



ANNUAL EDUCATION RESULTS REPORT 2019-20

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MESSAGE FROM THE BOARD CHAIR

2019-20 was a year unlike any other in FFCA's history. With the closing of in-school classes on March 15 due to COVID, we, along with the rest of Alberta, undertook the challenge of educating and supporting the well-being of our students and families remotely for the final third of the school year. The programming we did provide followed the provincially-directed mandate reducing the scope of academic programming and providing maximum flexibility for families. While we supported this directive, the result was teaching and learning that was vastly different than FFCA's usual distinctive approach to teaching and learning. As such, the results highlighted in this year's report reflected a very different reality than our historical performance.

In some cases, the results are less complete than would be expected for a typical school year. The 2019-20 Accountability Pillar data omitted provincial examination performance measures as June examinations were not written. As well, FFCA elected to not do its year-end stakeholder surveys given the cessation of in-school classes. That said, the results as presented are extremely positive and the Board of Directors of Foundations for the Future Charter Academy is very proud of our accomplishments, both the many that are undocumented and those reported in this Annual Education Results Report.

Whether in-person or remotely, FFCA continued to provide our students with a caring, and supportive learning environment emphasizing the development of academic excellence and character. Our mission, values, and guiding principles are reflected in our excellent results! We attained an achievement rating of "Very High" on all twelve measurable Accountability Pillar indicators in 2019-20. Accountability Pillar measures and an overall rating of 'Excellent' in all ten for which this assessment was available. Overall, our results clearly demonstrate that FFCA continued to provide our students with an environment that promotes success.

This success is the product of a caring community, working collaboratively towards a common goal of student success in academics and character development. 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 Charter Academy for the 2019-20 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 Charter Academy 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 2019-20 was approved by the Board on November 18, 2020.



Roger Nippard
Superintendent of Schools



2019-20 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	90.4	90.6	90.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.1	83.2	82.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	92.4	93.8	93.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.4	0.0	0.1	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	95.3	91.5	93.7	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	94.1	93.7	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	42.0	39.0	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	92.7	93.8	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	41.1	43.8	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	93.4	89.8	92.0	56.4	56.3	55.6	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	90.7	93.7	90.2	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	94.0	93.9	92.3	60.1	59.0	58.5	Very High	Maintained	Excellent
	Work Preparation	92.5	86.2	89.9	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	87.3	87.6	87.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.8	86.0	86.8	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	85.1	84.3	83.3	81.5	81.0	80.9	Very High	Improved	Excellent

Overall Summary Comments

Although there was no provincial examination performance data due to COVID-19, our performance on all remaining summary measures in 2019-20 was maintained or improved with an achievement level of “Very High” reflecting an overall level of excellence in both the success and satisfaction levels of stakeholders at FFCA.

We are especially proud of the fact that we improved noticeably on three measures (indicated in the table above in orange/red) which had experienced a decline the previous year. Our ‘High School Completion Rate’ increased from 91.5 to 95.3. Our ‘Diploma Exam Participation Rate’ went from 89.8 to 93.4. Our ‘Work Preparation’ indicator increased from 86.2 to 92.5.



HIGHLIGHTS AND CHALLENGES

2019-20 was a 'tale of two school years' with the first hundred or so days being representative of a typical school year and the remainder of the year being nothing of the sort. The following sections of this report highlight a number of areas of success. Most of that data reflects the 'typical' first two-thirds of the year. What is less represented, however, is the story of FFCA after March 15, 2020. As was the case across Alberta and beyond, we faced a challenge previously unseen. COVID-19 provided unique challenges, but also altered the perspective of how we defined success. But while the context changed, our mission remained the same.

The foundation of our character education program is a focus on building "caring and ethical communities". Prior to the COVID shutdown, our highlights in this area included continued learning about and connecting to our First Nations communities, record-breaking food drives to support those with greater needs in our local and regional communities, volunteering for charitable organizations such as the Mustard Seed as a staff community, encouraging and supporting connections with a focus on health and well-being in our parent and family communities. These activities highlighted the focus on community that underpins so much of FFCA's success, so when the ability to come together in our school communities was halted we faced the challenge of maintaining community and connection in a COVID world.

We needed to figure out how to communicate confidence and hope. Some of our successful practices leveraged prior initiatives already underway which took on increased importance in an at-home learning scenario. Others were brand new. We increased the amount of communication with our staff and families, even at the system level to ensure our partners knew what was going on. We leveraged video newsletters and digital messaging to effectively share information in a more personal way than by simply using text. Facebook live events were used to share stories with students and families. Staff, students and parents learned to use Google Classroom and Meets to facilitate synchronous and asynchronous online learning. We published videos and online tutorials to help parents learn how to support their children in learning at-home. Parking lot meetings and administration/staff 'drive-bys' to celebrate new babies, birthdays or just because somebody needed it became novel ways of keeping communities connected. We even held an online & rotating outdoor commencement ceremony to send off our graduating grade twelves.

