



CITIZEN CENTRIC REPORT

FISCAL YEAR 2020

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We Are: Guahan Academy Charter School (GACS) is a 501(c)(3) non-profit, private corporation. The Charter School was established (1) to provide a free, public charter school that is non-discriminatory in its admission policies; (2) to enroll students who reside throughout any of the villages on Guam; and (3) to serve as a prototype school for the National Institute for Direct Instruction (NIFDI) School Wide Reform Model.

Our Philosophy:

At GACS, we believe that each student can learn and become productive citizens when given resources that support and promote lifelong learning to attain academic and social successes. We understand that learning is an evolving concept. Therefore, given the tools of effective research-based practices, students will be offered opportunities to challenge themselves and take ownership of their learning. In terms of social development, we believe in building character and encouraging students to be productive members of society. With our focus on resourcefulness, respect, and responsibility, we aim to nurture student’s abilities to set and achieve goals, communicate effectively, think critically, and develop a self-motivated pursuit of knowledge

Charter: GACS is Guam’s first charter school approved on August 5, 2010. It opened its doors to 490 students in August 2013. As of September 30, 2019, GACS has 740 students enrolled.

Governance:

Board of Trustees:

- Fe Valencia-Ovalles, Chairwoman
- Rosie Tainatongo, Vice-Chairman
- Hentrick M. Eveluck, Treasurer
- Aristedes Erguiza, Trustee
- Lourdes San Nicolas, Trustee

Administrators:

- Dr. Judith Won Pat, Chief Academic Officer
- Mary Mafnas, Dean of Elementary
- Lynda Hernandez-Avilla, Dean of Secondary

GUAHAN ACADEMY CHARTER SCHOOL

VISION STATEMENT:
GACS students will become respectful, responsible, and resourceful.

MISSION STATEMENT:
At Guahan Academy Charter School, our mission is to empower our students with proven educational practices and social supports to be productive citizens in the community.

Schoolwide Learner Outcomes

Goal Oriented
*Students will demonstrate organizational and time management skills.
 Students will be able to set achievable goals.
 Students will monitor and seek to improve academic performances.*

Active Communicators
*Students will listen and express their thoughts effectively.
 Students will safely and creatively use technology in communicating their ideas.
 Students will work positively in groups with respect to individual differences and needs.*

Critical Thinkers
*Students will develop critical thinking in solving problems.
 Students will apply technology to enhance research skills.
 Students will be able to use acquired knowledge and skills in their daily lives.*

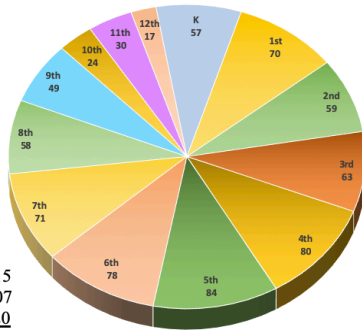
Strive for Lifelong Success
*Students will take responsibility for their own learning and actions.
 Students will actively participate in school and community events.
 Students will explore occupation pathways to be productive citizens of the community.*



OUR DEMOGRAPHICS: SY 2019-2020

Student Count Per Grade Level SY 19-20

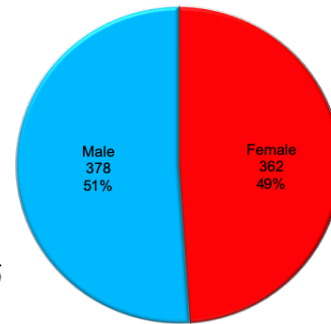
■ K ■ 1st ■ 2nd ■ 3rd ■ 4th ■ 5th ■ 6th ■ 7th ■ 8th ■ 9th ■ 10th ■ 11th ■ 12th



Elementary: 415
 Middle: 207
 High School: 120
 Total: 740

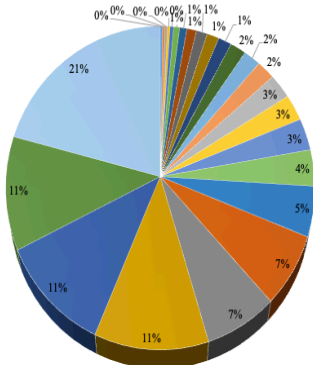
Population by Gender As of September 30, 2019

■ Female ■ Male



Female: 362
 Male: 378
 Total: 740

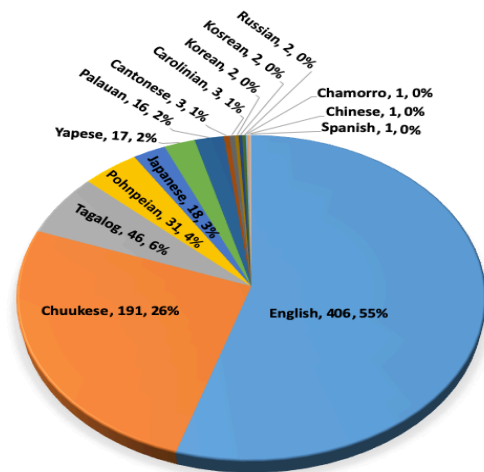
VILLAGE DEMOGRAPHICS AS OF SEPTEMBER 30, 2019



■ Inarajan ■ Asan ■ Santa Rita ■ Barrigada ■ Latte Heights ■ Maina ■ No answer ■ Mangilao ■ Ordot ■ Talofoto ■ Mongmong ■ Yigo ■ Piti ■ Maite ■ Yona ■ Merizo ■ Chalan Pago ■ Toto ■ Tumon ■ Sinajana ■ Agana ■ Harmon ■ Chamorro ■ Chinese ■ Spanish

The demographics of GACS as of September 30, 2019 demonstrates that the top four (4) villages that make up its greatest population comes from the villages of Dededo, Yigo, Mangilao and Barrigada.

