



FLCA

FOOTPRINTS FOR LEARNING CHARTER ACADEMY
Global Perspectives, Entrepreneurial Spirit, Academic Excellence



ANNUAL EDUCATION RESULTS REPORT 2024-25

Land Acknowledgement

FLCA respectfully
acknowledges that the
beautiful land on which we learn,
live, work and play is located on Treaty 7
territory and the Métis homeland. We honour
Elders past, present and emerging and recognize
their important role as keepers of knowledge,
stories and songlines. We are committed to
advancing the Truth and Reconciliation
Commission Calls to Action and to
walking together toward
a better future.



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Accountability Statement

The Annual Education Results Report for Footprints for Learning Society for the 2024-2025 school year was prepared under the direction of the Charter Board in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The Charter 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 the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

The Charter Board reviewed and approved the 2024-2025 Annual Education Results Report on November 26, 2025.



Laura Bancroft
Board Chair



Terry-Ann Robertson
Superintendent

Annual Report of Disclosures

Footprints for Learning Charter Academy is committed to the highest standards of openness, probity and accountability. Pursuant to Section 32 of the *Public Interest Disclosure (Whistleblower Protection) Act*, the Designated Officer received no disclosures during the 2024–2025 school year.

Vision

We envision our graduates to be entrepreneurial leaders, global citizens and transformative thinkers, ready to create value for a rapidly changing world.

Footprints for Learning Charter Academy (FLCA) will transform education with entrepreneurship skill sets to empower its learners to thrive, contribute and lead in tomorrow's world. FLCA graduates will possess an entrepreneurial network of competencies, a global awareness of context and a strength of character to be lifelong learners willing to problem-solve with confidence, purpose, resilience and creativity for the betterment of themselves, their communities and the world.

Mission

FLCA's mission is to provide students with an authentic learning journey that fosters academic achievement, learner and character competencies, and a global mindset within an entrepreneurship framework. It is through entrepreneurial knowledge and skills that we empower students to become responsible and responsive global citizens who understand how to contribute value to our learning and living as individuals and as a society.

Purpose

FLCA's purpose is to provide an enriched educational program empowering students to emerge as entrepreneurial leaders with a global perspective, equipping them to flourish both individually and as community leaders, catalyzing positive change within their spheres of influence.

Core Values



**CREATIVITY | COURAGE | OPENNESS
EMPATHY | CHARACTER | SERVICE**

Guiding Principles

We inspire one another with intellectual curiosity, creativity and resourcefulness and actively engage in the process of learning. We seek solutions and consider the myriad ways our efforts can add value.

We value the learning process as much as the outcome; we fail forward with patience and humility and celebrate resilience.

We embrace the benefits of a diverse, global community, cultivating and deepening our empathy, compassion and perspectives.

We adopt an innovation mindset in our teaching, learning and leading.

We cultivate greater understanding of ourselves, our communities and our responsibilities in a global society. We recognize and honor that we are each a valued part of something greater than ourselves.

We nurture and promote the holistic development of character.

We pursue a life of flourishing by investing in ourselves, in one another and in our global environment.

FLCA Charter Pillars

EMBEDDING AN ENTREPRENEURSHIP FOCUS



By encouraging risk-taking, resilience, and an appetite for learning from failure, we foster an **entrepreneurial mindset** that enables students to adapt, discover opportunity and become proactive contributors to society.

Entrepreneurship is not limited to business ventures alone, but rather a mindset that encourages creativity, innovation, and problem-solving where each can offer value to the system. We aim to instill an entrepreneurial spirit in our students, equipping them with the competencies, skills, knowledge and mindset necessary to navigate an ever-changing world.

FOSTERING A GLOBAL MINDSET



In an increasingly interconnected and interdependent world, **global awareness and understanding** are critical. We believe that a planetary perspective enriches students' learning experiences and equips them to address complex global issues with a sense of compassion and respect.

We strive to foster inclusiveness and awareness by exposing students to different cultures, perspectives, and challenges. Through interdisciplinary studies, cultural exchanges, and international collaborations, we encourage students to become empathetic, culturally competent and socially responsible citizens of this world.

INSPIRING TRANSFORMATIONAL LEADERSHIP



Through a **transformational leadership** approach, FLCA empowers students not only with the skills necessary to undertake the tasks of leadership, but the attitudes and mindset that will enable them to understand and value how leaders serve as role models, make good decisions, and influence others in a positive way. Through experiential learning, including service learning, students will become engaged and ethical leaders taking responsibility for solving complex problems, providing value and meeting tangible needs.

Our increasingly complex world is changing how we need to prepare students for the future. Strategic decision-making, collaboration, resilience and the ability to navigate complexity and rapid change are becoming increasingly important. Leadership is no longer considered the domain of the few but rather a fundamental life skill.

Local and Societal Context

CONTEXTUAL OVERVIEW

FLCA operates as a public charter school serving over 530 students in grades K-12 from Airdrie and the surrounding area. Situated in Airdrie, a booming city recognized for its dynamic growth and strong entrepreneurial culture, FLCA's educational mandate resonates deeply with the spirit of the region. Our catchment area is broad, drawing families specifically seeking our unique focus on Entrepreneurship and Global Awareness. In response to the rapidly changing societal context, driven by the rise of Artificial Intelligence and the shifting global economy, FLCA has positioned itself to meet the demand for "future-ready" skills. Our community has expressed a clear desire for education that fosters transformational leadership and deep critical thinking. Consequently, our integration of entrepreneurial resilience with global awareness is a direct response to this societal need, ensuring our students are prepared to navigate diverse cultural landscapes and thrive in a dynamic modern workforce.

TRENDS AND OPPORTUNITIES

Program growth and vitality

The FLCA program continues to grow. Our evolution to a public charter school generated significant interest and support. As our high school programming is fairly new, the population of students in grades 10-12 is small, but gaining traction. We have a stable cohort of certified teachers with embedded mentorship, creating a strong core of educational expertise and leadership. The growing teacher population brings diversity in our perspectives and pedagogy, enabling us to build on past professional learning while also undertaking new research.

System leadership and framework development

As part of our public charter school journey, we are defining and shaping our approach to our leadership role in entrepreneurship education. By codifying our unique practices in mentorship, AI integration, and experiential learning, we aim to build a replicable model that contributes valuable insights to the broader provincial education landscape.

Strong and supportive community

FLCA has a stable governance and administration team that collaborates and adapts to understand and personalize the learning of our community with consistent and well-scaffolded programming. Our school community is extraordinarily dedicated, with many parents dedicated to helping the school succeed through their volunteer leadership roles (e.g., FLCA Board, School Council, athletics teams, technology implementation and fundraising).

CHALLENGES

Physical space limitations

FLCA's current enrolment exceeds 530 K-12 students, placing the facility at 123% utilization, a figure projected to rise to 133% by September 2026. As larger student cohorts progress through the grades, enrolment pressures will intensify, even with capped intake. With over 1,700 students on our waiting list, the demand for our public charter programming is undeniable.

To address this critical capacity gap, FLCA has submitted robust, high-quality capital requests for a new facility. Each submission has been thorough, data-driven and responsive. The proposed facility represents a solid, long-term solution that would benefit not only our students but the wider Airdrie community. To date, however, no capital funding has been approved. FLCA remains committed to advocating on behalf of our families to ensure our students have access to a learning environment comparable to other public schools, one that empowers us to deliver a unique program focused on future-focused entrepreneurship education and global learning.

Specialized space requirements

In addition to space constraints, the current FLCA facility does not offer the necessary specialized spaces to support the unique range of demands for K-12 courses in Music, Drama, and Physical Education. Physical space limitations also impact FLCA's ability to add CTF and options courses that require specialized spaces. The addition of extracurricular programs, including athletics, also have specific space requirements.

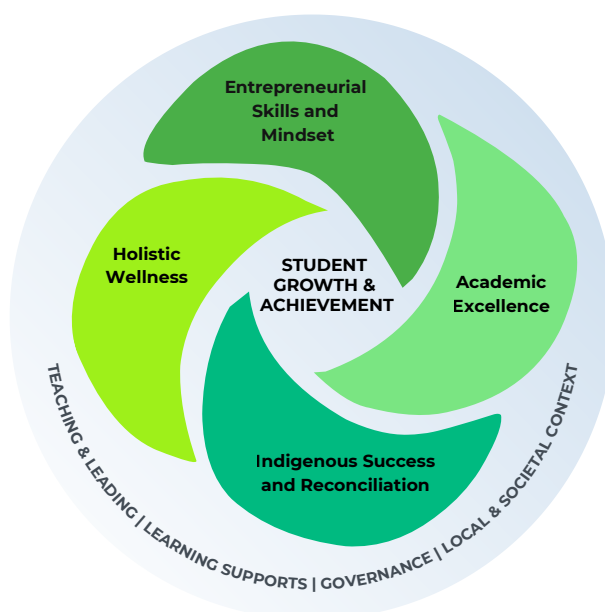
Education Plan Priorities

OVERVIEW

Now in year four of our five-year planning horizon, these priorities reflect a targeted effort to further refine our educational model and ensure even stronger alignment with the unique opportunities and accountabilities inherent in our charter status, ultimately enhancing the learning experience and outcomes for all students. These four interconnected priorities form the cornerstone of our educational vision, guiding our efforts to cultivate well-rounded, future-ready learners.

Entrepreneurial Skills and Mindset is not solely about business; it is about fostering creativity, innovation, problem-solving, and a proactive approach to learning and life, equipping students with the adaptability needed for an evolving world.

Holistic Wellness, which is itself intertwined with academic success, encompasses the physical, mental, emotional, and social health of our students, alongside robust learning supports to ensure every child thrives. This component also brings in the charter pillar of Global Mindset, offering a wider view of what it means to be well.



Academic Excellence remains central, ensuring all students achieve their full intellectual potential through rigorous, engaging, and relevant learning experiences, specifically in literacy. Building these fundamental skills ensures a strong academic base for all learners.

Indigenous Success and Reconciliation underscores our deep commitment to creating culturally responsive learning environments that honor Indigenous perspectives, histories, and ways of knowing, fostering understanding, respect, and contributing to the vital journey of reconciliation. Together, these priorities create a synergistic framework, where an entrepreneurial spirit enhances academic pursuits, holistic wellness supports learning, and Indigenous perspectives enrich the entire educational experience.

2024-25 Highlights

ENTREPRENEURSHIP

Entrepreneurship is the keystone species of our footprint on education. It is a design, place, and opportunity for community engagement, curricular development, and student focus. The Education Plan for 2025-26 references the Charter document and continues the scaffolding of the courses from Grade 4 through Grade 12. A designated Entrepreneurship Lead directs students on authentic business leadership learning and mentors teachers on embedding the competencies of entrepreneurship thinking into all courses.

Our series of monthly FLCA entrepreneurship newsletters boasts 20 months of evidence in student applied learning throughout the K-12 continuum. Moreover, our Market Fair of 50 projects from Kindergarten through Grade 12 is now over 100 with two separate events in February and April. 80% of students completed questionnaires on at least 10 projects and volunteer community adult entrepreneurs interviewed and rated the project-based learning with an average of 3.5 on a 4.0 scale. As a capstone showcase, the high school population of 24 students worked in small cohorts to develop 17 unique projects.



GLOBAL AWARENESS

FLCA is planning to further elaborate our Global Awareness programming next year with bimonthly speakers on cultures from around the world at our citizenship assemblies. This year, we designated time to the teaching of Global Studies, where each continent provided a setting for understanding the people, their business world, their natural environment, their identified issues, and the ways in which we could be stewards for this component of our shared globe. We plan to align entrepreneurship projects to global concerns and problem-solve with those of a context different than our own.

LEADERSHIP

We want all FLCA stakeholders to be leaders. We have invited the community to present, mentor and judge our entrepreneurial learning; next year we will do the same with global studies. We have invited students to present and participate in provincial and national competitions for Global Awareness. Most recently, two of our middle school students were recognized as award-winners for Alberta Education's *Think Globally Collage Contest*. We are looking at expanding our volunteer initiatives for students and bringing service leadership into our planned travels next year.



2024-25 Highlights

CONTINUED

NEW CURRICULUM

FLCA is assigning a lead role to review, report, and design professional learning for our FLCA staff. Our aim is to review and/or adapt or develop resources that can be implemented in 2025-26. We are adding to our ability to lead and mentor one another with professional learning on mentorship, with funding for resources and lead role time for Admin grade levels, Athletics and Wellness, Entrepreneurship, Guidance and Wellness, and Inclusion. We are investigating developing student workshops or mini-camps for Communication Choice and Digital Navigation.

LITERACY AND NUMERACY INTERVENTIONS

We are using Individual Program Plans (IPPs) to target Literacy and Numeracy outcomes, apply benchmarks for our English as an Additional Language (EAL) students, and to devote teacher time to break-out groups that focus on reading comprehension skills. We are considering piloting new resources for in-class novel studies, and with a legacy donation from an FLCA family, we are building a library of hard and soft copies of scaffolded readings for literacy, entrepreneurship, inclusion, and global awareness.

