



ANNUAL EDUCATION RESULTS REPORT 2018-2019



TABLE OF CONTENTS

MESSAGE FROM THE BOARD CHAIR 2
ACCOUNTABILITY STATEMENT..... 3
HIGHLIGHTS AND ACCOMPLISHMENTS..... 4
CHARTER GOALS..... 8
PROVINCIAL OUTCOMES..... 13
FUTURE CHALLENGES..... 17
FACILITIES AND CAPITAL PROJECTS..... 18
SUMMARY OF FINANCIAL RESULTS 19
PARENTAL INVOLVEMENT 20
WHISTLEBLOWER PROTECTION 20
PUBLICATION 20

MESSAGE FROM THE BOARD CHAIR

The Board of Directors of Foundations for the Future Charter Academy is extremely proud of our accomplishments as reported in our Annual Education Results Report 2018-2019.

FFCA continues to provide our students with a caring, supportive and innovative learning environment emphasizing the development of academic excellence and character. Our mission, values, and guiding principles are reflected in our excellent 2018-2019 results! We attained an achievement rating of “Very High” on all sixteen Accountability Pillar measures and an overall rating of ‘Excellent’ in thirteen of the sixteen Accountability Pillar Survey measures with the remaining three measures rated as “Acceptable” or “Good”. Relative to our historical performance, we experienced declining performance on three measures, but improved on three others reflecting continued growth but identifying areas for future focus. Overall, our results clearly demonstrate that FFCA continues to provide our students with an environment that promotes success.

This success is the product of a caring community, working together, with the best interests of our students in mind. This is no small undertaking. Parents and teachers serve as the front lines for our students and supporting them are our dedicated administrators and support staff. On behalf of the Board of Directors, I would like to thank all of those involved. It is our community’s commitment to the success of our students that makes us who we are.



Jeff Wilson
FFCA Board Chair



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Foundations for the Future for the 2018/2019 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in Foundations for the Future can acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for the 2018/2019 school year was approved by the Board on December 11, 2019.



Roger Nippard
Superintendent of Schools



HIGHLIGHTS AND ACCOMPLISHMENTS

FFCA ranked as #1 public high school in Calgary by Fraser Institute

While diploma examination performance is only one narrow indicator of success, FFCA was happy to be ranked 5th in Alberta on the Fraser Institute's High School Report Card. Within Calgary, FFCA was ranked #1. Even more important than the overall rankings is the fact that our current ranking reflects a 13-year record of continuous improvement since 2005 when we were ranked 223rd in the province. Additionally, our graduating high school students were projected to earn over \$400,000 in post-secondary scholarships averaging about \$2,600 per graduate. This success is the cumulative result of our staff and parents working in partnership to support our students from kindergarten through grade 12.

High School Replacement Approved

In March, the Government of Alberta announced the approval of a replacement high school for our current Montgomery site. This announcement was made following an advocacy campaign, led by our Board of Directors with significant parent, staff and student support, highlighting the severe inadequacies of the existing facility.

Strategic Plan Progress

Seeing a need and an opportunity to take a significant step forward in serving the youth of Calgary and beyond, FFCA has identified two strategic goals to support our desire for permanence and enhance our relevance to better meet the needs of our students and communities. FFCA will be a public charter school that increasingly:

- 1) ***PREPARES*** students with the intellectual, social-emotional, ethical, and global competencies to become ***FUTURE-READY LOCAL AND GLOBAL CITIZENS*** and leaders in an age of accelerations; and
- 2) ***INTEGRATES*** with and ***INFLUENCES LOCAL AND GLOBAL COMMUNITIES***.

To these ends, we have made the following progress in our priority strategies:

Priority Strategy 1 – EVOLVE & INNOVATE educational approaches and programs

Assessment and Reporting Framework

Staff and administrators at FFCA worked collaboratively to develop and implement the Assessment and Reporting Framework. Over the course of 3 years, the Assessment and Reporting Framework was developed through extensive consultation and feedback. The purpose for the framework is to help guide teachers in their use of effective assessment practices. The framework is now fully implemented and is being used to lead conversations and inform decisions about student learning. The Assessment and Reporting Framework has been created as an electronic document so that ongoing revisions can be made to ensure that the document remains reflective of FFCA's vision for assessment, allowing teachers to support excellence in student achievement and character development through distinctive teaching and learning.

