



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	3.500000	Salaries	\$4,023,294	91%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$398,191	09%
Regular	0	Support	8.000000			
		Teacher	<u>31.000000</u>			
Year Opened	1992	<b>Total</b>	<b>42.500000</b>	<b>Total</b>	<b>\$4,421,485</b>	<b>100%</b>

School Philosophy

**"WE" ARE BRACCO**

We are committed to making a measurable difference at John D. Bracco by focusing on improving student academic achievement while building positive relationships with every student. As a school community, our staff and students have identified the Pillars of Bracco that support lasting relationships: CITIZENSHIP - COURAGE - DIGNITY - INTEGRITY - RESPECT - RESPONSIBILITY. We believe in providing a wide range of learning experiences for students to develop 21st century competencies in academics, arts, athletics, and attitudes. We value our diversity in world views, cultures, languages, and interests. Our student leadership programs and extra curricular activities nurture leadership skills and community service learning in our students. **Alma Sapiens - Nurturing Wisdom!**

Community Profile

John D. Bracco is a multi-cultural school community, serving the neighbourhoods of Homesteader, Overlanders, Cannon Ridge, Kernohan, Belmont, Sifton, Bannerman, Clareview Towne Centre, Hairsine, Kirkness, Fraser, Gorman, and Horse Hill. In addition, we have active partnerships with Schools as Community Hubs (REACH Edmonton), The Family Centre (Success Coach), Edmonton Public Library, Boys and Girls Clubs Big Brothers and Big Sisters of Edmonton (BGCBigS), City of Edmonton - Clareview Youth Night, University of Alberta - Science in the Classroom, Edmonton Chinese Lions Club, North East Edmonton Rotary Club, Communities United & The United Way, Specialized Learning Supports through our Division, Clareview Recreation Centre, Northeast Community Health Centre, C5 North East Hub, Elizabeth Fry Society, Bethel Community Church, Somali Canadian Women's Association, the Edmonton Mennonite Centre for Newcomers (EMCN), Edmonton Immigrant Services Association (EISA), Centre for Resilience and Social Development (CRSD), Breakfast Clubs of Canada, Hope Mission Nutritional Program for students (lunch), Belmont Sobey's, and Looney Tunes Express Catering, all which continue to support diverse learning experiences for all students.

Programs and Organization

Our school offers Regular and Pre-Advanced Placement programming as well as and specialized programming for English Language Learners, Opportunity, and Behaviour Learning Assistance/Opportunity students. An active student-leadership program supports the development of the competencies of our learners. Our Physical Education program supports healthy living for every student. International language instruction in French and Spanish enhance cognitive development. Fine and Performing Arts programs are essential to celebrate spatial, kinesthetic, and musical intelligences that support academic learning. Daily lunch and after-school programming addresses the academic and social needs of the youth at our school. Student choices for option classes include Guitar, Music, Art, Practical Arts, Photography, 3D Digital Design, Computers, Foods, Fitness, Leadership, Sports Performance, Active Living, Aboriginal and Environmental Outdoor Education.

John D. Bracco also offers students the opportunity to be involved in our Soccer Institute - Bruins Soccer Institute where students are in the same cohort at each grade level develop skills, knowledge and attitude within an enhanced soccer institute, coached by soccer performance coaches who are also teachers in our school. We are also beginning to offer a similar experience in our new Basketball Option – Bruins Basketball; where students are in the same cohort at each grade level; following the successful plan of our Bruins Soccer Institute, coached by basketball performance coaches who are also teachers in our school. .

Students have strong connections with their homeroom teachers who teach their homeroom students daily to ensure each student is connected with a mentoring adult who supports their success in school. Our teachers are the connection to students' and their families and are key to our Pillars of Bracco.

School Community Relationships

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

C5 North East Hub, Canadian Friends of Somalia, Chinese Lions Club, Clareview Youth Night, Edmonton Immigrant Services Association, Edmonton Police Service, REACH, REACH Edmonton Schools as Community Hubs, Somali Canadian Womens Association, The Family Centre, United Communities, YOUCAN Youth Services

**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 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

**By June 2020, all students will demonstrate growth in achievement in the areas of literacy and numeracy. Tailored supports through a variety of interventions are provided in needed areas. Student growth will be monitored using summative and formative assessment practices. Measures such as PATs/Diplomas, high school completion, drop-out rates, HLAT Writing, Reading Achievement Assessment Reports, Fountas and Pinnell, MIPI and teacher professional judgment (informed by conversation, observation and student products) will guide instruction.**

At JDB we have changed our timetable and schedule to be able to provide every student two weekly intervention or extension blocks in literacy and numeracy. We call this change our FLEX Thursday schedule. We will use data from our literacy and numeracy intervention sessions, based upon teacher awarded marks, Reading at Grade Level statistics, CAT4, MIPI and PAT results in the areas of literacy and numeracy to measure the success of our intervention blocks and timetable change.

