



CITIZEN CENTRIC REPORT

FISCAL YEAR 2019

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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 are 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, 2018, GACS has 713 students enrolled.

Governance:

Board of Trustees:

- Fe Valencia-Ovalles, Chairwoman
- Rosie Tainatongo, Vice-Chairman
- Hentrick M. Eveluck, Treasurer
- Dr. Jacqui Cyrus, Secretary
- Aristedes Erquiza, Trustee

Administrators:

- Dr. Judith Won Pat, Chief Academic Officer
- Mary Mafnas, Dean of Elementary

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.*

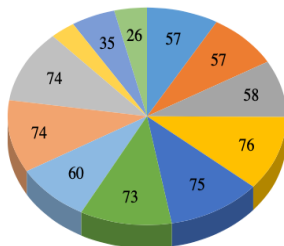
Critical Thinkers
*Students will develop critical thinking in solving problems.
 Students will apply technology to enhance research skills.
 Students will be able to use acquired knowledge and skills in their daily lives.*

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.*



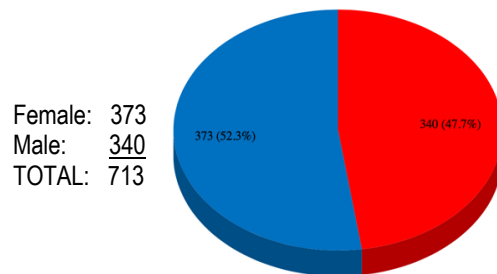
OUR DEMOGRAPHICS:

Student Count per Grade Level SY 18-19

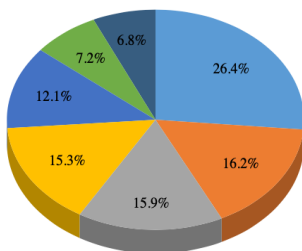


Elementary: 396
Middle School: 208
High School: 109
TOTAL: 713

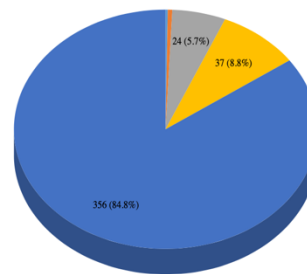
Population by Gender As of September 30, 2018



Village Demographics as of September 30, 2018



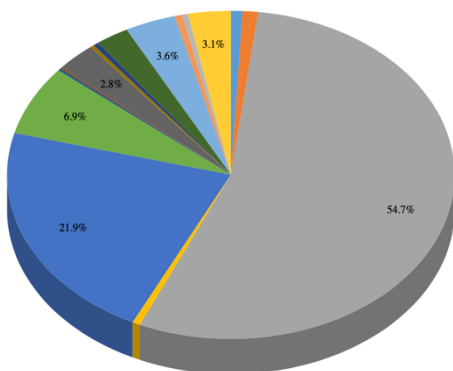
Feeder School (Previous School Attended)



The demographics of GACS as of September 30, 2018 demonstrates that the top three (3) villages that make up its greatest population comes from Dededo, Mangilao, and Barrigada.

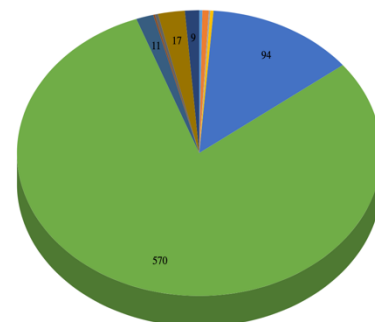
GACS saw a 48% increase of transfer from private schools and 100% increase from other Charter Schools.

ETHNICITY



Since SY 2016-2017 to SY 2018-2019, CHamoru has always been the predominant ethnicity amongst GACS students, making up 55%, 58%, 55% respectively.

HOME LANGUAGE



In SY 2018-2019, the top four languages spoken at home were still English (80%), Chuukese (13%), Pohnpeian (2%), Japanese (2%), and Yapese (1%).

OUR PERFORMANCE:

The ACT Aspire results highlight a strength in the English subtest, which has been historically consistent at GACS. Overall, only 18% of the students who took the test scored in the “In need of support” category, while the remaining 82% were in the “exceeding”, “ready”, and “close” categories. However, in reading, 64% percent of the total tested students scored in the “in need of support” category; 24% were “close”; 9% were “ready” and 3% exceeding. In the math subtest, 4% scored in the “ready” category; 26% in the “close” category; and 69% in the “in need of support” category. From these results, it was even more evident that the focus of the faculty and staff would need to be on improving math problem solving skills, as well as reading comprehension abilities, which are both major components of the school’s improvement plan.

