



## Public Board Meeting

Wednesday, January 25, 2023

6:30-9:00 p.m.

NEE Campus: 1140 Mayland Drive NE

Wifi: FFCA-MyDevice, no pswd req'd

**Invited Participants:** All Directors, Central Office Executive Team

**Invited Attendees:** NMS admin, staff, council, and all interested FFCA stakeholders

## AGENDA

**CALL TO ORDER:** 6:30 p.m.

### LAND ACKNOWLEDGEMENT

We would like to begin by recognizing the Traditional Territory on which we are gathered today. FFCA would like to acknowledge and thank the diverse Indigenous peoples whose footsteps have marked this territory for centuries such as the Blackfoot Confederacy, the Tsuut'ina, the Stony Nakoda Nations, and the Métis Nation of Alberta, Region III.

1. Oath of Office ..... CEO Nippard  
1.1. Charles Ifechi  
1.2. Jenn Widney

2. Review of Meeting Agenda ..... Chair Wilson

3. Approval of Consent Agenda ..... Chair Wilson  
- Public Board Meeting Minutes of November 30, 2022 – attached;  
- Resignation of employee 11263, effective January 16, 2023;  
- Resignation of employee 10830, effective January 28, 2023;  
- Resignation of employee 10841, effective January 30, 2023;  
- Resignation of employee 10799, effective February 23, 2023;

#### Consent Agenda DRAFT MOTION

**2023-01-25-1CA** I move that the Consent Agenda for January 25, 2023 be approved by the Board as presented above.

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

4. Campus presentation: Indigenous Perspectives / Science Games ..... NEE Campus

### Organizational Agenda

5. New Director Onboarding ..... CEO Nippard  
5.1. Advice to Payroll  
5.2. Acceptable Internet Usage  
5.3. Confidentiality Agreement  
5.4. Disclosure of Personal Interests  
5.5. Declarations of Key Management Personnel – Financial Reporting  
5.6. Criminal Record Check

6. Election of Board Officers ..... CEO Nippard  
6.1. Chairperson ..... CEO Nippard  
6.2. Vice-Chair ..... Chair TBD  
6.3. Treasurer ..... Chair TBD

6.3.1. Delegate Role of Treasurer DRAFT MOTION  
Background: the FFCA Bylaws state that “The Board may delegate these duties through the Superintendent to an employee.” Article VIII s8.5(b).

**2023-01-25-10A** I move that the duties of Treasurer be delegated by the Board to FFCA’s CFO / Secretary-Treasurer.  
MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

6.4. Secretary ..... Chair TBD

6.4.1. Delegate Role of Secretary Background: the FFCA Bylaws state that “The Board may vote to delegate the duties of the Secretary through the Superintendent to an employee.” Article VIII s8.4(b).

Delegate Role of Secretary DRAFT MOTION  
**2023-01-25-20A** I move that the duties of Secretary be delegated by the Board to FFCA’s Executive Assistant, but specific duties may be recalled or re-delegated at the Secretary’s discretion upon notification to the Superintendent.  
MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

7. Appointment to Representative Roles/Board Committees/Committee Chair Selection..... Chair TBD

- 7.1. Executive Committee
- 7.2. Governance Committee
- 7.3. Audit Committee
  - 7.3.1. Jan 17, 2023 Audit Committee Report attached
- 7.4. TAAPCS Representative

8. Review of Banking Arrangements..... Chair TBD

Banking Arrangements DRAFT MOTION  
**2023-01-25-30A** I move that the Board approve the removal of the following officials authorization to sign bank documents:

- Jeff Wilson, Chairperson
- Jenny Hill, Vice-Chairperson

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

9. Review of Audit Arrangements ..... CFO Estrada

10. Review of Director Handbook ..... COO Leinweber

11. Work Plan ..... Chair TBD

**Regular Agenda**

12. Superintendent’s Report ..... CEO Nippard

13. Information Items ..... Chair TBD
- 13.1. Standing Item: Administrative Procedures Update ..... COO Leinweber
  - 13.2. Standing Item: Strategic/Education Plan Update ..... CEO Nippard
  - 13.3. Standing Item: High School Update ..... CEO Nippard

14. Discussion Items..... Chair TBD

14.1. Delegation of Authority background: the *Education Act* allows for the Board to delegate, to a superintendent employed by the board, the authority to suspend or terminate the services of a teacher. *Education Act s52(5)*.

Delegation of Authority DRAFT MOTION

**2023-01-25-1RA** I move that the authority for the hiring, contract signing, suspension, or termination of all FFCA certificated and non-certificated employees be delegated to the Superintendent or designate.

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

14.2. Annual Education Results Report (AERR) - attached ..... COO Leinweber

AERR DRAFT MOTION

**2023-01-25-2RA** I move that the Board approve the 2021-2022 Annual Education Results Report as presented.

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_

14.3. Q1 Report – attached ..... CFO Estrada

Q1 Report DRAFT MOTION

**2023-01-25-3RA** I move that the Board receive for information the FFCA 2022-23 First Quarter Financial Report as presented.

MOVED by Director \_\_\_\_\_ and seconded by Director \_\_\_\_\_.

15. Director Highlights ..... Chair TBD

16. Open to Gallery..... Chair TBD

17. Chairperson's Remarks ..... Chair TBD

**ADJOURNMENT:** by 9:00 p.m.

**NEXT MEETING:** February 22, 2023 at NHS Campus

**FUTURE AGENDA ITEMS:**



## Public Board Meeting

Wednesday, November 30, 2022,

NMS Campus

211 McKnight Blvd NE

**Participants:** Chair Wilson, Vice-chair Hill, Director Saini, Director Makwana, Director Fisher, Director Spahl, Director Qureshi, Director Jin, Director Lakhani, CEO Roger Nippard, CFO Jhamily Estrada, Coordinator of Inclusion Krystal Abrahamowicz, Coordinator of Instruction Justin Kool, Coordinator of Instruction Denise Budgen

**Guest presenters:** NMS PE Doug Lamb, NMS AP Jim Poirier, Inclusion Facilitator Candace Kraushaar, NMS Council Chair Faruq Suleman, Grade 8 Student Representative Council President Evan W., Grade 7 Student Representative Council Vice-President Arham A.

