

**Inner City Youth Development Association**  
*Inner City High School / Inner City Youth Engagement Program*  
2021/2022



*Annual Education Results Report*

### *Message from the Board Chair and Director of Education*

The Inner City Youth Development Association (ICYDA) operates Inner City High school (ICHS). The Board is not directly involved in the day-to-day operations of the school. However, it plays a critical role in providing the direction and oversight needed for the school to operate in a manner that meets the needs of its students and offers Edmonton's most underserved population a quality education program according to the standards set by Alberta Education.

Meeting the needs of our students amid waves of COVID-19 added a depth and dimension to education that challenged us all. In many cases, Inner City High School (ICHS) and our wraparound programming are the only source of support and link to essential services that our students have. With comprehensive COVID-19 protocols in place, the school was open throughout the 2021/2022 school year to provide the wraparound education our students require.

Our staff deserve the utmost respect for doing their best in such challenging circumstances and, for taking the risk of carrying the COVID-19 virus home to their families. Despite the challenges of the pandemic, twelve students graduated in the 2021/2022 school year.

At first glance, this number appears low, even though we are a small school with just over 100 students. However, it represents quite an achievement considering that most students have attended an average of over 10 different schools and as many as 27 before registering in Inner City High School.

With such mobility during their early and middle school years, it is not surprising that our students' academic skills are at the mid to low elementary level, and they have developed severe behaviour problems when they register at ICHS.

The demographics of our students are similar to those of the inmates in our provincial and federal institutions. However, a higher percentage (up to 90%) of ICHS students are Indigenous.

Most marginalized youths need a wraparound education program that meets their needs, not jail terms. This is also outlined in the United Declaration of Rights of Indigenous Peoples wherein Article 14 outlines that Indigenous Peoples, especially children, have the right to all levels and forms of education of the state without discrimination. Article 14-3 also states that Indigenous children living outside of their community, when possible, should have access to education in their own culture and language. The ICHS is helping to fill that need for Indigenous youth by offering cultural appropriate programming. These programs are also further outlined in the Truth and Reconciliation Commission of Canada: Calls to Action under the Education Calls to Action #6-12. For example, While representing 8% of the population, male Indigenous youth represented 48% of admissions to custody, and female Indigenous youth represented 62% of the admissions to custody. NA. (2021) *The Daily*. Statistics Canada. Accessed Oct 1, 2022. <https://www150.statcan.gc.ca/n1/daily-quotidien/220420/dq220420c-eng.htm>

Despite their mobile and trauma-filled background, for the most part, students manage to stabilize their lives and develop skills and habits that lead to full-time employment; many graduate, and move to postsecondary programs or full-time employment. Sadly a few get trapped in a high risk life style.

For Inner City High School, case workers, probation officers, social workers and other care givers are our main education partners. We collaborate and coordinate to support and engage our students as they move from being street-involved to being involved in education and career planning.

It takes the wraparound programming that Inner City Youth Development Association offers and the support of our education partners to make the difference we do.

**Michael Ho,**  
Chair

**Joe Cloutier,**  
Director of Education

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### **Accountability Statement**

The Annual Education Results Report for Inner City High School for 2021/2022 the school year was prepared under the direction of the Board and approved on January 18, 2023 in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*.

The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society

### **Public Interest Disclosure (*Whistleblower Protection Act*) Regulation**

In the 2021/2022 school year, there were no disclosures of wrongdoing made in good faith by any Inner City Youth Development Association employees under the terms of the *Public Interest Disclosure (Whistleblower Protection) Act*.

## School Profile

Inner City Youth Development Association (1990) and Inner City High School (1993) were both established to provide Edmonton's marginalized urban Indigenous and other youth with opportunities to break the cycle of poverty, desperation, and dependence that colours their lives, enabling them to become contributing members of society. The purpose of the school is to provide opportunities for our students to stabilize their lives, develop literacy skills, and achieve a high school diploma. As a result, students develop the skills and attitudes that can lead to post-secondary education and/or full-time employment, preventing their return to a life on the street.

## Demographics

Most Inner City High School students are without parental support and lacking in essential resources. The following demographics shift slightly from year to year but present an average picture of our students' background.