**Results Achieved:**

Over the last five years, the number of students writing PAT exams meeting the Acceptable Standard and Standard of Excellence increased (between 2-3%) in our Catchment, however we have seen a steady decline in our reading and writing levels across the Catchment. Trends from our Catchment include increased Diploma Exam Results, over the past five years; which we can attribute to all schools providing tailored supports and intervention programs in some manner.

**School Specific results:**

While our school's population steadily increases, jumping a class each year, so does the complexity of our students with more than 50% of our population needing individual tailored support. We continue to focus on collecting a variety of data regarding our students' success and growth, particularly through our relationships and conversations with our students as well as observations.

Our FLEX Thursday literacy and numeracy intervention blocks were meeting these needs and the data we were gathering was revealing growth in reading comprehension skills particularly as well as numeracy basic skills. These intervention blocks were just shifting to be tailored to individual needs, based on data and irrespective of class and grade level, when our school, as all were, closed. As our FLEX Thursdays also included enrichment options for all students, student attendance for Thursday exceeded all other days, as our students felt academically supported and then were able to choose interesting enrichment classes as well. It was an excellent use to teacher and student time, and something we will return to when we are able to mix cohorts again. Currently, we are continuing with our FLEX Thursday programming, but students remain with their cohort for intervention and choice options. Our classrooms are filled with formative assessment tasks as we continue to focus on differentiation in our classrooms, both in instructional practise and assessment practise. We continue to support and focus on instructional strategies that provide a commonality across classrooms and grades, and most important connection our lessons to real world contexts. We continue to commit resources to reading intervention-teaching program along with ELL instruction each year.

We continue to be very proud of meeting various levels within our classrooms as well as our improved attendance data, which illustrates that our students feel safe at school. Our continued focus in providing a welcoming, safe environment, coupled with positive relationship and mental health capacity building can also work towards enhancing our achievement results as we continue to focus on meeting students where they are at and moving them forward. This past year our participation in the SRO program along with a full time Success Coach worked together to support student safety in our community and at our large complex Junior High School. Our students and families continue to indicate that they are more than satisfied with their experiences at John D. Bracco.

**By June 2020, all staff will develop high quality teaching and instructional practices through engagement in catchment collaboration and job embedded professional learning. Areas of focus include: literacy and numeracy, mental health, Indigenous education, arts embedded programming, citizenship, technology, and leadership development. This will be measured by the Accountability Pillar, formal and informal surveys, staff participation at catchment communities of practice and professional development days, individual professional development opportunities and teacher reflective feedback based on self-identified goals.**

At JDB we continue to support collaborative professional learning for all staff through our Eastglen Catchment Communities of Practise. We have changed our timetable and schedule to be able to focus and enhance our literacy and numeracy instructional practises which is led at JDB by four lead teachers. All staff at JDB are involved in providing

literacy and numeracy instructional intervention and/or extension. We will use data from our District Survey and Accountability Pillar to measure the success of our focused intervention and timetable change. Beside using PAT results, we will look at the data in areas of students reporting they can get help, are proud of their school, and find school work interesting as well as parents reporting in areas within Preparation for Lifelong Learning, World of Work, Citizenship and Continuous Improvement. We will also use data from our District Survey to assess our timetable change,

#### Results Achieved:

During the 2019-2020 school year, Eastglen Catchment Staff focused our PL in the following areas; trauma sensitive practises, behaviour supports, literacy & numeracy, First Nation, Metis, Inuit; foundational indigenous knowledge, Arts and assessment.

Dedicated intervention time in all Catchment schools, literacy and numeracy PL remained a priority. Schools joined together to collaborate in various PL endeavours, including monthly CoPs (Communities of Practise), Indigenous foundational knowledge, Mardi Bernard's series which focused on trauma informed practises based on Bruce Perry's brain research, were well attended by staff during Emergent Remote Learning in the spring.

Our Eastglen Leadership Group (ELG) comprised of AP's, CC's and Lead Teachers from all 16 Catchment Schools; met regularly (monthly) and coordinated our Catchment PL Days, our CoP's as we focus on building leadership capacity in our Catchment and within our Catchment. As a result, our Catchment has very strong relationships, support and insights across and within all 16 schools.

