



Authority 0151: Calgary Arts Academy Society

The Art of Learning

Annual Education Results Report
2020-2021

Three Year Plan
2021/2022 - 2023/2024

Message from the Board

As a public charter school, Calgary Arts Academy delivers the Alberta Curriculum through Arts Immersion. Students become self-confident learners who are curious, engaged, collaborative, critical thinkers, and problem solvers. These competencies are necessary to succeed and flourish given the ambiguities of the Fourth Industrial Revolution. Calgary Arts Academy continues to enhance student outcomes illustrated by student achievement.

It does not take a robust genius board to grapple with entire libraries to note that Covid-19 has been a dominating factor in the school life of the CAA community. Turmoil, ambiguity and anxiety have been met with cooperation, resilience and creativity of the highest order.

In particular, special mention should be made of the extraordinary work of teachers and artists in continuing to bring the vision of the CAA Charter to life everyday under exceptional and difficult circumstances. The active support of School Council and parents in general has contributed in no small measure to successfully navigating the unique challenges of the pandemic.

We would also be remiss if mention was not made of the calm professionalism of our Superintendent, Dale Erickson, in providing thoughtful, collegial and decisive guidance to the school community. Dale has been ably supported by our Principal, Michelle Stonehouse, and the rest of the administrative team.

The value of a strong, cohesive and mutually supportive school community has never been more evident. We express our gratitude to all.

Another matter that weights heavily in Board considerations is that of obtaining approval for timely and appropriate infrastructure given our expansion plans. This is especially true for the high school program. It is our hope that current ongoing discussions between the government, the CBE and ourselves will soon result in a satisfactory resolution of this issue.

Core to our work remains the maintenance of our strong culture, our inclusive school community, strong governance, financial accountability and, most importantly, the educational success of our students.

Thank you.

Ken McNeill
Vice-Chair
Calgary Arts Academy Society

Accountability Statement

The Annual Education Results Report for the 2020/21 school year and the Three-Year Education Plan commencing September 1, 2021 for Calgary Arts Academy were prepared under the direction of the Board in accordance with its responsibilities under the *Education Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the education plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2020/2021 school year and the Three-Year Education Plan for 2020/2023 on November 16, 2021.

Continuous Improvement

Results from the Annual Education Results Report (AERR) informs the Annual Education Plan. Calgary Arts Academy’s Annual Education Results Report (AERR) and Education Plan is a reflection of its commitment to fulfilling its charter, to provide a collaborative, democratic learning environment, empowering each individual to become self-directed, life-long learners who value community-focused and citizen-based action facilitated through effective communication, collaboration, critical and creative thinking.

Alberta Education’s requirements for reporting assesses performance broadly and locally. Calgary Arts Academy’s charter school goals and outcomes have been integrated into the broader outcomes that outline our overall priorities.

Stakeholder engagement and feedback is essential to the process of continuous improvement and drives our education plan. Allocation of financial resources to support the plan and implementation of researched-based and practice informed strategies follows. Reflecting on data throughout the teaching and learning process supports effective program delivery and student achievement. Measuring, analyzing and reporting results offers valuable opportunities for reflection, re- envisioning, and revising. Communicating and engaging stakeholders brings us back to planning for improvement. This Annual Education Results Report (AERR) and Education Plan is evidence of continuous improvement and assurance.

Our Education Plan sets out what needs to be done, while our AERR provides the results obtained from implementing this plan. This is a rolling process, meaning the 4-year timeframe will ‘roll’ forward with a new year added for each one completed. This plan will be updated annually and will reflect adjustments in priorities, outcomes, measures and strategies for implementation. This plan aligns our four charter school goals, locally developed outcomes and aligns with the five assurance domains provided by Alberta Education.



Foundation Statements

Vision

Children and community that value arts and learning!

Mission

Our mission is to provide a collaborative, democratic learning environment, empowering each individual to become self-directed, life-long learners who value community-focused and citizen-based action facilitated through effective communication, collaboration, critical and creative thinking.

Beliefs

1. Children come first!
2. Magic happens when you nurture the whole child: body, mind and spirit.
3. We treat each child as an individual, a person with his or her unique way of learning and doing.
4. We believe that a personalized approach enables each child to get the most out of school.
5. We believe that through Arts Immersion Education combined with a culture created using the four pillars including the Circle of Courage, Developmental Assets, Democratic Discipline and Contract Learning, all students will excel.
6. Current Brain Research including actively participating in Mindfulness activities facilitates student academic performance and well-being.



Calgary Arts Academy Profile

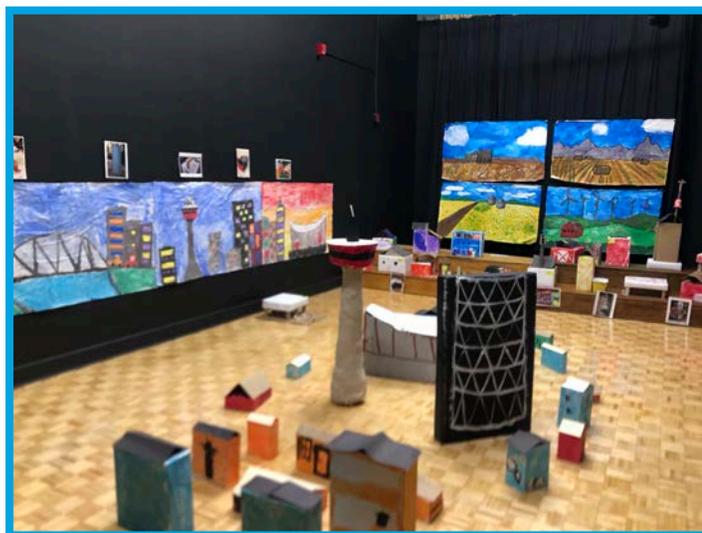
Calgary Arts Academy is a public charter school operating in one elementary campus (K-3) located at 2036 - 20 Avenue S.W., and one middle school campus (4-9) located at 640 - 14 Avenue S.E. in Calgary, Alberta. We have been approved to offer high school and are currently housing our first Year 10 class at our Education Campus.

