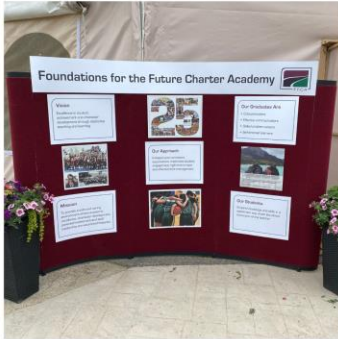




# ANNUAL EDUCATION RESULTS REPORT 2021-22



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## **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 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.

We are 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.

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.

Tangible progress was made on our North High School Campus replacement building. With the design process completed by the end of 2020-21, we broke ground with the removal of the existing building's middle section in the winter. Work on the foundation began in the spring which we were happy to celebrate with community and student leaders as well as representatives from the Government of Alberta including the Honourable Minister of Education LaGrange.







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.

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.

## **ACCOUNTABILITY STATEMENT**

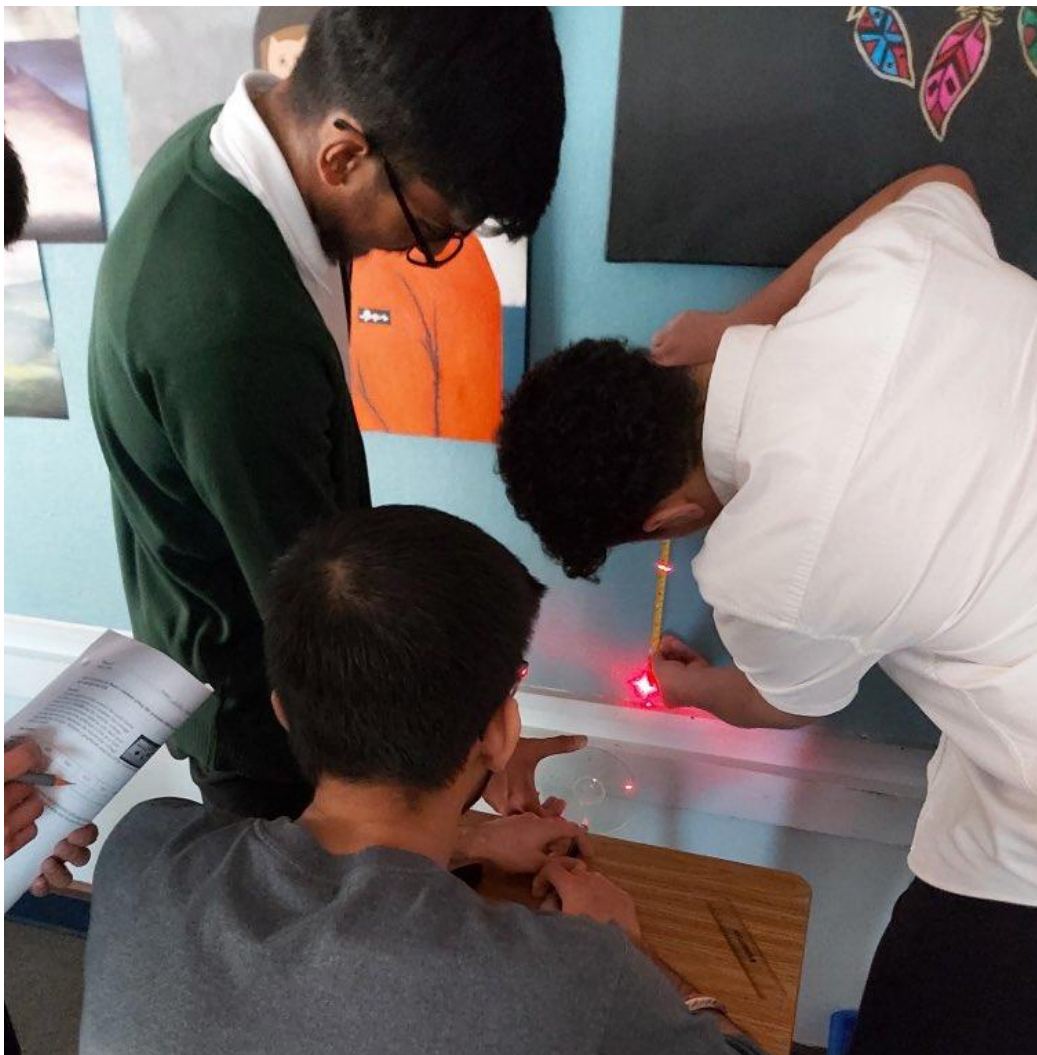
The Annual Education Results Report for Foundations for the Future for the 2021-22 school year was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Education Act and Fiscal Planning and Transparency Act*. The Board is committed to using the results 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.