#### School Specific results"

Our continued focus in providing a welcoming, safe environment, coupled with positive relationship and mental health capacity building will also work towards enhancing our achievement results as we continue to focus on meeting students where they are at and moving them forward. We believe that through our continued focus on best practices in literacy and numeracy instructional strategies, and our collaborative Communities of Practise with a focus on professional learning opportunities within the Eastglen Catchment, we will continue to improve. As a large Junior High school with a large staff, our involvement in our Community of Practise collaborative groups, collaborative professional learning and collaborative opportunities has been invaluable and a key to our continued growth and success. We believe that our work this past year in areas of Safe and Caring Schools and Citizenship through our continued initiatives involving our 6 Pillars of Bracco and our focus on mental health well-being, continue to enhance our work. We continue to focus on developing relationships with our students and families to assist our students to be the best they can be and get involved at John D. Bracco. Through this focus we have realized positive results as indicated by the Accountability Pillar in the areas of Safe and Caring Schools, Citizenship and Work Preparation and our results in Parental Involvement and Continuous Improvement continue to remain very high. We continue to gather data and feedback from a variety of sources to help us guide our continued focus and work in enhancing parental involvement, support and connection to John D. Bracco and public education.

**By June 2020, we will actively involve and engage stakeholders in providing support for students and families beginning with our early childhood education. Measurements may include: the number of families attending school events/activities, family communication, number of referrals to internal and external agencies, community partnerships and initiatives, our results from the Accountability Pillar in the area of parental involvement, examples of Career Pathways involvement as well as anecdotes demonstrating the impact of relationships with the community.**

At JDB we continue to focus on investigating and enhancing numerous partnerships and supports for our students and their families through our school as a Community Resource. We will use data collected by our Success Coach regarding referrals and support, data collected by our School Resource Officer, as well as student, staff, parent survey results from our District Survey and Accountability Pillar Survey. Particularlly focused on Student Learning Opportunities, Parental Involvement and Continuous Improvement areas in the Accountability Pillar Survery and Commitment to Learning and Instructional Supports in the District Survey.

#### Results Achieved:

All Eastglen Catchment School partner with a variety of community partners to support students and families. Significant engagement with outside agencies includes: The United Way, The Family Centre, E4C, AYP, EMCN, EISA, REACH, BGCBiggs and CFS. All schools worked with community partners or the Alberta Nutrition Grant and E4C to feed students. All schools arranged for supports for families during Emergent Online Learning, to ensure food security, access to technology and wellness checks. More parents, families and students are accessing SchoolZone, and we all experience an increase in connections with parents and families through GoogleMeets and social media.

**School Specific Results:**

We continued to focus on enhancing our communication and communication tools, and increased our use of SchoolZone, School Messenger and Google Classroom. We continued welcoming families to John D Bracco for more events and did see an increase in student and family attendance. We supported community events such as Bannermania, supported FreeFootie through our Soccer Institute as examples. all in order to connect students, parents and families to our JDB Community.

We also continued to provide our students and their families with resources through:

- the Family Centre; full time Success Coach. Stats include; 691 student served through short term (mental wellness, co-regulation, social skills, family relationships, cultural support & conflict resolution); 207 unique short term engagement clients; 25 sessions facilitated with 5 unique groups with 109 unique partners; 115 students & staff engaged in Capacity Building (art therapy, grieve circles & community helpers); and 23 Critical Incidents.
- Edmonton Immigration Serviced of Edmonton (EISA); ESWISA - Enhanced Settlement Workers in Schools (complex cases, 1 day a week)
- Edmonton Mennonite Centre for Newcomers (EMCN); Settlement Practitioner (2 days a week)
- Clareview Youth Nights - City of Edmonton, Native Friendship Society, BCGBiggs, Basketball Alberta, EPL
- REACH Edmonton OST Program (out of school time) - 4 days a week
- John D. Bracco Soccer Institute (weekly)
- Hope Mission - Food Hamper Program for families biweekly and through the summer.

According to our Accountability Survey more students indicated that they had chances to be a leader, felt they belonged at school, felt safe at school and knew they could ask for and get help.

Most importantly, we continue to focus on developing student leadership skills through a variety of opportunities and a cohesive school process, which included a full time leadership option, which provides all our students with the opportunity to develop the skills to continue, be resilient and successful.

Although our parents(families) indicated that school communication was enhanced the level of parent involvement declined significantly and we are investigating ramifications, but have already seen an increase in parent involvement in our GoogleMeet monthly parent & school council meets.

