

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 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

To foster student growth and success, teachers and administration will employ successful strategies from the 2020/21 school year to continue to improve overall course completion and graduation rates with emphasis on Literacy and Numeracy. The strategies employed will support the journey of our students as they work toward high school completion, credit accumulation, and/or the transition to post high school life. For the 2021/22 school year, all staff will assume responsibility for all students via our tracking system with an emphasis on our potential graduates and our new grade 10's. Students will continue to set academic and completion goals for their courses. Students in their final year of studies will be presented opportunities to explore post high school options. Staff will validate, acknowledge, and encourage students through timely communication (in-person, telephone, email, text, social media). Improvements in this area will be evidenced through regular and consistent staff/student interactions, increased course completion and high school graduation rates.

Results Achieved: During the 2021/2022 school year, Outreach staff were consistent and persistent with their attempts to communicate with students. As communication was enhanced, staff and students began to engage in regular conversations. Relationships were strengthened and teachers began to learn more and more about their students. The positive impacts of these relationships manifested in a variety of ways: increased attendance rates, better quality of work, and more appropriate course placement. Enhanced relationships also contributed to the significant increase in core course completion rates. The opportunity to 'top-up' (redoing parts of a course to achieve a more desirable final grade) was another practice that impacted our course completion rates. Student goal setting - and staff response to the achievement or lack thereof - was the springboard for greater one-on-one instruction with students. This technique assisted students in earning the grades that they desired. Outreach staff continued to be diligent in monitoring, tracking, and communicating with students on our graduation list. These strategies resulted in regular conversations and made staff aware of students' 'personal' situations. Once staff understood the areas in which a student was struggling, they were able to direct students to the appropriate supports and/or services. We saw a shift from course completion toward meeting the basic physical, mental and emotional needs of students and providing them with wrap-around supports. Many of the students who did not earn their diplomas have returned to us for the 2022/2023 school year and have established plans to achieve their post-high school goals.

A high quality learning and working environment will continue to be an area of focus in 2021/22. Teachers will continue to establish strong lines of communication with students and will work on revising modules to create a more clear alignment with best teaching practices. Allowing for professional judgment, this practice will ensure that student assessments are more individualized and provide students a variety of opportunities to demonstrate their understanding prior to booking assessments. This process will encourage more students to use their teacher as a learning support. Improvements in this area will be evidenced through new assessment practices with modules, quizzes and exams. Additional evidence will include consistent one-on-one instruction to review modular work, the variety of assessments being used, students booking assessment when they feel confident in their understanding of the concepts, as well as improved grades, assessment scores, and course completion rates. Students will also report reduced anxiety and a willingness to demonstrate their understanding of concepts taught.

Results Achieved: Students were more engaged in our modules. Students began to see modules as learning tools and a way to determine just how well they knew the material. This practice broke the old mold of a prescribed sequence of events that they had to follow, thereby creating a learning model that students could control. The focus shifted toward learning and not on just the completion of the module. Additionally, students set goals at the beginning of each of their courses. Goals were based on conversation regarding their next steps; post secondary or the workforce. With a clear 'grade goal' in mind, students began to come on site more often to work and to receive assistance from their teachers. Prior to writing assessment, students were required to predict what their grade would be. Once the assessment was done, results were compared - prediction versus actual grade. Students were often within 10% of the estimated result and

the actual result. Additionally, students were responsible for booking their own assessment times - when they felt that they were prepared and truly knew the material. This process worked to give students more control over their courses and reduced levels of anxiety. Our students also became more willing to take risks and 'attempt the work' without fear of penalty.

Engaging students in discussions and opportunities surrounding the transition to post-secondary studies and the job market/work force will enhance communication, engagement, and partnerships. Teachers and administration will focus on supporting the long-term goals of students and assist them in making realistic choices about the future. Students will be given opportunities to complete aptitude tests and have discussions with teachers and administration to explore career pathways that align with personal goals, interests, and aspirations. Students intending on entering the workforce will be given assistance with resume writing and will be provided access to job fairs and opportunities. Our partnership with Careers; The NEXT Generation, will also allow students to gain both experience and employability skills. Additionally, post-secondary information will be delivered to students - including programs, open house events, google meets with recruiters, and one-on-one meetings with admission experts. Staff will also become more aware of post-secondary entrance requirements, and timelines. Students applying for post-secondary programs will be given assistance with applications and scholarship searches. Improvements in this area will be evidenced through higher course completion rates, increased work experience credits, involvement with post-secondary events, increased acceptance into post-secondary programs, or into the world of work, allowing students to begin to achieve some financial independence.