The initiative will have measures for our next cycle in the FLCA Education Assurance Plan. Lastly, yet another learning day camp is also being considered to target Reading Comprehension as a launch to our new Mobile Library.

EDUCATION FOR RECONCILIATION

Using entrepreneurship and global awareness, we are expanding our Indigenous studies to examine worlds of work and culture, locally and internationally. Currently, we scaffold these studies thematically, however, next year, we will give this focus a new format within our Fine Arts programming - in French, art, drama and music classes. Our Orange Shirt Day jigsaw of classroom activities created a collective display. We want to build on the success of this initiative by speaking with Indigenous elders and asking for their insights into our charter school programming. We are considering fine arts theme days to advance our opportunities for school-wide student engagement.



Assurance and Accountability

A FRAMEWORK FOR ENSURING STUDENT SUCCESS

At FLCA, we understand that fostering trust with our community and ensuring the highest quality of education requires a robust system of accountability and continuous improvement. We enthusiastically embrace the principles of Alberta's provincial Assurance Framework, a vital mechanism that holds all schools responsible for the success and well-being of their students. Our Education Plan is not a static document but a dynamic roadmap, intricately linked to this framework. It outlines the specific, evidence-based strategies we employ to achieve the measures of success defined by the province as well as those of our unique charter.

Our commitment goes beyond simply meeting requirements. We believe in the power of evidence-based decision-making and the ongoing cycle of continuous improvement – a process of thoughtful action, data analysis, and strategic adaptation. This iterative approach, deeply aligned with both our charter and the Alberta Education business plan, places student achievement and success at the heart of all we do. FLCA's entrepreneurship program is a specialized and highly effective strand within the broader framework of career education in Alberta, preparing students with the skills and mindset to succeed in a wide variety of careers.

ASSURANCE DOMAINS

Assurance in education involves community and partners engaging across five interconnected areas, or domains: student growth and achievement (the primary focus), teaching and leading, learning supports, governance, and the local and societal context (which influences all others). These domains represent the key responsibilities for which school authorities are accountable to ensure student success.



Assurance is achieved through relationship-building and engagement between all education partners and by creating and sustaining a culture of continuous improvement and collective responsibility.



Alberta Education
Funding Manual for School Authorities

PLANNING AND REPORTING CYCLE

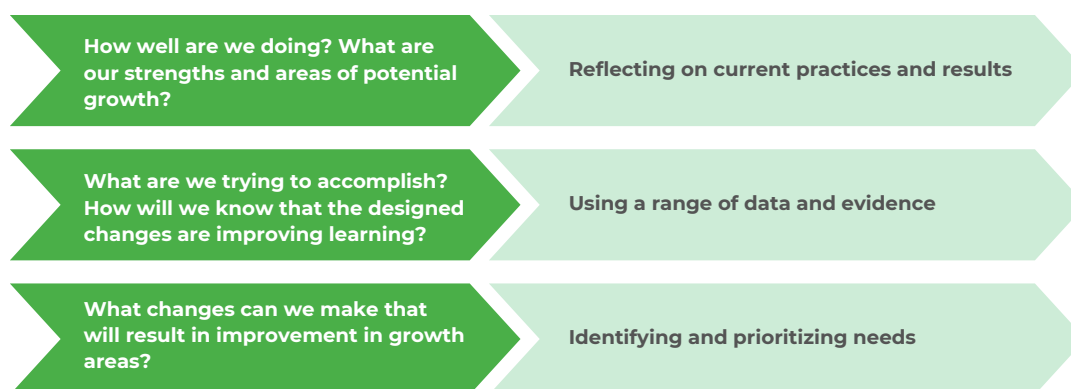
Education plans are created through a process of analyzing results, considering stakeholder views and provincial guidance to define outcomes and strategies, which are then budgeted for and implemented, with ongoing stakeholder engagement informing the plan's development and progress.



Assurance Process

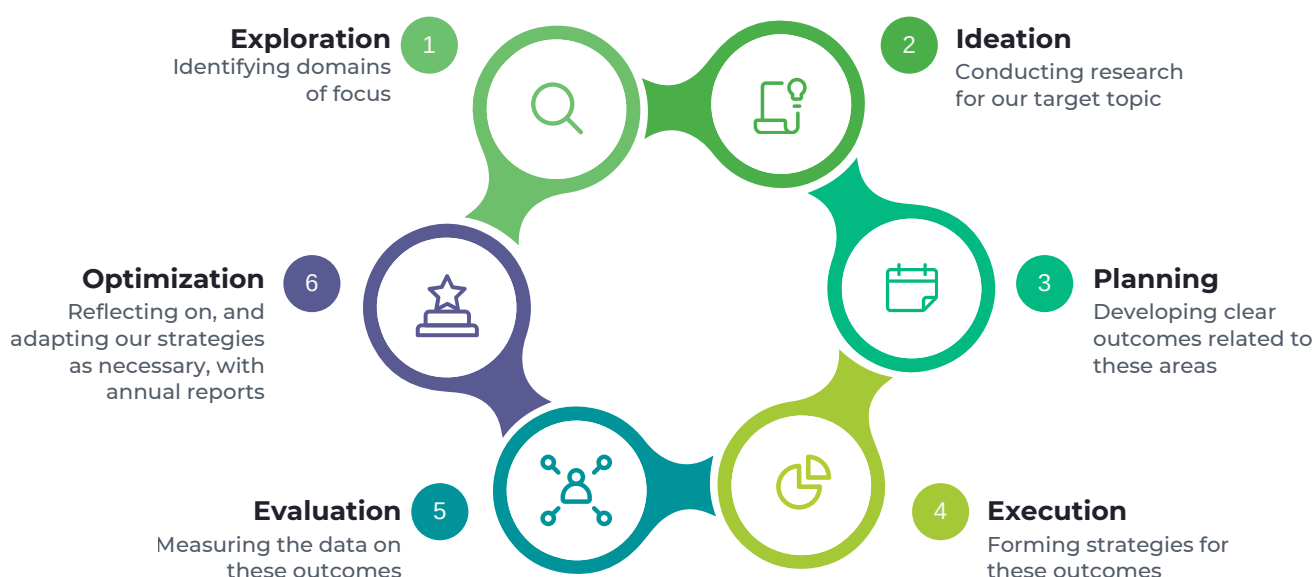
THE ESSENTIAL QUESTIONS

FLCA's approach to continuous improvement and quality assurance is guided by a set of essential questions that form the bedrock of our reflective practice. These fundamental inquiries drive our ongoing efforts to enhance student learning and overall school effectiveness.



THE PROCESS

Our FLCA Assurance journey is a systematic process for continuous improvement, guiding our efforts through key steps to identify areas for focus and ultimately enhance student outcomes. This structured approach ensures we are consistently finding clear directions for growth and development within our school.



FLCA Stakeholders

THE IMPORTANCE OF ENGAGEMENT

Meaningful stakeholder engagement is crucial as it provides diverse perspectives that enrich planning and ensures our decisions are responsive to the needs of our entire school community. This collaborative approach fosters shared ownership and strengthens the collective commitment to student success and well-being.

Our stakeholder engagement follows a four-component process: **Planning** to define the scope and participants, **Participation** to gather diverse input and priorities, **Analysis** to consolidate findings into actionable steps, and **Sharing** to disseminate results to all relevant parties.

PRIMARY STAKEHOLDERS

School Council

The active involvement of the School Council in renewing the school's foundational statements, shaping Education Plan priorities, providing feedback through surveys, and offering input on programming, policies and budgeting demonstrates a robust commitment to stakeholder engagement. This is a key element of the school's obligations under Section 12 of the School Councils Regulation and directly aligns with the Alberta Education Assurance Framework's emphasis on incorporating diverse perspectives to inform planning and enhance responsiveness to the school community's needs.

Parents

Parents are actively engaged as vital stakeholders throughout the school year through numerous avenues. They are encouraged to volunteer their time and talents across all aspects of the FLCA system, including academics, athletics, and wellness programs, directly contributing to the school environment. Open communication is fostered through an open-door policy, where parents are welcome to connect with teachers and administration at any time with questions or feedback.



Students

Students are the core stakeholders in our educational system, and their experiences and perspectives are critical to our assurance processes. We actively seek student voice through surveys, anecdotal feedback, and participation in school-based initiatives. Their input informs our understanding of program effectiveness, learning supports, and overall school climate.

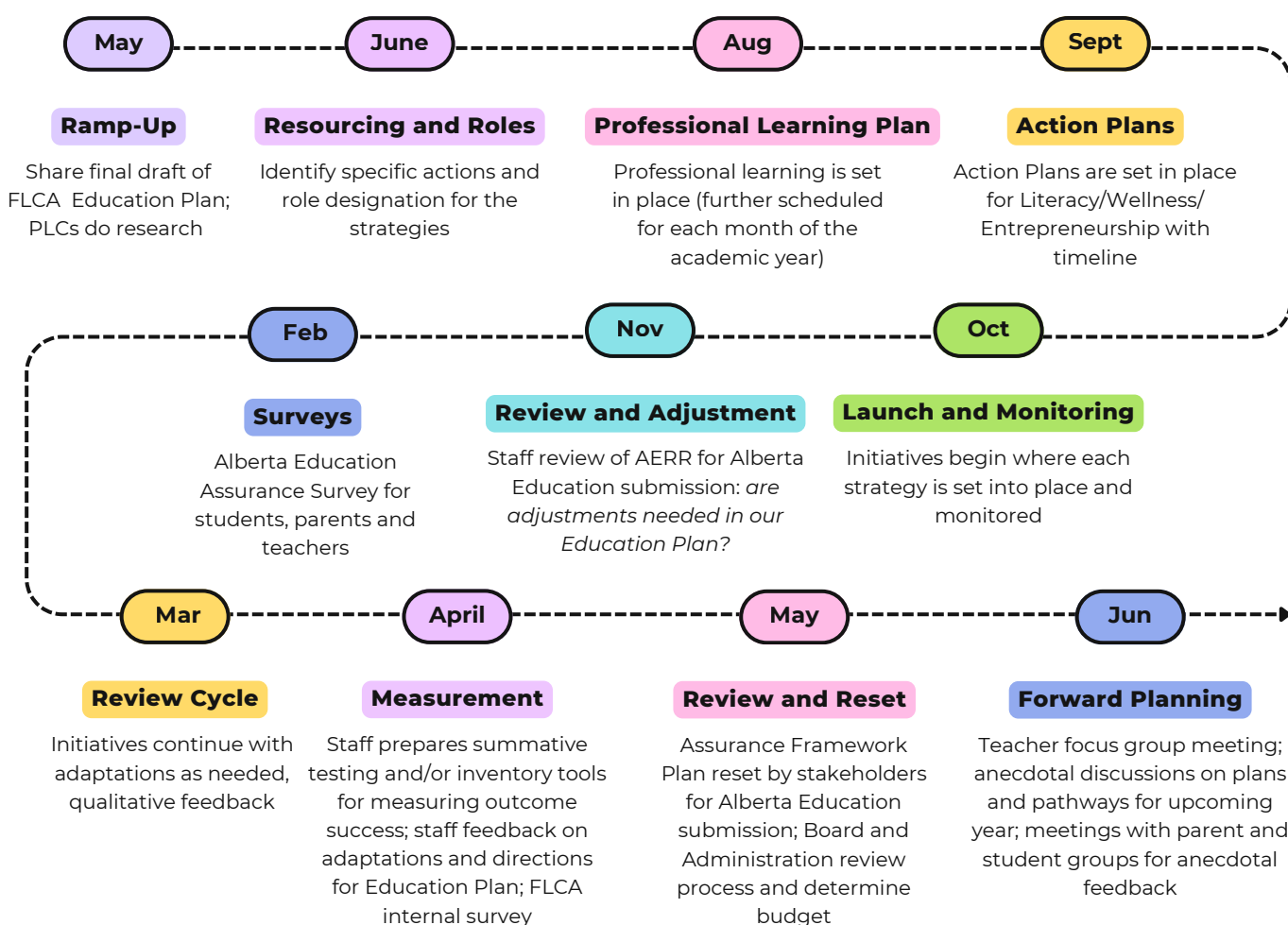
Teachers

Teachers, as the primary facilitators of learning, are integral stakeholders whose expertise and insights are central to our assurance framework. Their ongoing professional learning, collaborative research within Professional Learning Communities (PLCs), and active involvement in curriculum implementation directly inform our educational programs and strategies. Through regular feedback mechanisms and opportunities to contribute to the Education Plan, teachers play a vital role in the continuous improvement cycle, ensuring that our instructional practices are evidence-based and responsive to student needs.

