



ANNUAL EDUCATION RESULTS REPORT 2016-2017



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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 2016-2017.

2016-2017 was FFCA's 20th year of operations as a public charter school in Calgary. 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 outstanding 2016-2017 results! We attained an achievement rating of "Very High" on all fifteen Accountability Pillar measures and an overall rating of 'Excellent' in twelve of the fifteen Accountability Pillar Survey measures. No measure had a rating less than 'Good'. Our results clearly demonstrate that FFCA continues to provide our students with an environment that promotes personal 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. 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.

Cindy McGlashan-Beaucage
FFCA Board Chair



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Foundations for the Future for the 2016-2017 school year was prepared under the direction of the Board in accordance with its responsibilities under the *School 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 2016-2017 school year was approved by the Board on November 29, 2017.

Cindy McGlashan-Beaucage
Chair, Board of Directors



Roger Nippard
Superintendent of Schools



*PLEASE NOTE THAT A SIGNED COPY IS ON FILE AT THE FFCA CENTRAL OFFICE.

HIGHLIGHTS AND ACCOMPLISHMENTS

20th years of Continued Academic Excellence

FFCA celebrated twenty years of excellence as a public charter school in Alberta. In those twenty years, we have grown from 223 students at a single site to more than 3400 students at our seven campuses. Our student diversity has increased significantly to include a coded ESL population of 32% at our high school campus. Yet with the growth and changes we have undergone, FFCA continues to be exceptionally successful at its core mission of developing students' character and competence as demonstrated by the measures in this report. Our academic results continue to be excellent as revealed by some key indicators. Over 93% of our students graduated within three years of starting grade ten. Over 92% of our students achieved the acceptable standard on their provincial achievement tests or diploma exams. Over 37% of our students achieved the standard of excellence on their provincial exams.



Strategic Planning Priority 1- Broaden programs offered

Our high school program offerings have expanded to include second language instruction in French and locally developed musical theatre and theatre tech programs for credit.

Strategic Planning Priority 2 - Diversify Instructional Programming

FFCA continues to work towards integration of the inclusive education policy framework with our distinctive charter features. During the 2016-2017 school year, we developed an FFCA-specific inclusion framework draft which will be piloted and revised in the upcoming three years.

Strategic Planning Priority 3 & 4 - Establish a Support System for Research and Innovation & Partner in New Ways

FFCA has begun exploring and pursuing partnerships with a number of external organizations to help develop a support system for research. This included formalizing an agreement to join the University of Calgary Partner Research Schools Initiative and joining the Alberta Research Network. While unsuccessful, FFCA submitted a joint proposal with the University of Calgary and Calgary Regional Consortium for a study focusing on math understanding of elementary and middle school teachers.

FFCA has also been involved in a number of research studies relating to physical education in partnership with Dr. Dwayne Sheehan of Mount Royal University:

- An Evaluation of Moderate to Vigorous Physical Activity in an Elementary School QDPE Program was undertaken to determine if Canadian children could attain 50% MVPA (moderate to vigorous physical activity) during PE class time as determined by the System for Observing Fitness Instruction Time (SOFIT; McKenzie, Sallis, & Nader, 1991) when led by a kinesiology trained PE specialist. The results found students in a specialist-led physical education program did meet or exceed the 50% MVPS target.
- Developing Object Manipulation Skills in Female Elementary Students through a Targeted Physical Education was undertaken to determine if a targeted program focusing on developing object manipulation skills in a gender-separated physical education program over six weeks could close the gap between boys and girls. The results indicate that the gap in object manipulation skills can be reduced or eliminated with targeted focus.

