



ANNUAL EDUCATION RESULTS REPORT
2014/2015
&
THREE-YEAR EDUCATION PLAN
2015-2018



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MESSAGE FROM THE BOARD CHAIR

The Board of Directors of Foundations for the Future Charter Academy is extremely proud of our accomplishments as reported in our Three-Year Education Plan 2015-2018 and the Annual Education Results Report 2014-2015.

Our results clearly demonstrate that FFCA provides our students with an environment that promotes personal success. We achieved an overall rating of 'Excellent' in eleven of the sixteen Accountability Pillar Survey measures, and 'Good' in the remaining five. We provide our students with a caring, supportive and innovative learning environment which is reflected in our outstanding achievement results! FFCA's foundational statements, including our values, mission, and guiding principles are reflected in our 2014-2015 results.

This success is the product of a caring community, working together, with the best interests of our students in mind. On behalf of the Board of Directors, I would like to thank all of those involved. It is our community's commitment to the success of our students that makes us who we are.


Shelley Schroh
FFCA Board Chair



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the 2014-2015 school year and the Education Plan for the three years commencing September 1, 2015 for Foundations for the Future Charter Academy was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Fiscal Management Act. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2014/2015 school year and the Three-Year Education Plan for 2015–2018 on November 18, 2015.


Shelley Schroh
Chair, Board of Directors
Roger Nippard
Superintendent of Schools

FOUNDATION STATEMENTS

Vision

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

Mission

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

Guiding Principles

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

FFCA strives for **excellence** in:

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

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

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

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

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

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

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



A PROFILE OF OUR CHARTER SCHOOL

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

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

Parents and students who choose FFCA as their school do so primarily because they support the distinctive approaches to instruction, the ethic of care, and focus on excellence and parental involvement that permeate our school culture. Public awareness of FFCA's educational program is spread primarily by word of mouth. There are currently more than 3400 students attending the school, and approximately 11,000 students on the waiting list for admission. This level of public demand demonstrates that FFCA appeals to a broad range of parents who feel that its educational program best meets their child's needs.



HIGHLIGHTS AND ACCOMPLISHMENTS

Partnerships

Our Elementary Physical Education specialists teamed up with Mount Royal University, the Health and Physical Education Council (HPEC) and Ever Active Schools to present the first annual PE Summer Symposium. This free annual PE professional development symposium was well attended and received glowing reviews. Our Technology department partnered with the Collaborative Online Resource Environment (CORE) and brought a multitude of online resources to our staff. Our administrators continued with various student-teacher partnerships (including the University of Calgary and Ambrose University). Central office continued to work with Hetty Roessingh (from the University of Calgary) with regards to furthering our understanding of academic language acquisition for our students.

Character Narratives and Reporting

During the 2014/15 school year we implemented a new character reporting format. Parents and students received written reports, which were presented in two specific categories: 1) personal development, and 2) citizenship. Personal development skills were examined throughout the year and included: habit building; goal setting; establishing priorities; reflection; resiliency; critical thinking; digital awareness and leadership. Citizenship skills were examined throughout the year and included: social skills; communication skills; empathy; problem solving; conflict resolution; collaboration; perspective taking; acting courageously; ethical decision-making and leadership. Also, in order to facilitate the development of self-reflection, students took an increasingly active role in creating their own reports: at the Elementary Schools, the reports were largely created by the teacher, with space included for students to write their own responses. At the Middle Schools, both the teachers and students created the reports. At the High School, the reports were mainly created by the student, with the ability for teachers to add comments as they saw fit.

Education Technology

During the 2014/15 school year we continued our focus on Digital Citizenship, as related to policy direction 1c of the 'Learning and Technology Policy Framework' (LTPF). All students received interactive lessons with a Digital Citizenship focus. Posters supporting these lessons were also developed and are displayed throughout our schools. All of our campuses used various social media platforms (as related to policy direction 3c of the LTPF) in order to engage in professional growth opportunities. We also started an FFCA blog on our website where weekly postings are found highlighting various initiatives throughout all our campuses. Many professional development sessions were held with staff to deepen their understanding of various emerging educational technology tools.