Calgary Arts Academy serves students and parents who value education delivered through Arts Immersion, a unique planning and delivery model that begins with five art forms (music, drama, visual art, dance and literary arts) and infuses core curriculum. In order to accomplish this, Calgary Arts Academy hires teachers who are artists in their own right and, in addition, now has artists who work collaboratively with teachers to plan and deliver the Alberta Curriculum. In addition, Calgary Arts Academy hires short-term contract artists as required.

- 23.6 full-time equivalent teaching staff
- 2.0 full-time equivalent education assistants
- 4.6 full-time equivalent artists
- 0.4 full-time equivalent guidance counsellor
- 2.0 full-time equivalent early reading intervention coach
- 0.5 full-time equivalent early mathematics intervention coach
- 2.0 full-time equivalent administrators

| Grade | Count | Grade | Count |
|--------------|---------|-------------|---------|
| Kindergarten | 44 | Year 4 | 46 |
| Year 1 | 52 | Year 5 | 50 |
| Year 2 | 53 | Year 6 | 48 |
| Year 3 | 46 | Year 7 | 46 |
| | | Year 8 | 55 |
| | | Year 9 | 49 |
| | | Year 10 | 13 |
| Total KH | 173 FTE | Total EC | 307 FTE |
| | | Total | 480 FTE |
| | | Year 1 to 9 | 445 FTE |

Calgary Arts Academy is performance based. All performances are original and based on the program of studies. All students participate.



Inclusive Education: Mild/Moderate/Severe Code Summary

| Number of students | Number of students Mild | Number of students Moderate | Number of Students Severe |
|--------------------|-------------------------|-----------------------------|---------------------------|
| Year 4 | 17 | 0 | 0 |
| Year 5 | 11 | 2 | 2 |
| Year 6 | 13 | 3 | 3 |
| Year 7 | 16 | 4 | 2 |
| Year 8 | 19 | 4 | 1 |
| Year 9 | 8 | 2 | 2 |
| Totals | 84 | 15 | 10 |

Inclusive Education: Mild/Moderate/Severe Code Support Summary

| Additional Support Needed K-9 | Number of students | Percent of total Population |
|--|--------------------|-----------------------------|
| Reading -teacher support | 105 | 23% |
| Early Reading Intervention | 24 | 5.4% |
| Math -teacher support | 75 | 16.9% |
| Early Math Intervention | 33 | 7.4% |
| Education Assistant | 48 | 10.8% |
| Counselling | 35 | 7.9% |
| Academic -modifications | 72 | 16.3% |
| Behaviour -modifications | 56 | 12.6% |
| Social/Emotional -modifications | 70 | 15.8% |
| Speech/Language -modifications | 18 | 4.1% |
| Gross/Fine Motor skills -modifications | 19 | 4.3% |

Trends and Issues

COVID-19 Global Pandemic

Clearly, the global pandemic and the closure of in-school classes was a new challenge. During the 2020-2021 school year, Calgary Arts Academy had 16% of our students choose At-Home Learning. All staff were committed to maintain effective, purposeful and engaging learning opportunities for our students that went above and beyond Alberta Education requirements.

| Local Performance Measures Results (in percentages) | 2021 |
|--|------|
| Percentage of students and parents who felt connected to their learning community during At-Home Learning | 87.2 |
| Percentage of students and parents who were satisfied with the learning opportunities the At-Home Learning program provided. | 87.6 |

Mathematics

Mathematics teaching and learning is prioritized by the province and continues to be a school wide focus area at Calgary Arts Academy.

We are pleased to be able to provide our students and staff a proven resource called Jump Math. This program supports staff in becoming proficient in the sequencing of mathematical skills teaching as well as offer skill practice our students need to succeed.

We continued our school wide professional development by inviting Professor Babb from University of Calgary (Math Minds Course) and Charlene Mackenzie from Jump Math to meet with the staff.

Our plan for our mathematics program for K-9 is focused on the following:

- Facilitators will ensure that mathematics teaching and learning is rigorous.
- Facilitators will ensure a positive mathematics culture.
- Facilitators will build clarity and coherence in mathematics instruction and assessment practices.

| Local Performance Measures | Results (in percentages) | | |
|---|--------------------------|------|------|
| | 2019 | 2020 | 2021 |
| With the JUMP Math program, Math Minds course and other math related PD, percentage of learning facilitators who feel more confident in their abilities to teach the math curriculum? | N/A | 85 | 85 |
| Percentage of learning facilitators who have reported a better understanding of scope and sequence in math teaching and learning? | N/A | 100 | 93.2 |
| Percentage of learning facilitators who have reported that their thinking about math teaching and learning changed? | N/A | 85 | 85 |

Partnerships



Alberta Education and Alberta Infrastructure

We thank Alberta Education and Alberta Infrastructure for supporting the renovation of the historic Weston Bakery building, home of our new Education Centre at Stampede Park's Youth Campus.

Calgary Arts Academy Adult Choir

The Adult Choir has been in existence for over twenty years, is part of the official Charter document and is named as the official ambassadors for Calgary Arts Academy. The mandate of the Adult Choir is:

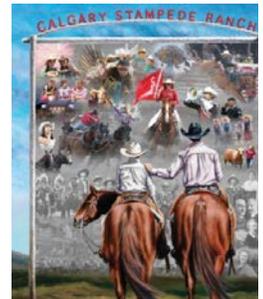
- To support and perform with CAA students
- To perform for Senior Citizens and to inform them about the active involvement of Seniors in CAA programs
- To perform at community functions and promote CAA
- To volunteer a minimum of ten hours per member each year in the school



The Adult Choir has two major performance periods during the year, winter and spring.

