



ANNUAL EDUCATION RESULTS REPORT 2020-21



TABLE OF CONTENTS

<i>PUBLICATION & LINKS</i>	2
<i>MESSAGE FROM THE BOARD CHAIR</i>	3
<i>ACCOUNTABILITY STATEMENT</i>	3
<i>HIGHLIGHTS</i>	4
<i>CHALLENGES</i>	5
<i>ALBERTA ASSURANCE MEASURES SUMMARY</i>	5
<i>STUDENT GROWTH & ACHIEVEMENT RESULTS</i>	6
<i>TEACHING & LEARNING RESULTS</i>	8
<i>INCLUSION & LEARNING SUPPORTS RESULTS</i>	11
<i>GOVERNANCE RESULTS</i>	12
<i>FINANCIAL SUMMARY</i>	14
<i>OPERATING BUDGET VS. ACTUAL REVENUE & EXPENSES</i>	14
<i>STAKEHOLDER ENGAGEMENT & ASSURANCE PROCESSES</i>	15
<i>WHISTLEBLOWER PROTECTION</i>	15

PUBLICATION & LINKS

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

Link to FFCA Audited Financial Statements:

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>

MESSAGE FROM THE BOARD CHAIR

2020-21 was perhaps the most unique and challenging year in FFCA's history. While the previous year faced the spring disruption of in-person classes due to COVID, 2020-21 saw us faced with the challenge of educating our students under pandemic conditions that impacted virtually every area of school operations. Adding to the challenge at FFCA was the provincial expectation that we provide an online learning option for families not yet ready to send their students to school during the pandemic. As a result, almost 20% of FFCA students elected to complete at least one-third of the school year learning from home with over 700 students completing the entire school year remotely. On top of COVID's impact, our high school faced the additional challenge of needing to split into two separate campuses on an emergent basis. With very little notice, our administration, staff, and families all had to adjust to an unexpected situation on short notice.

As such, the results highlighted in this year's report reflect a very different reality than usual. In many cases, our results are less complete than they would have been in a typical school year. The 2020-21 Alberta Assurance data omitted provincial examination performance measures as examinations were made optional and very few were written. The provincial shift to the new Assurance framework resulted in a reduction in baseline and comparative data, as well as many evaluation measures. Given COVID restrictions, FFCA limited our local year-end survey to staff and parents.

With the challenges and limitations we faced, FFCA is very pleased that 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 those that are reflected in the data, and the significant successes that are not. 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.

This success is the product of a caring community, working collaboratively towards a common goal of student success in academics and character development. In this extra challenging year, teachers, administrators and support staff went above and beyond FFCA's usual high expectations to meet the needs of our students and families, perhaps more than ever before. Their commitment was an extremely large part of this being a uniquely successful year at FFCA.

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Foundations for the Future for the 2020-21 school year was prepared under the direction of the Board in accordance with the responsibilities under the Education Act and Fiscal Planning and Transparency 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 successful and contributing members of society. This Annual Education Results Report for the 2020-21 school year was approved by the Board on November 24, 2021.



Jeff Wilson
FFCA Board Chair

HIGHLIGHTS

Many highlights arose from our ability to meet the unique challenges of 2020-21. These included:

Safe School Operations during COVID

In a usual year, keeping staff and students healthy while maintaining continuity of instruction would seem like a low bar for success, but doing so during a pandemic required tremendous effort and commitments of many. FFCA developed and implemented a COVID re-entry plan that included the



preparation of buildings, teaching of hygiene practices, establishment of cohorts and activity modification, monitoring and tracking of positive cases, and the short-term transition to online learning for individual classes, whole campuses, or all of FFCA as needed. One of our campuses created a COVID-friendly outdoor gym. 96% of our parents and staff were satisfied or very satisfied with our COVID plan implementation 95% of our parents and staff were satisfied with our response to quarantine incidents.

Successful Opening and Operation of an Online Campus

In short order, FFCA was able to hire and place staff, enroll and transfer students, resource (including technology) teachers and students, and deliver a high quality online instruction program for almost 800 students from all 8 of our campuses. This also required us to make rapid adjustments to our bussing with the accompanying drop in ridership levels. We were very appreciative of the supplemental COVID funding which allowed this to occur.

