

Highland Academy Charter School

715 Wellwood Avenue, Beaumont CA

March 25, 2025

Billy McIntosh, Director

Elizabeth Boucher, Assistant Director

Terrence Lee, Chief Business Officer



Mission Statement

At Highland Academy, we pride ourselves in helping students identify their strengths. We welcome students to explore their innate curiosity through rigorous and inclusive learning. We produce respectful, imaginative, and vibrant learners to enter into our dynamic workforce and community.

There are many roads to genius, and we help you find yours!



Current Staffing

36 Employees Total

- Certificated: 19
- Classified: 14
- Administrators: 3



Enrollment Numbers

2024-25: 330

2025-26 Projection: 340



Current Year Student Groups		
English Learners (ELs)	18	5.50%
Hispanic	156	47.30%
Two or More Races	21	6.40%
Socioeconomically Disadvantaged (SED)	131	39.70%
Students with Disabilities (SWD)	39	11.80%
White	117	35.50%
African American	9	2.70%
American Indian	4	1.20%
Asian	6	1.80%

Financial Summary

	2023-24 Prior Year	2024-25 Forecast	2025-26 Forecast
Beginning Balance	\$2,700,063	\$3,081,697	\$3,430,643
(+) Revenue	\$4,790,866	\$4,770,354	\$4,818,188
(-) Expenses	\$(4,409,232)	\$(4,421,407)	\$(4,633,898)
Surplus (Deficit)	\$381,634	\$348,946	\$184,289
Ending Balance	\$3,081,697	\$3,430,643	\$3,614,932
Cost of Living Allowance (COLA)	8.22%	1.07%	2.43%

SCHOOL PERFORMANCE OVERVIEW

Highland Academy

Explore the performance of Highland Academy under California's Accountability System.

[Generate PDF Report](#) [View Additional Reports](#) 2024 

Chronic Absenteeism



Yellow

Suspension Rate



Yellow

English Learner Progress



No Performance Color

English Language Arts



Yellow

Mathematics



Yellow

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

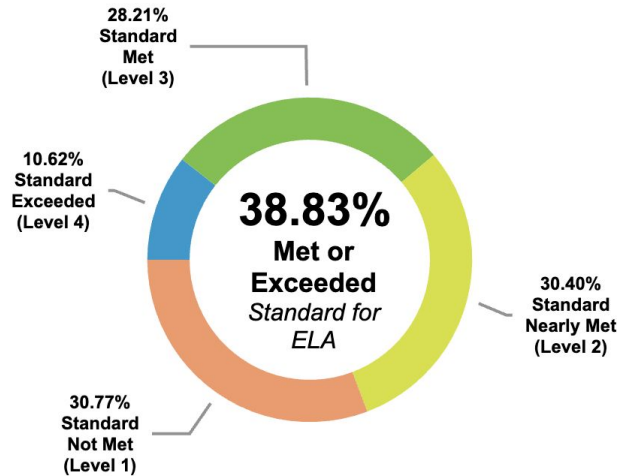
STANDARD MET

ELA California Assessment of Student Performance and Progress (CAASPP)

2022-23

ELA

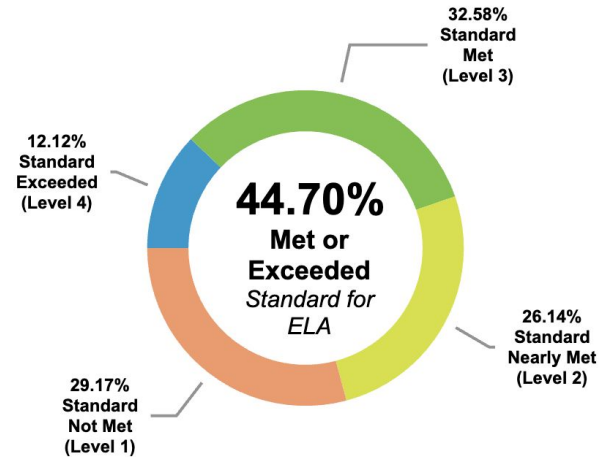
Percent of students within each achievement level



