

School Philosophy

Outreach Programs has three components: Learning Stores, LearnWrite and New Directions/Transitions. Outreach Programs provides individualized academic programs, personal support and employment assistance to students. Students undertake their learning 'one course at a time'. A student selects a course that fits with their Learning and Career plan and then they proceed learning at a pace they choose and after having consulted with their teacher, ensuring certain minimum guidelines and expectations (e.g. pace of progress and attendance) are met.

Community Profile

Our four The Learning Stores (Blue Quill, Northgate, West Edmonton and Whyte Avenue) serve students in all four quadrants of the city.

The New Directions program has two locations: Blue Quill and Park Plaza. The New Directions program provides '1 to 1' teaching to high school students who have been expelled from district high schools.

The LearnWrite program is a partnership between Outreach Programs and Edmonton Public high schools. This program supports high school students who need greater program flexibility and increased choice to increase the opportunity for academic success and successful completion of high school.

Programs and Organization

The Learning Stores provide high school level support and intervention to students throughout the city and for those who are at risk of not completing high school. As well, students attending a regular high school can also register for a course through Outreach Programs.

LearnWrite is a partnership between Outreach and the Edmonton Public high schools. This program is part of a district wide initiative to improve student graduation and successful course completion rates.

New Directions provides programming to high school students directed their by the Superintendent as a result of the student having gone through the expulsion process.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

As we move into a new year, our goal is to provide unparalleled service to our students and their ever-changing needs. We will emphasize career and life pathways utilizing community supports: Campus EPSB and CAREERS: The Next Generation. As strong relationships are built, staff will work with students to set goals and plan for the future. This work will be evidenced by each student having a plan in place for their future goal. Student voice will be the driving force behind module development and assessment alignment. Teachers will meet with students and use evidence from assessments and modular work to evaluate alignment and determine if adjustments are required. Students will continue to determine when they are ready to demonstrate their knowledge and will have the opportunity to review all assessments to increase their overall understanding of concepts as they prepare for larger assessments. Staff will engage in PD to support the best practices used to teach different areas of the curriculum to ensure students are receiving the best possible instruction. We will also create a school community that has no ceiling and one in which relationships last well beyond the completion of high school.

Results Achieved:

Many of the post secondary google meets were well attended. We also expanded access to post-secondary institutes and outside agencies and services to help students achieve their post high-school goals. Students found the information informative and this often led to additional questions and an increased desire to complete high school courses. Although some of our students did not attain a high school diploma, they did complete the courses necessary to be accepted into post-secondary institutes.

Staff had conversation with students prior to setting assessment dates and were able to determine how well students understood the concepts prior to the assessments. This practice ensured that students entered into these assessments with an increased confidence. Course completion and grades data indicates that this process needs to continue.

Staff collaborated and did team marking and team teaching in areas of difficulty for students. Staff also shared ways to help students be able to remember different concepts. This strategy ensured that staff had more tools to share with their students and increased their ability to support learners in multiple ways. We also developed and used 1-credit CTS modules that not only fulfilled high school diploma requirements, but also prepared students for post high-school and provided them additional certifications to put on their resume. Students were also given a directive to access free safety courses that provided necessary certification for jobs in the hospitality and trades industries.

Beginning in September, we will ensure that, during our intake meetings, we ask students about any barriers that they may have previously encountered in our education system. Intake surveys will also be completed by students to provide additional and more specific information. We will ask questions and become excellent listeners for students as we help them develop a life plan and provide support to assist them in achieving their goals. Dealing with each student individually, we will help remove barriers - creating plans that are unique to each student. To support students, we first need to understand their journey up to the time they join us. We will increase our understanding and compassion to those who have been affected by trauma or systematic racism.

Results Achieved:

The intake surveys were incredibly informative. We were able to very quickly determine what supports each individual grade 12 student needed. This immediate knowledge helped us to prioritize the needs of our students. Students were given immediate access to funding, housing, and mental health supports.

Staff worked to build capacity with all students, including FNMI, by encouraging them to attend google meets on post-secondary opportunities, Campus EPSB opportunities, internships through CAREERS, and google meets on resume writing/interviews/job searches.

Data has shown us that meeting with students early and often increased their attendance and completion of courses. Staff were then able to do a deeper dive into those student relationships and ensure that students were getting what they needed from us. As staff were able to create a high degree of trust with students, students were able to share their experiences. This allowed for a successful plan to work together.

