

EASTSIDE CHRISTIAN ACADEMY



Three Year Education Plan 2018 -2020 and Annual Education Results Report (AERR) November 30, 2017

Message from the Board Chair

Our school is part of the Accelerated Christian Education - School of Tomorrow. Actually, our style of schooling harkens back to a time when schools were much smaller and had much more of an individualized approach to student learning, reading was emphasized, and students were taught to value cursive writing and grammatical correctness.

Our school makes it our goal to foster success in our students, not by making it easier, nor rewarding them for simply attending or aging chronologically.

There are five areas that we emphasize to encourage success. First, all students are turned into readers. From the day they enter our school, students are trained to be independent readers and therefore independent learners. Good reading skills are critical to academic and work place success. Students read extensively in every subject that they are studying. Secondly, we do make efforts to inspire their imaginations. Students are engaged in all manner of writing in areas of interest. Thus, our students stay engaged and excel in school. Thirdly, when it comes to disciplinary action, girls and boys are treated equally. Disrespect, bullying, and physical roughness are not tolerated from either gender, regardless of age. Fourth, we make room for young boys and girls of all grades to run off energy at multiple unstructured physical activities, such as hourly breaks, mid-day break, and during regular physical education. Physical Activity helps them to work harder during academic instruction. Fifth, while other systems are downplaying music education, we encourage music intelligence, because it is part of our overall intelligence. We make lessons and opportunities to play in percussion, strings (guitar, bass, violin, and viola), wind (recorders) and piano.

We are not riding the current wave which stresses a feeling-centred education. We are not moving to a competition-free environment. We are not becoming more sedentary in order to be “safe.” Under-achievement is every school’s concern.

All this is being mentioned without touching on the many other strengths of our system. We have a system that engenders a feeling of success because our students are successful. How? We do an extensive analysis of each student’s academic competencies and then strengthen any weaknesses found during diagnostic testing. By having students start their work at the place where they are competent and then encouraging growth, rather than having all students of the same age-level move as a herd, students no longer measure themselves by others’ achievement but by their own achievement.

Ultimately, our school is full due to the fact that parents and others speak positively about the type of schooling their children are experiencing.

Accountability Statement

The Annual Education Results Report for the 2016-17 school year and the Education Plan for the three years commencing September 1, 2017 for Eastside Christian Academy were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2016/2017 school year and the three-year Education Plan for 2018/ 2020 on November 30, 2017.

BECOMING DISCIPLES TOGETHER

“Train up a child in the way he should go and when he is old, he will not depart from it.” Solomon, King of Israel

Biblical Mandate

ECA provides an individualized Christian education for families that have chosen to see that their children have a godly education that will point them in the direction of knowing God and making Him known, and loving their neighbours as they love themselves.

The choices that ECA offers are important educational options demanded by parents. There is a desire for parents to see their children grow in true Christian character that is clearly a degree above their peers. Parents also recognize that not all students learn at the same rate, when compared with their homogeneous peer group, and so they desire that students focus not only on completion of a particular subject but rather on mastery.



Individualized Education

In light of these parental convictions, students are not herded with their chronological age peer group but are treated as individuals through diagnostic testing, continuous checkups, self tests and finally through unit tests. A standard 80% minimum grade is required for each unit to ensure competence and the ability to engage in further studies in that particular subject field. So, in short, mastery is the goal and it matters not whether a student reaches this point ahead of their peer group or later. Staff encouragement, diagnostic testing, appropriate academic placement, check-ups, self-tests and unit tests ensure student academic success.

Foundation Statements

Vision

- Provide Early Childhood Services through Grade/Level 9 on site based on the Alberta Program of Studies and Provincial Achievement Testing following their procedures, as closely as possible, within the context of Eastside City Church (ECC).. As well, we provide Grade 1 - 12 for those who have chosen to home educate.
- Establish not only a teaching establishment but a learning-centre where staff become adept at assisting pupils in digging out answers and gaining insights into proper learning techniques. Hence, help is given and not the answers, thus building self-confidence in independent learning.
- Develop the spiritual, intellectual, personal, social, and physical attributes of the student in accordance with the Christian faith and under the approval and input of the students' parents.
- Assist each student in finding God's purpose for his or her life based on the saving knowledge of Jesus Christ, growing in Christian maturity, being an effective witness for the Lord and influencing the world.
- Enhance self-discipline, obedience, responsibility, accountability and moral values of students.
- Appreciate God's diversity as shown by the broad scope of economic levels, educational and ethnic back-grounds of the student body.
- Experience the role of the believer as a messenger of Jesus Christ and a member in God's kingdom, which not only includes themselves, but also other believers (unity), the local church, the Church universal and world at large.
- Emphasis on Canadian patriotism to build responsible citizens, since the Bible teaches us to obey those in authority and to live as peaceably as possible with all people.

Foundation Statements (con't)

Mission (overall purpose and role of Eastside Christian Academy)

- To provide quality Christian education in a local church setting, in cooperation with parents, training up students within the kingdom of God, by offering a godly personal foundation, and focusing on Christian character and growth in practical and academic studies.

Principles

- The principles that guide our practice are based on sound and recent academic research, as well as time honoured methods.
- Based on the fact that each student is an individual, students are tested and assigned a level of the curriculum where they can best perform, regardless of their age. Students are each expected to perform to their utmost and not necessarily perform against their age-peer group. Students are encouraged to please their Creator with all their effort.
- Students are given responsibility to set reasonable and appropriate goals in a reasonable and prescribed period. Students are taught to set priorities and to be judicious as they plan and set their goals.
- The Staff's main role is to motivate students by encouraging and supporting student efforts. The guidance from the staff is achieved through control and discipline to see that students assimilate, use and experience the educational materials. Staff are trained to motivate students through clear and established controls, develop discipline, guidance, and responsible leadership in the students.
- As with any worthwhile endeavour, learning must be measured by viewing the results. Students are held accountable through measurement. Related to this is the issue of mastery whereby students must achieve a minimum of 80% or better in most subjects.
- People being people, they need rewards for their efforts by way of verbal and material encouragement. We employ praise as the main motivation to give value and significance. As an institution our policy is "90/10" - ninety percent praise and ten percent correction. Staff are encouraged to find the good things that students are doing and recognize it publicly and privately through verbal and written means. Students are also rewarded for their efforts through a point system that is redeemed for material prizes.

Foundation Statements (con't)

Beliefs (values that guide decisions)

- The foundational concept that underpins our educational endeavours is what is known as “the Greatest Commandment.” This is the hinge pin in our philosophy of education and should flavour all we do. This command states that we should love God with all our hearts, our minds and strength. Parents have the prime responsibility to raise their children to fulfill this command and we act in cooperation with parents to achieve this goal. According to the UN Declaration of Human Rights, “Parents have a prior right to choose the kind of education that shall be given to their children”. Furthermore, the Alberta Bill of Rights emphasizes “the right of parents to make informed decisions respecting the education of their children.”
- The second concept is known as the “Second Commandment” which is to love our neighbour as we love ourselves. This foundation can be used as a tool to prepare for active citizenship.
- We are warned that exposure to some ideas and philosophies can be detrimental to the well-being of individuals. Solomon clearly said, “My son, cease to hear those words which cause you to err from the words of life.” Initially, we act as censors for students who have not yet reached a mature level of discretion. When appropriate, we encourage students to take control and to be responsible for their own self-censorship by learning to hate evil and to love that which is good.
- We believe that the structure and governance of the family is guided by the Scripture. A biblical view of sexuality holds that a person’s decisions regarding his or her body are physically, spiritually, and emotionally inseparable. Such decisions affect a person’s ability to live out God’s intention for wholeness in relationship to God, to one’s (future) spouse, to others in the community, and to oneself. Further, according to the Bible, sexual intimacy is reserved for marriage between one man and one woman, and within that marriage bond it is God’s intention that it be enjoyed as a means for marital intimacy and procreation. Honouring and upholding these principles, students, staff and parents strive for purity of thought and relationship, respectful modesty, personal responsibility for actions taken and avoidance of contexts where temptation to compromise would be particularly strong.