Calgary Exhibition and Stampede

Calgary Arts Academy and the Calgary Stampede have worked together planning the "Youth Campus." In February of 2014, Premiere Allison Redford announced we would be modernizing the Weston Bakery building at Stampede Park. Since this time, Superintendent Dale Erickson and Community Arts Coordinator Janice Nigh have worked diligently with Calgary Stampede officials and Alberta Infrastructure to bring the Youth Campus to life. As a partner on the Youth Campus, Calgary Arts Academy will be instrumental in coordinating and facilitating involvement of arts organizations and the local, national and international community, focusing on western heritage and culture, education and the arts.



Calgary Arts Academy Student Care

Since inception, Calgary Arts Academy has had a partnership with a private student-care operator that services Calgary Arts Academy families. The student care program presently serves seventy-five students, providing before and after school care and holiday care. The daycare follows operational expectations provided by Calgary Arts Academy administration.

Calgary Public Library

In the spring of 2014, we began discussions with the Calgary Public Library's central branch to forge a new, mutually beneficial partnership. Early indications are that this relationship will be very supportive of our school objectives as it gives us access to countless resources, the use of space when required and the ability to gain perspective from individuals outside of our organization. In turn, we serve to bring vitality and excitement to the library by hosting activities and bringing the Arts to the forefront. We believe that through this unique partnership we can have a very positive impact on the City of Calgary. When our new facility was completed at the Calgary Stampede Youth Campus, the proximity to the central library is better.



Calgary Arts Academy Research

University of Calgary

Calgary Arts Academy was proud to become Research Practice Partners with University of Calgary's Werklund School of Education. We have three research projects through University of Calgary.

Design for learning through a complexity perspective. This research is focused on creating learning environments to support students' construction of their own knowledge and skills, through a game design project-based learning approach.

Literacy in the Green Room: A Phenomenological Inquiry into what it is like to Experience literacy within a Theatrical Space. This study will create a theatrical space in which students will communicate their experience of literacy and learn new ways of approaching literacy learning.

Social Justice as Citizenship: Understanding Youth Participation in School-Sponsored Student Groups The focus of this research is on how youth understand social justice and how young people work within their school social justice and/or citizenship groups to make improvements in their schools, communities, and society more generally.

University of Alberta

We are also excited to become Research Practice Partners with University of Alberta's Department of Educational Psychology along with Suzuki Public Charter school.

Identifying Formative Instructional and Assessment Strategies for Academic and Personal Excellence: Application of the LEAFF Model in K-6. This is a five-year project that explores the relationships between teachers and students within the context of teacher feedback. The Learning Errors and Formative Assessment (LEAFF) model is a learning and assessment model that provides simple and inclusive teaching practices to improve student-teacher engagement.

University of Victoria

Using the Arts as a Vehicle for Interdisciplinary Learning This research demonstrated how Arts Immersion teaching promoted cross-curricular and emergent learning, identified the benefits of an arts education, explored the ways that art can be used as a language, and proposed a model for implementing Arts Immersion in any classroom.



Summary of Accomplishments

Approval for High School Programming!

Our jurisdiction made application to the Minister of Education to begin offering high school programming. This proposal is the result of extensive work by a committee of engaged stakeholders who reviewed school programs globally and determined which practices would best meet the needs of our students. Our proposal was accepted and we began serving Year 10 high school students in August 2020 and Year 11 high school students in August 2021!

Arts Immersion at Work During a Pandemic

The past school year has certainly presented many challenges for students, staff, school leadership and provincial leadership. Challenges that just a year and a half ago, we wouldn't have even dreamed of. And yet, here we are 15 months into the pandemic. While we have faced adversity, we have also managed to stay true to the mandate of our charter school - Arts Immersion.

Arts Immersion is a planning process unique to Calgary Arts Academy. Teams consisting of teachers, full time artists and visiting artists plan and deliver the Alberta curriculum through music, dance, literary arts, visual arts and dramatic arts. The art form is first and foremost in the planning process and Arts Immersion teaching and learning happens each and every day.

The theme for the 2020-2021 year is The Art of Learning.

“Our purpose is to provide experiences that foster curious, kind, empathetic and engaged students. Our program encourages individuals to be creative, to think differently, and to explore possibilities. Given the current reality of living with the pandemic, we have all had to learn new ways of living with uncertainty. ‘The Art of Learning’ requires us to tap into our resilience and our commitment to learn more about ourselves as human beings as we navigate provincial safety and security protocols.”



This would have been our 10th year performing at the Southern Alberta Jubilee Auditorium. Despite our excitement and keen desire to perform on the magnificent Jubilee stage, it was not meant to be this year. Our theme this year is The Art of Learning, a broad over-arching theme of what learning looks like at Calgary Arts Academy. Each cohort group has produced a video to showcase Arts Immersion learning. So break out the hot chocolate, cozy blankets and sit back and enjoy!

Music Programming



Calgary Arts Academy has a thriving Music Program. Our Kindergarten to Year 5 students participate in a developmentally appropriate music program that develops choral and instrumentation skills. Year 6 to 9 students continue to participate in a mandatory music program that is specialized. Specific areas of choice for students are Rock Band, Guitar, and Strings (Violin and Cello.)