Stakeholder Engagement

FLCA ASSURANCE TIMELINE (REPEATED ANNUALLY)

The five-year FLCA planning cycle balances long-range thinking with short-term execution. The Education Plan creates both standards and expectations, enabling us to track and measure our progress. By design, the plan evolves over time based on the continuous cycle of reflection, review and improvement. We celebrate milestones and accomplishments and also make adjustments during the school year based on stakeholder feedback, observation and review of results.



School Council

FLCA SCHOOL COUNCIL ACTIVITIES 2024-25 SCHOOL YEAR

Compliance and Consultation

In accordance with the *School Councils Regulation*, FLCA ensures that the School Council is provided with meaningful opportunities to advise on school planning and reporting. During the 2024/25 school year, Administration actively engaged the Council in the accountability cycle:

- December 2024: Administration presented the Annual Education Results Report (AERR), sharing provincial assessment results and financial data to inform Council advice.
- May 2025: The Three-Year Education Plan was presented for Council review, ensuring parent perspectives were integrated into future strategic priorities.

Overview of Activities

Beyond its advisory capacity, the FLCA School Council played a pivotal role in establishing the culture of our new charter authority. Key activities during this inaugural year included:

- Governance Establishment: The Council successfully ratified its Bylaws (January 2025) and established a separate Fundraising Society (November 2024) to support school initiatives.
- Literacy & Learning Support: In June 2025, the Council led a Literacy Initiative, working with a summer cohort to curate and expand classroom book collections, directly supporting our literacy goals.
- Community Building: The Council fostered school spirit through the organization of major community events, including the Spring Book Fair (March 2025) and the Plant & BBQ Meat Sale (April 2025).

The Value of Partnership and Engagement

We extend our deepest gratitude to the School Council executive and volunteers. Their leadership and volunteerism have been instrumental in grounding FLCA within the community and ensuring that the parent voice remains a driving force in our school's growth.

Assurance in Planning

FLCA ACTION PLANS

Assurance in planning requires our Administration and professional learning communities (PLCs) to come together regularly in various configurations. Guided by the Education Plan, these collaborative teams of educators meet regularly to review data, share research and discuss teaching practices, with their central focus on improving student learning outcomes.

PLC ACTIONS

- Collect and/or Provide Data
- Research Resources
- Inform Methods and Tool Development
- Test or Trial Initiatives
- Receive Evaluation Reports
- Implement Recommendations
- Share Findings/Knowledge Mobilization
- Champion Participation in Actions and Evaluations
- Provide Direction for Future Actions and Evaluations

REFLECTION PROCESSES

- Data Collection and
- Reporting by Staff
- Education Report for Alberta Education
- Board Presentation
- Public Presentation

MEASURES FOR ANALYSIS

- Assurance Directions
- Alberta Assurance Data
- PAT/Diploma Results
- Parent and Student Focus Group Interviews
- Teacher Focus Group Feedback

APPLICATIONS

- Accountability
- Preparing and Reporting on Assessments
- Strategic Planning for Inclusion
- Information Sharing
- Advocacy
- Program Planning and Curriculum Development
- Program Improvement and Integration
- Capacity-Building
- Information Sharing
- System Improvement

Results Reporting

Driven by a pursuit of excellence, FLCA operates through a process of continuous quality improvement. We use data not just to measure past performance, but to shape our current practices and strategic planning. This Annual Education Results Report (AERR) reflects a synthesis of the quantitative Alberta Education Assurance Measures (AEAMs) and qualitative feedback from our stakeholders.

A review of the 2024-25 AEAMs highlights distinct trends in FLCA's operational and academic performance during its inaugural year as a public charter school authority. The data reveals a school culture defined by strong relationships and community engagement, alongside specific targets for academic and support-based interventions.

FLCA excels in areas related to school climate and stakeholder connection. Measures for Citizenship, Parental Involvement, and Welcoming, Caring, Respectful, and Safe Learning Environments are all performing above the provincial average. These results affirm that despite the administrative transitions of our first year, the core culture of the school remains supportive and highly valued by our community.

Academic results present a nuanced picture. Diploma Exam results generally show acceptable standards, though small cohort sizes often require cautious interpretation. In the lower grades, PAT results indicate a divergence between subjects: students demonstrate strength in ELA and Science (Grade 9), while Numeracy (Grade 6) and Math/Social Studies (Grade 9) have been identified as key areas requiring targeted instructional focus.

Two specific measures fell below the provincial average and have been prioritized for immediate strategic action: Student Learning Engagement and Access to Supports and Services. These results align with our internal data suggesting a need to evolve our classroom environments. Consequently, our Education Plan will focus heavily on increasing learner choice to drive engagement and expanding our continuum of supports to better accommodate complex learning needs.

The results provided in the summary table below represent the official Alberta Education Assurance Measures (AEAMs) for the 2024/25 school year. *A note on unavailable data:* FLCA cannot report data for students self-identified as First Nations, Métis, or Inuit (FNMI) or for students who require and receive English as an Additional Language (EAL) supports because these data values must be suppressed for privacy reasons when there are fewer than six students in a specific grade.

During the February 2025 provincial survey window, technical challenges regarding the distribution of access codes impacted parental participation rates. As a result, the participation data in the official table below may not fully reflect our typical engagement levels. To ensure we captured an accurate community voice, FLCA administered a supplementary local survey in June using parallel questions. While the following table displays the official provincial dataset, the results of our detailed local engagement are reflected in the specific measure analysis and strategies sections later in this report.



Provincial measure required by Alberta Education



Local FLCA measure

Assurance Measures Summary

FALL 2025 REQUIRED ALBERTA EDUCATION AND CHILDCARE ASSURANCE MEASURES - OVERALL SUMMARY

| ASSURANCE DOMAIN | MEASURE | FLCA | | | 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 | 80.0 | n/a | n/a | 83.9 | 83.7 | 84.4 | Growth Area | n/a | n/a |
| | Citizenship | 82.2 | n/a | n/a | 79.8 | 79.4 | 80.4 | Very High | n/a | n/a |
| | 3-year High School Completion | n/a | n/a | n/a | 81.4 | 80.4 | 81.4 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 87.1 | 88.1 | 87.9 | n/a | n/a | n/a |
| | PAT6: Acceptable | | n/a | n/a | | | | | n/a | n/a |
| | PAT6: Excellence | | n/a | n/a | | | | | n/a | n/a |
| | PAT9: Acceptable | 85.0 | n/a | n/a | 62.5 | 62.5 | 62.6 | Very High | n/a | n/a |
| | PAT9: Excellence | 18.0 | n/a | n/a | 15.6 | 15.4 | 15.5 | Growth Area | n/a | n/a |
| | Diploma: Acceptable | 85.7 | n/a | n/a | 82.0 | 81.5 | 80.9 | High | n/a | n/a |
| | Diploma: Excellence | 21.4 | n/a | n/a | 23.0 | 22.6 | 21.9 | High | n/a | n/a |
| Teaching and Leading | Education Quality | 88.0 | n/a | n/a | 87.7 | 87.6 | 88.2 | High | n/a | n/a |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments | 85.4 | n/a | n/a | 84.4 | 84.0 | 84.9 | Growth Area | n/a | n/a |
| | Access to Supports and Services | 79.8 | n/a | n/a | 80.1 | 79.9 | 80.7 | Growth Area | n/a | n/a |
| Governance | Parent Involvement | 86.9 | n/a | n/a | 80.0 | 79.5 | 79.1 | Very High | n/a | n/a |

NOTES:

1. Data values have been suppressed where the number of respondents/students is fewer than six. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.



PRIORITY ONE

Entrepreneurial Skills and Mindset

ASSURANCE DOMAINS:

Student Growth and Achievement
Teaching and Leading
Governance
Local and Societal Context

PREPARING STUDENTS FOR THE FUTURE THROUGH AUTHENTIC APPLICATIONS IN LEARNING

As a public charter authority, FLCA is defined by its unique mandate to ensure students recognize and understand entrepreneurship. We view this not merely as a subject, but as a pedagogical lens that equips students with the resilience and vision required for the modern world.

A review of the 2025 Assurance Measures demonstrates how we are advancing our specific Charter Outcomes, specifically Value Creation and Healthy Risk-Taking, across three key domains:

Student Growth and Achievement >> Agency and Value Creation

Aligning with Charter Outcome 1, we are moving beyond simple engagement to foster genuine value creation. By integrating AI tools and design thinking principles, we empower students to identify real-world opportunities rather than just solving theoretical problems. This cultivates the "healthy risk-taking" (Charter Outcome 2) required to pivot when facing setbacks—a core skill that serves them academically and personally.

Teaching and Leading >> Authentic Application

To support our Local Outcome of providing authentic applications for learning, FLCA is shifting the teacher's role from "instructor" to "mentor." Through focused professional learning, staff are equipping themselves to guide students through the messy, non-linear process of innovation, ensuring that classroom learning mirrors the dynamic nature of the workforce.

Governance >> Community Collaboration

Our strong parental involvement results reflect a community deeply invested in our shared vision. Parents act as industry mentors, supporting signature initiatives such as The Fox's Fair (Market Validation), The Fox's Den (Pitching), and The Fox's Run (Operations). These events are the practical realization of our Local Goal to apply knowledge in real-life contexts, bridging the gap between academic theory and real-world business application.

PRIORITY ONE: ENTREPRENEURIAL SKILLS AND MINDSET

CHARTER GOAL

Students recognize and understand entrepreneurship.

LOCAL GOALS

Students apply knowledge, understanding and skills in real life contexts and situations. (Year 2/5)

Learning is adapted as necessary to meet needs, emphasizing a sense of belonging for all in the framework of Entrepreneurship. (Year 2/5)

Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. (Year 2/5)

Board and Administration engage the FLCA community in the creation and ongoing implementation of a shared vision for student success. (Year 2/5)

OUTCOMES

Charter Outcome 1: Students understand what it means to create value are able to identify value-creation opportunities.

Charter Outcome 2: Students demonstrate healthy risk-taking.

Local Outcome: Students and staff work together to provide authentic applications for learning in entrepreneurship. (2023, updated 2024)

MEASURES: ENTREPRENEURIAL SKILLS AND MINDSET

FLCA

ENTREPRENEURSHIP:

Percentage of parents satisfied with the Entrepreneurship Programming at FLCA.

| | 2025 |
|---------|------|
| Parents | 94.7 |

FLCA ANALYSIS



FLCA will support this central charter domain through AI tools and professional development to position teachers as mentors and empower students to direct their own learning pathways, ensuring their entrepreneurial journey is both meaningful and productive.

STUDENT GROWTH AND ACHIEVEMENT

AB

CITIZENSHIP: The percentage of teachers, parents and students who agree that students model the characteristics of active citizenship.

| | Footprints for | | | | | Alberta | | | | | | | | | |
|---------|----------------|------|--------------------|-------------|---------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2025 | | Measure Evaluation | | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 269 | 82.2 | Very High | n/a | n/a | 230,843 | 83.2 | 249,770 | 81.4 | 257,231 | 80.3 | 265,100 | 79.4 | 269,117 | 79.8 |
| Parent | 3 | * | * | * | * | 30,905 | 81.4 | 31,689 | 80.4 | 31,869 | 79.4 | 33,217 | 78.7 | 34,441 | 78.6 |
| Student | 244 | 69.3 | High | n/a | n/a | 169,741 | 74.1 | 187,120 | 72.1 | 193,015 | 71.3 | 199,816 | 69.6 | 201,119 | 70.3 |
| Teacher | 25 | 95.2 | Very High | n/a | n/a | 30,197 | 94.1 | 30,961 | 91.7 | 32,347 | 90.3 | 32,067 | 89.8 | 33,557 | 90.5 |

FLCA

CITIZENSHIP: Percentage of parents satisfied with the Citizenship Values and Skills Program at FLCA.

| | 2025 |
|---------|------|
| Parents | 86.5 |

FLCA ANALYSIS



FLCA's overall AEAM Citizenship results are 2.4 percentage points higher than the provincial average. FLCA highly values its service initiatives as well as our opportunities to recognize exemplary student skills and values through recognition assemblies. We will continue to design, develop and implement initiatives in student leadership as a responsive global community. FLCA will continue to address its ability to foster citizenship inside of curriculum, culture and community. In this, FLCA will use parent and student knowledge and skillsets to direct its collaboration opportunities.