Successful Opening and Operation of a South High School Campus

On an emergent basis, FFCA was able to move over 400 south students in grades 9-12 to a new campus location. Thanks to the partnership of the Calgary Board, our south students were able to attend school in the Dr. Norman Bethune building where we have a 4-year lease. Intensive work of our facilities and tech services teams, in addition to the outstanding commitments of site administrators and teachers allowed the high school to open just over one-week later than planned. The campus operated as a single school under a shared admin team for the year. While programming options were reduced with the smaller student populations in the two campuses, the campuses provided the full core academic and leadership programs as required by our charter in very difficult circumstances.

Completion of North High School Replacement Design

FFCA, under the leadership of Alberta Infrastructure, and in partnership with Gibbs Gage architects, completed the design process of the North High School replacement project. The replacement high school is a 1000-student building and the design will allow for the north high school students to remain, albeit in tight quarters, in the south portion of the existing building during construction. The projected opening of the new building is fall 2023 with full site completion by summer 2024.



CHALLENGES

Specialized Learning Supports

FFCA continues to provide the most inclusive education supports that we can given our limited resources. However, the \$2 million funding deficit for specialized learning support that we experience relative to a comparable resident school board is now beginning to directly impact our ability to provide specialized learning supports for our students with the greatest needs. We no longer had the reserve funds necessary to maintain our levels of specialized learning support staff. As a result, our campuses had fewer educational and ESL assistants to work directly with our students with specialized learning needs.

ALBERTA ASSURANCE MEASURES SUMMARY

Although much of the usual data is missing, we are including our summary table of results on the core Alberta Assurance measures to provide both historical and current context. On the only two measures for which we do have accurate and complete evaluative data, FFCA maintained its performance at the top achievement level of ‘very high’. While not significant, we did observe a slight drop in the perceived education quality, but this is not surprising given the impact of COVID.

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	88.2	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	88.8	87.3	87.1	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	96.3	95.3	94.9	83.4	80.3	79.6	Very High	Maintained	Excellent
	5-year High School Completion	95.1	96.6	97.1	86.2	85.3	84.8	Very High	Maintained	Excellent
	3-year High School Completion for FNMI Students	n/a	n/a	n/a	62.0	55.9	55.6	n/a	n/a	n/a
	5-year High School Completion for FNMI Students	n/a	n/a	n/a	68.1	65.0	63.4	n/a	n/a	n/a
	3-year High School Completion for ESL Students	97.1	96.7	95.1	78.7	74.1	75.0	Very High	Maintained	Excellent
	5-year High School Completion for ESL Students	100.0	97.2	99.1	86.9	85.0	84.9	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	94.3	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	41.2	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	94.1	n/a	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	45.2	n/a	n/a	24.1	n/a	n/a	n/a	
Teaching & Leading	Education Quality	91.7	92.4	93.0	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.9	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	86.6	86.8	87.6	79.5	81.8	81.4	n/a	n/a	n/a

STUDENT GROWTH & ACHIEVEMENT RESULTS

Outcome 1: Students will achieve academic excellence in relation to the core knowledge, skills and competencies identified in the Alberta Ministerial Order on Learning and programs of study.

Provincial Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	93.2	95.5	92.7	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	41.0	49.4	41.1	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	92.7	94.4	94.1	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	34.7	40.5	42.0	n/a	n/a
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	92.2	93.9	89.8	93.4	n/a
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	93.9	95.8	91.5	95.3	96.3
High School Completion Rate – Percentage of students who completed high school within four years of entering Grade 10.	96.9	96.3	96.0	92.4	97.2
High School Completion Rate – Percentage of students who completed high school within five years of entering Grade 10.	95.5	97.5	97.3	96.6	95.1
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.3	0.1	0.0	0.4	0.0
High school to post-secondary transition rate of students within four years of entering Grade 10.	77.7	76.6	83.7	77.3	83.6
High school to post-secondary transition rate of students within six years of entering Grade 10.	90.0	93.0	93.9	94.0	95.1
Percentage of Grade 12 students who qualified for a Rutherford Scholarship.	86.6	90.4	93.7	90.7	90.6
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	70.2	69.6	70.9	76.3	88.0
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	n/a	n/a	n/a	88.2
Percentage of parents who agree that students are engaged in their learning.	n/a	n/a	n/a	n/a	96.8
Percentage of students who agree they are engaged in their learning.	n/a	n/a	n/a	n/a	70.2
Percentage of teachers who agree that students are engaged in their learning.	n/a	n/a	n/a	n/a	97.6

