



A C A D É M I E
SAINT-ANDRÉ
A C A D E M Y

EDUCATION
PLAN
2023-2027



MR. CURT BARON & MS. MICHELLE SYMES



Welcome/Bienvenue to Académie Saint-André Academy.

The 2022-2023 school year was a welcome relief after several years of COVID restrictions. It was a year of re-igniting the former strong routines and structures that have worked well in serving our students. The allowance to combine student groups by age and academic requirements, strengthened our ability to meet similar student needs simultaneously. Flexibility is key in using our resources, both physical and human, to the fullest potential.

As a kindergarten to grade four school, our capacity to focus solely on the needs of primary and elementary students allowed for the implementation of academic and behavioural programming at a very concentrated level. This focus has created a solid school environment.

Our staff has worked diligently to create a strong faith-based culture. It has been, and will continue to be, a team effort as we strive to be an important part of the Beaumont community. As a school community, we have created a rich tradition with our students, staff, parents and parish. We pride ourselves on creating a school where students feel safe, respected and challenged to reach the potential that God has planned for them.

We are proud of the close relationship we have built with the Catholic community of St. Vital. On going thanks go out to this wonderful community for their continued prayers and for supporting Catholic education at Académie Saint-André Academy, as well as all of our other St. Thomas Aquinas Catholic Schools.

MEET YOUR LOCAL TRUSTEE



Liz Taylor-Sirois

Beaumont Trustee

Liz Taylor-Sirois and her husband Denis have resided in Leduc County for 25 years. She is employed by Covenant Health in emergency admitting at the Grey Nuns Hospital. Liz has four daughters and 10 grandchildren, several attending Mother d'Youville and Académie Saint-André Academy. She enjoys gardening, walking, pontoon boating and hosting celebrations for family and friends. Liz attends St. Vital Parish, is a member of the Catholic Women's League, and also is the Parish Activities coordinator. Serving in her first term, Liz believes quality Catholic education is so very important and provides hope for our children. She

Académie Saint-André Academy offers a dual track, English - French immersion program for students in kindergarten to grade four. There are two sections of kindergarten – one section with students attending full-days on Mondays and Wednesdays with additional Fridays in our French Immersion program and the other sections with students attending full-days on Tuesdays and Thursdays with additional Fridays in our English program. Throughout the remaining grades, we have various numbers of sections based on student numbers and continued growth.

We are blessed to have a full-time administrative assistant who lovingly specializes in tooth pulling, band-aid provisions, daily check ins and super-powers beyond belief. Additionally, we have a part-time Learning Commons specialist who assists both in and out of the library, ensuring our students develop a love of reading. Our school also has a Family School Liaison Worker who holds her Masters in Counselling. She is there to assist students and parents with social and emotional concerns.

As Saint Thomas Aquinas' only P3 school, we work hard to maintain a solid working relationship with our direct neighbors to build a community of sharing and respect.

Académie Saint-André Academy is a family-centered school community built on a foundation of faith and love.



CATHOLIC IDENTITY

Board Priority/Local Goal: Staff are provided with faith formation opportunities.

Outcome: Staff are able to live, articulate and witness the faith and are able to permeate all school curriculum and activities with Gospel values and a love of Jesus Christ.

MEASURES

Surveys:

Students

- The adults in my school treat me with respect.
- We pray as a class or as a school every day.

Staff (Teacher & Support Staff)

- Staff at the school uphold the dignity of every student as a child of God.
- I pray regularly with staff and/or students.
- I speak about and demonstrate my faith to my students.
- I have opportunities to strengthen my faith through professional development (e.g. Reflection Day, staff retreat, daily prayer, book studies, EXCEL, etc.)

Parents

- My child's school upholds the dignity of every student as a child of God.
- I am pleased with the opportunities my child has to pray and to grow in his or her faith.

STRATEGIES

- Divisional Reflection Day focused on the divisional theme for the year.
- Opening mass with our sister school.
- Teaching mass with Fr. Les.
- Three unique PD sessions offered to staff with a focus on school identified needs and based around the theme of the division.
- September retreat will be held led by our Faith Life and Religious Education Coordinator followed by staff fellowship and relationship building.
- PLC collaboration on grade level faith outcomes.

CATHOLIC IDENTITY

Board Priority/Local Goal: Students understand what it means to live in a relationship with Jesus Christ.

Outcome: Students will hear, learn, and model their lives guided by faith and the Church.

