

Inner City Youth Development Association
Inner City High School / Inner City Youth Engagement Program
2022/2023



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 ICYDA Board of Directors is not directly involved in the school's day-to-day operations. However, it plays a critical role in providing the direction and oversight needed for Inner City High School to operate in a manner that meets the needs of its students and offers Edmonton's most underserved population a wraparound arts-based high school education.

In many cases, Inner City High School and our wraparound programming are the only source of support and link to essential services that our students have.

This past school year, 12 students graduated from Inner City High School. At first glance, this number appears low. We are a small school with just over 150 students. However, it represents quite an achievement considering that most of our students have attended from 10 to as many as 27 schools before registering at Inner City High School.

Michael Ho
Board Chair

Joe Cloutier
Director of Education

NA. (2021) *The Daily*. Statistics Canada. Accessed Oct 1, 2022. <https://www150.statcan.gc.ca/n1/daily-quotidien/220420/dq220420c-eng.htm>

Introduction

With such mobility in the lives of our students during their early and middle school years, it is unsurprising that their academic skills are at the mid to low elementary level. In the process of that mobility and intergenerational trauma, many developed severe behaviour problems prior to registering at ICHS.

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

Most of our students need a wraparound education program that meets their needs, not jail terms that often result when necessary opportunities and support are unavailable. For example, while representing only 8% of the total population, Statistics Canada (2021 reports that male Indigenous youth represented 48% of admissions to custody, and female Indigenous youth represented 62%.

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. Four former students work in the school as social worker, youth engagement worker, court worker, and receptionist. Sadly, a few get trapped in a high-risk lifestyle.

For Inner City High School, case workers, probation officers, social workers and other caregivers 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 the Inner City Youth Development Association offers and the support of our education partners to make the difference we do.

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Accountability Statement

The Annual Education Results Report for Inner City High School 2022/2023 school year was prepared under the direction of the Board 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 succeed and become contributing members of society

Public Interest Disclosure (*Whistleblower Protection Act*) Regulation

In the 2020/2021 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 full-time employment, preventing their return to a life on the street.

Demographics

Most Inner City High School students do not have parental support and are lacking in essential resources. The following demographics shift slightly from year to year, presenting 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 is 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 year, our Social/Youth Engagement workers completed 59 suicide safety plans with youth who disclosed they were contemplating suicide.

If necessary, challenges such as mental health and severe addictions are referred by our social/youth engagement workers to appropriate agencies. Some of our Social/Youth Engagement workers have addiction training. Our Social/Youth Engagement workers also advocate for the students as they attempt to find their way through the social support system.

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.

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

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 Sweat Lodge Ceremonies. Smudging takes place regularly and as requested. These Events and cultural connections were invaluable and often involved led to 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 presentations over the year 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. Ashley Callingbull, former Miss Universe, presented her story and background to our youth. Ashley's is a story of overcoming early trauma and reaching goals in life.

Dallas Arcand, former world champion hoop dancer, performed a hoop dance and presented a motivational talk to our students.

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

When they first register at Inner City High School (ICHS), students lack even the most basic 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. Many of our students are or have been under the guardianship of Children's Services. Most of our students have had contact with Children's Services. Most have lived a street-involved way of life and socialized into habits not conducive to academic success.

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 meals, supplies, resources, counselling, housing and other community help referrals. We create an environment that builds community, 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.

2023 Required Alberta Education Assurance Measures – Overall 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	84.8	86.8	86.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	79.8	75.5	81.8	80.3	81.4	82.3	High	Declined	Good
	3-year High School Completion	0.0	0.0	0.0	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	7.7	19.0	16.1	88.6	87.1	86.2	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	37.5	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	00	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	Teaching & Leading	Education Quality	89.8	89.0	91.8	88.1	89.0	89.7	Very High	Maintained
Learning Supports	Safe and Caring (WCRSLE)	78.6	78.6	78.6	84.7	86.1	86.1	n/a	Maintained	Issue
Learning Supports	Access to Supports and Services	95.0	94.6	94.6	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	64.4	70.0	75.0	79.1	78.8	80.3	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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2. 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.