Community Experiences and Engagements

Kindergarten/Year 1

Terry Fox Run
 Orange Shirt Day
 Pink Shirt Day
 Cam Wright -Bee Keeper
 Stephanie Hancock -Vet
 Ripley's Aquarium of Canada
 Calgary Firefighter
 Calgary Paramedic
 Calgary Library Karen Gummo - Storyteller
 Storybook Theatre

Year 2/3

Terry Fox Run
 Orange Shirt Day
 Pink Shirt Day
 Canada Sports Hall of Fame
 Cam Wright -Bee Keeper
 Storybook Theatre

Year 4/5

Terry Fox Run
 Orange Shirt Day
 Pink Shirt Day
 Storybook Theatre
 Kamp Kiwanis



Year 6/7

Terry Fox Run
 Orange Shirt Day
 Pink Shirt Day
 Calgary Public Library
 Lexi Hilderman - Visual Artist
 Nicole Bross - Author
 Calgary Police Service
 Benjamin Jordan - Paraglider

Year 8/9

Terry Fox Run
 Orange Shirt Day
 Pink Shirt Day
 Alberta Courthouse - Year 9
 Mario Swampy- Indigenous Governance
 Virtual Science Fair
 U of A Medical Students
 Calgary Youth Justice Committee
 Calgary Police Service Resource Officer

Year 10

Terry Fox Run
 Orange Shirt Day
 Pink Shirt Day
 Natalie Badenduck, MRU- Interior Design
 The Mustard Seed
 Various Professional Artists in the Community



Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

calgary arts academy — the art of learning

| Assurance Domain | Measure | Calgary Arts Academy Society | | | Alberta | | | Measure Evaluation | | |
|--------------------------------|---|------------------------------|-------------------|----------------------|----------------|-------------------|----------------------|--------------------|-------------|---------|
| | | Current Result | Prev. Year Result | Prev. 3 Year Average | Current Result | Prev. Year Result | Prev. 3 Year Average | Achievement | Improvement | Overall |
| Student Growth and Achievement | Student Learning Engagement | 88.8 | n/a | n/a | 85.6 | n/a | n/a | n/a | n/a | n/a |
| | Citizenship | 91.7 | 89.2 | 88.2 | 83.2 | 83.3 | 83.0 | n/a | n/a | n/a |
| | 3-year High School Completion | n/a | n/a | n/a | 83.4 | 80.3 | 79.6 | n/a | n/a | n/a |
| | 5-year High School Completion | n/a | n/a | n/a | 86.2 | 85.3 | 84.8 | n/a | n/a | n/a |
| | PAT: Acceptable | n/a | n/a | 79.1 | n/a | n/a | 73.7 | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a | 23.0 | n/a | n/a | 20.3 | n/a | n/a | n/a |
| | Diploma: Acceptable | n/a | n/a | n/a | n/a | n/a | 83.6 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | n/a | n/a | 24.1 | n/a | n/a | n/a |
| Teaching & Leading | Education Quality | 93.1 | 92.7 | 90.5 | 89.6 | 90.3 | 90.2 | n/a | n/a | n/a |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 94.0 | n/a | n/a | 87.8 | n/a | n/a | n/a | n/a | n/a |
| | Access to Supports and Services | 86.5 | n/a | n/a | 82.6 | n/a | n/a | n/a | n/a | n/a |
| Governance | Parental Involvement | 88.5 | 89.7 | 84.3 | 79.5 | 81.8 | 81.4 | 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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.



Graduate of Calgary Arts Academy

Symbolizing the passing of the storm and recognizing resiliency and optimism, the 2021 Calgary Stampede poster was created by 22-year-old Calgarian Lexi Hilderman, winner of the Calgary Stampede Youth Poster Competition. Hilderman's artwork features a young Fancy Dancer with rainbow ribbons flowing from her regalia, inspired by the image of a young woman named Katari Righthand from the Siksika First Nation.

Provincial Assurance Domain: Student Growth and Achievement

Calgary Arts Academy students demonstrate citizenship, engage intellectually and grow continuously as learners.

Outcomes

- Students demonstrate superior language and communication skills through Arts Immersion learning
- Students demonstrate superior numeracy skills through Arts Immersion learning
- Teachers, parents and students are satisfied that students model the characteristics of active citizenship
- Students are taught attitudes and behaviours that will make them successful at work when they finish school
- Students demonstrate the knowledge, skills and attitudes necessary for lifelong learning

| Provincial Performance Measures | Results (in percentages) | | | |
|---|--------------------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| The percentage of student who agree that students are engaged in their learning at school. | N/A | N/A | N/A | 77.1 |
| The percentage of parents who agree that students are engaged in their learning at school. | N/A | N/A | N/A | 92.1 |
| The percentage of teachers who agree that students are engaged in their learning at school. | N/A | N/A | N/A | 97.1 |
| Percentage of teachers who are satisfied that students model the characteristics of active citizenship | 95.6 | 98.5 | 100 | 97.4 |
| Percentage of parents who are satisfied that students model the characteristics of active citizenship | 88.9 | 86.7 | 90.8 | 95.5 |
| Percentage of students who are satisfied that students model the characteristics of active citizenship | 80.6 | 75.9 | 76.9 | 82.3 |
| Percentage of parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school | 86.6 | 79.7 | 78.5 | 96.9 |
| Percentage of teachers who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school | 88.5 | 96.2 | 100 | 91.3 |
| Percentage of parents who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning | 58.1 | 59.2 | 58.7 | 84.8 |
| Percentage of teachers who are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning | 66.0 | 80.0 | 83.7 | 78.0 |
| High School Completion Rate | N/A | N/A | N/A | N/A |
| PAT: Excellence | 21.2 | 24.7 | N/A | N/A |
| PAT: Acceptable | 81.0 | 77.2 | N/A | N/A |
| Local Performance Measures | Results (in percentages) | | | |
| | 2018 | 2019 | 2020 | 2021 |
| Percentage of students in Year 4-9 that report participation in enriched learning activities as part of the learning contracts in Language Arts | 92.0 | 95.0 | 95.0 | 92.2 |
| Percentage of students in Year 4-9 that report participation in enriched learning activities as part of the learning contracts in Math, Science and Social Studies | 94.0 | 95.0 | 86.0 | 84.0 |
| Percentage of students in Year 4-9 achieving Mastery and Independence levels in Language Arts as reported on report cards | N/A | N/A | N/A | 85.4 |
| Percentage of students in Year 4-9 achieving Mastery and Independence levels in Math as reported on report cards | N/A | N/A | N/A | 92.0 |
| Percentage of students in Year 4-9 achieving Mastery and Independence levels in Science as reported on report cards | N/A | N/A | N/A | 92.5 |
| Percentage of students in Year 4-9 achieving Mastery and Independence levels in Social Studies as reported on report cards | N/A | N/A | N/A | 92.0 |