**Gallery:** Jenn Widney

## MINUTES

**CALL TO ORDER:** 6:32 p.m.

### LAND ACKNOWLEDGEMENT

1. Review of Agenda, no changes
2. Approval of Consent Agenda
  - Public Board Meeting Minutes of September 28, 2022;
  - Correspondence from ASBOA Awards, November 29, 2022;

Consent Agenda MOTION

**2022-11-30-1CA** MOVED by Director Saini and seconded by Director Spahl that the Consent Agenda for November 30, 2022, be approved by the Board as presented above. CARRIED.

3. NMS Campus presentation/report:
  - FFCA at NMS: Academic Excellence, Character Development, Parental Involvement
  - Character Education: Leadership Initiatives (2022-23)
    - LCL Course Development – leadership course that will be offered at the middle school, 4 individuals represent planning and implementation across grade levels
    - Open Parachute (Research Component and Feedback from Staff)
  - SRC Report: SRC made up of 40 students representing all grades equally; look to make an impact in the community and school and improve communication between student body and school; Models FFCA's character traits – set a good example of character and give students opportunities for leadership and inclusive spaces.
  - Academic Excellence
    - SLS Funding (Inclusion, Candace Kraushaar NMS Inclusion Liaison) – bring back inclusion knowledge to staff and support for students including students with disabilities
    - Best Practices Sharing
    - PD Opportunities/Book Club
    - PGP Sharing (Professional Growth Plan) – working w teachers about professional development
  - Parental Involvement – Partnerships with parents improves student efficacy – building community, partnership and fundraising- it continues to be a challenge to get parents engaged; partnership across the campuses through ASC – top 3 things – community, to ensure parent council members feel like they contributed, partnerships with SRC; public board meetings are helpful per campuses – parents to better understand what it means to be part of this system, create opportunities for council parents to get to know each other – post pandemic.

- Discussion
  - What are some of the interesting things happening? Lessen burnout by creating time through PD Days/Org Days; Getting subs in on occasion to help with planning; inclusion work within grade/specialty levels

#### 4. Superintendent's Report:

- The Annual Education Report is delayed this year and will be sent in January 31, 2021. Provincial results are still embargoed however FFCA under all easures is in the 95<sup>th</sup> percentile or above and has the highest performance record in Alberta.
- We are ending the year in a good fiscal position, which includes the specialised learning funding from 2021 (\$2.9M) which supported greater inclusion programming across all campuses.
- FFCA is the receipt of the Association of School Business Officials Meritorius Budget Award for the 15<sup>th</sup> consecutive year.
- As of December 1, 2022 FFCA will take posesion of additional CBE land which is a \$10M asset for the Society
- 3 Staff recognized for the Queen's Jubilee Award
- Challenges:
  - Bussing continues to be a challenge – a shortage of drivers in Alberta – we have two of the best service providers, growing student population and more routes, and shortage of drivers to begin with – some school jurisdictions are providing bonuses/higher day rates
  - South High School – loss of campus after this year; working on solutions
  - Absenteeism among staff and students – combined rate peaked at 34% prior to November break; around 8% to 18% now
- Questions from Board: how do we resolve the bussing issues? Lots of efforts have gone into addressing transportation challenges

#### 5. Audit Committee

- In the audit package there is a report on the audit committee from last week (Nov. 22) – variance analysis provided at the last audit committee and preliminary financial statements
- Significant topics are:
  - SHS portable write off – determined that the portables were not being used and from a financial perspective should be written off – costly to transport them
  - SLS funding – full portion was to be recognized for the year, not a targeted grant so that it must be used – but it was provided in March 2022, so now we may run a deficit next year for full utilization of the funds
  - Operational days in August – School year starts before September break, but they are next year fees – not significant so we just carry it forward
- Audit committee recommends approval of the Financial Statements as presented

##### 5.1 Audited Financial Statements

###### Audited Financial Statements MOTION

**2022-11-30-1RA** MOVED by Vice-chair Hill and seconded by Director Lakhani that the 2021-2022 Audited Financial Statements be approved as presented and that the information be shared with stakeholders at the Annual General Meeting and submitted to Alberta Education. CARRIED

#### 6. Information Items

##### 6.1. Standing Item: Administrative Procedures Update

6.1.1. AP-A-102.2 Homework REVISED

6.1.2. AP-G-302.1 Employee Recognition NEW

- Homework AP first time it's been revised in the last 8 years; adjusted with best practices
- Employee Recognition AP – new, but again aligned with best practices and formalized practices which have been in place already

##### 6.2. Standing Item: Strategic/Education Plan Update

- Meeting with Dave McElhanney – certified ICD director – provide some assistance with developing a strategic education plan

### 6.3. Standing Item: High School Update

- Still on track for the new North High School replacement building to take over possession the first week of December; some delays with the availabilities – but contingency should still align with projected take over. Preparing for moving into that building – ordering equipment for infrastructure (IT/Tech), furniture...etc. Kick off semester 2 in 2024 in the building

## 7. Discussion Items

### 7.1. Provincial Exam Results / Learning Loss Grant 2021/22

#### *Diploma Exams & Provincial Achievement Tests*

- CI Kool presented the overall analysis and comparison results on Diploma Exams and Provincial Achievement Tests. Results from the past year show that FFCA students are generally outperforming the Provincial standard and continue to outperform despite challenges from the last two years especially as related to COVID and the cancellation of diploma exams, as well as the high school split and the changed weighting of the June 2022 diplomas.
- FFCA had a much higher rate of participation in the PAT's than the Province, participation rate for FFCA students was 98% while in the province it was only 2.7%
- The Grade 9 PAT's this year will be the first PAT's that they have written (because grade 6 was cancelled); key attention on how to prepare students for the exam.