Jeff Wilson  
FFCA Board Chair

## **LOCAL & SOCIETAL CONTEXT**

Foundations for the Future Charter Academy (FFCA) is a K-12 public charter school with 8 campuses located within the Calgary city boundaries. In 2021-22, FFCA's almost 300 employees served a diverse learning community of more than 3700 students. A number of our campuses have ESL populations exceeding one-third of the overall enrollment with over 30 languages other than English primarily spoken in the home. Parents and students who choose FFCA as their school do so primarily because they support the distinctive approach to instruction, the ethic of care, and the focus on excellence and parental involvement that permeate our school culture.

The culture of FFCA is highly relational, involving collaboration, engagement and acceptance of diversity across the school community. In delivering the Alberta Programs of Study, our distinctive approach to teaching and learning allows our students to evolve from supported learners to independent thinkers who have internalized a deep understanding of character and leadership. FFCA's programs provide a positive, effective learning experience for students while responding to the broad range of learning needs through the provision of appropriate learning interventions.



## 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.*

**Results:** 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.*

Results 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.

**Results:** 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.

**Results:** 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.

**Results:** 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.*

Results 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.*

Results 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.*

Results 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.*

Results 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 than 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 FFCA'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.

## APPENDIX 1 - DOMAIN 1 DATA...STUDENT GROWTH & ACHIEVEMENT

*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

*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: High School Completion and Transition to Post Secondary & Careers	Results (in percentages)				
	2018	2019	2020	2021	2022
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	97.3
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	88.1
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	96.5
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

Provincial Measures: Engagement	Results (in percentages)				
	2018	2019	2020	2021	2022
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

Provincial Measures: Diploma Exams	Results (in percentages)				
	2018	2019	2020	2021	2022
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
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	95.5	92.7	n/a	n/a	88.6
Percentage of students achieving the acceptable standard on the ELA 30-1 Diploma exam.	97.3	94.3	n/a	n/a	88.5
Percentage of students achieving the acceptable standard on the ELA 30-2 Diploma exam.	100.0	97.8	n/a	n/a	n/a
Percentage of students achieving the acceptable standard on the SS 30-1 Diploma exam.	98.4	98.4	n/a	n/a	90.5
Percentage of students achieving the acceptable standard on the SS 30-2 Diploma exam.	100.0	97.7	n/a	n/a	94.6
Percentage of students achieving the acceptable standard on the Math 30-1 Diploma exam.	95.2	90.3	n/a	n/a	80.6
Percentage of students achieving the acceptable standard on the Math 30-2 Diploma exam.	86.8	84.0	n/a	n/a	n/a
Percentage of students achieving the acceptable standard on the Biology 30 Diploma exam.	93.0	91.7	n/a	n/a	91.8
Percentage of students achieving the acceptable standard on the Chemistry 30 Diploma exam.	93.0	90.8	n/a	n/a	85.7
Percentage of students achieving the acceptable standard on the Physics 30 Diploma exam.	100.0	95.7	n/a	n/a	84.2
Percentage of students achieving the acceptable standard on the Science 30 Diploma exam.	93.3	87.1	n/a	n/a	100.0

Provincial Measures: Diploma Exams (cont.)	Results (in percentages)				
	2018	2019	2020	2021	2022
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
Percentage of students achieving the standard of excellence on the ELA 30-1 Diploma exam.	26.4	18.4	n/a	n/a	13.5
Percentage of students achieving the standard of excellence on the ELA 30-2 Diploma exam.	50.0	55.6	n/a	n/a	n/a
Percentage of students achieving the standard of excellence on the SS 30-1 Diploma exam.	47.6	26.2	n/a	n/a	33.3
Percentage of students achieving the standard of excellence on the SS 30-2 Diploma exam.	53.3	47.7	n/a	n/a	35.7
Percentage of students achieving the standard of excellence on the Math 30-1 Diploma exam.	59.2	53.2	n/a	n/a	38.9
Percentage of students achieving the standard of excellence on the Math 30-2 Diploma exam.	36.8	24.0	n/a	n/a	n/a
Percentage of students achieving the standard of excellence on the Biology 30 Diploma exam.	61.2	49.6	n/a	n/a	37.7
Percentage of students achieving the standard of excellence on the Chemistry 30 Diploma exam.	48.7	45.9	n/a	n/a	45.5
Percentage of students achieving the standard of excellence on the Physics 30 Diploma exam.	73.2	48.9	n/a	n/a	68.4
Percentage of students achieving the standard of excellence on the Science 30 Diploma exam.	50.0	46.8	n/a	n/a	0.0