Learning for All

Time and effort was spent expanding our ability to address the increasingly varied learning needs our students now demonstrate. We developed a series of belief statements at FFCA related to Learning for All, and refreshed our understanding as to how we implement our continuum of supports. Specific sessions were also held with regards to developing a deeper understanding of various assistive technologies, including sessions supporting the use of Read & Write Gold and Dragon Naturally Speaking.

ESL/Learning Assistant Book Study

Our ESL/ELL assistants, as well as our Learning Assistants, all participated in a book study (focusing on a book entitled "ELL: Differentiating Between Language Acquisition and Learning Disabilities", by J. Klingner and A.M. Eppolito). The process of deepening our understanding around this topic was invaluable to our assistants, and the work will continue next year.

COMBINED 2015 ACCOUNTABILITY PILLAR OVERALL SUMMARY

Measure Category	Measure Category Evaluation	Measure	FFCA Charter School Society			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	92.4	91.0	91.4	89.2	89.1	88.9	Very High	Maintained	Excellent
Student Learning Opportunities	Good	Program of Studies	81.0	78.8	79.7	81.3	81.3	81.2	High	Maintained	Good
		Education Quality	93.5	93.0	93.5	89.5	89.2	89.5	Very High	Maintained	Excellent
		Drop Out Rate	0.5	0.2	0.1	3.4	3.3	3.3	Very High	Declined	Good
		High School Completion Rate (3 yr)	89.7	94.6	93.5	76.4	74.9	74.6	Very High	Declined	Good
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	96.2	94.4	95.2	73.0	73.1	73.9	Very High	Maintained	Excellent
		PAT: Excellence	41.3	38.5	37.5	18.8	18.4	18.9	Very High	Improved	Excellent
Student Learning Achievement (Grades 10-12)	Excellent	Diploma: Acceptable	91.2	93.1	90.9	85.2	85.5	84.6	Very High	Maintained	Excellent
		Diploma: Excellence	28.8	32.9	32.6	21.0	21.1	20.0	Very High	Maintained	Excellent
		Diploma Exam Participation Rate (4+ Exams)	84.6	75.5	92.0	54.9	50.5	54.4	Very High	Declined	Good
		Rutherford Scholarship Eligibility Rate	83.9	90.0	88.9	61.2	60.9	61.3	Very High	Declined	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	97.9	88.1	95.4	59.8	59.2	59.0	Very High	Maintained	Excellent
		Work Preparation	87.9	87.2	87.7	82.0	81.2	80.4	Very High	Maintained	Excellent
		Citizenship	89.1	87.0	87.1	83.5	83.4	83.1	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	90.4	88.5	88.5	80.7	80.6	80.2	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	85.1	84.8	84.6	79.6	79.8	80.1	Very High	Maintained	Excellent

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

GOALS OF OUR CHARTER SCHOOL

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

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

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

Performance Measures	Results (in percentages)					Target*	Targets		
	2011	2012	2013	2014	2015	2015	2016	2017	2018
Overall teacher, parent, and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.	92.4	91.8	91.5	91.0	92.4	94	93	94	95
Overall teacher, parent and student agreement that students model the characteristics of active citizenship.	90.5	86.9	87.5	87.0	89.1	89	90	91	92
Percentage of students who agree that their campus provides opportunities to develop character and leadership.	-	-	92.0	91.0	92.0	93	93	94	95
Percentage of staff and parents that are satisfied with activities provided by the campus that promote ethically engaged citizenship through service learning (i.e. volunteerism, community contributions, etc.)	-	-	93.0	92.5	93.0	94	94	95	96
Percentage of students who agree that their campus supports student-developed service learning projects and focus.	-	-	84.0	84.0	84.0	86	85	86	87
Percentage of parents that are satisfied with the opportunities they have to be involved within their school community in ways that promote ethical citizenship.	-	-	98.0	98.0	97.0	99	98	99	100
Percentage of staff, students and parents who are satisfied with their knowledge about the elements of digital citizenship.	-	-	81.3	90.3	92.3	92	93	94	95
Percentage of staff and students who agree that they apply the elements of digital citizenship.	-	-	81.5	91.0	92.0	93	93	94	95
Percentage of staff that are satisfied with the opportunities they have to take on leadership roles that promote ethical citizenship.	-	-	98.0	97.0	93.0	99	94	95	96

* Target set for 2013/14 in the three year education plan 2013/14 – 2015/16.