The framework is now being used to inform the next stage of the process, reporting student learning. The assessment portion of the framework is being utilized to formulate guidelines for effective reporting of student learning. Once these have been established, a consultative process will be developed to identify steps needed to strengthen the reporting of student learning at FFCA. The information gathered through ongoing collaboration, feedback and consultation will be used to evolve the Assessment and Reporting Framework.

Literacy Development / Common Reading Assessments

An ongoing focus on effective, evidence-informed literacy practices have been undertaken by the K-4 campuses at FFCA. Teacher capacity to teach reading has been strengthened through ongoing professional learning to help them understand the essential skills of reading and how these can be developed with children. Consistency of practice has been guided by collaborative teams that have informed our literacy instruction through the development of the WRTR (Writing Road to Thinking and Reading) Common Understanding, and a Common Summative assessment tool. The WRTR Common Understanding document has helped teachers better understand the importance of why we develop phonemic and phonological awareness with students in K-4 classrooms. Having a common vision for how this practice is to be implemented in classrooms has been helpful for both teachers and administrators as they continue to strive to provide the best literacy instruction possible for FFCA students.

Determining common standards for reading was another important step FFCA teachers and administrators took to examine how students were progressing in their reading development. Teachers from across the system met to contribute to the development of a common reading assessment tool. A common standard was developed in grades 1-4 which was informed by the professional learning the teachers had received and the curricular expectations for each grade. The tool was further informed by extensive teacher feedback that was used to strengthen and revise the tool throughout the year. The tool is being used this year to assess student reading progress for all 3 reporting terms.

Inclusion Framework

While FFCA has been providing an inclusive environment with additional supports for a number of years now, this year saw us complete development and begin implementation of our new Inclusion Framework. This framework focusses on the provision of educational supports to meet the special needs of some of our learners. In completing this document, we reviewed feedback data from our educational community, analyzed it, and synthesized it into a cohesive framework that will help guide policies and practices at FFCA across all grades and subjects for many years in the future.

The benefits became obvious as it was implemented, as it outlines a clear path of supports educational staff can follow to support student success. To support this work, we have also implemented the use of the Clevr software system to track and support student needs. The Inclusion Steering Team also began to look at ways to ensure the framework speaks to all aspects of inclusion. The implementation of the Inclusion Framework, with the addition of the Clevr software, has allowed us to develop a more consistent approach to supporting the needs of all students within the FFCA community. We look forward to the continued refinement and evolution of this framework as we continue to support our students.

High School Robotics & Computer Science

The high school STEAM program expanded in 2018-1029 to include Robotics and Computer Science electives in grades nine and ten. These programs focus on the designing, building, and programming of robots to meet various objectives and/or complete various reality-based missions. Students in these programs are also encouraged to participate in the FIRST LEGO League Alberta Regional Competition and regional VEX Robotics competitions.

Priority Strategies 2 & 3 – Establish and cultivate strategic PARTNERSHIPS and Accentuate and SHARE innovation and research

FFCA completed the second year of its ***Alberta Research Partnership Program*** project entitled *Diversity as an Asset: Identifying Demographic Variables Impacting the Global Competence Knowledge, Skills, Attitudes and Experiences of Albertan K-12 High School Students and Staff*. FFCA is partnered with Golden Hills SD, the International School of Macao, University of Alberta and the University of Calgary in this project. The initial data collection was completed to establish baseline global competence levels of staff and students. The next phase will incorporate a learning intervention followed by a follow-up assessment to assess for impact.

FFCA partnered with Mount Royal University, Ever Active Schools and the ATA Health and Physical Education Council (HPEC) to host the ***6th Annual PE Summer Symposium***. Our Physical Education Specialists hosted this high-quality, no-cost professional development event for almost 100 Calgary area physical education teachers, many who are elementary generalists, to help improve build their capacity in providing high-quality physical education for students.