Grade 3	SY 2018-2019				
Subtest	Exceeding	Ready	Close	In Need of Support	Total # Tested
English	16%	26%	41%	16%	69
Reading	0%	5%	12%	82%	73
Math	0%	13%	29%	58%	72

Grade 6	SY 2018-2019				
Subtest	Exceeding	Ready	Close	In Need of Support	Total # Tested
English	13%	36%	39%	13%	56
Reading	3%	8%	27%	61%	59
Math	2%	3%	28%	67%	60

Grade 4	SY 2018-2019				
Subtest	Exceeding	Ready	Close	In Need of Support	Total # Tested
English	18%	28%	35%	19%	72
Reading	4%	8%	23%	65%	74
Math	0%	7%	49%	45%	74

Grade 7	SY 2018-2019				
Subtest	Exceeding	Ready	Close	In Need of Support	Total # Tested
English	13%	27%	39%	21%	62
Reading	0%	15%	20%	66%	61
Math	0%	0%	2%	98%	61

Grade 5	SY 2018-2019				
Subtest	Exceeding	Ready	Close	In Need of Support	Total # Tested
English	12%	29%	49%	10%	68
Reading	6%	1%	19%	74%	72
Math	0%	3%	48%	49%	69

Grade 8	SY 2018-2019				
Subtest	Exceeding	Ready	Close	In Need of Support	Total # Tested
English	13%	36%	39%	12%	67
Reading	3%	15%	39%	43%	67
Math	0%	0%	8%	92%	64

Grade 9	SY 2018-2019				
Subtest	Exceeding	Ready	Close	In Need of Support	Total # Tested
English	32%	16%	26%	26%	19
Reading	5%	5%	47%	42%	19
Math	0%	0%	17%	83%	18

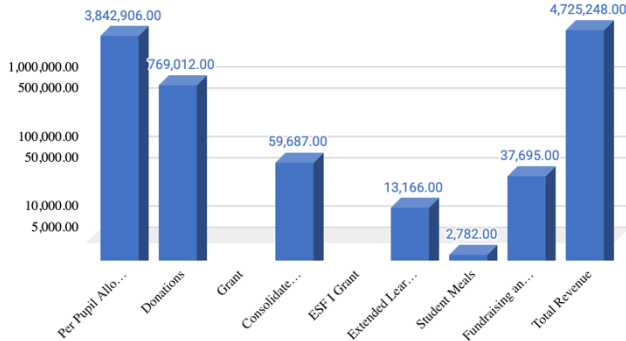
Grade 10	SY 2018-2019				
Subtest	Exceeding	Ready	Close	In Need of Support	Total # Tested
English	13%	16%	29%	42%	31
Reading	0%	10%	26%	65%	31
Math	0%	3%	6%	90%	31

OUR FINANCES:

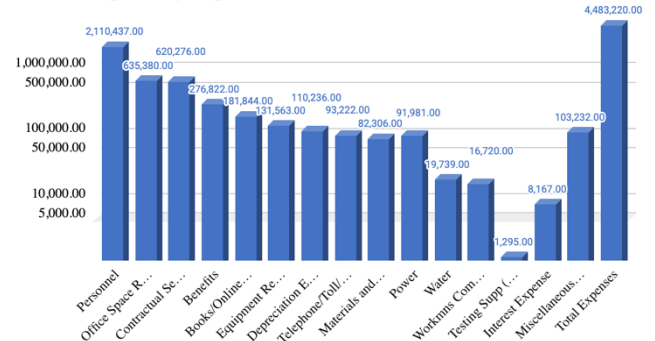
INDEPENDENT AUDITS:
(Available at: www.guahanacademy.org)

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

FY 2019 Revenues



FY 2019 Operating Expenses



OUR CHALLENGES AND FUTURE OUTLOOK:

Accreditation

On October 10, 2018, the WASC Appeal Team Visited the campus to address the withholding of candidacy status issued to GACS. The outcome of the Appeal Team's visit resulted in the transmission of the letter dated February 4, 2019, which declared the continuation of candidacy status of the K-5 program up to June 30, 2020 and the continuation of withholding candidacy status for the 6-12 program.

Since the letter dated February 4, 2019 regarding the continuation of candidacy status for the elementary program, but the continued withholding of candidacy for the secondary program, a draft of the Self-Study report has been transmitted to all faculty and staff as well as the BOT. In addition, the CAO submitted a third Substantive Change Notice to WASC specifically regarding the acquiring of Building E, expansion of the secondary program and budget legislation. On August 22, 2019, WASC acknowledged the substantive changes noting the fee and scheduling of the next visit.

Accomplishments

The financial and accreditation challenges that GACS faced did not break the thriving school. During SY 2018-2019, the Board of Trustees opened new positions and sought assistance from the community to make improvements to the school. The Chief Academic Officer position was filled and the entire kindergarten through high school population was able to be housed on one campus. In addition, more professional development sessions were being offered catering primarily to the understanding and process of the accreditation process to encourage a true inclusion school-wide effort toward improvement. Focus groups were re-established and strengthened with clearer goals and tasks in mind with the aid of GACS community resource personnel. With the focus on data collection, centralization, and analysis, by the end of this school year, GACS was able to produce a solid first draft of the WASC accreditation report which was shared with the GACS community on the final professional development day of the year. Finally, 31 (or 32) students received their diplomas at the end of the year making it GACS's largest graduating class to date.



SY 2019 Graduates