- 80 to 90% are of Indigenous heritage
- 80% live in unsafe or unstable housing and would fit the official definition of homelessness
- 10 % live in group homes
- 85% live independently
- 5% live with a parent, some years it's less
- 90% on average are known to have involvement with the justice system
- 5-10% are absolutely homeless when they first come to us
- At last count 75% had contact with children's services

## Wraparound Services Provided by Inner City High School

In collaboration with teachers and often external case workers, our onsite Social/Youth Engagement workers provide students with counselling support for problems such as depression, suicide ideation, neglect, abuse and other trauma-based problems. For example, this past school year, our Social/Youth Engagement workers completed 34 suicide safety plans with youth who disclosed they were contemplating suicide. If necessary, issues such as mental health and addictions are referred by our social/youth engagement workers to appropriate agencies. Some of our Social/Youth Engagement workers have addictions training. We also partner with Alberta Health Services for onsite addiction counselling and a regular parenting program. Our Social/Youth Engagement workers also advocate for the students as they attempt to find their way through the social support system—the onset of COVID-19 impacted partnerships and agency collaboration. However, platforms such as Zoom allowed for a level of collaboration among groups. As part of our wraparound programming, we work collaboratively with several group homes in the Edmonton area, including Housing First, Native Counseling Service's Cunningham Place, E4C Housing, the John Howard Society, and other group homes and housing agencies. Breakfast and daily hot lunches are supplemented by our onsite food bank.

### ***Daily Staff Meetings***

Daily staff meetings follow an evidence-based action research model. As well as one daily common meeting, separate meetings are held for teachers, social workers/youth engagement workers and other support staff. Meetings are triangulated to ensure students, counsellors, and youth engagement workers offer appropriate, timely support to all students.

### ***Social-Emotional Supports***

We centralized our virtual learning design under Facebook Workplace as a learning platform for our students and to enhance onsite learning during the 2020/2021 and 2021/2022 school years.

Social and youth workers meet with students regularly to deal with emotional crises, often rooted in historical, intergenerational trauma that manifests in family violence, sexual and physical abuse, addictions, homelessness, suicidal thoughts, and lack of essential resources.

Our court worker advocates for students by acting as a navigator. He guides students through the bureaucracy of the justice system, supporting them in court, helping to deal with warrants for their arrest, and negotiating and supervising community service hours as an alternative to youth going to jail.

### ***Cultural supports***

The sense of community at Inner City High School begins with our daily circles, breakfasts, and daily hot lunches. It includes cultural celebrations, a school Elder and regular visits to Calling Lake for a Sweat Lodge Ceremony. COVID-19 restrictions impacted visits both on and offsite. However, Sweat Lodge Ceremonies and other cultural events Alternatively, our Indigenous social workers created individual and physically distanced group smudges. A pipe ceremony was held at Elk Island Park, and individual smudges took place on site. These Events and cultural connections were invaluable and often involved individual counselling sessions.

### ***Inner City Youth Development Association Food Bank***

Our onsite food bank provides Inner City High School students with emergency food when needed.

### ***Presentations***

Joe Cloutier made several presentations over the year. One webinar to an international group of educators, two presentations to Board members, and several presentations to ICYDA staff members. Topics focused on Inner City High School's work with marginalized urban Indigenous and other youth, colonialism and its impact on our students through historical, intergenerational trauma, and the tragedy of missing and murdered women.

### ***Summary of Accomplishments***

Our most noteworthy accomplishment is creating an environment where students, primarily young Indigenous youth, become engaged in education and replace a sense of despair and hopelessness with dreams of a career and a hope-filled future.

### *Local and Social Context*

Generally, when students first come to us, they bring unsuccessful school experiences and low literacy skills (mid-elementary is average). They require significant bridging to complete and succeed in academic courses. For the most part, they present serious behaviour issues and habits that have enabled them to succeed in and negotiate an often hostile and violent environment. These same behaviours and actions can trap them in the same environment.

When they first register at Inner City High School (ICHS), students lack even the most essential resources. Their literacy and numeracy levels are such that graduation within three years is rarely possible. Many of our students have fallen through the cracks in our social system and avoid formal institutions. They have often lived without parental or government support and have had negative experiences in previous schools. A high percentage of our students are or have been under the guardianship of Children's Services. At last count, 75% of our students had contact with Children's Services. Most have lived a street-involved way of life and socialized into habits that are not conducive to academic studies.