2018-2019 ACCOUNTABILITY PILLAR OVERALL SUMMARY

Measure Category	Measure	FFCA Charter School Society			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	90.6	89.3	91.3	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	83.2	83.1	82.3	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	93.8	92.8	93.2	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	0.1	0.2	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	91.5	95.8	94.7	79.1	78.0	77.5	Very High	Declined	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	94.1	94.4	93.7	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	42.0	40.5	37.3	20.6	19.9	19.6	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	92.7	95.5	93.5	83.6	83.7	83.1	Very High	Maintained	Excellent
	Diploma: Excellence	41.1	49.4	41.4	24.0	24.2	22.5	Very High	Maintained	Excellent
	Diploma Exam Participation Rate (4+ Exams)	89.8	93.9	93.5	56.3	55.7	55.1	Very High	Declined	Good
	Rutherford Scholarship Eligibility Rate	93.7	90.4	86.6	64.8	63.4	62.2	Very High	Improved Significantly	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	93.9	93.0	89.4	59.0	58.7	58.7	Very High	Improved	Excellent
	Work Preparation	86.2	92.0	91.4	83.0	82.4	82.6	Very High	Declined Significantly	Acceptable
	Citizenship	87.6	86.3	88.6	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.0	89.9	87.5	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	84.3	82.7	83.8	81.0	80.3	81.0	Very High	Maintained	Excellent

Overall Summary Comments

Our achievement levels on all summary measures in 2018-2019 were, once again, “Very High” reflecting an overall level of excellence in both the success and satisfaction levels of stakeholders at FFCA. We showed improvement or significant improvement on three measures: ‘PAT Excellence’, ‘Rutherford Scholarship Eligibility Rate’, and Post-Secondary ‘Transition Rate’.

In 2017-2018, we observed a decline on three of our overall measures. While our achievement in each of these areas remained “Very High”, attention was given to these areas during 2018-2019. In all cases, the trend was reversed and we saw an improvement from last year. Our ‘Safe and Caring’ indicator increased from 89.3 to 90.6. Our ‘Citizenship’ indicator went from 86.3 to 87.6. Our ‘School Improvement’ indicator increased from 82.7 to 84.3.

As always, there are certain areas in which attention is needed to ensure this outstanding level of performance continues. Our ‘High School Completion Rate’ and ‘Diploma Exam Completion Rate’ both declined and the percentage of our stakeholders who feel our students are being well prepared for work showed a significant decline. These areas will be monitored carefully to determine if they are anomalous or reflective of a trend. However, it is important to note that in all instances, the achievement in these areas remain “Very High.”

CHARTER GOALS

Charter Goal 1: Distinctive Teaching and Learning – Improve student learning via enhanced professional practices which reflect a shared deep understanding of effective assessment, inclusion and technology integration as applied through our distinctive approach to teaching and learning.

Outcome 1.1: Develop a framework and implement coherent organizational practices around the integration of educational information and communication technologies at FFCA that help students master curricular outcomes and develop competencies including the ability to: critically analyze digital information, effectively communicate in digital environments, use technology to solve problems, and leverage technology to enact ethical leadership.

Performance Measures	Results (in percentages)					Target
	2015	2016	2017	2018	2019	2019
Percentage of students who feel (strongly) that their learning is improved by the teacher's use of digital technologies.	93 (57)	94 (58)	94 (61)	93 (58)	93 (58)	95 (60)
Percentage of students who feel (strongly) that they are being taught how to improve their learning using digital technologies.	-	-	-	83 (43)	82 (41)	85 (45)
Percentage of parents satisfied (or very satisfied) with their children's use of digital technologies to support and enhance learning.	-	-	-	92 (47)	94 (52)	94 (50)
Percentage of staff satisfied (or very satisfied) with their understanding and incorporation of digital technologies and resources to build student capacity for acquiring, applying and creating knowledge.	-	-	-	90 (30)	94 (35)	92 (35)
Percentage of staff satisfied (or very satisfied) with their understanding and incorporation of digital technologies and resources to build student capacity for communicating and collaborating with others.	-	-	-	94 (37)	92 (42)	95 (40)
Percentage of staff satisfied (or very satisfied) with their understanding and incorporation of digital technologies and resources to build student capacity for accessing, interpreting, and evaluating information from diverse sources.	-	-	-	89 (30)	93 (34)	90 (35)
Percentage of staff satisfied (or very satisfied) with their ability to access technologies to support student learning.	-	-	-	88 (33)	87 (23)	90 (35)
Percentage of staff satisfied (or very satisfied) with their students' ability to access technologies necessary for their learning.	-	-	-	87 (35)	85 (25)	90 (35)