FFCA Goal 1 Strategies

KEY STRATEGIES

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

SUPPORTIVE STRATEGIES

Digital Citizenship

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

Partnerships & Community Building

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

Service Learning

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

Social-emotional Support

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

Parental Partnership

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



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

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

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

Performance Measures	Results (in percentages)					Target*	Targets		
	2011	2012	2013	2014	2015	2015	2016	2017	2018
Percentage of staff who are satisfied that they have deepened their understanding of the DI Teaching and Learning Framework.	99	95	94	98	94	99	96	98	100
Percentage of staff who are satisfied with their ability to articulate the connection between their teaching practice and the key elements of the DI Teaching and Learning Framework.	99	98	96	95	93	98	95	97	100
Percentage of staff who are satisfied that their FFCA coaching experience has positively impacted their implementation of the DI Teaching and Learning Framework.	92	81	83	86	77	90	80	85	90

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

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

Performance Measures	Results (in percentages)					Target*	Targets		
	2011	2012	2013	2014	2015	2015	2016	2017	2018
Percentage of staff who are satisfied with their understanding of the connection between the DI Teaching and Learning Framework and supporting the unique needs of all learners at FFCA.	-	-	91	92	88	93	90	93	95

* Target set for 2013/14 in the three year education plan 2013/14 – 2015/16.



FFCA Goal 2 Strategies

Embedded Professional Learning Opportunities

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

Parental Partnership

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



PROVINCIAL DESIRED OUTCOMES

Desired Outcome One: Every student is successful

Specific Outcome 1.1: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	82.8	88.7	91.9	93.1	91.2	94	Very High	Maintained	Excellent	93	95	97
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.2	32.4	27.7	32.9	28.8	34	Very High	Maintained	Excellent	30	32	34

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	91.7	94.0	92.0	94.6	89.7	96	Very High	Declined	Good	92	94	96
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.6	0.0	0.0	0.2	0.5	0	Very High	Declined	Good	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	88.4	100.0	98.1	88.1	97.9	100	Very High	Maintained	Excellent	98	99	100
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	86.9	87.8	89.0	90.0	83.9	91	Very High	Declined	Good	88	90	92
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	87.2	92.0	92.0	75.5	84.6	96	Very High	Declined	Good	88	90	92

Comment on Results

Campus administrators are actively involved in examining the declined performance measures. While we are still pleased with the overall 'Good' rating in these categories, we will be working closely with our High School campus staff (including counsellors) in order to improve: completion rates, drop out rates, Rutherford Scholarship eligibility and the number of students writing multiple diploma exams.

Provincial Outcome 1.1 Strategies

- Facilitate collaborative conversations at grade levels related to student learning.
- Explore with staff ways to enhance intellectual and academic engagement for students.
- Maintain course review time at the end of diploma courses.
- Identify key diploma course themes and skills to be taught in pre-requisite courses.
- Maintain ESL students at the high school level with full year ELA programming as an opportunity to close the ESL gap.
- Maintain a comprehensive guidance program.
- Maintain opportunities for career exploration and career path identification.
- Maintain a personal/professional portfolio in the High School leadership program, as well as a post-secondary career plan.
- Meet the individual needs of ESL students throughout our campuses.
- Maintain individual conferences with grade 12 students to review post-secondary information and future planning.
- Maintain an annual post-secondary fair for all high school students.
- Plan for student success with ongoing reviews of students' programs and progress by administration and high school counselor.

