flca
FOOTPRINTS FOR LEARNING CHARTER ACADEMY





ANNUAL EDUCATION RESULTS REPORT

2026

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 2025-2026 school year was prepared under the direction of the FFLS Charter Board in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. The FFLS 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 FFLS Charter Board reviewed and approved the 2025-2026 Annual Education Results Report on November 30, 2026.

Laura Bancroft
Board Chair

Original Signed and Dated

Terry-Ann Robertson
Superintendent

Original Signed and Dated

Annual Report of Disclosures

Footprints for Learning Charter Academy (FLCA) 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 2025–2026 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 all within an entrepreneurship framework. It is through entrepreneurial knowledge and skills that we empower students to become responsible and responsive 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 succeed 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 in the mastery of our students' foundational learning.

We hold the learning process as important 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 cultivate greater understanding of ourselves, our communities and our responsibilities in a global society.

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

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 growth and opportunity 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 confidence 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, respect, and responsibility.

We strive to foster inclusiveness and awareness by exposing students to different cultures, perspectives, and challenges. Through interdisciplinary studies, cultural exchanges, service leadership, and international collaborations, we encourage students to become empathetic 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 perspectives 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 now serving 560 students in grades K-12 south central Alberta. 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 a constantly 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 the leadership role in entrepreneurship education. By codifying our unique practices in transitioning, mentorship, AI integration, and experiential learning, we aim to build a replicable model that contributes valuable insights to the broader provincial education landscape with ongoing ACTION RESEARCH.

Strong and supportive community

FLCA has a stable governance and administration team in succession 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 stepping up to help the school find success 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 is at 560 K-12 students, as compared to last year's 530, placing the facility at 123% utilization, a figure projected to rise to 133% by September 2027. As larger student cohorts progress through the grades, enrolment pressures will intensify, even with capped intake. With almost 1,000 students on our current waiting list, the demand for our public charter programming is undeniable. To address this critical capacity gap, FLCA has submitted detailed and innovative capital requests for two facilities - to address the need for a small high school campus in the short-term, and to address the need for a new large K-12 campus in the future. The proposed facilities represent solutions that would benefit not only our students but the wider Airdrie community. To date, capital funding has been approved for a Pre-Planning Report with discussions ongoing. FLCA remains committed to advocating on behalf of our families to ensure our students learning environments comparable to other public schools, ones that empower 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 charter/career programming that ideally require unique designs. Moreover, the addition of extracurricular programs, including athletics, also have very specific space requirements.

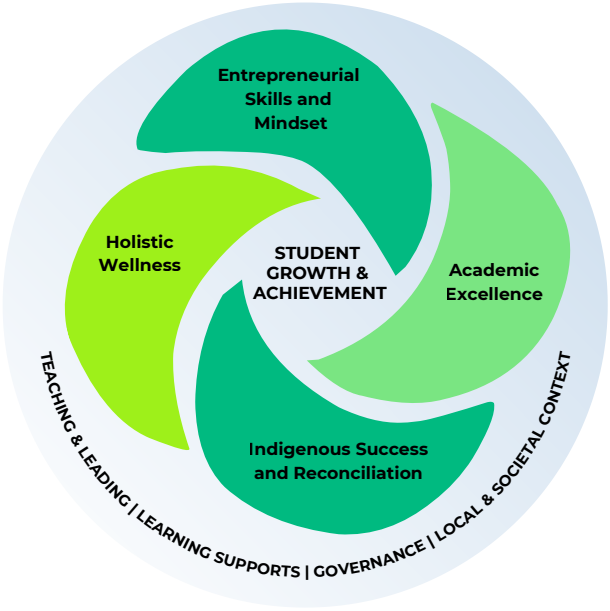
Education Plan Priorities

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 promising opportunities and necessary 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 Perspectives and Success 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.

2025-26 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 FLCA Education Plan for 2026-27 continues to reference the FFLS Charter within a strategic scaffolding of all programming from Grade 4 through Grade 12. Moreover, 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 FLCA entrepreneurship newsletters boasts 10 months each year of evidence in student applied learning throughout the K-12 continuum. Moreover, our Market Fair from Kindergarten through Grade 12 boasts of over 100 projects with now two separate events in March and April each year. 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 20 students worked in small cohorts to develop 10 unique projects.

Our next steps are to move outward, to find mentors, speakers, service initiatives, and experiential learnings that connect our students to the wider community.

GLOBAL AWARENESS

FLCA is continuing to elaborate on our Global Awareness programming with the exploration of bimonthly speakers on cultures from around the world at our citizenship assemblies. FLCA is also designating time and expertise to mature its teaching of Global Studies, where each of Earth's continents 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 hope to again 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 Contest*. We are looking at expanding our volunteer initiatives for students and bringing service leadership into our planned travels next year, and most importantly, into our immediate community. We are determined to be servant leaders, and as such, we fundraise throughout the year and will continue these value-driven initiatives.



2025-26 Highlights

NEW CURRICULUM

FLCA is working with a new Professional Learning Plan where each of its Education Plan Pillars are addressed. Within which there is a special focus on the learner outcomes of new AB curriculum - as to how we can develop resources using Edwin, how we can construct aligned assessments, and where this will impact our reporting practices. PLC's will continue to foster collaboration across Charter schools - most especially following the fall Conference. And again, our ever-growing Research Portfolio will carefully examine the ways and means of addressing new curricular pathways and digital tools, like AI, for targeted learning designs.

LITERACY AND NUMERACY INTERVENTIONS

We are using Individual Support Plans (ISPs with IPP's) to target Literacy and Numeracy interventions, most especially in Numeracy and the mechanics of math calculations. We also want to devote teacher time to break-out groups that focus on strengthening our use of AI for Learning Support. In this, Amira will be continued with a partner Numeracy AI Application being tested. We are continuing our expansion of resources to build literature libraries and digital experiences for FLCA students. Last, but not least, research will continue on effective EA models and pedagogical practices for the classroom for mastery in both literacy and numeracy.

HOLISTIC WELLNESS

We are using the leadership roles our Athletic Director and Guidance Counsellor to coordinate with the Administration on school-wide programs and communication. *The Wellness Newsletter* has been a great addition! Moreover, we are working on Action Research that measures the Growth Mindset of our students and looks at ways to respond to the data. We are also attending APLC usage and reflecting on the next province-wide professional learning event to mature our understandings for the students of today. See Appendix B for our Facility upgrades that directly impact Holistic Wellness at FLCA.

EDUCATION FOR RECONCILIATION

Using entrepreneurship and global awareness, we are expanding our Indigenous studies to examine worlds of work and culture, locally and internationally - in entrepreneurship research, in partnerships, and in schools initiatives like the Foxes Run. Currently, we scaffold our FNMI studies thematically and augment this with key components of our Fine Arts programming throughout the year and across all grades - within French, art, drama and music studies. Our Orange Shirt Day jigsaw of classroom activities creates an annual collective school display. We will build on the success of these initiatives with survey data from stakeholders.



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 very much 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. The AERR informs this plan and helps respond each year to any necessary changes.

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 and research-based 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 range 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. Moreover, our commitment to research is tiered and purposeful wherein we map the possibilities, research the target issues, and test our trial strategies. FLCA strives to be a learning system!



Assurance Process

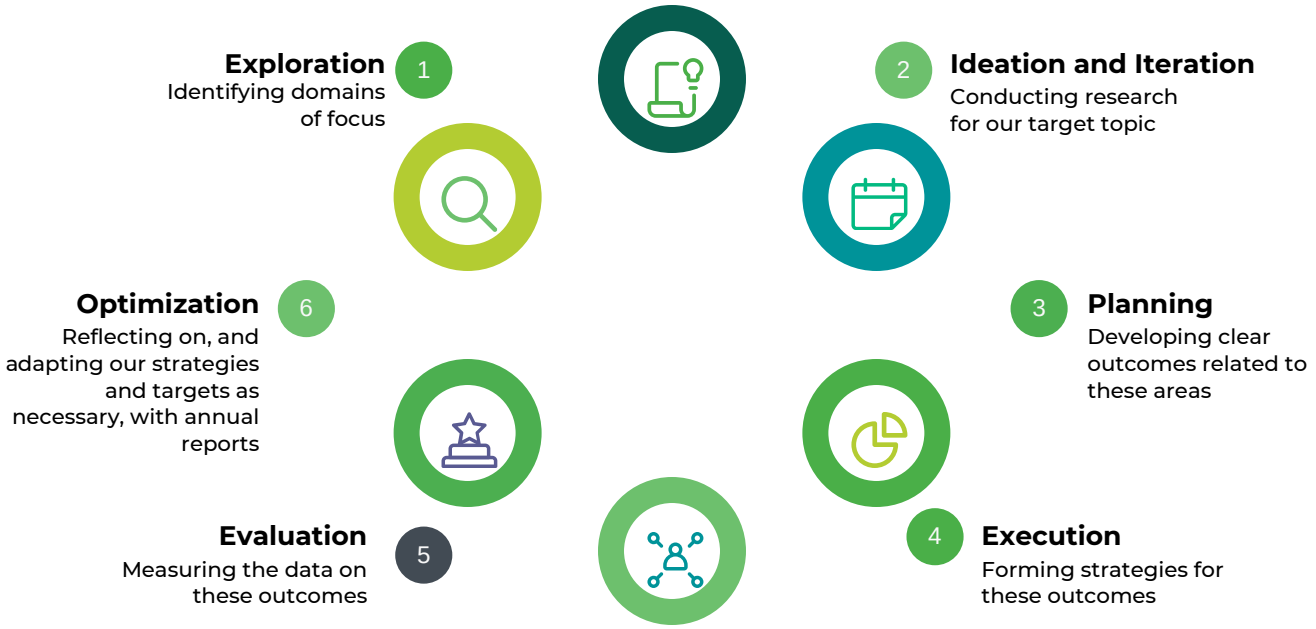
THE ESSENTIAL QUESTIONS AND TARGETS

FLCA's approach to continuous improvement and quality assurance is guided by a set of essential questions that form the foundation of our reflective practice. These fundamental inquiries drive our ongoing efforts to enhance student learning and overall school effectiveness. **Our GOALS OR TARGETS shift with data reports, where we want to IMPROVE or MAINTAIN results at the Very High and Excellent Levels as a MEASURED EVALUATION from ALBERTA EDUCATION (OPTIMIZATION within the Assurance Process).**

How well are we doing? What are our strengths and areas of potential growth?	**Reflecting on current practices and results**
What are we trying to accomplish? How will we know that the designed changes are improving learning?	**Using a range of data and evidence**
What changes can we make that will result in improvement in growth areas?	**Identifying and prioritizing needs**

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. This process relies greatly on Tiered Research for our Administration, Teachers, Students and Parents.



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. Interestingly, our research follows the same flow pattern.



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. Most importantly, the Parents make up the majority of our Charter School Board, offering governance with signigicant insight and long-term commitment.

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.