The route to high school graduation for our students requires creating the conditions for pedagogy to take place. To meet this need, we provide students with essential resources, counselling, and an environment that builds community, a sense of belonging, safety, and self-confidence. We continue to support students as they make the transition to academic studies. This process is cyclical rather than lateral and, for most, requires a trauma-based approach that builds on the student's strengths, provides essential resources, and mediates legal difficulties. Focussing on this process creates the conditions for students to experience small successes and makes it possible for pedagogy to take place. For students, it manifests in their first high school credit.



## 2022 Required Alberta Education Assurance Measures - Summary

Assurance Domain	Measure	Inner City High School			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	86.8	87.3	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	75.5	79.7	85.7	81.4	83.2	83.1	Intermediate	Declined	issue
	3-year High School Completion	0.0	0.0	0.0	83.2	83.4	81.1	Very Low	Maintained	Concern
	5-year High School Completion	19.0	9.9	11.5	87.1	86.2	85.6	Very Low	Maintained	Concern
	Diploma: Acceptable	37.5	n/a	76.2	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	4.8	n/a	n/a	24.0	n/a	n/a	n/a
	Teaching & Leading	Education Quality	89.0	91.3	93.2	89.0	89.6	90.3	High	Maintained
Learning Supports	Safe and Caring (WCRSLE)	78.6	89.4	n/a	88.8	90.0	89.2	Low	Declined	Issue
Learning Supports	Access to Supports and Services	94.6	97.3	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	70.0	59.0	78.8	78.8	79.5	81.8	Very Low	Maintained	Concern

## Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Participation in the 2019/20 and 2020/21 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.
- 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.

## Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2022

Authority: 9342 Inner City Youth Development Association

Measure	Inner City Youth			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	00.0	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	14.9	19.4	19.5	4.9	5.0	4.3	Very Low	Maintained	Concern
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	76.7	72.9	86.5	82.9	81.9	82.3	Intermediate	Declined	Issue
Program of Studies At Risk Students	94.6	97.3	98.7	82.9	81.9	82.3			
Rutherford Scholarship Eligibility Rate	46.2	30.8	26.9	41.1	39.5	38.6	Very Low	Maintained	Concern
Safe and Caring	79.3	88.5	89.6	88.8	90.0	89.2	Low	Declined	Issue
Satisfaction with Program Access	83.2	83.4	79.8	72.6	71.8	74.1			
School Improvement	91.8	95.8	93.9	74.2	81.4	81.3	Very High	Maintained	Excellent
Transition Rates (6 yr)	0.1	9.6	3.2	37.7	35.7	34.9	Very Low	Maintained	Concern
Work Preparation	100.0	100.0	86.8	84.9	85.7	83.5	Very High	Improved	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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.

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## 2022 Alberta Education Assurance Measures – Summary FNMI

Assurance Domain	Measure	Inner City High School			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	0/0	n/a	n/a	59.5	62.0	58.4	Very low	Maintained	Concern
	5-year High School Completion	18.5	0.0	8	68.0	68.1	65.8	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	00.0	00.0	11.4	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Safe and Caring (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic.
3. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. 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).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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## Supplemental Alberta Education Assurance Measures - Overall Summary