These beliefs are the heart of the vision, the mission, and the principles under which Eastside Christian Academy operates.

A Profile of the School Authority

Eastside Christian Academy (ECA) offers Kindergarten (K) and Grades 1 to 9, employing curriculum which is based on individualized, mastery, and self-motivated learning within the Alberta Program of Studies.

The school is located and operates within the context of Eastside City Church. ECC is an independent, spirit-filled, Bible-believing, Christian church serving a multi-ethnic, socially-diverse community and the city at large.

Our program and academic standards are designed and implemented to develop strong personal character and Christian values.

Besides the Alberta Education (AE) accredited education, ECA has a physical education program with an on-campus gym and a unique music program, which includes strings, vocals, choral and band from Grade 1 to 9.

Trends and Issues

Our school has been operating for nearly two decades. Some of what we were doing was seen as fringe, as far as traditional educational is concerned. However, many of our practices are time honoured and are again being seen for the value they possess.

Today, there is a great stir among front line educational philosophers declaring that the educational format (age-segregated classrooms) that grew out of the industrial revolution is not working and will not work in the information age. They also realize that school is no longer the primary place to find information.

Many of the educational innovations that they are suggesting, we were already incorporating as key concepts. Character focus, a key in guarding students from life's disasters and developing them into leaders, is paramount in our school practice. We are challenging students to "think differently" by being conformed to godly precepts, rejecting worldly values and debt based economics, and realizing that joy in God is much greater than mere material success. We tell students that they need to lend themselves to God's calling on their lives, which will be the real measure of success, in this life and in eternity. We have moved away from the "broken" classroom model to the personalized curriculum within supervisor monitored learning centers.

Over the past few years, there have been calls to implement "new" initiatives, such as "inclusive education" and "anti-bullying programs." It just so happens that we have had these policies in place and have been implementing them from the inception of the school. As to inclusiveness, we often receive applications from students that are quite far behind in their last school. They then write diagnostic tests prior to acceptance. Parents are appraised of the results of those tests and the placement according to the student's ability rather than age. With the agreement of parents, students are then placed within our program at the ability level revealed by the diagnostic exam. Regarding bullying, we have a "no-tolerance policy" and even more a lifestyle. We deal with the incidents as soon as we hear of them by confronting perpetrators and encouraging repentance and restitution.

Summary of Accomplishments

Music

Eastside Christian Academy has a strong music program that we are very proud of. Our music program is unique in that we have three part time teachers and one volunteer, each who specialize in a different musical focus. This offers to our students a range of musical opportunity. Our music students participate in both group and private lessons and have the opportunity to showcase their talents in school performances, community outreaches, and recitals.

Our violin teacher is a seasoned, professional musician, who has played in the Calgary Philharmonic Orchestra for many years. Through vigorous training and practice, she leads our students to excellence. Our students not only play at school events and performances, but throughout the community. They have performed on the radio. They play yearly at Seniors' Homes in Calgary. They compete in music festivals, taking home rewards such as 'Gold with Excellence' in their category.

Our band students have twice won First Place in Calgary's Battle of the Bands and in outlying areas. Many of our band members go on to play in church weekly and continue to play into adulthood. Some of our music alumni teach music lessons. Our band program is currently being run by one of our school's alumni, who received Honours in her Bachelor of Music program.

Drama

Our students have been exposed to the dramatic arts by creating costumes, designing sets, displaying vocal and physical expression, and honing their organizational skills. Our Jr. High students have created, directed, filmed and acted in a short film. Their efforts certainly paid off, winning them a national participation award, as well as a large provincial award - a class trip and weekend stay at Rocky Mountain House Historic Site.

Yearly, E.C.A. students audition for, practice and then perform in Christmas or Year-End school productions, bringing joy to the family and friends that attend.

Chorale speech is practiced on a daily basis as well as individual audible reading. This gives students exposure to performance, in a safe and caring environment that fosters creativity and performance skills.

Physical Education

While some authorities are cutting back on physical education, we seek to expand the development of kinesthetics intelligence to compliment the wholistic development of the overall intelligence of each student. Though team sports is exciting and builds cooperation and the need for forethought and planning, we also add individual and partner sports and activities. As well, we are engaging the students in more winter sports due to Calgary's long winters and abundance of snow and ice.

Combined 2017 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)

| Measure Category | Measure | Eastside City Church | | | Alberta | | | Measure Evaluation | | |
|---|--|----------------------|------------------|---------------------|----------------|------------------|---------------------|--------------------|-------------|------------|
| | | Current Result | Prev Year Result | Prev 3 Year Average | Current Result | Prev Year Result | Prev 3 Year Average | Achievement | Improvement | Overall |
| Safe and Caring Schools | Safe and Caring | 89.2 | n/a | 90.8 | 89.5 | 89.5 | 89.3 | Very High | Maintained | Excellent |
| Student Learning Opportunities | Program of Studies | 76.1 | n/a | 68.4 | 81.9 | 81.9 | 81.5 | Intermediate | Maintained | Acceptable |
| | Education Quality | 90.9 | n/a | 96.6 | 90.1 | 90.1 | 89.6 | Very High | Maintained | Excellent |
| | Drop Out Rate | 0.0 | * | 8.7 | 3.0 | 3.2 | 3.3 | Very High | Maintained | Excellent |
| | High School Completion Rate (3 yr) | n/a | * | n/a | 77.9 | 76.5 | 76.1 | n/a | n/a | n/a |
| Student Learning Achievement (Grades K-9) | PAT: Acceptable | * | 47.7 | 37.9 | 73.4 | 73.6 | 73.2 | * | * | * |
| | PAT: Excellence | * | 4.5 | 3.8 | 19.5 | 19.4 | 18.8 | * | * | * |
| Student Learning Achievement (Grades 10-12) | Diploma: Acceptable | n/a | n/a | n/a | 83.0 | 82.7 | 83.1 | n/a | n/a | n/a |
| | Diploma: Excellence | n/a | n/a | n/a | 22.2 | 21.2 | 21.5 | n/a | n/a | n/a |
| | Diploma Exam Participation Rate (4+ Exams) | n/a | * | n/a | 54.9 | 54.6 | 53.1 | n/a | n/a | n/a |
| | Rutherford Scholarship Eligibility Rate | n/a | n/a | n/a | 62.3 | 60.8 | 60.8 | n/a | n/a | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (6 yr) | n/a | * | n/a | 57.9 | 59.4 | 59.3 | n/a | n/a | n/a |
| | Work Preparation | n/a | n/a | 100.0 | 82.7 | 82.6 | 81.9 | n/a | n/a | n/a |
| | Citizenship | 71.4 | n/a | 71.3 | 83.7 | 83.9 | 83.6 | Low | Maintained | Issue |
| Parental Involvement | Parental Involvement | n/a | n/a | 94.1 | 81.2 | 80.9 | 80.7 | n/a | n/a | n/a |
| Continuous Improvement | School Improvement | 93.7 | n/a | 87.0 | 81.4 | 81.2 | 80.2 | Very High | Maintained | Excellent |

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 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 5 achievement evaluation levels for each measure.