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Specific Outcome 1.2: Students achieve student learning outcomes. (continued)

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	90.5	86.9	87.5	87.0	89.1	89	Very High	Improved	Excellent	90	91	92
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	90.9	88.6	87.3	87.2	87.9	90	Very High	Maintained	Excellent	90	91	92

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Provincial Outcome 1.2 Strategies

In addition to the strategies previously identified as supporting **FFCA Charter Goal 1** (page 11), the following strategies will serve to meet this outcome:

- Maintain opportunities for career exploration and career path identification in conjunction with the teaching of the Health and Life Skills Curriculum K-9 and CALM.
- Maintain opportunities for middle and high school students to engage in career exploration and career path identification with school counselors.
- Maintain a personal/professional portfolio in the High School leadership program, including a post-secondary career plan.
- Maintain a comprehensive guidance program.
- Examine existing character education assessment practices.
- Maintain opportunities for students to self-reflect on character and leadership growth as well as the impact of their involvement in service learning projects.
- Examine the integration of entrepreneurship within the FFCA Character Education Program of Studies.



Specific Outcome 1.3: Students demonstrate a strong foundation in literacy and numeracy.

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	91.2	95.9	95.5	94.4	96.2	97	Very High	Maintained	Excellent	97	98	99
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	30.1	36.5	40.1	38.5	41.3	46	Very High	Improved	Excellent	42	44	46

Provincial Outcome 1.3 Strategies

- Communicate to students what they are expected to learn, the importance of this learning, and the definition of success in relation to the learning.
- Determine the purpose of each assessment and communicate this purpose to students.
- Provide students with information that helps them to understand their learning progress in relation to targets and what they need to do to close the gap (rubrics, exemplars, feedback).
- Use analysis of standardized tests to help direct course modifications and program development.
- Integrate academic language and vocabulary strategies, expository writing strategies, and research skills across the curriculum.
- Facilitate collaborative conversations related to student learning at grade levels.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome 2.1: Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
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.	82.1	79.8	80.4	78.8	81.0	82	High	Maintained	Good	83	85	87

Provincial Outcome 2.1 Strategies

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

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



Karen & Judy @kinders - Sep 25
Day 2 PDF Let the learning begin! @ffcaedu @ffca_nee

Desired Outcome Three: Alberta's education system is governed effectively

Specific Outcome 3.1: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	94.9	90.1	86.9	88.5	90.4	91	Very High	Maintained	Excellent	92	93	94
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	95.0	94.2	93.2	93.0	93.5	95	Very High	Maintained	Excellent	95	96	97

Provincial Outcome 3.1 Strategies

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

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



Cristian Rios @CristianRios011 · Oct 8

Great participation, valuable feedback at High School Consultation meeting yesterday
@ffcaedu @ffca_hsc @FFCA_Board

Specific Outcome 3.2: Students and communities have access to safe and healthy learning environments.

