



**ANNUAL EDUCATION RESULTS REPORT
2015/2016
&
THREE-YEAR EDUCATION PLAN
2016-2019**



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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 Three-Year Education Plan 2016-2019 and the Annual Education Results Report 2015-2016.

Our results clearly demonstrate that FFCA continues to provide our students with an environment that promotes personal success. We achieved an overall rating of 'Excellent' in twelve of the fifteen Accountability Pillar Survey measures, with the remaining three being rated as 'Acceptable' or 'Good'. We provide our students with a caring, supportive and innovative learning environment which is reflected in our outstanding achievement results! FFCA's foundational statements, including our values, mission, and guiding principles are reflected in our 2015-2016 results.

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.

Amish Patel
FFCA Board Chair



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2015 - 2016 school year and the Education Plan for the three years commencing September 1, 2016 for Foundations for the Future Charter Academy was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Planning and Transparency Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2015 - 2016 school year and the Three-Year Education Plan for 2016 - 2019 on November 23, 2016.

Amish Patel
Chair, Board of Directors



Roger Nippard
Superintendent of Schools



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

FOUNDATION STATEMENTS

Vision

“Excellence in student achievement and character development through distinctive teaching and learning.”

Mission

“To provide a safe and caring environment where academic excellence, character development, parental involvement and staff leadership are valued and fostered.”

Guiding Principles

FFCA fosters **strong, positive, respectful partnerships** among students, staff, parents and community. These relationships are characterized by trust, integrity, openness and collaboration, and exist to support learning for all stakeholders.

FFCA encourages **leadership** among all stakeholders through shared decision-making.

FFCA strives for **excellence** in:

- academic development and independent learning.
- personal and character development.
- the development of outstanding staff.

FFCA creates a **caring and optimal learning environment** for students by:

- setting clearly-defined learning standards.
- building students’ belief in their ability to learn.
- developing confidence through competence.
- fostering positive thinking and providing encouragement.
- optimizing learning time and student engagement.
- tailoring class size and composition to reflect the learning needs of students.

FFCA is “**one school**” on multiple campuses. We are coherent in our vision and unified in our practices, including:

- a common approach to instruction and classroom management.
- common core character virtues K-12 (respect, responsibility, integrity, self-discipline and compassion).
- cross-campus grade level and subject area collaboration.
- formal orientation, coaching and mentoring for teachers.
- use of subject specialists (e.g. Art, PE, Music, Spanish).
- parental commitment to a high level of involvement.
- wearing of student uniforms.

FFCA is purposeful and strategic in the selection and utilization of **teaching methods and resources**, including:

- Direct Instruction (explicit learning targets, continuous formative assessment, and sequential mastery learning).
- inquiry and cooperative learning.
- the infusion of creative and critical thinking.
- early literacy development (explicit phonics).
- integration of instructional technologies.
- homework that promotes the attainment of student learning targets.

A PROFILE OF OUR CHARTER SCHOOL

Foundations for the Future Charter Academy (FFCA) is a K-12 public Charter school with seven campus locations, offering a wide variety of learning experiences for a culturally diverse population across the City of Calgary and surrounding areas.

The culture of FFCA is a relational one, involving collaboration, engagement and acceptance of diversity across the school community. In delivering the Alberta Programs of Study through the lens of our Direct Instruction Teaching and Learning Framework, our distinct approaches foster the personal development of every child. FFCA's innovative approaches to teaching and learning allow our students to evolve from supported learners to independent thinkers who have internalized a deep understanding of character and leadership. FFCA's programs provide a positive, effective learning experience for students while responding to the broad range of learning needs through the provision of appropriate learning interventions.

Parents and students who choose FFCA as their school do so primarily because they support the distinctive approaches to instruction, the ethic of care, and focus on excellence and parental involvement that permeate our school culture. Public awareness of FFCA's educational program is spread primarily by word of mouth. There are currently more than 3400 students attending the school, and approximately 13,000 students on the waiting list for admission. This level of public demand demonstrates that FFCA appeals to a broad range of parents who feel that its educational program best meets their child's needs.