Results Achieved: Post-high school meetings were set up with the majority of students in grade 12, and with a high proportion of students in grades 10 and 11. All students were invited to attend post-secondary information meetings/sessions with recruiters. In comparison with previous years, there was a marked increase in the number of students and staff members participating in these events. Students who were post-secondary bound were invited to one-on-one sessions in which they received assistance with setting up ApplyAlberta accounts, completing post-secondary applications, fulfilling additional application requirements, navigating post-secondary portals, and accessing scholarship information and opportunities. Students whose plans did not entail immediate post-secondary studies received assistance in determining future plans and achieving long term goals. The following tools were used to assist students: aptitude tests, Campus EPSB opportunities, job search assistance, resume writing, navigating funding options for daily living, and providing reference letters for students. All meetings with students were one-on-one in nature. This allowed staff to help students realign long-term goals to be more realistic and achievable, while still presenting challenges.

What were the biggest challenges encountered in 2021/22?

Firstly, we need to find more ways to present a wider range of career and life pathways and opportunities to our students. Better utilization of Campus EPSB and CAREERS: The Next Generation opportunities would have been beneficial. We also need to place great focus toward and emphasis on encouraging students to take those courses necessary to achieve life goals, while still keeping doors open. Expanding our tracking system to include grade 10 and 11 students would allow us to start the process much sooner. We are also working on increasing 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. Lastly, a key challenge is assisting students in achieving the 'CTS requirement' of earning their high school diplomas.

What are the implications from 2021/22 that will impact your current year plan?

Outreach staff continued to work on revising our modules - both core and option - to allow for the best possible reflection of student knowledge and understanding. Additionally, our teachers continue to advocate for their students and are willing to make individual accommodations / adaptations to modular work to best meet student needs, while recognizing that the format for diploma exams is set.. Over the past few years, we have created a 'process' at Outreach that has shown great results. Paramount to our 2021/2022 preparation was the understanding that we needed to maintain this process and continue to focus on relationship building with our students. At Outreach, we believe that a high level of communication is critical for the success of our students. Our focus will continue to be to provide unparalleled service to our students and their ever-changing needs. This means that we look beyond 'achieving a diploma'. We look at 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.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

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	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	81.4	83.2	83.1	n/a	n/a	n/a
	3-year High School Completion	*	*	22.8	83.2	83.4	81.1	*	*	*
	5-year High School Completion	59.5	16.1	25.4	87.1	86.2	85.6	Very Low	Improved	Issue
	PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	*	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	*	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	89.0	89.6	90.3	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	78.8	79.5	81.5	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 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

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	n/a	88.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	n/a	92.6	77.4	81.4	83.2	83.1	n/a	n/a	n/a
	3-year High School Completion	29.5	0.0	0.0	83.2	83.4	81.1	Very Low	Improved	Issue
	5-year High School Completion	60.8	0.0	20.6	87.1	86.2	85.6	Very Low	Improved	Issue
	PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	*	n/a	86.5	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	*	n/a	31.5	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	96.4	94.0	89.0	89.6	90.3	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	92.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	97.5	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	81.1	77.4	78.8	79.5	81.5	n/a	n/a	n/a

Notes:

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- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.

Required Alberta Education Assurance Measures - Overall Summary Fall 2022

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	100.0	n/a	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	93.1	n/a	71.6	81.4	83.2	83.1	Very High	Improved	Excellent
	3-year High School Completion	5.1	3.3	9.9	83.2	83.4	81.1	Very Low	Maintained	Concern
	5-year High School Completion	37.5	27.0	25.9	87.1	86.2	85.6	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	83.3	n/a	61.0	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	4.2	n/a	6.8	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	100.0	n/a	92.0	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.8	n/a	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	100.0	n/a	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	82.6	n/a	n/a	78.8	79.5	81.5	Very High	n/a	n/a

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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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

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	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	81.4	83.2	83.1	n/a	n/a	n/a
	3-year High School Completion	20.0	n/a	n/a	83.2	83.4	81.1	Very Low	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	53.4	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	9.8	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	89.0	89.6	90.3	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	78.8	79.5	81.5	n/a	n/a	n/a

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- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

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	54.8	n/a	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	67.3	n/a	72.3	81.4	83.2	83.1	Low	Maintained	Issue
	3-year High School Completion	15.1	12.9	4.3	83.2	83.4	81.1	Very Low	Maintained	Concern
	5-year High School Completion	35.4	11.2	23.7	87.1	86.2	85.6	Very Low	Maintained	Concern
	PAT: Acceptable	*	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	*	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	100.0	n/a	92.5	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	22.2	n/a	22.5	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.2	n/a	91.7	89.0	89.6	90.3	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.2	n/a	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	70.0	n/a	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	78.8	79.5	81.5	n/a	n/a	n/a