TEACHING AND LEADING

AB

EDUCATION QUALITY: Percentage of teachers, parents and students satisfied with the overall quality of basic education.

| | Footprints for | | | | | Alberta | | | | | | | | | |
|---------|----------------|------|--------------------|-------------|---------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2025 | | Measure Evaluation | | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 269 | 88.0 | High | n/a | n/a | 230,814 | 89.6 | 249,532 | 89.0 | 257,584 | 88.1 | 265,643 | 87.6 | 269,550 | 87.7 |
| Parent | 3 | * | * | * | * | 31,024 | 86.7 | 31,728 | 86.1 | 31,890 | 84.4 | 33,250 | 83.8 | 34,466 | 84.3 |
| Student | 244 | 83.4 | Low | n/a | n/a | 169,589 | 86.3 | 186,834 | 85.9 | 193,343 | 85.7 | 200,322 | 84.9 | 201,514 | 84.8 |
| Teacher | 25 | 92.6 | Intermediate | n/a | n/a | 30,201 | 95.7 | 30,970 | 95.0 | 32,351 | 94.4 | 32,071 | 93.9 | 33,570 | 93.9 |

FLCA

QUALITY: Percentage of parents satisfied with the overall quality of the basic education at FLCA.

| | 2025 |
|---------|------|
| Parents | 97.3 |

FLCA

PUBLIC CHARTER SCHOOL PROGRAM: Percentage of parents satisfied with the first year of FLCA as a Charter Authority in Alberta.

| | 2025 |
|---------|------|
| Parents | 97.3 |

FLCA ANALYSIS



FLCA's overall AEAM Education Quality results are slightly above the provincial average, indicating overall strength in maintaining its educational standards. This solid standing is supported by the positive feedback from the local FLCA Parent Survey results. Our commitment to continuous quality improvement (CQI) will focus on complex classrooms and, led by the Entrepreneurship Director, refining our approach to entrepreneurship education while implementing new curriculum outcomes. Our action plan reflects a commitment to maintaining quality through leadership, mentorship and collaboration. PLCs and Team Leads meet weekly to share concerns and ideas related to teaching quality and maintaining clear expectations.

REQUIRED LOCAL COMPONENT

FLCA

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION: Overview of FLCA's professional learning, supervision and evaluation processes to support teaching and leadership quality.

Implementation of Local Policy

FLCA actively implements a rigorous framework for staff development that aligns with the provincial *Teacher Growth, Supervision and Evaluation Policy*. Our local processes ensure that teaching quality is continuously supported through a cycle of reflection, feedback, and accountability.

- **Teacher Growth Plans (TQS Alignment):** All certified staff have developed Professional Growth Plans (PGPs) structured around the Alberta Teaching Quality Standard (TQS). These plans require reflection on past practice while setting targeted goals for future development.
- **Targeted Professional Learning:** Professional learning days are designed to prioritize teacher choice and alignment with FLCA's charter mandate. Key focus areas include First Nations, Métis, and Inuit (FNMI) foundational knowledge, Artificial Intelligence (AI) integration, and Entrepreneurship education. Operationally, this is supported by allocated weekly time for classroom preparation, intervention planning, and mentorship. Notably, FLCA is organizing a province-wide conference to foster collaboration and address the differentiated needs of our student population.
- **Supervision and Feedback:** Administration has begun to utilize "Learning Walks" as a focused mechanism for formative feedback. These focused classroom visits provide teachers with ongoing, formative feedback outside of the formal evaluation cycle, fostering a culture of open dialogue and continuous improvement.
- **Evaluation:** FLCA has developed a comprehensive Evaluation Instrument. This process includes classroom observations and evidence-based discussions to ensure both Charter goals and provincial standards are met. The Charter Board and Superintendent also conduct formal evaluations for Alberta Education.

Impact of Strategies

The implementation of these strategies has established a professional culture where staff development is student-centered. By linking PGPs to the TQS and offering choice-driven professional learning, FLCA continues to increase teacher capacity in critical areas such as AI and entrepreneurship. Furthermore, the shift toward frequent "Learning Walks" has normalized the presence of leadership in the classroom, transforming supervision from a compliance activity into a supportive tool for pedagogical growth.

FLCA's complete Supervision, Growth, and Evaluation Policy is posted on the school website.

GOVERNANCE

AB

PARENTAL INVOLVEMENT: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

| | Footprints for | | | | | Alberta | | | | | | | | | |
|---------|----------------|------|--------------------|-------------|---------|---------|------|--------|------|--------|------|--------|------|--------|------|
| | 2025 | | Measure Evaluation | | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 25 | 86.9 | Very High | n/a | n/a | 60,919 | 79.5 | 62,412 | 78.8 | 63,935 | 79.1 | 64,949 | 79.5 | 67,669 | 80.0 |
| Parent | 3 | * | * | * | * | 30,886 | 72.2 | 31,598 | 72.3 | 31,720 | 72.5 | 33,070 | 74.4 | 34,316 | 75.6 |
| Teacher | 25 | 86.9 | Intermediate | n/a | n/a | 30,033 | 86.8 | 30,814 | 85.2 | 32,215 | 85.7 | 31,879 | 84.6 | 33,353 | 84.3 |

FLCA

COMMUNICATION WITH LEADERSHIP:

Percentage of parents satisfied with the ability to communicate with Administration at FLCA.

FLCA

COMMUNICATION WITH EDUCATORS:

Percentage of parents satisfied with the ability to communicate with Teachers at FLCA.

| | 2025 | | 2025 |
|---------|------|---------|------|
| Parents | 98.7 | Parents | 96.0 |

FLCA ANALYSIS



At 6.9 percentage points above the provincial average, FLCA's overall Parental Involvement results are very strong. For a public charter school, the willingness to support the learning and teaching teams is essential. Our local measures validate this strength with exceptional clarity: 98.7% of parents reported positive communication with Leadership, and 96.0% reported effective communication with Educators. These high results confirm that open dialogue is a cornerstone of our charter culture, where parents act as integral partners in working towards transformational learning and leading.



PRIORITY TWO

Academic Excellence

ASSURANCE DOMAINS:

Student Growth and Achievement
Teaching and Leading
Learning Supports
Governance

SUPPORTING STUDENT SUCCESS THROUGH STRONG ACADEMIC FOUNDATIONS AND GLOBAL CONNECTIONS

At FLCA, we define Academic Excellence through a dual lens: rigorous foundational mastery paired with Global Connections. Our mandate is to ensure that students not only meet provincial standards but do so while developing the skills for transformational leadership and an appreciation for diverse cultures and perspectives that are the focus of our charter goals.

A review of the 2025 Assurance Measures demonstrates how we are advancing these outcomes across three key areas:

Student Growth >> Achievement and Leadership

Aligning with our Local Goal to achieve prescribed provincial outcomes, FLCA students demonstrate solid academic standing. Notably, our high school cohort achieved an 85.7% Acceptable Standard on Diploma Exams, supported by a significant year-over-year growth in High School Completion. To address identified gaps in numeracy, we are implementing comprehensive tutorials that encourage students to practice self-advocacy (Charter Outcome 2), moving them from passive learners to active owners of their academic success.

Learning Supports >> Targeted Intervention

To satisfy our Local Outcome of maximizing reading comprehension and vocabulary development, FLCA has modernized its response-to-intervention model. By combining traditional phonics with AI-driven screening tools like Amira, we can instantly profile reading fluency and deploy targeted support. This approach is proving highly effective: long-term tracking indicates that 80% of students who access these targeted interventions successfully meet grade-level expectations.

Teaching and Leading >> Inclusive Perspectives

Academic excellence requires a relevant, inclusive curriculum. In support of our Charter Goal to appreciate diverse cultures, FLCA has focused professional learning on First Nations, Métis, and Inuit (FNMI) foundational knowledge, utilizing VR and AR technologies to create immersive student experiences. This ensures our teaching practices are not only evidence-based but culturally responsive, fostering an appreciation of language as a means of global collaboration (Charter Outcome 1).

PRIORITY TWO: ACADEMIC EXCELLENCE

CHARTER GOALS

Students understand and appreciate diverse cultures and perspectives.

Students know, understand, and practice transformational leadership.

LOCAL GOALS

Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. (Year 4/5)

Students and their families work in collaboration with education partners to support learning with IPPs. (Year 4/5).

Board and Administration ensure curriculum is relevant, clearly articulated and designed for implementation within local and greater contexts. (Year 4/5)

OUTCOMES

Local Outcome: Students achieve their academic potential in reading comprehension and vocabulary development through evidence-based teaching practices and targeted interventions.

Charter Outcome 1 (Global): Students will demonstrate an appreciation of language learning as a means of communication and collaboration.

Charter Outcome 2 (Leadership): Students demonstrate self-advocacy and collaboration.

MEASURES: ACADEMIC EXCELLENCE

FLCA

MATH: Percentage of parents satisfied with the Mathematics Programming and Learning at FLCA.

| | 2025 |
|---------|------|
| Parents | 96.0 |

FLCA

LITERACY: Percentage of parents satisfied with the Literacy Programming and Learning at FLCA.

| | 2025 |
|---------|------|
| Parents | 94.6 |

FLCA

GLOBAL AWARENESS: Percentage of parents satisfied with the Global Awareness Studies at FLCA.

| | 2025 |
|---------|------|
| Parents | 91.9 |

FLCA

SPANISH: Percentage of parents satisfied with the Spanish Programming at FLCA.

| | 2025 |
|---------|------|
| Parents | 97.3 |

STUDENT GROWTH AND ACHIEVEMENT

AB

GRADE 9 PAT ACCEPTABLE/EXCELLENCE: Overall percentage of students in Grade 9 who achieved the acceptable and excellence standard on Provincial Achievement Tests.

| | Footprints for Learning Charte | | | | | Measure Evaluation | | | Alberta | | | | |
|--------------------------|--------------------------------|------|------|------|------|--------------------|-------------|---------|---------|--------|--------|--------|--------|
| | 2021 | 2022 | 2023 | 2024 | 2025 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 | 2024 | 2025 |
| N | n/a | n/a | n/a | n/a | 25 | n/a | n/a | n/a | n/a | 53,039 | 57,925 | 60,682 | 61,071 |
| Acceptable Standard % | n/a | n/a | n/a | n/a | 85.0 | Very High | n/a | n/a | n/a | 62.9 | 62.6 | 62.5 | 62.5 |
| Standard of Excellence % | n/a | n/a | n/a | n/a | 18.0 | Intermediate | n/a | n/a | n/a | 16.8 | 15.5 | 15.4 | 15.6 |

FLCA ANALYSIS



Overall PAT results demonstrate clear strengths for FLCA in English Language Arts and Social Studies at the acceptable standard, with Grade 9 also showing strength in Science at both the acceptable and excellence levels. However, data indicates a consistent need for growth in numeracy skills—most notably in the Grade 9 non-calculator component—as well as a need to lift Grade 6 achievement towards the standard of excellence in all subjects. To address these gaps, FLCA will adapt instructional strategies to foster deep conceptual understanding and synthesis, ensuring students are equipped with the robust skills necessary to approach comprehensive assessments with confidence.

DETAILED PAT RESULTS - COURSE BY COURSE SUMMARY

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

School: 2646 Footprints for Learning Charter Academy

| | | Footprints for Learning Charte | | | | | | | Alberta | | | |
|-------------------------------|------------------------|--------------------------------|-------------|---------|------|-------|---------------------|-----|---------|------|---------------------|------|
| | | Achievement | Improvement | Overall | 2025 | | Prev 3 Year Average | | 2025 | | Prev 3 Year Average | |
| Course | Measure | | | | | | | N | % | N | % | N |
| Social Studies 6 | Acceptable Standard | Very High | n/a | n/a | 52 | 86.5 | n/a | n/a | 50,053 | 64.1 | 59,230 | 67.4 |
| | Standard of Excellence | Intermediate | n/a | n/a | 52 | 13.5 | n/a | n/a | 50,053 | 18.5 | 59,230 | 18.9 |
| English Language Arts 9 | Acceptable Standard | Very High | n/a | n/a | 25 | 100.0 | n/a | n/a | 59,391 | 69.8 | 57,676 | 70.4 |
| | Standard of Excellence | Very High | n/a | n/a | 25 | 24.0 | n/a | n/a | 59,391 | 11.1 | 57,676 | 12.6 |
| K&E English Language Arts 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,469 | 47.4 | 1,360 | 49.9 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,469 | 5.2 | 1,360 | 5.6 |
| French Language Arts 9, année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,134 | 75.2 | 3,262 | 76.4 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 3,134 | 9.3 | 3,262 | 10.7 |
| Français 9 année | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 578 | 84.8 | 595 | 82.3 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 578 | 16.4 | 595 | 21.0 |
| Mathematics 9 | Acceptable Standard | Low | n/a | n/a | 25 | 60.0 | n/a | n/a | 58,911 | 51.7 | 57,012 | 53.5 |
| | Standard of Excellence | Very Low | n/a | n/a | 25 | 8.0 | n/a | n/a | 58,911 | 14.0 | 57,012 | 13.7 |
| K&E Mathematics 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,940 | 49.7 | 1,891 | 52.4 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,940 | 11.0 | 1,891 | 10.6 |
| Science 9 | Acceptable Standard | Very High | n/a | n/a | 25 | 100.0 | n/a | n/a | 59,453 | 68.6 | 57,692 | 66.9 |
| | Standard of Excellence | Very High | n/a | n/a | 25 | 24.0 | n/a | n/a | 59,453 | 21.1 | 57,692 | 20.5 |
| K&E Science 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,454 | 50.3 | 1,304 | 52.6 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,454 | 7.9 | 1,304 | 9.9 |
| Social Studies 9 | Acceptable Standard | Very High | n/a | n/a | 25 | 80.0 | n/a | n/a | 59,472 | 60.5 | 57,717 | 59.4 |
| | Standard of Excellence | Intermediate | n/a | n/a | 25 | 16.0 | n/a | n/a | 59,472 | 17.1 | 57,717 | 15.8 |
| K&E Social Studies 9 | Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,434 | 50.3 | 1,246 | 50.0 |
| | Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,434 | 10.6 | 1,246 | 10.9 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

NOTES ON GRADE 6 PAT RESULTS REPORTING



In the 2024-25 school year, the Grade 6 Science PAT was not administered. While FLCA Grade 6 students participated in the Social Studies, Mathematics, and English Language Arts PATs, only the Social Studies results appear in the provincial summary report. FLCA results for the Acceptable and Excellence standards for all administered tests can be found in the detailed course-by-course charts included below.

