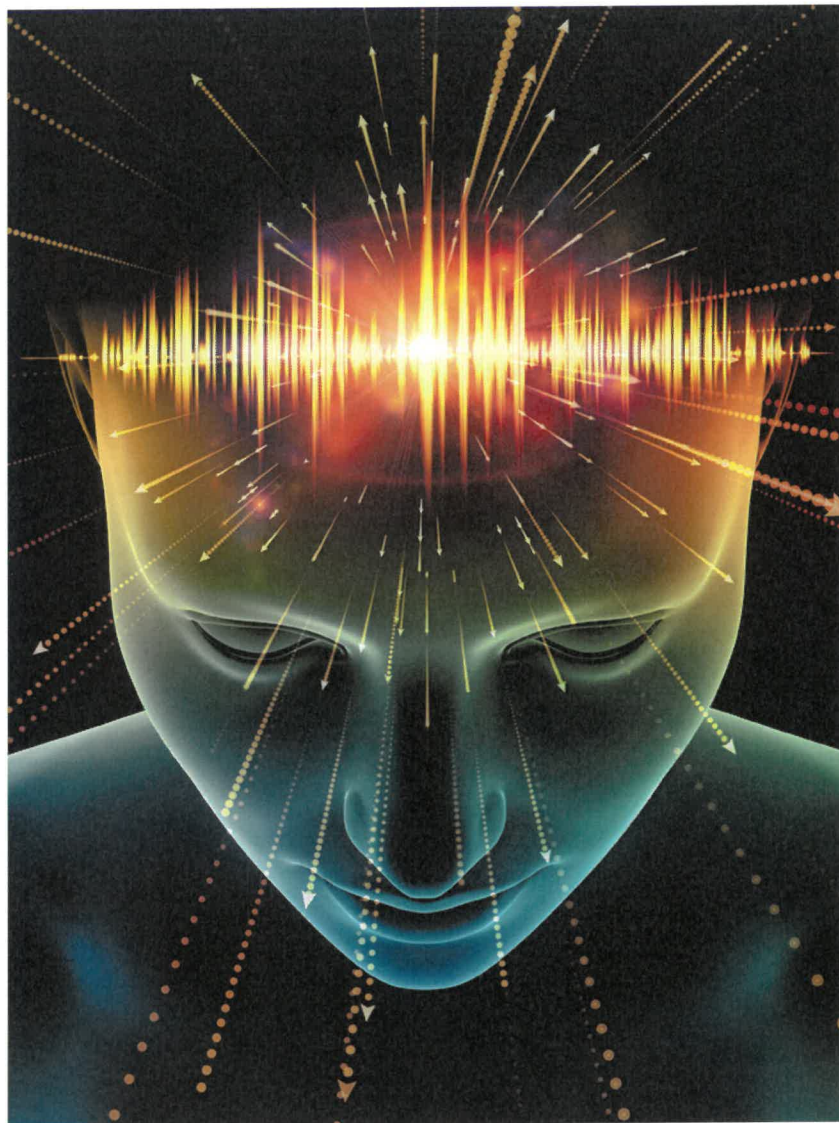


www.eastsidechristianacademy.ca

+1 (403) 569-1003

2026-30
Education Plan

EASTSIDE CHRISTIAN ACADEMY



RENEWING THE MIND

Message from the Board

How do we determine right and wrong? It is a simple question. There are only a few options. The world would have you believe that it is subjective, meaning one can decide right from wrong as they see fit. All you have to do is to look at the results in society over the past century, where individuals can decide against objective reality to change their gender identity. Another option is collective where in society the majority agrees that a thing is either right or wrong by consensus. The fault with this path is that most societies at one time agreed that slavery was acceptable. We can now see in our society that often “good is called evil and evil is called good.” The only other option is to rely on objective authority.

To avoid being influenced by humanistic values believers are admonished, “And be not conformed to the image of this world; but be ye transformed by the renewing of the mind, that ye may prove what is that good and acceptable and perfect will of God.” (Romans 12:2) As Christians, we have been given an objective standard in the Bible, which is the highest moral standard. The proof is in Jesus Christ, his teachings and his life. What did he teach? “You should treat others the way you want to be treated. Love your neighbour as you love yourself.”