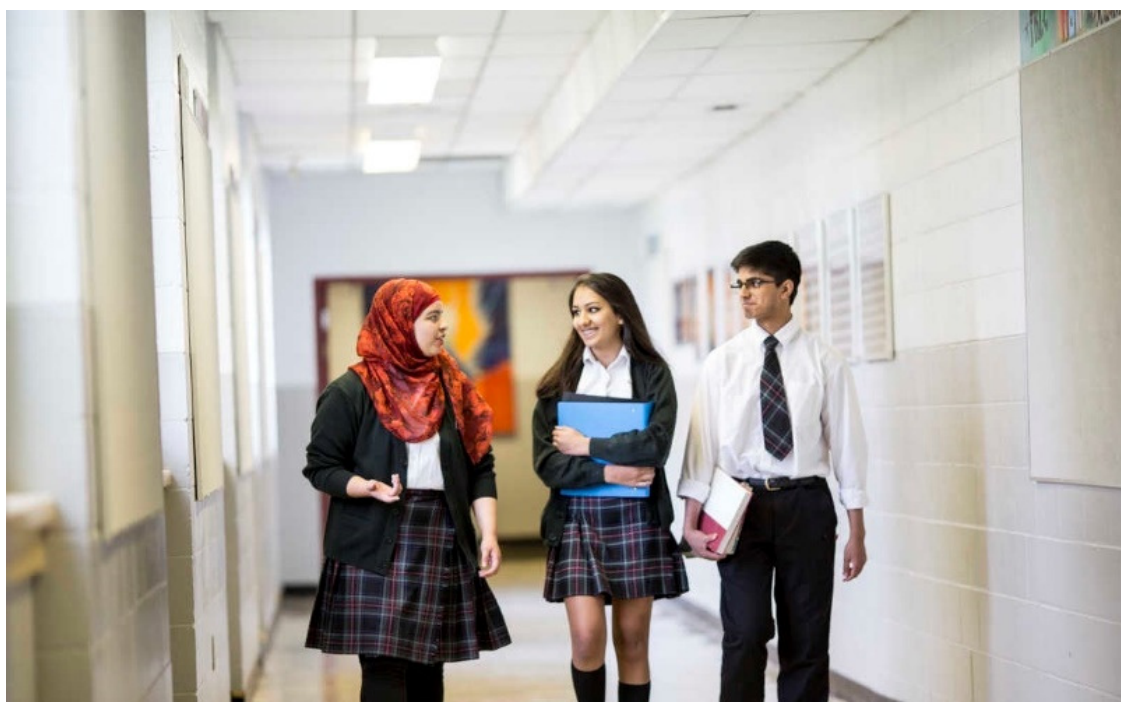
Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	92.4	91.8	91.5	91.0	92.4	93	Very High	Maintained	Excellent	93	94	95
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.	87.4	84.2	84.6	84.8	85.1	86	Very High	Maintained	Excellent	87	88	89

Provincial Outcome 3.2 Strategies

In addition to the strategies previously identified as supporting **FFCA Charter Goal 1** (page 11), the following strategies will serve to meet this outcome:

- Maintain support through a system-wide student support team including counselors, family-school liaison and psychological services.
- Maintain the delivery of the health curriculum K-9.
- Maintain proactive communication with parents, staff and students regarding our performance, growth and improvement.

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



FUTURE CHALLENGES

In order to meet the needs of members of our Charter School Society and our key stakeholders, FFCA faces some specific challenges with regards to Facilities and Inclusive Education:

Facilities

Current Challenges:

- FFCA wishes to 'provide an added sense of stability to both students and our families';
- FFCA wishes to be allowed to 'better plan for the future'

The current School Capital Manual March 2015 states:

"The province is taking action to ensure that charter schools in the future will own the buildings they occupy or have long-term leases in place to align with the length of the school's charter – this will provide an added sense of stability to both students and their families. A collaborative approach involving government, school jurisdictions and municipalities, will provide charter schools with more control over their facilities. The approach is to transfer ownership of facilities from school jurisdictions directly to the charter schools or to secure long-term leases of the buildings. These title transfers and long-term leases will allow charter schools to better plan for the future, because their school buildings will be available for at least the length of the school's charter term."

Section 3.5 - Charter Schools, p. 16

Proposed courses of action: While FFCA currently holds long-term leases that align with the length of our charter, we believe that it is in the best interests of our organization that that we move towards the following courses of action, as described above:

- FFCA be allowed to own our buildings - "charter schools in the future will own the buildings they occupy", and "transfer ownership of facilities from school jurisdictions directly to the charter schools";
- FFCA be given more control our facilities - "provide charter schools with more control over their facilities";
- FFCA have access to Infrastructure Maintenance and Renewal (IMR) funding associated with owned facilities.

Inclusive Education

Current Challenge:

- FFCA wishes to receive equitable inclusive education funding.

FFCA, as a public charter school, currently only receives an allocation of \$57.22 per student in order to attend to the inclusive education needs of our population. For us, in the Calgary area, this results in a shortfall of approximately \$1.5 million with regards to supporting students with special needs. Recent data gathered at FFCA regarding our number of mild/moderate students is consistent with provincial data.

Proposed course of action:

- FFCA students receive the benefits associated with full access to inclusive education funding.