3. 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

Spring 2023

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)	0.0	n/a	0.0	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	18.8	16.1	18.5	2.5	2.3	2.5	Very Low	Maintained	Concern
In-Service Jurisdiction Needs	40.7	76.7	76.7	81.4	83.7	84.3	Very Low	Declined	Concern
Lifelong Learning	83.3	94.4	97.2	80.4	81.0	76.8	Very High	Declined	Good
Program of Studies	74.6	76.7	81.6	82.9	82.9	82.6	Intermediate	Maintained	Acceptable
Program of Studies At Risk Students	95.0	94.6	96.3	81.2	81.9	83.4	Very High	Maintained	Excellent
Rutherford Scholarship Eligibility Rate	23.3	35.1	30.6	71.9	70.2	68.3	Very Low	Maintained	Concern
Safe and Caring	80.9	79.3	84.7	87.5	88.8	89.1	Low	Maintained	Issue
Satisfaction with Program Access	76.3	83.2	81.4	72.9	72.6	73.9	Intermediate	Maintained	Acceptable
School Improvement	70.7	91.8	92.2	75.2	74.2	77.9	Low	Declined Significantly	Concern
Transition Rates (6 yr)	5.2	4.8	6.6	59.7	60.3	60.2	Very Low	Maintained	Concern
Work Preparation	88.9	100.0	95.0	83.1	84.9	84.5	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. 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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Data Current as of Apr 27, 2022

Alberta Education Assurance Measures – Summary FNMI

Spring 2023

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	57.0	59.5	59.1	n/a	n/a	n/a
	3-year High School Completion	0/0	n/a	n/a	57.0	59.5	59.1	Very low	Maintained	Concern
	5-year High School Completion	10.2	18.5	12.0	71.3	68.0	67.0	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	n/a	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	00.0	8.5	n/a	n/a	n/a	n/a

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Teaching & Leading & 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

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- 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.
- 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).
- 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.
- 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

Spring 2023

Authority: 9342 Inner City Youth Development Association (FNMI)

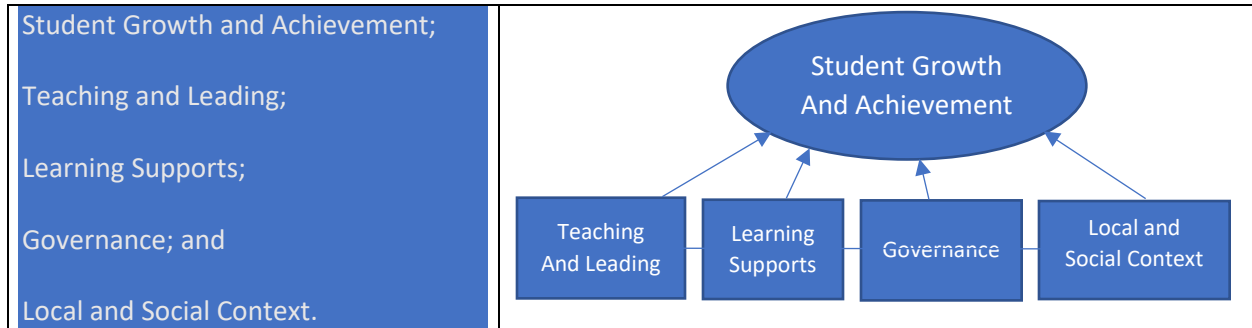
Measure	Inner City Youth			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	0.0	n/a	0.0	1.3	n/a	24.4	n/a	n/a	n/a
Drop Out Rate	16.1	14.9	16.2	5.1	4.9	5.1	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	26.1	46.2	34.0	43.9	41.1	39.1	Very Low	Maintained	Concern
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)	6.8	0.1	3.3	35.5	37.7	36.1	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

Assurance Domain	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
Student Growth and Achievement	Student Learning and Engagement	84.8	86.8	86.8	90	84.4	85.1	85.1	n/a	maintained	n/a
	Comment: 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.										