MEASURES

Survey Questions

Students

- I learn about faith and God at school.
- Teachers and students speak about faith, and I learn how to live the way God wants me to.
- I have the opportunity to participate in religious celebrations and activities.

Staff (Teachers)

- Teachers help students understand how faith can guide the way they live their lives.
- The school provides students an opportunity to pray and grow in their faith.
- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

Parents

- My child has the opportunity to participate in religious celebrations and activities.

STRATEGIES

- Through permeation , teachers find opportunities to share their faith journey with students in all subject areas.
- Staff prayer daily as well as daily prayer during announcements brings focus to community faith needs. Teachers are class leaders for prayers and in-class faith celebrations.
- Opportunities for students to lead prayer during class following modelling demonstrated by teachers
- Monthly faith presentations allow teacher and students to share faith experiences.
- Weekly class newsletters allow teachers and students the opportunity to share with parents the faith experiences that occurred during the week.

Social media posted to the 5 made highlighting how teachers live guided by faith

CATHOLIC IDENTITY

Board Priority/Local Goal: Staff and students witness the gospel.

Outcome: Staff and students understand Catholic social teaching and witness the Gospel through acts of Social Justice and Charity.

MEASURES

Survey Questions

Students

- My school organizes activities to help people who are in need, such as, support a food bank or collect clothes.

Staff (Teachers & Support Staff)

- The school helps those less fortunate through charity, good works, and social justice.

Parents

- The school helps those less fortunate through charity, good works, and social justice.

Anecdotal List of School Social Justice Projects

STRATEGIES

- Planning sub-committee for Social Justice or Charity project for each Catholic season.
- School-wide monthly social justice opportunities involving student and parent participation. These include food drives, Christmas hamper drive, and creating prayers for those in need.
- Involving parents and community members in school-wide Social Justice projects through letters and social media.
- Teachers create opportunities for students to see how their faith, put into action, can influence others. The year divided into 5 sections where each grade level leads the school in a two month long social justice projects. (ie. Daily through morning announcements or weekly at assemblies)
- Conscientious focus on the 5 Marks of An Excellent Catholic School with submissions to GRateful Advocates for Catholic Education (GRACE).

CATHOLIC IDENTITY

Board Priority/Local Goal: Enhance home, school, and parish relationships.

Outcome: Continue to build relationships and opportunities to collaborate between the parish, school, and home, which strengthens the faith community and the life of the Division.

MEASURES

Survey Questions

Students

- My school has the opportunity to participate in religious celebrations, activities or functions at the school or church.

Staff (Teachers)

- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish.

Staff (Support Staff)

- I have the opportunity to participate in religious celebrations, activities or functions at the school or parish .

Parents

- My child participates in religious celebrations at the school or church.

List of School Masses/Celebrations and Connections to Outside Organizations

A Summary of Involvement Between Home, School, Parish, and Parish Priests

CATHOLIC IDENTITY

STRATEGIES

- The Giving Tree (Advent)—collecting gifts for families on need
- Grinch Project (Advent)—Grade ECS and Grade 1 students—How we help others
- Prayer Tree (Lent) - Daily individual prayer requests
- Dress Fr.Les—Social justice project where students bring donations to get “clothes” for Les.
- Drive Away Hunger (Lent)—Food Bank collection
- Catholic Women’s League attends school to do the rosary and stations of the cross
- Knights of Columbus attend Shrove Tuesday celebrations and run the basketball free throw.
- Classroom visits and blessings by the Parish Priest.
- Grade 4 bible blessing and class discussion led by Parish Priest.
- Masses in conjunction with the Parish both at St. Vital and ASAA.
- Weekly Advent celebrations.
- Faith teaching at Weekly assemblies
- End of the year Food and Fellowship opportunity to gather the school community to further strengthen the school, home, parish bond.

PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

Literacy and numeracy play a vital role in living, learning and working in today's society. Alberta students need strong literacy and numeracy skills to navigate and make meaning in an increasingly complex and technology-driven world.

MEASURES

Summary of the school's literacy and numeracy results for students in grades one to three .