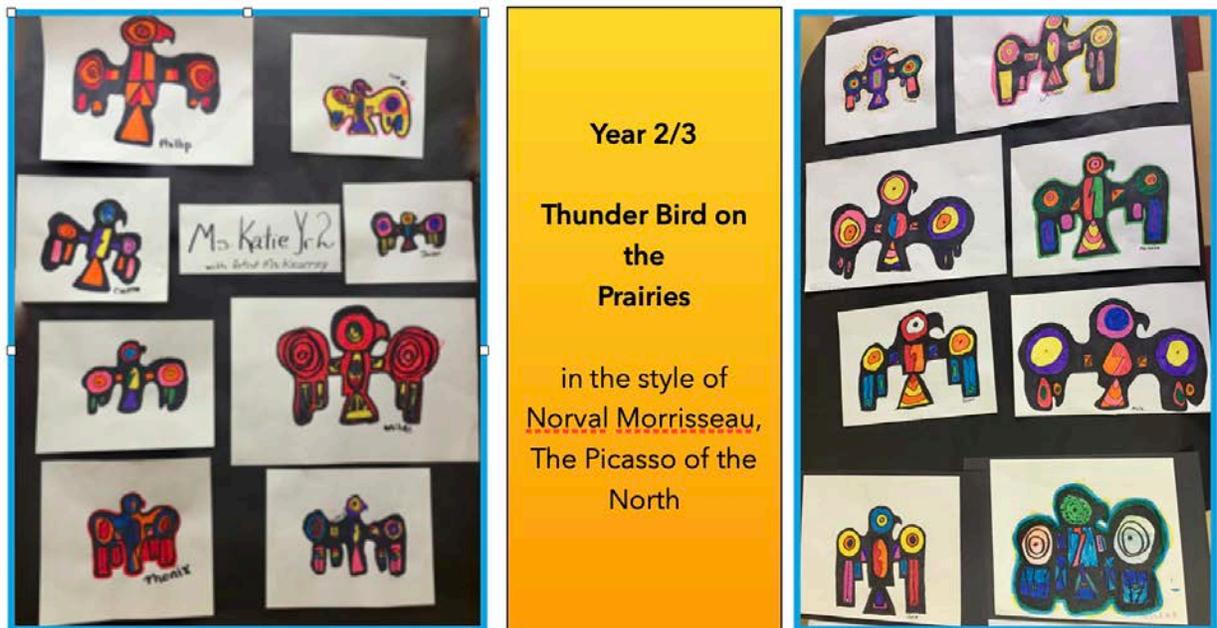
Provincial Assurance Domain: Student Growth and Achievement

Calgary Arts Academy students demonstrate citizenship, engage intellectually and grow continuously as learners.

Student Growth and Achievement Comments:

Citizenship – In provincial performance measures, it is noteworthy that 96% of parents agree that students are taught the attitudes and skills necessary for future success. Combined with the increased satisfaction in active citizenship results during the pandemic, we conclude that our overt focus on the Circle of Courage (especially Belonging and Generosity) resulted in growth at a time that was and is very challenging for students and teachers.

Student Learning - Year 6 and Year 9 students did not write Provincial Achievement Tests in June 2021. In our local performance measures, our percentage of students achieving Mastery and Independence is very high. We are pleased that our At-home learning program was very engaging and successful, and contributed to these results. We believe our Arts Immersion program benefits student engagement and is seen in provincial performance measures.



Alberta Education Assurance Domain: Excellence in Teaching and Leading. Calgary Arts Academy teachers and leaders make decisions resulting in quality teaching, leading and optimum learning for all.

Outcomes

- Teachers provide quality instruction based on the Teaching Quality Standard
- Teachers focus on the provision of quality Cross Curricular Arts Immersion teaching and learning
- Improved teaching and learning opportunities through enhanced technology
- School administrators provide quality leadership and support
- School administrators will continue to provide opportunities for quality professional development

| Provincial Performance Measures | Results (in percentages) | | | |
|--|--------------------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Percentage of students satisfied with the overall quality of education | 92.2 | 88.2 | 90.6 | 89.7 |
| Percentage of parents satisfied with the overall quality of education | 84.6 | 83.7 | 88.8 | 93.3 |
| Percentage of teachers satisfied with the overall quality of education | 93.4 | 94.2 | 98.7 | 96.4 |
| Percentage of teachers reporting that in the last 3-5 years the professional development and in-servicing received from the school authority has been focussed, systematic and contributed significantly to their ongoing professional growth | 70.3 | 85.9 | 97.4 | 84.8 |
| Local Performance Measures | Results (in percentages) | | | |
| | 2018 | 2019 | 2020 | 2021 |
| Percentage of teachers reporting that they participate in and facilitate Cross Curricular Arts Immersion teaching and learning at least 80% of the learning time | 97 | 85 | 91 | 100 |
| Percentage of students in Year 4-9 that report participation in enriched learning activities as part of the learning contracts in Math, Science and Social Studies | 94 | 95 | 86 | 83 |
| Percentage of student reporting that students have completed meaningful technological projects related to the core subjects they study | 88 | 92 | 95 | 79.0 |
| Percentage of teachers reporting that students have completed meaningful technological projects related to the core subjects they study | 91 | 92 | 95 | 100 |
| Percentage of teachers who agree they have the opportunity to participate in discussions and decision making that furthers teaching and learning at CAA | N/A | N/A | N/A | 92.3 |

Alberta Education Assurance Domain: Excellence in Teaching and Leading.

Excellence in Teaching and Leading Comments:

Education Quality – In provincial achievement measures, our percentage of students, parents and teachers who are satisfied with the overall quality of education in 2021 was higher than the provincial average. This important measure is linked to the cross-curricular, Arts Immersion teaching and learning, and enriched learning activities that we provide.