In Alberta, there are those who say we should not use the Bible or Christian teaching in schools that receive government funding. What are the other options? There will always be a standard of morality. So why not have the highest?

Every school and school system has priorities dependant on a philosophical foundation. At Eastside Christian Academy our faith based priorities are as follows: Learning to love God with all our heart, mind, and strength (the highest priority), learning to love our neighbour as we love ourselves, and learning to develop truly godly character which is ultimately helping us to be partakers of God’s divine nature. “So giving all diligence, add to your faith virtue; and to virtue knowledge; And to knowledge temperance; and to

temperance patience; and to patience godliness; And to godliness brotherly kindness; and to brotherly kindness charity.” So for our community, character transformation is the proof of Christian education.

From the framework of the scripture we come to know that we are to be recognizably different from the world around us. “Be not conformed to the image of this world but be transformed by renewing of the mind.” (Romans 12:2). Jesus also said, “By this shall all men know that you are my disciples, if you love one another.” (John 13:35) Ultimately, love is to mark those who say they are followers of Christ.

An outgrowth of this truth is direction to life and brings benefit to believers and the world around them. As well, this priority in education tends to create the leaders that the world needs, leaders who will stand against the evil tendency of man. This is what we were created for, to bring peace to the world.

The purpose of this five year plan is to assure all stakeholders about the Board’s and staff’s continued commitment to the highest quality of Christian Education. In spite of the name “School of Tomorrow” our goals are based on time proven strategies that will support a high level of learning. We continue to rely on academic and peer reviewed research to ensure continued anchored relevance in the midst of the waves of ideologies that toss educational direction to and fro from time to time. In light of ECA’s Board’s Strategic Plan, ECA’s strategies focus on building on a foundation of Faith, which influences the Character portion of our training and colours all of our subsequent acquisition of Knowledge.

Todd Swisher

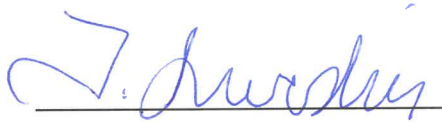


Board Chairman, Eastside Christian Academy

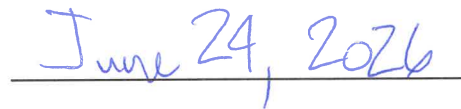
**Accountability Statement
for the
Five-Year Education Plan**

Under the direction of the ECA School Board/ Board of Directors, the Education Plan for Eastside City Church and Missionary Society commencing 2025 was prepared under the direction of the Board of Directors in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. This plan was developed in the context of the provincial government's business and fiscal plan. The School Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The School board approved the 2026-2030 Education Plan on June 17, 2026.



President



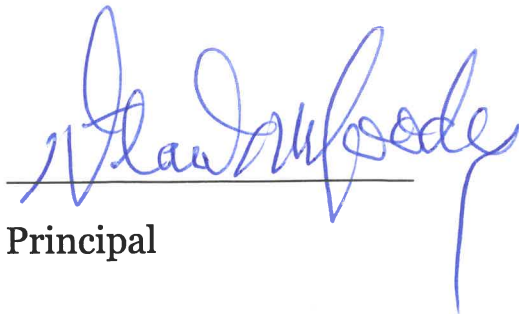
Date



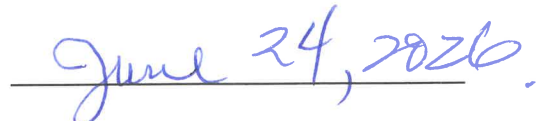
Treasurer



Date



Principal



Date

An Assurance Model

This is the fifth year ECA has decided to switch from the Accountability model of reporting to the new Assurance model. Under this new model, private schools will be able to build from their unique character and value and not just try to be conformed to the public or separate school systems.

So, we were asked, “What would you say to a perspective parent to inform them of the uniqueness and value of education at ECA?” It took just a minute to outline some key issues. These key issues orbited around the Five Alberta Education Assurance Domains:

Student Growth and Achievement: The ongoing progress of students’ learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners, and demonstrate citizenship.

Teaching and Leading: Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading, and optimum learning for all students.

Learning Supports: Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.

Governance: Processes that determine strategic direction, establish policy and manage fiscal resources.

Local and Societal Context: Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.