Staff maintained high expectations for all students and provided a positive, effective learning environment for all students. Recognizing Indigenous values, staff were also intentionally mindful of the historical, social, economic, and political implications of treaties, legislation, and agreements with First Nations and Metis, and remained cognizant of residential schools and their legacies.

This year, we will continue to emphasize relationship building. To ensure that no one feels alone or isolated, strong relationships amongst our staff and with our students will be paramount. Being of service to not only students but to each other as staff will be the emphasis. The ultimate goal will be to create a welcoming, caring, respectful and safe learning environment that respects diversity and nurtures a sense of belonging and a positive sense of self. This practice will ensure that Outreach is a welcoming environment for both students and staff. Additionally, as our modular work better aligns with assessments, we will see increased confidence and reduced anxiety in our students. This will be evidenced by survey results, daily engagement with staff, sick days taken and our weekly student attendance.

Results Achieved:

Our students created strong bonds with our teachers. The evidence could be seen at our graduation when students walked the stage and began to cry and hug staff. Families were present and appreciative of the efforts that both their child and the teacher put into the year.

When students would enter the Learning Stores, staff worked to ensure that all were greeted, spoken to, and made to feel welcome. This process was the first step to ensure students could see the efforts we were making to remove systematic racism and, at the same time, ensure that our Indigenous students were given a sense of belonging in our school setting.

There was a noticeable increase in the amount of one-on-one teaching happening at every site.

Staff intentionally had more curricular conversations with students. This allowed us to see how our modules could be improved to better meet the needs of our students.

What were the biggest challenges encountered in 2022-2023?

The biggest challenge that we experienced this year was finding a way to assist all of our students facing barriers. When students don't come on site, because of the barriers, we can't help them. As our student numbers increase, it has become increasingly difficult to support our high schools with LearnWrite programming and being able to balance meeting the needs of our Learning Store students. With Learning Stores in all 4 quadrants of the city, it has proven to be a challenge in finding time to allow our teachers to collaborate. Lastly, it remains a challenge to connect the multiple ways that students can use to demonstrate their learning with the traditional paper/pencil and diploma exam formats.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

To ensure that we are able to target as many students with barriers as possible, we will more closely examine the results of our 'Intentions & Needs' intake survey. We are seeking to increase community supports available to our students and put together google folders that could be shared with students.

One-on-one meetings are also being offered to all students who indicated that they required additional supports to experience academic success.

In an attempt to ensure that we were able to continue to support high school with LearnWrite and meet the needs of our Learning Store students, we have imposed enrollment caps on courses offered by LearnWrite. This will afford our teachers additional time to devote to assisting their students in a one-on-one format.

Our teachers will have greater time to collaborate through the scheduling of ½ day staff meetings that will occur each month. When staff are in the same space, at the same time, greater collaboration will result.

Lastly, we are working to increase our focus on teaching students 'how' to learn. This will help students to build the necessary tools to ensure not only an understanding of the material, but also how to apply it. Numeracy will be the focus for this work.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 0325 Transitions at the Y

Assurance Domain	Measure	Transitions			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	84.4	85.1	85.1	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	80.3	81.4	82.3	n/a	n/a	n/a
	3-year High School Completion	*	*	45.6	80.7	83.2	82.3	*	*	*
	5-year High School Completion	*	59.5	37.8	88.6	87.1	86.2	*	*	*
	PAT: Acceptable	*	n/a*	n/a	63.3	64.3	n/a	*	n/a	n/a
	PAT: Excellence	*	n/a*	n/a	16.0	17.7	n/a	*	n/a	n/a
	Diploma: Acceptable	*	*	n/a	80.3	75.2	n/a	*	n/a	n/a
	Diploma: Excellence	*	*	n/a	21.2	18.2	n/a	*	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	88.1	89.0	89.7	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	84.7	86.1	86.1	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.1	78.8	80.3	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7723 Learning Store at Circle Square