- A list of the Alberta Education approved screening assessments used at each grade level
- The total number of students assessed at the beginning of the school year at each grade level
- The total number of students identified as being at risk at the beginning of the school year at each grade level
- The total number of students identified as being at risk at the end of the school year at each grade level

ACHIEVEMENT

PROVINCIAL GOAL: EARLY YEARS LITERACY & NUMERACY ASSESSMENTS

STRATEGIES

- Literacy and numeracy screening for Gr 1-4 in October, March and May
- Kindergarten 'Early Years Evaluation' screening and Brigance screening September/October
- Levelled Literacy Intervention in English for 8 week intervals
- GB+ (Groupe Beauchemin) - A levelled literacy intervention resource in French
- Precision Reading intervention for 10 week intervals to increase reading fluency
- Guided reading groups
- Mathology intervention in class—for students to work on targeted areas of need.
- Precision math pull out for students to increase their math fact fluency
- Math centers to target deficiencies and enrichment.

ACHIEVEMENT

PROVINCIAL GOAL: CITIZENSHIP

Active citizenship produces motivated and responsible learners and enables students to make a positive contribution to society. This is measured by the percentage of teachers, parents, and students who are

STRATEGIES

- Collaboration between grades to build community. ie. reading buddies, special art projects
- School recycling program - learning to care for our environment
- Morning assemblies weekly in the gym with a focus on student recognition and citizenship
- Treaty 6 Land Acknowledgement in both French and English
- Development of a personalized Land Acknowledgement with input from students.
- Recognition of Black History Month, Orange and Pink Shirt Day, Remembrance Day (in collaboration with Ecolé Dansereau Meadows School), and Indigenous Day

ACHIEVEMENT

PROVINCIAL GOAL: STUDENT LEARNING ENGAGEMENT

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments.

MEASURES

- The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

STRATEGIES

- Once a week in agendas, students have an “ask me about” message that goes home so that parents/guardians can engage their child in guided conversation about what is happening at school (e.g. “Ask me about division.”)
- Powerschool portal is available for parents to access information about their child’s progress and learning.
- Teachers provide a variety of activities to engage students in their learning. This includes working with technology, using manipulatives, group work, etc. as well as allowing students to display their learning in multiple ways.
- A weekly email from teachers to parents regarding what is coming up in the following week and sharing insights about the last week’s learning is sent each Sunday.
- Social media posts showing different activities that students engage in with descriptions for parents that explain how the learning is translatable to real-life experience (ie. Students building ~ “Future architects at work”)

ACHIEVEMENT

Board Priority/Local Goal: A focus on mental health and well-being.

Outcome: When we support student mental health, we support student success. Students in a state of emotional, behavioural, and social well-being, are able to learn, build resilience, and thrive.

MEASURES

Surveys:

Students (Elementary)

- At my school there is at least one adult who listens and cares about me
- My school is a place where I feel I belong
- I know how to get help if I am struggling with my mental health
- I have a trusted adult in my school who I can ask for help
- I learn how to manage my emotions in stressful situations
- I have opportunities to be involved in and connected to my school
- I feel safe at school
- I have a friend at school

Staff (Teachers & Support Staff)

- I am able to develop trusting relationships with the students in my care
- I am able to support the social and emotional well-being of the student(s) I work with
- I am able to effectively support student regulation
- Our school has internal supports and structures to assist students with their social and emotional well-being

ACHIEVEMENT STRATEGIES

- Family School Liaison Worker (FSLW) working with small groups , individual students and parent groups
- FSLW will do universal strategies with ALL classrooms (Mind up ~ a program to increase emotional awareness ~ in ECS, 1,2 and 3; Growth Mindset ~ a program designed to push students through challenges in Gr 4; as well as Kimochis~ a program to identify emotion and determine how to use it ~ in all classes)
- School wide student surveys to determine planning changes needed
- School Leadership Team focus on social emotional needs of the school
- Teachers and Educational Assistants (EAs) have a personal connection with the students in the school
- FSLW runs “Crosswalk Café” where parents can come in to speak with her to get additional strategies
- Model and practice the essential conditions of the Third Path ~ a program designed to build resilience in students
- Adult assistance for students who are in a state of stress and dysregulation where they are unable to control their emotions..

PROVINCIAL GOAL: EDUCATION QUALITY

Education Quality is a provincial measure under Teaching and Leading. It is measured by the percentage of teachers, parents, and students who are satisfied with the overall quality of basic education.

MEASURES

Graph of Overall School Results

A visual demonstration of the overall satisfaction of the school community with quality of education.

Graph of Detailed School Results

A visual demonstration of the detailed satisfaction of teachers, parents, and students with quality of education.