**What were the biggest challenges encountered in 2019/20?**

Many of our students begin school with limited language experience and high social vulnerability and as a result a great deal of time is needed to assist students in learning routines and providing the structure to build foundations in literacy and numeracy. Poverty impacts how our students and their families meet these challenges such as school supplies and adequate nutrition. Regular school attendance can also be a challenge as well as transiency. Parents continue to require support in establishing routines, accessing services and having a sense of belonging in the school community. Being a large junior high school with a high number of students with learning difficulties, often a result of gaps in school development and transiency, can impact the whole school. Our Accountability Pillar Survey Results show that our families and students feel our school is safe and caring, and parents feel involved, but we need to continue this work. We continue to focus on John D Bracco being a key resource in our community and are committed to providing our students and parents' opportunities to be involved in our school.

**This year being part of the SRO program within Edmonton Public Schools, helped to mitigate many challenges during the school year and particularly when schools closed in March. Our SRO was a KEY Resource in providing continuing contact with many of our families experiencing huge challenges and difficulties due to the pandemic. Poverty and lack of access to resources was exhaserbasted by the pandemic and many of our ELL families were not able to access accurate information and support during this time. At least 50% of our students and families could not engage in Emergent Online Learning due to lack of technology and wifi (although we loaned out over 250 ChromeBooks to families) and our engagement with students and families dropped. Those of most concern were able to be connected through our SRO as during this time all other agencies were unable to meet with students and families face to face. The impact our SRO had within our most vulnerable community, be providing face to face connections, food hampers, sports equipment was immeasurable.**

**What was most important for your school community as you prepared for the 2020-2021 school year?**

At JDB we wanted to focus on providing the opportunity for students to be supported as they re-entered our school and reconnected with their school community and their teachers. We also wanted to provide a safe, welcoming atmosphere knowing there would be limitations to programming options. We felt it best to start the school year in homeroom cohorts with one teacher supporting students for all subjects, and having lead subject teachers at each grade level supporting teachers. At JDB we know that if we can develop relationships and connections our students feel supported, safe and ready to tackle learning. Our families are very appreciative of this, and know that we are providing a safe, supportive learning environment.

**As a Catchment we will continue:**

- collaborative professional learning focused on literacy and numeracy at the catchment and school level tracking practices in all schools; collecting and analyzing a variety of data to inform teaching practice.
- our focus on creating, welcoming, safe, inclusive and trauma sensitive environments
- to focus on community partnerships and leverage our welcoming environments to ensure students and families have access to supports.
- to develop family involvement through active School Councils and other opportunities to participate in their child's education
- collaborative activities between divisions to ensure the successful transition of our students

**2020-2021:**

- We are working on a range of different methods and processes for 'push in' universal and targeted supports that are within the limitations of COVID and budget restraints.
- PL for Catchment leaders will focus on Inquiry Based Professional Growth Plans & Action Research
- Catchment leadership group PL will lead our Action Research through our Inquiry Based Professional Growth Plans, and refreshing our collaborative work in our Communities of Practise (CoP's) through our IBPGP
- Advocate for Mental Health supports in all Catchment schools - with a reduction in resources (MH therapist, Success Coaches, SRO support and staff who have moved to online) our staff have become the front-line workers in our schools.
- Continue to support staff with Trauma Enhanced Teaching practices
- We have become the COVID Information Center for our communities - we synthesize the information from AHS for our families and students and provide regular updates to our students & their families.

**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2020**  
**School: 7573 John D Bracco School**



Measure Category	Measure	John D Bracco School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	85.9	84.9	87.4	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	88.2	89.0	89.2	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	88.7	90.6	92.6	90.3	90.2	90.1	High	Declined	Acceptable
	Drop Out Rate	0.4	1.3	0.9	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	49.9	55.8	57.4	73.8	73.6	73.6	Very Low	Declined	Concern
	PAT: Excellence	10.3	8.3	8.5	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	92.8	81.5	86.7	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	80.0	78.2	80.5	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	60.5	83.0	84.2	81.8	81.3	81.2	Very Low	Declined Significantly	Concern
Continuous Improvement	School Improvement	77.5	76.2	81.1	81.5	81.0	80.9	High	Maintained	Good

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
  4. 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).
  5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  6. 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 Examination 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.
  7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
  9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
  10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

**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.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2020/2021 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