Assurance Domain	Measure	Learning Store at Circle Sq.			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	84.4	85.1	85.1	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	80.3	81.4	82.3	n/a	n/a	n/a
	3-year High School Completion	70.9	20.0	20.0	80.7	83.2	82.3	Low	Improved Significantly	Good
	5-year High School Completion	*	n/a	n/a	88.6	87.1	86.2	*	n/a	n/a
	PAT: Acceptable	n/a	n/a*	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a*	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	53.4	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	9.8	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	88.1	89.0	89.7	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	84.7	86.1	86.1	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.1	78.8	80.3	n/a	n/a	n/a

Notes:

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- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
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- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7722 Learning Store at Londonderry

Assurance Domain	Measure	Learning Store at Londonderry			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	100.0	100.0	84.4	85.1	85.1	n/a	n/a	n/a
	Citizenship	n/a	93.1	93.1	80.3	81.4	82.3	n/a	n/a	n/a
	3-year High School Completion	9.1	5.1	6.4	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	25.5	37.5	31.1	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a*	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a*	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	71.4	83.3	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	2.9	4.2	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	n/a	100.0	100.0	88.1	89.0	89.7	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	87.8	87.8	84.7	86.1	86.1	n/a	n/a	n/a
	Access to Supports and Services	n/a	100.0	100.0	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	n/a	82.6	82.6	79.1	78.8	80.3	n/a	n/a	n/a

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3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7724 Learning Store at Blue Quill

Assurance Domain	Measure	Learning Store at Blue Quill			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	54.8	54.8	84.4	85.1	85.1	n/a	n/a	n/a
	Citizenship	n/a	67.3	67.3	80.3	81.4	82.3	n/a	n/a	n/a
	3-year High School Completion	13.1	15.1	9.3	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	23.1	35.4	23.7	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	**	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	**	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	90.0	100.0	n/a	80.3	75.2	n/a	Very High	n/a	n/a
	Diploma: Excellence	30.0	22.2	n/a	21.2	18.2	n/a	Very High	n/a	n/a
Teaching & Leading	Education Quality	n/a	84.2	84.2	88.1	89.0	89.7	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	72.2	72.2	84.7	86.1	86.1	n/a	n/a	n/a
	Access to Supports and Services	n/a	70.0	70.0	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.1	78.8	80.3	n/a	n/a	n/a

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3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
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8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 0386 Learning Store on Whyte

Assurance Domain	Measure	Learning Store on Whyte			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.4	n/a	n/a	84.4	85.1	85.1	n/a	n/a	n/a
	Citizenship	87.7	n/a	75.6	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	0.0	29.5	9.8	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	42.8	60.8	34.0	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a*	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a*	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	90.9	*	n/a	80.3	75.2	n/a	Very High	n/a	n/a
	Diploma: Excellence	9.1	*	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	90.7	n/a	93.5	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.7	n/a	n/a	84.7	86.1	86.1	n/a	n/a	n/a
	Access to Supports and Services	93.0	n/a	n/a	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	88.0	n/a	74.8	79.1	78.8	80.3	Very High	Improved	Excellent

Notes:

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2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1022 Learning Store West Edmonton

Assurance Domain	Measure	Learning Store West Edmonton			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	73.4	65.7	65.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	76.9	66.7	66.7	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	0.0	5.8	1.9	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	18.5	28.6	19.3	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a*	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a*	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	64.0	63.6	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	12.0	0.0	n/a	21.2	18.2	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	87.7	77.8	77.8	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.2	72.5	72.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	88.4	83.3	83.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.1	78.8	80.3	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June of 2024, students at the Learning Stores will be more empowered and demonstrate greater competency in meeting the needs of a changing society, workforce, and climate. Achievement of this goal will be supported by:

- **Providing unparalleled service to our students and their ever-changing needs. This includes expanding access to institutes/services that can help students achieve their long-term goals.**
- **Emphasizing career and life pathways by utilizing community supports: Campus EPSB and CAREERS: The Next Generation and expanding student access to these opportunities.**
- **Having all grade 12 students meet with the AP to create a plan for completion of high school.**
- **Staff engaging in PD to support the best practices used to teach different areas of the curriculum to ensure students are receiving the best possible instruction.**
- **To support learning beyond high school, staff will focus on teaching students how to learn instead of what they are learning.**
- **The development of CTS modules that will prepare students for post high school.**
- **Teachers meeting with students in grade 10 and 11 and using evidence from assessments and modular work to evaluate alignment and determine if adjustments are required.**
- **Students working alongside teachers to determine when they are ready to demonstrate their knowledge in the manner that they feel most confident.**

What data will you use to track continuous improvement?