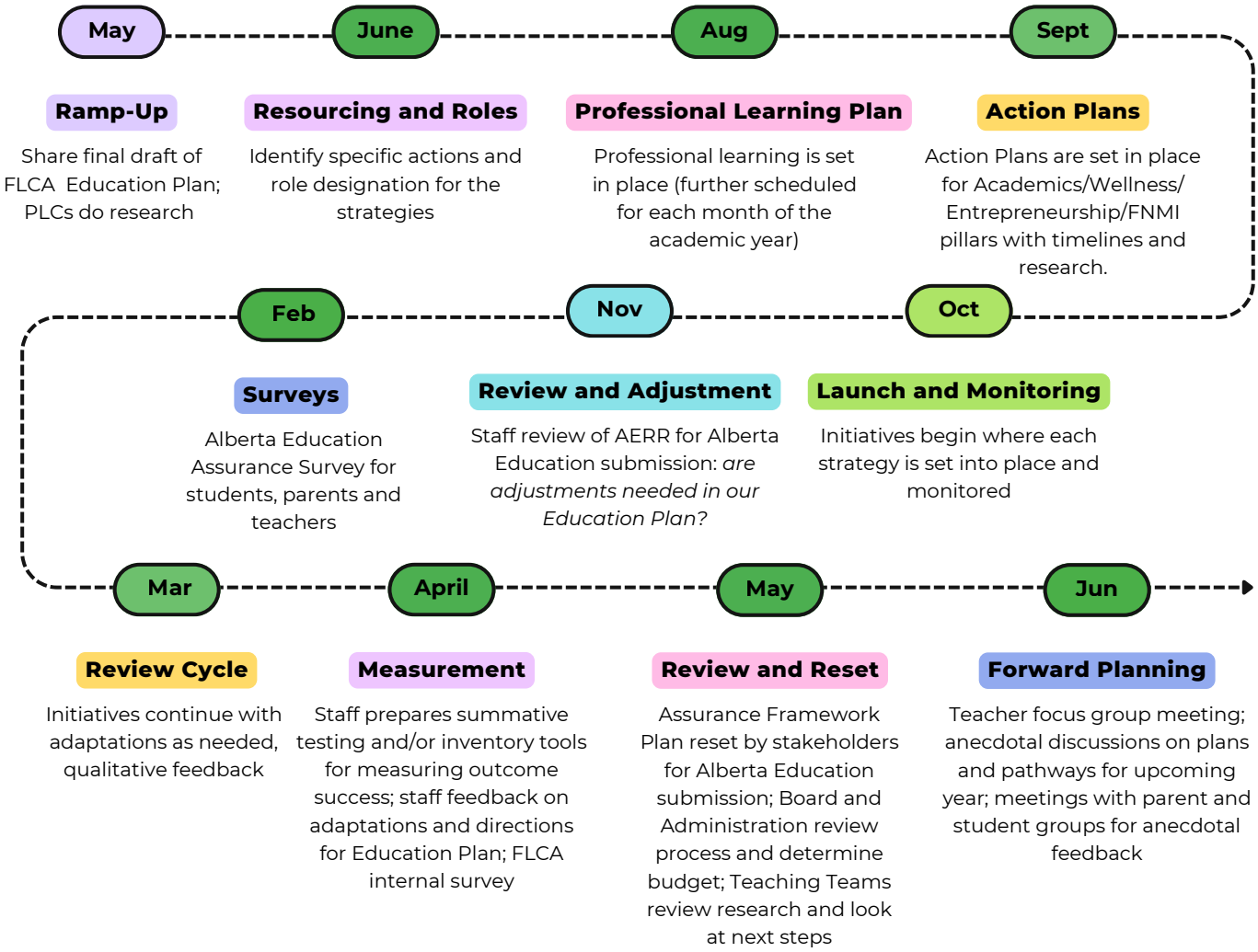
Teachers

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 2025-2026 SCHOOL YEAR

Compliance and consultation In accordance with the School Councils Regulation, FLCA actively engages the School Council in our accountability cycle, ensuring meaningful opportunities to advise on school planning and reporting:

- December 2025: Administration presented the Annual Education Results Report (AERR), sharing provincial assessment results and financial data to inform Council advice.
- May 2026: The Three-Year Education Plan was presented for review, integrating parent perspectives into future strategic priorities.

Overview of Activities Beyond its advisory capacity, the School Council played a pivotal role in establishing the culture of our charter authority. Key activities included:

- Governance Establishment: Successfully ratified Council Bylaws and established a separate Fundraising Society (January 2025) to support school initiatives.
- Literacy & Learning Support: Led ongoing literacy initiatives (June 2025 and Spring 2026), directing funds and volunteer cohorts to curate and expand classroom libraries in direct support of FLCA's academic goals.
- Community Building: Fostered school spirit by organizing community fundraising events, including Seasonal Purdys Sales, the Book Fairs, and Plant & BBQ Meat Sales throughout the 2025/26 school year.
- Used monies to support extended and thematic literacy library for global awareness.

The Value of Partnership and Engagement We extend our deepest gratitude to the School Council executive and volunteers. Their leadership has been instrumental in grounding FLCA within the community and ensuring the parent perspective remains a highly supportive force. Moving forward, we encourage the continued advocacy and agency of our School Council in partnership with FLCA—valuing them not merely for fiscal support, but as a vital voice to champion the needs, successes, and ongoing growth of our campus of learners.



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 and annual Professional Learning Plan, these collaborative teams of educators meet regularly to review data, contribute to administrative/school research and discuss teaching practices, with their central focus on improving student learning outcomes. The FLCA Research Portfolio provides direct proof and access to our ongoing learning and our iterations moving forward.

PLC ACTIONS

- Collect and/or Provide Data
- Research
- 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 constant pursuit of excellence, FLCA operates through a process of continuous quality improvement. We use data and academic research not just to measure past performance, but to shape our future practices and overall 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 2025-26 AEAMs highlights distinct trends in FLCA's operational and academic performance during our continued growth as a public charter school authority. The data reveals a school culture that has successfully elevated student engagement and learning supports, alongside specific new targets for high school retention and academic interventions.

FLCA excels in areas related to school climate and stakeholder connection. Measures for Citizenship (87.2%), Parental Involvement (86.2%), and Welcoming, Caring, Respectful, and Safe Learning Environments (91.8%) are all performing above the provincial averages. These results affirm that the core culture of the school remains highly valued, though local survey data challenges us to continually strengthen our behavioral accountability and anti-bullying frameworks to ensure this exceptional provincial metric matches the lived experience of every student.

Academic results present a nuanced picture. While Diploma Excellence (25.8%) and PAT9 Acceptable (82.3%) rates remain strong and above provincial standards, the Diploma Acceptable rate (77.4%) has trended downward. While small cohort sizes still require cautious interpretation, local feedback indicates a clear need for targeted instructional focus on summative assessment, proactive parent-teacher communication regarding syllabi, and an adaptive review of specialized program delivery to better support foundational mastery with this complex blended learning cohort.

In our previous reporting cycle, Student Learning Engagement and Access to Supports and Services were prioritized for immediate strategic action. Thanks to targeted interventions, both measures have surged this year, improving significantly to 87.9% and 85.8% respectively—now sitting well above the provincial averages. However, a new critical measure has fallen just below our previous benchmark of 95.6% and requires immediate action: our 3-year High School Completion rate currently sits at 85.7%. Consequently, our Education Plan and Strategic Plan will focus heavily on expanding high school campus options for expansion, strong elective pathways, true community athletic partnerships, and youth-engaged design to drive senior student retention and success through to graduation.

The results provided in the summary table below represent the official Alberta Education Assurance Measures (AEAMs) for the 2025/26 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 - this is starting to change as we grow.

See Appendix A for our 2026 FFLS/FLCA Strategic Plan.

AB — Provincial measure required by Alberta Education

FLCA — Local FLCA measure

Assurance Measures Summary

FALL 2026 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	87.9	78.2	81.3	84.2	83.9	84.0	Very High	Improved Significantly	Excellent
	Citizenship	87.2	82.2	85.8	81.2	79.8	79.8	Very High	Maintained	Excellent
	3-year High School Completion	85.7	95.6	85.7	82.1	81.4	80.8	High	Maintained	Good
	5-year High School Completion	73.3	n/a	n/a	86.7	87.1	87.9	Growth Area	n/a	n/a
	PAT6: Acceptable	86.2	n/a	n/a	74.8	n/a	n/a	n/a	n/a	n/a
	PAT6: Excellence	26.1	n/a	n/a	20.0	n/a	n/a	n/a	n/a	n/a
	PAT9: Acceptable	82.3	85.0	85.0	60.8	62.5	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	22.6	18.0	18.0	15.5	15.6	15.5	High	Maintained	Good
	Diploma: Acceptable	77.4	85.7	85.7	80.2	82.0	81.3	n/a	n/a	n/a
	Diploma: Excellence	25.8	21.4	21.4	22.9	23.0	22.3	n/a	n/a	n/a
Teaching and Leading	Education Quality	90.2	88.0	88.0	87.7	87.8	87.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	91.8	85.4	85.4	85.8	84.4	84.4	Very High	Maintained	Excellent
	Access to Supports and Services	85.8	79.8	79.8	79.5	80.1	80.2	High	Improved	Good
Governance	Parent Involvement	86.2	86.9	86.9	79.9	80.0	79.5	Very High	Maintained	Excellent

NOTES:

1. Data values have been suppressed where the number of respondents/students is fewer than six. Suppression is marked with an asterisk (*).
2. PAT 6 Results were not available for 2024/25 as the new curriculum was being piloted.
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. Noting that in 2025/26 the Diploma Exams were cancelled or optional for Semester I.
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.

ASSURANCE DOMAINS:
Student Growth and Achievement
Teaching and Leading
Governance
Local and Societal Context

PRIORITY ONE

Entrepreneurial Skills and Mindset

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, with measured success, 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. Our creation and distribution of an Entrepreneurship Handbook provides further guidance to the FFLS community.

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 3/5)

Learning is adapted as necessary to meet needs, emphasizing a sense of belonging for all in the framework of Entrepreneurship. (Year 3/5)

Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning. (Year 3/5)

Board and Administration engage the FLCA community in the creation and ongoing implementation of a shared vision for student success. (Year 3/5)

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 CONNECTED TO COMMUNITY for learning in entrepreneurship. (2023, updated 2026)

MEASURES: ENTREPRENEURIAL SKILLS AND MINDSET

FLCA

ENTREPRENEURSHIP: Percentage of parents satisfied with the Entrepreneurship Programming at FLCA.

	2026
Parents	94.0

FLCA ANALYSIS

FLCA will support this central charter domain through AI tools, professional development, and community outreach to position teachers as mentors and empower students to direct their own learning pathways, ensuring their entrepreneurial journey is both meaningful and productive. We will research and report on practices as we encourage all to innovate.

STUDENT GROWTH AND ACHIEVEMENT

AB

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

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Footprints for Learning Charte													Alberta								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	269	82.2	362	87.2	Very High	Improved	Excellent	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8	278,858	81.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	3	*	52	90.0	Very High	n/a	n/a	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6	37,180	80.1
Student	n/a	n/a	n/a	n/a	n/a	n/a	244	69.3	285	79.7	Very High	Improved Significantly	Excellent	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3	207,891	72.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	25	95.2	25	92.0	Intermediate	Maintained	Acceptable	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5	33,787	90.9

FLCA

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

	2026
Parents	95.7

FLCA ANALYSIS

FLCA's overall AEAM Citizenship results are 6.0 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.

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

	Footprints for Learning Societ													Alberta								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	274	91.0	277	90.1	279	91.3	269	88.0	362	90.2	Very High	Maintained	Excellent	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7	279,339	87.8
Parent	50	94.6	44	93.5	42	91.3	3	*	52	91.9	Very High	Maintained	Excellent	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3	37,209	84.2
Student	207	80.5	214	86.5	216	83.5	244	83.4	285	90.0	Very High	Improved	Excellent	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8	208,329	85.8
Teacher	17	98.0	19	90.4	21	99.2	25	92.6	25	88.7	Concern	Maintained	Concern	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9	33,801	93.5

FLCA

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

	2026
Parents	**93.0**

FLCA

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

	2026
Parents	**92.8**

FLCA ANALYSIS

FLCA's overall AEAM Education Quality results are 2.4 percent 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 have us focus further on complex classrooms and new curricular development. These initiatives will be coupled with refining our approach to entrepreneurship education that includes ongoing mentorship for staff. We are committed to maintaining quality through supports for both students and teachers. PLCs and Team Leads will continue to meet regularly to share concerns and ideas related to teaching quality and maintaining clear expectations.