### Fall 2022

#### Authority: 9342 Inner City Youth Development Association (FNMI)

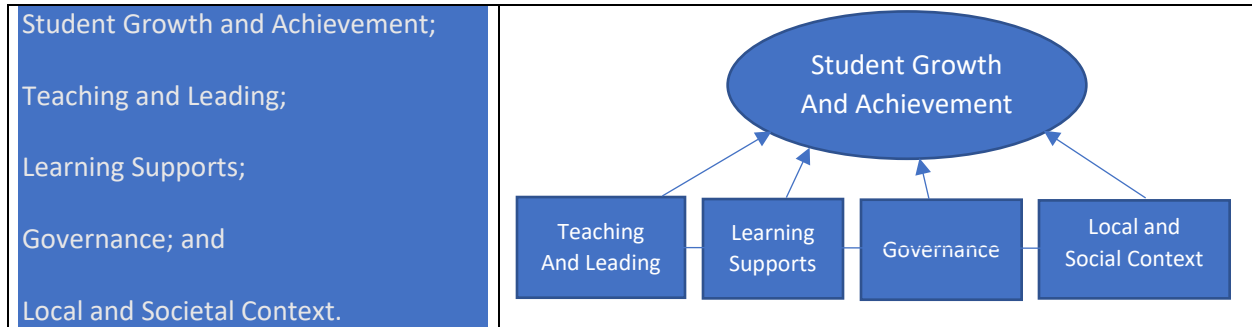
Measure	Inner City Youth			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	0.0	n/a	n/a	24.6	n/a	n/a	n/a
Drop Out Rate	14.9	19.4	19.5	4.9	5.0	5.3	Very Low	Maintained	Concern
Program of Studies	76.7	72.9	86.5	82.9	81.9	82.3	Intermediate	Declined	Issue
In-Service jurisdiction Need	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	46.2	30.8	26.9	41.1	39.5	38.6	Very Low	Improved	Issue
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rates (6 yr)	0.1	9.6	3.2	37.7	35.7	34.9	Very Low	Maintained	Concern
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

#### Authority: 9342 Inner City Youth Development Association (FNMI)

## Required Alberta Education Assurance Measures - Overall Summary

### Assurance Domains and Student Achievement

In the education system, public assurance occurs when community members, system stakeholders, and education partners engage across five domains.



### Domains and Outcomes

Each domain is interconnected and part of a complete system supporting student achievement. Within each domain, outcomes are identified to illustrate what will be happening consistently, and strategies are outlined to describe how Inner City High School will reach those outcomes. Measures are used and communicated to all stakeholders to illustrate success and inform the next improvement cycle.

#### Domain: Student Growth and Achievement

##### Assurance occurs:

Public assurance occurs when Inner City High Schools' students demonstrate strong achievement across provincial learning outcomes and engage critically and continuously progress as learners.

For many Inner City High School students, growth and achievement might mean stabilizing their lives to a point where the impact of intergenerational trauma is mediated through support, counselling, providing essential resources, and small successes on the road to learning.

## Provincial Measures

### Required Alberta Education Assurance Measures (AEAMs)

#### Student Engagement

Measure	Inner City Youth				Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 year Average	Target	Current Result	Previous Year Result	Prev 3 year Average	Achievement	Improvement	Overall
Percentage of teachers, parents and students who agree that students are engaged in their learning at school.	86.8	87.3	n/a	90	85.6	n/a	n/a	n/a	n/a	86.8
<b>Comment:</b> Most Inner City High School students become engaged in their learning; however, each year new students with a history of not being engaged register with a history of unsuccessful experiences in school. Engaging students with such a history takes time.										
<b>Strategies:</b> We will continue with our wraparound approach in determining students' social, material, and academic needs. We discuss students' progress in our daily morning meetings following the action research process. Individual students' progress and difficulties are discussed, and collective solutions to problems are explored among the ICHS learning community. The characteristics of active citizenship and positive behaviours are encouraged and integrated into daily circles and the day-to-day operation of the school. Activities that encourage positive attitudes and behaviours, such as the non-violent resolution of conflict, cooperation and respect for one another, are integrated into the day-to-day life of the school.										

#### Citizenship

Measure	Inner City Youth				Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 year Average	Target	Current Result	Previous Year Result	Prev 3 year Average	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.5	79.7	85.7	88%	83.2	83.4	81.1	Very low	Maintained	Concern
<b>Comment:</b> The impact of COVID-19 has weakened the sense of community that is an important part of our success. Many of our activities, such as our daily circles, were not always possible. However, we slowly began to rebuild the sense of community that for everyone (staff and students) underpinned our work. We will continue to enhance the Inner City High School community.										
<b>Strategies:</b> The characteristics of active citizenship and positive behaviours are encouraged and integrated into daily circles and the day-to-day operation of the school. Activities that encourage positive attitudes and behaviours, such as the non-violent resolution of conflict, cooperation and respect for one another, are integrated into the day-to-day life of the school.										