STRATEGIES

- Response To Intervention process involved a daily literacy intervention block that is geared specifically to the needs of each student. Through a cycle of daily Guided Reading with small groups of students, teachers and educational assistants help students progress through ever increasing levels of reading skills. Students are grouped with students of similar abilities and challenges so that staff can be strategic in their instruction.
- Further targeted support was provided for tier two and three students in areas of reading, writing and math through Learning Support Facilitators and Educational Assistants working with individuals or small groups of students on a pull-out basis.
- Comprehensive process for the development of Learning Support Plans and Individual Program Plans. These plans involve input from staff and parents and students when appropriate. They lay the groundwork for serving student's needs in a comprehensive and consistent manner.
- Yearly survey to parents regarding their satisfaction of the quality of basic of education with a focus on areas of growth and success.

Board Priority/Local Goal: Continue to build and develop staff capacity.

Outcome: Staff enhances their expertise through opportunities to build their capacity, at all stages in their career, through mentorship and meaningful professional development opportunities.

Star Catholic School Division recognizes that excellence in education for students largely determined by qualified and committed staff. You can find our Administrative Procedure on [Teacher Growth, Supervision and Evaluation \(AP 411\)](#) on our website: www.starcatholic.ab.ca

MEASURES

Surveys:

Staff (Teachers)

- I have opportunities for meaningful Professional Development.
- I have opportunities to access division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development).

Staff (Support Staff)

- I have opportunities for meaningful Professional Development related to my role.
- I have opportunities to access division and school supports (i.e. Coaches, Directors, Mentors, Family School Liaison Worker, and Learning Support Facilitators for Professional Development).

List of Professional Development Sessions During the School Year

STRATEGIES

- Regular Professional Development days that align with divisional priorities and goals
- Division Central Office Learning Team newsletter for division learning opportunities.
- Opportunities for regularly scheduled Professional Learning Communities both internally and across schools
- School Leadership Team, Professional Learning Communities, School Intervention Team, Learning Support Facilitator (French and English, Family School Liaison Worker)
- Student Learning Services team makes regular visits (Psychologist, Occupational Therapy, Physical Therapy, Speech)

Board Priority/Local Goal: Foster a culture of collaboration and leadership development.

Outcome: Staff are provided with structured opportunities to collaborate and be involved in leadership.

MEASURES

Surveys:

Staff (Teachers)

- I have the opportunity to participate in school leadership at my school. (e.g. School Leadership Team, Acting Admin, School Intervention Team, Extra-curricular, facilitating PD, etc.)
- I have the opportunity to collaborate in a professional learning community (PLC).
- Teachers in our school value professional learning communities (PLC).

STRATEGIES

- Opportunities to be involved with School Leadership Team, Professional Learning Communities, School Intervention Team, Religious Education Committee, First Nations Metis and Inuit staff lead.
- Designated Principal (when administration is away)
- Language AND Grade level Professional Learning Committees.
- Powerschool lead teacher
- Levels of Achievement committee member

Board Priority/Local Goal: Staff are supported in their wellness

Outcome: When staff experience positive social, emotional, and physical wellbeing, they are better able to fulfill their role in supporting students.

MEASURES

Surveys

Staff (Teachers & Support Staff)

- I am aware of available resources to support my wellness.
- I utilize the resources and information that are provided to support my wellness
- I understand the different dimensions of wellness into my own life (ie. Physical, social, and emotional)
- We learn about and incorporate wellness in my workplace

STRATEGIES

- Homewood Health number is posted
- Employee and Family Assistance Program information is provided to staff
- Staff Retreat to support mental health
- 3 half day Professional Development sessions with a focus on social, emotional and physical wellness
- Soup for the Soul—an opportunity to share a meal as a staff
- Sunshine Fund—a staff recognition program if staff have a death, birth, marriage, etc. in their family
- Wellness “Minute” at staff meetings
- Open door policy—an opportunity for staff to come and share their needs with administration and our Family School Liaison Worker
- Opportunities for staff to use the facilities (gym, etc.)
- Daily Prayer
- Group staff Halloween costume
- Incorporate areas of the Third Path into not only student but staff life
- Central Office Learning Team “Wellness Wisdom”

PROVINCIAL GOAL: WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENT

Welcoming, Caring, Respectful and Safe Learning Environment: This is measured provincially by the percentage of teachers, parents, and students agreement that learning environments are welcoming, caring, respectful and safe.