| Measure | Very Low | Low | Intermediate | High | Very High |
|--|---------------|---------------|---------------|---------------|----------------|
| Safe and Caring | 0.00 - 77.62 | 77.62 - 81.05 | 81.05 - 84.50 | 84.50 - 88.03 | 88.03 - 100.00 |
| Program of Studies | 0.00 - 66.31 | 66.31 - 72.65 | 72.65 - 78.43 | 78.43 - 81.59 | 81.59 - 100.00 |
| Education Quality | 0.00 - 80.94 | 80.94 - 84.23 | 84.23 - 87.23 | 87.23 - 89.60 | 89.60 - 100.00 |
| Drop Out Rate | 100.00 - 9.40 | 9.40 - 6.90 | 6.90 - 4.27 | 4.27 - 2.79 | 2.79 - 0.00 |
| High School Completion Rate (3 yr) | 0.00 - 57.03 | 57.03 - 62.36 | 62.36 - 73.88 | 73.88 - 81.79 | 81.79 - 100.00 |
| PAT: Acceptable | 0.00 - 66.07 | 66.07 - 70.32 | 70.32 - 79.81 | 79.81 - 84.64 | 84.64 - 100.00 |
| PAT: Excellence | 0.00 - 9.97 | 9.97 - 13.44 | 13.44 - 19.56 | 19.56 - 25.83 | 25.83 - 100.00 |
| Diploma: Acceptable | 0.00 - 71.45 | 71.45 - 78.34 | 78.34 - 84.76 | 84.76 - 87.95 | 87.95 - 100.00 |
| Diploma: Excellence | 0.00 - 9.55 | 9.55 - 12.59 | 12.59 - 19.38 | 19.38 - 23.20 | 23.20 - 100.00 |
| Diploma Exam Participation Rate (4+ Exams) | 0.00 - 31.10 | 31.10 - 44.11 | 44.11 - 55.78 | 55.78 - 65.99 | 65.99 - 100.00 |
| Transition Rate (6 yr) | 0.00 - 39.80 | 39.80 - 46.94 | 46.94 - 56.15 | 56.15 - 68.34 | 68.34 - 100.00 |
| Work Preparation | 0.00 - 66.92 | 66.92 - 72.78 | 72.78 - 77.78 | 77.78 - 86.13 | 86.13 - 100.00 |
| Citizenship | 0.00 - 66.30 | 66.30 - 71.63 | 71.63 - 77.50 | 77.50 - 81.08 | 81.08 - 100.00 |
| Parental Involvement | 0.00 - 70.76 | 70.76 - 74.58 | 74.58 - 78.50 | 78.50 - 82.30 | 82.30 - 100.00 |
| School Improvement | 0.00 - 65.25 | 65.25 - 70.85 | 70.85 - 76.28 | 76.28 - 80.41 | 80.41 - 100.00 |

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

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 5 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 |

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful at ECA

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). | * | * | 28.1 | 47.7 | * | 60 | * | * | * | 65 | 70 | 75 |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | * | * | 3.1 | 4.5 | * | 15 | * | * | * | 20 | 23 | 25 |

Comment on Results

Two reasons for the suppression of data: The number of Grade Six students in our school were under six. As well, there were no Grade Nine students enrolled that year.

Of the Gr. Six students, the range of scores averaged from 50% to mid-80%.

Strategies

Students are required to maintain an average of 80 percent in each subject in order to be truly proficient and to move from one unit study to the subsequent one.

We will also instruct parents on how they can assist their children in reviewing various subjects to achieve their highest levels in school and provincial exams.

Finally, we will hold seminars for each subject to solidify the materials for each specific grade.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

[No Data for Diploma Exam Results because we have not High School students]

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|---|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 |
| High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10. | * | n/a | * | * | n/a | | n/a | n/a | n/a | | | |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 | 3.8 | 0.0 | 17.5 | * | 0.0 | | Very High | Maintained | Excellent | | | |
| High school to post-secondary transition rate of students within six years of entering Grade 10. | * | * | n/a | * | n/a | | n/a | n/a | n/a | | | |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. | n/a | n/a | n/a | n/a | n/a | | n/a | n/a | n/a | | | |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. | * | n/a | * | * | n/a | | n/a | n/a | n/a | | | |

Comment on Results

Presently, we do not enrol high school students. Thus, much of the chart is not applicable to our school.

However, we do have a number of students in Jr. Hi, that, due to our individualized form of education, are able to work well ahead of their age peer group and thus accomplishing some more advanced courses.

Strategies

Many parents of our students are asking for our school to reopen High School as they are not very happy or comfortable with the directions that the public system is headed.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.

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 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; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Outcome One: Alberta's students are successful (continued)

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|-------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. | 70.0 | 67.7 | 74.9 | n/a | 71.4 | 75 | Low | Maintained | Issue | 75 | 78 | 80 |
| Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. | n/a | n/a | 100.0 | n/a | n/a | 85 | n/a | n/a | n/a | 90 | 93 | 95 |

Comment on Results

Our motto "Character First" raises parents expectations that we focus on character development in conjunction with academics. Thus, when those expectations are not met by student behaviour, staff, students and parents are quick to let that be reflected in the survey.

Still, when visitors come to our school, they most often comment on the good behaviour of our students. This is particularly true of those who are familiar with other schools.

It is not hard to see that staff and parents see that that which is taught is beneficial to students, but that they need to live what they are taught.

Strategies

We must increase our efforts to encourage students to live the character qualities that they learn. Good behaviour should be rewarded with praise, as well as with material incentives.

Our school is full because parents already like what they see as a core focus in our overall education program. We need to do a better job communicating to parents the benefit to their child's education by responding to the survey.

A couple of times a year, parents should be reminded to work on character development at home in conjunction with the monthly character qualities that are being emphasized at school. Each month they receive the character qualities, their definition, and the main indicators of that particular quality.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome One: Alberta's students are successful (continued)

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|---------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 |
| Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. | n/a | n/a | 83.3 | n/a | n/a | 85 | n/a | n/a | n/a | 88 | 90 | 92 |

Comment on Results

Since our school is at capacity, it is an indicator that our goal to make life long independent learners is on track. We make sure all students: are competent readers, able to plan their own daily goals, and are able to master the subjects that they study. As they act responsibly, they are given more freedom to choose the subject matter that they study.

Strategies

We must be more creative in the way we inform parents how students are groomed to be life-long learners. We will use the testimonies of former students who have entered higher education. They report that learning how to have a study plan each day was one of the best things they learned at ECA and has been a great benefit at university. We will also mention the awards that those students have received (cum laude, scholarships, and the ability to skip from B.Sc. to Ph.D.)

We will implement a new exit survey for families that are leaving ECA. The breadth of the survey should solicit feedback from parents at all grade levels.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

[No Data for Overall FNMI Results as there are no students from this category enrolled in ECA]

Comment on Results

Presently, we have not students in this category.

Strategies

In order to apprise our non-FNMI of the rich heritage of the First Nations, we created a video surrounding Rocky Mountain House, Alberta. Students researched the seven tribes that traded at Rocky Mountain House. They created a story board that included all the tribes and the great influence they had in the fur trade and the opening up of the West, which later became Alberta. They then filmed a recreated fort, which they built, and costumes and sets. As a result of the video, we were invited by the Rocky Mountain Historic Site staff for a couple of days of hands on 18th century living, eating bannock, re-enacting fur trade life, cooking in the rain and sleeping in teepees under buffalo hides.

We will focus our FNMI education with Grade Six through hands on activities centred around the Soc. St. curriculum. The students will then be assistants to educate other students about the great influence FNMI peoples had on Canada's development.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Three: Alberta's education system is inclusive

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. | 78.0 | 94.2 | 87.5 | n/a | 89.2 | 90 | Very High | Maintained | Excellent | 92 | 95 | 97 |

Comment on Results

We know that parents are generally happy with our school. This is indicated by their school choice and the willingness to pay the cost of a private education.