Outcome 1.2: Develop a framework and implement coherent organizational assessment practices that inform teaching and learning, align to what is being taught and learned, and report in a manner that reflects informed and thoughtful assessment and feedback practices.

Performance Measures	Results (in percentages)					Target
	2015	2016	2017	2018	2019	2019
Percentage of students who feel (strongly) that they are provided feedback that helps them know how to improve their learning.	87 (41)	87 (40)	87 (40)	88 (43)	87 (43)	90 (45)
Percentage of parents satisfied (or very satisfied) with the school's communication of their children's learning outcomes.	-	-	-	92 (54)	95 (60)	93 (55)
Percentage of staff satisfied (or very satisfied) that their understanding and use of assessment and evaluation practices accurately reflect the learner outcomes in the programs of study.	-	-	-	99 (57)	100 (56)	99 (60)
Percentage of staff satisfied (or very satisfied) that their understanding and use of assessment and evaluation practices inform their teaching practice through a balance of formative and summative assessment experiences.	-	-	-	99 (62)	99 (59)	99 (65)
Percentage of staff satisfied (or very satisfied) that their understanding and use of assessment and evaluation practices provide a variety of methods through which students can demonstrate their achievement of the learning outcomes.	-	-	-	97 (55)	99 (50)	97 (60)
Percentage of staff satisfied (or very satisfied) that their understanding and use of assessment and evaluation practices provide accurate, constructive, and timely feedback on student learning.	-	-	-	96 (50)	99 (51)	96 (55)
Percentage of staff satisfied (or very satisfied) that their understanding and use of assessment and evaluation practices support the use of reasoned judgment about the evidence used to determine and report the level of student learning.	-	-	-	100 (52)	99 (54)	100 (55)

Outcome 1.3: Develop a framework and implement coherent organizational inclusion practices around the integration of educational information and communication technologies at FFCA that help students with diverse learning needs master curricular outcomes and develop competencies.

Performance Measures	Results (in percentages)					Target
	2015	2016	2017	2018	2019	2019
Percentage of staff satisfied (or very satisfied) with their ability to foster equality and respect for all students.	-	-	-	100 (68)	98 (65)	100 (70)
Percentage of staff satisfied (or very satisfied) with their ability to incorporate students' personal and cultural strengths into teaching and learning.	-	-	-	96 (48)	94 (48)	95 (50)
Percentage of staff satisfied (or very satisfied) with their ability to respond to the emotional and mental health needs of students.	-	-	-	90 (40)	87 (45)	90 (45)
Percentage of staff satisfied (or very satisfied) with their ability to respond to specific learning needs of individual or small groups of students.	-	-	-	89 (39)	94 (37)	90 (45)

FFCA Goal #1 Comments

We made significant progress in this second year of our charter goal. On the performance measures in the area of outcome 1.1, technology integration, we improved in three and declined in four. Given that we had chosen to prioritize the other two outcomes in 2017-2018 delaying the initial development of the technology inclusion framework until this past year, the inconsistent results are not unexpected. During the past year, a rough draft of the technology integration framework was developed with the process of development, refinement, and implementation to continue into next year.

Within 2018-2019, draft frameworks in each of the areas of assessment (outcome 1.2) and inclusion (outcome 1.3) were shared with broader groups of staff and underwent multiple revisions in response to the input of both additional administrators and front-line practitioners. The result was a completed framework in each of these areas which was introduced to all staff prior to the conclusion of the year for implementation next year. Further details on these accomplishments can be found in the Highlights section of this report.