Comments

FFCA students continue to excel academically. Although the absence of provincial examination data makes an objective assessment difficult, based on school-level marks, 90.6 students qualified for the Rutherford scholarships which is consistent with our pre-COVID levels. Our 3-year graduation rate actually hit its highest level in at least five years with 96.3% graduating. Also at or near its five-year high is the percentage of students transitioning to post-secondary schooling. 83.6% of our students are going to post-secondary school within 4 years of entering grade 10 and 95.1% of students are attending post-secondary programs within six years of entering grade 10. In the initial year of tracking perception of student engagement, students reported being engaged at a much lower level (70.2%) than was reported by parents (96.8%) and teachers (97.6%). This measure will be further explored and monitored in the upcoming years.

Outcome 2: FFCA students develop their character and leadership capacity through an intentional, integrated, and distinctive approach to character and leadership education that has evolved to help students to develop the foundational competencies needed now and in the future locally and globally.

Provincial Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	88.7	86.3	87.6	87.3	88.8
Parent agreement that students model the characteristics of active citizenship.	91.5	89.0	90.8	93.7	93.5
Student agreement that students model the characteristics of active citizenship.	76.6	70.9	74.7	73.1	75.1
Teacher agreement that students model the characteristics of active citizenship.	98.1	99.0	97.1	95.1	97.8

Local Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of students who agree (or strongly agree) that their campus provides opportunities to develop character and leadership.	93	91	92	n/a	n/a
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	n/a	83
Percentage of students who agree (or strongly agree) that their campus supports student-developed service learning projects and focus.	89	88	89	n/a	n/a
Percentage of staff, students and parents who are satisfied (or very satisfied) with their knowledge about the elements of digital citizenship.	94	95	95	n/a	91*
Percentage of staff and students who agree (or strongly agree) that they apply the elements of digital citizenship.	94	93	94	n/a	n/a

*result does not include students

Comments

With limited measures available, we are able to identify that character, leadership, and citizenship remain strengths at FFCA. However, there was a noticeable drop in satisfaction with service learning activities. This is not a surprise given the impact of COVID restrictions which curtailed most of service learning across all of our campuses.



TEACHING & LEARNING RESULTS

***Charter Goal:** 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.

Provincial Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	93.1	92.8	93.8	92.4	91.7
Percentage of parents satisfied with the overall quality of basic education.	91.9	92.1	92.5	92.1	92.2
Percentage of students satisfied with the overall quality of basic education.	89.1	88.0	90.6	87.4	85.2
Percentage of teachers satisfied with the overall quality of basic education.	98.2	98.3	98.5	97.8	97.9

General Comments

Teacher, parent, and student satisfaction with the overall quality of basic education at FFCA remained well over 90%. The quality of teaching and learning at FFCA is supported by the processes outlined in our administrative procedures for the growth, supervision and evaluation of all teachers and administrators. There was a slight drop in overall satisfaction for the second consecutive year which is consistent with anecdotal reports from all stakeholders who largely attribute this to the impact of COVID. We will continue to monitor this performance indicator.



Outcome 3: 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.

Local Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of students who feel (strongly) that their learning is improved by the teacher’s use of digital technologies.	94	93	93	n/a	n/a
Percentage of students who feel (strongly) that they are being taught how to improve their learning using digital technologies.	-	83	82	n/a	n/a
Percentage of parents satisfied (or very satisfied) with their children’s use of digital technologies to support and enhance learning.	-	92	94	n/a	98
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	89
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	86
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	84
Percentage of staff satisfied (or very satisfied) with their ability to access technologies to support student learning.	-	88	87	n/a	72
Percentage of staff satisfied (or very satisfied) with their students’ ability to access technologies necessary for their learning.	-	87	85	n/a	69

Comments

Staff satisfaction with a number of measures related to digital technology integration into teaching and learning was noticeably lower in 2020-21 than when it was last measured in 2019-20. On the surface, this may seem surprising given that the amount of technology integration has increased with the short term or long-term shifts to online teaching and learning all staff and students due to COVID. However preliminary exploration of these results indicate that the forced shift to greater use of technology has both increased the capacity to use technology and the ability to recognize limitations among student and staff ability and access to various technologies.