For the previous number of years, it is apparent that parents were satisfied with the caring environment and that the school was improving. Three years ago, we created better policies and procedures to ensure the safety of children and this is reflected in parents' comments.

Two years ago, some parents said that they did not receive a survey and thus low numbers were low enough to suppress all responses. The government is doing well in rectifying this.

As one might imagine, we are pleased that we are usually in the ninetieth percentile in this important facet of education.

Strategies

While these numbers are reckoned to be excellent, we must continue to do a better job of communicating to parents our everyday activities and our continued development of safety and emergency policies. We will also double our efforts to invite parents to participate in decision making for their child and to participate in the annual survey. We will assist them in contacting relevant government agencies if they have been missed in the delivery of the surveys.

Though there are some lifestyle choices that we do not agree with, we teach the students that all persons are made in the image of God and should be treated with great care and deference. We teach that those who serve others are the greatest, rather than those who seek to be served. At the same time, we have no tolerance for abusive behaviour that involves psychological, verbal, or physical aspects. All students are taught to repent of such activities and are taught how to apologize in acceptable manners.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|--------------|-------------|------------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. | 65.0 | 71.2 | 65.6 | n/a | 76.1 | 80 | Intermediate | Maintained | Acceptable | 83 | 85 | 87 |

Comment on Results

One of the down sides of a small school is that the number of optional courses is limited due to the number of staff available to oversee those courses. It is obvious that parents are willing to forgo some of those optional courses in order to secure the type of education offered by our school. What is not reflected in the survey is the strength of our music and drama program. Nor are the many extra-curricular awards won at local music festivals and competitions.

Strategies

We have already expanded our music program of this year to include, in addition to violin and band, recorder and piano. This has garnered much enthusiasm from students and parents.

We have also made application for financial help to expand our music program even further. We are looking to add a range of recorders that would increase harmonic options for that group. As well, we will expand the strings section to include viola, cello and bass.

It is also in our plans to train students to understand and carry on a very personal health and physical development regime that they can do anywhere anytime. In conjunction with this, we are adding to the present team sports, more individual sports, such as tennis, cross-country skiing and archery.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Five: Alberta's education system is well governed and managed

| Performance Measure | Results (in percentages) | | | | | Target | Evaluation | | | Targets | | |
|--|--------------------------|------|------|------|------|--------|-------------|-------------|-----------|---------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 | 2017 | Achievement | Improvement | Overall | 2018 | 2019 | 2020 |
| 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. | 70.0 | 87.0 | 86.9 | n/a | 93.7 | 92 | Very High | Maintained | Excellent | 94 | 95 | 96 |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. | n/a | n/a | 94.1 | n/a | n/a | 96 | n/a | n/a | n/a | 97 | 98 | 99 |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. | 88.3 | 97.6 | 95.6 | n/a | 90.9 | 97 | Very High | Maintained | Excellent | 95 | 96 | 97 |

Comment on Results

Clearly, from the very beginning, parents have consciously chosen to enrol their children in our school because they have had a real opportunity to be involved with decisions regarding their children's education. Over the past few years we have made a concerted effort to increase parental involvement by daily communicating with parents about student's progress and soliciting their participation. As well, we have allowed and encouraged parents to be involved through the Parent Advisory Council from which we have taken comments and critiques seriously and have endeavoured to improve our service. Finally, it appears that both staff and parents are of the opinion that we have continually improved.

Strategies

We will continue to offer an orientation program for new and current parents and make it a requirement for parents of newly enrolled students. In that orientation, parents will experience an in-depth taste of what students will experience in our school on a daily basis.

We will strive to increase daily communication with parents so they are continually apprised of student progress and work habits.

We will encourage parents to attend quarterly parent-teacher interviews, allowing parents to consult with teachers regarding their child's individual program.

Furthermore, we aim to increase the percentage of parents that participate in the Parent Advisory Council and the School Board.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Future Challenges

- While the Charter of Rights and Freedoms has secured religious freedom for each citizen, there is a challenge coming to private religious schools that is attacking the core of their belief systems and threatening their very existence.
- Grade One through Grade Nine are at peak capacity and we need to consider planning for a definite increase this coming year. Already, there are enrolment inquiries for the next academic year.
- With growth comes the need for an increase in qualified and charactered staff.

Parental Involvement

- The Parents' Advisory Council was renamed the Parent Involvement Council. There was limited involvement under the old name. Presently, on average 25% participation is seen in their monthly meetings. They plan the year for family activities, meals for students and fundraising activities.

BUDGET SUMMARY – 2017 / 2018

ECA's combined 3 year plan/AERR continues to address financial sustainability, since some success has been achieved with improving the quality of education delivered and student population growth. In the prior year, ECA had again projected a positive revenue based budget that resulted in a \$5,860 gain, thus reducing the current accumulated operating deficit to \$32,054. The deficit elimination plan was initiated in 2011 / 2012 and is still projected to be completed in 2019 from operational cash flow.

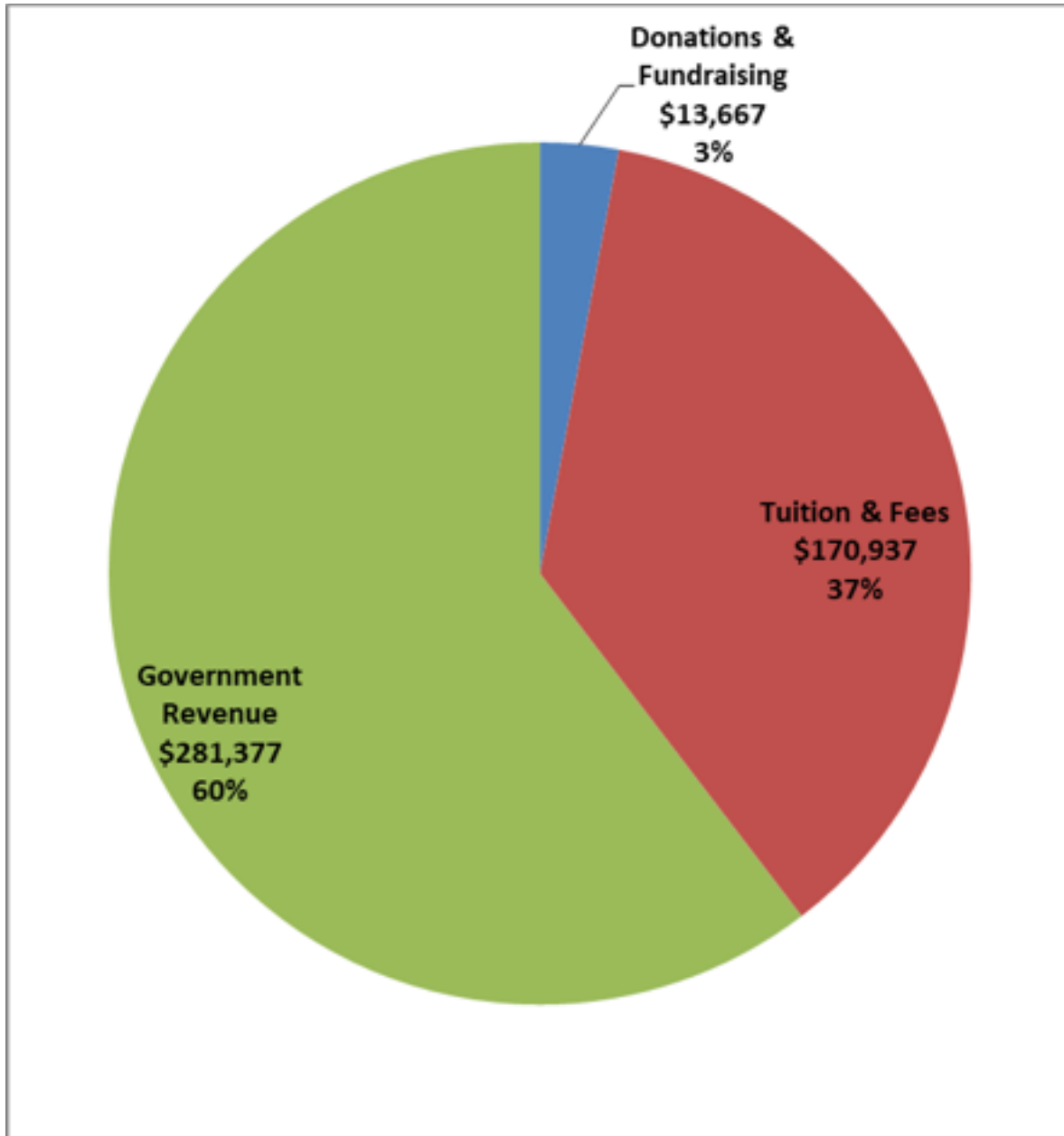
With continued growth in student count, especially this year including the younger grades and ECS, it is expected that school enrolment will continue to fill the main learning centre seating and utilize staff capacity. The returned financial health will afford the school the ability to undertake new endeavours, all the while, improving learning outcomes of the students.