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Provincial Measures: Provincial Achievement Tests	Results (in percentages)				
	2018	2019	2020	2021	2022
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 Grade 6 who achieved the acceptable standard on the ELA Provincial Achievement Test (overall cohort results).	99.7	99.0	n/a	n/a	99.3
Overall percentage of students in Grade 6 who achieved the acceptable standard on the Math Provincial Achievement Test (overall cohort results).	97.6	97.9	n/a	n/a	97.6
Overall percentage of students in Grade 6 who achieved the acceptable standard on the Science Provincial Achievement Test (overall cohort results).	99.3	97.9	n/a	n/a	97.9
Overall percentage of students in Grade 6 who achieved the acceptable standard on the SS Provincial Achievement Test (overall cohort results).	94.7	98.6	n/a	n/a	96.9
Overall percentage of students in Grade 9 who achieved the acceptable standard on the ELA Provincial Achievement Test (overall cohort results).	96.9	96.0	n/a	n/a	95.1
Overall percentage of students in Grade 9 who achieved the acceptable standard on the Math Provincial Achievement Test (overall cohort results).	88.5	84.6	n/a	n/a	87.1
Overall percentage of students in Grade 9 who achieved the acceptable standard on the Science Provincial Achievement Test (overall cohort results).	95.4	96.4	n/a	n/a	91.8
Overall percentage of students in Grade 9 who achieved the acceptable standard on the SS Provincial Achievement Test (overall cohort results).	87.4	92.1	n/a	n/a	87.3
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	44.0
Overall percentage of students in Grade 6 who achieved the standard of excellence on the ELA Provincial Achievement Test (overall cohort results).	38.8	37.1	n/a	n/a	48.4
Overall percentage of students in Grade 6 who achieved the standard of excellence on the Math Provincial Achievement Test (overall cohort results).	32.9	38.8	n/a	n/a	49.0
Overall percentage of students in Grade 6 who achieved the standard of excellence on the Science Provincial Achievement Test (overall cohort results).	57.6	58.9	n/a	n/a	57.4
Overall percentage of students in Grade 6 who achieved the standard of excellence on the SS Provincial Achievement Test (overall cohort results).	48.8	55.6	n/a	n/a	57.6
Overall percentage of students in Grade 9 who achieved the standard of excellence on the ELA Provincial Achievement Test (overall cohort results).	27.9	20.9	n/a	n/a	22.6
Overall percentage of students in Grade 9 who achieved the standard of excellence on the Math Provincial Achievement Test (overall cohort results).	34.6	34.4	n/a	n/a	45.0
Overall percentage of students in Grade 9 who achieved the standard of excellence on the Science Provincial Achievement Test (overall cohort results).	42.9	49.0	n/a	n/a	47.0
Overall percentage of students in Grade 9 who achieved the standard of excellence on the SS Provincial Achievement Test (overall cohort results).	40.9	42.6	n/a	n/a	42.7

## APPENDIX 2 - DOMAIN 2 DATA...TEACHING & LEADING

**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.	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

**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

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

<b>Provincial Measures</b>	<b>Results (in percentages)</b>				
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
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

<b>Performance Measures</b>	<b>Results (in percentages)</b>				
	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
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

## APPENDIX 3 - DOMAIN 3 DATA...INCLUSION & LEARNING SUPPORTS

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: Access to Supports	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

Provincial Measures: High School Completion and Transition to Post Secondary (ESL)	Results (in percentages)				
	2018	2019	2020	2021	2022
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



