payment from the District on their retirement. The amount of payment depends on years of service and final salary.

The District will recognize an additional annual expense of about \$68 thousand to reflect the increase, compensated by the paid retirement benefits to employees.

Capital Lease Obligations

A capital lease obligation is the amount of rent owed by the school district to the bank for taking capital assets on hire under a capital lease. A capital lease is essentially a means of financing a capital asset.

As at June, 30	2024 \$	2023 \$
Capital Lease Obligations	2 118 436	1 965 631

The school district uses this for financing most of the hardware. For 24-25, we bought for \$1.1 million of hardware with capital leases, and we paid \$1.2M to reimburse the capital lease.

Prepaid expenses

A prepaid expense is a type of asset on the balance sheet that results from a business making advanced payments for goods or services to be received in the future.

As at June, 30	2024 \$	2023 \$
Prepaid Expenses	2 443 431	4 430 030
<i>In operating</i>	<i>1 076 992</i>	<i>601 273</i>
<i>In Capital</i>	<i>1 366 438</i>	<i>3 828 756</i>

This year, we started and pursued different projects. We invested more than \$2.0M to buy new lands in 25-26. Most of the other expenses are for engineers, consultants and lawyers.

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Accumulated surplus

Broken down by fund, the accumulated surplus (Schedule 1) comprises the following amounts:

June 30, 2023	Operating \$	Special Purpose \$	Capital \$	Total \$
Accumulated Surplus (Deficit), beginning of year	1 354 574	52 000	126 103 546	127 510 120
<u>Changes for the year</u>				
Surplus (Deficit) for the year	(3 887 818)	1 138 218	12 706 782	9 957 182
Tangible Capital Assets Purchased and WIP	(387 880)	(254 218)	642 098	-
Other	(484 605)	(884 000)	1 368 605	-
Net Changes for the year	(4 760 303)	-	14 717 485	9 957 182
Total	(3 405 729)	52 000	140 821 031	137 467 302

This analysis discusses these surpluses in more detail later in this document for 24/25.

Statement – Operating Fund

	Amended Budget 2024/25	Actual 2024/25	Actual 2023/24
Revenues	111 727 517	112 320 888	111 110 407
Expenses	112 399 591	116 208 706	109 373 300
Annual Operating Surplus (Deficit)	(672 074)	(3 887 818)	1 737 107
Fund transfers	(682 500)	(872 485)	(742 004)
Opening Accumulated Surplus		1 354 574	359 471
Closing Accumulated Surplus		(3 405 729)	1 354 574

The 2024/25 Amended Budget included Internally restricted surplus for \$285 336.

Detailed information on the operating fund is presented in schedules 2 to 2C following the notes to the financial statements. Revenues, expenditures and accumulated operating surplus are analysed in greater detail below.

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Operating Fund Revenues

A summary of operating fund revenues is presented below and explanations of significant variances follows. A more detailed presentation of operating revenues is presented in schedule 2A following the notes to the financial statements.

	Amended Budget 2024/25	Actual 2024/25	Actual 2023/24
Operating Grant	109 051 032	109 340 875	105 495 674
Other Grants	2 142 039	1 938 294	3 308 109
Other Revenue	74 446	271 285	1 466 283
Rentals and Leases	160 000	263 158	428 076
Investment Income	300 000	506 276	412 265
Total Revenues	111 727 517	112 320 888	111 110 407

Grant Revenues:

97% of the District's operating revenue is from Provincial Ministry of Education and Child Care ('MoECC'). The MoECC provides the majority (\$109.2 million) of this funding using a funding formula. The primary inputs into this formula are student enrolment and demographics, and the geographic circumstances of the School District.

Budgeted operating grant revenues in 2024/25 were \$3.6 million upper than the 2023/24 grant primarily due to the actualization of the funds.

Actual 2024/25 grant revenues exceeded 2024/25 budget by \$0.3 million because of the enrollment higher than expected for the virtual school.

Other Grants Revenues:

Budgeted tuition revenues in 2024/25 were \$1.2 million under 2023/24 due to the impact of the "Teacher's Labour Settlement Funding" (\$0.8M). Actual 2024/25 grant revenues is lower than 2024/25 budget by \$0.2 million because of the Project Office. One part of the expenses are paid by the capital funds.