HIGHLIGHTS AND ACCOMPLISHMENTS

Minister of Education Visit

We were honoured to host a visit by the Honourable David Eggen, Minister of Education, at our South Middle Campus on June 20th, 2016. We appreciated the opportunity to highlight our four pillars: academic excellence, character development, parental involvement and staff leadership. As well, we were excited to share some of our recent ***research and innovation*** efforts including: our campus Literacy Project, and our *East meets West* and *Longitudinal Studies on Physical Literacy* research initiatives that were conducted through ***partnerships*** with the University of Lethbridge, University of Calgary and Mount Royal University.



HIGHLIGHTS AND ACCOMPLISHMENTS continued

Continued Academic Excellence

Our academic results continue to be excellent as revealed by some key indicators. Over 94% of our students graduated within three years of starting grade ten. Over 94% of our students achieved the acceptable standard on their provincial achievement tests or diploma exams. Over 35% of our students achieved the standard of excellence on their provincial exams.

Literacy Project

Our four K-4 campuses focused on a literacy project to further develop our students' ability to read and comprehend a variety of texts. Time was devoted to building teacher capacity in understanding the essential reading skills (phonemic awareness, phonics, vocabulary, fluency and comprehension) along with promoting collaboration between all campuses through a process of focused reflection. Additionally, teachers were provided ongoing mentoring opportunities in order to enhance and extend the reading practices in our elementary classrooms.

Administration Leadership of Learning Partnership

All of our system and campus educational leaders embarked on a project utilizing an inquiry-based professional learning process to enhance leadership development. In the first year of this project, campus and system leadership teams met with a consultant, Dr. David Townsend, who facilitated monthly growth-focused conversations grounded in generative dialogue. Administrators have reported this process to be highly effective in focusing on their professional growth, and are considering expanding the use of this process with certificated, and possibly support staff, at our various sites. Related to this, several of our administrators participated in a Leadership of Learning symposium in New South Wales, Australia during the summer.

Guiding Principles and Practices

To inform our future work, staff working groups were established to review past and current FFCA practice in a couple of key educational areas, ESL and numeracy. As a result of the collaborative efforts of teachers, administrators, and support staff, FFCA has now established a set of *ESL Support Beliefs and Guiding Principles* and a *Number Facts Framework*. These two documents will provide guidance for staff who work with students in these areas.

Preferred Future Strategic Priorities

Our Board of Directors concluded a three-year process of consultation and collaboration with stakeholders. This process helped us identify: 1) the core features of our school that should be maintained in a changing environment; 2) valued outcomes/processes of our school's work; and 3) changes worthy of addressing. As a result, we identified four strategic priorities that will direct our planning over the next 5-10 years, which are:

1. Broaden programs offered

i.e. review of existing programs and establishment of new programs consistent with stakeholder aspirations

2. Diversify instructional programming

i.e. provision of educational programming for all students so they can learn and meet the province's standards of education in a variety of ways

3. Establish a support system for research and innovation

i.e. establishment of systemic supports for students, staff and parent efforts to create innovative learning environments and improve student learning outcomes

4. Partner in new ways

i.e. development of new educational opportunities internally through sustained engagement with internal stakeholders, and externally with other school boards, charter schools, government, post-secondary institutions, companies and municipal organizations to meet the joint needs of the partners.

COMBINED 2015-2016 ACCOUNTABILITY PILLAR SUMMARY

Measure Category	Measure Category Evaluation	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	Excellent	Safe and Caring	92.4	92.4	91.6	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	81.2	81.0	80.1	81.9	81.3	81.4	High	Maintained	Good
		Education Quality	93.7	93.5	93.2	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	0.2	0.5	0.4	3.2	3.5	3.5	Very High	Maintained	Excellent
		High School Completion Rate (3 yr)	94.3	89.4	91.9	76.5	76.5	75.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	94.1	96.2	95.3	73.6	72.9	73.4	Very High	Maintained	Excellent
		PAT: Excellence	36.8	41.3	39.9	19.4	18.8	18.6	Very High	Declined	Good
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	93.9	91.2	92.2	85.0	85.2	85.1	Very High	Maintained	Excellent
		Diploma: Excellence	35.2	28.8	30.8	21.0	21.0	20.5	Very High	Maintained	Excellent
		Diploma Exam Participation Rate (4+ Exams)	94.3	83.5	87.4	54.6	54.4	53.5	Very High	Improved Significantly	Excellent
		Rutherford Scholarship Eligibility Rate	83.0	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	85.2	98.2	95.7	59.4	59.7	59.3	Very High	Declined Significantly	Acceptable
		Work Preparation	90.8	87.9	87.5	82.6	82.0	81.1	Very High	Improved	Excellent
		Citizenship	90.7	89.1	87.9	83.9	83.5	83.4	Very High	Improved Significantly	Excellent
Parental Involvement	Excellent	Parental Involvement	87.8	90.4	88.6	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	85.7	85.1	84.9	81.2	79.6	80.0	Very High	Maintained	Excellent