See Appendix E: Response to Measures of Concern for Teachers.

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 while maintaining alignment with FLCA's charter mandate. Key focus areas include First Nations, Métis, and Inuit (FNMI) foundational knowledge, Artificial Intelligence (AI) integration, new curriculum and assessment development, research portfolios, and entrepreneurship education with global awareness. Operationally, this is supported by allocated weekly time for classroom preparation, intervention planning, and mentorship. See Appendix C for 2025/26 Professional Learning Plan that acts as a response to our AERR.

- **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, assessment, 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. Note further that the policy and programming documents have been updated to align with AB Ed mandates and guidelines. These are critical elements for teacher growth in understanding FFLS and its role in the Alberta matrix of public charter authorities.

GOVERNANCE

AB

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

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

	Footprints for Learning Charte													Alberta								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	25	86.9	77	86.2	Very High	Maintained	Excellent	62,412	78.8	63,935	79.1	64,949	79.5	67,669	80.0	70,601	79.9
Parent	n/a	n/a	n/a	n/a	n/a	n/a	3	*	52	80.5	Very High	n/a	n/a	31,598	72.3	31,720	72.5	33,070	74.4	34,316	75.6	37,020	75.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	25	86.9	25	91.9	High	Maintained	Good	30,814	85.2	32,215	85.7	31,879	84.6	33,353	84.3	33,581	84.1

FLCA

COMMUNICATION WITH LEADERSHIP: Percentage of parents satisfied with the ability to communicate with Administration at FLCA.

	2026
Parents	**98.0**

FLCA

COMMUNICATION WITH EDUCATORS: Percentage of parents satisfied with the ability to communicate with Teachers at FLCA.

	2026
Parents	**94.0**

FLCA ANALYSIS

At 6.3 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 and has become central to the Alberta Education philosophy. Our local measures validate this strength with exceptional clarity: 98.% of parents reported positive communication with Leadership, and 94.0% reported effective communication with Educators. These high results confirm that collective voices are the cornerstone of our charter culture, where parents act as integral partners in working towards transformational learning and leading.

ASSURANCE DOMAINS:
Student Growth and Achievement
Teaching and Leading
Learning Supports
Governance

PRIORITY TWO

Academic Excellence

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 authentic societal 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 while applying the essential elements of entrepreneurship. A review of the 2025/26 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 exceptional foundational mastery in our lower grades, highlighted by recent Grade 6 PAT Excellence rates in Science (42.6%) and Mathematics (21.3%) that meet or significantly outpace the province. However, our senior metrics—specifically a Fall 2026 Diploma Acceptable rate of 77.4% —requires proactive CQI. To address high school retention and engagement, we are embracing informal but personalized Youth-Engaged Designs and expanding community athletic and volunteerism partnerships. These initiatives encourage students to practice self-advocacy (Charter Outcome 2), moving them from passive learners to active co-designers of their graduation pathways.

Learning Supports >> Targeted Intervention
To satisfy our Local Outcome of maximizing reading comprehension and vocabulary development, FLCA has modernized its response-to-intervention model, a key driver in pushing our provincial Access to Supports metric to an "Excellent" 85.8%. By combining targeted instructional blocks with AI-driven screening tools like Amira, we can instantly profile reading fluency and deploy targeted support. This approach is proving highly effective: tracking indicates that 80% of students who access these targeted interventions successfully meet grade-level expectations. We are now focusing on Numeracy to follow a parallel development.

Teaching and Leading >> Inclusive Perspectives
Academic excellence requires a relevant, inclusive curriculum. In support of our Charter Goal to appreciate diverse cultures, FLCA had focused professional learning on First Nations, Métis, and Inuit (FNMI) foundational knowledge, utilizing VR and AR technologies to create immersive student experiences. We are now implementing AR into vocational Interplay Programming for CTF modules. This ensures our teaching practices are not only evidence-based but responsive, fostering an appreciation of new mandates, like careers and financial literacy, as a means of authentic 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.

	2026
Parents	88.0

FLCA

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

	2026
Parents	94.0

FLCA

GLOBAL AWARENESS: Percentage of parents willing to contribute for the Global Awareness Studies development at FLCA.

	2026
Parents	71.0

FLCA

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

	2026
Parents	70.0

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				
	2022	2023	2024	2025	2026	Achievement	Improvement	Overall	2022	2023	2024	2025	2026
N	n/a	n/a	n/a	25	31	n/a	n/a	n/a	53,039	57,925	60,682	61,071	61,946
Acceptable Standard %	n/a	n/a	n/a	85.0	82.3	Very High	Maintained	Excellent	62.9	62.6	62.5	62.5	60.8
Standard of Excellence %	n/a	n/a	n/a	18.0	22.6	High	Maintained	Good	16.8	15.5	15.4	15.6	15.5

FLCA ANALYSIS

Overall PAT results demonstrate exceptional foundational mastery for FLCA's Grade 6 cohort, completely reshaping our previous trajectory for elementary achievement. Grade 6 students achieved excellence in Science (42.6%) and demonstrated highly robust acceptable standards across English Language Arts, Science, and Social Studies. Grade 9 results continue to reflect clear strengths in Science at both the acceptable and excellence levels. However, the data indicates a targeted need for ongoing growth in numeracy skills. To address these specific numeracy gaps while building on our newly validated core foundations, FLCA will utilize adaptive coaching and dedicated intervention blocks to foster deep conceptual understanding, ensuring students are equipped with the robust skills necessary to approach comprehensive assessments with confidence.

DETAILED PAT RESULTS - COURSE BY COURSE SUMMARY

		Footprints for Learning Societ							Alberta			
		Achievement	Improvement	Overall	2026		Prev 3 Year Average		2026		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts & Lit 6	Acceptable Standard	n/a	Maintained	n/a	48	89.6	52	94.2	63,866	71.3	61,670	69.1
	Standard of Excellence	n/a	Maintained	n/a	48	18.8	52	15.4	63,866	8.9	61,670	12.7
French Immersion Language Arts and Literature 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,595	79.1	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,595	10.0	n/a	n/a
Français langue première et littérature 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	946	85.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	946	19.3	n/a	n/a
Mathematics 6	Acceptable Standard	n/a	Maintained	n/a	48	64.6	52	59.6	63,820	53.0	61,656	53.1
	Standard of Excellence	n/a	Improved	n/a	48	20.8	52	11.5	63,820	18.3	61,656	15.1
Science 6	Acceptable Standard	n/a	n/a	n/a	48	93.8	n/a	n/a	63,740	65.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	48	41.7	n/a	n/a	63,740	20.7	n/a	n/a
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	48	89.6	44	85.3	29,449	64.5	56,171	66.3
	Standard of Excellence	High	Maintained	Good	48	20.8	44	16.8	29,449	18.7	56,171	18.8
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	31	93.5	17	93.4	58,077	70.0	58,247	70.2
	Standard of Excellence	Very High	Maintained	Excellent	31	32.3	17	28.6	58,077	11.4	58,247	12.1
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,248	44.5	1,396	49.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,248	3.5	1,396	5.5
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,063	71.6	3,219	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,063	9.0	3,219	10.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	76.6	589	83.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	531	15.6	589	19.5
Mathematics 9	Acceptable Standard	Intermediate	Maintained	Acceptable	31	64.5	17	72.6	56,398	50.7	57,645	52.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	31	12.9	17	14.0	56,398	15.1	57,645	13.8
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,792	44.1	1,907	51.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,792	8.5	1,907	10.8
Science 9	Acceptable Standard	Very High	Maintained	Excellent	31	90.3	17	91.5	54,620	65.3	58,279	67.5
	Standard of Excellence	Very High	Maintained	Excellent	31	22.6	17	29.7	54,620	20.4	58,279	20.7
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	948	47.7	1,354	51.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	948	10.0	1,354	9.2
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	31	80.6	17	74.6	55,336	57.5	58,302	59.8
	Standard of Excellence	High	Maintained	Good	31	22.6	17	15.7	55,336	16.3	58,302	16.3
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,108	47.9	1,308	50.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,108	11.6	1,308	10.8

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 in 2021/22. School year 2021/22 is 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, and cancellation of the January 2026 sitting. 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

June 2026 PATs (Recently Assessed) The Grade 6 Social Studies PAT was the newest curriculum assessment in June 2026. This followed the mandatory K-6 Social Studies implementation shifting to September 2026. (Grade 6 Mathematics and English Language Arts & Literature were previously transitioned in 2024, and Science in 2025). June 2027 PATs (Upcoming) For Grade 6, there are no new core curriculum assessments for June 2027. Note: Grade 9 will begin seeing new curriculum assessments as the 7-9 rollout progresses).

GRADE 6 AND 9 PAT ACHIEVEMENT - COURSE SUMMARY

		Footprints for Learning Charte		Alberta	
		2026	2023 - 2025 Avg	2026	2023 - 2025 Avg
English Language Arts & Lit 6	Number Writing	47	52	55,234	53,045
	Acceptable Standard %	91.5	94.2	82.4	80.3
	Standard of Excellence %	19.1	15.4	10.3	14.7
French Immersion Language Arts and Literature 6	Number Writing	n/a	n/a	3,477	n/a
	Acceptable Standard %	n/a	n/a	81.8	n/a
	Standard of Excellence %	n/a	n/a	10.4	n/a
Français langue première et littérature 6	Number Writing	n/a	n/a	910	n/a
	Acceptable Standard %	n/a	n/a	88.7	n/a
	Standard of Excellence %	n/a	n/a	20.1	n/a
Mathematics 6	Number Writing	47	51	55,018	53,321
	Acceptable Standard %	66.0	60.8	61.5	61.4
	Standard of Excellence %	21.3	11.8	21.2	17.5
Science 6	Number Writing	47	n/a	55,269	n/a
	Acceptable Standard %	95.7	n/a	75.8	n/a
	Standard of Excellence %	42.6	n/a	23.9	n/a
Social Studies 6	Number Writing	47	51	24,204	47,823
	Acceptable Standard %	91.5	88.2	78.4	77.9
	Standard of Excellence %	21.3	13.7	22.8	22.1
English Language Arts 9	Number Writing	30	25	48,984	48,837
	Acceptable Standard %	96.7	100.0	83.0	83.8
	Standard of Excellence %	33.3	24.0	13.5	14.4
K&E English Language Arts 9	Number Writing	n/a	n/a	926	1,013
	Acceptable Standard %	n/a	n/a	59.9	67.8
	Standard of Excellence %	n/a	n/a	4.8	7.6
French Language Arts 9 année	Number Writing	n/a	n/a	2,855	3,043
	Acceptable Standard %	n/a	n/a	76.8	80.4
	Standard of Excellence %	n/a	n/a	9.7	10.8
Français 9 année	Number Writing	n/a	n/a	486	560
	Acceptable Standard %	n/a	n/a	83.7	87.4
	Standard of Excellence %	n/a	n/a	17.1	20.5
Mathematics 9	Number Writing	30	25	47,153	48,898
	Acceptable Standard %	66.7	60.0	60.7	62.4
	Standard of Excellence %	13.3	8.0	18.1	16.3

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 in 2021/22. School year 2021/22 is 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, and cancellation of the January 2026 sitting. 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 - WITH NEW CURRICULUM FOR ELA/MATH/SCI