Other Revenues:

The Board received various grants and revenues during the year that management did not anticipate during the budget creation. It is common for miscellaneous revenues to exceed budget, as it includes unbudgeted grants which vary from year to year.

In 21/22, we planned to receive \$1.2M for reimbursement of legal costs. In June 2024, we received \$2.48M.

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Rentals and Leases:

The Board rents certain facilities, such as school gyms, for community and commercial use by third parties. In a typical year, the Board generates about \$320,000 in revenue for these rentals. We rented more than expected. We refund an half of the revenue to the schools.

Investment Income:

The rate increased rapidly and then decreased. Additionally, the Ministry adjusted the deposit calendar to better manage our cash flow during the summer months, which enabled us to gain good interest.

Operating Fund Expenses

Expenses in the financial statements are presented both by object (category of expense) and by function (program). Operating fund expenses are presented below using each method with explanations of significant variances following. A more detailed presentation of operating expenses is presented in schedules 2B and 2C following the notes to the financial statements.

The District spent 66% of operating expenditure on salaries and benefits. As expected for a school district, the majority of this staff cost (about 53% of salaries and benefits) is for teachers.

Funding criteria means the district distributes staff costs among the operating fund and the special purpose funds. The classroom enhancement fund, for example, covers the salary and benefit cost for \$10.4M of the District's teachers.

Analysis of Variances by Object

Operating Fund Expenditure by Object	Amended Budget 2024/25	Actual 2024/25	Actual 2023/24
Salaries			
Teachers	32 550 384	31 935 575	31 744 559
Principals and Vice Principals	6 946 217	7 138 227	6 903 869
Education Assistants	6 535 671	5 707 881	5 373 893
Support Staff	5 966 625	5 968 892	5 835 941
Other Professionals	4 799 985	5 137 434	4 912 833
Substitutes	4 979 909	4 594 246	4 491 183
Total Salaries	61 778 791	60 482 255	59 262 278
Employee Benefits	14 722 757	15 706 895	14 753 978
Total Salaries and Benefits	76 501 548	76 189 150	74 016 256
Service and Supplies expense	35 898 043	40 019 556	35 357 044
Fund transfers (schedule 2)	682 500	872 485	742 004
Total Operating Expenditure	113 082 091	117 081 191	104 893 874

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Salaries – Teachers

Budgeted teacher salary expense in 2024/25 was \$0.8 million higher than 2023/24 expenses due to the optimization of the staffing enrollment and recalculation of the classroom enhancement fund.

Actual teacher salary cost in 2024/25 was \$0.6 million below the budget. Actual 2024/25 expense was consistent with budget.

The district is funded for 83 teacher FTE through the Classroom Enhancement Fund (CEF) for the restoration of class size and composition language. The CEF and related costs are reported in the special purpose fund and are not reflected in the operating fund figures reported above.

Salaries – Principals and Vice Principals (PVP)

Budgeted PVP salary expense in 2024/25 was higher than expense in 2023/24 by \$0.1 million due to step salary increases. Actual 2024/25 expense was consistent with budget because the sickness cost was higher than expected.

Salaries – Education Assistants (EA)

Actual EA salary expense in 2024/25 was \$0.8M lower than budgeted due to the shortage of employees and the transfer of employees in the OLEP for the library and the kindergarten.

Salaries – Support Staff

Budgeted salary expense in 2024/25 was higher than expense in 2023/24 by \$0.1 million, due to step salary increases. Actual 2024/25 expense was consistent with budget.

Salaries – Other Professionals

Actual other professional salary expense in the 2024/25 budget increased with the 2023/24 due to the inflationary and step salary increases. Actual 2023/24 expense was higher because we paid different allowances and we could fill vacancies.

Salaries –Substitutes

Actual substitute expenditures is consistent with the budget. We still have some challenge to reduce replacement cost for illness.

Other budgets are commonly used to fund additional substitute cost. For example, a school or department may use a service and supplies budget to fund additional substitute cost so that teachers can work on curriculum implementation or other projects.

Employee Benefits

Actual expense in 2024/25 in comparison of the salaries was higher. We noticed an increase of certain rates more than expected.