Outcome: Using resources to create optimal learning environment where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

STRATEGIES

- Protocols in place and followed by staff and students to ensure the school is clean. ie, remove wet or muddy boots at the door, separating garbage and recycling.
- Students maintain and clean desk and locker area - this does not include using any cleaning products.
- Staff and students are respectful of the supplies and equipment used in the school
- Nutrition Grant to ensure that need for food is met
- Restorative justice for discipline
- Positive phone calls home
- Front foyer bulletin board is decorated to display liturgical seasons and changes (ie. Advent, Lent,
- Administration greets students every morning and end of the day at both the bus and front door.
- Virtual and in-person assemblies
- Weekly student recognition done during assemblies and monthly lunch reward for select student.
- Public recognition of weekly students on social media
- St. Andre shirts for all new students
- Ornaments on the Christmas tree for all staff and students
- Recognition on announcements of all staff and student birthdays

PROVINCIAL GOAL: ACCESS TO SUPPORT & SERVICES

Access to Supports & Services: This is measured provincially by the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Outcome: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

STRATEGIES

- Division Student Learning Support Team—Speech Language Pathologist, Occupational Therapist, Wellness Coordinator
- School Based Learning Support Facilitator to assist with Inclusive Education Programming
- Family School Liaison Worker—to assist students with their social emotional needs
- Division Crisis Response Team
- External Consultants (Psychology, PT, etc.)
- Nutrition Grant to provide healthy snacks
- Hot Lunch Program
- School wide interventions including Leveled Literacy Intervention and Guided Reading
- Wrap around services for students with exceptional needs (ie. Glenrose iPAS, FSCD, etc.)

Board Priority/Local Goal: First Nation, Métis and Inuit students are successful.

Outcome: More First Nation, Métis and Inuit students meet or exceed identified measures.

MEASURES

Surveys

Students (self-identified only):

- Building trust with the Indigenous community: students, caregivers, staff
 - ◇ My school is a place where I feel I belong
 - ◇ I feel safe at school
 - ◇ I have a friend at school
 - ◇ (Elementary) At my school there is at least one adult who listens and cares about me
 - ◇ (Secondary) I have a positive and healthy relationship with at least one adult in my school

Students (Elementary)

- I learn about First Nations, Métis, and Inuit history, culture, and traditions

Students (Secondary)

- Our school provides opportunities to learn more about First Nations, Métis, and Inuit history, culture, and traditions

Staff (Teachers)

- First Nations, Métis, and Inuit Elders/knowledge keepers, cultural advisors or community members are invited into our school.
- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.
- I support the learning experiences of my students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit.
- I am building capacity in my understanding of First Nations, Métis, and Inuit Culture.

Staff (Support Staff)

- Our school enhances understanding of First Nations, Métis, and Inuit worldviews, cultural beliefs, languages, and values.

STRATEGIES

- First Nations, Metis and Inuit Professional Development available for all teachers through central office to enhance teacher knowledge and understanding.
- Professional Learning Communities focused on FNMI outcomes from the curriculum and how they could best teach these to the students. Lessons were developed and shared among teachers.
- Expert presenters brought in (Métis Story Teller, Elders)
- Treaty Land Acknowledgement is done in both French and English at student assemblies and staff meetings
- Grade Level Indigenous Day
- School—wide Indigenous events to build awareness for both staff and students.
- Tipi set up and available for use by classes to create a visible space for staff and students to utilize.
- Indigenous Saint of the Month
- Indigenous lead shares learning from their Indigenous lead PD sessions at staff meeting
- Selection of Indigenous books/stories in our school library

Board Priority/Local Goal: Recognize and support the diverse learning needs of ALL students through the Response to Intervention Model.

Outcome 1: Quality core instruction is foundational to success for all and is grounded in solid assessment practice.

Outcome 2: Quality assessment practice will assist in the provision of targeted support for both academically gifted and struggling students.

Outcome 3: Quality assessment practice will assist in the provision of intensive support for both academically gifted and struggling students.

MEASURES

Surveys:

Students (Elementary)

- In my classroom, I am encouraged to learn in different ways (e.g. technology, group work, on my own).
- At school, adults help me when I ask
- I get feedback from my teacher on assignments
- I know what is expected on assignments (outlines, rubrics)
- I have opportunities to practice and improve my learning before a test

Staff (Teachers)

- Please rate your understanding of the Alberta Assessment Consortium visual, “Assessing Student Learning in the Classroom”.
- I use data to establish intervention targets for students who have not mastered core concepts
- I use data to establish intervention targets for students who have mastered core concepts and would benefit from enrichment
- I am comfortable with utilizing available intervention strategies, tools and supports
- I provide criteria for assignments to students (i.e. outlines, rubrics)