With regards to supporting quality teaching through professional learning, we offer opportunities for teachers to participate in discussions and decision making about our school. The very high degree of engagement in this area shows that teachers are provided with meaningful professional development. The decrease in satisfaction about systemic professional development being offered to teachers in 2021 can be attributed to how much COVID-19 impacted opportunities in this area.

All teachers at Calgary Arts Academy are Alberta Certificated teachers. Calgary Arts Academy met its responsibility to supervise and evaluate teacher growth through formal and informal observations, written evaluations for interim and permanent teaching certification, bi-annual “fireside chats” with administrators, and providing time for teachers to create, implement, share and reflect on their Teacher Professional Growth Plans.



Provincial Assurance Domain: Learning Supports

Calgary Arts Academy provides a learning environment where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Outcomes

- School Councils and parents are engaged around the planning and reporting cycle
- Teachers are engaged to inform the improvement of teaching and learning
- Partnerships result in mutually beneficial projects, decisions and agreement
- Communication with Alberta government is productive and constructive
- Resources are allocated and managed in the interests of ensuring student success

| Provincial Performance Measures | Results (in percentages) | | | |
|---|--------------------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| The percentage of students who agree that their learning environments are welcoming, caring, respectful and safe. | 86.1 | 82.4 | 82.5 | 89.2 |
| The percentage of parents who agree that their learning environments are welcoming, caring, respectful and safe. | 94.1 | 91.0 | 94.4 | 97.4 |
| The percentage of teachers , who agree that their learning environments are welcoming, caring, respectful and safe. | 95.7 | 99.2 | 99.2 | 99.1 |
| The percentage students who agree that students have access to the appropriate supports and services at school. | N/A | N/A | N/A | 87.0 |
| The percentage parents who agree that students have access to the appropriate supports and services at school. | N/A | N/A | N/A | 84.0 |
| The percentage teachers who agree that students have access to the appropriate supports and services at school. | N/A | N/A | N/A | 88.6 |
| Percentage of student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 86.1 | 82.4 | 82.5 | 89.2 |
| Percentage of parent agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 94.1 | 91.0 | 94.4 | 97.4 |
| Percentage of teacher agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 95.7 | 99.2 | 99.2 | 99.1 |
| Local Performance Measures | Results (in percentages) | | | |
| | 2018 | 2019 | 2020 | 2021 |
| Percentage of students that report they were actively engaged in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences | N/A | N/A | N/A | 84.4 |
| Percentage of parents that report they were actively engaged in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences | N/A | N/A | N/A | 84.5 |
| Percentage of teachers that report they were actively engaged in opportunities to acquire and apply foundational knowledge of First Nations, Metis, and Inuit experiences | N/A | N/A | N/A | 92.3 |
| Percentage of students who participate in Mindfulness weekly | N/A | N/A | N/A | 82.5 |

Provincial Assurance Domain: Learning Supports

Learning Supports Comments:

Welcoming, Caring, Respectful and Safe Learning Environments

The number of students and parents who reported their learning environment is welcoming, caring, respectful and safe is very high, and increased in 2021. This is commendable given the additional safety challenges that COVID-19 presented to our school community.

Access to Support and Services

In addition to our Early Reading Intervention program, in the 2020-21 school year we implemented a new student support program called Early Math Intervention. Coaches who work in these programs support students who are below grade level and offer one-on-one sessions. In 2020-21, we had one education assistant at each campus to support in-class learning exceptionalities. Our guidance counsellor worked with students in Years 4-10 who were experiencing anxiety and other mental health challenges.

Teachers and students at CAA learn about indigenous history and the legacies of residential schools in a multitude of ways. We use the Circle of Courage as a foundational pillar for creating a caring community for all students. We focus on the strengths of students of indigenous heritage and invite their perspective in ongoing dialogue. We honour Orange Shirt Day and the National Indigenous Peoples Day. Students regularly learn through indigenous art practices and about indigenous artists. In response to the rising count of unmarked graves of children who experienced the residential school system, CAA created an outdoor, public art installation of orange hearts to share our commitment to truth and reconciliation, and invited members of the wider community to participate.



Provincial Assurance Domain: Governance

Policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

Outcomes

- School Council and parents are engaged around the planning and reporting cycle
- Teachers are engaged to inform the improvement of teaching and learning
- Partnerships result in mutually beneficial projects, decisions and agreement
- Communication with Alberta government is productive and constructive
- Resources are allocated and managed in the interests of ensuring student success

| Provincial Performance Measures | Results (in percentages) | | | |
|---|--------------------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Percentage of students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | 79.5 | 83.1 | 84.6 | 85.9 |
| Percentage of parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | 80.3 | 72.3 | 80.9 | 89.2 |
| Percentage of teachers indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. | 42.3 | 84.0 | 96.2 | 81.0 |
| Overall parent satisfaction with parental involvement in decisions about their child's education | 72.9 | 71.3 | 79.4 | 83.3 |
| Overall teacher satisfaction with parental involvement in decisions about their child's education | 94.6 | 97.7 | 100 | 93.3 |
| Local Performance Measures | Results (in percentages) | | | |
| | 2018 | 2019 | 2020 | 2021 |
| Percentage of parents involved in initiatives in support of the school | N/A | N/A | N/A | 70.5 |
| Percentage of parents who have volunteered hours in support of the school | N/A | N/A | N/A | 68.8 |
| Percentage of parents who support and enrich their child's learning through the learning contracts | N/A | N/A | N/A | 91.1 |
| Percentage of parents satisfied with communications between home and school | N/A | N/A | N/A | 94.6 |

Governance Comments:

Parental Involvement

Overall parental satisfaction with parental involvement in decisions has increased over the last three years, and in 2021 was 11% higher than the provincial average. 93.3% of CAA teachers are satisfied with parental involvement in school decisions, which is more than 6% higher than the provincial average.