From these prescribed domains set out in the Assurance Model, Eastside Christian Academy has ascertained the following main divisions that set ECA apart from most other schools.

ECA is a **Learning Academy**, which for ECA heavily utilizes the concept of **Faith**. This is the foundational element in our view of education and is the

reason why our main stakeholders, the Board and our parents, chose a Christian education;

Student Growth and Achievement has a very weighted component in **Character Development**. Every conflict in life can be traced to the neglect, violation, or misapplication of one or more character qualities. Great character will promote students to be successful in life and to help form them into leaders of tomorrow. As well, true academic success also requires a multitude of mature character qualities. Thus, we place emphasis on character to ensure academic mastery. While we do teach about character, what it is, and how to measure oneself using indicators, our main ingredient is characterized staff who transfer their character to students.

Students undergo diagnostic assessment upon entering the school and are assessed regularly in all subjects through formative assessment in the form of quizzes, check-ups and self-tests. Summative assessment is employed at the end of each study unit. Continual feedback is utilized in the way of star charts in their offices and 1,000's clubs (where every perfect final test is charted). Thus, by these above mentioned assessments, students, staff and parents can be aware of achievement at any moment throughout the year. These formative and summative assessments are standardized tests. Besides these in-house assessments are the provincial learning outcomes, measured through the Provincial Achievement Tests.

The Accountability Surveys give a good indication of our stakeholders' view as to the growth and demonstration of active citizenship in the lives of students.

Closely related is the domain of **Teaching and Learning** which requires exceptional staff and exceptional teaching materials. Staff should be hired in great part for their mature character traits. Education philosopher, Martin Buber, said, "Real education is a transfer of character." So, while we do some teaching and explanation of character, the life of the staff is essential to character development in students. Our staff are still in the school of life and are continuing to grow in character and leaving their mark on the students.

A LEARNING ACADEMY

At ECA teaching and learning embraces time-honoured learning experiences, standardized assessment and daily reporting in order to foster essential skills to the point of mastery.

Outcome:

Provide individualized education to ensure maximum growth and maximum achievement for every student.

Strategies:

The uniqueness of our system demands continual professional development for staff as supervisors of student learning, encouraging diligence, attentiveness, thoroughness, determination and endurance.

ECA will continue to provide a character based focus which is the main component of active citizenship. Our goal is to develop successful individuals and leaders of our community and nation. More than simple academic success, this requires self-control in thought, word and deed. The greatest achievement would be for students to “Love your neighbour as you love yourself,” looking past race, nationality and culture.

There is a lot of talk about best practices when it comes to teaching and assessment. ECA has closely followed academic research in the philosophy, methodology and assessment, with an eye particularly on individualized education. As many of our practices are praised in academic studies, we will continue to point students to be highly engaged in their studies. Mastery-based learning sets student skill acquisition as the priority.

ECA utilizes diagnostic, formative and summative standardized assessments which helps staff to know the students’ needs when they enter our school, what concepts need to be reviewed on a daily basis and finally there is an accurate measure available at the end of the day, the end of each quarter, and at the end

of the academic year. In conjunction with our battery of assessments, we also participate in government mandated assessments for reading and math including Castle and Colbert and Lens Tests, for Grade K - 3, which are administered at the beginning middle and the end of the year. As well, we are encouraged by student successes in the Provincial Achievement Tests.

While our program for Learning to Read is phonetic based as opposed to sight learning, in Kindergarten there is a combination of learning phonetics and a target of sight reading of thirty-five common words, drawn from their phonetic studies.

Measures:

Primarily, our standardized formative and summative assessments provide us with the most accurate, objective, standardized and timely results.

Secondly, the Alberta Provincial Achievement Tests offer a view of how ECA students compare with other Alberta students and portray the effectiveness of our program delivery in those particular subject areas in question.

Finally, the Alberta Education Assurance Survey lets us know how the main stakeholders view the teaching and learning in our academy.

A PLACE FOR ALL NATIONS

While the catch-phases of the past decade have grown to be part of prevailing educational lingo, inclusivity has always been and will continue to be part of our school's philosophy and reality. The scripture is clear that we should "Love your neighbour as you love yourself." Thus, we have a learning environment where all who want to study with us are welcomed. Though ECA is filled with imperfect individuals, still students feel safe, respected and loved according to the Alberta Education Assurance Surveys over the past years.