The school's financial planning is based on GAAP-based budget planning; historical procedures; tuition setting and collection activities; independent auditing; and government reporting.

EASTSIDE CHRISTIAN ACADEMY
2017 - 2018 Budget

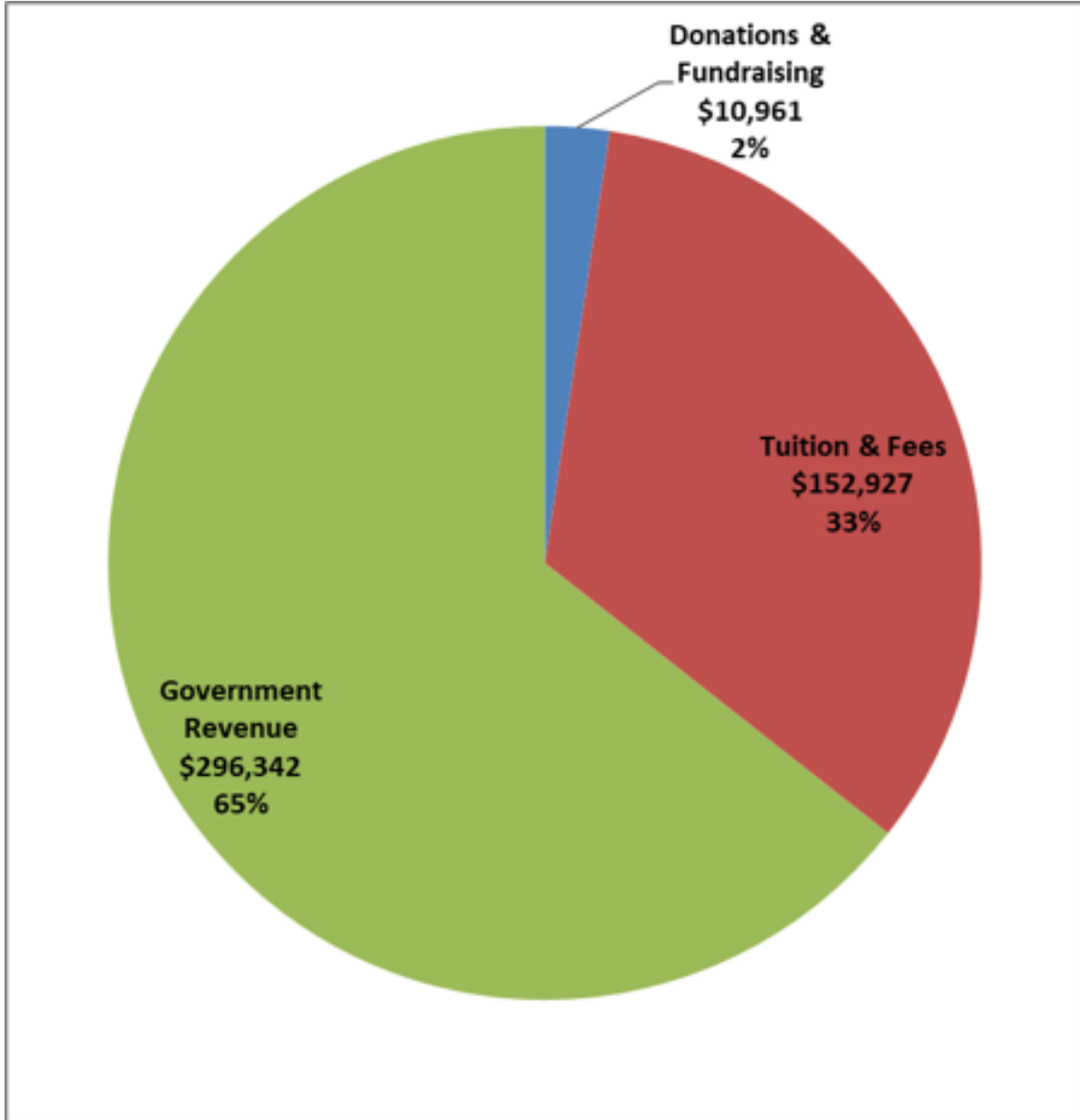
REVENUE

\$465,981

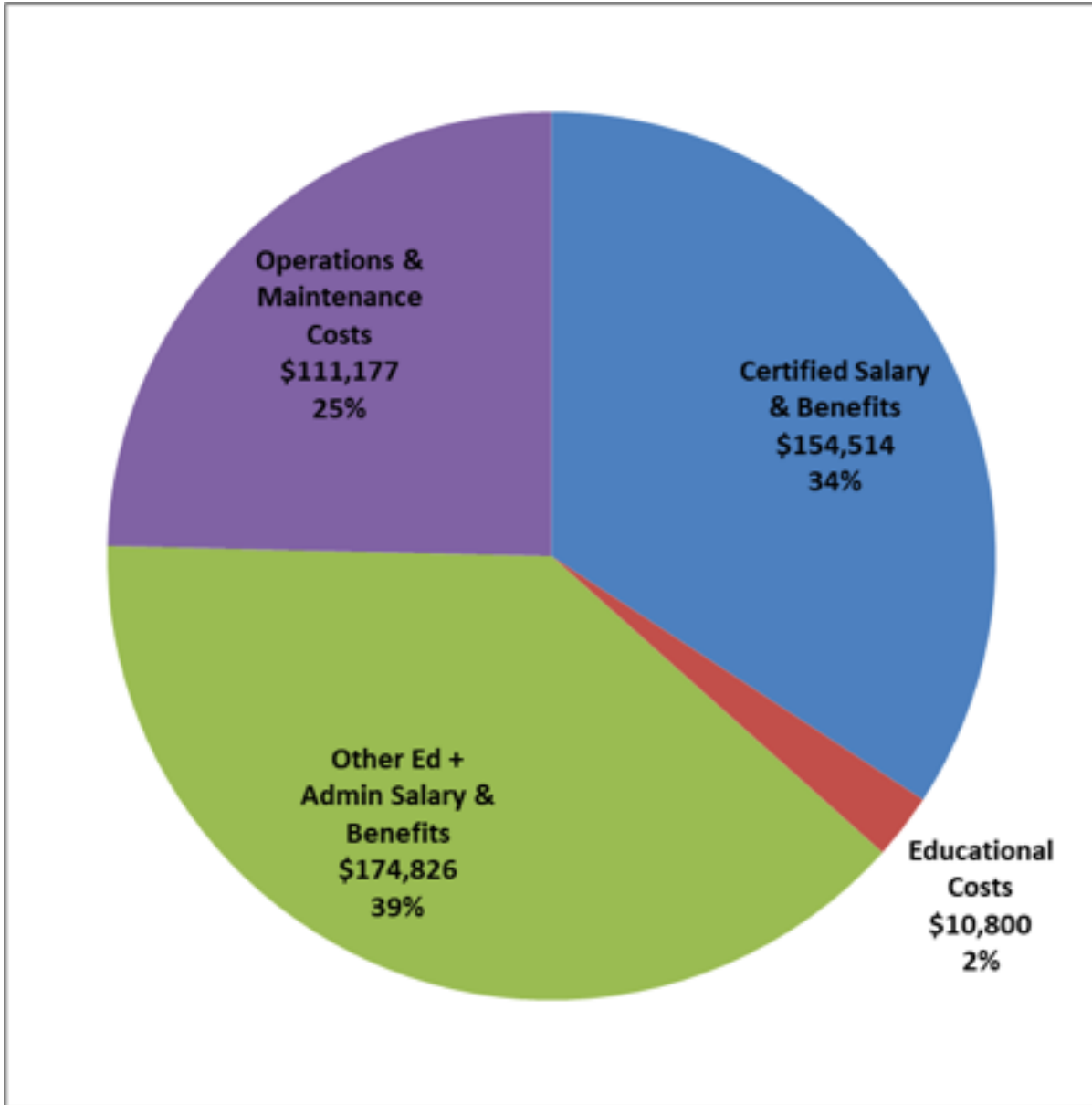