Outcome 4: 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.

Local Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of students who feel (strongly) that they are provided feedback that helps them know how to improve their learning.	87	88	87	n/a	n/a
Percentage of parents satisfied (or very satisfied) with the school’s communication of their children’s learning outcomes.	-	92	95	n/a	94
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	94
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	95
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	92
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	90
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	95

Comments

The measures on the assessment and reporting outcome also decreased from 2019. While further exploration will be necessary, preliminary exploration indicated that this may be because of perceived inconsistencies with our recently developed assessment and reporting framework and our current reporting practices. We are embarking on a review of reporting practices in the 2021-22 school year and will be monitoring these results closely.

Outcome 5: FFCA builds, supports and leverages the leadership capacity of our staff in achieving our charter vision, mission, strategic goals and educational priorities.

Performance Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of staff who are satisfied (or very satisfied) with the opportunities they have to take on leadership roles that promote ethical citizenship.	93	95	93	n/a	70
Percentage of staff who are satisfied (or very satisfied) with the opportunities you have to be involved in school decision-making?	New Measure			n/a	68

Comments

We experienced a significant drop in both measures related to staff leadership. In some ways this may not be surprising given the impact of COVID. The increased volume of organizational decisions, including many of a time-sensitive nature highlighted the limitations of, and reliance on, our existing staff engagement structures. However, preliminary exploration of this drop shows that while COVID and other urgent challenges may have exacerbated the challenges of engaging with and leveraging staff leadership, there may be other factors to be considered. The board and system leadership at FFCA will be exploring these results further and developing a plan for improved engagement with staff in the 2021-22 school year.

INCLUSION & LEARNING SUPPORTS RESULTS

Outcome 6: Students with specialized learning and social-emotional needs (e.g. ESL) are effectively supported in their learning in a manner consistent with the charter's distinctive approach to teaching and learning and prohibition of individualized program plans.

Provincial Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of students, parents, and teachers who agreed that students have access to appropriate supports and services at school.	n/a	n/a	n/a	n/a	83.9
Overall percentage of ESL students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	92.0	n/a	n/a
Overall percentage of ESL students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	31.3	n/a	n/a
Overall percentage of ESL students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	n/a	n/a	88.0	n/a	n/a
Overall percentage of ESL students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	n/a	n/a	16.7	n/a	n/a
Percentage of ESL students writing four or more diploma exams within three years of entering Grade 10.	88.6	90.2	96.7	n/a	n/a
High School Completion Rate – Percentage of ESL students who completed high school within three years of entering Grade 10.	91.1	97.6	96.7	97.1	n/a
High School Completion Rate – Percentage of ESL students who completed high school within five years of entering Grade 10.	100	100	97.2	100	n/a
Drop Out Rate - annual dropout rate of ESL students aged 14 to 18	0.0	0.0	0.7	0.0	n/a
High school to post-secondary transition rate of ESL students within four years of entering Grade 10.	78.7	85.0	82.6	86.2	n/a
High school to post-secondary transition rate of ESL students within six years of entering Grade 10.	94.8	93.4	95.2	97.0	n/a
Percentage of Grade 12 ESL students who qualified for a Rutherford Scholarship.	81.1	88.6	83.3	83.8	n/a

Local Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of staff satisfied (or very satisfied) with their ability to foster equality and respect for all students.	-	100	98	n/a	95
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	92
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	80
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	81

Comments

Students, parents and teachers report satisfaction levels with access to appropriate supports and services far (8%) below their overall satisfaction with basic educational quality indicating this is an area of concern. As indicated in the challenges section of this report, the ability of FFCA to support the students who require specialized learning supports has been impacted both by COVID, and by reductions in support staff who prioritize this work given our funding limitations. As a result, staff are reporting a decrease in satisfaction with their ability, or that of the school, to meet the learning and social-emotional support needs of all students.