GRADE 6 AND 9 PAT ACHIEVEMENT - COURSE SUMMARY

| | | Footprints for Learning Chart | | Alberta | |
|-------------------------------|--------------------------|-------------------------------|-----------------|---------|-----------------|
| | | 2025 | 2022 - 2024 Avg | 2025 | 2022 - 2024 Avg |
| English Language Arts & Lit 6 | Number Writing | 52 | n/a | 53,045 | n/a |
| | Acceptable Standard % | 94.2 | n/a | 80.3 | n/a |
| | Standard of Excellence % | 15.4 | n/a | 14.7 | n/a |
| Mathematics 6 | Number Writing | 51 | n/a | 53,321 | n/a |
| | Acceptable Standard % | 60.8 | n/a | 61.4 | n/a |
| | Standard of Excellence % | 11.8 | n/a | 17.5 | n/a |
| Social Studies 6 | Number Writing | 51 | n/a | 42,116 | 50,676 |
| | Acceptable Standard % | 88.2 | n/a | 76.1 | 78.8 |
| | Standard of Excellence % | 13.7 | n/a | 22.0 | 22.1 |
| English Language Arts 9 | Number Writing | 25 | n/a | 50,327 | 48,093 |
| | Acceptable Standard % | 100.0 | n/a | 82.4 | 84.5 |
| | Standard of Excellence % | 24.0 | n/a | 13.1 | 15.1 |
| K&E English Language Arts 9 | Number Writing | n/a | n/a | 1,104 | 968 |
| | Acceptable Standard % | n/a | n/a | 63.1 | 70.1 |
| | Standard of Excellence % | n/a | n/a | 6.9 | 7.9 |
| French Language Arts 9 année | Number Writing | n/a | n/a | 2,992 | 3,069 |
| | Acceptable Standard % | n/a | n/a | 78.7 | 81.2 |
| | Standard of Excellence % | n/a | n/a | 9.7 | 11.4 |
| Français 9 année | Number Writing | n/a | n/a | 561 | 560 |
| | Acceptable Standard % | n/a | n/a | 87.3 | 87.5 |
| | Standard of Excellence % | n/a | n/a | 16.9 | 22.3 |
| Mathematics 9 | Number Writing | 25 | n/a | 50,311 | 48,192 |
| | Acceptable Standard % | 60.0 | n/a | 60.6 | 63.3 |
| | Standard of Excellence % | 8.0 | n/a | 16.4 | 16.2 |
| K&E Mathematics 9 | Number Writing | n/a | n/a | 1,582 | 1,532 |
| | Acceptable Standard % | n/a | n/a | 60.9 | 64.7 |
| | Standard of Excellence % | n/a | n/a | 13.5 | 13.1 |
| Science 9 | Number Writing | 25 | n/a | 50,678 | 48,896 |
| | Acceptable Standard % | 100.0 | n/a | 80.4 | 79.0 |
| | Standard of Excellence % | 24.0 | n/a | 24.8 | 24.2 |
| K&E Science 9 | Number Writing | n/a | n/a | 1,150 | 1,030 |
| | Acceptable Standard % | n/a | n/a | 63.7 | 66.7 |
| | Standard of Excellence % | n/a | n/a | 10.0 | 12.5 |
| Social Studies 9 | Number Writing | 25 | n/a | 50,686 | 48,925 |
| | Acceptable Standard % | 80.0 | n/a | 71.0 | 70.1 |
| | Standard of Excellence % | 16.0 | n/a | 20.1 | 18.7 |
| K&E Social Studies 9 | Number Writing | n/a | n/a | 1,136 | 998 |
| | Acceptable Standard % | n/a | n/a | 63.6 | 62.4 |
| | Standard of Excellence % | n/a | n/a | 13.4 | 13.6 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
3. Participation in the Provincial Achievement Tests was impacted by wildfires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

GRADE 6 PAT RESULTS BY COURSE - 3 YEAR ROLLING AVERAGE

English Language Arts & Lit 6

| | | Footprints for Learning Chart | | | Alberta | | |
|----------------------------------|-------------------------------|-------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | 2021 - 2023 Avg | 2022 - 2024 Avg | 2023 - 2025 Avg | 2021 - 2023 Avg | 2022 - 2024 Avg | 2023 - 2025 Avg |
| Participation | Students Enrolled | n/a | n/a | 52 | n/a | n/a | 61,670 |
| | Students Writing | n/a | n/a | 52 | n/a | n/a | 53,045 |
| | Students Writing (%) | n/a | n/a | 100.0 | n/a | n/a | 86.0 |
| Results Based on Number Enrolled | Acceptable Standards (%) | n/a | n/a | 94.2 | n/a | n/a | 69.1 |
| | Standard of Excellence (%) | n/a | n/a | 15.4 | n/a | n/a | 12.7 |
| | Below Acceptable Standard (%) | n/a | n/a | 5.8 | n/a | n/a | 16.9 |
| Results Based on Number Writing | Acceptable Standards (%) | n/a | n/a | 94.2 | n/a | n/a | 80.3 |
| | Standard of Excellence (%) | n/a | n/a | 15.4 | n/a | n/a | 14.7 |
| | Below Acceptable Standard (%) | n/a | n/a | 5.8 | n/a | n/a | 19.7 |

Social Studies 6

| | | Footprints for Learning Chart | | | Alberta | | |
|----------------------------------|-------------------------------|-------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | 2021 - 2023 Avg | 2022 - 2024 Avg | 2023 - 2025 Avg | 2021 - 2023 Avg | 2022 - 2024 Avg | 2023 - 2025 Avg |
| Participation | Students Enrolled | n/a | n/a | 52 | 57,655 | 59,230 | 56,171 |
| | Students Writing | n/a | n/a | 51 | 48,742 | 50,676 | 47,823 |
| | Students Writing (%) | n/a | n/a | 98.1 | 84.5 | 85.5 | 85.1 |
| Results Based on Number Enrolled | Acceptable Standards (%) | n/a | n/a | 86.5 | 66.2 | 67.4 | 66.3 |
| | Standard of Excellence (%) | n/a | n/a | 13.5 | 18.0 | 18.9 | 18.8 |
| | Below Acceptable Standard (%) | n/a | n/a | 11.5 | 18.4 | 18.2 | 18.8 |
| Results Based on Number Writing | Acceptable Standards (%) | n/a | n/a | 88.2 | 78.3 | 78.8 | 77.9 |
| | Standard of Excellence (%) | n/a | n/a | 13.7 | 21.3 | 22.1 | 22.1 |
| | Below Acceptable Standard (%) | n/a | n/a | 11.8 | 21.7 | 21.2 | 22.1 |

Mathematics 6

| | | Footprints for Learning Chart | | | Alberta | | |
|----------------------------------|-------------------------------|-------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | 2021 - 2023 Avg | 2022 - 2024 Avg | 2023 - 2025 Avg | 2021 - 2023 Avg | 2022 - 2024 Avg | 2023 - 2025 Avg |
| Participation | Students Enrolled | n/a | n/a | 52 | n/a | n/a | 61,656 |
| | Students Writing | n/a | n/a | 51 | n/a | n/a | 53,321 |
| | Students Writing (%) | n/a | n/a | 98.1 | n/a | n/a | 86.5 |
| Results Based on Number Enrolled | Acceptable Standards (%) | n/a | n/a | 59.6 | n/a | n/a | 53.1 |
| | Standard of Excellence (%) | n/a | n/a | 11.5 | n/a | n/a | 15.1 |
| | Below Acceptable Standard (%) | n/a | n/a | 38.5 | n/a | n/a | 33.3 |
| Results Based on Number Writing | Acceptable Standards (%) | n/a | n/a | 60.8 | n/a | n/a | 61.4 |
| | Standard of Excellence (%) | n/a | n/a | 11.8 | n/a | n/a | 17.5 |
| | Below Acceptable Standard (%) | n/a | n/a | 39.2 | n/a | n/a | 38.6 |

STUDENT GROWTH AND ACHIEVEMENT

AB

DIPLOMA EXAM ACCEPTABLE/EXCELLENCE: Overall percentage of students who achieved the acceptable and excellence standard on Diploma Examinations.

| | Footprints for Learning Chart | | | | | Measure Evaluation | | | Alberta | | | | |
|--------------------------|-------------------------------|------|------|------|------|--------------------|-------------|---------|---------|--------|--------|--------|--------|
| | 2021 | 2022 | 2023 | 2024 | 2025 | Achievement | Improvement | Overall | 2021 | 2022 | 2023 | 2024 | 2025 |
| N | n/a | n/a | n/a | n/a | 14 | n/a | n/a | n/a | n/a | 58,444 | 67,294 | 72,444 | 78,236 |
| Acceptable Standard % | n/a | n/a | n/a | n/a | 85.7 | High | n/a | n/a | n/a | 75.2 | 80.3 | 81.5 | 82.0 |
| Standard of Excellence % | n/a | n/a | n/a | n/a | 21.4 | High | n/a | n/a | n/a | 18.2 | 21.2 | 22.6 | 23.0 |

FLCA ANALYSIS



FLCA measures for the Diploma Acceptable Standard are solid, performing above the provincial average in the majority of programs, while results at the Standard of Excellence establish a promising baseline for our academic programming. It is important to note that these percentages represent very small student cohorts during this inaugural reporting year. Moving forward, we will continue to design challenging programs that foster student confidence and skill, using differentiated strategies to prepare students for high academic outcomes and post-secondary success.

DETAILED DIPLOMA EXAM RESULTS - COURSE BY COURSE SUMMARY

Diploma Exam Results Course By Course Summary With Measure Evaluation

School: 2646 Footprints for Learning Charter Academy

| | | Footprints for Learning Charte | | | | | | | Alberta | | | |
|----------------------------|--|--------------------------------|-------------|---------|------|------|---------------------|-----|---------|------|---------------------|------|
| | | Achievement | Improvement | Overall | 2025 | | Prev 3 Year Average | | 2025 | | Prev 3 Year Average | |
| | | | | | N | % | N | % | N | % | N | % |
| Course | Measure | | | | | | | | | | | |
| English Language Arts 30-1 | Diploma Examination Acceptable Standard | High | n/a | n/a | 11 | 90.9 | n/a | n/a | 35,845 | 85.3 | 32,247 | 83.9 |
| | Diploma Examination Standard of Excellence | Very High | n/a | n/a | 11 | 27.3 | n/a | n/a | 35,845 | 10.9 | 32,247 | 10.3 |
| English Language Arts 30-2 | Diploma Examination Acceptable Standard | * | * | * | 1 | * | n/a | n/a | 21,398 | 85.6 | 18,166 | 85.9 |
| | Diploma Examination Standard of Excellence | * | * | * | 1 | * | n/a | n/a | 21,398 | 11.3 | 18,166 | 12.8 |
| French Language Arts 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,234 | 94.7 | 1,218 | 94.2 |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 1,234 | 6.0 | 1,218 | 7.4 |
| Français 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 174 | 99.4 | 144 | 99.3 |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 174 | 23.0 | 144 | 28.5 |
| Mathematics 30-1 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | 6 | 66.7 | n/a | n/a | 22,680 | 77.8 | 20,399 | 73.1 |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | 6 | 33.3 | n/a | n/a | 22,680 | 37.1 | 20,399 | 32.0 |
| Mathematics 30-2 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 17,430 | 73.6 | 15,047 | 71.0 |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 17,430 | 17.3 | 15,047 | 15.3 |
| Social Studies 30-1 | Diploma Examination Acceptable Standard | * | * | * | 5 | * | n/a | n/a | 26,238 | 84.6 | 24,595 | 84.4 |
| | Diploma Examination Standard of Excellence | * | * | * | 5 | * | n/a | n/a | 26,238 | 16.8 | 24,595 | 17.3 |
| Social Studies 30-2 | Diploma Examination Acceptable Standard | * | * | * | 2 | * | n/a | n/a | 27,021 | 77.5 | 22,515 | 77.8 |
| | Diploma Examination Standard of Excellence | * | * | * | 2 | * | n/a | n/a | 27,021 | 12.3 | 22,515 | 12.5 |
| Biology 30 | Diploma Examination Acceptable Standard | High | n/a | n/a | 8 | 87.5 | n/a | n/a | 25,916 | 82.7 | 23,842 | 82.9 |
| | Diploma Examination Standard of Excellence | Very High | n/a | n/a | 8 | 37.5 | n/a | n/a | 25,916 | 34.8 | 23,842 | 33.2 |
| Chemistry 30 | Diploma Examination Acceptable Standard | Very High | n/a | n/a | 7 | 85.7 | n/a | n/a | 21,438 | 83.8 | 19,160 | 81.7 |
| | Diploma Examination Standard of Excellence | Low | n/a | n/a | 7 | 14.3 | n/a | n/a | 21,438 | 40.6 | 19,160 | 37.5 |
| Physics 30 | Diploma Examination Acceptable Standard | * | * | * | 2 | * | n/a | n/a | 11,366 | 85.6 | 9,598 | 83.7 |
| | Diploma Examination Standard of Excellence | * | * | * | 2 | * | n/a | n/a | 11,366 | 43.6 | 9,598 | 41.5 |
| Science 30 | Diploma Examination Acceptable Standard | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 9,027 | 79.6 | 8,223 | 80.3 |
| | Diploma Examination Standard of Excellence | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 9,027 | 26.2 | 8,223 | 23.9 |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