On the outcome 1.2 performance indicators, FFCA improved in four of seven and declined in one. We improved on only one of four outcome 1.3 performance measures. In dialogue with select administrators, teachers, and assistants, there was a general expressed belief that exposure to and exploration of the assessment and inclusion frameworks changed the depth of understanding that staff have with regards to both assessment and inclusion. As a result, there was significant speculation that the 2019 performance will actually be a more accurate baseline moving forwards, and that the next year will be important to identify trends in performance. Although the results showed some positives, with two of the three planned frameworks now in place, we believe that we will see more consistent and/or significant improvements next year and beyond.



Charter Goal 2: Charter Mission – Continue meeting the FFCA charter mandate as articulated in the key elements of our mission statement: Academic Excellence, Character Development, Parental Partnership, & Staff Leadership

NOTE: This is not a priority goal within FFCA's 3-year education plan, but we wish to continue monitoring a number of historical performance measures to ensure the efficacy of our program.

Outcome 2.1 Academic Excellence

NOTE: Performance Measures for Academic Excellence can be found in Provincial Outcome 1 – Student Success.

Outcome 2.2 Character and Leadership Development

Performance Measures	Results (in percentages)					Target
	2015	2016	2017	2018	2019	2019
Percentage of teachers, parents, and students who agree or strongly agree that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school. (APR)	92.4	92.4	92.1	89.3	90.6	90
Overall teacher, parent and student agreement that students model the characteristics of active citizenship. (APR)	89.1	90.7	88.7	86.3	87.6	88
Percentage of students who agree (or strongly agree) that their campus provides opportunities to develop character and leadership.	92 (48)	92 (52)	93 (52)	91 (53)	92 (52)	92 (55)
Percentage of staff and parents who are satisfied (or very satisfied) with activities provided by the campus that promote ethically engaged citizenship through service learning (i.e. volunteerism, community contributions, etc.)	93 (42)	94 (45)	94 (46)	94 (46)	94 (51)	95 (50)
Percentage of students who agree (or strongly agree) that their campus supports student-developed service learning projects and focus.	85 (39)	88 (45)	89 (47)	88 (46)	89 (45)	90 (50)
Percentage of staff, students and parents who are satisfied (or very satisfied) with their knowledge about the elements of digital citizenship.	93 (45)	94 (48)	94 (50)	95 (49)	95 (49)	95 (50)
Percentage of staff and students who agree (or strongly agree) that they apply the elements of digital citizenship.	93 (42)	94 (46)	94 (47)	93 (51)	94 (48)	94 (53)

Outcome 2.3 Parental Partnership

Performance Measures	Results (in percentages)					Target
	2015	2016	2017	2018	2019	2019
Percentage of parents who are satisfied (or very satisfied) with the opportunities they have to be involved within their school community in ways that promote ethical citizenship.	97 (57)	97 (55)	96 (56)	95 (54)	97 (63)	95 (55)

Outcome 2.4 Staff Leadership

Performance Measures	Results (in percentages)					Target
	2015	2016	2017	2018	2019	2019
Percentage of staff who are satisfied (or very satisfied) with the opportunities they have to take on leadership roles that promote ethical citizenship.	93 (36)	98 (47)	93 (42)	95 (47)	93 (45)	95 (50)

FFCA Goal #2 Comments

Overall, the performance on measures used to monitor the key elements of our charter indicates high levels of success and satisfaction that we are meeting the core mandates of our charter school at a very high level.

Indicators of academic success, discussed in Provincial Outcome 1 later in this report, have been maintained at “very high” levels. The downward trend in parental partnership satisfaction observed over the previous four years was reversed with a increase to 97%. However, satisfaction of staff with their leadership opportunities fell back to 2017 levels.

On all character and leadership measures, the satisfaction levels of stakeholders were maintained or improved from last year. This included a reversal of the past two years of decline in the satisfaction with students modelling of active citizenship as we saw an improvement, although we are not yet back to historical levels.