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Provincial Measures: Diloma Exams (ESL)	Results (in percentages)				
	2018	2019	2020	2021	2022
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 acceptable standard on the ELA 30-1 Diploma exam.	97.2	84.3	n/a	n/a	60.0
Overall percentage of ESL students who achieved the acceptable standard on the ELA 30-2 Diploma exam.	n/a	n/a	n/a	n/a	n/a
Overall percentage of ESL students who achieved the acceptable standard on the SS 30-1 Diploma exam.	85.7	100.0	n/a	n/a	n/a
Overall percentage of ESL students who achieved the acceptable standard on the SS 30-2 Diploma exam.	100.0	95.0	n/a	n/a	84.6
Overall percentage of ESL students who achieved the acceptable standard on the Math 30-1 Diploma exam.	92.9	92.0	n/a	n/a	n/a
Overall percentage of ESL students who achieved the acceptable standard on the Math 30-2 Diploma exam.	n/a	n/a	n/a	n/a	n/a
Overall percentage of ESL students who achieved the acceptable standard on the Biology 30 Diploma exam.	93.1	88.9	n/a	n/a	n/a
Overall percentage of ESL students who achieved the acceptable standard on the Chemistry 30 Diploma exam.	91.7	89.5	n/a	n/a	n/a
Overall percentage of ESL students who achieved the acceptable standard on the Physics 30 Diploma exam.	n/a	94.1	n/a	n/a	n/a
Overall percentage of ESL students who achieved the acceptable standard on the Science 30 Diploma exam.	90.0	80.8	n/a	n/a	n/a
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 who achieved the standard of excellence on the ELA 30-1 Diploma exam.	5.6	5.9	n/a	n/a	0.0
Overall percentage of ESL students who achieved the standard of excellence on the ELA 30-2 Diploma exam.	n/a	n/a	n/a	n/a	n/a
Overall percentage of ESL students who achieved the standard of excellence on the SS 30-1 Diploma exam.	0.0	25.0	n/a	n/a	n/a
Overall percentage of ESL students who achieved the standard of excellence on the SS 30-2 Diploma exam.	46.2	27.5	n/a	n/a	23.1
Overall percentage of ESL students who achieved the standard of excellence on the Math 30-1 Diploma exam.	39.3	38.0	n/a	n/a	n/a
Overall percentage of ESL students who achieved the standard of excellence on the Math 30-2 Diploma exam.	n/a	n/a	n/a	n/a	n/a
Overall percentage of ESL students who achieved the standard of excellence on the Biology 30 Diploma exam.	31.0	46.7	n/a	n/a	n/a
Overall percentage of ESL students who achieved the standard of excellence on the Chemistry 30 Diploma exam.	41.7	36.8	n/a	n/a	n/a
Overall percentage of ESL students who achieved the standard of excellence on the Physics 30 Diploma exam.	n/a	41.2	n/a	n/a	n/a
Overall percentage of ESL students who achieved the standard of excellence on the Science 30 Diploma exam.	40.0	34.6	n/a	n/a	n/a

Provincial Measures: Provincial Achievement Tests (ESL)	Results (in percentages)				
	2018	2019	2020	2021	2022
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 who achieved the acceptable standard on the ELA Provincial Achievement Test.	98.4	98.5	n/a	n/a	96.6
Overall percentage of ESL students in Grades 6 who achieved the acceptable standard on the Math Provincial Achievement Test.	92.2	92.5	n/a	n/a	94.9
Overall percentage of ESL students in Grades 6 who achieved the acceptable standard on the Science Provincial Achievement Test.	96.9	94.0	n/a	n/a	96.5
Overall percentage of ESL students in Grades 6 who achieved the acceptable standard on the SS Provincial Achievement Test.	85.9	95.5	n/a	n/a	96.5
Overall percentage of ESL students in Grades 9 who achieved the acceptable standard on the ELA Provincial Achievement Test.	93.1	87.5	n/a	n/a	85.7
Overall percentage of ESL students in Grades 9 who achieved the acceptable standard on the Math Provincial Achievement Test.	86.0	73.6	n/a	n/a	54.3
Overall percentage of ESL students in Grades 9 who achieved the acceptable standard on the Science Provincial Achievement Test.	89.5	94.5	n/a	n/a	62.9
Overall percentage of ESL students in Grades 9 who achieved the acceptable standard on the SS Provincial Achievement Test.	75.9	80.6	n/a	n/a	68.6
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
Overall percentage of ESL students in Grades 6 who achieved the standard of excellence on the ELA Provincial Achievement Test.	9.4	11.9	n/a	n/a	27.6
Overall percentage of ESL students in Grades 6 who achieved the standard of excellence on the Math Provincial Achievement Test.	14.1	13.4	n/a	n/a	30.5
Overall percentage of ESL students in Grades 6 who achieved the standard of excellence on the Science Provincial Achievement Test.	32.8	19.4	n/a	n/a	31.6
Overall percentage of ESL students in Grades 6 who achieved the standard of excellence on the SS Provincial Achievement Test.	18.8	22.4	n/a	n/a	42.1
Overall percentage of ESL students in Grades 9 who achieved the standard of excellence on the ELA Provincial Achievement Test.	8.0	4.2	n/a	n/a	0.0
Overall percentage of ESL students in Grades 9 who achieved the standard of excellence on the Math Provincial Achievement Test.	20.9	15.3	n/a	n/a	8.6
Overall percentage of ESL students in Grades 9 who achieved the standard of excellence on the Science Provincial Achievement Test.	22.1	17.8	n/a	n/a	14.3
Overall percentage of ESL students in Grades 9 who achieved the standard of excellence on the SS Provincial Achievement Test.	25.3	15.3	n/a	n/a	14.3

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

## APPENDIX 4 - DOMAIN 4 DATA...GOVERNANCE

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

Provincial Measures (cont.)	Results (in percentages)				
	2018	2019	2020	2021	2022
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