#### *Learning Loss Grant*

- Principal Budgen presented on the results of the Learning Loss grant which was funded at \$2.9M; the main focus for the projects undertaken by this grant were literacy and numeracy
- The literacy programs were designed for grades 1 to 3, students who performed at the 25% or lower intervals were considered for the intervention program.
- The numeracy program had an initial screening with all grade 2/3 students using Mathematics Intervention Program Instrument – students who performed lower than 60% were considered for the intervention program
- The intervention could not do the same as what was already being done in the classroom – needed to be above and beyond which included focused lessons on addressing identified gaps – greater one on one support; homeroom teachers oversaw the interventions as they were able to monitor and implement strategies
- Numeracy specific: based on “jump math” program – teachers crafted interventions to support the identified
- ~210 students to start; most did not need follow-up for future grant

#### *Next Steps*

- 2022-2023 grant extension hasn't been a ton of money, because fewer children have needed the intervention
- With this data plus inclusion funding we can use the experience to learn how we can support student and teacher capacity
- This has only been for elementary; but a different process exists for high schools – the rigour from this grant is generally being applied to high school and middle school

## 8. Committees/Liaison Reports

### 8.1. Executive Committee

- Met twice, no decisions brought forward

### 8.2. Communications and Community Relations (CCR)

- Have not met, no decisions brought forward

### 8.3. Policy and Performance Review (PPR)

#### 8.3.1. Superintendent Performance Review

- 3 priorities – election process, policy review process, training plan for the Board

#### Superintendent Performance MOTION

**2022-11-30-2RA** MOVED by Director Jin and seconded by Vice-chair Hill that the Board approve the Superintendent Evaluation Report as developed during the evaluation workshop of October 29, 2022, as an accurate account of the Superintendent's performance for the period of September 1, 2021, to August 31, 2022. Additionally, that the Board Chair be authorized to make any required technical edits and to sign the report on the Board's behalf. CARRIED

#### 8.3.2. Board Performance Review

#### Board Performance Review MOTION

**2022-11-30-3RA** MOVED by Director Jin and seconded by Director Spahl that the Board approve the Board Performance Review Report for the period of September 1, 2021, to August 31, 2022, as developed at the facilitated workshop of October 29, 2022. Additionally, that the Board Chair be authorized to monitor the priorities and suggestions agreed to and bring items forward for Board consideration as deemed appropriate. CARRIED

#### 8.3.3. AGM Agenda

#### AGM Agenda MOTION

**2022-11-30-4RA** MOVED by Director Jin and seconded by Director Spahl that the Board approve the 2022 Annual General Meeting Agenda as presented. CARRIED.

#### 8.3.4. Bylaws Review

#### Bylaw Proposed Changes MOTION

**2022-11-30-5RA** MOVED by Director Jin and seconded by Director Spahl that the Board approve the proposed changes to the 2020 FFCA Bylaws and seek ratification at the 2022 FFCA Annual General Meeting. CARRIED.

#### 8.3.5. School Calendar 2023-24

- Changed the half day to an organizational day for grade 8
- Re: Remembrance Day - for 10-month employees it is irrelevant – it is the November break; for 12-month employees it's a day in lieu; for students no need to treat it as a lieu day

#### School Calendar 2023-24 MOTION

**2022-11-30-6RA** MOVED by Director Jin and seconded by Director Lakhani that the 2023-24 Calendars be approved by the Board as presented. CARRIED.

### 8.4. TAAPCS Board Report

- TAAPCS had their AGM in Nisku – Minister LaGrange also attended; 3 things she asked the charter community to keep in mind:
  - .1. Continue track record on excellence
  - .2. Be united in charters
  - .3. Keep in mind the original intent of charter schools and be true to that
- Three new charters presented – they are very different but all doing generally the same thing in smaller classrooms
- Working on fees and fee structure for next year; priorities committee is trying to get off the ground
- Working on bylaws and TAAPCS governance structure

### 8.5. ASC Rep Report

- No Report, meetings are bi-monthly

9. Director Highlights

10. Open to Gallery

11. Chairperson's Remarks

**ADJOURNMENT:** 9:30 p.m.

**NEXT MEETING:** December 14, 2022

**FUTURE AGENDA ITEMS:**





## Standing or Ad Hoc COMMITTEE REPORT

**Committee:** \_\_\_\_\_

**Meeting Date:** \_\_\_\_\_

**Members in attendance** (include Chairperson and Secretary Titles):

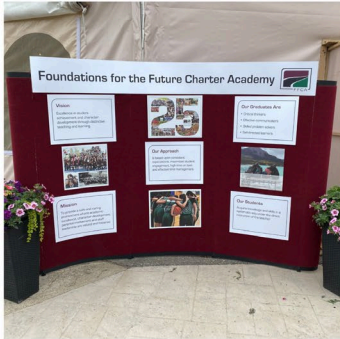
**Meeting Summary:**

Please summarize discussions and list any resolutions that the majority of the committee adopted. The minority, if any, may submit a report consisting of their views on any resolution adopted by the majority.

The Committee Chairperson (or designate) will report the work of the committee to the Board and Society at the next Public Board Meeting in accordance with Policy 8 – CHARTER BOARD COMMITTEES and REPRESENTATIVES.



# ANNUAL EDUCATION RESULTS REPORT 2021-22



## **TABLE OF CONTENTS**

<i>PUBLICATION &amp; LINKS</i> .....	2
<i>HIGHLIGHTS...MESSAGE FROM THE BOARD CHAIR</i> .....	3
<i>ACCOUNTABILITY STATEMENT</i> .....	4
<i>ALBERTA ASSURANCE MEASURES SUMMARY</i> .....	4
<i>DOMAIN 1 RESULTS...STUDENT GROWTH &amp; ACHIEVEMENT</i> .....	5
<i>DOMAIN 2 RESULTS...TEACHING &amp; LEADING</i> .....	8
<i>DOMAIN 3 RESULTS...INCLUSION &amp; LEARNING SUPPORTS</i> .....	11
<i>DOMAIN 4 RESULTS...GOVERNANCE</i> .....	14
<i>FINANCIAL SUMMARY</i> .....	16
<i>OPERATING BUDGET VS. ACTUAL REVENUE &amp; EXPENSES</i> .....	16
<i>STAKEHOLDER ENGAGEMENT &amp; ASSURANCE PROCESSES</i> .....	17
<i>WHISTLEBLOWER PROTECTION</i> .....	17

## **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](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](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>

## **HIGHLIGHTS...MESSAGE FROM THE BOARD CHAIR**

2021-22 saw FFCA celebrate its 25<sup>th</sup> year of operation as a public charter school. In reaching this milestone, FFCA has had to overcome many obstacles since opening in 1997. Over those 25 years, a core characteristic of FFCA has been the commitment and collaboration of the staff, students, and parents/guardians of FFCA, working together to face whatever came our way. The 2021-22 school year proved to be no exception, as we were faced with unique challenges leading to some unique successes.

The ongoing challenges of COVID continued to have a significant impact on both the educational and operational environment, but our staff and families did what was necessary to ensure the school was able to provide a welcoming, safe and caring learning environment. With the implementation of vaccinations and the spring shift to an endemic response, we were thrilled to be able to celebrate both the graduation of our 2022 graduates as well as our 25<sup>th</sup> anniversary with in-person events.