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	<p>Strategies: 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.</p>
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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.	78.8	75.5	81.8	88%	80.3	81.4	82.3	High	Maintained	Good
<p>Comment: 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.</p>										
<p>Strategies: 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.</p>										

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	80.7	83.2	82.3	Very low	Maintained	Concern
5-Year Completion	7.7	19.0	16.1	15	88.6	87.1	86.2	Very low	Maintained	Concern
<p>Comment: 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>Strategies: 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>										

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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	n/a	37.5	n/a	50	n/a	75.2	n/a	n/a	n/a	n/a
Standard of Excellence	n/a	n/a	n/a	5	n/a	18.2	n/a	n/a	n/a	n/a
Comment: 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.										
Strategies: 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.										

Domain: 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.	89.8	89.0	91.8	95	88.1	89.0	89.7	Very High	Maintained	Excellent
Comment: 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.										
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

Domain: Learning Supports

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	78.6	78.6	78.6	85	86.1	84.7	86.1	n/a	Maintained	n/a
Comments: 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.										
Strategies: 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 Supports and Services at school.	95.0	94.6	94.6	98	84.7	86.1	86.1	n/a	Maintained	n/a
Comment: Our wraparound programming includes providing essential resources to students who are often destitute. All staff and students recognize this characteristic of ICHS.										
Strategies: We will continue our wraparound programming, listening to the youth and responding to their educational and material needs.										

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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
Parental Involvement.	64.4	70.0	75.0	80.0	79.1	78.8	80.3	Very low	maintained	concern
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?												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">No</td> <td style="width: 33%;">Somewhat</td> <td style="width: 33%;">Yes</td> </tr> <tr> <td style="text-align: center;">14.44%</td> <td style="text-align: center;">32.22%</td> <td style="text-align: center;">53.33%</td> </tr> </table>	No	Somewhat	Yes	14.44%	32.22%	53.33%	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">No</td> <td style="width: 33%;">Somewhat</td> <td style="width: 33%;">Yes</td> </tr> <tr> <td style="text-align: center;">0%</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">88%</td> </tr> </table>	No	Somewhat	Yes	0%	12%	88%
No	Somewhat	Yes											
14.44%	32.22%	53.33%											
No	Somewhat	Yes											
0%	12%	88%											
Since arriving at Inner City, do you have a group of friends or staff that you can trust?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">No</td> <td style="width: 33%;">Somewhat</td> <td style="width: 33%;">Yes</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">100</td> </tr> </table>	No	Somewhat	Yes	0	0	100						
No	Somewhat	Yes											
0	0	100											
Comment: 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: <ul style="list-style-type: none"> • "I smudge, teachings, chilling with elder Marjorie or talking to teachers" • "Inner city changed me into a better person and I'm proud of coming to this school". 													
Strategy To continue refining and expanding our data pool as a reference to improve our programming.													

Annual Education Results Report 2022/2023

Financial

Budget Summary

Inner City Youth Development Association Revenue and Expenses	2021/22 Actual	2022/2023 Budget Board Approved	2022/23 Actual	2023/2024 Budget Board Approved
Revenue	Amount	Amount	Amount	Amount
Alberta Education	3,288,094	3,284,903	3,383,634	3,679,261
Federal Government	93,335	-	-	-
Alberta Government, Human Services Fee for Services (Tuition Fees)	15,648	12,500	34,211	20,000
Other Government of Alberta	75,278	91,778	91,778	108,289
Foundation grants, gifts and donations	287,497	137,167	178,261	230,386
Other Revenue	6,994	7,200	24,954	25,000
Amortization of Capital Asset Contribution	77,680	77,680	77,680	77,680
Total Revenue	3,844,526	3,611,228	3,790,518	4,140,616

Expenses				
Certificated Salaries and benefits	1,391,861	1,373,781	1,457,877	1,547,190
Non-Certificated Salaries and Benefits	1,428,171	1,437,846	1,392,499	1,651,908
Service Contract and Supplies	464,220	467,024	476,360	467,751
External Services (Youth Engagement Program)	398,206	243,486	292,416	384,675
Amortization of Capital Assets	89,722	89,091	89,100	89,092
Total Expenses	3,772,180	3,611,228	3,709,533	4,140,616

Surplus (Deficit) of Revenue over Expenses	72,346	-	80,985	-
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Annual Education Results Report 2022/2023