Social Studies 6

		Footprints for Learning Charte					Alberta				
		2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
Participation	Students Enrolled	n/a	n/a	n/a	52	48	56,483	57,655	60,804	50,053	29,449
	Students Writing	n/a	n/a	n/a	51	47	48,283	48,742	52,610	42,116	24,204
	Students Writing (%)	n/a	n/a	n/a	98.1	97.9	85.5	84.5	86.5	84.1	82.2
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	n/a	86.5	89.6	67.8	66.2	68.5	64.1	64.5
	Standard of Excellence (%)	n/a	n/a	n/a	13.5	20.8	20.1	18.0	19.8	18.5	18.7
	Below Acceptable Standard (%)	n/a	n/a	n/a	11.5	8.3	17.7	18.4	18.0	20.1	17.7
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	n/a	88.2	91.5	79.3	78.3	79.2	76.1	78.4
	Standard of Excellence (%)	n/a	n/a	n/a	13.7	21.3	23.6	21.3	22.8	22.0	22.8
	Below Acceptable Standard (%)	n/a	n/a	n/a	11.8	8.5	20.7	21.7	20.8	23.9	21.6

cience 6

		Footprints for Learning Charte					Alberta				
		2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
rticipation	Students Enrolled	n/a	n/a	n/a	n/a	48	n/a	n/a	n/a	n/a	63,74
	Students Writing	n/a	n/a	n/a	n/a	47	n/a	n/a	n/a	n/a	55,26
	Students Writing (%)	n/a	n/a	n/a	n/a	97.9	n/a	n/a	n/a	n/a	86.7
esults Based on Number nrolled	Acceptable Standard (%)	n/a	n/a	n/a	n/a	93.8	n/a	n/a	n/a	n/a	65.7
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	41.7	n/a	n/a	n/a	n/a	20.7
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	4.2	n/a	n/a	n/a	n/a	21.0
esults Based on Number riting	Acceptable Standard (%)	n/a	n/a	n/a	n/a	95.7	n/a	n/a	n/a	n/a	75.8
	Standard of Excellence (%)	n/a	n/a	n/a	n/a	42.6	n/a	n/a	n/a	n/a	23.9
	Below Acceptable Standard (%)	n/a	n/a	n/a	n/a	4.3	n/a	n/a	n/a	n/a	24.2

Mathematics 6

		Footprints for Learning Charte					Alberta				
		2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
Participation	Students Enrolled	n/a	n/a	n/a	52	48	n/a	n/a	n/a	61,656	63,820
	Students Writing	n/a	n/a	n/a	51	47	n/a	n/a	n/a	53,321	55,018
	Students Writing (%)	n/a	n/a	n/a	98.1	97.9	n/a	n/a	n/a	86.5	86.2
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	n/a	59.6	64.6	n/a	n/a	n/a	53.1	53.0
	Standard of Excellence (%)	n/a	n/a	n/a	11.5	20.8	n/a	n/a	n/a	15.1	18.3
	Below Acceptable Standard (%)	n/a	n/a	n/a	38.5	33.3	n/a	n/a	n/a	33.3	33.2
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	n/a	60.8	66.0	n/a	n/a	n/a	61.4	61.5
	Standard of Excellence (%)	n/a	n/a	n/a	11.8	21.3	n/a	n/a	n/a	17.5	21.2
	Below Acceptable Standard (%)	n/a	n/a	n/a	39.2	34.0	n/a	n/a	n/a	38.6	38.5

English Language Arts & Lit 6

		Footprints for Learning Charte					Alberta				
		2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
Participation	Students Enrolled	n/a	n/a	n/a	52	48	n/a	n/a	n/a	61,670	63,866
	Students Writing	n/a	n/a	n/a	52	47	n/a	n/a	n/a	53,045	55,234
	Students Writing (%)	n/a	n/a	n/a	100.0	97.9	n/a	n/a	n/a	86.0	86.5
Results Based on Number Enrolled	Acceptable Standard (%)	n/a	n/a	n/a	94.2	89.6	n/a	n/a	n/a	69.1	71.3
	Standard of Excellence (%)	n/a	n/a	n/a	15.4	18.8	n/a	n/a	n/a	12.7	8.9
	Below Acceptable Standard (%)	n/a	n/a	n/a	5.8	8.3	n/a	n/a	n/a	16.9	15.2
Results Based on Number Writing	Acceptable Standard (%)	n/a	n/a	n/a	94.2	91.5	n/a	n/a	n/a	80.3	82.4
	Standard of Excellence (%)	n/a	n/a	n/a	15.4	19.1	n/a	n/a	n/a	14.7	10.3
	Below Acceptable Standard (%)	n/a	n/a	n/a	5.8	8.5	n/a	n/a	n/a	19.7	17.6

Grade 6 aggregate Provincial Achievement Test (PAT) results are NOT available ·Aggregate reporting is for tests that have achievement standards and are administered to all students across the province. No Grade 6 tests administered in the 2025/26 school year met these criteria.

A Strategic Analysis of the 2026 Grade 6 results:

1. **Exceptional Mastery in ELA and Science The traditional, highly-sequenced pedagogy is driving results that significantly outpace the province in both Acceptable and Excellence standards.**

- Science 6: An incredible 95.7% of FLCA writers achieved the Acceptable standard (compared to the 75.8% provincial average), with an outstanding 42.6% achieving Excellence (nearly double the 23.9% provincial average).
- English Language Arts 6: 91.5% of writers achieved the Acceptable standard (vs. 82.4% provincially), and Excellence grew to 19.1% (vs. 10.3% provincially).

2. **Significant Growth in Numeracy with the use of Jump Math resources.**

- Mathematics 6: The Acceptable rate for writers grew from 60.8% in 2025 to 66.0% in 2026 (beating the 61.5% provincial average). More notably, the Excellence standard nearly doubled year-over-year, rising from 11.8% in 2025 to 21.3% in 2026 (matching the 21.2% provincial average).

- Takeaway: While 34.0% of students still fall below the acceptable standard (showing a need for continued targeted intervention), the upward trajectory proves the current numeracy framework is building strong competency.

3. **The Social Studies 6 data mirrors the success seen in ELA, Science, and Mathematics.**

- The structured elementary pedagogy is successfully ensuring that the vast majority of students acquire the necessary core knowledge. Because students are demonstrating such a secure baseline in their core subjects, administration has the data-backed confidence to support teacher autonomy.

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 Charte					Measure Evaluation			Alberta				
	2022	2023	2024	2025	2026	Achievement	Improvement	Overall	2022	2023	2024	2025	2026
N	n/a	n/a	n/a	14	22	n/a	n/a	n/a	58,444	67,294	72,444	78,236	69,902
Acceptable Standard %	n/a	n/a	n/a	85.7	77.4	n/a	n/a	n/a	75.2	80.3	81.5	82.0	80.2
Standard of Excellence %	n/a	n/a	n/a	21.4	25.8	n/a	n/a	n/a	18.2	21.2	22.6	23.0	22.9

	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	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

We have posted both the 2025 and 2026 Diploma Results above. It allows us to do a comparison between these two reporting years. In January of 2026 no Diploma Exams were written and only the Class Grade was recorded. FLCA had students writing in June 2026 and August 2026. The August 2026 is not included in the APORI document. We will note that the class cohort size for Grade 12 classes was higher in 2025 and thus more classes contributed to the Measure Evaluation. In 2026 limited class sizes, below six students, did not allow the data to be evaluated for most Diploma Courses. Regardless, we would note that the FLCA Blended Learning Secondary Programming with its small team of Teachers allows for students of unique pathways to enter Diploma Courses and explore post-secondary pathways. We are very proud of these student achievements, knowing that test anxiety and confidence can affect these learners. Of note, the ELA 30-1, Math 30-1, and Physics 30 classes had excellent achievement levels well above our previous percent averages. This is important because it indicates that the assessment outcomes are being addressed for exceptional success.

DETAILED DIPLOMA EXAM RESULTS - COURSE BY COURSE SUMMARY

School: 2646 Footprints for Learning Charter Academy

		Footprints for Learning Charte							Alberta			
		Achievement	Improvement	Overall	2026		Prev 3 Year Average		2026		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	1	*	11	90.9	19,592	82.9	33,446	84.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	1	*	11	27.3	19,592	11.9	33,446	10.5
English Language Arts 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	10,510	82.3	19,243	85.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	10,510	9.5	19,243	12.3
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	94.4	1,223	94.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	4.8	1,223	6.9
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	111	100.0	154	99.3
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	111	28.8	154	26.6
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	3	*	6	66.7	10,035	73.9	21,159	74.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	3	*	6	33.3	10,035	33.0	21,159	33.7
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	9,002	69.4	15,841	71.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	9,002	16.6	15,841	16.0
Social Studies 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	9	88.9	n/a	n/a	14,525	83.7	25,143	84.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	9	11.1	n/a	n/a	14,525	16.2	25,143	17.1
Social Studies 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	15,161	78.4	24,017	77.7
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	15,161	15.0	24,017	12.4
Biology 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	8	75.0	8	87.5	14,916	82.1	24,533	82.8
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	8	25.0	8	37.5	14,916	35.0	24,533	33.8
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	85.7	12,379	81.9	19,919	82.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	14.3	12,379	39.7	19,919	38.5
Physics 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	7,055	82.5	10,187	84.4
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	7,055	40.4	10,187	42.2
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,530	77.0	8,491	80.1
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5,530	26.9	8,491	24.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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 in 2021/22. School year 2021/22 is 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.
5. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results. Caution should be used when interpreting trends over time.

FLCA graduates can boast of exceptional results in our Physics and Math programs, but these classes were less than six students. Our Chemistry and ELA programs were larger cohorts but did not take the Diploma Exam in January of 2026.

STUDENT GROWTH AND ACHIEVEMENT

AB

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

3-year High School Completion	**n/a**	n/a	n/a	**82.1**	81.4	80.8	n/a	n/a	n/a
5-year High School Completion	**n/a**	n/a	n/a	**86.7**	87.1	87.9	n/a	n/a	n/a

STUDENT GROWTH AND ACHIEVEMENT

AB

WORK WORLD PREPARATION: Taught behaviors that will make them successful at work when they finish school.

	Footprints for Learning Charte													Alberta								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	25	92.0	69	88.1	Very High	Maintained	Excellent	59,488	84.9	60,705	83.1	61,407	82.8	63,905	83.7	66,650	84.2
Parent	n/a	n/a	n/a	n/a	n/a	n/a	3	*	45	84.4	Very High	n/a	n/a	29,553	77.3	29,674	75.0	30,731	74.8	31,770	76.0	34,404	76.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	25	92.0	24	91.7	Intermediate	Maintained	Acceptable	29,935	92.5	31,031	91.3	30,676	90.7	32,135	91.4	32,246	91.7

FLCA ANALYSIS

As this was our second year as a public charter, the 3-Year and 5-Year Completion data is not yet applicable to the APORI document. Noting also, that 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. Regardless, to sustain high completion results, FLCA will continue to foster course completion and post-secondary readiness through intentional relationship building and personalized academic support. Moreover, in aligning academic studies with entrepreneurship competencies, we are succeeding our aim to prepare FLCA students for the work world, with an Excellent evaluation at 88.1% satisfaction indicated by Parents and Teachers.

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.

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

	Footprints for Learning Societ													Alberta								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	273	86.1	277	81.9	279	84.3	268	78.2	361	87.9	Very High	Improved Significantly	Excellent	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9	278,809	84.2
Parent	50	94.6	44	93.9	42	95.2	3	*	52	96.1	Very High	Maintained	Excellent	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6	37,185	87.6
Student	206	65.6	214	72.9	216	67.3	243	67.0	284	76.8	High	Improved Significantly	Good	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3	207,847	70.2
Teacher	17	98.0	19	78.9	21	90.5	25	89.3	25	90.7	Concern	Maintained	Concern	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0	33,777	94.7

FLCA ANALYSIS

Following our strategic focus from the previous year, FLCA's overall Student Learning Engagement has improved significantly, driven by exceptionally high satisfaction from both parents and students. This validates that our initiatives centering on learner choice within our dynamic Entrepreneurship programs are successfully resonating with families. However, our continuous quality improvement (CQI) process highlights a specific divergence: the teacher perspective on student engagement measured at 90.7%, a slight dip from our target of 94.7%.