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 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.
- 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.
- 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/TFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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*	Targets		
	2012	2013	2014	2015	2016	2016	2017	2018	2019
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.	91.8	91.5	91.0	92.4	92.4	93	94	95	95
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	86.9	87.5	87.0	89.1	90.7	90	91	92	92
Percentage of students who agree that their campus provides opportunities to develop character and leadership.	-	92.0	91.0	92.0	92.0	93	94	95	95
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	94	95	96	96
Percentage of students who agree that their campus supports student-developed service learning projects and focus.	-	84.0	84.0	85.0	88.0	85	86	87	87
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	98	99	100	100
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	94	95	95
Percentage of staff and students who agree that they apply the elements of digital citizenship.	-	81.5	91.0	92.5	94.0	93	94	95	95
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	94	95	96	96

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 Strategies

KEY STRATEGIES

- Examine and refine character education formative and summative assessment practices, including student involvement.
- Implement the FFCA Character Education Program of Studies into classroom and other school learning opportunities.
- Support staff growth, research, innovation and sharing in relation to character education and leadership development.

SUPPORTIVE STRATEGIES

Digital Citizenship

- Provide ongoing professional learning on the elements of digital citizenship for staff, students and parents.
- Explore opportunities for development of digital citizenship in regular classroom and school learning opportunities including building connections to Alberta curriculum.
- Encourage group conversations to understand what is needed to help students move towards applying the elements of digital citizenship and become empowered digital leaders.

Partnerships & Community Building

- Focus on positive community building at all campuses through various initiatives such as the Fourth R and LINK.
- Invite campuses to seek opportunities for cross campus initiatives that support character, leadership and community development.
- Provide student leadership opportunities.

Service Learning

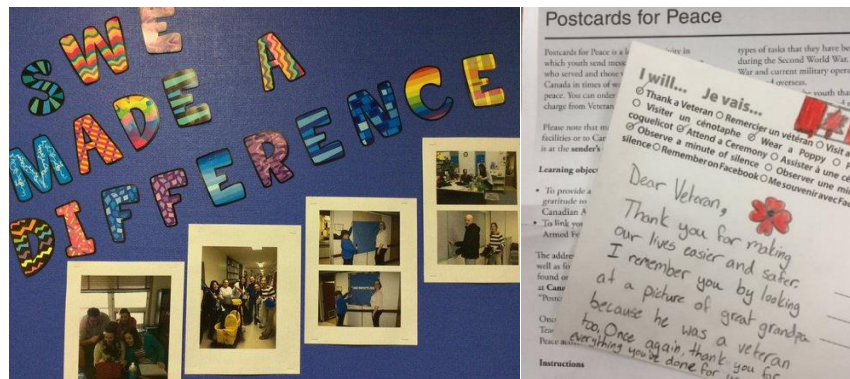
- Provide students with service learning and leadership opportunities.
- Involve stakeholders and external communities in service learning projects.

Social-emotional Support

- Provide social and emotional support to students with an emphasis on resilience development.

Parental Partnership

- Invite parents to become familiar with the FFCA Character Education Program of Studies.
- Provide parents with opportunities to engage their child in conversations about character.
- Invite parents to engage with their children in establishing goals in relation to character development.
- Encourage parents to seek opportunities to contribute to the caring community of the school (e.g. by demonstrating concern for the well-being of all, building positive relationships, serving others, seeking to understand multiple perspectives, and practicing good digital citizenship).