STUDENT GROWTH AND ACHIEVEMENT

AB

HIGH SCHOOL COMPLETION: High school completion rate of students within three and five years of entering Grade 10.

| | Footprints for Learning Society | | | | | | | | | | | | | Alberta | | | | | | | | | |
|-------------------|---------------------------------|-----|------|-----|------|-----|------|------|------|------|-------------|-------------|-----------|--------------------|------|--------|------|--------|------|--------|------|--------|------|
| | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | | | | Measure Evaluation | | | 2020 | | 2021 | | 2022 | | 2023 |
| | N | % | N | % | N | % | N | % | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| 3 Year Completion | n/a | n/a | n/a | n/a | n/a | n/a | 7 | 75.9 | 11 | 95.6 | Very High | Improved | Excellent | 46,245 | 83.4 | 47,675 | 83.2 | 48,340 | 80.7 | 49,297 | 80.4 | 51,148 | 81.4 |
| 4 Year Completion | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 7 | 73.0 | Low | n/a | n/a | 45,351 | 85.0 | 46,242 | 87.1 | 47,660 | 86.5 | 48,296 | 85.1 | 49,293 | 84.7 |
| 5 Year Completion | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 44,972 | 86.2 | 45,344 | 87.1 | 46,238 | 88.6 | 47,659 | 88.1 | 48,295 | 87.1 |

FLCA ANALYSIS



FLCA's 3-Year High School Completion rate is well above the provincial average, reflecting the diligence of our students and the strength of our secondary programming. As this was our first year as a public charter, the 5-Year Completion data is not yet relevant. Specific results for self-identified First Nations, Métis, and Inuit students and English as an Additional Language learners have been suppressed, as these FLCA cohorts consist of fewer than six students. To sustain high completion results, FLCA will continue to foster course completion and post-secondary readiness through intentional relationship building and personalized academic support.

STUDENT GROWTH AND ACHIEVEMENT

AB

STUDENT LEARNING ENGAGEMENT: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

| | Footprints for | | | | | Alberta | | | | | | | | | |
|---------|----------------|------|--------------------|-------------|---------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2025 | | Measure Evaluation | | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 268 | 78.2 | Very Low | n/a | n/a | 230,956 | 85.6 | 249,740 | 85.1 | 257,214 | 84.4 | 265,079 | 83.7 | 269,076 | 83.9 |
| Parent | 3 | * | * | * | * | 30,994 | 89.0 | 31,694 | 88.7 | 31,862 | 87.3 | 33,209 | 86.7 | 34,444 | 87.6 |
| Student | 243 | 67.0 | Low | n/a | n/a | 169,789 | 71.8 | 187,102 | 71.3 | 193,029 | 70.9 | 199,823 | 69.3 | 201,089 | 69.3 |
| Teacher | 25 | 89.3 | Very Low | n/a | n/a | 30,173 | 96.0 | 30,944 | 95.5 | 32,323 | 95.1 | 32,047 | 95.1 | 33,543 | 95.0 |

FLCA ANALYSIS



As FLCA's overall Student Learning Engagement results fell below the provincial average, this has become a primary target for strategic development. Further analysis indicates a need to address learner relevance and motivation, as a segment of our students exhibit low engagement with the learning content. We are addressing this gap by refining our continuous improvement processes to better support diverse classrooms and to actively improve academic excellence for all learners.

Our immediate focus involves designing learning programs that center on learner choice, a proven method for increasing engagement, and advancing our Entrepreneurship learning programs. To execute this, the Entrepreneurship Director has been granted additional time for teacher mentorship, focusing on instructional strategies that better connect the curriculum to the key components of the FLCA Education Plan. We are also pursuing programming adaptations and student participation initiatives to directly address the challenge of low motivational relevance in the current content.

REQUIRED LOCAL COMPONENT

FLCA

EARLY YEARS LITERACY AND NUMERACY ASSESSMENTS: Summary of literacy and numeracy results for students in Kindergarten to grade three.

| Grade | Screening assessments | Total # of students assessed (initial assessment) | Total # of students identified as requiring additional supports based on initial assessment | Total # of students identified as requiring additional supports based on end of year assessment |
|-----------------|--|---|---|---|
| LITERACY | | | | |
| Kindergarten | PAST | 39 | 5 | n/a |
| | RAN | 48 | 12 | n/a |
| | LeNS (cards 1-2) | 44 | 4 | n/a |
| Grade 1 | PAST | 51 | 7 | n/a |
| | RAN | 50 | 8 | n/a |
| | LeNS (cards 1-2) | 50 | 11 | 8 |
| | LeNS (cards 1-5) | 51 | 10 | 6 |
| Grade 2 | CC3 | | | |
| | LeNS (cards 3,4 & 5) | 47 | 8 | 9 |
| Grade 3 | CC3 | 37 | 6 | 5 |
| | CC3 | 76 | 6 | 8 |
| NUMERACY | | | | |
| Kindergarten | Provincial Numeracy Screening Assessment | 44 | 4 | n/a |
| Grade 1 | Provincial Numeracy Screening Assessment | 50 | 4 | 6 |
| Grade 2 | Provincial Numeracy Screening Assessment | 48 | 11 | 9 |
| Grade 3 | Provincial Numeracy Screening Assessment | 75 | 7 | 6 |

FLCA ANALYSIS



Data from the Early Years Literacy and Numeracy Assessments reveals strong performance in Kindergarten across both literacy and numeracy domains, as well as strong results in numeracy for Grades 1 through 3. However, results indicate a specific need for continued focus on literacy development in the primary grades. To address these gaps, FLCA will strategically expand its use of targeted interventions to ensure identified learners receive the specific support required to build strong literacy foundations.

SUMMARY OF SUPPORT STRATEGIES FOR EARLY YEARS LITERACY AND NUMERACY



Summary of FLCA Intervention Programming

To address identified gaps in early years literacy and numeracy, FLCA implemented a targeted, data-driven intervention model. The structure of this programming included:

- **Specialized Staffing:** The assignment of a dedicated Literacy Lead and an IPP/EAL Lead enabled FLCA to coordinate screening, analyze data, and design individualized learning plans.
- **Scheduled Intervention Time:** Students identified as "at-risk" received targeted support during four dedicated periods per week. These sessions were distinct from regular classroom instruction, ensuring a "double dose" of foundational learning.
- **AI-Driven Tools:** The integration of Amira, an AI-based reading assistant provided real-time dyslexia screening and generated individual learner profiles. This technology allowed for personalized practice in oral reading fluency and immediate feedback on decoding errors.



Support Strategies and Funding Utilization

Grant funding was utilized to align our instructional strategies with the science of reading and evidence-based numeracy practices.

- **Literacy Strategies:** Interventions prioritized phonological awareness and systematic phonics, moving students from simple letter-sound recognition to complex decoding. Instructors utilized decodable texts to build confidence and applied "heart word" mapping for high-frequency vocabulary. For reading comprehension, strategy instruction focused on background knowledge activation and explicit vocabulary development using complex language structures.
- **Numeracy Strategies:** Funding supported the acquisition and use of manipulatives (e.g., ten-frames, counters) to develop strong number sense. Instruction emphasized a concrete-to-representational approach, ensuring students understood the underlying schema of mathematical problems before moving to abstract calculations.
- **Progress Monitoring:** Ongoing "check-ins" were conducted to monitor the efficacy of these strategies, allowing the Literacy Lead to adjust grouping and instructional intensity (Tier 2 and Tier 3 supports) as needed throughout the year.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) - OVERALL SUMMARY

Authority: 0257 Footprints for Learning Society (EAL)

| Assurance Domain | Measure | Footprints for Learning Society (EAL) | | | Alberta (EAL) | | | 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 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | 3-year High School Completion | n/a | * | n/a | 73.5 | 72.0 | 74.4 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 85.3 | 88.1 | 87.6 | n/a | n/a | n/a |
| | PAT9: Acceptable | * | * | n/a | 51.2 | 52.7 | 54.0 | * | n/a | n/a |
| | PAT9: Excellence | * | * | n/a | 10.0 | 10.1 | 10.5 | * | n/a | n/a |
| | Diploma: Acceptable | * | * | n/a | 67.4 | 66.3 | 66.7 | * | n/a | n/a |
| | Diploma: Excellence | * | * | n/a | 14.8 | 14.0 | 13.9 | * | n/a | n/a |
| Teaching & Leading | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

EAL Outcomes and Achievement Data

Consistent with Alberta Education's privacy standards, specific achievement data (PATs and Diploma Exams) for English as an Additional Language (EAL) students has been suppressed, as the cohort consists of fewer than six students. FLCA remains fully accountable for the success of EAL learners, ensuring targeted programming and instructional supports are in place to assist them in developing the English language competencies required to explore career pathways and reach their full potential socially and academically.

We address this mandate through the use of the Collaborative Guidance Model, which tracks individual growth and sets academic benchmarks through Individualized Program Planning (IPP). Furthermore, a dedicated IPP/EAL Lead coordinates screening and data analysis to ensure that instructional practices are responsive to developing language skills. Students identified as requiring support receive specialized, focused instruction during dedicated periods throughout the week, ensuring a "double dose" of foundational learning distinct from regular classroom instruction, while also applying specific benchmarks for EAL students. These structures demonstrate FLCA's commitment to delivering high-quality support that aligns with best practices for inclusive education and maximizes EAL student success.



PRIORITY THREE

Holistic Wellness

ASSURANCE DOMAINS:

Student Growth and Achievement
Teaching and Leading
Learning Supports
Governance
Local and Societal Context

FOSTERING A HOLISTIC PERSPECTIVE ON WELLNESS, LEARNING AND LEADING

At FLCA, holistic wellness is foundational to our success. Our mandate extends beyond academic achievement to ensure that students understand and appreciate diverse cultures while developing the skills for transformational leadership as per our charter goals. We believe that to truly respect the uniqueness of all learners, we must provide a learning environment that is physically active, socially connected, and emotionally secure.

A review of the 2025 Assurance Measures demonstrates how we are operationalizing this priority across three key domains:

Learning Supports >> Collaborative Guidance

To achieve our Local Outcome of responding to social-emotional needs, FLCA has implemented a Collaborative Guidance Model. This structure brings together our Guidance Lead, IPP Lead, and Administration for weekly reviews, ensuring that every student receives a "whole-child" profile of support. This academic and emotional advocacy is reinforced by our Athletic Director, who programs physical wellness not just as a class, but as a vehicle for team-building and resilience.

Student Growth and Achievement >> Belonging and Culture

Aligning with our goal to foster a welcoming, caring, respectful, and safe environment, FLCA has launched signature community-building initiatives such as Foxes' Lunch and Foxes' Fiesta. These events allow students to showcase their involvement and leadership in their own way, fostering a sense of belonging that transcends the classroom. These initiatives directly support Charter Outcome 1, helping students develop a greater understanding of their individual and collective responsibilities within a global society.

Governance >> Parental Voice

Effective wellness requires strong home-school partnerships. In the 2024/25 school year, FLCA formally established its School Council, a governance body that has actively constructed initiatives to strengthen our school community. The impact of this open culture is evident in our local data: over 95% of parents surveyed indicated that administration and teachers were easily approachable, confirming that our communication channels effectively support the continuous improvement demanded by our Assurance Framework.