### High School Completion

Measure	Inner City Youth				Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 year Average	Target	Current Result	Previous Year Result	Prev 3 year Average	Achievement	Improvement	Overall
3-Year Completion	0.0	0.0	0.0	3	83.4	n/a	n/a	Very low	Maintained	Concern
5-Year Completion	9.9	19.3	11.1	15	86.2	85.3	84.8	Very low	Maintained	Concern
<p><b>Comment:</b> Generally, when students first come to us, they bring a series of unsuccessful school experiences and low literacy skills. The mid-elementary is average, requiring significant bridging to succeed in academic courses, making graduation within three years rarely possible.</p> <p><b>Strategies:</b> We will continue improving and adapting our wraparound programming. We will research, experiment, and continue developing engaging strategies, methodologies, and programs that engage youth in academic studies.</p>										

### Diploma Examinations

Measure	Inner City Youth				Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 year Average	Target	Current Result	Previous Year Result	Prev 3 year Average	Achievement	Improvement	Overall
Acceptable Standard	00.0	n/a	1.9	4	85.6	n/a	n/a	n/a	n/a	n/a
Standard of Excellence	00.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<p><b>Comment:</b> The overwhelming effort of our students to overcome the impact of intergenerational trauma and associated hurdles to finally write Diploma exams with other Alberta students is recognized and commended.</p> <p><b>Strategies:</b> To continue improving and adapting our wraparound programming. To research, experiment, and continue developing engaging strategies, methodologies, and programs that engage youth in academic studies.</p>										

### Teaching and Leading

Measure Education Quality	Inner City Youth				Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 year Average	Target	Current Result	Previous Year Result	Prev 3 year Average	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied with the overall quality of basic Education.	91.3	94.6	93.9	95	89.6	90.3	90.2	n/a	n/a	n/a
<p><b>Comment:</b> Our programming structure is intended to facilitate the development of the values of trust, respect, cooperation, and nonviolence. Students are proud of their school; for many, it is the only stable thing in their lives. Our teachers, parents, and the many social agents who assume parental care for our students recognize the quality of teaching and Leadership at ICHS.</p>										

**Strategies:**

We will continue to model and encourage the values of trust, respect and cooperation among staff and students.  
 We will continue to develop and focus on a strength-based approach with our students.  
 We will continue developing engaging arts, academic, and technological-based programming as part of our multi-literacies approach.  
 We will continue with our wraparound approach in support of our marginalized students.

**Domain: Learning Supports****Assurance occurs:**

Public assurance occurs when all students belong and learn in environments that support their needs.  
 Public confidence is built when system resources are used to ensure optimum learning for everyone.

**Provincial Measures****Welcoming, Caring, Respectful and Safe Learning Environments**

Measure	Inner City Youth				Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 year Average	Target	Current Result	Previous Year Result	Prev 3 year Average	Achievement	Improvement	Overall
Percentage of teachers, parents and students who agree that their learning environments are Welcoming, Caring, Respectful and Safe	89.4	n/a	n/a	93	87.8	n/a	n/a	n/a	n/a	n/a
<b>Comments:</b> The values of trust, respect, cooperation, and nonviolence underpin and are modelled in our interactions with students. It does not take very long for students who are often not treated with respect to recognize the above values modelled in our daily activities. The provision of essential resources enhances this reality of our programming to students who are often destitute.										
<b>Strategies:</b> We will continue with the wraparound nature of our programming and research and request input from youth as we continue to find ways to improve.										

**Access to Support and Services**

Measure	Inner City Youth				Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 year Average	Target	Current Result	Previous Year Result	Prev 3 year Average	Achievement	Improvement	Overall
Percentage of teachers, parents and students who agree that students have access to the Appropriate	97.3	n/a	n/a	98	82.6	n/a	n/a	n/a	n/a	n/a

Supports and Services at school.										
<b>Comment:</b> Our wraparound programming includes providing essential resources to students who are often destitute. All staff and students recognize this characteristic of ICHS.										
<b>Strategies:</b> We will continue our wraparound programming, listening to the youth and responding to their educational and material needs.										