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Total Service and Supplies and Fund Transfers

For the purpose of this analysis, fund transfers are combined with service and supply expense because fund transfers relate primarily to the purchase of capital assets from service and supply budgets in the operating fund.

It is expected actual service and supply expenditures will be less than budget as most surplus carry-forward balances are included as service and supply expenditure in the budget and are not fully spent. Also, service and supply budgets commonly fund other expenditures such as substitute costs.

Budgeted expense in 2024/25 was \$0.5M higher than the expense in 2023/24 with an actualization for the inflation for operation & maintenance expenses and transport. The legal cost explained most of the increase.

In 2024/25, actual service and supply expenditures including fund transfers were higher than budget because of the legal cost were higher than expected.

Analysis of Variances by Function

Operating Fund Expenditure by Function	Amended Budget 2024/25	Actual 2024/25	Actual 2023/24
Instruction	74 745 531	73 654 256	71 632 279
District Administration	9 369 766	15 178 971	12 565 877
Operations and Maintenance	17 115 780	16 267 789	14 995 586
Transportation	11 168 514	11 107 690	10 179 558
Fund transfer	682 500	872 485	742 004
Total	113 082 091	117 081 191	104 893 874

Instruction

2024/25 budgeted expenditures decreased 2023/24 expenditures by \$3.1 million. This reflects the increased staffing budgets and supply budgets. In 2024/25 instruction expense was lower with budget because of the shortage of employees.

District Administration

Actual district administration expense in 2024/25 exceeded by \$5.8M with budget. The legal fees are higher than expected.

Operations and Maintenance and Fund Transfer

Fund transfers primarily represent operations and maintenance expenditures that meet the criteria for capitalization. Operations and Maintenance expense is combined with fund transfers, expenditure was \$0.6 million under budget, attributable primarily to snow removal and budget limitation.

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Transportation

In 2024/25, actual transportation expenditures were consistent with budget. We are monitoring, routes, bus size, snow days and the lack of drivers.

Accumulated Operating Surplus

Understanding the components of accumulated operating surplus is necessary for knowing how much of the balance relates to multi-year funding of programs and how much of the balance is available to reduce financial risk associated with unforeseen expenditures or to fund additional expenditures in the future. The components of closing accumulated surplus are presented in the table below:

	2023/24 Financial Statements		2024/25 Financial Statements
Indigenous projects	43 749		5 290
Indigenous council			38 834
Professional Development	95 603		89 089
Mentorat	112 069		93 144
Indigenous professional training			12 700
Schools Budget	0		46 281
School Generated Funds	57 272		258 252
Recruitment and retention	209 968		0
Total Internally Restricted	518 661		286 336
Unrestricted Operating Surplus (Deficit)	835 913		(3 691 065)
Total Accumulated Surplus	1 354 574		(3 405 729)

The internally restricted surplus were flat due to the effort to engage all expected activities, in particular for the indigenous projects and schools. We noticed the schools spent less than the previous year. The unrestricted surplus reduced to \$4.8 million because the legal cost.

Statement – Special Purpose Fund

Grant revenues and expenditures in the special purpose fund decreased significantly due to the reduction of funding received for pandemic response.

Detailed information on the special purpose fund is presented in schedules 3 to 3A following the notes to the financial statements.

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Fund	Surplus from previous year	Grants & revenue received	Expenses	Surplus at end of year
Annual Facility Grant	0	277 866	277 866	0
Learning Improvement Fund (LIF)	0	385 102	385 102	0
Special Education Equipment	1 392	0	0	1 392
School Generated Funds	57 271	2 252 466	2 051 485	258 252
Strong Start	42 644	256 000	205 540	93 104
Ready Set Learn	0	90 650	85 439	5 211
O.L.E.P.	0	7 602 485	7 602 485	0
Community Link	0	140 301	140 301	0
Overhead	0	382 263	382 263	0
Staffing	0	10 307 494	10 307 494	0
Remedies	24 468	87 325	90 232	21 561
Transport Éducation autochtone	0	293	293	0
Mental Health in Schools	0	52 000	52 000	0
Changind Result For Young Child CR4YC	30 927	0	0	30 927
Seamless	0	110 800	110 800	0
Student and Family Aff Fund (SFAF)	28 896	0	20 948	7 948
Just B4	50 000	25 000	0	75 000
Strengthening Early Young to Kinder (SEY2KT)	30 099	19 000	8 488	40 611
Early Learning Child Care (ELLC)	0	175 000	175 000	0
Feeding futures	91 586	1 066 583	1 113 443	44 726
	0	46 576	0	46 576
BC Settlement Program	0	858 727	858 728	0
Adopt a school	27 200	13 000	38 326	1 874
ArtStarts	0	6 634	3 108	3 526
Early Childhood Education Dual Credit	0	50 000	6 235	43 765
Health Careers Dual Credit	0	31 265	11 993	19 272
Literacy Professional Learning	0	275 839	0	275 839
Service Delivery Transformation	47	0	47	0
TOTAL	384 529	24 512 669	23 927 615	969 584