PRIORITY THREE: HOLISTIC WELLNESS

CHARTER GOALS

Students understand and appreciate diverse cultures and perspectives.

Students know, understand, and practice transformational leadership.

LOCAL GOALS

Students demonstrate understanding and respect for the uniqueness of all learners. (Year 3/5)

Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. (Year 3/5)

Learning environments are welcoming, caring, respectful and safe, and inclusive. (Year 3/5)

Board and Administration support the construct of an Assurance Framework to ensure continuous improvement. (Year 3/5)

OUTCOMES

Charter Outcome 1 (Global): Students will develop a greater understanding of themselves, others and of individual and collective responsibilities in a global society.

Charter Outcome 2 (Leadership): Students are able to identify innovative ways to change, grow, and improve in individual, community and global contexts.

Local Outcome: Students and staff have the knowledge, skills, attributes to respond to social emotional needs. (2022, updated 2024)

MEASURES: HOLISTIC WELLNESS

LEARNING SUPPORTS

AB

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS (WCRSLE): The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

| | Footprints for | | | | | Alberta | | | | | | | | | |
|---------|----------------|------|--------------------|-------------|---------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | 2025 | | Measure Evaluation | | | 2021 | | 2022 | | 2023 | | 2024 | | 2025 | |
| | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 269 | 85.4 | Intermediate | n/a | n/a | 231,091 | 87.8 | 249,941 | 86.1 | 257,391 | 84.7 | 265,321 | 84.0 | 269,282 | 84.4 |
| Parent | 3 | * | * | * | * | 30,980 | 88.2 | 31,715 | 86.9 | 31,885 | 85.6 | 33,232 | 85.3 | 34,452 | 85.2 |
| Student | 244 | 77.2 | Intermediate | n/a | n/a | 169,900 | 79.8 | 187,258 | 77.7 | 193,156 | 76.6 | 200,020 | 75.2 | 201,268 | 75.7 |
| Teacher | 25 | 93.7 | Intermediate | n/a | n/a | 30,211 | 95.3 | 30,968 | 93.6 | 32,350 | 92.0 | 32,069 | 91.6 | 33,562 | 92.3 |

FLCA

SCHOOL CLIMATE: Percentage of parents satisfied that the learning environments at FLCA are welcoming, caring, respectful and safe.

| Parent Response | 2025 |
|-----------------|------|
| Satisfied | 97.3 |
| Not Satisfied | 2.7 |
| Not Applicable | 0 |

FLCA ANALYSIS



FLCA results for the overall AEAM WCRSLE measure are above the provincial average, identifying our school culture as a significant strength. However, our local data reveals an even stronger narrative than the provincial data suggests. While provincial parent data was suppressed due to participation limits, our internal survey captures a resounding vote of confidence: 97.3% of parents reported satisfaction with FLCA's learning environment. This aligns with the exceptional 93.7% agreement rate from our teachers. These metrics confirm that our holistic approach to student wellness is succeeding, and we remain committed to sustaining this authentic sense of community belonging as the foundation for all student achievement.

LEARNING SUPPORTS

AB

ACCESS TO SUPPORTS AND SERVICES: The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

| | Footprints for | | | | | Alberta | | | | | | | | | |
|---------|----------------|------|--------------|-------------|---------|--------------------|------|---------|------|---------|------|---------|------|---------|------|
| | 2025 | | | | | Measure Evaluation | | | 2021 | | 2022 | | 2023 | | 2024 |
| | N | % | Achievement | Improvement | Overall | N | % | N | % | N | % | N | % | N | % |
| Overall | 269 | 79.8 | Intermediate | n/a | n/a | 230,761 | 82.6 | 249,570 | 81.6 | 256,994 | 80.6 | 264,733 | 79.9 | 268,786 | 80.1 |
| Parent | 3 | * | * | * | * | 30,936 | 78.9 | 31,684 | 77.4 | 31,847 | 75.7 | 33,177 | 75.4 | 34,400 | 75.5 |
| Student | 244 | 76.6 | Low | n/a | n/a | 169,631 | 80.2 | 186,935 | 80.1 | 192,805 | 79.9 | 199,516 | 78.7 | 200,841 | 78.7 |
| Teacher | 25 | 83.1 | Low | n/a | n/a | 30,194 | 88.7 | 30,951 | 87.3 | 32,342 | 86.2 | 32,040 | 85.6 | 33,545 | 86.0 |

FLCA

LEARNING SUPPORTS: Percentage of parents satisfied with the differentiation for learning supports at FLCA.

| Parent Response | 2025 |
|-----------------|------|
| Satisfied | 75.7 |
| Not Satisfied | 0 |
| Not Applicable | 24.3 |

FLCA

WELLNESS: Percentage of parents satisfied with the supports for student wellness at FLCA.

| Parent Response | 2025 |
|-----------------|------|
| Satisfied | 83.8 |
| Not Satisfied | 2.7 |
| Not Applicable | 13.5 |

FLCA ANALYSIS



While the provincial measure for Access to Supports and Services suggests this is an area for growth, a deeper analysis of our local data reveals a far more positive narrative regarding the quality and accessibility of our supports. The provincial dataset was heavily impacted by low parental participation (N=3), limiting its statistical representation of our community. In sharp contrast, our comprehensive local measures indicate that 0% of parents expressed dissatisfaction with FLCA's learning supports. Among families who actively accessed these services (excluding those who selected "Not Applicable"), 100% of respondents reported satisfaction with the differentiation provided. Furthermore, 83.8% of parents explicitly endorsed our supports for student wellness. Regarding staff, while teacher agreement remains strong at 83.1%, the slight deviation from the provincial average provides a clear directive for our leadership to further engage with staff on specific resource allocation. These results affirm that our distributed leadership model is effectively meeting diverse needs while identifying precise targets for continuous improvement.

REQUIRED LOCAL COMPONENT

FLCA

ACCESS TO A CONTINUUM OF SUPPORTS AND SERVICES: Overview of how FLCA is ensuring that students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

FLCA is committed to ensuring that all students have access to a robust continuum of supports and services consistent with the principles of inclusive education. To meet this responsibility, we have implemented a flexible, tiered approach that allows for fluid movement between universal, targeted, and individualized supports. The primary impact of this dynamic structure is that supports are no longer static; rather, they are responsive to the changing needs of the learner, fading in or out as required to maximize academic success and well-being.

At the Universal (Tier 1) level, we have successfully embedded a Comprehensive School Health (CSH) approach to create welcoming, caring, respectful, and safe learning environments. Through our FLCA Skills and Values Program, we provide explicit teaching of social-emotional learning (SEL) competencies and establish consistent behavioral expectations, thereby strengthening the social and physical environment, a key protective factor that bolsters the mental health of our student body. These proactive measures have established a foundational culture of inclusivity accessible to every learner.

To sustain this continuum, FLCA utilizes a distributed leadership model that ensures specialized oversight and rapid response across the organization. We have designated Admin Leads for each grade division (K-3, 4-6, 7-9, and 10-12) to ensure developmentally appropriate support is applied consistently. This is reinforced by specialized roles, including Curriculum, Guidance, Special Supports, and FNMI Leads, who provide targeted expertise for complex learning needs. Furthermore, to operationalize our targeted strategies, we have implemented a new intervention model for Grades K-6, wherein each teacher is allocated four additional prep times to effectively tailor instruction for the dedicated intervention blocks. We are also looking to expand this model to include an Ed Tech Lead to increase our capacity for technology-assisted inclusion. This strategic resourcing ensures that staff have the structure and expertise required to analyze data and coordinate supports effectively.

For learners requiring Targeted (Tier 2) or Individualized (Tier 3) supports, the implementation of defined collaborative structures and assessment protocols has facilitated early identification and timely response. We have enhanced this process through the integration of AI-driven screening and intervention tools, such as reading fluency assistants, which allow for the immediate profiling of learner needs.



PRIORITY FOUR

Indigenous Success and Reconciliation

ASSURANCE DOMAINS:

Student Growth and Achievement
Teaching and Leading
Learning Supports
Governance
Local and Societal Context

BUILDING INTENTIONAL PATHWAYS FOR SUPPORT AND UNDERSTANDING

FLCA is committed to building intentional pathways for support and understanding, ensuring that Indigenous ways of knowing, being, and doing are woven into the fabric of our school culture. Guided by our local goals, we strive to ensure that all students and staff possess strong foundational knowledge of Indigenous histories and perspectives, actively advancing the education-related recommendations of the Truth and Reconciliation Commission (TRC).

A review of our 2024/25 initiatives demonstrates how we are operationalizing this priority across three key domains:

Student Growth and Achievement >> Culture and Achievement

While specific achievement data is suppressed due to small cohort sizes, our commitment to eliminating the achievement gap remains steadfast. FLCA addresses this through inclusionary practices that allow students to express their learning in unique alignment with their culture. By prioritizing small-group support and a Collaborative Guidance Model, we ensure that every Indigenous learner is recognized and supported to reach their full academic potential.

Teaching and Leading >> Foundational Knowledge

To satisfy our local goal that teachers and leaders have strong foundational knowledge, FLCA has dedicated specific resources to professional capacity building. We have two teachers leading school-wide initiatives, including a K-12 "Fine Arts Infusion" that reflects Indigenous cultures. Furthermore, our partnership with Untethered Technologies provides specialized professional learning and AI resources tailored to support our FNMI families, ensuring our teaching practice is both innovative and culturally responsive.

Governance >> Land-Based Learning

Reconciliation requires actionable community steps. In collaboration with the FLCA School Council, Administration is developing "The Foxes' Run," a landscape initiative that will create outdoor learning spaces featuring Indigenous plantings. This project connects our charter mandate of Entrepreneurship with reconciliation, as Middle School students partner with Indigenous entrepreneurs to bring native grass seeds and shrubs to market, fostering a deep, practical respect for the land.

PRIORITY FOUR: INDIGENOUS SUCCESS AND RECONCILIATION

LOCAL GOALS

The FLCA community is knowledgeable and respectful of the rich diversity of First Nations, Métis and Inuit history, language and culture.

Teachers and leaders have strong foundational knowledge about Indigenous cultures, histories and perspectives as well as understanding of best practices to support the academic and cultural needs of Indigenous students.

Eliminate the gap in academic achievement and graduation rates between Indigenous and non-Indigenous students.

OUTCOMES

Alberta Education Outcome: First Nations, Métis and Inuit students in Alberta are successful.

Local Outcome 1: Students, educators and staff have opportunities to develop understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of Indigenous peoples.

Local Outcome 2: FLCA systems, programs and instructional supports help advance the education-related recommendations of the Truth and Reconciliation Commission of Canada.

REQUIRED AEAM & LOCAL COMPONENT

FLCA

FIRST NATIONS, MÉTIS AND INUIT STUDENT SUCCESS: Overview of how FLCA is: improving education outcomes for FNMI students through system, program and instructional supports; addressing the systemic education gap for self-identified FNMI students; and supporting the implementation of Truth and Reconciliation Commission recommendations.

| Assurance Domain | Measure | Footprints for Learning Chart (FNMI) | | | Alberta (FNMI) | | | 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 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | 3-year High School Completion | n/a | n/a | n/a | 59.8 | 58.6 | 58.4 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 69.7 | 69.4 | 69.6 | n/a | n/a | n/a |
| | PAT9: Acceptable | * | n/a | n/a | 41.6 | 41.4 | 40.4 | * | n/a | n/a |
| | PAT9: Excellence | * | n/a | n/a | 6.3 | 6.1 | 5.7 | * | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | 77.5 | 76.9 | 75.9 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 11.9 | 11.8 | 11.6 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
4. 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 Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

FNMI Outcomes and Achievement Data

Consistent with Alberta Education's privacy standards, specific achievement data (PATs and Diploma Exams) for self-identified First Nations, Métis, and Inuit students has been suppressed, as the cohort consists of fewer than six students.

FLCA remains accountable for the success of FNMI students through:

- Individualized Program Planning (IPP): Utilizing the Collaborative Guidance Model to track individual growth.
- Attendance and Retention Monitoring: Ensuring engagement remains high through the inclusive cultural programming detailed above.

STRATEGIES SUPPORTING TRUTH AND RECONCILIATION (TRC)

FLCA operationalized the following strategies to directly advance specific TRC Calls to Action regarding education and to ensure all teaching staff meet Teaching Quality Standard (TQS) Competency 5.

- **Curriculum and Culture:** We implemented a K-12 "Fine Arts Infusion" program to integrate Indigenous history and culture into daily learning. The impact of this strategy is measured by the 100% participation rate of our student body in these arts programming initiatives, ensuring widespread exposure to diverse perspectives.
- **Professional Development:** Through a strategic partnership with Untethered Technologies, FLCA provided staff with specialized resources and training on Indigenous perspectives. The effectiveness of this approach is measured by the completion of professional learning modules by teaching staff, directly supporting their attainment of the foundational knowledge required by TQS Competency 5.
- **Community and Land:** In collaboration with the School Council, we are developing "The Foxes' Run" to provide land-based learning opportunities involving native flora. The success of this initiative is measured locally by the launch of our native seed entrepreneurship elective, which allows students to apply practical stewardship and business skills.