To grow the teacher perspective while sustaining these high student and parent measures, our strategic focus must pivot from generating student interest to actively supporting teacher capacity. Facilitating highly engaging, differentiated, and inquiry-based classrooms requires immense pedagogical effort and flexibility. To address this gap, we are refining our Professional Learning Communities (PLCs) and leveraging the Entrepreneurship Director's mentorship time to help teachers sustainably manage these dynamic projects. By empowering teachers with greater instructional autonomy—specifically regarding the flexible pacing of foundational programs and providing collaborative spaces to adapt curriculum, we aim to ensure our educators feel as supported, confident, and engaged with the learning process as their students.

See Appendix E: Response to Measures of Concern for Teachers.

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 RAN LeNS (cards 1-2)	43 42 42	10 5 6	n/a n/a n/a
Grade 1	PAST RAN LeNS (cards 1-2) LeNS (cards 1-5) CC3	52 50 50 50	10 2 2 3	0 0 0 0
Grade 2	LeNS (cards 3,4 & 5) CC3	51 50	9 8	8 6
Grade 3	CC3	52	8	2
NUMERACY				
Kindergarten	Provincial Numeracy Screening Assessment	46	3	n/a
Grade 1	Provincial Numeracy Screening Assessment	52	1	1
Grade 2	Provincial Numeracy Screening Assessment	51	3	4
Grade 3	Provincial Numeracy Screening Assessment	52	8	3

FLCA ANALYSIS

Data from the Early Years Literacy and Numeracy Assessments reveals strong performance in Kindergarten across both literacy and numeracy domains. Noting that students of complex needs focused on socialization with base-line literacy and numeracy outcomes.

The primary cohort showed very good results based on intervention initiatives and parent support. Monitoring the cohorts as they move up through the elementary grades will be important to ensure that early interventions sustain their impact on each learner's literacy and numercy benchmarks.

SUMMARY OF SUPPORT STRATEGIES FOR EARLY YEARS LITERACY AND NUMERACY

Summary of FLCA Intervention Programming

FLCA provides targeted literacy and numeracy intervention for Kindergarten–Grade 6 students identified through screeners (K-3) or teacher assessments as requiring additional support. Instruction addresses identified skill gaps through hands-on learning, explicit teaching, and repeated practice.

- Targeted Instruction: Students receive small-group or individual support focused on their identified areas of need. Activities and resources are adjusted to strengthen foundational skills and build confidence.
- Grade-Specific Supports: Kindergarten interventions use Lively Letters, flashcards, manipulatives, and teacher-created games to develop letter–sound connections, letter and number recognition, and counting. Grade 1 supports include Amira, CVC word flip books, whiteboards, and books to strengthen blending, spelling, letter formation, and reading accuracy.
- Continued Skill Development: Grades 2 and 3 build on these supports through s intervention resources, UFLI materials, phonemic awareness packages, and government-provided resources. JUMP Math and manipulatives support targeted numeracy instruction.

Support Strategies and Resource Utilization

Resources are selected according to screener results and classroom observations to provide focused practice in the skills students need to develop.

- Literacy Strategies: Instruction draws on Science of Reading principles, with targeted practice in phonemic awareness, letter–sound connections, decoding, and spelling. Lively Letters, CVC word flip books, word-building activities, and whiteboards reinforce foundational skills. Amira and supported reading practice help develop reading accuracy, fluency, and comprehension.
- Numeracy Strategies: Manipulatives, flashcards, games, JUMP Math, and government-provided resources reinforce number recognition, counting, connecting numbers to quantities, and number sense. As students progress, interventions address computation and problem-solving skills through guided practice and concrete examples.
- Progress Monitoring: Teachers monitor student learning through observations, practice activities, and ongoing assessment. Instruction, grouping, and resources are adjusted to respond to student progress and continuing areas of need.

Numeracy Intervention Pilot Project - Grade 4

Reflex Math: This adaptive, game-based platform supports mechanical mathematics by building accurate, automatic recall of addition, subtraction, multiplication, and division facts. Individualized practice targets student needs, while progress reports help teachers monitor growth and identify areas requiring further support. A teacher is currently piloting the platform at FLCA and will provide a report on student progress, engagement, and its effectiveness by the end of Term II.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) - OVERALL SUMMARY

Assurance Domain	Measure	Footprints for Learning Charte (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	n/a	74.5	73.5	72.8	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	85.0	85.3	87.4	n/a	n/a	n/a
	PAT9: Acceptable	*	*	n/a	51.7	51.2	53.0	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	10.3	10.0	10.4	*	n/a	n/a
	Diploma: Acceptable	*	*	n/a	62.1	67.4	67.0	n/a	n/a	n/a
	Diploma: Excellence	*	*	n/a	12.8	14.8	14.2	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 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 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 in 2021/22. School year 2021/22 is 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 cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.
8. 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.
9. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.

EAL Outcomes and Achievement Data

Consistent with Alberta Education's privacy standards, specific achievement data (PATs and Diploma EConsistent 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. However, FLCA remains fully accountable for the success of these learners and enthusiastically welcomes the global nature of our EAL community, recognizing that their diverse cultural perspectives inherently enrich our charter's mission. We ensure 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 Intervention Model, which tracks individual growth and sets academic benchmarks by treating each EAL learner's Instructional Support Plan (ISP) with the exact same rigor, attention, and priority as an Individualized Program Plan (IPP). Furthermore, a dedicated IPP/EAL Grade Team Leads coordinate screening and data analysis to ensure that instructional practices are highly responsive to developing language skills. Through this internal model for leadership, we are continuously refining our practices to benchmark EAL student progress with precision, accuracy, and timely instructional response - in collaborative discussions. Students identified as requiring intervention literacy support receive specialized, focused instruction during dedicated periods throughout the week to augment tiered vocabulary instruction. These structures demonstrate FLCA's commitment to delivering high-quality, inclusive education that maximizes EAL student success and celebrates their global contributions.

ASSURANCE DOMAINS:

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

PRIORITY THREE

Holistic Wellness

FOSTERING A HOLISTIC PERSPECTIVE ON WELLNESS, LEARNING AND LEADING

At FLCA, holistic wellness is foundational to our success. 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. We are adapting and operationalizing this priority across three key domains:

Learning Supports: To achieve our Local Outcome of responding to social-emotional needs, FLCA relies on our Collaborative Guidance Model, which helped drive our provincial Access to Supports metric to an impressive 85.8% this year. This structure unites our ISP/EAL Grade Level Leads, Guidance Lead, Administration, and Finance oversight in weekly reviews, ensuring that every student receives a "whole-child" profile of support. Crucially, this academic and emotional advocacy is reinforced by a highly intentional, research-backed partnership between our Guidance Lead and Athletic Director, programming physical wellness as a vital vehicle for team-building and resilience. Moving forward, a key next step—driven by our local survey data and extensive waitlist—is actively pursuing capital planning for expanded high school facilities. This directly addresses parent feedback regarding the need for competitive sports, specialized learning spaces, and unique opportunities for community partners.

Student Growth and Achievement: Aligning with our goal to foster a welcoming, caring, respectful, and safe environment, our provincial WCRSLE metric reached an "Excellent" 91.8% this year. Signature community-building initiatives such as Foxes' Lunch and Foxes' Fiesta continue to allow students to showcase their involvement and leadership, fostering a sense of belonging that transcends the classroom. However, in the spirit of continuous quality improvement, we recognize that to ensure the lived student experience uniformly matches this "Excellent" rating, we must address specific localized contexts. Our next strategic step is the implementation of a transparent, consistently enforced set of behaviour codes and a restorative justice framework. By holding all community members accountable to leadership standards where being and belonging are priorities, these initiatives will directly support Charter Outcome 1, helping students develop a greater understanding of their individual and collective responsibilities within a global society.

Governance: Effective wellness requires strong home and school partnerships. The impact of our open culture is powerfully evident in our 2026 local survey data: approximately 98% of parents indicated they were satisfied with communication from Administration, and 94% were satisfied with teacher communication. Furthermore, 94.1% of applicable respondents expressed satisfaction that FLCA provides a welcoming and safe learning environment. These exceptional metrics confirm that our communication channels effectively support the continuous improvement demanded by our Assurance Framework. Guided by this robust parental voice, the School Board, School Council, and Administration will continue to partner on initiatives that strengthen our school community, utilizing this feedback to refine our discipline and physical wellness strategies as we transition into our next phase of growth.

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 4/5) Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all. (Year 4/5) Learning environments are welcoming, caring, respectful and safe, and inclusive. (Year 4/5) Board and Administration support the construct of an Assurance Framework to ensure continuous improvement. (Year 4/5)
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. (2024, updated 2026)

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.

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Footprints for Learning Charte													Alberta								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	269	85.4	362	91.8	Very High	Improved Significantly	Excellent	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4	279,038	85.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	3	*	52	95.4	Very High	n/a	n/a	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2	37,197	86.6
Student	n/a	n/a	n/a	n/a	n/a	n/a	244	77.2	285	86.2	Very High	Improved Significantly	Excellent	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7	208,049	77.9
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	25	93.7	25	93.7	Intermediate	Maintained	Acceptable	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3	33,792	92.9

FLCA

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

Parent Response	2026
Satisfied	94%
Not Satisfied	5%
Not Applicable	1%

FLCA ANALYSIS

Providing a Welcoming, Caring, Respectful, and Safe Learning Environment (WCRSLE) is profoundly important to our Alberta Charter, representing a shared commitment to continually work and grow together as a community. FLCA results for the overall AEAM WCRSLE measure sit well above the provincial average, identifying our school culture as a significant strength. We deeply appreciate these survey values, as they validate our intentional focus on targeted staffing design. Specifically, we have structured a collaborative partnership where our Guidance Lead and Athletic Director work actively together to champion holistic wellness for both students and staff, driven by internal research we have conducted to support their efforts. These metrics confirm that our holistic approach to student wellness is succeeding; however, in the spirit of Continuous Quality Improvement (CQI), we view this success as a mandate for active continuance, not a moment to rest and pause. We remain steadfastly committed to sustaining and evolving this authentic sense of community belonging, recognizing it as the vital foundation for all student achievement. Why examine those not satisfied? Because this is where we learn how to respond next.

As a future reference point, the new survey being introduced for TAKING RESPONSIBILITY for learning will be an important measure for FLCA . This has led us to now include students and staff in our 2027 internal spring survey.

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.

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Footprints for Learning Charte													Alberta								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	269	79.8	361	85.8	High	Improved Significantly	Good	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1	278,459	79.5
Parent	n/a	n/a	n/a	n/a	n/a	n/a	3	*	52	76.2	Intermediate	n/a	n/a	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5	37,104	74.8
Student	n/a	n/a	n/a	n/a	n/a	n/a	244	76.6	284	90.1	Very High	Improved Significantly	Excellent	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7	207,586	79.4
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	25	83.1	25	91.1	High	Maintained	Good	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0	33,769	84.3

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

Parent Response	2026
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	2026
Satisfied	85.0
Not Satisfied	2.7
Not Applicable	13.5

FLCA ANALYSIS

FLCA's important transformation of inclusive education facilitated our provincial Access to Supports metric to rise to 85.8% ("Improved Significantly"), directly realizing our Strategic Plan's Priority I mandate to evolve student wellness and inclusive programming. This success—achieved by intersecting traditional academic foundations with our innovative entrepreneurial pillars—is validated by exceptional student (90.1%) and teacher (91.1%) agreement, alongside 0% applicable parent dissatisfaction regarding learning differentiation.