When faced with an overnight fire at our South High School campus Dr. Norman Bethune location on May 8, we were able to establish a partnership with Mount Royal University (MRU). Following a week of online education, we completed the school year with in-person learning for almost 500 students on the MRU campus. Doing so required tremendous flexibility from our staff and students and rapid and supportive responses from both MRU and the Ministry of Education, for which FFCA is very thankful.

We are also extremely appreciative of the Government of Alberta's addressing of one of our long-running challenges, specialized learning support funding, as announced this past spring. From this year forward, FFCA students will receive the same level of specialized learning support funding that they would if they attended any other type of public school in Alberta. This additional funding will allow FFCA to better meet the needs of students requiring additional supports to reach their potential.

With the challenges and limitations we have faced, we are very pleased with the overall results achieved. The results presented in this report highlight areas of continued success, growth, and improvement opportunities. But we also recognize that the circumstances of the past year were such that many successes are not captured within the measures provided in this report. In what was yet another extremely 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.

We would also like to acknowledge that FFCA's success is the product of a caring community working collaboratively towards a common goal of student success in academics and character development. As we celebrate our 25<sup>th</sup> anniversary, we would like to acknowledge the past efforts of our founders who established a vision and the many directors, administrators, teachers, support staff, and parents who have worked to achieve that vision for a quarter century. The successes of FFCA today are built upon the efforts, successes and many lessons learned by those who have served before us. We look forward to our next 25 years.



Jeff Wilson  
FFCA Board Chair

## ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Foundations for the Future for the 2021-22 school year was prepared under the direction of the Board of Directors 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 2021-22 school year was approved by the Board on January 25, 2023.

## ALBERTA ASSURANCE MEASURES SUMMARY

Although several evaluation indicators are unavailable due to the impact of COVID-19, our results on the core Alberta Assurance measures for which data is complete highlights our overall level of success. On all 7 measures for which we have accurate and complete evaluative data, FFCA maintained its performance at the top achievement level of ‘very high’ with overall evaluations at the top level of ‘excellent.’ Our performance on all measures was maintained or improved. Improvement was observed in the 3-year graduation rates overall and for ESL students. While these measures showed positive growth, it is important to note that the adjustments to diploma examinations and added flexibility to graduation requirements mean that the comparison to pre-COVID performance levels is likely skewed. Nevertheless, our overall performance in 2021-22 was excellent.

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	88.0	88.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	88.0	88.8	87.4	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	97.3	96.3	94.7	83.2	83.4	81.1	Very High	Improved	Excellent
	5-year High School Completion	97.4	95.1	96.4	87.1	86.2	85.6	Very High	Maintained	Excellent
	3-year High School Completion for FNMI Students	n/a	n/a	n/a	59.5	62.0	58.4	n/a	n/a	n/a
	5-year High School Completion for FNMI Students	n/a	n/a	n/a	68.0	68.1	65.8	n/a	n/a	n/a
	3-year High School Completion for ESL Students	99.4	97.1	97.1	78.5	78.7	76.0	Very High	Improved	Excellent
	5-year High School Completion for ESL Students	100.0	100.0	99.1	86.1	86.9	85.9	Very High	Maintained	Excellent
	PAT: Acceptable	89.7	n/a	94.1	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	44.0	n/a	42.0	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	88.6	n/a	92.7	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	33.5	n/a	41.1	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.7	91.7	93.1	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.1	90.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.9	83.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	87.6	86.6	86.4	78.8	79.5	81.5	Very High	Maintained	Excellent

## DOMAIN 1 RESULTS...STUDENT GROWTH & ACHIEVEMENT

Students progress in their learning relative to provincial learning outcomes and consistent with their needs, interests and aspirations and demonstrate citizenship, engage intellectually and grow continuously as learners.

**Charter Goal:** Students will develop essential understandings of character that will help them think critically, care deeply and act ethically.

**Outcome 1:** 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)				
	2018	2019	2020	2021	2022
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	86.3	87.6	87.3	88.8	88.0
Parent agreement that students model the characteristics of active citizenship.	89.0	90.8	93.7	93.5	92.2
Student agreement that students model the characteristics of active citizenship.	70.9	74.7	73.1	75.1	75.7
Teacher agreement that students model the characteristics of active citizenship.	99.0	97.1	95.1	97.8	96.2

Local Measures	Results (in percentages)				
	2018	2019	2020	2021	2022
Percentage of staff and parents who are satisfied (or very satisfied) with their understanding of FFCA's approach to character and leadership education	n/a	n/a	n/a	87	88
Percentage of staff and parents who are satisfied (or very satisfied) with the results of FFCA's character and leadership education approach	n/a	n/a	n/a	87	85
Percentage of parents who are satisfied (or very satisfied) that the school provides opportunities for students to develop character and/or leadership skills?	n/a	n/a	n/a	94	94
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	n/a	83	81
Percentage of staff who are satisfied (or very satisfied) with their ability to help students understand and use of the key elements of digital citizenship	n/a	n/a	n/a	84	80
Percentage of parents who are satisfied (or very satisfied) with students' understanding and use of the key elements of digital citizenship	n/a	n/a	n/a	97	95

### Comments

Character, leadership, and citizenship education continue to remain strengths at FFCA. 85% of our staff and parents are satisfied with the results of our character and leadership education approach. While our performance on most measures was consistent with historical levels, we have identified room for growth in developing improved staff and parent understanding of our approach to character and leadership education. We have also seen a disconnect between the satisfaction of teachers with their ability to help develop digital citizenship skills in students and the satisfaction of parents with their children's use of those skills. Anecdotal reports from campus administrators, staff, and council members cause us to believe there may be a greater need in this area than the data indicates, and a number of our campuses are looking to revisit and re-emphasize digital citizenship in the upcoming year. The noticeable drop in satisfaction with service learning activities continued, which was unsurprising given the ongoing impact of COVID, which limited most of the service learning opportunities outside of our campuses. We are optimistic that next year will allow us to return to many of those experiences.