A significant challenge during this time was the need to do the work of supporting teaching and learning in the absence of many of our valuable employees. Budget circumstances required the lay-offs of many of our outstanding support staff. While everyone had to do their part to meet the challenges of COVID learning, these folks faced a disproportionate share of the challenge. This was a tangible loss to FFCA across campuses as well as a morale challenge for those who remained. But the grace and character of those personally impacted helped those who remained proceed with their full support. The entire FFCA staff community worked collaboratively to remotely learn how to help students remotely learn with no advance preparation. While not a surprise, the dedication and determination of our administrators and staff to meet challenges no one was prepared for was immense.

While many mistakes were undoubtedly made, showing grace to those in our community became even more important and through the character and leadership of our administration, staff, parents and students, the FFCA community remained strong.

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
	2016	2017	2018	2019	2020	2020
Percentage of students who feel (strongly) that their learning is improved by the teacher's use of digital technologies.	94	94	93	93	n/a	95
Percentage of students who feel (strongly) that they are being taught how to improve their learning using digital technologies.	-	-	83	82	n/a	85
Percentage of parents satisfied (or very satisfied) with their children's use of digital technologies to support and enhance learning.	-	-	92	94	n/a	94
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	94	n/a	92
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	92	n/a	95
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	93	n/a	90
Percentage of staff satisfied (or very satisfied) with their ability to access technologies to support student learning.	-	-	88	87	n/a	90
Percentage of staff satisfied (or very satisfied) with their students' ability to access technologies necessary for their learning.	-	-	87	85	n/a	90



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
	2016	2017	2018	2019	2020	2020
Percentage of students who feel (strongly) that they are provided feedback that helps them know how to improve their learning.	87	87	88	87	n/a	90
Percentage of parents satisfied (or very satisfied) with the school's communication of their children's learning outcomes.	-	-	92	95	n/a	93
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	100	n/a	99
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	99	n/a	99
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	99	n/a	97
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	99	n/a	96
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	99	n/a	100

Outcome 1.3: Develop a framework and implement coherent organizational inclusion practices that help students with diverse learning needs master curricular outcomes and develop competencies.

Performance Measures	Results (in percentages)					Target
	2016	2017	2018	2019	2020	2020
Percentage of staff satisfied (or very satisfied) with their ability to foster equality and respect for all students.	-	-	100	98	n/a	100
Percentage of staff satisfied (or very satisfied) with their ability to incorporate students' personal and cultural strengths into teaching and learning.	-	-	96	94	n/a	95
Percentage of staff satisfied (or very satisfied) with their ability to respond to the emotional and mental health needs of students.	-	-	90	87	n/a	90
Percentage of staff satisfied (or very satisfied) with their ability to respond to specific learning needs of individual or small groups of students.	-	-	89	94	n/a	90



FFCA Goal #1 Comments

Prior to the shift to emergency at-home learning due to COVID-19, FFCA continued to make progress on our outcomes related to our first charter goal. We completed development of the technology integration framework and were in the process of sharing it with broader groups of staff for review and revisions prior to implementation. We continued to implement our assessment and reporting framework and developed a process for a systemic review of reporting across the system. We continued to implement our inclusion framework using it to further refine practices and develop administrative procedures in the area of counselling supports and psychoeducational assessments. Unfortunately, the abrupt shift to at-home learning and the need to lay-off most of our educational support staff impaired further progress on these outcomes.

Because we elected to omit the year-end stakeholder surveys due to the cessation of regular school operations in March, we do not have data on the identified performance indicators associated with this goal for 2019-20. In dialogue with select administrators, teachers, counsellors, and learning assistants prior to the cessation of in-school classes, there was a general expressed belief that our professional practice in assessment and inclusion were being positively impacted by the use of the respective frameworks. We are also hopeful that this guiding frameworks will serve to support our resumption of in-school teaching and learning given the impact of COVID restrictions in 2020-21 as well as our initial implementation of an online learning program at FFCA.