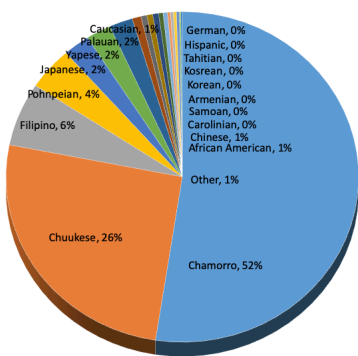
HOME LANGUAGE



In SY 2019-2020, the top two languages spoken at home were English (55%), Chuukese (26%)

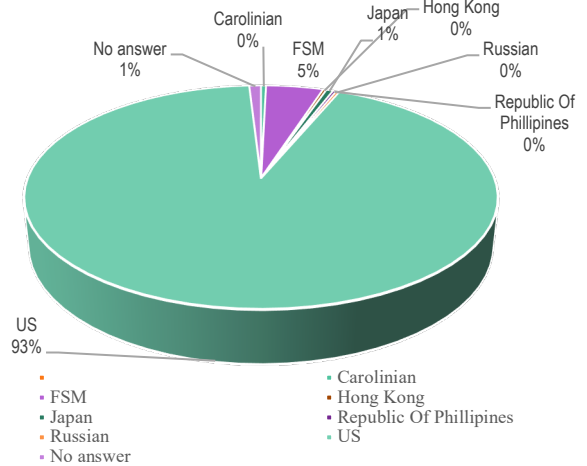
ETHNICITY

■ Chamorro ■ Chuukese ■ Filipino ■ Pohnpeian ■ Japanese ■ Yapese ■ Palauan ■ Caucasian ■ African American ■ Chinese ■ Other ■ Carolinian ■ Samoan ■ Armenian ■ Korean



Since SY 2016-2017 to SY 2019-2020, CHamoru has always been the predominant ethnicity amongst GACS students.

CITIZENSHIP

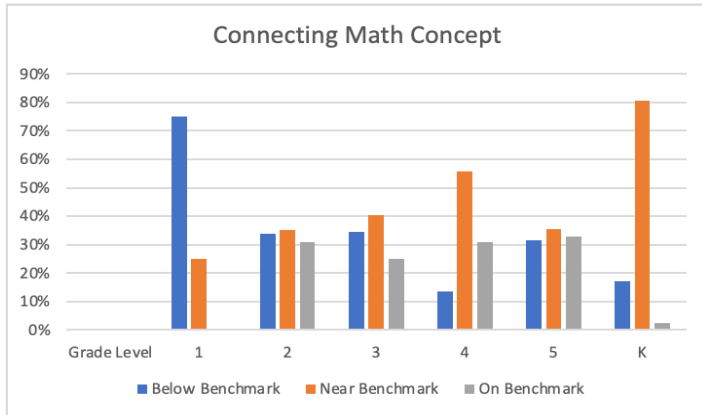


The citizenship of the students are mainly US and FSM, with 47% and 2% respectively.

OUR PERFORMANCE: SY 2019-2020

As a result of COVID-19, the Governor's executive order halted in-class instruction. Since all schools were shut down, the U.S. Department of Education waived the administration of the ACT/ASPIRE for school year 2019-2020. Hence, there is no district wide assessment for this year. However, the school continued to administer internal assessment to determine students' achievement with the resource available at that time.

ELEMENTARY



The table on the left shows that there are 75% of 1st graders; 34% of 2nd graders; 35% of 5th graders; and 17% of the kindergarten students who fall under the "Below Benchmark" by the end of the SY 2019-2020. There were 25% of 1st graders, 40% of 3rd graders, 56% of 4th graders, 35% of 5th graders and 80% of kindergarten students who were "Near Benchmark" by the end of the same school year. Thirty-one percent of 2nd graders, 25% of 3rd graders, 31% of 4th graders, 33% of 5th graders and 2% of kindergarten students were placed "On Benchmark" at the end of the school year.

MIDDLE SCHOOL

Assessment issued to middle school students this school year were derived from Direct Instruction program, teacher made quizzes and tests and a variety of assessment included in the Edgenuity program as well. During this year, the Literature course was extracted from the Direct Instruction umbrella as it was discovered that reading material was lacking and students were held from the course until the prerequisite class in its entirety reached benchmark. Through the Marks Analysis, the progress and success of the students were tracked and monitored on a quarterly basis.