To sustain this excellence and support our envisioned K-12 tri-campus expansion, we are actively investing in Education Team mentorship (Priority II) to operationalize the highly responsive, tiered RTI (Response to Intervention) frameworks detailed on the following page. Research will be used to evolve iterations in the adaptive school programming for our complex students of today.

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 fundamentally committed to ensuring that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. Following last year's baseline, FLCA has transformed its approach, yielding an overall Access to Supports and Services score of 85.8%—a provincial evaluation of "Improved Significantly". By intersecting traditional academic foundations with the innovative, entrepreneurial pillars of our 2026/27 Strategic Plan, we are actively realizing our Priority I mandate to evolve and expand our wellness and inclusive initiatives.

This targeted growth is anchored in our CQI cycle, which utilizes research and data to ensure sustained excellence. The results are evident in a positive shift in student agreement (90.1%) and strong teacher satisfaction (91.1%) regarding access to supports. Furthermore, comprehensive local measures confirm 0% parent dissatisfaction with our learning differentiation (excluding N/A responses) and an 85.0% satisfaction rate with student wellness supports. To sustain this excellence and prepare for our envisioned K-12 tri-campus expansion, we are heavily investing in our Education Team (Priority II) to deliver a highly responsive, tiered Response to Intervention (RTI) framework.

Universal Programming and Foundational Culture (Tier 1) Consistent with inclusive principles, our UDL supports ensure a WCRSLE for every learner through a Comprehensive School Wellness approach. The FLCA Skills and Values Program provides explicit teaching of social-emotional learning (SEL) competencies, strengthening the environment as a key protective factor for student mental health. Academically, Tier 1 is adapting to address identified PAT gaps in numeracy by embedding conceptual math strategies and non-calculator fluency practice directly into daily instruction. For our highly complex secondary cohort, Tier 1 universal supports now intentionally teach executive functioning and self-advocacy skills, equipping students to successfully navigate the high autonomy required within our blended learning model.

Targeted (Tier 2) and Individualized Specialized Supports (Tier 3) For learners requiring specialized interventions, our collaborative structures and assessment protocols facilitate early identification and timely response. We are enhancing this process through AI-driven screening and intervention tools, such as reading fluency assistants, allowing for the immediate profiling of learner needs. Crucially, Tier 2 interventions now feature dedicated, data-driven numeracy support blocks designed to bridge conceptual gaps identified in recent assessments. For our secondary blended learners, individualized Tier 3 specialized supports provide intensive, one-on-one academic and emotional coaching. This dynamic structure ensures that supports are never static; they fluidly fade in or out based on real-time student needs to maximize academic success and well-being, guaranteeing that flexible learning formats never result in student isolation.

Strategic Resourcing and Distributed Leadership To guarantee the consistent delivery of these specialized supports and services, FLCA utilizes a distributed leadership model ensuring developmentally appropriate oversight across all grade divisions (K-3, 4-6, 7-9, and 10-12). This is reinforced by specialized experts on staff — including Literacy, Numeracy, Guidance, Special Supports, Athletics, and FNMI Leads—who provide mentorship for complex learning profiles. To operationalize these inclusive strategies, our K-6 intervention model successfully allocates four additional prep times per teacher to effectively tailor instruction for dedicated intervention blocks. Moving forward, we are examining an Ed Tech Lead position to increase our capacity for technology-assisted inclusion, a role vital for deploying advanced digital supports and tracking metrics so that all diverse learners are continually empowered as entrepreneurial leaders and global citizens.

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

PRIORITY FOUR

Indigenous Success and Reconciliation

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 2025/26 initiatives demonstrates how we are continuing to operationalize 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 Charte (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	61.8	59.8	58.5	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.2	69.7	70.1	n/a	n/a	n/a
	PAT9: Acceptable	*	*	n/a	38.9	41.6	40.8	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	5.4	6.3	5.9	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	76.2	77.5	76.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	12.2	11.9	11.7	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 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 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 in 2021/22. School year 2021/22 is 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 cancellation of the January 2026 sitting. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.
8. 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.
9. Participation in the 2025/26 Diploma Exams was impacted by the January 2026 exam administration cancellation. School year 2025/26 is not compared with previous years' results and will not be included in the rolling 3-year average. Caution should be used when interpreting trends over time.

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.

Regardless, it is very important to note that we teach and treat all FNMI students, indeed all students, with consideration of Canada's heritage and their context in our global society.

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, achieving 100% student participation to ensure widespread exposure to Indigenous history and culture. We scaffolded these themes across all grades, equipping teachers with resources that integrate Indigenous perspectives into mandated core curricular outcomes and significant cultural calendar observances. Furthermore, our ongoing research into Indigenous entrepreneurship provides authentic, modern contexts for our FNMI studies.
- **Community and Land:** In collaboration with the School Council, we are developing "The Fox's Run" and expanding our east outdoor spaces to provide robust land-based learning involving native flora. This initiative successfully launched our native seed entrepreneurship elective, empowering students to merge practical land stewardship with actionable business skills.
- **Restorative Justice:** We are actively piloting restorative justice methodologies to mentor students on behavioral agreements, embedding the principles of truth, reconciliation, and accountability directly into our conflict resolution and community-building processes.

FIRST NATIONS, MÉTIS AND INUIT GRANT FUNDING REPORTING

	2026
First Nations, Métis and Inuit Grant Received	$40,000.00

For the 2026-27 school year, FLCA's Indigenous grant allocation doubled to $40,000. These funds directly support professional partnerships, instructional resources, and digital course development for our self-identified Indigenous learners (predominantly Métis). Building on Phase I—which established our K-12 Indigenous Fine Arts infusion and foundational training with Untethered Technologies—Phase II now focuses on collaborative research, immersive project development, and new elective design.

Fine Arts Programming Our Untethered Technologies partnership enables students to merge audio-visual literacy with academic mastery. Guided by ongoing research, students will co-create Augmented (AR) and Virtual Reality (VR) exhibits (such as Fox's Run) that respectfully showcase FNMI storytelling, music, and visual arts in immersive digital environments.

Global Awareness and Entrepreneurship To foster active citizenship, FLCA leverages these immersive platforms to connect local FNMI perspectives with global Indigenous narratives. Through virtual knowledge-sharing and simulations focused on Indigenous entrepreneurs, students deeply explore innovative governance and business models. This effectively maps local histories onto broader global economic responsibilities, transforming foundational civic understanding into authentic cultural appreciation.

Summary of Financial Results

School Jurisdiction Code: 257

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2026 (in dollars)

	Budget 2026	Actual 2026	Actual 2025
REVENUES			
Government of Alberta	$ 5,269,135	$ 6,417,578	$ 4,814,841
Federal Government and other government grants	$ -	$ -	$ -
Property taxes	$ -	$ -	$ -
Fees (Schedule 9)	$ 169,010	$ 210,966	$ 176,584
Sales of services and products	$ -	$ -	$ -
Investment income	$ 20,000	$ 35,421	$ 31,270
Donations and other contributions	$ -	$ 38,456	$ 19,182
Other revenue	$ -	$ -	$ -
Total revenues	$ 5,458,145	$ 6,702,421	$ 5,041,877
EXPENSES			
Instruction - ECS	$ 98,289	$ 140,906	$ 127,034
Instruction - Grades 1 to 12	$ 4,228,776	$ 4,284,299	$ 3,357,064
Operations and maintenance (Schedule 4)	$ 969,310	$ 1,112,393	$ 1,007,610
Transportation	$ 15,000	$ 63,676	$ 32,568
System administration	$ 119,190	$ 216,601	$ 188,265
External services	$ -	$ -	$ -
Total expenses	$ 5,430,565	$ 5,817,875	$ 4,712,541
Annual operating surplus (deficit)	$ 27,580	$ 884,546	$ 329,336
Endowment contributions and reinvested income	$ -	$ -	$ -
Annual surplus (deficit)	$ 27,580	$ 884,546	$ 329,336
Accumulated surplus (deficit) at beginning of year	$ 417,084	$ 417,084	$ 87,748
Accumulated surplus (deficit) at end of year	$ 444,664	$ 1,301,630	$ 417,084

The Accumulated surplus is comprised of the following items:

Invested in tangible capital assets	$ 926,351	$ 239,722
Operating surplus to carry forward for future use	280,279	177,362
Capital reserve set aside to purchase a school bus	95,000	-
	$ 1,301,630	$ 417,084

BUDGET-ACTUAL COMPARISON AND VARIANCE ANALYSIS

September 1, 2025 to August 31, 2026 was the second year that FLCA operated as a Charter school. FLCA is establishing normal expectations for the various types of funding available through Alberta Education. FLCA's 2026 budget to actual comparison is an appropriate measure of financial responsibility.

FLCA budgeted 527 students while the actual funded students was 530 for the year. Actual Revenue ($6.7 million) was $1.25 million higher than budgeted mainly due to Alberta agreeing to fund the facility lease costs of $600,000, FLCA receiving $304,000 as part of the teacher settlement reached in the province, $200,000 of special purpose grants from Alberta, $30,000 in student fees for course electives and extracurricular activities and $38,000 of unbudgeted donations from fundraising activities undertaken by the Parent Council during 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. FLCA's actual operating costs were $5.8 million compared to a budget of $5.4 million. The $400k increased cost over budget was mainly from hiring additional teachers, educational aids and paying over $100,000 for repairs and maintenance of furniture, fixtures and equipment.

In addition to the $5.8 million spent on operating expenses, FLCA also purchased tangible capital assets of $1.3 million. These purchases included completion of the modular classrooms costs, playground equipment, lockers, equipment, furniture and fixtures. The investment in these capital assets will provide an enhanced learning environment for students in future years. As about 50% of the total additions were paid by Alberta grants, FLCA's net investment in tangible capital assets increased to $926,351 from the $239,722 reported at August 31, 2025.

FLCA is analyzing the cost-benefit of purchasing an additional bus, therefore, the Board set up a reserve of $95,000 specific for this purpose.

COLLABORATION

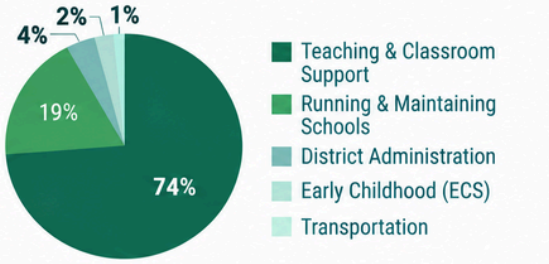
FLCA collaborates with The Association of Alberta Public Charter Schools (APCS) as the Secretary for the Provincial Executive and as Programming Lead for the Provincial Charter School Conference. FLCA also collaborates with the College of Alberta School Superintendents (CASS). In addition the Parent 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. FLCA also works closely and continuously with Alberta Education in understanding the essential aspects of Programming, Regulation, Capital Budgets, Fiscal Management, and Assessment Data. FLCA is now examining the ways and means of sharing its research practices and expertise.

RESOURCE ALLOCATION AND EXPENDITURES

Where the Money Goes (Expenses by What They Do)

Total: $5,817,875

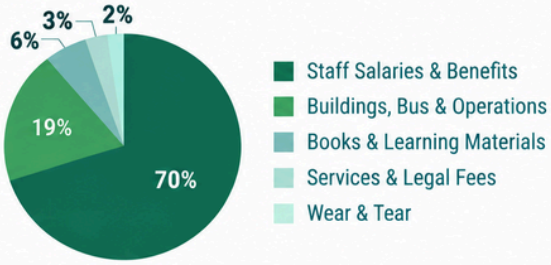
Teaching & Classroom Support (Grades 1-12)	$4,284,299	(74%)
Running & Maintaining Schools	$1,112,393	(19%)
District Administration & Support	$216,601	(4%)
Teaching & Support (Kindergarten/Preschool)	$140,906	(2%)
School Bus & Transportation	$63,676	(1%)
Total Expenses	**$5,817,875**	



How the Money is Spent (Expenses by Type)

Total: $5,817,875

Staff Salaries, Wages & Benefits	$4,060,689	(70%)
School Buildings, Bus & Operations	$1,134,458	(19%)
Books, Supplies & Learning Materials	$343,036	(6%)
Services, Consulting & Legal Fees	$170,990	(3%)
Gradual Wear & Tear (Amortization)	$108,702	(2%)
Total	**$5,817,875**	



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 additonal financial information, please contact finance@footprintsforlearning.com.