Outcome 7 First Nations, Metis, and Inuit students are effectively supported in their learning and all students, teachers and school leaders learn about First Nations, Metis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.

Comments

FFCA did not have a sufficient number of self-identified First Nations, Metis, and Inuit students to obtain performance data on any of the provincial measures. All FFCA staff, including system and campus administrators, have engaged in, and continue 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. This journey has included formal professional development sessions facilitated by Indigenous Elders, field experiences facilitated by Elders, and online courses. Each of our campuses has established a relationship with more or more Elders with whom we are partnering to do this work. In addition to focusing on staff learning, we have partnered with our local Elders to provide learning opportunities for students in this area as well.

GOVERNANCE RESULTS

Outcome 8 Parents, staff and students highly satisfied with the leadership of the Board and administration in providing an excellent educational experience at FFCA.

Provincial Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage overall of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	n/a	n/a	90.0
Percentage of parents who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	n/a	n/a	94.3
Percentage of students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	n/a	n/a	79.6
Percentage of teachers who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	n/a	n/a	96.1
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.	92.1	89.3	90.6	90.4	91.6
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.	91.5	92.0	86.2	92.5	94.6
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.7	89.9	86.0	86.8	86.6
Percentage of parents satisfied with parental involvement in decisions about their child's education.	80.6	85.8	84.1	86.2	84.4
Percentage of teachers satisfied with parental involvement in decisions about their child's education.	88.7	94.0	87.8	87.4	88.8
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.	83.0	82.7	84.3	85.1	81.6

Local Measures	Results (in percentages)				
	2017	2018	2019	2020	2021
Percentage of parents who are satisfied (or very satisfied) with the opportunities they have to be involved within their school community.	96	95	97	n/a	92
Percentage of parents and staff who are satisfied (or very satisfied) with the leadership that is demonstrated by the FFCA Board of Directors?	New Measure			n/a	88
Percentage of parents and staff who are satisfied (or very satisfied) with the way the FFCA Board of Directors keeps you informed about their work?	New Measure			n/a	88

Comments

FFCA’s performance on most governance measures was maintained at very high levels. However, the percentage of FFCA staff, students and parents who feel that their school has improved or stayed the same dropped from last year’s high of 85.1% to a five-year low of 81.6%. This may merely reflect the impact of COVID and but it may also further reflect the decrease in specialized learning support staff and resource allocations to support our teachers and students. It is not immediately concerning but will be monitored closely in the next year or two. Another drop was in the satisfaction levels of parents’ opportunities to be involved within the school community. Given the restrictions on physical involvement of parents in our schools and in school-related activities, this makes complete sense and that 92% are satisfied reflects the commitment and creativity of our campuses to involve parents as much as possible. Both parents and teachers reported levels of satisfaction with parental involvement at levels consistent with previous years (86.6%).



FINANCIAL SUMMARY

REVENUE	SYSTEM				TOTAL	\$ PER STUDENT
	INSTR	PO&M	ADMIN	TRANS		
Alberta Education	\$ 27,520,768	\$ 3,914,236	\$ 1,596,948	\$ 1,784,974	\$ 34,816,926	9,810
Parent fees	887,867			1,567,501	2,455,368	692
Miscellaneous	518,922	470,794	79,774	-	1,069,490	301
TOTAL REVENUE	\$ 28,927,557	\$ 4,385,030	\$ 1,676,722	\$ 3,352,475	\$ 38,341,784	10,804
EXPENSE						
Salaries & Benefits	\$ 26,286,286	\$ 1,223,361	\$ 572,861	\$ 158,679	\$ 28,241,187	7,958
Campus Books & Educ. Supplies	2,265,572				2,265,572	638
Technology	405,777				405,777	114
Facilities		2,786,971			2,786,971	785
System Admin/Board			513,806		513,806	145
Transportation				3,193,796	3,193,796	900
TOTAL EXPENSE	\$ 28,957,635	\$ 4,010,332	\$ 1,086,667	\$ 3,352,475	\$ 37,407,109	10,540
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	\$ (30,078)	\$ 374,698	\$ 590,055	\$ 0	\$ 934,675	
# of FTE students	3,549	3,549	3,549	2,050	3,549	
Average cost per student	\$8,159	\$1,130	\$306	\$1,635	\$10,540	