Parents

- My child receives the support he/she needs to be successful in school

STRATEGIES

- Our Response To Intervention process involves literacy intervention time that is geared specifically to the needs of each student both with remediation and enrichment. Through a cycle of daily Guided Reading with small groups of students, teachers and educational assistants help students progress through ever increasing levels of reading skills. Students are grouped with students of similar abilities and challenges so that staff can be strategic in their instruction.
- Targeted support provided for tier two and three students in areas of reading, writing and math through Learning Support Facilitators and Educational Assistants working with individuals or small groups of students on a pull-out or push-in basis
- Use of assistive technology for targeted students (Read and Write Google)
- Student Learning Support team from our Central Office, working with teacher and Learning Support Facilitators to design and implement Individual Support Plans for designated students
- Specific equipment provided to meet individual student needs (ie. Change table, commode, lift, etc.)
- Assessment for Learning and backwards design is utilized by all teachers to ensure that outcomes are taught with the end goal in mind.

PROVINCIAL GOAL: PARENTAL INVOLVEMENT

Parental involvement and engagement leads to student success, and are high priorities for STAR Catholic.

Research clearly demonstrates that parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education that their children are receiving. Parents need meaningful opportunities to participate in all facets of their child's schooling. They often want to be part of the decision-making process, and have access to information and ideas on a continuous, as-needed basis. (Building the Learning Team, AB Education, 2006)

Provincially, this is measured by teacher and parent satisfaction with parental involvement in decisions about their child's education.

STRATEGIES

- An active school council group that is involved in consultation process with administration to advise on school direction.
- Parent involvement in various school events. ie. movie night, dances, hot lunch, year end food and fellowship BBQ, etc.
- Govt. survey of parents in grade 4.(Accountability Pillar Survey)
- Phone conversations, emails, virtual meetings with parents to guide student progress.
- Parent Engagement Grant money used for activities to engage families
- In-house parent survey to consolidate understanding of Accountability Pillar results
- Open door policy of administration to parents
- Encouraging staff to engage in informal conversations with parents to build relationships
- Family School Liaison Worker actively creating connections with parents

SUPPLEMENTAL DOCUMENTS

School Budget 2023-2024

Budget Summary

St. Thomas Aquinas Roman Catholic Schools

2023-2024 Play Budget (May)

Academie Saint-Andre Academy

Revenue and Allocations to Budget Center

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Base Allocations	\$1,913,857	73.9%	\$1,607,052	72.8%
Specialized Learning Support (SLS) Allocations	\$267,926	10.3%	\$140,449	6.4%
Pre-K PUF	\$0	0.0%	\$0	0.0%
Faith Development Allocations	\$20,491	0.8%	\$18,780	0.9%
French Language/Immersion Allocatons	\$118,678	4.6%	\$113,068	5.1%
ELL Allocations	\$22,440	0.9%	\$15,600	0.7%
FNMI Allocations	\$44,536	1.7%	\$22,200	1.0%
Other Program Allocations	\$17,159	0.7%	\$13,606	0.6%
One-Time Allocations	\$0	0.0%	\$138,172	6.3%
Facility Services Allocations	\$160,509	6.2%	\$0	0.0%
Local Revenues & Fees	\$23,414	0.9%	\$23,414	1.1%
Transfers between Schools, Departments & SGF	\$0	0.0%	\$0	0.0%
Previous Year Unspent and Surplus Allocations	\$0	0.0%	\$115,000	5.2%
Total Revenue and Allocations to Budget Center:	\$2,589,010	100%	\$2,207,341	100%

Expenditures

	2023-2024 Play Budget (May)		2022-2023 Spring Budget	
Ungrouped Object Codes	\$0	0.0%	\$0	0.0%
Certificated Staff	\$1,894,262	73.2%	\$1,710,032	77.5%
Uncertificated Staff	\$537,729	20.8%	\$330,265	15.0%
Services Contracts and Supplies	\$152,083	5.9%	\$144,106	6.5%
Amortization (Depreciation)	\$4,936	0.2%	\$4,936	0.2%
Held in Reserve	\$0	0.0%	\$18,000	0.8%
Total Expenditures:	\$2,589,010	100%	\$2,207,339	100%

Summary

	2023-2024 Play Budget (May)	2022-2023 Spring Budget
Total Revenue and Allocations to Budget	\$2,589,010	\$2,207,341

Assurance Measures—Overall Summary