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- 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.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

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	65.7	n/a	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	66.7	n/a	70.6	81.4	83.2	83.1	Low	Maintained	Issue
	3-year High School Completion	5.8	0.0	0.0	83.2	83.4	81.1	Very Low	Maintained	Concern
	5-year High School Completion	28.6	17.6	17.1	87.1	86.2	85.6	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	63.6	n/a	65.4	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	0.0	n/a	1.9	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	77.8	n/a	90.3	89.0	89.6	90.3	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	72.5	n/a	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.3	n/a	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	78.8	79.5	81.5	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 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.

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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

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.

Division Priority 1

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.

Division Priority 2

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.

Division Priority 3

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	0.000000	Salaries	\$280,610	90%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$32,650	10%
Regular	61	Support	1.000000			
		Teacher	<u>2.000000</u>			
Year Opened		Total	3.000000	Total	\$313,260	100%

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

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		313,260		313,260
Internal Revenue		0		0
REVENUE TOTAL		313,260		313,260
Classroom	2.000000	205,664	2.000000	205,664
Teacher Supply	.000000	8,000	.000000	8,000
TOTAL TEACHER	2.000000	213,664	2.000000	213,664
(% of Budget)		68.21%		68.21%
Support	1.000000	62,946	1.000000	62,946
Support (Supply/OT)	.000000	4,000	.000000	4,000
TOTAL NON-TEACHER	1.000000	66,946	1.000000	66,946
(% of Budget)		21.37%		21.37%
TOTAL STAFF	3.000000	280,610	3.000000	280,610
(% of Budget)		89.58%		89.58%
SUPPLIES, EQUIPMENT AND SERVICES		25,100		22,350
INTERNAL SERVICES		7,550		10,300
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		32,650		32,650
(% of Budget)		10.42%		10.42%
TOTAL AMOUNT BUDGETED		313,260		313,260
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	0.500000	Salaries	\$855,228	75%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$291,416	25%
Regular	124	Support	1.000000			
		Teacher	<u>6.600000</u>			
Year Opened		Total	8.100000	Total	\$1,146,644	100%

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

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		1,146,644		1,146,644
Internal Revenue		0		0
REVENUE TOTAL		1,146,644		1,146,644
Classroom	3.600000	370,195	3.600000	370,195
Leadership	3.000000	379,521	3.000000	380,704
Teacher Supply	.000000	10,000	.000000	10,000
TOTAL TEACHER	6.600000	759,716	6.600000	760,899
(% of Budget)		66.26%		66.36%
Exempt	.000000	0	.000000	0
Support	1.000000	62,946	1.000000	62,946
Support (Supply/OT)	.000000	6,500	.000000	4,000
Custodial	.875000	43,545	.500000	24,883
Custodial (Supply/OT)	.000000	2,500	.000000	2,500
TOTAL NON-TEACHER	1.875000	115,491	1.500000	94,329
(% of Budget)		10.07%		8.23%
TOTAL STAFF	8.475000	875,207	8.100000	855,228
(% of Budget)		76.33%		74.59%
SUPPLIES, EQUIPMENT AND SERVICES		254,138		273,650
INTERNAL SERVICES		16,700		17,566
OTHER INTEREST AND CHARGES		600		200
TOTAL SES		271,438		291,416
(% of Budget)		23.67%		25.41%
TOTAL AMOUNT BUDGETED		1,146,645		1,146,644
Carry Forward Included		0		-19,649
Carry Forward to Future		0		0

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	0.000000	Salaries	\$494,251	87%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$74,250	13%
Regular	19	Support	0.800000			
		Teacher	<u>4.200000</u>			
Year Opened		Total	5.000000	Total	\$568,501	100%

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

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		568,501		568,501
Internal Revenue		0		0
REVENUE TOTAL		568,501		568,501
Classroom	4.200000	431,894	4.200000	431,894
Leadership	.000000	0	.000000	0
Teacher Supply	.000000	10,000	.000000	8,000
TOTAL TEACHER	4.200000	441,894	4.200000	439,894
(% of Budget)		77.73%		77.38%
Exempt	.000000	0	.000000	0
Support	.800000	50,357	.800000	50,357
Support (Supply/OT)	.000000	4,000	.000000	4,000
Custodial (Supply/OT)	.000000	0	.000000	0
TOTAL NON-TEACHER	.800000	54,357	.800000	54,357
(% of Budget)		9.56%		9.56%
TOTAL STAFF	5.000000	496,251	5.000000	494,251
(% of Budget)		87.29%		86.94%
SUPPLIES, EQUIPMENT AND SERVICES		58,400		60,550
INTERNAL SERVICES		13,700		13,550
OTHER INTEREST AND CHARGES		150		150
TOTAL SES		72,250		74,250
(% of Budget)		12.71%		13.06%
TOTAL AMOUNT BUDGETED		568,501		568,501
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	\$278,610	71%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$114,174	29%
Regular	70	Support	1.000000			
		Teacher	<u>2.000000</u>			
Year Opened		Total	3.000000	Total	\$392,784	100%