Charter Goal 2: Charter Mission – Continue Achieving the Key Outcomes 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
	2016	2017	2018	2019	2020	2020
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	92.1	89.3	90.6	90.4	90
Overall teacher, parent and student agreement that students model the characteristics of active citizenship. (APR)	90.7	88.7	86.3	87.6	87.3	88
Percentage of students who agree (or strongly agree) that their campus provides opportunities to develop character and leadership.	92	93	91	92	n/a	92
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.)	94	94	94	94	n/a	95
Percentage of students who agree (or strongly agree) that their campus supports student-developed service learning projects and focus.	88	89	88	89	n/a	90
Percentage of staff, students and parents who are satisfied (or very satisfied) with their knowledge about the elements of digital citizenship.	94	94	95	95	n/a	95
Percentage of staff and students who agree (or strongly agree) that they apply the elements of digital citizenship.	94	94	93	94	n/a	94

Outcome 2.3 Parental Partnership

Performance Measures	Results (in percentages)					Target
	2016	2017	2018	2019	2020	2020
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	96	95	97	n/a	95

Outcome 2.4 Staff Leadership

Performance Measures	Results (in percentages)					Target
	2016	2017	2018	2019	2020	2020
Percentage of staff who are satisfied (or very satisfied) with the opportunities they have to take on leadership roles that promote ethical citizenship.	98	93	95	93	n/a	95

FFCA Goal #2 Comments

Because we elected to omit the year-end stakeholder satisfaction surveys due to the cessation of regular school operations in March, we do not have data on most of the identified performance indicators associated with this goal for 2019-20. On the two measures for which we have data, 90.4 percent of our stakeholders agreed that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school and 87.3% of our stakeholders agreed that students model the characteristics of active citizenship. These results are consistent with the previous year.

While we don't have any relevant quantitative data, anecdotal reports from our students, families and staff indicate that we were able to continue to be successful in achieving our mission, albeit in a more limited and unique fashion, during the three months of emergency at-home learning due to the COVID pandemic. The success of response to this crisis so far has leveraged the character of our students, the commitment of our parents, and the leadership of our staff. The mission and community of FFCA continues to be strong in the face of this unprecedented challenge.



PROVINCIAL OUTCOMES

Provincial Outcome One: Alberta's students are successful.

Performance Measure	Results (in percentages)					Target
	2016	2017	2018	2019	2020	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	91.8	93.2	95.5	92.7	n/a	95
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	33.8	41.0	49.4	41.1	n/a	40
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	94.1	92.7	94.4	94.1	n/a	95
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	36.8	34.7	40.5	42.0	n/a	40
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	94.3	92.2	93.9	89.8	93.4	93
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	94.3	93.9	95.8	91.5	95.3	95
High School Completion Rate – Percentage of students who completed high school within four years of entering Grade 10.	93.4	96.9	96.3	96.0	92.4	97
High School Completion Rate – Percentage of students who completed high school within five years of entering Grade 10.	96.4	95.5	97.5	97.3	96.6	99
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.2	0.3	0.1	0.0	0.4	0
High school to post-secondary transition rate of students within four years of entering Grade 10.	73.8	77.7	76.6	83.7	77.3	85
High school to post-secondary transition rate of students within six years of entering Grade 10.	85.2	90.0	93.0	93.9	94.0	95
Percentage of Grade 12 students or a Rutherford Scholarship.	83.0	86.6	90.4	93.7	90.7	90
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.7	88.7	86.3	87.6	87.3	90
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	74.1	70.2	69.6	70.9	76.3	80

*NOTE – Beginning in 2020, the AERR is to show the provincial examination results for each examination. However, because the COVID cancellations in June resulted in these metrics not being available for 2019-20, we have omitted the tabular data. We will include it once these exams resume and results are available in the future.

Provincial Outcome One Comments

With the cancellation of provincial examinations in June because of COVID, we have no annual performance data for provincial examinations. The measures for which we do have data continue to highlight our outstanding pattern of preparing our students successful transition to life beyond high school. 93.4% of our students completed at least four diploma examination courses. This reversed a one-year drop the previous year. Our 3-year high school completion rate was 95.3% which also reversed a one-year drop from 2019. We did see a drop in the 4-year graduation rate but this data reflects the same cohort that was reflected in the 3-year completion decrease in 2018-19.

We did have a slight drop in the percent of our students transitioning to post-secondary within four years relative to last year, but the 77.3% was consistent with our rolling average. It appears as if 2019 was an anomaly. Our 6-year post-secondary transition rate reached a 5-year high of 94.0%.

FFCA also achieved a 5-year high in the percentage of our stakeholders reporting satisfaction that students demonstrated the knowledge, skills, and attitudes necessary for life-long learning.

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

Measure Category	Measure	FFCA Charter School Society (FNMI)		
		Current Result	Prev Year Result	Prev 3 Year Average
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a
	Drop Out Rate	*	*	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	*	n/a
	Work Preparation	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a

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, continued to engage in a learning journey to build foundational knowledge about the histories and cultures of Canada's First Nations peoples to better educate for reconciliation and have begun to provide learning opportunities for students in this area as well.