Significant changes from prior year:

Increase of 62 full-time equivalent students
 Salaries & Benefits represent the most significant expenditure at 75.5% of total costs
 Transportation - Actual number of riders declined significantly due to at home learning
 Surplus of \$934,675 is ~2.4% of total revenue

School Generated Funds:

Detailed information on sources and uses of school generated funds can be found in Note 9 of FFCA's 2021 Audited Financial Statements (link below)

Comments

FFCA ran an unbudgeted surplus in 2020-21. This was largely the result of additional revenues in the form of supplemental COVID funding and emergent funding to support the splitting of the high school. Some of these funds remain to be spent in 2021-22. Also contributing to the surplus were some unexpected reductions in expenses due to COVID. For example, our planned maintenance and substitute teacher costs were significantly less than usual as priorities shifted to COVID response and the nature of that response involved moving entire classes online when positive cases occurred.

OPERATING BUDGET VS. ACTUAL REVENUE & EXPENSES

	2021 Actual	2021 Budget	Variance Amount	Variance %	Variance Explanation (higher than 10% and \$100K; or lower than -10% and -\$100K)
Total Revenues	38,341,784	36,882,723	1,459,061	4%	Additional government funding provided for Safe Return to School (COVID) and the emergency split of our high school into two sites following the building failure in the summer of 2020
Expense by Programs					
Instruction (K - Grade 12)	28,957,635	28,829,141	128,494	0%	
Operations and maintenance	4,010,332	3,194,880	815,452	26%	CMR project amortization was not budgeted.
Transportation	3,352,475	3,626,856	(274,381)	-8%	Due to online students, less routes were operated than budgeted
System administration	1,086,667	1,226,893	(140,226)	-11%	Under budgeted the allocation of costs to Instruction, POM and Transportation
Total Expenses	37,407,109	36,877,770	529,339	1%	

For additional financial information, please contact the Secretary Treasurer at 403.520.3206.

STAKEHOLDER ENGAGEMENT & ASSURANCE PROCESSES

While this annual education report is our first utilizing the new Alberta Assurance Framework, they reflect our 3-year education plan for 2020-23 that was established using the previous accountability framework. As such, the outcomes and measures from our education plan, while maintained, have been re-structured to align with the new assurance domains.

The education plan was informed by analysis of our past annual education results, a review of the current educational context in Alberta and FFCA specifically, as well as consultation with staff and our seven campus councils (parents). The Board of Directors, also comprised of FFCA parents, provided the final approval of that plan.

The results in this report reflect both provincial and local measures. The provincial measures data were provided via Alberta Education's assurance surveys of grade 4, 7 & 10 students, parents and all staff and provincially provided quantitative data on the objective measures (e.g. 3 & 5-year graduation rates). The local measures data was obtained through FFCA's own year-end surveys of all parents and staff. Future years will include student data as well.

The results in this report are shared with all stakeholders and collaborative groups of administrators, teaching and support staff, students and parents (campus councils) will use this data to provide input into future education plans. An overview of the results documented in this report is presented annually in November at a public board meeting, and at a meeting of each campus council following that board meeting and connects their campus-specific results, and the FFCA Education Plan.

As a single charter school with multiple campuses, FFCA campuses do not each have a school education plan, but rather, the FFCA Education Plan applies to each. However, each campus does identify annual education priorities and goals aligned to the FFCA Education Plan. In addition to the formal review of performance data annually, the Superintendent and members of the senior leadership team meet bi-monthly with each campus leadership team to review progress on their campus development priorities using a process of collaborative inquiry and generative dialogue. These formative conversations support the continuous use of evidence to inform decision-making and guide improvement.

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 2020-21 school year, the Designated Officer received no disclosures of wrong-doing, and therefore no investigations were warranted.