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

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		392,784		392,784
Internal Revenue		0		0
REVENUE TOTAL		392,784		392,784
Classroom	2.000000	205,664	2.000000	205,664
Teacher Supply	.000000	8,000	.000000	7,000
TOTAL TEACHER	2.000000	213,664	2.000000	212,664
(% of Budget)		54.4%		54.14%
Support	1.000000	62,946	1.000000	62,946
Support (Supply/OT)	.000000	4,000	.000000	3,000
TOTAL NON-TEACHER	1.000000	66,946	1.000000	65,946
(% of Budget)		17.04%		16.79%
TOTAL STAFF	3.000000	280,610	3.000000	278,610
(% of Budget)		71.44%		70.93%
SUPPLIES, EQUIPMENT AND SERVICES		104,674		105,350
INTERNAL SERVICES		7,400		8,624
OTHER INTEREST AND CHARGES		100		200
TOTAL SES		112,174		114,174
(% of Budget)		28.56%		29.07%
TOTAL AMOUNT BUDGETED		392,784		392,784
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	\$210,664	71%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$87,750	29%
Regular	0	Support	0.000000			
		Teacher	<u>2.000000</u>			
Year Opened		Total	2.000000	Total	\$298,414	100%

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

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		298,414		298,414
Internal Revenue		0		0
REVENUE TOTAL		298,414		298,414
Classroom	2.000000	205,664	2.000000	205,664
Teacher Supply	.000000	5,000	.000000	5,000
TOTAL TEACHER	2.000000	210,664	2.000000	210,664
(% of Budget)		70.59%		70.59%
TOTAL STAFF	2.000000	210,664	2.000000	210,664
(% of Budget)		70.59%		70.59%
SUPPLIES, EQUIPMENT AND SERVICES		86,750		86,750
INTERNAL SERVICES		1,000		1,000
TOTAL SES		87,750		87,750
(% of Budget)		29.41%		29.41%
TOTAL AMOUNT BUDGETED		298,414		298,414
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	\$104,832	99%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$1,000	01%
Regular	0	Support	0.000000			
		Teacher	<u>1.000000</u>			
Year Opened		Total	1.000000	Total	\$105,832	100%

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

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		105,832		105,832
Internal Revenue		0		0
REVENUE TOTAL		105,832		105,832
Classroom	1.000000	102,832	1.000000	102,832
Teacher Supply	.000000	3,000	.000000	2,000
TOTAL TEACHER	1.000000	105,832	1.000000	104,832
(% of Budget)		100%		99.06%
TOTAL STAFF	1.000000	105,832	1.000000	104,832
(% of Budget)		100%		99.06%
SUPPLIES, EQUIPMENT AND SERVICES		0		1,000
INTERNAL SERVICES		0		0
TOTAL SES		0		1,000
(% of Budget)		0%		0.94%
TOTAL AMOUNT BUDGETED		105,832		105,832
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	\$104,332	96%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$3,900	04%
Regular	2	Support	0.000000			
		Teacher	<u>1.000000</u>			
Year Opened		Total	1.000000	Total	\$108,232	100%

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

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		108,232		108,232
Internal Revenue		0		0
REVENUE TOTAL		108,232		108,232
Classroom	1.000000	102,832	1.000000	102,832
Teacher Supply	.000000	3,000	.000000	1,500
TOTAL TEACHER	1.000000	105,832	1.000000	104,332
(% of Budget)		97.78%		96.4%
TOTAL STAFF	1.000000	105,832	1.000000	104,332
(% of Budget)		97.78%		96.4%
SUPPLIES, EQUIPMENT AND SERVICES		2,400		2,400
INTERNAL SERVICES		0		1,350
OTHER INTEREST AND CHARGES		0		150
TOTAL SES		2,400		3,900
(% of Budget)		2.22%		3.6%
TOTAL AMOUNT BUDGETED		108,232		108,232
Carry Forward Included		0		0
Carry Forward to Future		0		0