2016-2017 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	92.1	92.4	92.0	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.5	81.2	80.4	81.9	81.9	81.5	Very High	Improved	Excellent
	Education Quality	93.1	93.7	93.4	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	0.3	0.2	0.3	3.0	3.2	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	93.9	94.3	93.0	77.9	76.5	76.1	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	92.7	94.1	94.9	73.4	73.6	73.2	Very High	Declined	Good
	PAT: Excellence	34.7	36.8	38.9	19.5	19.4	18.8	Very High	Declined	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	93.2	91.8	91.3	83.0	82.7	83.1	Very High	Maintained	Excellent
	Diploma: Excellence	41.0	33.8	31.8	22.2	21.2	21.5	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	92.2	94.3	88.9	54.9	54.6	53.1	Very High	Improved	Excellent
	Rutherford Scholarship Eligibility Rate	86.6	83.0	83.0	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	90.0	85.2	91.3	57.9	59.4	59.3	Very High	Maintained	Excellent
	Work Preparation	91.5	90.8	88.6	82.7	82.6	81.9	Very High	Improved	Excellent
	Citizenship	88.7	90.7	88.9	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	84.7	87.8	88.9	81.2	80.9	80.7	Very High	Declined	Good
Continuous Improvement	School Improvement	83.0	85.7	85.2	81.4	81.2	80.2	Very High	Declined	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.



GOALS OF OUR CHARTER SCHOOL

Charter Goal 1: Character Education & Leadership - A community of care that prepares students to be ethically engaged citizens, who care deeply, think critically and act courageously.

Outcome 1.1: Opportunities for staff, students and parents to explore, develop and demonstrate the attributes of a community of care and ethical citizenship.

Performance Measures	Results (in percentages)					Target*
	2013	2014	2015	2016	2017	2017
Overall teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	91.5	91.0	92.4	92.4	94	94
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	87.5	87.0	89.1	90.7	91	91
Percentage of students who agree that their campus provides opportunities to develop character and leadership.	93.0	91.0	92.0	92.0	93.0	94
Percentage of staff and parents who are satisfied with activities provided by the campus that promote ethically engaged citizenship through service learning (i.e. volunteerism, community contributions, etc.)	93.0	92.5	93.0	94.0	93.5	95
Percentage of students who agree that their campus supports student-developed service learning projects and focus.	84.0	84.0	85.0	88.0	89.0	86
Percentage of parents who are satisfied with the opportunities they have to be involved within their school community in ways that promote ethical citizenship.	98.0	98.0	97.0	97.0	96.0	98
Percentage of staff, students and parents who are satisfied with their knowledge about the elements of digital citizenship.	81.3	90.3	92.6	94.6	93.7	94
Percentage of staff and students who agree that they apply the elements of digital citizenship.	81.5	91.0	92.5	94.0	94.0	94
Percentage of staff who are satisfied with the opportunities they have to take on leadership roles that promote ethical citizenship.	98.0	97.0	93.0	98.0	93.0	95

NOTE: Charter Goals, Outcomes and Performance Measures (locally determined, consistent with Section 35 of the School Act, per the charter schools' purpose/mandate)

FFCA Goal #1 Comments

Performance measures for this outcome continued to be extremely high which is reflective of our commitment to character and leadership development at FFCA. One indicator which had a noticeable drop, although was still at 93%, was the percentage of staff who are satisfied with their leadership opportunities. Further monitoring will help us identify if this represents a trend or a temporary fluctuation in satisfaction.



Charter Goal 2: Excellence in Learning – Enhanced student achievement and teacher efficacy through implementation of the FFCA Direct Instruction Framework

Outcome 2.1: Implementation of a coaching model that supports the use of the DI Teaching and Learning Framework.

Performance Measures	Results (in percentages)					Target*
	2013	2014	2015	2016	2017	2017
Percentage of staff who are satisfied that they have deepened their understanding of the DI Teaching and Learning Framework.	94	98	94	98	99	98
Percentage of staff who are satisfied with their ability to articulate the connection between their teaching practice and the key elements of the DI Teaching and Learning Framework.	96	95	93	96	98	97
Percentage of staff who are satisfied that their FFCA coaching experience has positively impacted their implementation of the DI Teaching and Learning Framework.	83	86	77	87	82	85

NOTE: Charter Goals, Outcomes and Performance Measures (locally determined, consistent with Section 35 of the School Act, per the charter schools' purpose/mandate)