2016 - 2017 AUDITED FINANCIAL STATEMENT

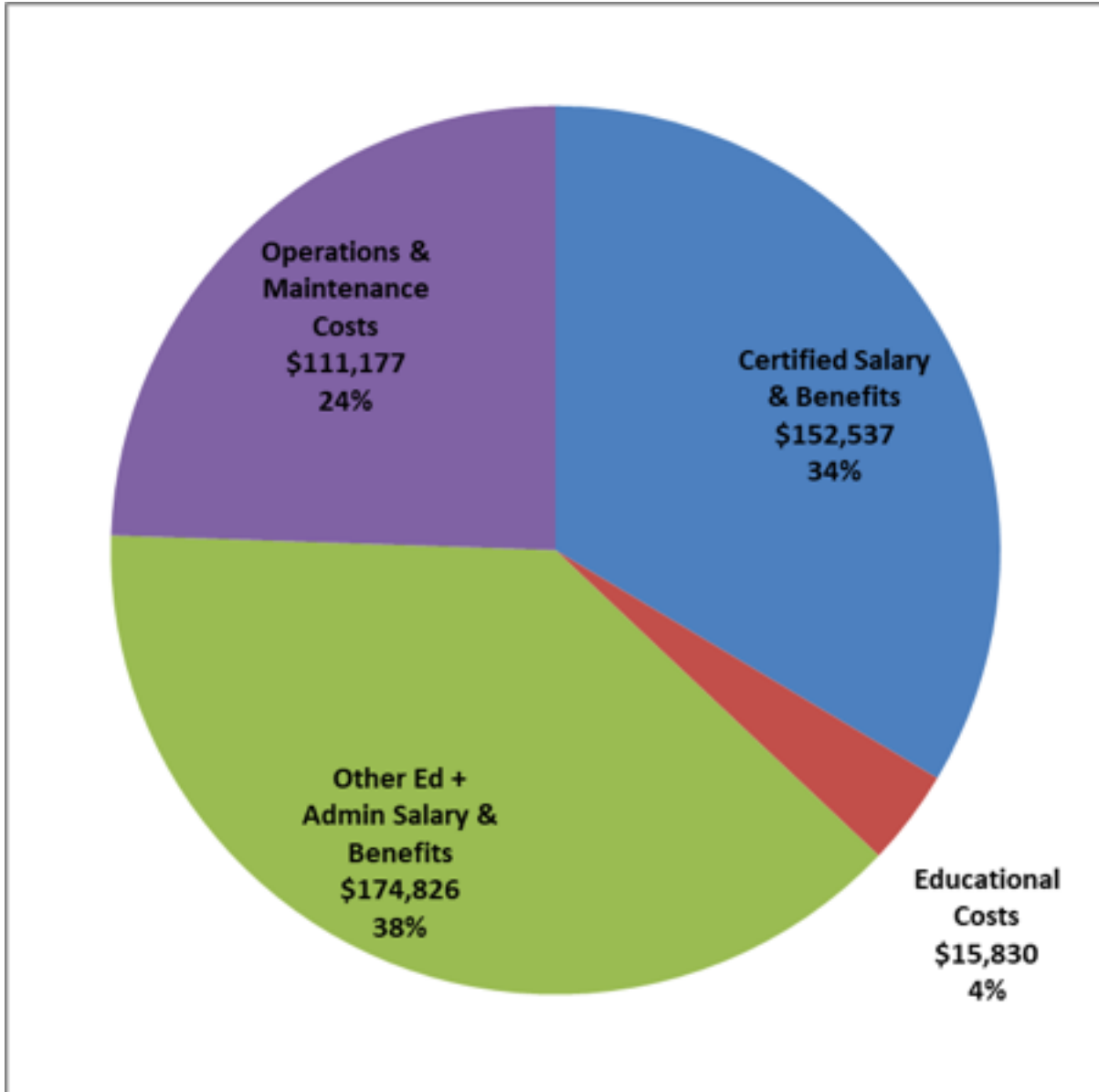
\$460,230



EXPENSES
2017 -2018 Budget
\$451,317



2016 -2017 Audited
\$454,370



Audited Financial Statement of Revenue & Expenses

Private School Authority Code: 0083
 School Code: 0478

STATEMENT OF REVENUES AND EXPENSES
for the Year Ended August 31
 (in dollars)