SUMMARY OF FINANCIAL RESULTS 2014-2015

REVENUE	INSTR	PO&M	SYSTEM ADMIN	TRANS	TOTAL	\$ PER STUDENT
Alberta Education	\$ 25,402,368	\$ 2,513,329	\$ 1,354,411	\$ 1,402,504	\$ 30,672,612	9,511
Parent fees	1,209,708			1,651,406	2,861,114	887
Miscellaneous	853,114	393,096	9,761	1,627	1,257,598	390
TOTAL REVENUE	\$ 27,465,190	\$ 2,906,425	\$ 1,364,172	\$ 3,055,537	\$ 34,791,324	10,788
EXPENSE						
Salaries & Benefits	\$ 24,761,857	\$ 1,107,183	\$ 991,457	\$ 129	\$ 26,860,626	8,329
Campus Books & Educ. Supplies	2,985,073				2,985,073	926
Professional Development	234,539				234,539	73
Facilities		1,504,670			1,504,670	467
System Admin/Board			595,266		595,266	185
Transportation				3,002,377	3,002,377	931
TOTAL EXPENSE	\$ 27,981,469	\$ 2,611,853	\$ 1,586,723	\$ 3,002,506	\$ 35,182,551	10,909
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	\$ (516,279)	\$ 294,572	\$ (222,551)	\$ 53,031	\$ (391,227)	-1.12% % of revenue
# of FTE students	3,225	3,225	3,225	2,398	3,225	
Average cost per student	\$8,676	\$810	\$492	\$1,252	\$10,909	

Significant changes from prior year:

Increase of 96 full-time equivalent students
 Salaries & Benefits represent the most significant expenditure at 76.35% of total costs, however actual costs came in under budget by just less than 1%.
 Transportation - One less bus route than budgeted and lower fuel prices than expected resulted in more revenue than expenditures and will help to reduce the deficit carried forward from 2014

School Generated Funds:

Detailed information on sources and uses of school generated funds can be found in Note 14 of FFCA's 2015 Audited Financial Statements (link below)

2015 Audited Financial Statements: <http://www.ffca-calgary.com/about-ffca/documents>

Link to Audited Financial Statements for FFCA and all other school jurisdictions: <https://education.alberta.ca/financial-statements/overview/>

Contact Reta Morgan (403) 520-3206 ext.8151 or reta.morgan@ffca-calgary.com for further information.

BUDGET SUMMARY 2015-2016

2015-16 Guiding Principles for Financial Planning

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

2015-16 Proposed Operating Budget

- Seven campuses, K to 12
- 1.8% grant increase on basic per student grants
- Increase in students at South Middle and the High School Campuses
- Staff allocations:
 - Kindergarten 20.5:1 plus .3 (AB ED guideline 17:1)
 - Grades 1 to 3 20.5:1 plus .3 (AB ED guideline 17:1)
 - Grades 4 to 6 25:1 plus .3 (AB ED guideline 23:1)
 - Grades 7 to 12 25.3:1 plus .4 (AB ED guideline 25:1)
 - which includes PE, AP and specialty (Art, Music & Phys. Ed) positions (AB ED class size guidelines)
- Salary grids increased by 1%
- Grid increase for one more year of experience, FFCA average teacher salary will be close to **5** years of education and **8** years of experience
- Support staff (excluding library and technology) based on an allocation of hours X an average hourly rate + benefits:
 - .5 library tech per campus
 - 5.8 technology includes 1.0 Technology Integrator
 - Learning Assistant budget \$113 per student
 - ESL Assistants .5/24 students
 - Lunch time assistants (Gr 1 to 8) \$33.60 per student
 - Counsellor positions (4 Elem; 2 Middle & 2 HS)
- Substitute Teacher Costs = 9 days\teacher (includes sick days, appointments, coaching, etc), rate to \$215 + 9% benefits per day (same rate as 2014-15)
- Campus resource allocations on a per student at same rate as 2014-15
- Professional Development – Movement of half of the PD funds to the campus level
- Funding added for work to undertake policy and administrative procedure rewrite under the new Education Act.
- Funding added to support the Board's Preferred Future process