Outcome 2.2: Support the academic development of independent learners through the integration of the DI Teaching and Learning Framework

Performance Measures	Results (in percentages)					Target*
	2013	2014	2015	2016	2017	2017
Percentage of staff who are satisfied with their understanding of the connection between the DI Teaching and Learning Framework and supporting the unique needs of all learners at FFCA.	91	92	88	96	93	93

NOTE: Charter Goals, Outcomes and Performance Measures (locally determined, consistent with Section 35 of the School Act, per the charter schools' purpose/mandate)

FFCA Goal #2 Comments

Performance measures for these outcomes continued to be extremely high and trending upwards or maintaining levels. The five year trends on the perceived effectiveness of coaching and meeting the needs of unique learners have been very inconsistent. Anecdotal comments about coaching indicate that some staff are using coaching to support professional learning in areas other than direct instruction which may be one reason for the recent drop. Some teachers expressed the challenge of meeting diverse needs of their students as an increasing challenge. Teachers are reporting a perception that both the number and severity of students with learning challenges are increasing.



PROVINCIAL DESIRED OUTCOMES

Provincial Outcome One: Alberta's students are successful.

Performance Measure	Results (in percentages)					Target	Evaluation		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests.	95.5	94.4	96.2	94.1	92.7	97	Very High	Declined	Good
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests.	40.1	38.5	41.3	36.8	34.7	42	Very High	Declined	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Performance Measure	Results (in percentages)					Target	Evaluation		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall
Overall percentage of students who achieved the acceptable standard on diploma examinations.	91.5	91.4	90.5	91.8	93.2	95	Very High	Maintained	Excellent
Overall percentage of students who achieved the standard of excellence on diploma examinations.	30.1	31.2	30.4	33.8	41.0	32	Very High	Improved	Excellent

Performance Measure	Results (in percentages)					Target	Evaluation		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	91.2	95.2	89.4	94.3	93.9	94	Very High	Maintained	Excellent
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.4	0.2	0.5	0.2	0.3	0	Very High	Maintained	Excellent
High school to post-secondary transition rate of students within six years of entering Grade 10.	98.3	90.6	98.2	85.2	90.0	99	Very High	Maintained	Excellent
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	83.0	86.6	90	n/a	Maintained	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	91.2	75.0	83.5	94.3	92.2	90	Very High	Improved	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Provincial Outcome One continued: Alberta's students are successful (continued).

Performance Measure	Results (in percentages)					Target	Evaluation		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.5	87.0	89.1	90.7	88.7	91	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.	87.3	87.2	87.9	90.8	91.5	91	Very High	Improved	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. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Provincial Outcome One Comments

The performance of our students on provincial examinations shows an interesting pattern. Our diploma examination results, in general, continue to improve. Our students' performance on the grade 9 PATs remains consistently high with some decline in English Language Arts. The drops in student performance occurred primarily at the grade six level with the most significant declines relative to the previous year showing up as:

- 4.9% drop in Math 6 students meeting acceptable standard
- 4.6% drop in Social Studies 6 students meeting acceptable standard
- 3.3% drop in Science 6 students meeting acceptable standard
- 2.1 % drop in ELA 6 students meeting acceptable standard
- 18.9% in Social Studies 6 students meeting standard of excellence
- 9.9% drop in ELA students meeting standard of excellence

The negatively trending performance on grade 6 PAT results have been identified as an area of concern with campus teachers and administrators although our students' performance on these exams is still 'Very High'. For example our Social Studies 6 rate of students achieving at the standard of excellence dropped 19%, but it was at 50% the previous two years creating an extremely high benchmark.

We believe one of the key contributors to the lower grade six results is the increased number of students entering FFCA who have English as a second (or third plus) language and those with more specialized learning needs than we have experienced historically. The increased presence of these students is causing us to focus on building capacity in these areas to better meet their needs. That being said, taken holistically, especially for our ESL students, our K-12 approach is proving successful and closing the learning gaps over time as evidenced by our students' performance growth from grade six to nine to high school. By the time they write diploma exams, even with 32% ESL, our students are performing at an outstanding level.