| | AFS 2017 | Budget 2017 (NOTE *) | AFS 2016 (NOTE *) |
|--|------------------|-------------------------|----------------------|
| REVENUES | | | |
| Alberta Education (excluding Home Education) | \$286,317 | \$285,462 | \$265,748 |
| Alberta Education - Home Education | \$10,025 | \$8,354 | \$3,342 |
| Total Alberta Education Revenues | \$296,342 | \$293,816 | \$269,090 |
| Other Government of Alberta | \$0 | \$0 | \$0 |
| Federal Government and/or First Nations | \$0 | \$0 | \$0 |
| Other Alberta school authorities | \$0 | \$0 | \$0 |
| Instructional fees/Tuition fees | \$57,354 | \$96,405 | \$39,984 |
| Non-instructional fees (O&M, Transportation, Admin, etc.) | \$93,323 | \$74,560 | \$109,834 |
| Other sales and services | \$2,250 | \$2,500 | \$1,299 |
| Interest on investments | \$0 | \$0 | \$0 |
| Gifts and donations | \$1,580 | \$8,700 | \$9,540 |
| Gross school generated funds | \$9,381 | \$5,000 | \$9,025 |
| Amortization of capital allocations | \$0 | \$0 | \$0 |
| Other Note | \$0 | \$0 | \$0 |
| Total Revenues | \$460,230 | \$480,981 | \$438,772 |
| EXPENSES | | | |
| Certificated salaries (excluding home education) Note | \$135,434 | \$205,068 | \$117,422 |
| Certificated benefits Note | \$14,802 | \$11,100 | \$12,040 |
| Non-certificated salaries and wages (excluding home education) Note | \$156,428 | \$169,400 | \$167,527 |
| Non-certificated benefits Note | \$15,686 | \$14,900 | \$15,345 |
| Services, contracts and supplies other than leases (excluding home education) | \$91,248 | \$20,800 | \$107,227 |
| Leases - Building Note | \$10,000 | \$10,000 | \$20,000 |
| Leases - Other Note | \$0 | \$0 | \$0 |
| Severe Disabilities (excluding home education) | \$0 | \$0 | \$0 |
| Early Literacy (excluding home education) | \$1,437 | \$1,277 | \$1,232 |
| English as a Second Language (excluding home education) | \$0 | \$4,123 | \$0 |
| Regional Collaborative Service Delivery (excluding home ed.) | \$0 | \$0 | \$0 |
| Home Education: | | | |
| Certificated salaries Note | \$2,115 | \$2,100 | \$705 |
| Certificated benefits Note | \$186 | \$200 | \$62 |
| Non-certificated salaries & wages Note | \$2,400 | \$2,500 | \$800 |
| Non-certificated benefits Note | \$312 | \$300 | \$104 |
| Payments to parents who provided home education programs to students Note | \$3,170 | \$1,700 | \$835 |
| Contracts Note | \$0 | \$0 | \$0 |
| Services and supplies Note | \$1,842 | \$750 | \$836 |
| Regional Collaborative Service Delivery | \$0 | \$0 | \$0 |
| Gross school generated funds | \$9,381 | \$5,000 | \$9,025 |
| Capital and debt services | | | |
| Amortization of capital assets: | | | |
| From restricted funds | \$0 | \$0 | \$0 |
| From unrestricted funds | \$8,085 | \$8,700 | \$8,085 |
| Total amortization of capital assets | \$8,085 | \$8,700 | \$8,085 |
| Interest on capital debt | \$0 | \$0 | \$0 |
| Other interest charges | \$1,844 | \$1,600 | \$1,415 |
| Losses (gains) on disposal of capital assets | \$0 | \$0 | \$0 |
| Other Note | \$0 | \$5,600 | \$835 |
| Total Expenses | \$454,370 | \$465,118 | \$463,495 |
| SURPLUS (DEFICIT) OF REVENUES OVER EXPENSES | \$5,860 | \$15,863 | (\$24,723) |
| | \$5,860 | | |

Note: * Input *(Restated) in Budget 2017 and/or AFS 2016 column headings where comparatives are not taken from the respective finalized 2016/2017 Budget Report and/or finalized 2015/2016 Audited Financial Statements.

Private School Authority Code: 0083
School Code: 0478

SCHEDULE 1
ALLOCATION OF REVENUES AND EXPENSES TO PROGRAMS
for the Year Ended August 31, 2017

| REVENUES | TOTAL | Home Education | Early Childhood Services | Instruction (Grades 1 to 12) | Operations and Maintenance of Schools (Grades 1 to 12) | Transportation (Grades 1 to 12) | Board and System Administration (Grades 1 to 12) | External Services |
|---|------------------|-----------------|--------------------------|------------------------------|--|---------------------------------|--|-------------------|
| Alberta Education allocations | | | | | | | | |
| (1) Instruction | \$265,333 | \$10,025 | \$35,454 | \$219,854 | | | | |
| (2) Severe Disabilities | \$0 | | | | | | | |
| (3) Early literacy (EL) | \$1,437 | | | \$1,437 | | | | |
| (4) English as a Second Language (ESL) | \$0 | | \$0 | | | | | |
| (5) Regional Collaborative Service Delivery (RCSD) | \$0 | \$0 | \$0 | \$0 | | | | |
| (6) Other - Alberta Education | \$29,572 | \$0 | \$0 | \$3,777 | \$25,795 | | | |
| TOTAL ALBERTA EDUCATION ALLOCATIONS | \$296,342 | \$10,025 | \$35,454 | \$225,068 | \$25,795 | | | |
| (7) Other Government of Alberta | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (8) Federal Government and/or First Nations | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (9) Other Alberta school authorities | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (10) Instructional fees / tuition fees | \$57,354 | \$0 | \$0 | \$57,354 | | | | |
| (11) Non-instructional fees (O&M *, Transport, Admin, etc.) | \$93,323 | \$0 | \$0 | \$0 | \$67,645 | \$0 | \$25,678 | \$0 |
| (12) Other sales and services | \$2,250 | \$0 | \$0 | \$2,250 | \$0 | \$0 | \$0 | \$0 |
| (13) Interest on investments | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (14) Gifts and donations | \$1,580 | \$0 | \$0 | \$0 | \$1,580 | \$0 | \$0 | \$0 |
| (15) Gross school generated funds | \$9,381 | \$0 | \$0 | \$9,381 | \$0 | \$0 | \$0 | \$0 |
| (16) Amortization of capital allocations | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (17) Other (specify): | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL REVENUES | \$460,230 | \$10,025 | \$35,454 | \$294,053 | \$95,020 | \$0 | \$25,678 | \$0 |
| EXPENSES | | | | | | | | |
| (18) Certificated salaries | \$137,549 | \$2,115 | \$7,868 | \$117,701 | | | \$9,865 | \$0 |
| (19) Certificated benefits | \$14,988 | \$186 | \$904 | \$12,765 | | | \$1,133 | \$0 |
| (20) Non-certificated salaries and wages | \$158,828 | \$2,400 | \$12,726 | \$95,778 | \$38,861 | \$0 | \$9,063 | \$0 |
| (21) Non-certificated benefits | \$15,988 | \$312 | \$1,724 | \$10,547 | \$2,139 | \$0 | \$1,276 | \$0 |
| SUB-TOTAL | \$327,363 | \$5,013 | \$23,222 | \$236,791 | \$41,000 | \$0 | \$21,337 | \$0 |
| (22) Services, contracts & supplies - other than leases | \$93,090 | \$1,842 | \$12,232 | \$88,740 | \$35,935 | \$0 | \$4,341 | \$0 |
| Leases - Building | \$10,000 | \$0 | \$0 | \$0 | \$10,000 | \$0 | \$0 | \$0 |
| Leases - Other | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (23) Severe Disabilities | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (24) Early literacy (EL) | \$1,437 | | | \$1,437 | | | | |
| (25) English as a Second Language (ESL) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (26) Regional Collaborative Service Delivery (RCSD) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (27) Gross school generated funds | \$9,381 | \$0 | \$0 | \$9,381 | \$0 | \$0 | \$0 | \$0 |
| Capital and debt services | | | | | | | | |
| Amortization of capital assets | | | | | | | | |
| From restricted funds | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| From unrestricted funds | \$6,085 | \$0 | \$0 | \$0 | \$6,085 | \$0 | \$0 | \$0 |
| (30) Interest on capital debt | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (31) Other interest charges | \$1,844 | \$0 | \$0 | \$1,844 | \$0 | \$0 | \$0 | \$0 |
| (32) Losses (gains) on disposal of capital assets | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| (33) Other (specify): | \$3,170 | \$3,170 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL EXPENSES | \$454,370 | \$10,025 | \$35,454 | \$288,193 | \$95,020 | \$0 | \$25,678 | \$0 |
| Surplus(deficit) of revenues over expenses | \$5,860 | \$0 | \$0 | \$5,860 | \$0 | \$0 | \$0 | \$0 |

* (O&M) Operations & Maintenance of Schools.