*Outcome 2: 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.*

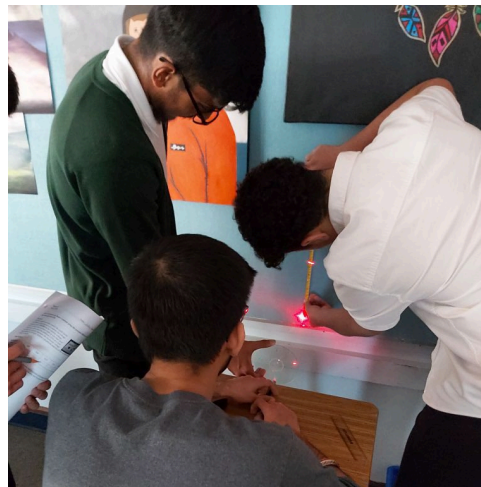
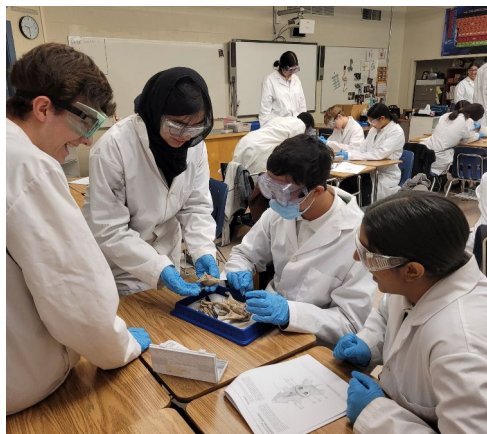
Provincial Measures	Results (in percentages)				
	2018	2019	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	95.5	92.7	n/a	n/a	88.6
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	49.4	41.1	n/a	n/a	33.5
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	94.4	94.1	n/a	n/a	89.7
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	40.5	42.0	n/a	n/a	
Percentage of students writing 4 or more diploma exams within 3 years of entering Grade 10.	93.9	89.8	93.4	n/a	n/a
High School Completion Rate – Percentage of students who completed high school within 3 years of entering Grade 10.	95.8	91.5	95.3	96.3	
High School Completion Rate – Percentage of students who completed high school within 4 years of entering Grade 10.	96.3	96.0	92.4	97.2	96.5
High School Completion Rate – Percentage of students who completed high school within 5 years of entering Grade 10.	97.5	97.3	96.6	95.1	97.4
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.1	0.0	0.4	0.0	0.0
High school to post-secondary transition rate of students within 4 years of entering Grade 10.	76.6	83.7	77.3	83.6	
High school to post-secondary transition rate of students within 6 years of entering Grade 10.	93.0	93.9	94.0	95.1	88.2
Percentage of Grade 12 students who qualified for a Rutherford Scholarship.	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.	69.6	70.9	76.3	88.0	87.8
Percentage of parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	69.2	67.8	77.5	89.1	89.3
Percentage of teacher satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	70.0	74.1	75.0	86.8	86.3
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	n/a	n/a	n/a	88.2	88.0
Percentage of parents who agree that students are engaged in their learning.	n/a	n/a	n/a	96.8	97.3
Percentage of students who agree they are engaged in their learning.	n/a	n/a	n/a	70.2	70.3
Percentage of teachers who agree that students are engaged in their learning.	n/a	n/a	n/a	97.6	96.3

### Comments

FFCA students continue to excel academically. 88.6% of our students achieved the acceptable standard on their diploma exams, and 33.5% of them achieved the standard of excellence. While excellent, both of these measures represented drops from our historical performance levels. While this may be a genuine impact of the pandemic, the inconsistency in writing expectations with the cancellation of the January writings due to the COVID circumstances at that time makes any fair longitudinal comparisons impossible. On provincial achievement tests, 89.7% of FFCA students achieved the acceptable standard. This is significantly lower than our pre-COVID averages, which were generally around 94%. Further exploration of this data and the students it represents have led to the determination that this reflects an actual increase in the number of students who, during COVID, have struggled to meet the grade-level standards. We have identified these struggling students and will be working to help them overcome the COVID learning gaps that have developed over the past 2 ½ years. Interestingly, 44% of our students achieved a standard of excellence on the PATs, which is actually slightly higher than our historical

average. This supports the theory that academically stronger students were less impacted academically by the COVID disruptions than were those who were achieving at more moderate levels. FFCA's graduation rate (97.3%), Rutherford scholarship rate (96.5%), and the percentage of students going to post-secondary school immediately after grade 12 (88.1%) all reached 5-year highs in 2021-22. The six-year post-secondary transition rate dropped to a 5-year low of 88.2% which reflects the impact that COVID had on students graduating in 2020 and 2021. While these are all excellent results, it is important to note that with changes to the diploma exam and course completion requirements, a direct comparison to pre-COVID performance on these measures is not possible. 2022-23 results will provide the first opportunity for accurate historical comparisons.

One area in which we have identified a potential opportunity for growth is that of students' self-reported level of engagement in their learning. For the second year since this measure was introduced, just over 70% of FFCA students reported being highly engaged in their learning. This is much lower than the perceptions of parents and teachers, of which 97.3% and 96.3%, respectively, reported high student engagement. Preliminary conversations with administrators, teachers, and students indicate that this may reflect more of a difference in how the different groups define engagement, but we will further explore this result and continue monitoring in the upcoming years.





## DOMAIN 2 RESULTS...TEACHING & LEADING

Teachers and leaders analyze the learning context; attend to local and societal considerations; and apply the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all by demonstrating their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard and Superintendent Leadership Quality Standard).

**Charter Goal:** Teachers and leaders provide a consistent and coherent learning experience for students from K-grade 12.

*Outcome 3: FFCA students are consistently and effectively taught utilizing a distinctive approach to teaching and learning that has evolved to help students to develop the foundational competencies needed now and in the future and that is clearly understood by FFCA's staff, students and parents.*

Provincial Measures	Results (in percentages)				
	2018	2019	2020	2021	2022
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.8	93.8	92.4	91.7	92.7
Percentage of parents satisfied with the overall quality of basic education.	92.1	92.5	92.1	92.2	93.7
Percentage of students satisfied with the overall quality of basic education.	88.0	90.6	87.4	85.2	86.2
Percentage of teachers satisfied with the overall quality of basic education.	98.3	98.5	97.8	97.9	98.2