Even considering the above, our K-6 administrator and staff teams are developing strategies to reverse the downward trend.

Provincial Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall
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.	91.5	91.0	92.4	92.4	92.1	94	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. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Provincial Outcome Three Comments

FFCA has maintained a 'Very High' level of performance on this outcome.

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

Performance Measure	Results (in percentages)					Target	Evaluation		
	2013	2014	2015	2016	2017	2017	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.	80.4	78.8	81.0	81.2	82.5	85	Very High	Improved	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. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Provincial Outcome Four Comments

FFCA's stakeholders are reporting a 'Very High' and increasing level of satisfaction with the overall programming provided.



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

Performance Measure	Results (in percentages)					Target	Evaluation		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall
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.	84.6	84.8	85.1	85.7	83.0	87	Very High	Declined	Good
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	86.9	88.5	90.4	87.8	84.7	92	Very High	Declined	Good
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.2	93.0	93.5	93.7	93.1	95	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. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Provincial Outcome Five Comments

The number of stakeholders who feel FFCA has stayed the same or improved decreased in 16-17. There is some interesting incongruence in the results as the most significant decrease was reported by high school parents and students. However, as discussed in outcome five, our academic performance at the high school continues to trend up. This may be methodological concern given that the accountability pillar surveys are completed by grade ten students, whereas the academic performance measures that of grade eleven and twelves. As this is a single year drop, this indicator will be monitored to determine if it is a performance trend even though our achievement level on these indicators continues to be 'Very High'.

The level of teacher and parent satisfaction in parental involvement is also trending down. This is consistent with perceptions of staff and administration as both parents and teachers are reporting those feelings. Further exploration of these trends and the underlying reasons is warranted and will be undertaken.



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 Facilities and Inclusive Education:

Facilities

Current Challenges:

- 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 *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*";
- FFCA be given more control our facilities - "*provide charter schools with more control over their facilities*";
- FFCA have access to Infrastructure Maintenance and Renewal (IMR) funding associated with owned facilities.

Inclusive Education

Current Challenge:

- FFCA wishes to receive equitable inclusive education funding.

FFCA, as a public charter school, currently receives an allocation of \$57.22 per student in order to attend to the inclusive education needs of the students in our care. For comparative purposes, FFCA has an SES rate of .186 while Calgary Catholic School Division has an SES rate of .185. For universal supports for all students in the 2016-17 school year, there is a variance of \$1,659,660.92 ($\$559.30 - \$57.22 = \502.08 per student x 3299FTE). This shortfall of approximately \$1.7 million in universal support funding severely curtails our ability to provide basic supports such as counselling and mental health services.

Proposed course of action:

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

SUMMARY OF FINANCIAL RESULTS

REVENUE	SYSTEM					\$ PER STUDENT
	INSTR	PO&M	ADMIN	TRANS	TOTAL	
Alberta Education	\$ 26,405,007	\$ 2,429,238	\$ 1,413,758	\$ 1,443,183	\$ 31,691,186	9,609
Parent fees	1,298,498			1,675,150	2,973,648	902
Miscellaneous	910,351	441,446	8,176	-	1,359,973	412
TOTAL REVENUE	\$ 28,613,856	\$ 2,870,684	\$ 1,421,934	\$ 3,118,333	\$ 36,024,807	10,923
EXPENSE						
Salaries & Benefits	\$ 25,932,818	\$ 1,228,133	\$ 1,000,746	\$ 323	\$ 28,162,020	8,539
Campus Books & Educ. Supplies	2,932,354				2,932,354	889
Professional Development	168,941				168,941	51
Facilities		1,391,886			1,391,886	422
System Admin/Board			541,334		541,334	164
Transportation				3,163,238	3,163,238	959
TOTAL EXPENSE	\$ 29,034,113	\$ 2,620,019	\$ 1,542,080	\$ 3,163,561	\$ 36,359,773	11,025
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	\$ (420,257)	\$ 250,665	\$ (120,146)	\$ (45,228)	\$ (334,966)	-0.93%
						% of revenue
# of FTE students	3,298	3,298	3,298	2,489	3,298	
Average cost per student	\$8,804	\$794	\$468	\$1,271	\$11,025	