Grade 12 intentions & needs intake survey, attendance at google meets (post-secondary, post-high school opportunities), students registering for Campus EPSB or CAREERS initiatives, one-on-one meetings with students, enrolment in career-based CTS modules, high school completion rates, course completion rates, the Alberta Education Assurance Survey, and the Division Feedback Survey.

Division Priority 2

By June of 2024, students at the Learning Stores will feel greater support and enhanced educational experiences. Achievement of this goal will be supported by:

- **Continuing to provide unparalleled service to our students and their ever-changing needs. We look beyond 'achieving a diploma' and focus on the long-term picture. In doing so, we create a school community that has no ceiling and one in which relationships last well beyond the completion of high school.**
- **During our intake meetings, we ask students about any barriers that they may have previously encountered in our education system.**
- **Providing intake surveys for our grade 12 / third year + students to obtain specific information that allows us to assist students in developing a life plan and providing support in achieving their goals.**
- **Increasing our understanding and compassion to those who have been affected by trauma or systematic racism.**
- **Expanding self-confidence in our students. We are working to show them that we are not dictating their choices, we are supporting them. We want our students to see their path in life and rely on us to guide them toward it.**

What data will you use to track continuous improvement?

Grade 12 Intentions & Needs Intake survey, attendance at targeted google meets (housing, mental health, funding, resume writing/interview/job searches), one-on-one meetings with students, referrals to outside agencies, students registering for Campus EPSB or CAREERS initiatives, FNMI high school completion rates, course completion rates, and teacher observation & feedback.

Profile

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	0.000000	Salaries	\$874,655	71.75%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$344,300	28.25%
Regular	164	Support	1.000000			
		Teacher	<u>6.600000</u>			
Year Opened		Total	7.600000	Total	\$1,218,955	100.00%

School Philosophy

Learning Stores

The Learning Store High School Outreach Program is designed to fit the lifestyles and learning styles of students who are returning to school, who are upgrading, or who need flexibility in their schedules. The academic needs of each student are met by:

- providing an opportunity to earn high school credits through a wide variety of provincially approved courses
- fostering student accountability and preparation for lifelong education and responsible citizenship
- providing a welcoming, supportive, flexible environment with extended school hours
- acting as liaison between students and community agencies

Community Profile

Who may benefit from the Learning Stores

- students who have previously attended a high school program
- students who enjoy working independently
- students who are employed
- students who require a flexible timetable
- fourth and fifth year high school students
- pregnant and parenting teens

Programs and Organization

Students work on individualized courses that follow the Alberta Education Program of Studies. Students are encouraged to participate in work experience, which is an integral part of the program. Courses at the Learning Store may be started at any time. Courses consist of a series of modules, and it is expected that at least one module of work will be completed each week with teacher guidance and coaching. Students are expected to attend a minimum of 10 hours per week. Exceptions can be made if the student is working full-time or parenting.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Alberta Health Services

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,231,686		1,218,955
Internal Revenue		0		0
REVENUE TOTAL		1,231,686		1,218,955
Classroom	3.600000	387,623	3.600000	387,623
Leadership	3.000000	397,384	3.000000	397,386
Teaching - Other	.000000	4,500	.000000	7,000
Teacher Supply	.000000	7,500	.000000	8,000
TOTAL TEACHER	6.600000	797,007	6.600000	800,009
(% of Budget)		64.71%		65.63%
Exempt	.000000	0	.000000	0
Support	1.000000	66,147	1.000000	66,147
Support (Supply/OT)	.000000	4,000	.000000	3,500
Custodial	.500000	25,982	.000000	0
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	1.500000	101,129	1.000000	74,647
(% of Budget)		8.21%		6.12%
TOTAL STAFF	8.100000	898,136	7.600000	874,656
(% of Budget)		72.92%		71.75%
SUPPLIES, EQUIPMENT AND SERVICES		311,150		319,850
INTERNAL SERVICES		22,150		24,200
OTHER INTEREST AND CHARGES		250		250
TOTAL SES		333,550		344,300
(% of Budget)		27.08%		28.25%
TOTAL AMOUNT BUDGETED		1,231,686		1,218,956
Carry Forward Included		0		0
Carry Forward to Future		0		0