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*	Targets		
	2012	2013	2014	2015	2016	2016	2017	2018	2019
Percentage of staff who are satisfied that they have deepened their understanding of the DI Teaching and Learning Framework.	95	94	98	94	98	96	98	100	100
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.	98	96	95	93	96	95	97	100	100
Percentage of staff who are satisfied that their FFCA coaching experience has positively impacted their implementation of the DI Teaching and Learning Framework.	81	83	86	77	87	80	85	90	90

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*	Targets		
	2012	2013	2014	2015	2016	2016	2017	2018	2019
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	90	93	95	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 2 Strategies

Embedded Professional Learning Opportunities

- **Coaching and Teacher Leadership**
 - Engage coaches in learning experiences to deepen their understanding of how to support teacher learning in relation to the DI Teaching and Learning Framework.
 - Continue to implement pedagogical strategies within the application of the DI Teaching and Learning Framework.
 - Provide professional learning opportunities for teachers to deepen their understanding of utilizing the DI Teaching and Learning Framework as a reflective tool.
- **Collaboration**
 - Provide grade level/subject teams opportunities to implement a consistent community of practice.
 - Provide opportunities for collaboration between campus leaders, divisions, etc.
 - Provide opportunities for gr. 4 students to transition effectively to middle school and gr. 8 students to effectively transition to high school.
- **Educational Technology**
 - Continue implementing the 'Learning and Technology Policy Framework' (LTPF) through the lens of the Direct Instruction (DI) Teaching and Learning Framework.
- **Learning for All**
 - Engage in conversations to support the unique needs of learners at FFCA.
 - Work with outside partners as appropriate in support of student, parent and campus needs.

Parental Partnership

- Engage parents to develop a deeper understanding of the DI Teaching and Learning Framework.
- Encourage all parents to:
 - Show a positive attitude at home towards learning.
 - Maintain an open dialogue with their child's teacher and work together to develop a strategic approach to supporting the child's academic development and independence.
 - Attend Parent Information Evenings and learning conferences at their child's campus to become more familiar with FFCA's distinctive approaches to teaching and learning.
 - Help their children become advocates for their own learning to support their academic development and independence.



PROVINCIAL DESIRED OUTCOMES

Provincial Outcome One: Alberta's students are successful.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	95.9	95.5	94.4	96.2	94.1	97	Very High	Maintained	Excellent	98	99	99
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	36.5	40.1	38.5	41.3	36.8	42	Very High	Declined	Good	44	46	46

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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), Social Studies (Grades 6, 9, 9 KAE).
3. 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.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	88.7	91.9	93.1	91.2	93.9	93	Very High	Maintained	Excellent	95	97	97
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	32.4	27.7	32.9	28.8	35.2	30	Very High	Maintained	Excellent	32	34	34

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	93.6	91.2	95.2	89.4	94.3	92	Very High	Maintained	Excellent	94	96	96
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.4	0.4	0.2	0.5	0.2	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	100.0	98.3	90.6	98.2	85.2	98	Very High	Declined Significantly	Acceptable	99	100	100
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	83.0	88	n/a	n/a	n/a	90	92	92
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	90.6	91.2	75.0	83.5	94.3	88	Very High	Improved Significantly	Excellent	90	92	92

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. 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.
5. 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.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	86.9	87.5	87.0	89.1	90.7	90	Very High	Improved Significantly	Excellent	91	92	92
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.	88.6	87.3	87.2	87.9	90.8	90	Very High	Improved	Excellent	91	92	92

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Comment on Results

Campus administrators are actively involved in examining the ‘declined significantly’ performance measure in high school to post-secondary transition (6-yr). Relocation of our campus after 2011-2012 resulted in significant student turnover which may or may not help partially explain these results. Also, an increase in the number of our graduates attending post-secondary institutions out of province, primarily BC and Ontario, may be a factor.

The ‘declined’ performance on PAT standard of excellence has been identified as a possible area of concern with campus administrators although we are still extremely satisfied with our level of performance in this area. While the 2015 - 2016 performance was our second lowest in the last five years, it also followed our best performing year in this category. We are monitoring closely to determine if this was an anomalous year or part of a trend.