Annual Facility Grant (AFG)

The Annual Facility Grant was established to account for Ministry of Education and Child Care grants and expenditures relating to annual facility maintenance projects. The AFG allocation is comprised of both a special purpose fund allocation and a bylaw capital allocation. This funding is first allocated to fund province-wide initiatives and the balance is distributed to school districts.

The AFG special purpose funding allocation for the CSF School District for 2024/25 is \$0.27 million. The AFG bylaw capital allocated to the CSF for 2024/25 is \$1.5 million.

AFG funds may be spent for the purpose of:

- upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset;
- enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction and unsafe conditions;
- significantly lowering the associated operating costs of an existing capital asset; or
- extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

Learning Improvement Fund

The Learning Improvement Fund (LIF) was established by the province for the purpose of providing additional resources, specifically targeted to support complex classes that present challenging learning conditions.

For 2024/25, the LIF support staff component is \$0.4 million.

Districts are required to submit a spending plan to the Ministry of Education and Child Care by October 2024 for approval. To develop the spending plans, district staff work collaboratively with CUPE.

School generated funds

School generated funds account for fees and contributions raised at the school level. Examples of such fees and contributions include school supply fees paid by parents and caregivers; school trip fees; PAC contributions; graduation celebration fundraising; cafeteria revenue, vending machine revenue and athletics fees. The schools target these funds for the purpose that the fee payers or donors intended.

Fees, contributions and donations are consistent with the previous year.

Strong Start

The Ministry of Education and Child Care funded StrongStart program allows parents to participate with their young child (aged birth to five) in play-based early learning activities, including stories, music and art. At no cost to families, this early learning drop-in program helps prepare children for success in kindergarten.

CSF has 7 StrongStart centres, located at the following schools: Grands Cèdres, Voyageurs, Sentiers Alpins, Bois Joli, Pionniers, La Vérendrye, and Anne Hébert. Two centers were planned but did not open because we didn't find the expected staff.

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The total StrongStart funding for 2024/25 was \$256 000.

Ready Set Learn

The Ready Set Learn special funding provided by the Ministry of Education and Child Care allows the district to facilitate community events targeted towards 3-year-old children. The events are about providing good information on how to support a young child's early learning and development, and how to help develop positive connections between families, the school system and local community agencies. The total Ready Set Learn funding for 2024/25 was \$90 650. This year, the schools could make all expected activities.

Official Language Education Program (OLEP)

The Ministry of Education and Child Care administers federal funding intended to support incremental costs resulting from offering French as a second official-language instruction in BC.

All French funding is to be spent by June 30th of each year. The district receives 70% of the funding in the autumn of each year, and the 30% balance in the autumn of the following year after it has submitted a report outlining how the funds were spent and what benefits were derived from this funding. At this point, the amount of funding the district received for 2024/25 is \$7.6 million.

We use this grant in 6 axis:

- Learner Participation
- Program Offer
- Learner's Educational Success
- Enriched Learning Environments
- Support For Educational Staff
- Research

Community LINK

The Community LINK grant from the Provincial Government is to support programs and services to improve the educational performance of vulnerable students, including both academic achievement and social functioning. This includes promoting partnerships and an integrated approach to supporting vulnerable students with families, communities and service providers.

It primarily funds staff from community organizations who work with our vulnerable students to improve their educational performance. It also partially funds lunch meal programs at certain schools in the District.