We are pleased with these results, especially given the COVID-19 constraints of not being able to invite parents into our school buildings. We continue to seek ways to involve our parent community through such things as our Arts Immersion Learning Contracts, Zoom parent-teacher meetings, and a vibrant, welcoming School Council.

Summary of Financial Results

Additional information on Calgary Arts Academy financial statements and related schedules can be found under the [Accountability](#) tab on our website at www.caaschool.com, by clicking on the links below or by contacting the Secretary Treasurer or Superintendent through the school office at (403) 532-3020.

Calgary Arts Academy Budget Information:
[Calgary Arts Academy's Budget for 2021/2022.](#)

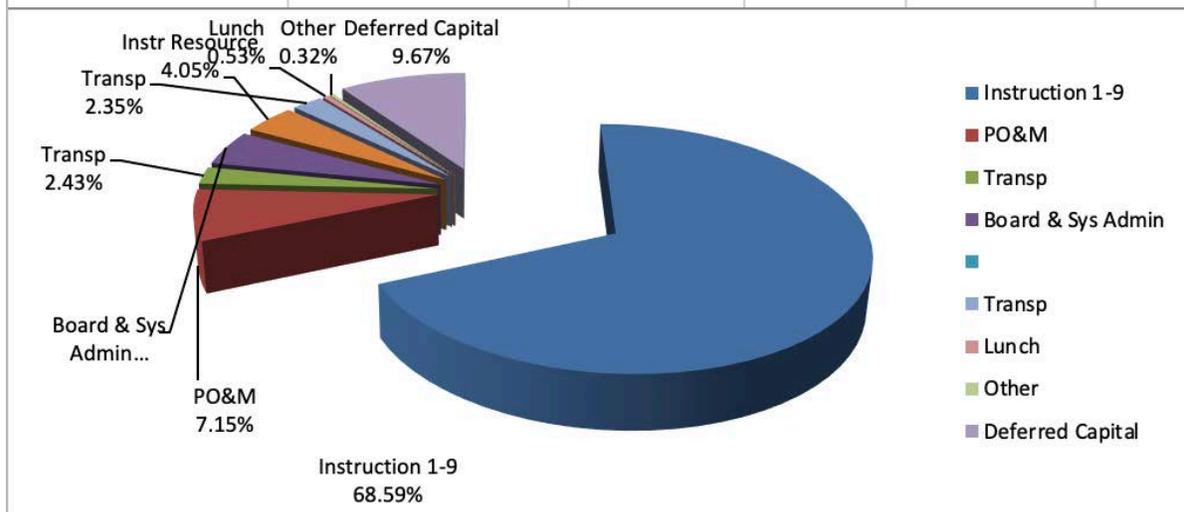
Calgary Arts Academy AFS information:
[Calgary Arts Academy's Audited Financial Statements for 2020/2021](#)

Detailed information on school generated funds can also be obtained in this statement.

Provincial roll up of AFS information: <https://www.alberta.ca/k-12-education-financial-statements.aspx>

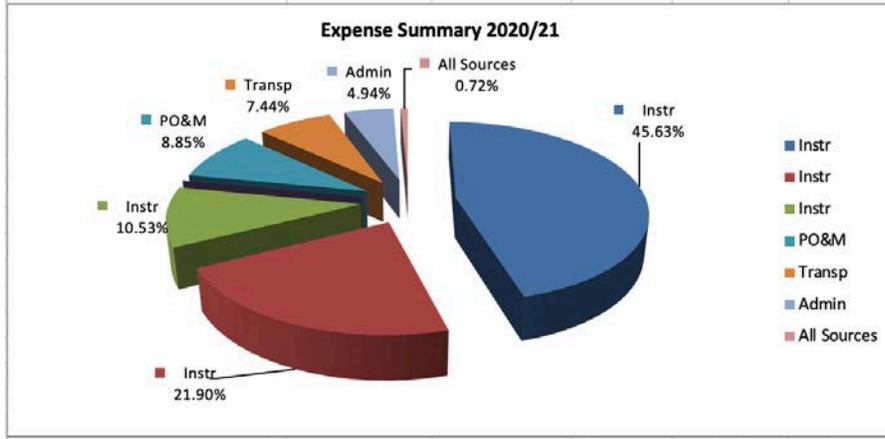
| 2020/21 | | 2020/21 | Percent | 2019/20 | Percent |
|--------------------------------|-------------------|--------------------|----------------|--------------------|----------------|
| Alberta Education | | Total | Of Total | Total | Of Total |
| AB Ed - | Instruction 1-9 | \$3,649,668 | 68.59% | \$3,483,767 | 104.76% |
| AB Ed | PO&M | \$380,560 | 7.15% | \$360,678 | 105.51% |
| AB Ed - | Transp | \$129,085 | 2.43% | \$122,976 | 104.97% |
| AB Ed - | Board & Sys Admin | \$260,624 | 4.90% | \$193,837 | 134.46% |
| Fees | | | | | |
| Fees | Instr Resource | \$215,695 | 4.05% | \$219,709 | 98.17% |
| Fees | Transp | \$125,225 | 2.35% | \$127,212 | 98.44% |
| Fees | Lunch | \$28,400 | 0.53% | \$29,544 | 96.13% |
| Other Revenue | Other | \$16,988 | 0.32% | \$69,751 | 24.36% |
| Other Revenue | Deferred Capital | \$514,715 | 9.67% | \$507,694 | 101.38% |
| Sub-Total other revenue | | | | | |
| Total | | \$5,320,960 | 100.00% | \$5,115,168 | 104.02% |