Local Measures	Results (in percentages)				
	2018	2019	2020	2021	2022
Percentage of parents satisfied (or very satisfied) with the overall quality of education your child receives?	n/a	n/a	n/a	96	95
Percentage of staff satisfied (or very satisfied) with the overall quality of education offered at FFCA	n/a	n/a	n/a	94	93
Percentage of parents satisfied (or very satisfied) that they have a clear understanding of FFCA's charter and the school's distinctive approach to education?	n/a	n/a	n/a	96	96
Percentage of staff satisfied (or very satisfied) that they have a clear understanding of FFCA's charter and the school's distinctive approach to education?	n/a	n/a	n/a	90	92
Percentage of parents satisfied (or very satisfied) with your understanding of FFCA's distinctive approach to teaching and learning?	n/a	n/a	n/a	95	97
Percentage of staff satisfied (or very satisfied) with their ability to connect their teaching practices to the key elements of FFCA's distinctive teaching and learning framework?	n/a	n/a	n/a	88	87
Percentage of parents satisfied (or very satisfied) with the results of FFCA's distinctive approach to teaching and learning?	n/a	n/a	n/a	95	95

### Comments

Teacher, parent, and student satisfaction with the overall quality of education at FFCA remains excellent. 92.7% of our stakeholders were satisfied with the quality of basic education on the provincial assurance survey of grades 4, 7, and 10. On the FFCA survey, 93% of staff and 95% of parents were satisfied or highly satisfied with the overall education provided at FFCA. These levels of performance were generally at or above the previous year, which we were happy to see with the full return to in-school classes.

Over 95% of parents reported having a clear understanding of the FFCA’s charter, our distinctive approach to teaching and learning, and the results that we get from that approach. 92% of staff are satisfied with the understanding of the charter, with 87% of them confident in their abilities to connect their professional practice to the key elements of our distinctive approach to teaching and learning. 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 and these high levels of satisfaction largely represent the commitment of our staff to their students and their professional craft.

*Outcome 4: FFCA formally communicates the progress and performance of students to parents (and students) in a highly effective, efficient, and authentic manner that provides parents with a thorough and timely understanding of their child’s learning relative to local and provincial standards.*

Local Measures	Results (in percentages)				
	2018	2019	2020	2021	2022
Percentage of parents satisfied (or very satisfied) with the school’s communication of their children’s learning outcomes.	92	95	n/a	94	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	93
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	93
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	91
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	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	93

**Comments**

The performance on the assessment and reporting outcome measures remained similar to 2020-21, which showed a decrease from pre-COVID levels. This is unsurprising as we have identified inconsistencies between our assessment and reporting framework and our current reporting practices. We had planned a formal review of reporting practices during the 2021-22 school year, but that has been postponed because of work being undertaken at the provincial level, which will likely provide significant direction on matters of student assessment and/or reporting in the near future. As such, we are awaiting the results of that work and the guidance it will provide.

**Charter Goal:** Staff leadership is fostered throughout the school and campuses.

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

Provincial Measures	Results (in percentages)				
	2018	2019	2020	2021	2022
The percentage of teachers reporting that in the past 3-5 years, the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	77.1	79.2	69.8	71.4	73.9

Performance Measures	Results (in percentages)				
	2018	2019	2020	2021	2022
Percentage of staff who are satisfied (or very satisfied) with the opportunities they have to take on leadership roles that promote ethical citizenship.	95	93	n/a	70	78
Percentage of staff who are satisfied (or very satisfied) with the opportunities they have to be involved in school decision-making?	n/a	n/a	n/a	68	61
Percentage of staff who are satisfied (or very satisfied) with the opportunities for them to have input into how resources are used at your campus?	n/a	n/a	n/a	69	63
Percentage of staff who are satisfied (or very satisfied) with the collegial support provided to enhance their performance?	n/a	n/a	n/a	79	85

**Comments**

Our performance on measures related to staff leadership was inconsistent in 2021-22. The perceived value of organizational professional development increased, as did staff satisfaction with opportunities to take on leadership roles, but both remained below pre-COVID levels. An area of concern is the decrease in staff satisfaction with their opportunities to be involved in school decision-making and the use of resources. There is significant variation across campuses on these measures, and FFCA administration is working to better understand and reverse the downward trend.



## DOMAIN 3 RESULTS...INCLUSION & LEARNING SUPPORTS

Resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

*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 the prohibition of individualized program plans.*

Provincial Measures	Results (in percentages)				
	2018	2019	2020	2021	2022
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	83.9	82.9
Percentage of parents who agreed that students have access to appropriate supports and services at school.	n/a	n/a	n/a	90.7	85.6
Percentage of students who agreed that students have access to appropriate supports and services at school.	n/a	n/a	n/a	77.7	80.3
Percentage of teachers who agreed that students have access to appropriate supports and services at school.	n/a	n/a	n/a	83.4	82.7
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	87.3	87.5	87.4	84.2	82.6
Percentage of parent agreement that programs for children at risk are easy to access and timely.	85.9	85.7	90.0	88.8	82.7
Percentage of student agreement that programs for children at risk are easy to access and timely.	81.7	82.2	82.4	77.7	80.3
Percentage of teacher agreement that programs for children at risk are easy to access and timely.	94.4	94.5	89.9	86.1	84.8
Overall percentage of ESL students who achieved the acceptable standard on diploma examinations (overall results).	92.0	n/a	n/a	n/a	73.7
Overall percentage of ESL students who achieved the standard of excellence on diploma examinations (overall results).	31.3	n/a	n/a	n/a	7.9
Overall percentage of ESL students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	88.0	n/a	n/a	n/a	79.3
Overall percentage of ESL students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	16.7	n/a	n/a	n/a	n/a
High School Completion Rate – Percentage of ESL students who completed high school within three years of entering Grade 10.	96.7	97.1	n/a	n/a	n/a
High School Completion Rate – Percentage of ESL students who completed high school within five years of entering Grade 10.	97.2	100	n/a	n/a	100.0
Drop Out Rate - annual dropout rate of ESL students aged 14 to 18	0.7	0.0	n/a	n/a	0.0
High school to post-secondary transition rate of ESL students within 4 years of entering Gr. 10	82.6	86.2	n/a	n/a	n/a
High school to post-secondary transition rate of ESL students within 6 years of entering Gr. 10	95.2	97.0	n/a	n/a	90.4
Percentage of Grade 12 ESL students who qualified for a Rutherford Scholarship.	83.8	n/a	n/a	n/a	n/a

Local Measures	Results (in percentages)				
	2018	2019	2020	2021	2022
Percentage of staff satisfied (or very satisfied) with their ability to foster equality and respect for all students.	100	98	n/a	95	92
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	84
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	73
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	72

### Comments

Students, parents and teachers continue to report less satisfaction with access to appropriate supports and services than their overall satisfaction with basic educational quality. This is unsurprising as FFCA has lacked the resources to adequately support increasing numbers of students with specialized learning needs. While FFCA finally received Specialized Learning Supports (SLS) funding in 2021-22, these funds were received too late in the year to effectively make any substantive investment in the provision of additional supports during the school year. As such, the results are not surprising. We are very excited to plan for and provide significantly more access to appropriate supports and services in the future and expect to see improvement in performance indicators in this area.