ALBERTA EDUCATION MEASURE EVALUATION REFERENCE TABLES

Government

Measure Evaluation Reference - Achievement Evaluation

Authority: 0257 Footprints for Learning Society

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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

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.

	Achievement				
Improvement	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

A FINAL MEASURE

Percentage of Students, Parents, and Teachers indicating that FLCA has improved over the last three years.

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Footprints for Learning Charte													Alberta								
	2022		2023		2024		2025		2026		Measure Evaluation			2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	264	62.8	354	88.6	Very High	Improved Significantly	Excellent	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6	272,598	76.3
Parent	n/a	n/a	n/a	n/a	n/a	n/a	3	*	51	90.2	Very High	n/a	n/a	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4	35,434	75.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	241	64.7	282	80.3	High	Improved Significantly	Good	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4	205,728	76.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	23	60.9	21	95.2	Very High	Improved Significantly	Excellent	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1	31,436	77.1

FLCA ANALYSIS

Feedback across each demographic confirms our ongoing evolution during this second year operating under a public charter mandate, following a decade in the private sector. We deeply appreciate the collaborative community effort driving this Continuous Quality Improvement (CQI).

flca
FOOTPRINTS FOR LEARNING CHARTER ACADEMY

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hello@footprintsforlearning.com

Appendix A - Towards Student, Staff, and Campus Goal Alignment



Priority I

Programming Evolution and Expansion-A StudentFocus



MISSION

AUTHENTIC LEARNING JOURNEY

Fostering academic achievement, learner and character competencies, and a global mindset within entrepreneurship studies.



Preferred Future

Scope and Sequence learning programs that scaffold our community of students from Kindergarten to Grade 12 with both authentic enrtrepreneurial competencies and academic mastery.



Programming

Differentiating and designing K-12 learning through academic foundations, strategic elective programming, and evolving wellness and inclusive initiatives. All with ongoing research.



Education Plan and AERR and Financial Audit

Planing cycles of CQI with research-based innovations and with informed understandings from data measures. This will create assurances for sustained excellence inside of fiscal responsibility.

Priority II

EducationTeamStrength and Facility Growth



VISION

LEARNERS AS ENTREPRENEURIAL LEADERS, GLOBAL CITIZENS & TRANSFORMATIVE THINKERS

Ready to create value for a rapidly changing world.



Strategic Direction

A SUSTAINABLE & EXPANSIVE K-12 PUBLIC CHARTER JURISDICTION

Operating an evolving tri-campus model serving over 1500 students, and establishing FLCA as a thought leader in entrepreneurial education guided by global perspectives.



Team and Environment

Establish and maintain foundation and growth resources with professional learning for staff and mentorship in PLC's.

Use Capital Plans for upgrades on current site and for Micro-Learning Studio Model to network approvals and site confirmation for new campus.



Education Plan and Capital Plan

Plan with short and long term visions employing mandates that align with Alberta Education and with the needs of our community of stakeholders. This will create pragmatic and responsive growth with dynamic possibilities.

References

Compiled from FLCA Documents including 2026 Education Plan, AERR, Capital Plan (Pre-Planning Report) along with Research Portfolio and resourcing all required Alberta Education Documents including AB Business Plan.

Appendix B - Towards Quality Learning Environments

A Strategic Charter Implementation for Enhancing Learning Environments for Hollistic Wellness

Summary FFLS Administration Report: FLCA Facility Updates 2024 - 2026

Rationale: Directly strengthen the Pre-Planning Infrastructure Report by providing concrete evidence of operational excellence, fiscal responsibility, and proactive site optimization. These low-capital, high-impact improvements shows that FFLS actively maintains high provincial facility standards within its leased space while preparing for long-term growth.

Key Strategic Impacts on the FFLS Capital Plans for 2026/27

1. Proves Operational Stewardship & Site Optimization
    a. Specific Improvements:
        i. interior painting throughout with upgrade in paint applying policy color scheme
        ii. exterior painting with new color scheme
        iii. floor cleaning, maintenance, and waxing
        iv. locker installation throughout (extension of 2025 work)
        v. front office/lighting updates as necessary
        vi. deep cleaning annual maintenance
    b. Capital Plan Alignment: Demonstrates to provincial that FFLS is a responsible steward of infrastructure and operational funds. It shows the leased light-industrial site is being actively maintained to provide a modern, dignified learning environment despite square-footage constraints.
2. Enhances Health, Safety & Safety Compliance
    a. Specific Improvements:
        i. new safety (alarm) panel and wiring for entire building
        ii. new emergency procedure documents
        iii. new door systems and security upgrades
        iv. new water fill stations
        v. new fire panel and wiring throughout building
        vi. a dedicated Guidance Counselor office
        vii. additional Administration office.
        viii. roofing was maintained
        ix. new garbage removal schedule and location
        x. new parking lines and signage
        xi. all washrooms were serviced
        xii. HVAC units are scheduled for upcoming cleaning and maintenance
        xiii. Annual safety reviews:
            1. lighting, inclusive of new installations
            2. fire extinguishers and alarm stations
            3. sprinkler systems
            4. bell system was checked and maintained
            5. elevator was repaired with annual maintenance
        xiv. expansion of the caretaking staff hours was implemented to provided timely attention to building maintenance
    b. Capital Plan Alignment: Directly addresses provincial facility guidelines regarding student safety, secure access control, wellness, and mental health support space.

3. Supports Present Lease Capacity in Student Movement
    a. Specific Improvements:
        i. completion of two new learning spaces
        ii. new student/teacher furniture for K-9
        iii. storage adjustments
        iv. expanded play area with dedicated zones for safe student interaction
        v. new lockers throughout to expand hall area
    b. Capital Plan Alignment: Reconfigured and new spaces are essential for the Rotational Cohort Scheduling Model. The movement of students was facilitated with new lockers throughout wherein the hall areas were extended. The physical storage of physical education equipment was expanded both onsite and leased to allow for greater gym area.
4. Expands Physical Activity & Community Play Infrastructure
    a. Specific Improvements:
        i. playground installation with security fencing and safety ground cover
        ii. climbing structures
        iii. basketball court
        iv. soccer area
        v. Foxes Run Phase One - picnic tables
        vi. new flag pole area
    b. Capital Plan Alignment: Compensates for standard light-industrial site deficits by creating dedicated outdoor physical education and social spaces, directly addressing spatial deficiencies noted in value scoping exercises. Creating enclosed play zone lays the physical groundwork for current safe student recess time and pre-profiling this location into a dedicated early elementary childhood campus, should a new facility be approved in the future.
5. Advances Modern Technology & Instructional Delivery
    a. Specific Improvements:
        i. new classroom projectors
        ii. iPad carts and Chromebook Class Sets
        iii. upgraded IT/SIS student device management was contracted
        iv. new POPA/PIPA policy was contracted
        v. carts for devices were purchased
        vi. oculars and a cart were purchased for AR implementation
        vii. server and its connectivity were checked and upgraded as possible
        viii. whiteboards and screens upgraded as necessary
        ix. key digital applications were reviewed and re-subscribed
        x. rewiring for 3D printer station
    b. Capital Plan Alignment: Builds the technological backbone required for the AI model wherein FLCA students use online platforms and digital devices/platforms to advance learning. A new tech lead was contracted. Amira and Edwin were resubscribed for the new year -, ensuring digital tools and student management systems are scaled to support FLCA pathways.
6. Strengthens Brand Identity & Community Engagement
    a. Specific Improvements:
        i. new logo and updated signage
        ii. website review
        iii. clothing review (i.e. Athletics)
    b. Capital Plan Alignment: Signals a maturing development of the FFLS brand for multi-campus models.

Reference Documents:

- New Modular Proposal - December 2024 and March 2025
- New School Proposal Annual FFLS Capital Plan 1.0 - March 2025
- New School Proposal Annual FFLS Capital Plan 2.0 - October 2025 and March 2026
- New School Proposal Pre-Planning Report (with upcoming Capital Plan 3.0) - July 2026
- New Lease Campus (with upcoming Capital Plan 3.0) - September 2026

Appendix C - Towards Strategic Professional Learning

A Professional Learning Plan for the 2026/27 Year

The 2026/27 Professional Learning Plan (PLP) for Footprints for Learning Charter Academy (FLCA) establishes a comprehensive, evidence-based framework for continuous educator development. Designed to align with FLCA's Charter Mandate, its Education Plan, and Alberta Education standards, the PLP emphasizes practical application over prescriptive outcomes, allowing teachers to adapt learning to their specific instructional contexts.

Continuous Quality Improvement (CQI) Methodology Professional growth at FLCA operates on a cyclical CQI model. Educators identify student or curricular needs, engage with relevant research or Alberta Education resources, trial new practices in the classroom, reflect on the evidence of impact, and share emerging practices with their colleagues.

Core Learning Priorities & Activities The 2026/27 academic year focuses on seven distinct priorities, supported by targeted learning sessions:

- Student Complexity and Holistic Development: Exploring changing student needs and resilience, supported by focused shared learning and staff debriefs stemming from the Charterverse 2026 Conference.
- Student Well-being and Mattering: Examining psychological safety and academic risk-taking through a "Mattering" book study and Skills & Values reviews.
- Indigenous Perspectives: Integrating authentic community knowledge and curriculum connections, specifically engaging with Knowledge Keepers and the Foxes Run Initiative.
- Inquiry and Research: Strengthening purpose-driven learning by utilizing digital databases and physical collections at the Airdrie Public Library.
- Entrepreneurship and Numeracy: Mapping cross-grade curriculum to connect global perspectives with emerging financial literacy and Numeracy Foundations.
- Assessment and Intervention: Utilizing student learning data to refine instructional responses in problem-solving, graphing, and targeted numeracy interventions.
- AI and Adaptive Technology: A structured, year-long focus on responsible AI integration.

Year-Long AI Professional Development Cycle Rather than a singular training event, FLCA is implementing a month-by-month AI learning cycle designed to build practical fluency while maintaining teacher oversight and academic integrity:

- Fall (Sept-Nov): Establishing common foundations (privacy, attribution), exploring AI for lesson planning and resource development, and testing tools for learner accessibility and scaffolding.
- Winter (Dec-Feb): Examining AI's role in formative assessment and feedback, teaching students AI literacy within existing goals, and supporting inquiry while emphasizing source verification.
- Spring (Mar-June): Identifying administrative workflows to reduce repetitive tasks, sharing practical applications with staff, reviewing the actual impact on student learning, and consolidating practices for the following year.

Collaborative Structures, Research, and Evidence of Growth Learning is facilitated through Professional Learning Communities (PLCs), partnerships with organizations like APLC and APCS, and low-stakes monthly staff sharing routines. A key component of this year's collaborative framework includes dedicated ongoing work on the FLCA Research Portfolio with an Administrative Consultant, allowing for targeted, school-wide data and inquiry initiatives as administrative time permits. FLCA leadership is responsible for protecting collaborative time and ensuring alignment with provincial standards. Evidence of professional growth remains intentionally flexible—ranging from qualitative measures to qualitative reflections.