2015-16 APPROVED BUDGET

REVENUE SOURCES		SYSTEM ADMIN and INSTRUCTION		P O & M and LEASING		TRANSPORTATION		TOTAL BUDGET		% of Total
<u>Provincial Government</u>										
Alberta Education		\$ 27,590,900		\$		\$ 1,418,893		\$ 29,009,793		82.97%
Alberta Education - Sys Admin		-180,000						-180,000		-0.51%
Alberta Education - PO&M		130,000		2,379,935				2,509,935		7.18%
Provincial Revenues Sub-Total		\$ 27,540,900		\$ 2,379,935		\$ 1,418,893		\$ 31,339,728		89.64%
Parent Fees		499,380				1,756,580		2,255,960		6.45%
Deferred Contribution Revenue		5,401		174,266				179,667		0.51%
School Generated Funds		831,100						831,100		2.38%
Revenue Generation		20,000						20,000		0.06%
Miscellaneous Income+SHIP Funding		336,642						336,642		0.96%
TOTAL REVENUE SOURCES		\$ 29,233,423		\$ 2,554,201		\$ 3,175,473		\$ 34,963,097		100.00%
EXPENDITURE CATEGORIES	% of Instruction	SYSTEM ADMIN and INSTRUCTION	FTE	P O & M and LEASING	FTE	TRANSPORTATION	FTE	TOTAL BUDGET	FTE	% of Total
Salaries & Benefits	86.58%	\$ 25,625,144	246.84	\$		\$		\$ 25,625,144	246.84	72.51%
Administration & POM - Salaries & Benefits	3.02%	893,850	7.20	1,107,019	17.77			2,000,869	24.97	5.66%
Administration - Other	1.76%	520,703				14,707		535,410		1.52%
Inclusion		90,000						90,000		0.25%
Amortization - Deferred contribution		5,401		174,266				179,667		0.51%
Classroom\Campus\Curriculum Resources	3.13%	927,865						927,865		2.63%
Professional Development	0.88%	259,800						259,800		0.74%
School Generated Funds	2.81%	831,100						831,100		2.35%
Technology	1.36%	401,200						401,200		1.14%
Contracted Services	0.17%	50,000		1,272,916		3,160,766		4,483,682		12.69%
TOTAL EXPENDITURE CATEGORIES	100.00%	\$ 29,605,063	254.04	\$ 2,554,201	17.77	\$ 3,175,473		\$ 35,334,737	271.81	100.00%
Draw on Reserve (Revenue less expenditures)		-371,640		0		0		-371,640		
% of Total Revenue		83.78%		7.23%		8.99%		100.00%		

FACILITIES AND CAPITAL PLAN HIGHLIGHTS

FFCA reports the following progress on the implementation of its Capital Plan during 2014-15:

As reported last year, FFCA began working with Iwanski Architecture to plan for the replacement of Montgomery School with a newly constructed facility. The new facility would be built in three phases over a few years. Phase 1 funding, previously announced in the amount of \$7.3M, would see the development of the overall schematic design for the facility and the construction of Phase 1. An announcement in the spring of 2015, by then Premier Prentice, for Phase 2 funding was welcome news. Construction documents for Phase 1 were ready for tender in August 2015 when the Province requested that FFCA delay the project due to the cost of site remediation and building in three phases. Alberta Education and FFCA will be looking for alternative solutions for the high school program.