FIRST NATIONS, MÉTIS AND INUIT GRANT FUNDING REPORTING

In the 2024-25 school year, FLCA received the following grant allocation to support system, program, and instructional supports for Indigenous learners. These funds were fully utilized to support the professional partnerships, instructional resources, and land-based infrastructure described in this section.

| | 2025 |
|---|----------|
| First Nations, Métis and Inuit Grant Received | \$20,000 |

Summary of Financial Results

| School Jurisdiction Code: <u>257</u> | | | |
|---|---------------------|---------------------|---------------------|
| STATEMENT OF OPERATIONS For the Year Ended August 31, 2025 (in dollars) | | | |
| | Budget 2025 | Actual 2025 | Actual 2024 |
| REVENUES | | | |
| Government of Alberta | \$ 5,424,468 | \$ 4,814,841 | \$ 2,744,887 |
| Federal Government and other government grants | \$ - | \$ - | \$ - |
| Property taxes | \$ - | \$ - | \$ - |
| Fees (Schedule 9) | \$ 161,630 | \$ 176,584 | \$ 566,205 |
| Sales of services and products | \$ - | \$ - | \$ - |
| Investment income | \$ 20,000 | \$ 31,270 | \$ 18,427 |
| Donations and other contributions | \$ - | \$ 19,182 | \$ 30,976 |
| Other revenue | \$ - | \$ - | \$ - |
| Total revenues | \$ 5,606,098 | \$ 5,041,877 | \$ 3,360,495 |
| EXPENSES | | | |
| Instruction - ECS | \$ 125,576 | \$ 127,034 | \$ 361,391 |
| Instruction - Grades 1 to 12 | \$ 3,362,860 | \$ 3,357,064 | \$ 2,236,379 |
| Operations and maintenance (Schedule 4) | \$ 1,630,610 | \$ 1,007,610 | \$ 654,116 |
| Transportation | \$ 103,550 | \$ 32,568 | \$ 29,861 |
| System administration | \$ 198,332 | \$ 188,265 | \$ 205,524 |
| External services | \$ - | \$ - | \$ - |
| Total expenses | \$ 5,420,928 | \$ 4,712,541 | \$ 3,487,271 |
| Annual operating surplus (deficit) | \$ 185,170 | \$ 329,336 | \$ (126,776) |
| Endowment contributions and reinvested income | \$ - | \$ - | \$ - |
| Annual surplus (deficit) | \$ 185,170 | \$ 329,336 | \$ (126,776) |
| Accumulated surplus (deficit) at beginning of year | \$ 87,748 | \$ 87,748 | \$ 214,524 |
| Accumulated surplus (deficit) at end of year | \$ 272,918 | \$ 417,084 | \$ 87,748 |

BUDGET-ACTUAL COMPARISON AND VARIANCE ANALYSIS

September 1, 2024 to August 31, 2025 was the first year that FLCA operated as a Charter school. FLCA operated as an independent school in previous years. As Charter schools receive different amounts of funding for operations compared to independent schools, FLCA's 2025 budget to actual comparison is a more appropriate measure of financial responsibility.

FLCA budgeted 539 students while the actual funded students was 530 for the year. The primary areas of budget expenditures was to focus on providing sufficient resources to enable students to achieve their full potential and ensuring staffing levels that were consistent with industry standards while meeting development needs.

In accordance with the Variance Analysis schedule for the year ending August 31, 2025, the entity's actual total expenses were \$4,712,541 vs. budgeted total expenses of \$5,420,928. This represents a favourable variance of \$708,387, or 13.1%. Actual operating expenditures were \$4.7 million compared to budgeted operating expenses of \$5.4 million.

The most significant difference between budget and actual is the operating and maintenance expenses (budgeted at \$1.6 million vs. actual of \$1.0 million). FLCA had anticipated significant enhancements, repairs and maintenance to the facility to meet the budgeted focus. These expenditures were to be funded by the Government of Alberta, and both the Government of Alberta revenue reported on the statement of operations and operating and maintenance expenses decreased by the same \$600,000 amount. The funding received for these items, and the related costs are recorded as capital assets, not operating expenses.

The variances from the budget within the other sources of revenue and expense categories are within 2% of revenue and are not discussed further.

The actual surplus of \$329,336 (budgeted surplus of \$185,170) will fund future operations and development at the school.

COLLABORATION

FLCA collaborates with The Association of Alberta Public Charter Schools (TAAPCS) as the Secretary for the Provincial Executive. FLCA also collaborates with the College of Alberta School Superintendents (CASS). In addition the Parent Council works with the Alberta School Council's Association. These are three professional bodies that facilitate the networking and professional learning for FLCA as a newly recognized Charter Authority in Alberta. Leadership teams seek clarification from the bodies, attend conferences provided by the bodies, and the Superintendent of FLCA is on the Executive Committee for the organization of the Fall 2026 Alberta Charter School Teachers' Convention.

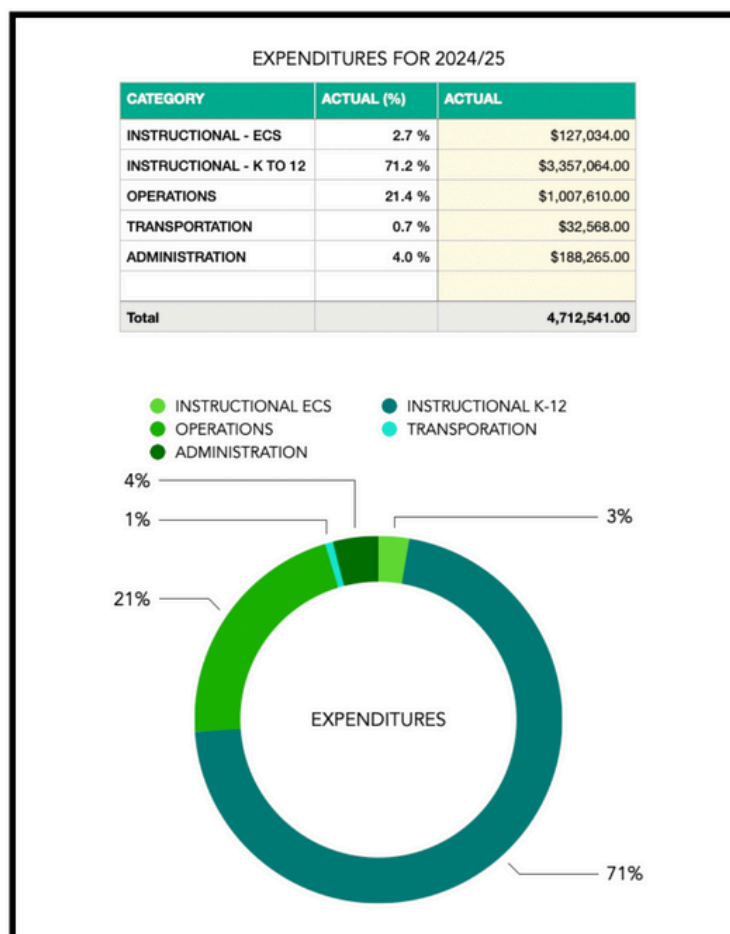
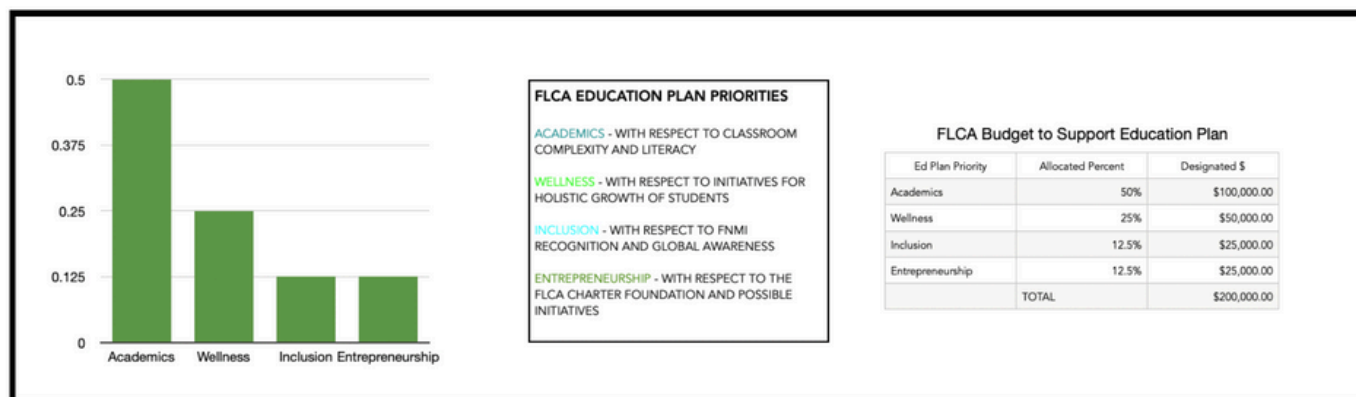
ADDITIONAL FINANCIAL INFORMATION

FLCA's Audited Financial Statements, approved budget, Education Plan and Capital Plan can be found on the FLCA website at: <https://www.flcacademy.org/board>.

The provincial roll up of K-12 Audited Financial Statement information can be found online at: <https://www.alberta.ca/k-12-education-financial-statements>

For additional financial information, please contact finance@footprintsforlearning.com.

RESOURCE ALLOCATION AND EXPENDITURES



ALBERTA EDUCATION MEASURE EVALUATION REFERENCE TABLES

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Measure Evaluation Reference

Fall 2025

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the five achievement evaluation levels for each measure.

| Measure | Very Low | Low | Intermediate | High | Very High |
|---|--------------|---------------|---------------|---------------|----------------|
| Student Learning Engagement | 0.00 - 80.63 | 80.63 - 82.49 | 82.49 - 85.34 | 85.34 - 87.37 | 87.37 - 100.00 |
| Citizenship | 0.00 - 66.30 | 66.30 - 71.63 | 71.63 - 77.50 | 77.50 - 81.08 | 81.08 - 100.00 |
| 3-year High School Completion | 0.00 - 65.95 | 65.95 - 74.10 | 74.10 - 84.79 | 84.79 - 89.00 | 89.00 - 100.00 |
| 5-year High School Completion | 0.00 - 72.59 | 72.59 - 80.82 | 80.82 - 89.18 | 89.18 - 91.96 | 91.96 - 100.00 |
| PAT9: Acceptable | 0.00 - 62.37 | 62.37 - 67.35 | 67.35 - 76.70 | 76.70 - 81.94 | 81.94 - 100.00 |
| PAT9: Excellence | 0.00 - 9.69 | 9.69 - 13.44 | 13.44 - 18.38 | 18.38 - 23.38 | 23.38 - 100.00 |
| Diploma: Acceptable | 0.00 - 71.45 | 71.45 - 78.34 | 78.34 - 84.76 | 84.76 - 87.95 | 87.95 - 100.00 |
| Diploma: Excellence | 0.00 - 9.55 | 9.55 - 12.59 | 12.59 - 19.38 | 19.38 - 23.20 | 23.20 - 100.00 |
| Education Quality | 0.00 - 80.94 | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 0.00 - 79.99 | 79.99 - 82.81 | 82.81 - 87.17 | 87.17 - 90.40 | 90.40 - 100.00 |
| Access to Supports and Services | 0.00 - 74.19 | 74.19 - 78.27 | 78.27 - 83.43 | 83.43 - 88.16 | 88.16 - 100.00 |
| Parental Involvement | 0.00 - 70.76 | 70.76 - 74.58 | 74.58 - 78.50 | 78.50 - 82.30 | 82.30 - 100.00 |

Measure Evaluation Reference

Fall 2025

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

| Evaluation Category | Chi-Square Range |
|------------------------|---|
| Declined Significantly | 3.84 + (current < previous 3-year average) |
| Declined | 1.00 - 3.83 (current < previous 3-year average) |
| Maintained | less than 1.00 |
| Improved | 1.00 - 3.83 (current > previous 3-year average) |
| Improved Significantly | 3.84 + (current > previous 3-year average) |

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

| Improvement | Achievement | | | | |
|------------------------|-------------|------------|--------------|------------|------------|
| | Very High | High | Intermediate | Low | Very Low |
| Improved Significantly | Excellent | Good | Good | Good | Acceptable |
| Improved | Excellent | Good | Good | Acceptable | Issue |
| Maintained | Excellent | Good | Acceptable | Issue | Concern |
| Declined | Good | Acceptable | Issue | Issue | Concern |
| Declined Significantly | Acceptable | Issue | Issue | Concern | Concern |



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