Accumulated Operating Deficit Elimination Plan

| Eastside Christian Academy | | | | | | | | | | | |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Accumulated Deficit from Operations [A050] Elimination Plan | | | | | | | | | | | |
| Details: The Board has approved a three-pronged approach to eliminate the Deficit from 2011-2012 school year and the subsequent 2 years of operation, originally projecting a surplus in 2015. The first step is to focus educational efforts and reduce staff required to implement. Subsequently, we have retained some staff throughout and reduced building repair costs. 2015-16 incurred unexpected, significant, one-time staff costs and higher rent. With the positive results of the 2016-17 fiscal year, we are now projecting debt elimination by the 2018 fiscal year. | | | | | | | | | | | |
| Year | 2011 Actual | 2012 Actual | 2013 Actual | 2014 Actual | 2015 Actual | 2016 Actual | 2017 Actual | 2018 Actual | 2019 Forecast | 2020 Forecast | 2021 Forecast |
| Expenditures (excludes ECS) | | | | | | | | | | | |
| Gr. 1 - 8 only | 88 | 77 | 88 | 87 | 52 | 49 | 54 | 52 | 54 | 52 | 54 |
| Home Education | | | chs Gr. 10 - 12 | 34 | 6 | 2 | 7 | 6 | 7 | 6 | 6 |
| ECS | | | | 2 | 3 | 5 | 15 | 6 | 6 | 7 | 7 |
| Revenues | | | | | | | | | | | |
| Alberta Education | \$431,485 | \$419,482 | \$398,585 | \$398,878 | \$399,612 | \$399,090 | \$396,342 | \$391,377 | \$395,911 | \$395,911 | \$395,911 |
| Other Government of Alberta | \$48,412 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Federal Government and/or First Nations | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other Alberta school authorities | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Individuals/Non-Tuition fees | \$106,182 | \$92,897 | \$73,360 | \$94,409 | \$75,172 | \$70,964 | \$17,364 | \$100,008 | \$100,008 | \$100,008 | \$100,008 |
| Non-Individual fees | \$110,137 | \$121,648 | \$82,010 | \$66,281 | \$84,789 | \$108,834 | \$83,523 | \$67,588 | \$71,082 | \$71,082 | \$71,082 |
| Other tuition and services | \$1,383 | \$1,561 | \$3,146 | \$2,832 | \$2,151 | \$1,299 | \$2,250 | \$3,133 | \$3,025 | \$3,025 | \$3,025 |
| Interest on investments | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Gifts and donations | \$605 | \$13,380 | \$100 | \$93,905 | \$1,040 | \$9,940 | \$9,940 | \$8,007 | \$8,007 | \$8,115 | \$8,115 |
| Grants school generated funds | \$31,483 | \$18,382 | \$8,697 | \$13,991 | \$11,481 | \$9,025 | \$9,281 | \$5,000 | \$5,259 | \$5,259 | \$5,259 |
| Other | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Revenues | \$724,017 | \$863,318 | \$663,137 | \$663,456 | \$663,456 | \$663,171 | \$663,171 | \$663,171 | \$663,171 | \$663,171 | \$663,171 |
| Expenses | | | | | | | | | | | |
| Certificated salaries | \$178,884 | \$227,800 | \$151,700 | \$119,800 | \$123,880 | \$118,127 | \$137,549 | \$137,567 | \$140,218 | \$140,218 | \$140,218 |
| Certificated benefits | \$17,171 | \$18,095 | \$10,695 | \$15,159 | \$10,860 | \$12,102 | \$14,866 | \$14,866 | \$15,847 | \$15,847 | \$15,847 |
| Non-certificated salaries and wages | \$306,009 | \$187,000 | \$196,036 | \$223,276 | \$176,297 | \$186,307 | \$190,829 | \$198,487 | \$171,006 | \$171,006 | \$171,006 |
| Non-certificated benefits | \$26,364 | \$18,418 | \$18,523 | \$18,871 | \$15,448 | \$15,448 | \$15,668 | \$17,148 | \$17,289 | \$17,289 | \$17,289 |
| Services, contracts and supplies | \$153,882 | \$153,885 | \$134,987 | \$171,682 | \$106,940 | \$138,215 | \$113,276 | \$123,964 | \$125,648 | \$125,648 | \$125,648 |
| Grants school generated funds | \$31,483 | \$18,382 | \$8,697 | \$13,991 | \$11,481 | \$9,025 | \$9,281 | \$5,000 | \$5,259 | \$5,259 | \$5,259 |
| Capital and other services | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Interest on capital debt | \$606 | \$1,319 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other interest charges | \$8,154 | \$1,043 | \$2,398 | \$1,973 | \$1,572 | \$1,415 | \$1,844 | \$1,801 | \$1,844 | \$1,844 | \$1,844 |
| Losses (gains) on disposal of capital assets | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Other | \$14,270 | \$18,078 | \$1,450 | \$4,540 | \$3,820 | \$836 | \$2,006 | \$2,326 | \$2,326 | \$2,326 | \$2,326 |
| Total Expenses | \$724,017 | \$863,318 | \$663,137 | \$663,311 | \$663,208 | \$663,456 | \$663,171 | \$663,171 | \$663,171 | \$663,171 | \$663,171 |
| Surplus (Deficit) for the year | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| ADDITION Beginning of Year | \$3,305 | (\$84,196) | (\$73,962) | (\$38,896) | (\$91,041) | (\$47,729) | (\$64,367) | (\$90,422) | (\$32,046) | (\$32,046) | (\$32,046) |
| Debt Repayment | (\$11,782) | (\$2,829) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Amortization of capital assets | \$0 | \$18,543 | \$18,542 | \$18,549 | \$8,686 | \$8,686 | \$8,686 | \$8,686 | \$8,686 | \$8,686 | \$8,686 |
| Capital Acquisitions | (\$80,652) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Transfers from Reserves | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Accumulated Operating Surplus/Deficit end of year | (\$86,136) | (\$73,380) | (\$38,896) | (\$51,511) | (\$47,729) | (\$64,367) | (\$90,422) | (\$32,046) | (\$32,046) | (\$32,046) | (\$32,046) |
| Notes: Amortization expense on capital assets is excluded from the projected operating expenses and the calculation of the accumulated operating surplus. | | | | | | | | | | | |

Full budget for the current year and Audited Financial Statements (AFS) for the previous Year End are available from the ECA Secretary Treasurer and are presented at the ECC Annual Meeting and ECA Parent Orientation every September. This combined Three Year Education Report and Annual Education Results Report and other Jurisdiction reports are also available at the same events or upon request.

Whistleblower Protection

In accordance with the current legislation, and in step with our religious convictions, based on the Bible, we encourage staff to disclose wrong doing that would be harmful to anyone in the school community. All disclosures will be taken seriously and will be dealt with in a spirit of confidentiality and reconciliation. Just as bullying and harassment are not tolerated in our school among students, the same is true of staff. Thus, those who take the time to disclose wrong doing, will be protected from reprisal as a result of the disclosure.

There were not complaints filed in the academic year 2016-17.

Accountability Statement for the Combined Annual Education Results Report and Three-Year Education Plan

The Annual Education Results Report for the 2015-16 school year and the Education Plan for the three years commencing September 1, 2017 for Eastside City Church and Missionary Society were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulations and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2016/2017 year and the three year Education Plan for 2018/2020 on November 31, 2017. Updated February 15, 2018.

President

Date

Treasurer

Date

Principal

Date

Communication:

The results of the AERR and 3 Yr Plan are communicated to parents and the school community and the general public on the school website. <<http://www.eastsidechristianacademy.ca/#/about-us/school-profile>>. At the site, a soft copy of the report is available for perusal or to download.

As well, a hard copy of the document will be available to the public at the main office in the school simply by request.