**By June 2021, all students will demonstrate growth in achievement in the areas of literacy and numeracy, and community awareness. The teachers will develop tailored and responsive learning activities that "can make the curriculum much more relevant to Indigenous students' lives", and for all students; "by incorporating local places [river valley, neighbourhood], history [First Nations, Metis and Inuit consultants] and events" (OECD, 2017, p. 104). Summative and formative assessment strategies will be used to measure and report this growth. Assessments such as PATS/Diplomas, HLAT Writing, Reading Achievement Assessment Reports, Fountas and Pinnell, MIPI and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction.**

At JDB we have moved to COHORT teaching for each homeroom, with lead subject teachers at each grade level to support student relationships and connections with their teacher and to develop a community of learners to safely support teaching and learning in a pandemic. Through our homeroom cohorts we will continue to provide students with weekly intervention or extension opportunities in literacy and numeracy. We will use data from teacher observation, teacher awarded marks, MIPI, and Reading at Grade Level statistics to measure the success of our homeroom cohort groupings.

Priority 1

**By June 2021, all staff will develop high quality teaching and instructional practices through engagement in catchment collaboration and job embedded professional learning. Areas of focus include: literacy and numeracy, mental health, Indigenous education, arts embedded programming, trauma informed practices, technology, and leadership development. This will be measured by the Accountability Pillar, formal and informal surveys, staff participation at catchment, individual professional development opportunities and teacher reflective feedback based on self-identified goals.**

At JDB we continue to support collaborative professional learning for all staff through our Eastglen Catchment Communities of Practise. We are using Inquiry Based Professional Growth Plans as a template to embed action research, directly related to the TQS and our areas of focus and need. We have changed our timetable and schedule to be able to focus and enhance our instruction and learning safely during a pandemic, and as a result all staff continue to be involved in providing literacy and numeracy instructional intervention and/or extension. We will continue to use data collected by teachers around student literacy and numeracy needs and growth to assess our cohort focused classrooms and timetable changes necessitated this school year. We will also use data from our District Survey to assess students reporting they can get help, are proud of their school, and find school work interesting, as well as parents reporting in areas within Preparation for Lifelong Learning, World of Work, Citizenship and Continuous Improvement areas in the Accountability Survey.

Priority 2

**By June 2021, we will actively involve people and engage community partners in providing support for students and families beginning with our early childhood education. Measurements may include the number of parents attending school events/activities, parental communication, number of referrals to internal and external agencies, community partnerships and initiatives, our results from the Accountability Pillar in the area of parental involvement, examples of Career Pathways involvement as well as anecdotes demonstrating the impact of relationships with the community.**

At JDB we continue to focus on investigating and enhancing numerous partnerships and supports for our students and their families through our school as a Community Resource. We will use data collected by our Success Coach regarding referrals and support, data collected through the Youth Enhanced Deployment program, which has replaced our School Resource Officer, as well as student, staff, parent survey results from our District Survey and Accountability Pillar Survey. For example, using data from areas including Student Learning Opportunities, Parental Involvement and Continuous Improvement in the Accountability Pillar Survey and Commitment to Learning and Instructional Supports in the District Survey.

Priority 3

## Budget Summary Report

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		4,421,485		4,421,485
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>4,421,485</b>		<b>4,421,485</b>
Classroom	28.000000	2,878,148	28.000000	2,878,148
Leadership	3.000000	385,212	3.000000	385,212
Teacher Supply	.000000	90,410	.000000	90,410
<b>TOTAL TEACHER</b>	<b>31.000000</b>	<b>3,353,770</b>	<b>31.000000</b>	<b>3,353,770</b>
<b>(% of Budget)</b>		<b>75.85%</b>		<b>75.85%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	8.000000	430,509	8.000000	430,509
Support (Supply/OT)	.000000	21,000	.000000	21,000
Custodial	3.500000	202,017	3.500000	202,017
Custodial (Supply/OT)	.000000	16,000	.000000	16,000
<b>TOTAL NON-TEACHER</b>	<b>11.500000</b>	<b>669,526</b>	<b>11.500000</b>	<b>669,526</b>
<b>(% of Budget)</b>		<b>15.14%</b>		<b>15.14%</b>
<b>TOTAL STAFF</b>	<b>42.500000</b>	<b>4,023,296</b>	<b>42.500000</b>	<b>4,023,296</b>
<b>(% of Budget)</b>		<b>90.99%</b>		<b>90.99%</b>
SUPPLIES, EQUIPMENT AND SERVICES		309,961		309,961
INTERNAL SERVICES		88,230		88,230
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>398,191</b>		<b>398,191</b>
<b>(% of Budget)</b>		<b>9.01%</b>		<b>9.01%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>4,421,487</b>		<b>4,421,487</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0