Provincial Outcome One Strategies

In addition to the strategies to support **Charter Goal 1**, the following strategies will serve to meet this outcome:

- Maintain opportunities for career exploration and career path identification in conjunction with the teaching of the Health and Life Skills Curriculum K-9 and CALM.
- Maintain opportunities for middle and high school students to engage in career exploration and career path identification with school counselors.
- Maintain a personal/professional portfolio in the High School leadership program, including a post-secondary career plan.
- Maintain a comprehensive guidance program.
- Examine existing character education assessment practices.
- Maintain opportunities for students to self-reflect on character and leadership growth as well as the impact of their involvement in service learning projects.
- *Examine the integration of entrepreneurship within the FFCA Character Education Program of Studies.* Facilitate collaborative conversations at grade levels related to student learning.
- Explore with staff ways to enhance intellectual and academic engagement for students.
- Maintain course review time at the end of diploma courses.
- Identify key diploma course themes and skills to be taught in pre-requisite courses.
- Maintain ESL students at the high school level with full year ELA programming as an opportunity to close the ESL gap.
- Meet the individual needs of ESL students throughout our campuses.
- Maintain individual conferences with grade 12 students to review post-secondary information and future planning.
- Plan for student success with ongoing reviews of students’ programs and progress by administration and high school counselor.

Provincial Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	91.8	91.5	91.0	92.4	92.4	93	Very High	Maintained	Excellent	94	95	95

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Outcome Three Strategies

- Maintain ESL students at the high school level with full year ELA programming as an opportunity to close the ESL gap.
- Meet the individual needs of ESL students throughout our campuses.
- Maintain support through a system-wide student support team including counselors, family-school liaison and psychological services.
- Maintain proactive communication with parents, staff and students regarding our performance, growth and improvement.
- Collaborate with Alberta Education to develop clarity on the role of charter schools, specifically FFCA, within an inclusive education system.
- Clarify guiding principles, practices and procedures with regards to inclusive education as part of our new strategic plan (under development).
- Focus on inclusive education as an administrative growth priority (for system and campus administrators).
- Continue to explore quality professional development opportunities to support their work in our more inclusive environment.
- Continue to focus on character and leadership development as a means to build a caring and respectful learning community for all students, parents and staff.
- Pursue partnerships with external agencies, service providers, and DSEPs to provide professional learning and student support.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	79.8	80.4	78.8	81.0	81.2	83	High	Maintained	Good	85	87	87

Notes:

- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Outcome Four Strategies

- Maintain a teacher orientation program which sets new teachers up for success.
- Involve all teachers in a program of peer coaching focusing on professional classroom practice.
- Encourage teachers to align their professional growth plans to the Teaching Quality Standards and FFCA’s Direct Instruction Teaching and Learning Framework.
- Maintain opportunities for collaborative teacher leadership at campus and school levels.
- Facilitate collaboration within our school calendar and professional development schedule:
 - within grade levels
 - between grade levels
 - between campuses
 - within subject specializations
 - across disciplines
- Maintain common professional development experiences and specialized professional development experiences when appropriate.
- Create opportunities for teacher leadership with the campus and school administrators.
- Continue to evolve our Leadership of Learning partnership with David Townsend for focused admin PGPs.
- Continue to provide opportunities for university students to complete practicum sessions.
- Communicate the content and quality of staff professional development opportunities to all stakeholders.
- Maintain the use of specialist teachers in art, music, and physical education as well as the grade 4 to 8 Spanish second language program.
- Refine and expand the elective course offerings in both middle school and high school.



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	84.2	84.6	84.8	85.1	85.7	87	Very High	Maintained	Excellent	88	89	89
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	90.1	86.9	88.5	90.4	87.8	92	Very High	Maintained	Excellent	93	94	94
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.2	93.2	93.0	93.5	93.7	95	Very High	Maintained	Excellent	96	97	97

Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Outcome Five Strategies

- Communicate our campus transition strategies to parents.
- Maintain Family Orientation and Program Information sessions at the beginning of each school year.
- Maintain ongoing dialogue with parents regarding student progress.
- Use Web 2.0 technologies with all staff as a means to inform parents about their children's progress and provide parents with an opportunity to support learning at home.
- Maintain ongoing communication and collaboration with all stakeholders regarding initiatives and improvements in our system.
- Encourage parental participation in school leadership through involvement with their respective School Council.
- Maintain learning opportunities for the Association of School Councils (ASC) regarding system initiatives.