FACILITIES AND CAPITAL PLAN – 2016 TO 2019

CAPITAL PLAN - 2016 to 2019

Board Meeting: March 18, 2015

Estimated Costs

	Elementary				Middle		High School	Totals
	Southeast <u>Alice M Curtis</u>	Northeast <u>St. Clement</u>	Northwest <u>St. Lawrence</u>	Southwest <u>Southwood</u>	South <u>Andrew Davison</u>	North <u>Greenview</u>	Montgomery	
Approved Replace Phase 1							7,300,580.00	
Approved Replace Phase 2							100,000.00	
Totals	-	-	-	-	-	-	7,400,580.00	7,400,580.00
2016-17			<u>New Location</u>					
Lease	1.00	1.00	1.00	1.00	1.00	1.00	1.00	
New construction			16,000,000.00 #1		300,000.00			
Portable Addition					600,000.00			
Portable Replacements		450,000.00			4,931,700.00 #2		29,189,340.00 #1	
Modernizations								
Totals	1.00	450,001.00	16,000,001.00	1.00	5,831,701.00	1.00	29,189,341.00	51,471,047.00
2017-18								
Lease	1.00	1.00	- 1.00	1.00	1.00	1.00	- 1.00	
Portables								
Modernizations	3,521,500.00 #3					4,778,000.00 #4		
Totals	3,521,501.00	1.00	1.00	1.00	1.00	4,778,001.00	1.00	8,299,507.00
2018-19								
Lease	1.00	1.00	- 1.00	1.00	1.00	1.00	- 1.00	
Modernizations		3,869,234.00 #6		4,289,700.00 #5				
Totals	1.00	3,869,235.00	1.00	4,289,701.00	1.00	1.00	1.00	8,158,941.00

Notes to the Capital Plan:

FFCA leases buildings that are on average 56+ years old and have had no modernizations.

New Construction - #1 St. Lawrence must be replaced with a larger more functional facility

Modernizations - #1 Phase II modernization/replacement at Montgomery; #2 Audit done in 2011; #3 Audit done in 2000; #4 Audit done in 2011; #5 Audit done in 2011; and #6 Audit done in 2008

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

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

If further information please contact:

Reta Morgan
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E: reta.morgan@ffca-calgary.com
F: (403) 520-3209

PUBLICATION

How to Obtain a Copy of this Report

This report is posted to the FFCA website at the following link:

<http://www.ffca-calgary.com/board/documents-and-publications>

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

<http://www.ffca-calgary.com/board/documents-and-publications>

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

PARENTAL INVOLVEMENT

Parental Partnership

In addition to our grade 4, 7 and 10 parents participating in the Accountability Pillar surveys, every family is provided the opportunity to provide their feedback on our performance in an annual satisfaction survey. These survey measures are used as performance indicators for the goals stated in this document.

Involvement of School Councils

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



COMMUNICATION PLAN

Objectives

- awareness building
- accountability
- accessibility
- media relations

Audiences

External:

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

Internal:

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

Key Messages

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

Action Plan

- Provide stakeholders three (3) Board newsletters per year.
- Provide monthly campus newsletters during the school year.
- Regular news release distribution.
- Building relationships with MLA's.
- Building relationships with education media.
- Conference attendance and speaking engagements.
- Nurturing partnerships with post-secondary education programs.
- Reaching out to communities where FFCA campuses are located through community service.
- Solidifying FFCA's corporate branding policy to streamline logo usage and overall FFCA brand.
- Administering a survey to parents to gauge satisfaction with the school, the staff and student learning.
- Hosting special events such as appreciation evenings for staff and parents.
- Participating fully in The Association of Alberta Public Charter Schools (TAAPCS).
- Supporting and participating in the semi-annual TAAPCS conference.
- Exploring the use of technology and social media to enhance stakeholder communications in the future.



tenaciousTwos @tenaciousTwos Mar 19
Our representation of wellness! We accept the wellness challenge Mrs Sheehan. @ffcaedu @ffca_swe

WHISTLEBLOWER PROTECTION

Foundations for the Future Charter Academy provides an environment in which staff are safe to disclose wrongdoing without fear of reprisal, consistent with the Public Interest Disclosure (Whistleblower Protection) act and related Regulations of the Province of Alberta.

FFCA maintains a culture characterized by integrity, respect, trust and care, and expects all staff to demonstrate high ethical standards in their work. Staff should expect in return a positive workplace.

FFCA has in place written policy as well as administrative procedures for Public Interest Disclosure (Whistleblower Protection).

During the 2014-2015 school year the Designated Officer received no disclosures of wrong-doing, and therefore no investigations were warranted.

CLASS SIZE INFORMATION REPORT 2014-2015

Jurisdiction Report - to be included with AERR

CORE SUBJECTS ONLY

Jurisdiction:

0009 - Foundations for the Future Charter Academy Charter School Society

Number of Schools Reported:

7

Total Number of Schools:

7

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