PROVINCIAL OUTCOMES

Provincial Outcome One: Alberta's students are successful.

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	90.5	91.8	93.2	95.5	92.7	95	Very High	Maintained	Excellent
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	30.4	33.8	41.0	49.4	41.1	40	Very High	Maintained	Excellent
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	96.2	94.1	92.7	94.4	94.1	95	Very High	Maintained	Excellent
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	41.3	36.8	34.7	40.5	42.0	40	Very High	Improved	Excellent
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	89.4	94.3	93.9	95.8	91.5	95	Very High	Declined	Good
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	83.5	94.3	92.2	93.9	89.8	93	Very High	Declined	Good
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.5	0.2	0.3	0.1	0.0	0	Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	98.2	85.2	90.0	93.0	93.9	95	Very High	Improved	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	83.0	86.6	90.4	93.7	90	Very High	Improved Significantly	Excellent
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.1	90.7	88.7	86.3	87.6	90	Very High	Maintained	Excellent

Provincial Outcome One Comments

FFCA students are highly successful! Our achievement on all ten of the performance measures was “very high” and 80% of our overall performance indicators were rated as “Excellent” with two measures rated as “good”.

The two areas of weakness identified in our performance measures of student success were high school completion within three years and number of diploma exams written. With regards to the high

school completion measure, we have found it difficult to gain a full understanding of the data. While the percentage of students graduating in three years who have been with us since grade 10 remains consistent at about 98%, those who have left our system for many reasons may not have found that same level of success in other educational settings. Without being able to confirm the reasons why those students did not complete their high school requirements we are uncertain what actions would be effective at this time. We are also not sure if this drop will reflect a trend or was an inconsistency. The reduction of diploma exams being written may be a similar situation, as almost all students who remain with us through grade 12 write at least four diploma exams (English, math, social studies and at least one science). We will be monitoring these measures closely.

The academic performance of our students continues to excel, but we did experience slight declines on our provincial examination performance. We still had over 92% of students achieve the acceptable standard on their diploma exams with over 41% attaining a standard of excellence. However, both of these measures were down from our all-time highs of 95% and 49% the year previous.

In 2019, over 93% of FFCA students earned the Rutherford Scholarship, which is our highest level on record and our third consecutive year of improvement.

Our grade six and nine provincial achievement test results were very consistent with previous performance in 2018-2019 with 94.1% of our students meeting the acceptable standard (vs. 94.4% in 2017-2018) and 41.1% achieving the standard of excellence (vs. 40.5 in 2017-2018).

Provincial Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Provincial Outcome Two Comments

FFCA has an insufficient number of students who self-identify as First Nations, Metis, or Inuit to obtain data for our performance on this outcome. That being said, FFCA staff, including all administrators, are engaged in a learning journey to build their foundational knowledge about the histories and cultures of Canada's First Nations peoples to better teach to reconciliation and are beginning to explore opportunities to engage students in this learning as well.



Provincial Outcome Three: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	81.0	81.2	82.5	83.1	83.2	84	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Provincial Outcome Three Comments

FFCA continues to perform at a “very high” level on this outcome and has, in fact, experienced 5 consecutive years of growth on this performance measure.



Provincial Outcome Four: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.4	92.4	92.1	89.3	90.6	91	Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.5	93.7	93.1	92.8	93.8	93	Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	87.9	90.8	91.5	92.0	86.2	93	Very High	Declined Significantly	Acceptable			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.4	87.8	84.7	89.9	86.0	90	Very High	Maintained	Excellent			
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	85.1	85.7	83.0	82.7	84.3	84	Very High	Maintained	Excellent			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.

Provincial Outcome Four Comments

FFCA stakeholders continue to report “very high” levels of satisfaction with the governance and management of our school. We did experience a significant drop in the number of staff and parents who feel our students are taught attitudes and behaviours that will make them successful at work when they finish school. This drop was most pronounced in the middle and high schools, with both parents and staff reporting lower satisfaction. Follow-up conversations have not been successful in providing insight as to why both groups feel FFCA students are being less prepared for work than previously, but we will continue to explore this with our stakeholders and monitor this measure closely in the future.