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 \$1,649,584.00 ($\$559.30 - \$57.22 = \502.08 per student x 3285.5 FTE). This shortfall of approximately \$1.6 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 2015-2016

REVENUE	<u>INSTR</u>	<u>PO&M</u>	SYSTEM		<u>TOTAL</u>	<u>\$ PER STUDENT</u>
			<u>ADMIN</u>	<u>TRANS</u>		
Alberta Education	\$ 26,510,412	\$ 2,422,918	\$ 1,379,954	\$ 1,436,744	\$ 31,750,028	9,656
Parent fees	1,360,634			1,685,578	3,046,212	926
Miscellaneous	990,389	480,001	4,548	1,114	1,476,052	449
TOTAL REVENUE	\$ 28,861,435	\$ 2,902,919	\$ 1,384,502	\$ 3,123,436	\$ 36,272,292	11,032
EXPENSE						
Salaries & Benefits	\$ 25,604,883	\$ 1,223,985	\$ 781,808		\$ 27,610,676	8,397
Campus Books & Educ. Supplies	3,430,324				3,430,324	1,043
Professional Development	184,222				184,222	56
Facilities		1,598,954			1,598,954	486
System Admin/Board			474,085		474,085	144
Transportation				2,967,289	2,967,289	902
TOTAL EXPENSE	\$ 29,219,429	\$ 2,822,939	\$ 1,255,893	\$ 2,967,289	\$ 36,265,550	11,030
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	\$ (357,994)	\$ 79,980	\$ 128,609	\$ 156,147	\$ 6,742	0.02%
						% of revenue
# of FTE students	3,288	3,288	3,288	2,468	3,288	
Average cost per student	\$8,887	\$859	\$382	\$1,202	\$11,030	

Significant changes from prior year: Increase of 64 full-time equivalent students

Salaries & Benefits represent the most significant expenditure at 76.14% of total costs

Transportation - One less bus route than budgeted and lower fuel prices than expected resulted in more revenue than expenditures and will help to reduce the deficit carried forward from 2015

School Generated Funds:

Detailed information on sources and uses of school generated funds can be found in Note 14 of FFCA's 2016 Audited Financial Statements (link below)

BUDGET SUMMARY 2016-2017

Guiding Principles for Financial Planning

- Establish staffing levels that support learning for all, maintaining specialists and current class size
- Provide fair and equitable salaries
- Provide support for technology infrastructure, facilities and transportation
- Provide support for staff development

Operating Budget

- Seven campuses, K to 12
- 0% grant increase on basic per student grants
- Increase in students at the High School Campuses (~20)
- Staff allocations:
 - Kindergarten ~20.5:1 plus .3 (AB ED guideline 17:1)
 - Grades 1 to 3 ~20.5:1 plus .3 (AB ED guideline 17:1)
 - Grades 4 to 6 ~25:1 plus .3 (AB ED guideline 23:1)
 - Grades 7 to 12 ~25.3:1 plus .4 (AB ED guideline 25:1)
 - which includes PE, AP and specialty (Art, Music & Phys. Ed) positions (AB ED class size guidelines)
- Salary grids increased by 0%
- Grid increase for one more year of experience, FFCA average teacher salary will be close to 6 years of education and 7 years of experience
- Support staff frozen at 2016-17 levels
 - 0.5 FTE Library Technician per campus
 - 4.8 FTE Technology Support
 - 7.21 FTE Learning Assistants allocated at \$113/student
 - 12.45 FTE ESL Assistants 60:1 students
 - 2.74 FTE Lunch Assistants (Gr 1 to 8) allocated at \$33.60/student
 - 7.0 FTE Counsellors (4 Elem; 2 Middle & 1 HS + 1 HS Teacher)
- Substitute Teacher Costs = 9 days/teacher (includes sick days, appointments, coaching, etc.), rate to \$215 + 9% benefits per day (rate unchanged from 2014-15)
- Campus resource allocations per student at same rate as 2015-16
- Professional development at same level as 2015-16