Profile

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	0.000000	Salaries	\$295,993	88.81%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$37,300	11.19%
Regular	99	Support	1.000000			
		Teacher	<u>2.000000</u>			
Year Opened		Total	3.000000	Total	\$333,293	100.00%

School Philosophy

Learning Stores

The Learning Store High School Outreach Program is designed to fit the lifestyles and learning styles of students who are returning to school, who are upgrading, or who need flexibility in their schedules. The academic needs of each student are met by:

- providing an opportunity to earn high school credits through a wide variety of provincially approved courses
- fostering student accountability and preparation for lifelong education and responsible citizenship
- providing a welcoming, supportive, flexible environment with extended school hours
- acting as liaison between students and community agencies

Community Profile

Who may benefit from the Learning Stores

- students who have previously attended a high school program
- students who enjoy working independently
- students who are employed
- students who require a flexible timetable
- fourth and fifth year high school students
- pregnant and parenting teens

Programs and Organization

Students work on individualized courses that follow the Alberta Education Program of Studies. Students are encouraged to participate in work experience, which is an integral part of the program. Courses at the Learning Store may be started at any time. Courses consist of a series of modules, and it is expected that at least one module of work will be completed each week with teacher guidance and coaching. Students are expected to attend a minimum of 10 hours per week. Exceptions can be made if the student is working full-time or parenting.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Alberta Health Services

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		328,793		333,293
Internal Revenue		0		0
REVENUE TOTAL		328,793		333,293
Classroom	2.000000	215,346	2.000000	215,346
Teacher Supply	.000000	6,500	.000000	6,500
TOTAL TEACHER	2.000000	221,846	2.000000	221,846
(% of Budget)		67.47%		66.56%
Support	1.000000	66,147	1.000000	66,147
Support (Supply/OT)	.000000	6,000	.000000	6,000
Custodial (Supply/OT)	.000000	1,500	.000000	2,000
TOTAL NON-TEACHER	1.000000	73,647	1.000000	74,147
(% of Budget)		22.4%		22.25%
TOTAL STAFF	3.000000	295,493	3.000000	295,993
(% of Budget)		89.87%		88.81%
SUPPLIES, EQUIPMENT AND SERVICES		23,900		24,500
INTERNAL SERVICES		9,400		12,800
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		33,300		37,300
(% of Budget)		10.13%		11.19%
TOTAL AMOUNT BUDGETED		328,793		333,293
Carry Forward Included		0		0
Carry Forward to Future		0		0

Profile

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	0.000000	Salaries	\$535,139	88.92%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$66,700	11.08%
Regular	40	Support	0.600000			
		Teacher	<u>4.490000</u>			
Year Opened		Total	5.090000	Total	\$601,839	100.00%

School Philosophy

Learning Stores

The Learning Store High School Outreach Program is designed to fit the lifestyles and learning styles of students who are returning to school, who are upgrading, or who need flexibility in their schedules. The academic needs of each student are met by:

- providing an opportunity to earn high school credits through a wide variety of provincially approved courses
- fostering student accountability and preparation for lifelong education and responsible citizenship
- providing a welcoming, supportive, flexible environment with extended school hours
- acting as liaison between students and community agencies

Community Profile

Who may benefit from the Learning Stores

- students who have previously attended a high school program
- students who enjoy working independently
- students who are employed
- students who require a flexible timetable
- fourth and fifth year high school students
- pregnant and parenting teens

Programs and Organization

Students work on individualized courses that follow the Alberta Education Program of Studies. Students are encouraged to participate in work experience, which is an integral part of the program. Courses at the Learning Store may be started at any time. Courses consist of a series of modules, and it is expected that at least one module of work will be completed each week with teacher guidance and coaching. Students are expected to attend a minimum of 10 hours per week. Exceptions can be made if the student is working full-time or parenting.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Alberta Health Services