Significant changes from prior year:

Increase of 10 full-time equivalent students
 Salaries & Benefits represent the most significant expenditure at 77.5% of total costs
 Transportation - Actual number of riders was 45 less than budgeted

School Generated Funds:

Detailed information on sources and uses of school generated funds can be found in Note 9 of FFCA's 2017 Audited Financial Statements (link below)

Link to FFCA 2017 Audited Financial Statement: <http://www.ffca-calgary.com/board/finance2>

Link to Audited Financial Statements for all Alberta Jurisdictions: <https://education.alberta.ca/financial-statements/school-jurisdictions/>

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



FACILITIES AND CAPITAL PROJECTS

FFCA reports the following progress on the implementation of its Capital Plan during 2016-17:

High School Campus

As first reported two years ago, in August 2015 the Province requested that FFCA delay the Montgomery (High School) replacement project due to the cost of building in three phases. This new replacement school project is included on the Provincial 2017 Capital Plan Details (Calgary – Phase II Montgomery) of approved projects (<http://www.infrastructure.alberta.ca/6.htm>). FFCA is continuing to work with Alberta Education towards a suitable and long-term high school site.

Northwest Elementary Washroom Renovations

FFCA in cooperation with Calgary Catholic embarked on a washroom renovation project at Northwest Elementary (St. Lawrence) Campus. The student washrooms were reconfigured providing more than the code required facilities while allowing for the addition of two staff washrooms.

Southwest Elementary Accessibility Renovations

At Southwest Elementary Campus (CBE Southwood School) an existing washroom was made barrier free while access to the front door of the campus for persons with physical disabilities was installed.

Central Office & Maintenance Workshop Purchase

FFCA purchased a property for \$3.4M using \$1.9M of the Capital Reserve (leaving \$500,000 in the Reserve) and a mortgage of \$1.5M as approved by the Minister of Education. This building will provide work space for our central office administration and a maintenance workshop for our facilities support staff.

The building is larger than currently needed and by leasing out approximately half the space, FFCA expects that the lease revenue would offset the mortgage payments. One tenant has already moved into the facility and a Lease Offer has been received for the balance of the space. Renovations are currently underway to make the space fully functional. In the end, this purchase means FFCA owns an asset rather than continuing to be making lease payments.

CLASS SIZE INFORMATION

Number of Schools Reported: 8

Total Number of Schools: 7

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
FFCA High School Campus							27.0	26.9	26.7	24.2	25.3	25.2
North Middle School Campus				27.0	26.9	27.0	26.5	26.3	26.2			
Northeast Elementary Campus	20.5	20.7	20.6	27.0	26.3	27.0						
Northwest Elementary Campus	19.4	19.4	19.4	23.6	24.0	24.4						
South Middle School Campus				25.9	25.8	26.0	24.8	25.3	25.8			
Southeast Elementary Campus	20.8	20.4	21.0	26.7	27.7	25.7						
Southwest Elementary Campus	20.9	20.9	20.9	25.3	25.3	26.0						
Total for Jurisdiction 0009	20.5	20.4	20.6	26.2	26.2	26.3	26.1	26.1	26.2	24.2	25.3	25.2

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. Over the past year, the Board has been engaged in an effort to redefine the concept of parental partnership and formally capture our mutual commitments in policy. This process culminated in the approval of *Board Policy 18 Parental Partnership* in 2016-2017.

With regard to formal, regularly scheduled 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. These survey measures are used as performance indicators for the goals stated in this document.

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 the Three-year Education Plan and this Annual Educational Results Report. Their feedback has been considered in the final draft of this Three-year Education Plan.

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 wrongdoing without fear of reprisal.

During the 2016-2017 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:

<http://www.ffca-calgary.com/board/documents-and-publications> {Scroll down to Alberta Education Documents near bottom of page}

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

<http://www.ffca-calgary.com/board/finance2>

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