Appendix D - Towards A Learning System for CQI

AI and FLCA Administration and Staff Collaborations in Research Work

1. Strategic Research Roadmap for Entrepreneurship Education - S. Thomson and T.A. Robertson (2024)
2. The Future of K-12 Architecture: Integrating Condensed Core Curricula with Studio-based Experiential Learning and Expert-Led Pods - L. Bancroft and T.A. Robertson (2026)
3. Coherence and Deep Learning: A Fullan-Inspired Framework for Continuous Quality Improvement at FLCA - T.A. Robertson and N. Cameron (2025)
4. Beyond the Benchmark: Leveraging OECD PISA Insights to Operationalize Holistic Wellness, Global Leadership, and Entrepreneurial Mindsets at FLCA - T.A. Robertson and T. Daniels (2026)
5. Continuous Quality Improvement at Footprints for Learning Charter Academy: An Analysis of 2024-2025 FLCA Outcomes and 2026 FLCA Education Plan - T.A. Robertson and M. Mozel and D. Cartier (2025)
6. Linguistic Capital and Innovation: The Impact of Spanish Language Learning on Entrepreneurship and Global Awareness Mandates - T.A. Robertson and G. Falk (2026)
7. Fostering Linguistic Equity: Opportunities and Growth for EAL Students in Charter Development at Footprints for Learning Academy - T.A. Robertson and C. Laakso (2025)
8. Comprehensive Evaluation of the Uncharted Learning Framework at FLCA: Pedagogical Efficacy, Provincial Curriculum Alignment, and Comparative Landscape Analysis - T.A. Robertson and T. Waters (2025)
9. An Academic Analysis of AI's Impact and Accuracy in a Charter School's Continuous Quality Improvement Process - T.A. Robertson and R. Palmer (2025 and ongoing)
10. The Innovation Nexus: Shared Pedagogies in STEM and Entrepreneurship Education - T.A. Robertson and B. Kaur (2026)
11. Catalyzing Agency and Belonging: The Intersect of Thinking Classrooms and Mattering within a Four-Pillar Charter School Framework - T.A. Robertson and A. Eggen (2026)
12. Social Entrepreneurship as a Pedagogical Catalyst: Synthesizing Service Leadership, Global Awareness, and Entrepreneurial Design to Redefine Academic Success - T.A. Robertson and A. Eggen (2025)
13. The Market Fair: A Capstone Exploration at FLCA from K-12 - T.A. Robertson and T. Waters and M. Enman (2026)
14. Integrating Entrepreneurship and Indigenous Perspectives in K-12 Curricula - T.A. Robertson and Jessica Hawryluk (2025)
15. The Entrepreneurial Edge: Fostering Grit, Growth Mindset, and Socio-Ecological Resilience in Middle School Students at FLCA - T.A. Robertson and E. Yates (2025)
16. Holistic Wellness Through Athletics: A Strategic Framework for Footprints for Learning Academy - T.A. Robertson and J. Doucet and E. Yates (2026)
17. Cultivating the Inquisitive Mind: The Intersection of Early Entrepreneurship and Global Citizenship Education in Primary Learners - T.A. Robertson and R. Sidu and J. Xu (2026)
18. Maximizing Differentiated Instruction Through Assistant or Volunteer-Led Station Rotation in Core Programs - T.A. Robertson and B. Kaur (2026)

Appendix E - Towards TEACHER Resporting Concerns

Steps to continue to growth with respect to Teacher perceptions on FLCA Programming

To collectively address the divergence between strong overall school ratings and teacher concerns, the Professional Learning Community (PLC) construct at FLCA and the Administration could collaboratively investigate these trends through structured interviews, focus groups, and shared action planning.

Lifelong Learning Preparation With teacher satisfaction regarding lifelong learning skills at, the PLC can facilitate 1:1 teacher interviews to explore specific classroom challenges. The PLC and Principal can then collaboratively examine these interview themes to discuss how critical thinking and self-directed learning are currently supported and where curriculum alignment might be strengthened.

At-Risk Student Support Despite a 91.9% teacher agreement rate on program accessibility, the "Issue" evaluation highlights a need for deeper inquiry into systemic gaps. The PLC could lead small focus groups to understand the nuances behind this rating, subsequently working with the Principal to map current intervention workflows and identify collaborative ways to improve resource deployment.

Student Engagement Addressing the 90.7% rating for student engagement, which trails the 94.7% provincial average, the PLC might organize collaborative discussions on active learning strategies and barriers to engagement. Sharing these qualitative insights with the Principal can help the leadership team tailor future professional development to authentic, on-the-ground teacher needs.

Overall Educational Quality To unpack the 88.7% in overall basic education quality, the PLC and Principal could co-create a continuous, inquiry-based feedback loop. By establishing regular, informal check-ins regarding administrative policies and classroom realities, the PLC can foster a collaborative environment aimed at elevating teacher satisfaction to match the robust parent and student metrics.

Appendix F - Alignment with Provincial Strategic Priorities for Education Regulation (AR 262/2026)

1. Context and Purpose
On October 29, 2026, the Lieutenant Governor in Council approved the Provincial Strategic Priorities for Education Regulation (AR 262/2026) under section 18.01 of the Education Act, coming into force on October 31, 2026. Under this regulation, all school authority boards are prescribed three overarching provincial strategic education priorities: Strong Foundations, Academic Mastery, and Engaged and Responsible Members of Society.

This appendix establishes the formal framework through which FLCA integrates these prescribed priorities into its multi-year Education Plan and subsequent Annual Education Results Reports (AERR), outlining the necessary outcomes, measures, strategies, and implementation steps required to fulfill this provincial mandate.

2. Strategic Priority Alignment Framework

Priority 1: Strong Foundations

Regulatory Focus & Strategic Intent

Under provincial regulation, the priority of Strong Foundations requires school authorities to develop students' foundational capacities in reading, writing, and mathematics, supported by structured literacy and numeracy screenings for early identification and intervention. At FLCA, our strategic intent is to ensure every student acquires and consolidates these essential core skills early in their academic journey, establishing the benchmark capabilities necessary for long-term learning and life success.

Key Performance Measures & Indicators

Progress toward this priority is monitored through:

- Mandatory provincial early literacy and numeracy screening assessment results across Grades 1 through 3.
- Internal benchmark gains recorded via diagnostic reading and mathematics tools.
- Longitudinal data tracking the percentage of students requiring targeted Tier 2 and Tier 3 learning interventions.

Core Instructional & Operational Strategies

To realize these outcomes, FLCA maintains:

- Standardized universal screening schedules administered at consistent intervals throughout the school year.
- A data-informed Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) framework to deliver targeted academic assistance.
- Explicit, systematic professional learning and pedagogical training for elementary educators focused on evidence-based literacy and numeracy instruction.

Priority 2: Academic Mastery

Regulatory Focus & Strategic Intent

Academic Mastery directs authorities to foster student mastery across reading, writing, and mathematics within an organizational culture that actively values continuous improvement and excellence. This requires high-quality, academically challenging instruction, rigorous education programming, and a comprehensive continuum of supports and services enabling every learner to reach their full potential. FLCA's objective is to ensure students consistently achieve deep conceptual understanding and high academic standards in an intellectually rigorous yet supportive environment.

Key Performance Measures & Indicators

Success in Academic Mastery is evaluated using:

- Student achievement results on Provincial Achievement Tests (PATs) and Diploma Examinations, focusing on both the Acceptable Standard and the Standard of Excellence.
- Course completion metrics and high school credit attainment rates.
- High school completion rates and post-secondary transition metrics.
- Alberta Education Assurance (AEA) survey results reflecting stakeholder perceptions of education quality.

Core Instructional & Operational Strategies

Key strategies deployed across all grade levels include:

- Aligning daily instructional pacing, depth, and assessment rubrics directly with updated provincial curriculum outcomes.
- Embedding high-impact pedagogical practices combined with frequent, robust formative assessment.
- Providing tailored academic enrichment, tiered interventions, and individualized learning support plans to address diverse student learning profiles.

Priority 3: Engaged and Responsible Members of Society

Regulatory Focus & Strategic Intent
The provincial mandate establishes that students must develop a comprehensive understanding of their rights and responsibilities as Canadians, Albertans, and members of broader society. Programs must foster an appreciation of our shared history and democratic institutions—strengthening civic pride—while instilling the habits of mind necessary for active citizenship, including critical inquiry, respectful dialogue, and personal contributions to the common good. FLCA is dedicated to graduating informed, ethical, and participatory young citizens equipped with strong civic literacy and a dedication to community service.

Key Performance Measures & Indicators
Engagement and citizenship development are measured through:
Provincial AEA survey measures evaluated under the Citizenship and Student Engagement domains.
Student participation rates in extracurricular leadership, civic programs, and community volunteer initiatives.
School-level survey data measuring critical inquiry, respectful dialogue, and school climate.

Core Instructional & Operational Strategies
FLCA promotes civic engagement through:

- Deepened social studies curricula and inquiry-based learning sequences centered on democratic principles and history.
- Structured experiential learning opportunities that emphasize constructive debate, civil discourse, and service learning.
- School-wide culture initiatives and leadership programs that reinforce shared democratic values, personal accountability, and ethical citizenship.

3. Governance and Accountability Integration

- Accountability Statement Review: In accordance with Alberta Education planning requirements, the Board of Directors and Superintendent will examine and update the FLCA Education Plan and AERR Accountability Statements to explicitly affirm governance oversight and systemic alignment with AR 262/2026.
- Policy and Plan Reconciliation: Review all local FLCA goals, programmatic initiatives, and board policies to cross-reference them against the three provincial priorities, ensuring local autonomy complements provincial direction.
- Field Services Branch Liaison: Where revisions or structural amendments to the 2026/27 Education Plan are required to fully embed the outcomes and metrics above, authority leadership will coordinate with FLCA's assigned Alberta Education Field Services Manager to review proposed changes and confirm reporting compliance.

4. Implementation Road Map & Next Steps

- Staff & Community Consultation: Conduct targeted briefings with administrative leadership, instructional staff, and school council to unpack the implications of the three provincial priorities within the FLCA operational context.
- Mid-Year Progress Monitoring: Establish quarterly review intervals where school and authority leaders evaluate intervention efficacy under Strong Foundations and Academic Mastery.
- AERR Preparation: Format the 2026/27 AERR reporting templates to include specific data dashboards, qualitative narratives, and contextual analyses mapped directly to Strong Foundations, Academic Mastery, and Engaged and Responsible Members of Society.

5. Current 2026 Metrics that Support AB Ed's and FLCA's STRATEGIC PRIORITIES

Strong Foundations

- Provincial Screening Assessments: End-of-year assessments identified 6 K-3 students requiring additional literacy support (out of 152 assessed) and 8 requiring numeracy support (out of 155 assessed).

Academic Mastery

- PATs: Grade 9 achieved 82.3% Acceptable and 22.6% Excellence. Grade 6 Acceptable rates were Science at 95.7%, English Language Arts at 91.5%, Social Studies at 91.5%, and Mathematics at 66.0%.
- Diplomas: FLCA achieved a 77.4% Acceptable standard and a 25.8% Excellence standard.
- Post-Secondary Transition Rate: This data is indexed on page 330 of the APORI_202610_A.0257_Authority Report.pdf file and is not included in the provided extracts.
- Education Quality: Overall stakeholder satisfaction is 90.2%.

Engaged and Responsible Members of Society

- Citizenship: Achieved an 87.2% overall agreement rate.
- WCRSLE: Achieved a 91.8% overall agreement rate.
- Student Learning Engagement: Achieved an 87.9% overall agreement rate.
- Taking Responsibility for Learning: On the new "takes responsibility for their own learning" pilot metric, agreement reached 90% for Parents, 76% for Teachers, 93% for Grade 7-9 students, and 96% for Grade 10-12 students.