**Domain: Governance**

Measure	Inner City Youth				Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 year Average	Target	Current Result	Previous Year Result	Prev 3 year Average	Achievement	Improvement	Overall
Percentage of Parents, students, and teachers that agree the school is well governed.	59.0	80.0	76.3	80.0	79.5	81.8	81.4	n/a	n/a	n/a
Comment: COVID-19 Fragmented our community. The sense of community at Inner City High School begins with our daily circles, breakfasts, and daily hot lunches. This fragmentation extends to Inner City High School staff as well as students. Most staff members were impacted by waves of anxiety over the presence of COVID-19 and the possible impact on their family.										
Strategies: Next year will be a better year for everyone.										

**Local Measures**

**Domain: Learning Supports**

**Wellness**

This commitment requires that ICHS staff collaborate to provide our students with programming that encompasses Maslow's Hierarchy of Needs. Our goal is to ensure that, as much as possible, students' basic needs are met and they can focus on education. This process creates the conditions for pedagogy to take place.			We met with staff to discuss Wellness, emotional health and self-care plans. Students were surveyed, interviewed, and their needs were discussed. Needs became action items. Instruments such as a baseline plan for change and a second meeting seven to eight months later to revise the plan contributed to students' sense of progress and care. Youth engagement workers created suicide safety plans for students expressing suicidal thoughts, and difficulties with the justice system were mediated. Material resources were provided, such as food, winter clothing and other supplies. Housing referrals were made for many students in need.		
As a baseline, students were asked: Before coming to Inner City, did you feel a sense of safety and belonging in your school community?			After 7-8 months, students were asked: Since coming to Inner City, do you feel a sense of safety and belonging in the ICHS community?		
No	Somewhat	Yes	No	Somewhat	Yes
21.33%	38.67%	40.00%	4%	17.33%	78.67%
Since arriving at Inner City, do you have a group of friends or staff that you can trust?			No	Somewhat	Yes
			5.41	24.32	70.27
<b>Comment:</b> In the survey details, teachers were identified as a substantial influence on the student's feeling of safety, comfort, and support. Social/Youth Engagement workers were identified in the following response: "always being able to come in, sit down and have a nice conversation with the staff before I start my day and I'm always leaving in a better mood after our discussions".					
<b>Strategy</b> To continue refining and expanding our data pool as a reference to improve our programming.					



## Financial

<i>Budget Summary</i>				
<b>Inner City Youth Development Association Revenue and Expenses</b>	<b>2020/21 Actual</b>	<b>2021/2022 Budget Board Approved</b>	<b>2022/22 Actual</b>	<b>2022/2023 Budget Board Approved</b>
<b>Revenue</b>	<b>Amount</b>	<b>Amount</b>	<b>Amount</b>	<b>Amount</b>
Alberta Education	2,817,317	3,229,854	3,288,094	3,284,903
Federal Government (Urban Programming for Indigenous Peoples 2019, Family Violence Prevention Program 2020-21, Temporary Wage Subsidy 2021, Critical Worker Benefit- Alberta Education)	206,612	93,335	93,335	-
Alberta Government, Human Services Fee for Services (Tuition Fees)	10,008	11,000	15,648	12,500
Other Government of Alberta (Community Initiatives and FCSS, Critical Worker Benefit--FCSS)	98,238	75,278	75,278	91,778
Foundation grants, gifts and donations	238,994	209,907	287,497	137,167
Other Revenue	5,828	4,800	6,994	7,200
Amortization of Capital Assets	77,680	77,680	77,680	77,680
<b>Total Revenue</b>	<b>3,454,677</b>	<b>3,701,854</b>	<b>3,844,526</b>	<b>3,611,228</b>
<b>Expenses</b>				
Certificated Salaries and benefits	1,270,568	1,325,591	1,391,861	1,373,781
Non Certificated Salaries and Benefits	1,224,960	1,457,104	1,428,171	1,437,846

Service Contract and Supplies	358,087	392,913	464,220	467,024
External Services (Youth Support Program)	431,724	395,320	398,206	243,486
Amortization of Capital Assets	90,663	90,926	89,722	89,091
<b>Total Expenses</b>	<b>3,376,002</b>	<b>3,661,854</b>	<b>3,772,180</b>	<b>3,611,228</b>
Surplus (Deficit) of Revenue over Expenses	78,675	40,000	72,346	-