Grant funding was \$140 301 to provide these services.

Classroom Enhancement Funds

The grants from the three Classroom Enhancement Funds totaled \$10.8 million. The MoECC provides these grants to offset the additional costs associated with the restoration of historical collective agreement language regarding class size and composition.

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Direct staffing costs associated with the changes to class size and composition are accounted for within the ‘Classroom Enhancement Fund – Staffing’. They include:

- 60.3 FTE additional teachers needed to offset the reduction in class sizes;
- 11.5 FTE additional teachers allocated in special education staff;
- 7.7 FTE teacher librarians needed to meet non-enrolling ratios;
- 3.3 FTE teacher in English and French Second language.

The MoECC calculates the grant based on initial forecasts provided to the MoECC by the School District. The School District is only able to utilize these funds to meet necessary costs of the restored language.

Schedule 3A accounts for indirect costs, or overheads, associated with these changes within the ‘Classroom Enhancement Fund – Overhead’. They include:

- TTOC coverage for sick and other leaves for the additional teachers;
- Additional Educational Assistants needed to support the increased number of classes; and
- Other miscellaneous costs associated with data tracking, increased class space and staff recruitment.

To receive the grants, the District must be able to demonstrate to the Provincial Government that the associated direct or indirect costs are a result of the restoration of the collective agreement language.

Certain classes exceeded the class size and composition limits outlined in the Collective Agreement. The School District is required to provide remedy, typically in the form of additional preparation time or collaboration time, to teachers of such classes. The ‘Classroom Enhancement Fund – Remedies’ provides grant funding to cover the associated expense.

The classroom enhancement funds are a core part of the District’s funding. This funding is tied to the application of historical language restored to the collective agreement.

Seamless day kindergarten (pilot program in two school)

The Seamless Day Kindergarten pilot program will employ certified early childhood educators to provide before- and after-school care in kindergarten classrooms and to support learning alongside the classroom teacher. The program makes use of existing classrooms, outside of school hours, and does not require new rooms or buildings.

The Ministry of Education and Child Care provided \$110 800 of grants targeted to the purpose of addressing the cost impact.

Student & Family Affordability

This funding is being disbursed under section 115(1)(a) of the School Act, is treated as a Special Purpose Fund on the school district financial statements.

The funding can be used to:

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1. Improve students' access to nutritional food / meals, before, during and after the school day
2. Directly offset costs to parents, guardians, and students, such as school supplies or other cost pressures they are facing using existing mechanisms such as hardship policies.

The Ministry and Child Care provided no more grant in 24/25. We used the remaining.

ECL (Early Care & Learning)

Early Care & Learning refers to programs and services dedicated to the education, care, and development of young children, typically from infancy through preschool age (0-5 years old). These programs aim to provide a supportive environment that fosters early childhood development and prepares children for later stages of education and life.

Grant funding was \$175 000 to provide these services.

Feeding Futures Fund

Feeding Futures is a historic Provincial government commitment of \$214 million over three years for school districts to create new, or expand existing, school food programs. The funds will be used for purchasing food and hiring dedicated staff to co-ordinate the provision of meals and snacks for students who need them.

Grant funding was \$1.1M to provide these services.

BC Settlement Program

For Canada to realize the economic, social and cultural benefits of immigration, newcomers must integrate successfully into Canadian society. The Citizenship and Immigration Canada Settlement Program, plays a major role by assisting immigrants and refugees to overcome barriers specific to the newcomer experience so that they can undertake their longer-term integration on a similar footing to other Canadians.

The CSF is engaged with Travailleuses et travailleurs en établissement des familles immigrantes dans les écoles (TEE) program.

Literacy Professional Learning

The purpose of the K-12 Literacy Supports professional learning grants to school districts is to build the capacity of classroom teachers and support staff to deliver evidence-based literacy instruction, literacy screening for K-3 students and interventions for K-12 students, and to provide information and resources to parents and caregivers to support their child's literacy development.

We received the amount of \$225 839 to provide: 1) professional learning for teachers and support staff in the area of evidence-based approaches to literacy development, 2) literacy information/resources for parents and caregivers, and 3) \$50 000 additional to support the implementation of the Literacy Framework

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Statement – Capital Fund

The capital fund, including the local capital fund, accounts for assets owned by the District and the funds used to purchase them or set aside to acquire them in the future.