Outcome:

It has been our goal and we have provided all stakeholders with a safe and caring environment in a family-like learning centre long before it was in vogue.

Strategies:

ECA stakeholders maintain an agreed upon “no tolerance for bullying or violence environment.” The day that we hear of infractions is the day that we deal with any infringement on this mandate. We will demand the righting of wrongs, through proper apologies and appropriate restitution where required.

Staff will be trained to examine the cultures of the many nationalities in ECA and will be encouraged to adopt those traits that would benefit ECA and its students. Students will be taught to critically examine their own culture and that of their neighbours in an effort to grow in the richness of the cultures of the world. We utilize the Word of God as a filter and standard for evaluating every aspect of our many cultures.

We will also carry on enrolling refugees that for many reasons had little formal education prior to their immigration to Canada and studying in ECA. Extra effort will be extended to make up for their past academic deficiencies.

Measures:

We will rely on **Parents from different cultures** to help explain their culture to our staff and students, with the hopes of gaining insight and building up aspects that each individual’s culture may not have. As well, we will continue to rely on parents to communicate any infractions that our staff may have overlooked.

We welcome the feedback from our stakeholders as provided through the **Alberta Education Assurance Surveys.**

The data that is generated in our school program will also help to guide our administrative decisions regarding these two key themes.

As well, we are constructing a survey for parents to further gain information that can assist us in serving our family stakeholders better. It will be ready for use in the fall of 2026.

PROMISED HEALTH

We know the mental health of our students and staff is the wealth of the community and so we endeavour to make our academy an environment for abundant living, learning and working,

Outcome:

ECA will bring supports required to promote health, mental and spiritual well-being into our academy, spilling over into the family and community.

Strategies:

ECA students are taught and practice physical, mental and spiritual practices that build up at each level.

Daily communication with parents promotes a partnership to develop plans for positive mental and spiritual health. It is not only involving parents but getting them involved and utilizing their intimate knowledge of their child's strengths and weaknesses.

In line with the scriptural mandate to "love your neighbour as you love yourself," there is no higher standard for respect of persons transcending both culture and race than to serve them as they have need.

When we consider that the Bible has sold nearly 7 billion copies and it promises good health, peace and much more for those who will meditate on it, we continue to encourage students to memorize, meditate and live out its precepts. Its promise of success cannot be matched by any academic institution. And, too, when we consider that the most common causes of mental issues are: Anxiety disorders, Depressive disorders, Eating disorders, Obsessive-compulsive disorder, Post-traumatic stress disorder, not to mention Guilt complexes, the Bible has time-proven anti-dotes for these mental problems.

BECOMING CHURCH TOGETHER

ECA was started by families and the church leaders twenty-seven years ago and as such, continues to be a fundamental part of those communities. This sense of belonging to a large close knit “family” has been one of the great drawing cards for our school to boost enrolment. The community of parents are our only source of advertisement, thus drawing students from a multitude of churches, cultures, nationalities and races. It is often said that our multi-racial student population is colour-blind when it comes to inter-racial relations.

Outcomes:

Stakeholders have an open invitation to be part of ECA by making and taking opportunities to foster growth and success for students both academically and socially.

Strategies:

As a community-birther school, our doors are open to community stakeholders to get involved with various programs of ECA, whether it be volunteering, donating or assisting in the learning centres.

Measures:

Parent Advisory Council meetings (standing room only) advise the community of the vast array of possible avenues of involvement. It also generates community enthusiasm for the school. Their goal is to enhance students’ educational experience and to make field-trips and conventions possible.

The Alberta Education Assurance Surveys provide stakeholder feedback regarding their view of needed improvement for opportunities to participate.

ECA’s general and personal communication has staff in regular and constant contact with parents informing them of available events and opportunities that they may be involved in. Response is overwhelming. Presently, a new parent survey is under development with the hope of giving the board a better understanding of parental vision and desires.

Recognizing Indigenous Input

First Nations, Metis and Inuit

Over the past few years, we did not have any aboriginal students in our school. With students and parents we are quick to acknowledge the integral role First Nations played in the development of the Fur Trade which led to the development of the West as we know it today.