We did experience some significant changes in our results for ESL students. The percentage of ESL students who achieved the acceptable standard on diploma exams was 74% which was 18% lower than our pre-COVID performance. The percentage of ESL students reaching the standard of excellence on diplomas dropped to 8%, which was more than 20% below pre-COVID levels. Similarly, the percentage of ESL students reaching the acceptable standard on grade 6 and 9 provincial achievement tests was 9% below pre-COVID results, although the percentage of students achieving excellence actually increased. These results show that students requiring additional supports were more negatively impacted by the pandemic than others.

Despite the decreased provincial exam performance, ESL students at FFCA had higher graduation, Rutherford Scholarship, and 4-year post-secondary transition rates than pre-COVID. However, as mentioned previously, the differences in high school programming and assessment policies make true comparisons impossible at this point. We will have to monitor these measures carefully as requirements shift back to normal.



*Outcome 7: Staff and students develop an understanding of Indigenous perspectives and experiences, treaties, the history and legacy of residential schools, and education for reconciliation.*

**Comments**

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 students on 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 one 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. September 30, 2021, saw FFCA acknowledge the National Day for Truth and Reconciliation with a school holiday as recommended in the TRC Calls to Action. To ensure this day had the desired gravitas, our staff and students used the days leading up to September 30 for learning activities in all campuses focused on increasing foundational knowledge of First Nations, Metis, and Inuit peoples, an understanding of the legacy of residential schools, and other aspects of reconciliation.

*Outcome 8: First Nations, Metis, and Inuit students are effectively supported in their learning.*

**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.



## DOMAIN 4 RESULTS...GOVERNANCE

Policy leaders attend to local context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all by demonstrating stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

**Charter Goal:** FFCA effectively engages parents as partners in the educational experience of students.

*Outcome 9* Parents, staff and students are highly satisfied with the leadership of the Board and administration in providing an excellent educational experience at FFCA.

Provincial Measures	Results (in percentages)				
	2018	2019	2020	2021	2022
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	90.0	90.1
Percentage of parents who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	n/a	94.3	94.4
Percentage of students who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	n/a	79.6	80.4
Percentage of teachers who agree that their learning environments are welcoming, caring, respectful and safe.	n/a	n/a	n/a	96.1	95.3
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.	89.3	90.6	90.4	91.6	91.7
Percentage of parent 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.	92.3	94.3	95.4	95.3	95.6
Percentage of 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.	79.7	82.6	82.1	84.1	85.0
Percentage of teacher 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.	95.8	94.9	93.6	95.4	94.5
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.	92.0	86.2	92.5	94.6	95.5
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	89.9	86.0	86.8	86.6	87.6
Percentage of parents satisfied with parental involvement in decisions about their child's education.	85.8	84.1	86.2	84.4	86.0
Percentage of teachers satisfied with parental involvement in decisions about their child's education.	94.0	87.8	87.4	88.8	89.2
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.	83.1	83.2	84.1	81.1	81.1
Percentage of parents satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	85.6	84.9	85.9	87.2	86.7
Percentage of students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	71.9	73.7	74.5	68.7	71.1

Percentage of teachers satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	91.7	90.9	91.9	87.5	85.3
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.	82.7	84.3	85.1	81.6	77.8
Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	85.6	84.9	85.9	87.2	86.7
Percentage of students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	71.9	73.7	74.5	68.7	71.1
Percentage of teachers indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	91.7	90.9	91.9	87.5	85.3

Local Measures	Results (in percentages)				
	2018	2019	2020	2021	2022
Percentage of parents who are satisfied (or very satisfied) with the opportunities they have to be involved within their school community.	95	97	n/a	92	92
Percentage of parents and staff who are satisfied (or very satisfied) with the leadership that is demonstrated by the FFCA Board of Directors?	95	97	n/a	88	94
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?	95	97	n/a	88	93

**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 to a five-year low of 77.8%. This was not surprising as the impact of COVID, decrease in staff preparation and planning time, and the decrease in specialized learning support staff and resource allocations to support our teachers and students all put additional pressure on our staff. In a nutshell, for several years now, staff have been asked to do the same or more with less. While there will undoubtedly be lasting impacts from these factors, with a shift to post-COVID normal and SLS funding, we are optimistic that we will reverse this trend.





## FINANCIAL SUMMARY

REVENUE	SYSTEM					\$ PER STUDENT
	INSTR	PO&M	ADMIN	TRANS	TOTAL	
Alberta Education	\$ 28,588,302	\$ 3,991,472	\$ 1,669,212	\$ 1,835,590	\$ 36,084,576	10,554
Parent fees	1,300,304			1,941,992	3,242,296	948
Miscellaneous	540,926	804,269	120,548	-	1,465,743	429
<b>TOTAL REVENUE</b>	<b>\$ 30,429,532</b>	<b>\$ 4,795,741</b>	<b>\$ 1,789,760</b>	<b>\$ 3,777,582</b>	<b>\$ 40,792,615</b>	<b>11,931</b>
<b>EXPENSE</b>						
Salaries & Benefits	\$ 25,321,666	\$ 1,168,621	\$ 744,637	\$ 178,820	\$ 27,413,744	8,018
Campus Books & Educ. Supplies	2,574,255				2,574,255	753
Technology	1,690,542				1,690,542	494
Facilities		3,202,546			3,202,546	937
System Admin/Board			653,611		653,611	191
Transportation				3,492,310	3,492,310	1,021
<b>TOTAL EXPENSE</b>	<b>\$ 29,586,463</b>	<b>\$ 4,371,167</b>	<b>\$ 1,398,248</b>	<b>\$ 3,671,130</b>	<b>\$ 39,027,008</b>	<b>11,415</b>
<b>EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES</b>						
	<b>\$ 843,069</b>	<b>\$ 424,574</b>	<b>\$ 391,512</b>	<b>\$ 106,452</b>	<b>\$ 1,765,607</b>	
<b># of FTE students</b>	<b>3,419</b>	<b>3,419</b>	<b>3,419</b>	<b>2,481</b>	<b>3,419</b>	
<b>Average cost per student</b>	<b>\$8,654</b>	<b>\$1,278</b>	<b>\$409</b>	<b>\$1,480</b>	<b>\$11,415</b>	