Provincial grants targeted for the purchase of assets (for example, a grant to renovate a school) are recorded in the capital fund.

If the District purchases an asset using operating funds, then the District treats the cost of the asset as a transfer from the operating fund to the capital fund.

The Province does not provide capital grants for asset acquisitions such as computer equipment, school furniture and equipment, vehicles, maintenance equipment, photocopiers, classroom renovations or district administration buildings. The only source of funding available for these assets is typically operating funds. To set aside funds to allow the future purchase of major assets, the district may transfer funds from the operating fund to the local capital fund.

During the year ended June 30, 2025, the district invested \$33.8 million in capital additions.

Detailed information on the capital fund is presented in schedules 4 to 4D following the notes to the financial statements.

Schedule	Overview
4	Summarises amortization, local capital balances, and transfers to the capital fund from other funds.
4A	Outlines *the cost of assets acquired during the year. *the amortization of assets by asset class. *the original cost of assets owned by the District, by asset class *the total amortization of each asset class. This is an estimate of the value of the wear-and-tear of assets over their lifetime. *the net book value of assets, being the cost less amortization.
4B	Outlines costs to date on construction that is still in progress.
4C	Accounts for targeted funding spent on the acquisition of capital assets.
4D	Accounts for funding received which is targeted towards capital asset purchases.

Capital assets

Schedule 4A summarizes the capital assets owned by the District.

The District has \$33.8 million invested in its capital, including the Work In Progress of the year (Schedule 4B). Further details are presented in the Financial Highlights section.

The vast majority of the District's capital assets are the school land/buildings and the computers.

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The amortization expense recognizes the depreciation of an asset over its useful life.

Deferred capital revenue

Schedule 4C accounts for grants received for capital asset purchases that the District has spent.

Schedule 4D accounts for grants received for capital asset purchases that the District has yet to spend.

Schedule 4D illustrates that the District received \$35.2 million of grants in the year from the Ministry of Education in the form of bylaw capital. This includes the capital portion of the annual facilities grant.

The District engaged \$16.0 million of grant funded capital projects during the year. This includes the purchase of installations, HVAC upgrades, a playground and the building improvements. \$15.0 million were for land acquisitions and \$4.2 million for paying leases costs and prepaid capital expenses.

The \$7.8 million of bylaw capital that the District spent on completed projects is accounted for as deferred capital revenue on schedule 4C. Deferred capital revenue balances are accumulated over the years, and amortized over the estimated lifespan of the assets acquired with the grant money. We have an adjustment for \$0.6M to reclassify building asset, previously entered like a land.

The district received, in 2024-25, \$3.0 million from Ministry of Children and Family Development for creating daycare facilities. These projects, for more than \$15.2 million, were starting with the construction of two new schools : Pemberton and Burnaby.

Transfers

Schedule 4 includes a column showing the transfers to and from the capital asset and the local capital fund, and the balance at the end of the year.

The table below discusses the transfers to capital made during the year, and the utilization of the local capital amounts.

Purpose	Transferred amounts	Notes
Leases Computers	1 368 605	The District deployed the Finance module element of the computer replacement.
School equipment	325 812	The Board allocated fund year to the replacement of school equipment.
Diverse cost	62 068	The district pays different cost for new schools in capital projects. Some of these costs are not payable by the Ministry, so we use the operating fund.
AFG	254 218	The district approved the transfer of surplus targeted fund to local capital to fund facility improvements. This will help provide the means to perform any capital projects identified by the long- range facilities plan that is currently in development.
Total	2 010 703	

FACTORS BEARING ON THE SCHOOL DISTRICT'S FUTURE

The CSF pursue the expansion by purchasing new land.

For Victoria and the Fraser Valley, the CSF continue the studies for building new schools and buying lands.

CONTACTING THE SCHOOL DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide the School District's stakeholders with a general overview of the School District's finances and to demonstrate the School District's accountability for the money it receives. If you have questions about this report or need additional financial information, please contact the Office of the Secretary Treasurer at 614-214-2600.