We constantly are seeking new venues and resources where students can learn about aboriginal history, culture and experience their historical importance. We are attempting to break down some of the negative stereotypes that exist, and seek to employ successful individuals and businesses that set examples for their people and for the greater Canadian culture.

In the next five years we are planning field trips to three main historical sites of indigenous plains peoples. We have chosen to take students so they can have hands-on experiences and interact with the indigenous in their own historic context. (Our endeavours to invite these speakers have not proven very successful, so we decided to stay with on-site hands-on experiences)

Key Insights from Results Analysis

One of our **strengths** is the individual programs developed for all students. This allows students to study at their individualized academic level and to master the materials. As well, the individualized component has born fruit in the Provincial Achievement Tests. This is partly a reflection of the academy's adaptation to the changing program of studies.

As well, according to the government Education Assurance Measures Summary, the overall evaluation in almost every category was rated as 'Excellent.' As a result, we will stay the course with our program.

Still, even though these measures look great, we are always seeking points that **could be improved**. A point that could benefit from improvement is continual communication between parents, students and the school. Though there are daily venues for interaction and there are quarterly parent-teacher interview opportunities, we can do better by disseminating a clear Biblical policy for handling areas of concern or conflict. Some cultures do not promote communication with school authorities. In the annual September New Parent Orientation and the monthly newsletters, it should be reiterated that issues should be discussed as soon as possible so that they may be resolved in a timely manner. All meetings should be

scheduled, attended by all concerned, with one administrator and clear minutes recorded.

There is a clear **trend** where we see a great pressure on private Christian schools to receive students from other school systems. However, since we have been at capacity for some time, there will be a continued need for new private schools. To that point, we re-direct prospective families to other schools that are similar to ours, since at this time we have no possibility to expand our present facilities.

While it is our experience that there is often a range of student abilities within any grade level, we do see a tendency for our students to continue to improve on the PATs.

Required Alberta Education and Childcare Assurance Measures - Overall Summary Spring 2026

Authority: 0083 Eastside City Church and Missionary Society

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	84.1	73.1	74.6	84.2	83.9	84.0	Intermediate	Improved	Good
	Citizenship	85.6	78.0	78.2	81.2	79.8	79.8	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	82.1	81.4	80.8	n/a	n/a	n/a
	5-year High School Completion	n/a	*	n/a	86.7	87.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	n/a	*	45.8	n/a	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	*	0.0	n/a	15.6	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	82.0	81.3	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	23.0	22.3	n/a	n/a	n/a
	Education Quality	89.4	88.6	92.1	87.8	87.7	87.8	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.7	82.5	83.1	85.8	84.4	84.4	High	Maintained	Good
	Access to Supports and Services	77.5	75.1	78.9	79.5	80.1	80.2	Low	Maintained	Issue
Governance	Parental Involvement	91.8	89.4	84.7	79.9	80.0	79.5	Very High	Maintained	Excellent

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 2020/21 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- 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.
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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.

For the question as to whether students were engaged in their work the survey revealed that in past years parents were of the opinion (100%) that students were enthusiastic but that has gone down by about 10%. At the same time the Students’ opinion (70%) has risen by 20%. Thus, the overall percentage has improved and is rated as “Good.” It is noteworthy that the staff (94%) thought students were engaged, still that is considered “Low” by the chart below.

In ECA, we have a wide range of instruction from seminars, individualized self instructional learning and computerized instruction. Recently, Grade 9 students said they favoured the seminar mode of education. However, a vast body of academic research points to the efficacy of individualized self-instructional learning. We will continue to create lesson plans for seminars, and create self instructional booklets as the new Alberta curriculum becomes available.



Student Growth and Achievement

S.1 Student Learning Engagement - Measure History

Authority: 0083 Eastside City Church and Missionary Society

Province: Alberta

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

	Eastside City Church										Measure Evaluation			Alberta									
	2022		2023		2024		2025		2026		Achievement	Improvement	Overall	2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	44	74.3	45	71.0	50	79.6	47	73.1	69	84.1	Intermediate	Improved	Good	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9	278,609	84.2
Parent	5	100.0	5	100.0	6	100.0	23	94.2	17	88.2	Intermediate	Maintained	Acceptable	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6	37,185	87.6
Student	44	74.3	45	71.0	44	59.2	24	52.1	46	69.6	Intermediate	Maintained	Acceptable	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3	207,847	70.2
Teacher	3	100.0	3	100.0	3	100.0	4	100.0	6	94.4	Low	n/a	n/a	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0	33,777	94.7

Staff, students and parents are convinced that students in ECA display an excellent level of **Active Citizenship**. This is not surprising, since character education is a big component of our program. On top of that students have a high expectation of each other. We have always tried to enlist parental participation in character education and during these upcoming academic years (2026 - 2030), we will partner with parents more thoroughly on how to do an even better job at home.