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		591,395		601,839
Internal Revenue		0		0
REVENUE TOTAL		591,395		601,839
Classroom	4.400000	473,761	4.490000	483,451
Leadership	.000000	0	.000000	0
Teacher Supply	.000000	6,500	.000000	6,500
TOTAL TEACHER	4.400000	480,261	4.490000	489,951
(% of Budget)		81.21%		81.41%
Exempt	.000000	0	.000000	0
Support	.600000	39,688	.600000	39,688
Support (Supply/OT)	.000000	4,000	.000000	4,000
Custodial (Supply/OT)	.000000	1,500	.000000	1,500
TOTAL NON-TEACHER	.600000	45,188	.600000	45,188
(% of Budget)		7.64%		7.51%
TOTAL STAFF	5.000000	525,449	5.090000	535,139
(% of Budget)		88.85%		88.92%
SUPPLIES, EQUIPMENT AND SERVICES		55,346		55,600
INTERNAL SERVICES		10,550		11,050
OTHER INTEREST AND CHARGES		50		50
TOTAL SES		65,946		66,700
(% of Budget)		11.15%		11.08%
TOTAL AMOUNT BUDGETED		591,395		601,839
Carry Forward Included		0		0
Carry Forward to Future		0		0

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	0.000000	Salaries	\$293,493	70.71%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$121,550	29.29%
Regular	77	Support	1.000000			
		Teacher	<u>2.000000</u>			
Year Opened		Total	3.000000	Total	\$415,043	100.00%

School Philosophy

Learning Stores

The Learning Store High School Outreach Program is designed to fit the lifestyles and learning styles of students who are returning to school, who are upgrading, or who need flexibility in their schedules. The academic needs of each student are met by:

- providing an opportunity to earn high school credits through a wide variety of provincially approved courses
- fostering student accountability and preparation for lifelong education and responsible citizenship
- providing a welcoming, supportive, flexible environment with extended school hours
- acting as liaison between students and community agencies

Community Profile

Who may benefit from the Learning Stores

- students who have previously attended a high school program
- students who enjoy working independently
- students who are employed
- students who require a flexible timetable
- fourth and fifth year high school students
- pregnant and parenting teens

Programs and Organization

Students work on individualized courses that follow the Alberta Education Program of Studies. Students are encouraged to participate in work experience, which is an integral part of the program. Courses at the Learning Store may be started at any time. Courses consist of a series of modules, and it is expected that at least one module of work will be completed each week with teacher guidance and coaching. Students are expected to attend a minimum of 10 hours per week. Exceptions can be made if the student is working full-time or parenting.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Alberta Health Services

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		406,217		415,043
Internal Revenue		0		0
REVENUE TOTAL		406,217		415,043
Classroom	2.000000	215,346	2.000000	215,346
Teacher Supply	.000000	5,000	.000000	6,000
TOTAL TEACHER	2.000000	220,346	2.000000	221,346
(% of Budget)		54.24%		53.33%
Support	1.000000	66,147	1.000000	66,147
Support (Supply/OT)	.000000	4,000	.000000	4,000
Custodial (Supply/OT)	.000000	2,000	.000000	2,000
TOTAL NON-TEACHER	1.000000	72,147	1.000000	72,147
(% of Budget)		17.76%		17.38%
TOTAL STAFF	3.000000	292,493	3.000000	293,493
(% of Budget)		72%		70.71%
SUPPLIES, EQUIPMENT AND SERVICES		104,274		111,600
INTERNAL SERVICES		9,250		9,750
OTHER INTEREST AND CHARGES		200		200
TOTAL SES		113,724		121,550
(% of Budget)		28%		29.29%
TOTAL AMOUNT BUDGETED		406,217		415,043
Carry Forward Included		0		0
Carry Forward to Future		0		0

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	0.000000	Salaries	\$110,173	95.99%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$4,600	04.01%
Regular	5	Support	0.000000			
		Teacher	<u>1.000000</u>			
Year Opened		Total	1.000000	Total	\$114,773	100.00%

School Philosophy

Transitions

New Directions is a small district 'storefront outreach' program that complements the New Directions Park Plaza program.