2020/21 Revenue Summary



Summary of Financial Results - continued

| 2020/21 Expense Summary | | 2020/21 | Percentage | 2019/20 | Percentage |
|----------------------------------|-------------|--------------|------------|--------------|------------|
| Certificated Salaries & Benefits | Instr | \$ 2,324,098 | 43.67% | \$ 2,324,239 | 99.99% |
| Non- Cert Salaries & Benefits | Instr | \$ 920,870 | 17.30% | \$ 912,231 | 100.95% |
| Services, Contracts & Supplies | Instr | \$ 487,225 | 9.16% | \$ 423,489 | 99.99% |
| PO&M | PO&M | \$ 375,313 | 7.05% | \$ 374,860 | 100.12% |
| Transportation | Transp | \$ 360,127 | 6.77% | \$ 312,261 | 115.33% |
| Board Gov & Sys Admin | Admin | \$ 260,408 | 4.89% | \$ 247,778 | 105.10% |
| Amortization of Capital Assets | All Sources | \$ 593,642 | 11.16% | \$ 564,079 | 105.24% |
| | | \$ 5,321,683 | 100.00% | \$ 5,265,138 | 99.99% |

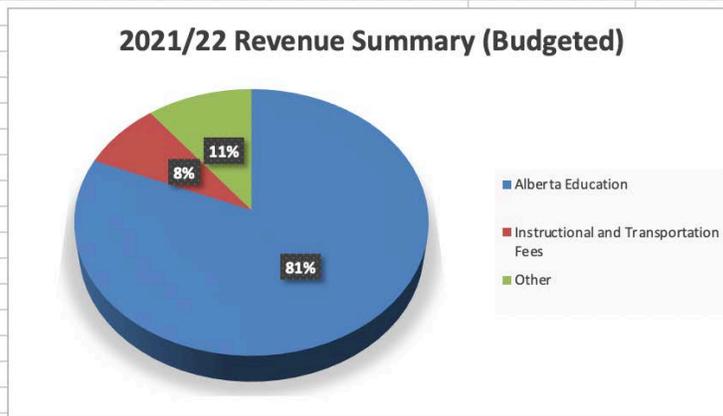


Summary of the Approved Budget for the 2021/2022 school year

| Budgeted Revenue by Source | Final Budget | % of Budget |
|---------------------------------------|--------------|-------------|
| Alberta Education | \$ 4,419,101 | 81% |
| Instructional and Transportation Fees | \$ 442,200 | 8% |
| Other | \$ 573,369 | 11% |
| | \$ 5,434,670 | 100% |

| Budgeted Expense by Source | Final Budget | % of Budget |
|-------------------------------|--------------|-------------|
| Instruction (K-9) | \$ 4,046,640 | 72% |
| PO&M | \$ 945,492 | 17% |
| Transportation | \$ 369,321 | 7% |
| Board & System Administration | \$ 262,769 | 5% |
| | \$ 5,624,222 | 100% |

| Budgeted (Deficit) | Final Budget |
|--------------------|--------------|
| | \$ (189,552) |



Summary of Facility and Capital Needs

Calgary Arts Academy began offering high school programming in August 2020. We began with Year 10 and added Year 11 in 2021. Year 12 will be added in August 2022. Our two facilities, Knob Hill Elementary Campus and the Education Centre located on Calgary Stampede Youth Campus are over 90% capacity.

CAA received approval for six modular classrooms and one washroom facility on May 20, 2021. This interim project allowed for additional space for moderate growth and provided the opportunity for high school students to be located at the Education Centre. The modular buildings were meant to be installed on Calgary Stampede land on the Youth Campus.

This is not possible. In December 2020, Chief Executive Officer, Warren Connell passed away. Dana Peers, senior Board Director was appointed as the interim CEO. As a result of COVID-19 shut down, program closures, financial uncertainty and re-structuring, all non-approved projects were put on hold. In addition, Calgary Arts Academy was informed by the Calgary Stampede that the modular platform simply did not align with either the strategic directive or the timing of other developments, particularly in the light of the context of the last year and the impacts of the pandemic.

Calgary Arts Academy has worked in conjunction with Capital Planning and the Calgary Board of Education to explore possible options for land to install the modular classrooms and other possible solutions for the short and long-term growth of Calgary Arts Academy.

At this point, we continue to move forward with discussion. Stakeholders include Alberta Education, Capital Planning, Calgary Stampede, Calgary Board of Education and Calgary Arts Academy.

We appreciate the patience and support of our community as we strive to work through this narrative.



Parental Involvement

1. The annual school report has been reviewed with School Council.
2. All parents had the opportunity to complete school surveys regarding all school goals on the Three Year Plan. This information has been used to modify and determine new school goals.
3. The School Council Chair attends the Calgary Arts Academy Society board meetings. As such, they represent our stakeholders.
4. School Council Chair meets with school administration monthly to discuss School Council and school initiatives and objectives.
5. Volunteer activities and expertise in numerous capacities over the year
6. Board members and Superintendent information sessions

Communication Plan

Goal

To share our effective practices and innovative approach to Arts Immersion education for the benefit of Alberta's education system. Calgary Arts Academy Public Charter School Board and staff members are strongly committed to establishing and maintaining open, direct, information and formal communication processes with the school community and with external stakeholders and partners.

Rationale

The purpose of the communications plan is to:

- Outline communications objectives
- Create a clear and consistent message for the School
- Ensure various audiences can access information quickly and easily
- Optimize use of the School's communications resources
- Establish protocols that can be implemented regardless of changes in staff
- Provide information about Calgary Arts Academy
- Share innovation and effective practices



Audiences

- Prospective students/families
- Current Parents
- Current Students
- Other school jurisdictions
- Post-Secondary Educational Institutions
- Political leaders
- Alberta Education
- Stampede Board
- Community at large

Key Messages

- CAA teaches the Alberta curriculum through Arts Immersion
- We are a unique, progressive school
- CAA is grounded in solid foundational statements and engaged in innovative practice
- CAA is an inclusive and transparent organization
- CAA has strong staff, administrative team, board of directors and foundation
- CAA is an active participant in research

This report is posted to www.caaschool.com/Accountability

Zone Director notified on November 30, 2021.