FUTURE CHALLENGES

In working to meet the needs of members of our Charter School Society and our key stakeholders, FFCA faces some specific challenges with regards to Inclusive Education and Facilities:

Inclusive Education

Current Challenge:

- FFCA wishes to receive equitable inclusive education funding.
 - In 2018-19, FFCA invested over \$1.5 million of our provincially allocated general instructional funding to provide an inclusive learning environment for our students including:
 - over \$400,000 beyond our provincial ESL funding allocation to provide targeted supports for our unfunded, but coded ESL students,
 - over \$450,000 to provide target supports for students with non-ESL specialized learning needs including speech,
 - over \$650,000 to provide targeted mental health supports for our students.

FFCA, as a public charter school, currently receives an allocation of only \$57.22 per student in order to attend to the inclusive education needs of the students in our care compared to the \$559.30 that their classmates in Calgary's metro boards receive. From a demographic perspective, FFCA has an SES rate of .186 which is nearly identical to the Calgary Catholic School Division's SES rate of .185, yet in 2018-2019 FFCA's 3299 students received a total of \$1,659,660.92 less than their peers. This shortfall of approximately \$1.7 million in universal support funding severely curtails our ability to provide targeted learning and mental health supports for our students.

Proposed course of action:

- FFCA students receive the funding for universal supports that is provided to their peers in Calgary and throughout Alberta.

Facilities

Current Challenges:

- While spring 2019 brought the announcement of a replacement high school project, FFCA continues to seek the provision of suitable facilities to meet student programming needs at all levels;
 - All current campus sites are of early 1960's vintage or earlier and have:
 - Little or no system upgrades;
 - Significant deferred maintenance / infrastructure deficits
- FFCA wishes to provide an added sense of stability to both students and our families;
- FFCA wishes to be allowed to better plan for the future.

The *School Capital Manual March 2015* stated:

"The province is taking action to ensure that charter schools in the future will own the buildings they occupy or have long-term leases in place to align with the length of the school's charter – this will provide an added sense of stability to both students and their families. A collaborative approach involving government, school jurisdictions and municipalities, will provide charter schools with more control over their facilities. The approach is to transfer ownership of facilities from school jurisdictions directly to the charter schools or to secure long-term leases of the buildings. These title transfers and long-term leases will allow charter schools to better plan for the future, because their school buildings will be available for at least the length of the school's charter term."

Section 3.5 - Charter Schools, p. 16

Proposed courses of action:

FFCA currently holds short-term leases that do not align with the length of our charter. We believe that it is in the best interests of our organization that that we move towards the following courses of action, in accordance with the 2015 School Capital Manual excerpt quoted above:

- FFCA be allowed to own our buildings - “*charter schools in the future will own the buildings they occupy*”, and “*transfer ownership of facilities from school jurisdictions directly to the charter schools*”;
 - Facilities transferred to FFCA after a complete modernization addressing the neglected and deferred maintenance, or
 - Facilities transferred to FFCA after a completion of an in-depth building audit and with funding allocated to FFCA sufficient to address neglected and deferred maintenance needs.
- FFCA be given more control of our facilities - “*provide charter schools with more control over their facilities*”;
 - FFCA has access to Infrastructure Maintenance and Renewal (IMR) funding associated with owned facilities.



FACILITIES AND CAPITAL PROJECTS

FFCA reports the following progress on the implementation of its Capital Plan during 2018-2019:

High School Campus

As mentioned in the Highlights section of this report, in the spring of 2019, funding was announced for a replacement school for our existing high school project. As of the end of 2018-2019, there remain many details still to be determined, including project scope, but FFCA is optimistic that this project will get underway during the 2019-2020 school year.