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

Performance Measure	Results (in percentages)					Target
	2016	2017	2018	2019	2020	2020
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.	81.2	82.5	83.1	83.2	84.1	84

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 Three Comments

FFCA continues to perform at a very high level on this outcome and has, in fact, experienced 6 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
	2016	2017	2018	2019	2020	2020
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	92.1	89.3	90.6	90.4	91
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.7	93.1	92.8	93.8	92.4	93
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.	90.8	91.5	92.0	86.2	92.5	93
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.8	84.7	89.9	86.0	86.8	90
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.	85.7	83.0	82.7	84.3	85.1	84

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 improved on three indicators and remained nearly the same on a fourth. Although we experienced a slight drop in the number of teachers, parents and students satisfied with the overall quality of basic education at FFCA, we still had 92.4% of our stakeholders expressing satisfaction on this measure.

We also reversed a drop from the previous year 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. Although we undertook exploratory conversations with these stakeholders, they were not been successful in providing explanations for the drop. However, even without any additional insight or explicit strategies for improvement, our performance on this measure increased from 86.2% to 92.5%.

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 providing Specialized Learning Supports and Facilities:

Specialized Learning Supports

Current Challenge:

- FFCA continues to seek equitable specialized learning supports (SLS) funding.
 - In 2019-20, 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.

- For several years leading to and including 2019-20, the funds to provide these specialized learning supports have come from our operational reserves leaving them essentially depleted and requiring us to reduce SLS supports in ESL for the upcoming year.

FFCA, as a public charter school, currently receives an allocation of approximately only 35% of the SLS funding allocated to resident public and separate boards. This equates to shortfall of approximately \$2 million in specialized learning support funding for FFCA students. Receiving equitable funding would enable us to provide the SLS supports our highest need students deserve to maximize their learning potential and mental well-being.

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 which is currently in the design phase, 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 better plan to meet the needs of our current and future students and provide an added sense of stability to both students and our families;

Section 3.5 of the 2015 *School Capital Manual* 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... allow[ing] charter schools to better plan for the future. (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 2019-20:

High School Campus

In the spring of 2019, funding was announced for a replacement school for our existing high school project. As of the end of 2019-20, a number of options have been explored and a direction determined that will see a 1000-student replacement high school built on the current Montgomery site of our high school campus. The project is currently in the schematic design phase with completion targeted for August 2024.

SUMMARY OF FINANCIAL RESULTS

	SYSTEM					\$ PER
REVENUE	INSTR	PO&M	ADMIN	TRANS	TOTAL	STUDENT
Alberta Education	\$ 25,868,842	\$ 3,004,409	\$ 1,291,454	\$ 1,348,196	\$ 31,512,901	9,037
Parent fees	1,116,446			1,427,821	2,544,267	730
Miscellaneous	614,876	451,447	167,331	-	1,233,654	354
TOTAL REVENUE	\$ 27,600,164	\$ 3,455,856	\$ 1,458,785	\$ 2,776,017	\$ 35,290,822	10,121
EXPENSE						
Salaries & Benefits	\$ 25,368,130	\$ 1,116,959	\$ 822,240	\$ 135,313	\$ 27,442,642	7,870
Campus Books & Educ. Supplies	1,864,839				1,864,839	535
Technology	412,262				412,262	118
Facilities		2,020,265			2,020,265	579
System Admin/Board			574,398		574,398	165
Transportation				2,640,704	2,640,704	757
TOTAL EXPENSE	\$ 27,645,231	\$ 3,137,224	\$ 1,396,638	\$ 2,776,017	\$ 34,955,110	10,024
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	\$ (45,067)	\$ 318,632	\$ 62,147	\$ 0	\$ 335,712	
# of FTE students	3,487	3,487	3,487	2,660	3,487	
Average cost per student	\$7,928	\$900	\$401	\$1,044	\$10,024	

Significant changes from prior year:

Increase of 99 full-time equivalent students
 Salaries & Benefits represent the most significant expenditure at 78.51% of total costs
 Transportation - Actual number of riders was 65 more than budgeted
 Surplus of \$335,712 is less than 1% of total revenue

School Generated Funds:

Detailed information on sources and uses of school generated funds can be found in Note 11 of FFCA's 2020 Audited Financial Statements (link below)

Link to FFCA 2020 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. Usually, 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. However, with the cessation of in-school classes from March 16 – June 30, these surveys were omitted for the year as the implementation of emergency at-home learning would have skewed the results and been of questionable value in informing our future growth. With the implementation of the new Assurance Framework in 2020-21, we will be looking at new ways of building on our engagement of parents as partners in continuing to support our school's success.

Involvement of School Councils

The administration of FFCA has ensured that all of our Campus Councils 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 parents of students within the jurisdiction. This distinctive governance structure places FFCA parents in the role of planning, policy development and fiduciary oversight 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 2019-20 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.