It is not clear from the above Overall Summary chart why student Achievement and Overall Evaluations are undocumented. On the chart below we were able to locate the achievement of Grade 6 Social Studies which was impressive.

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Authority: 0083 Eastside City Church and Missionary Society



Course		Measure		Eastside City Church						Alberta				
				Achievement	Improvement	Overall	2025		Prev 3 Year Average		2025		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	11	90.9	9	88.2	50,053	64.1	59,230	67.4		
	Standard of Excellence	Very High	Maintained	Excellent	11	45.5	9	53.5	50,053	18.5	59,230	18.9		

Grade 6 students' acceptable achievement was over 25% higher than the provincial average. Under the excellent measure they were over 27% higher in Social Studies. Still, we are not sitting back or patting ourselves on the back. We are planning to enlist more staff in seminars and individual coaching. It is our intention to create more individualized instructional material based on the new Social Studies curriculum. As well, for Science, we are enhancing the topics of computing and coding for Grade 6 through kits designed for this level. Our resident computer expert will also train any staff that will be involved with coding education.

Happily, all stakeholders are highly satisfied with the **Quality of Education**. In the chart below all responses were around the 90th percentile. Achievement in this category are again rated 'High' and

‘Good’ and the Overall evaluations range “Good” and “Excellent.” Part of this is because our goal for students is excellence in academics. Still, we are continually looking for strategies that will take our students to a higher level of subject mastery. In light of recent academic studies on “cursive writing,” which reveal its beneficial affect on academics in general, we will take this skill to an even greater level starting in Grade 3.



Teaching & Leading

A.4 Education Quality - Measure History

Authority: 0083 Eastside City Church and Missionary Society

Province: Alberta

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

	Eastside City Church										Measure Evaluation			Alberta									
	2022		2023		2024		2025		2026		Achievement	Improvement	Overall	2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	44	90.8	45	93.9	50	93.9	47	88.6	89	89.4	High	Maintained	Good	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7	279,339	87.8
Parent	5	*	5	*	6	97.2	23	89.7	17	85.1	Very High	Maintained	Excellent	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3	37,209	84.2
Student	44	90.8	45	93.9	44	90.6	24	87.5	46	88.5	High	Maintained	Good	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8	208,329	85.8
Teacher	3	*	3	*	3	*	4	*	6	94.4	Intermediate	n/a	n/a	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9	33,801	93.5

The vast majority of parents are satisfied with the opportunities for **Parental Involvement**. This category’s Achievement is rated ‘Very High’ and overall “Excellent.” This is also reflected in the attendance of the committee meetings where 70% of the families are represented at any single meeting. Our school is also at capacity for the past few years due in large part to the parental word of mouth advertising to friends and relatives. Again, the departments that send surveys to parents need to be contacted to make sure all families receive the survey, otherwise there will be insufficient responses to allow reporting. The school should also remind the parents of the surveys through the monthly newsletter at the time of the survey. We will also set up computers in the foyer to make them available to assist parents who may not have computers or had forgotten to fill out the surveys.

At ECA there is a clear positive sentiment in the category of **Welcoming, Caring, Respectful and Safe Learning Environment**. While students were 78.1% agreed that ECA was such an environment, the parental agreement was 90%. Considering that, Jesus said, “They will

know you are my disciples if you have love one to another.” Thus, there is still room for improvement as we encourage students to be kind to each other and to “Love their neighbour as they love themselves.