## OPERATING BUDGET VS. ACTUAL REVENUE & EXPENSES

Revenues	2022 Actual	2022 Budget	Variance Amount	Variance %	Variance Explanation (greater than +/-10% or \$500K)
Government of Alberta	36,881,415	33,955,414	2,926,001	9%	Due to WMA adjustments and additional SLS funding provided to charter schools. We also took on an additional charter school's IT and POM work which was not in the budget for the year.
Federal Government and other government grants	-	-	-		
Property taxes	-	-	-		
Fees	3,242,296	3,621,421	(379,125)	-10%	n/a
Sales of services and products	68,038	80,550	(12,512)	-16%	n/a
Investment income	83,376	25,000	58,376	234%	n/a
Donations and other contributions	217,273	369,084	(151,811)	-41%	Less fundraising then budgeted for occurred in 21-22 school year.
Other revenue	300,217	115,825	184,392	159%	We took on an additional charter school's IT support work which was not in the budget for the year.
<b>Total Revenues</b>	<b>40,792,615</b>	<b>38,167,294</b>	<b>2,625,321</b>	<b>7%</b>	
<b>Expenses</b>					
Instruction - ECS	1,279,169	1,244,428	34,741	3%	n/a
Instruction - Grades 1 - 12	28,307,294	27,691,532	615,762	2%	Due to WMA adjustments and additional SLS funding provided to charter schools.
Operations and maintenance	4,371,167	4,169,485	201,682	5%	We took on an additional charter schools POM work which was not in the budget for the year.
Transportation	3,671,130	3,760,736	(89,606)	-2%	n/a
System administration	1,398,248	1,301,113	97,135	7%	n/a
External services	-	-	-		
<b>Total Expenses</b>	<b>39,027,008</b>	<b>38,167,294</b>	<b>859,714</b>	<b>2%</b>	

### Notes

- Surplus of \$1,765,607 was ~4.3% of total revenue, of which a majority (\$1.6M) was due to SLS funding received by charter schools near the end of the school year. Without this additional funding, our normalized surplus would have only been 0.32% of total revenue.
- Salaries & Benefits represented the most significant expenditure at 78% of non-transportation expenses
- Detailed information on sources and uses of school-generated funds can be found in Note 7 of FCCA's 2022 Audited Financial Statements (link below)

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

## **STAKEHOLDER ENGAGEMENT & ASSURANCE PROCESSES**

This annual education results report reflects our 2021-24 education plan that was established using the previous accountability framework. The education plan was informed by an 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 eight 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 be expanded to include student data as well.

The results in this report are shared with all stakeholders. 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.

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 with 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 written policy and administrative procedures in place 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 2021-22 school year, the Designated Officer received no disclosures of wrongdoing, and therefore no investigations were warranted.

## **Q1 Financial Information Review**

**January 14, 2023**

**Prepared by Jfamily Estrada**

Please find the Q1 results below. You will note that we are tracking on budget to date. Later in the year, we will prepare a forecast as we did last year to ensure we keep the audit committee and board informed on result expectations.

The Income section of the report shows our overall revenue for the first quarter of the year to be about 1.5% higher than budget. This better-than-budget position is mainly due to unbudgeted revenue from supporting the new Classical Academy charter school that opened up in 2022-23.

Looking at the expenditure section, you will notice that the Facilities Dept is above the targeted 25%, primarily due to the MRU lease that was not part of the 2022-23 budget. However, overall expenses are in line with the 25% target.

**Foundations for the Future Charter Academy  
for the three months ending November 30, 2022**

	<b>Annual Budget</b>	<b>September to November YTD &amp; Q1</b>	<b>YTD % of budget</b>	<b>Notes</b>
<b>Income</b>				
AB Grant Revenue	35,189,533	9,522,185	27.06%	
Transportation Fees	1,940,086	159,042	8.20%	Re-registration begins the end of February
Resource Fees	488,340	-	0.00%	Re-registration begins the end of February
Other School Jurisdiction	680,000	44,171	6.50%	
Campus Funds	1,359,635	469,058	34.50%	
Gifts and Donations	-	42,394	100.00%	Included as other rev in budget
Other Revenue	140,825	315,554	224.08%	Increase due to taking on Classical Academy tech setup/support after budget (\$173K)
<b>Total Income</b>	<b>39,798,419</b>	<b>10,552,404</b>	<b>26.51%</b>	Should be at 25% so in line with budget at Q1
<b>Expense</b>				
Salaries & Benefits	29,138,492	7,024,917	24.11%	Some positions not yet filled or contracted out instead of hiring
Inclusion	896,500	190,860	21.29%	
Professional Development	77,760	6,933	8.92%	Slow start to the year - plans still to take part in PD
Technology	718,750	177,978	24.76%	
Transportation	3,590,483	802,415	22.35%	
Facilities	2,320,261	1,066,326	45.96%	Includes MRU lease which will be offset by AB Rev - not budgeted for (\$651K YTD)
Facilities - CMR Amortization	154,930	-	0.00%	
Board	137,000	36,149	26.39%	
Admin Building	115,825	23,346	20.16%	
General & Admin	322,545	99,864	30.96%	Annual costs paid in Q1 for the financial system, memberships, etc.
Campus Funds	1,359,635	264,512	19.45%	
Campus Expenditures	961,583	347,402	36.13%	
<b>Total Expense</b>	<b>39,793,764</b>	<b>10,040,702</b>	<b>25.23%</b>	Should be at 25% so in line with budget at Q1
<b>Surplus(Deficit)</b>	<b>4,655</b>	<b>511,702</b>		

	Restricted Reserves				Unrestricted	
	Instruction	PO&M	Sys Admin	Transportation	Total	Total
* Reserve as at Aug. 31, 2022	(436,727)	987,849	(175,809)	(4,117)	371,196	1,636,458
2022-23 Budget	-	-	-	-	-	-
Expected reserve balance	(436,727)	987,849	(175,809)	(4,117)	371,196	1,636,458

Prepared by: Jhamily Estrada  
Jan 13, 2023