OPERATING BUDGET 2016-2017

2016-17 BUDGET SUMMARY

REVENUE SOURCES	SYSTEM ADMIN and INSTRUCTION		P O & M		TRANSPORTATION	2016-17 BUDGET	% of Total		
Provincial Government									
Alberta Education	\$	27,842,493	\$		\$ 1,451,284	\$ 29,293,777	83.43%		
Alberta Education - Sys Admin clawback		-180,000				-180,000	-0.51%		
Alberta Education - PO&M		130,000		2,428,041		2,558,041	7.28%		
Provincial Revenues Sub-Total	\$	27,792,493	\$	2,428,041	\$ 1,451,284	\$ 31,671,818	90.20%		
Parent Fees		603,335			1,742,150	2,245,485	6.39%		
Deferred Contribution Revenue							0.00%		
School Generated Funds		841,000				841,000	2.39%		
Revenue Generation		20,000				20,000	0.06%		
Miscellaneous Income+SHIP Funding+CRC		336,642				336,642	0.96%		
TOTAL REVENUE SOURCES	\$	29,493,470	\$	2,428,041	\$ 3,193,434	\$ 35,114,945	100.00%		
EXPENDITURE CATEGORIES	% of Instruction	SYSTEM ADMIN and INSTRUCTION		P O & M		TRANSPORTATION	2016-17 BUDGET	% of Total	
		FTE		FTE		FTE	FTE		
Salaries & Benefits	86.71%	\$ 25,947,757	240.87	\$		\$ 25,947,757	240.87	72.99%	
Administration & POM - Salaries & Benefits	3.14%	939,205	7.15	1,171,403	18.02	2,110,608	25.17	5.94%	
Administration - Other	1.59%	474,553				15,069	489,622	1.38%	
Inclusion	0.39%	117,500					117,500	0.33%	
Classroom(Campus)Curriculum Resources	3.12%	934,940					934,940	2.63%	
Professional Development	0.91%	271,625					271,625	0.76%	
School Generated Funds	2.81%	841,000					841,000	2.37%	
Technology	1.29%	386,200					386,200	1.09%	
Other Services & Supplies	0.04%	11,000		1,256,638		3,178,365	4,446,003	12.51%	
Contingency									
TOTAL EXPENDITURE CATEGORIES	100.00%	\$ 29,923,780	248.02	\$ 2,428,041	18.02	\$ 3,193,434	0.00	\$ 35,545,255	268.04
% of Total Expenditure		84.19%		6.83%		8.98%		100.000%	
Draw on Reserve (Revenue less expenditures)		\$ (430,310)		\$ 0		\$ 0			

FACILITIES AND CAPITAL PLAN HIGHLIGHTS

FFCA reports the following progress on the implementation of its Capital Plan during 2015-16:

As reported last year, in August 2015 the Province requested that FFCA delay the Montgomery (High School) replacement project due to the cost of building in three phases. Alberta Education and FFCA continue to look for alternative solutions for the high school program.

On October 7, 2015 we hosted a session with about 80 parents, students and staff in attendance at our FFCA High School to give input on what they see as possible options for the future of our high school. Those in attendance were asked to determine pluses and minuses for several possible scenarios. Engagement was high as we worked together to collect ideas which were used during Alberta Education's "Value Scoping" process with us on Oct. 19/20, 2015.

This new replacement school project is included on the Provincial 2016 Capital Plan of approved projects (<http://www.infrastructure.alberta.ca/6.htm>).

FACILITIES AND CAPITAL PLAN 2017-2020

CAPITAL PLAN - 2017 to 2020 Approved - Board Meeting: March 16, 2016 Estimated Costs

	Elementary				Middle		High School	Totals
	Southeast <u>Alice M Curtis</u>	Northeast <u>St. Clement</u>	Northwest <u>St. Lawrence</u>	Southwest <u>Southwood</u>	South <u>Andrew Davison</u>	North <u>Greenview</u>	<u>Montgomery</u>	
Approved Replace Phase 1							7,300,580.00	
Approved Replace Phase 2							100,000.00	
Totals	-	-	-	-	-	-	7,400,580.00	7,400,580.00
2017-18								
Portable Addition					300,000.00			
Modernizations							25,500,000.00 #1	
Totals	-	-	-	-	300,000.00	-	25,500,000.00	25,800,000.00
2018-19								
			<u>New Location</u>					
New construction			18,000,000.00 #2					
Portable Replacement		450,000.00			600,000.00			
Modernizations	3,521,500.00 #4			#3	4,931,700.00	4,778,000.00 #5		
Totals	3,521,500.00	450,000.00	18,000,000.00	-	5,531,700.00	4,778,000.00	-	30,281,200.00
2019-20								
Modernizations		3,869,234.00 #7		4,289,700.00 #6				
Totals	-	3,869,234.00	-	4,289,700.00	-	-	-	8,158,934.00

Notes to the Capital Plan:

FFCA leases buildings that are on average 57+ years old and have had no modernizations.