Learning Supports

W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) - Measure History

Authority: 0083 Eastside City Church and Missionary Society

Province: Alberta

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

	Eastside City Church										Measure Evaluation			Alberta									
	2022		2023		2024		2025		2026		Achievement	Improvement	Overall	2022		2023		2024		2025		2026	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	44	86.3	45	78.1	50	88.8	47	82.5	69	86.7	High	Maintained	Good	249,941	86.1	257,391	84.7	265,321	84.0	289,282	84.4	279,038	85.8
Parent	5	*	5	*	6	100.0	23	92.9	17	90.4	Very High	Maintained	Excellent	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2	37,197	86.6
Student	44	86.3	45	78.1	44	77.7	24	72.1	46	78.1	Intermediate	Maintained	Acceptable	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7	208,049	77.9
Teacher	3	*	3	*	3	*	4	*	6	97.6	Very High	n/a	n/a	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3	33,792	92.9

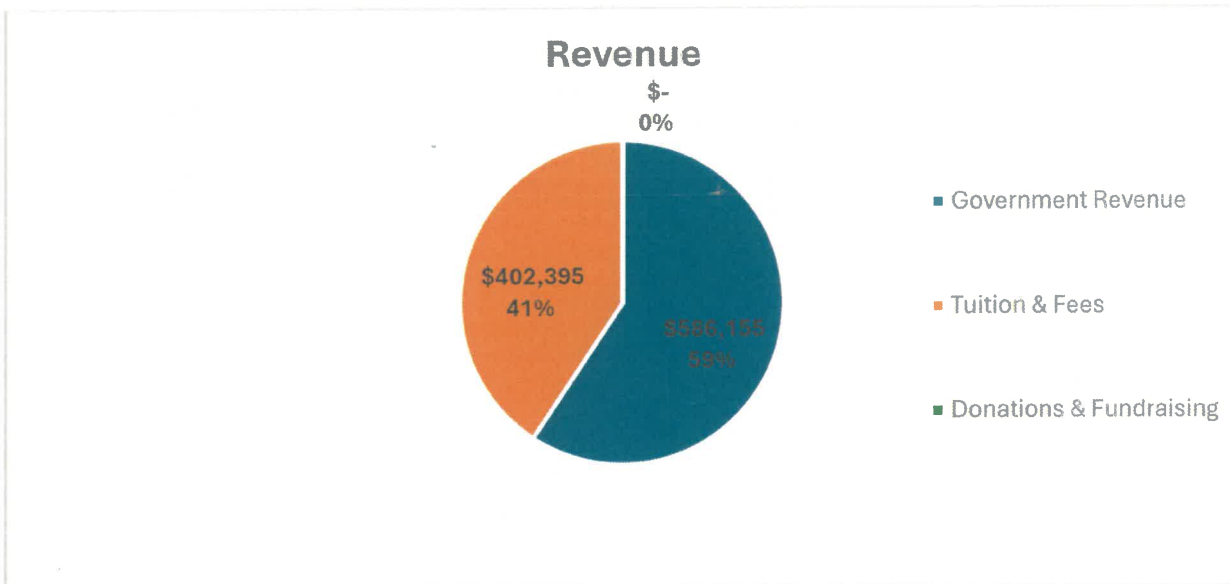
We will also encourage the senior students, who run Project Positivity, to get more of the younger students involved in shaping the positive culture of the academy.

Web Link to the 2025 - 26 Budget Report.

<http://eastsidechristianacademy.ca/about-us/financial-statements>

2026+ Financial Outlook for Eastside Christian Academy

Typical annual revenue and expenditures are represented below, showing approximately 59% of total revenue is from Alberta Education and remaining income is from parents with The Prosser Charitable Foundation offsetting ~40% of a qualifying parent's tuition (60% in multiple sibling families) for 70% of enrolled students. Total expenditures are about 27% for certified teachers with another 38% for support staff and administration. With 5% in educational materials, more than 70% of all dollars are spent on direct in-class educational costs. A balanced operational cost for the school is about \$1,000,000 for 10 ECS and 100 students to Grade 9. Total cost per student is \$9,100 for grade-school and \$4900 for ECS based on current estimates.



JUNE 17, 2026

Accountability Statement for the Education Plan

The Education Plan for Eastside Christian Academy commencing August 2026 was prepared under the direction of the operator and governing body in accordance with the responsibilities under the Private Schools Regulation and the Ministerial Grants Regulation. This plan was developed in the context of the provincial government's business and fiscal plans. The operator has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The operator reviews and approves the 2026-2027 Education Plan at their annual May or June meeting.

Pastor Todd Swisher, Board Chair "original signed"