Community Profile

Transitions

The academic needs of each student are met by:

- providing an opportunity to earn high school credits through a wide variety of provincially approved courses
- fostering student accountability and preparation for lifelong education and responsible citizenship
- providing a welcoming and supportive environment.
- acting as liaison between students and community agencies

Programs and Organization

Students work on individualized courses that follow the Alberta Education Program of Studies. Courses at Transitions may be started at any time. Courses consist of a series of modules, and it is expected that at least one module of work will be completed each week with teacher guidance and coaching. Students are expected to attend school on a full-time basis.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Alberta Health Services

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		117,914		114,773
Internal Revenue		0		0
REVENUE TOTAL		117,914		114,773
Classroom	1.000000	107,673	1.000000	107,673
Teacher Supply	.000000	2,500	.000000	2,500
TOTAL TEACHER	1.000000	110,173	1.000000	110,173
(% of Budget)		93.44%		95.99%
TOTAL STAFF	1.000000	110,173	1.000000	110,173
(% of Budget)		93.44%		95.99%
SUPPLIES, EQUIPMENT AND SERVICES		5,500		3,400
INTERNAL SERVICES		2,091		800
OTHER INTEREST AND CHARGES		150		400
TOTAL SES		7,741		4,600
(% of Budget)		6.56%		4.01%
TOTAL AMOUNT BUDGETED		117,914		114,773
Carry Forward Included		0		0
Carry Forward to Future		0		0

Profile

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	0.000000	Salaries	\$109,673	100.00%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$0	00.00%
Regular	0	Support	0.000000			
		Teacher	<u>1.000000</u>			
Year Opened		Total	1.000000	Total	\$109,673	100.00%

School Philosophy

New Directions

New Directions is a small district 'storefront outreach' program designed for High School students placed there by the Superintendent as a result of the expulsion process.

Community Profile

New Directions

The academic needs of each student are met by:

- providing an opportunity to earn high school credits through a wide variety of provincially approved courses
- fostering student accountability and preparation for lifelong education and responsible citizenship
- providing a welcoming and supportive environment.
- acting as liaison between students and community agencies

Programs and Organization

Students work on individualized courses that follow the Alberta Education Program of Studies. Courses at New Directions may be started at any time. Courses consist of a series of modules, and it is expected that at least one module of work will be completed each week with teacher guidance and coaching. Students are expected to attend school on a full-time basis.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Alberta Health Services

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		110,673		109,673
Internal Revenue		0		0
REVENUE TOTAL		110,673		109,673
Classroom	1.000000	107,673	1.000000	107,673
Teacher Supply	.000000	2,000	.000000	2,000
TOTAL TEACHER	1.000000	109,673	1.000000	109,673
(% of Budget)		99.1%		100%
TOTAL STAFF	1.000000	109,673	1.000000	109,673
(% of Budget)		99.1%		100%
SUPPLIES, EQUIPMENT AND SERVICES		1,000		0
INTERNAL SERVICES		0		0
TOTAL SES		1,000		0
(% of Budget)		0.9%		0%
TOTAL AMOUNT BUDGETED		110,673		109,673
Carry Forward Included		0		0
Carry Forward to Future		0		0

Profile

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	0.000000	Salaries	\$222,346	71.82%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$87,259	28.18%
Regular	0	Support	0.000000			
		Teacher	<u>2.000000</u>			
Year Opened		Total	2.000000	Total	\$309,605	100.00%

School Philosophy

New Directions

New Directions is a small district 'storefront outreach' program designed for High School students placed there by the Superintendent as a result of the expulsion process.

Community Profile

New Directions

The academic needs of each student are met by:

- providing an opportunity to earn high school credits through a wide variety of provincially approved courses
- fostering student accountability and preparation for lifelong education and responsible citizenship
- providing a welcoming and supportive environment.
- acting as liaison between students and community agencies

Programs and Organization

Students work on individualized courses that follow the Alberta Education Program of Studies. Courses at New Directions may be started at any time. Courses consist of a series of modules, and it is expected that at least one module of work will be completed each week with teacher guidance and coaching. Students are expected to attend school on a full-time basis.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Alberta Health Services

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		305,355		309,605
Internal Revenue		0		0
REVENUE TOTAL		305,355		309,605
Classroom	2.000000	215,346	2.000000	215,346
Teacher Supply	.000000	5,000	.000000	7,000
TOTAL TEACHER	2.000000	220,346	2.000000	222,346
(% of Budget)		72.16%		71.82%
TOTAL STAFF	2.000000	220,346	2.000000	222,346
(% of Budget)		72.16%		71.82%
SUPPLIES, EQUIPMENT AND SERVICES		85,009		85,759
INTERNAL SERVICES		0		1,500
TOTAL SES		85,009		87,259
(% of Budget)		27.84%		28.18%
TOTAL AMOUNT BUDGETED		305,355		309,605
Carry Forward Included		0		0
Carry Forward to Future		0		0