HIGHSCHOOL

In the absence of the district-wide assessment, high school students' progress was assessed with the assessment tools available on Edgenuity such as the cumulative and final exams. These served as a pre- and post-test in grades 9 – 12. Lesson quizzes and unit tests were another source of classroom assessment. In addition, GACS has implemented the use of MARKS Analysis to track student growth and progress on student grades per quarter. Reports are generated to compare the grades of students every quarter.

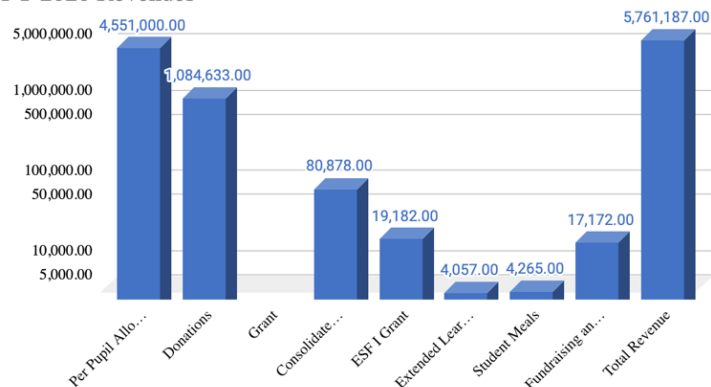
INDEPENDENT AUDITS: (Available at: www.guahanacademy.org)

- FY20 – Deloitte & Touche, LLP
- FY19 – Deloitte & Touche, LLP
- FY18 – Deloitte & Touche, LLP
- FY17 – Burger, Comer & Magliari
- FY16 – Burger, Comer & Magliari
- FY15 – Burger, Comer & Magliari
- FY14 – Magliari & Associates

OUR FINANCES:

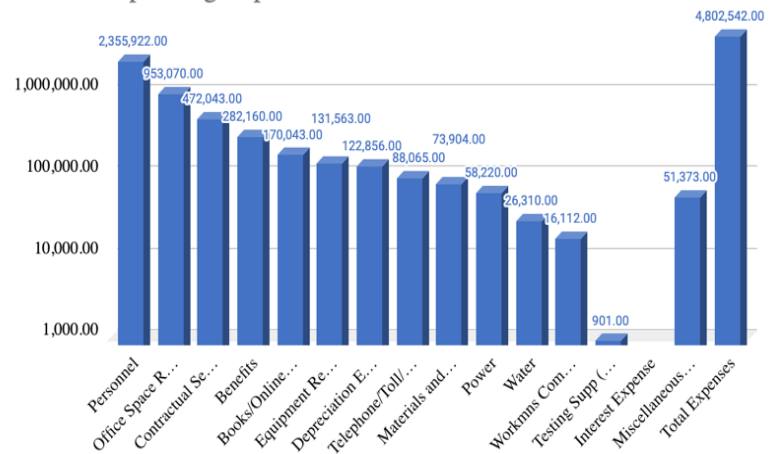
FY 2020 Revenues	
Per Pupil Allocation	4,551,000.00
Donations	1,084,633.00
Consolidated Grant	80,878.00
ESF I Grant	19,182.00
Extended Learning	4,057.00
Student Meals	4,265.00
Fundraising and Others	17,172.00
Total Revenue	5,761,187.00

FY 2020 Revenues



FY 2020 Operating Expenses	
Personnel	2,355,922.00
Office Space Rental	953,070.00
Contractual Services	472,043.00
Benefits	282,160.00
Books/Online Res	170,043.00
Equipment Rental	131,563.00
Depreciation Expense	122,856.00
Telephone/Toll/Wifi/Svc	88,065.00
Materials and Supplies	73,904.00
Power	58,220.00
Water	26,310.00
Workmns Com & Gen Laib	16,112.00
Testing Supp (Classrooms)	901.00
Interest Expense	-
Miscellaneous Expense	51,373.00
Total Expenses	4,802,542.00

FY 2020 Operating Expenses



OUR CHALLENGES AND FUTURE OUTLOOK:

Accreditation

On February 8, 2020 GACS submitted the Self-Study Report to WASC. The accreditation body acknowledged receipt of the report on February 12th and at that time, we were informed that the visiting team may keep the “withheld candidacy” status for grades 6-12 which will result in GACS losing operations over secondary grade levels. With this, GACS decided to seek the opportunity to acquire accreditation from Cognia. On February 18, 2020, GACS submitted its application to Cognia. A Readiness Review with Cognia representatives took place on February 20, 2020 following the submission of GACS application. After the Readiness Review, GACS went through an Engagement Review with Cognia on April 15, 2020. Guahan Academy Charter School received its 5 years accreditation status by Cognia on May 2020 for grades K-12.

Accomplishment

The surge of COVID-19 caused all schools on island to shut down. GACS was able to push through with the accreditation process online and received accreditation status until June 30, 2025. The students, especially the graduating class was able to continue instruction with the use of Edgenuity Program. A total of fifteen (15) students graduated in time as GACS received its accreditation. The “Grad & Go” ceremony was held at the school campus as shown in the photo below.



SY 2019-2020 Graduates