New Construction - #2 St. Lawrence must be replaced with a larger more functional facility

Modernizations - #1 Value scoping Fall 2015, Montgomery School will not be replaced due to cost - Estimate shown is for ABC School modernization/new construction
#3 Audit done in 2010; #4 Audit done in 2012; #5 Audit done in 2011; #6 Audit done in 2010; and #7 Audit done in 2012

Portable Addition - Two additional portables required at South Middle for the progression of students up through Southeast & Southwest Elementary

Portable Replacement - Health & Safety the existing portables have gone well beyond their life cycle and need to be replaced.

CLASS SIZE INFORMATION REPORT

Jurisdiction Report - to be included with AERR

CORE SUBJECTS ONLY

Jurisdiction: 0009 - Foundations for the Future Charter Academy Charter School Society
 Number of Schools Reported: 7
 Total Number of Schools: 7

	K to 3			4 to 6			7 to 9			10 to 12		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
FFCA High School Campus							26.9	27.1	27.0	24.5	24.1	24.2
North Middle School Campus				26.6	27.0	27.0	26.1	26.0	26.5			
Northeast Elementary Campus	20.6	20.5	20.5	25.3	27.7	27.0						
Northwest Elementary Campus	19.0	19.2	19.4	24.0	24.4	23.6						
South Middle School Campus				24.9	25.5	25.9	26.4	25.5	24.8			
Southeast Elementary Campus	20.6	20.6	20.8	25.3	24.9	26.7						
Southwest Elementary Campus	20.5	20.9	20.9	26.0	25.0	25.3						
Total for Jurisdiction 0009	20.3	20.3	20.5	25.5	26.0	26.2	26.4	26.1	26.1	24.5	24.1	24.2

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 remains ongoing but is due to be completed 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 each FFCA campus ensures that their respective School Councils, as parent leaders, are apprised of and offered the opportunity to provide input and give feedback on the results of the Accountability Pillar and annual satisfaction surveys, the Annual Education Plan and the Annual Educational Results Report. This feedback is considered in the final draft of the AERR, as well as in the development of current and future Three-year Education Plans.

COMMUNICATION PLAN

Objectives

- awareness building
- accountability
- accessibility
- media relations

Audiences

External:

- Alberta Education
- The Association of Alberta Public Charter Schools
- Other charter schools
- Other public and private school authorities
- Media
- Prospective parents/students
- Teachers outside of FFCA
- Graduating university students (education/prospective employees)
- Potential donors and supporters
- Communities where FFCA campuses are located
- Members of the general public

Internal:

- FFCA students
- FFCA parents
- FFCA School Councils and Association of School Councils (ASC)
- FFCA staff and administration
- FFCA Board of Directors

Key Messages

- FFCA is a tuition-free public education alternative focused on academic excellence, character development, parental involvement and staff leadership.
- FFCA provides a safe and caring environment for all students.
- FFCA is focused on offering a choice to all those who are interested in this distinctive approach to education.
- FFCA students are well prepared for lifelong learning, employment, and active citizenship.
- To meet the needs of members of the Charter School Society and key stakeholders, FFCA seeks access to facilities through the following avenues:
 - Permanent charter status
 - Surplus school reserve land
 - Funding to build new schools
 - Access to program-ready facilities in a timely manner
 - Funding to modernize existing leased facilities

Action Plan

- Provide stakeholders four (4) Board newsletters per year.
- Provide monthly campus newsletters during the school year.
- Regular news release distribution.
- Building relationships with MLAs.
- Building relationships with education media.
- Conference attendance and speaking engagements.
- Nurturing partnerships with post-secondary education programs.
- Reaching out to communities where FFCA campuses are located through community service.
- Solidifying FFCA's corporate branding policy to streamline logo usage and overall FFCA brand.
- Administering a survey to parents to gauge satisfaction with the school, the staff and student learning.
- Hosting special events such as appreciation evenings for staff and parents.
- Participating fully in The Association of Alberta Public Charter Schools (TAAPCS).
- Supporting and participating in the semi-annual TAAPCS conference.
- Exploring the use of technology and social media to enhance stakeholder communications in the future.

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 2015-2016 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>

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

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

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