SUMMARY OF FINANCIAL RESULTS

REVENUE	INSTR	PO&M	SYSTEM ADMIN	TRANS	TOTAL	\$ PER STUDENT
Alberta Education	\$ 26,775,059	\$ 2,581,649	\$ 1,366,307	\$ 1,488,891	\$ 32,211,906	9,539
Parent fees	1,412,589			1,934,863	3,347,452	991
Miscellaneous	899,116	446,728	156,927	-	1,502,771	445
TOTAL REVENUE	\$ 29,086,764	\$ 3,028,377	\$ 1,523,234	\$ 3,423,754	\$ 37,062,129	10,975
EXPENSE						
Salaries & Benefits	\$ 26,201,326	\$ 1,288,263	\$ 677,171	\$	\$ 28,166,760	8,341
Campus Books & Educ. Supplies	2,992,507				2,992,507	886
Professional Development	153,178				153,178	45
Facilities		1,716,166			1,716,166	508
System Admin/Board			877,996		877,996	260
Transportation				3,423,754	3,423,754	1,014
TOTAL EXPENSE	\$ 29,347,011	\$ 3,004,429	\$ 1,555,167	\$ 3,423,754	\$ 37,330,361	11,054
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	\$ (260,247)	\$ 23,948	\$ (31,933)	\$ 0	\$ (268,232)	0.72% %of revenue
# of FTE students	3,377	3,377	3,377	2,559	3,377	
Average cost per student	\$8,690	\$890	\$461	\$1,338	\$11,054	

Significant changes from prior year:

Increase of 22 full-time equivalent students
 Salaries & Benefits represent the most significant expenditure at 75.8% of total costs
 Transportation - Actual number of riders was 28 more than budgeted

School Generated Funds:

Detailed information on sources and uses of school generated funds can be found in Note 11 of FFCA's 2019 Audited Financial Statements (link below)

Link to FFCA 2019 Audited Financial Statement:

https://www.ffca-calgary.com/documents_publications/finances/audited_financial_reports

Link to Audited Financial Statements for all Alberta Jurisdictions:

<https://www.alberta.ca/k-12-education-financial-statements.aspx>

For additional financial information, please contact reta.morgan@ffca-calgary.com.



PARENTAL INVOLVEMENT

Parental Partnership

The FFCA Board is committed to enhancing this most basic pillar of the FFCA charter by providing a range of opportunities for parent to share not only their talents and support, but their opinions and feedback. In addition to our grade 4, 7 and 10 parents participating in the Accountability Pillar surveys, every family is given the opportunity to provide their feedback on our performance in an annual satisfaction survey, with many of those measures being used to monitor our charter goal performance.

Involvement of School Councils

The administration of FFCA has ensured that all of our Campus Councils, as parent leaders, have been apprised of and offered the opportunity to provide input and give feedback on this Annual Educational Results Report.

Parental Role in Governance

Being a public charter school provides FFCA with an opportunity to leverage the involvement of parents in a significant manner. With parental partnership as a core pillar of FFCA since its inaugural charter in 1997, FFCA established a Board structure which ensures that the majority of directors in FFCA are also parents of students within the jurisdiction. This unique governance structure places FFCA parents in the role of strategic planning, policy development and fiduciary oversight over all of FFCA. The approval of this Annual Education Results Report represents both the symbolic and substantive approval of FFCA parents.

WHISTLEBLOWER PROTECTION

Foundations for the Future Charter Academy (FFCA) maintains a culture characterized by integrity, respect, trust and care, and expects all staff to demonstrate high ethical standards in their work. Staff should expect, in return, a positive workplace.

FFCA has in place written policy and administrative procedures consistent with the *Public Interest Disclosure (Whistleblower Protection) Act* and related Regulations of the Province of Alberta, which ensure that FFCA staff are safe to disclose wrong-doing without fear of reprisal.

During the 2018-2019 school year, the Designated Officer received no disclosures of wrong-doing, and therefore no investigations were warranted.

PUBLICATION

How to Obtain a Copy of this Report

This report, as well as a summary report, is posted to the FFCA website at the following link:

https://www.ffca-calgary.com/documents_publications/annual_reports

FFCA's Audited Financial Statements can be viewed at the following link:

https://www.ffca-calgary.com/documents_publications/finances/audited_financial_reports

In addition, copies of both reports may be obtained from the central office or any campus office.