2023-24

ELA

Percent of students within each achievement level

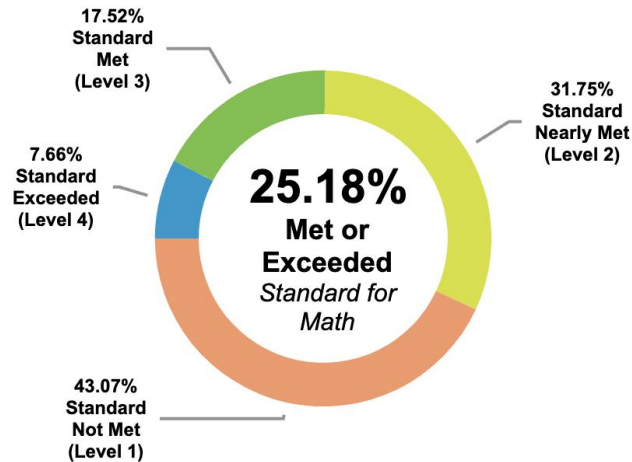


Math CAASPP

2022-23

Mathematics

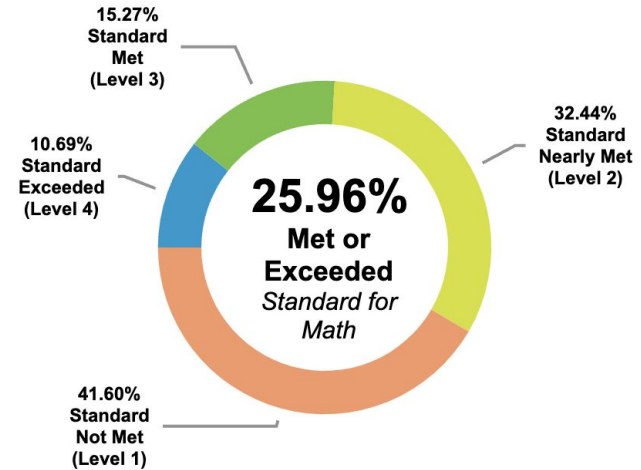
Percent of students within each achievement level



2023-24

Mathematics

Percent of students within each achievement level

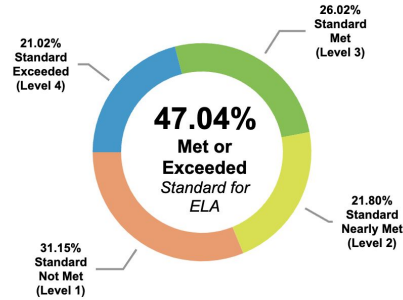


School-to-State Performance Comparison

2023-24
State
Averages

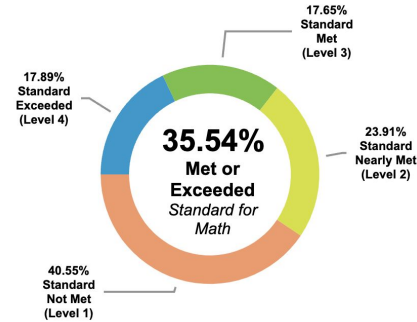
ELA

Percent of students within each achievement level



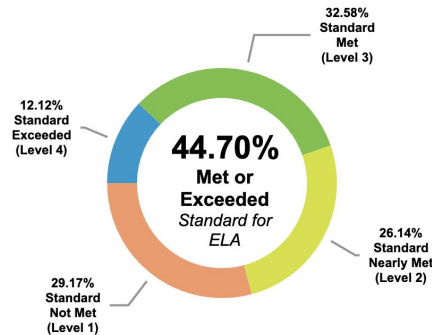
Mathematics

Percent of students within each achievement level



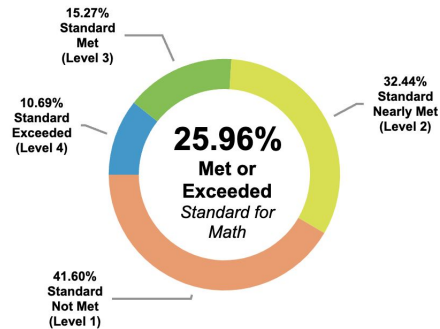
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



Areas of Focus

- Improving attendance / Decreasing Chronic Absenteeism
 - Incentives and interventions
- Maintaining small class sizes
- Continue improving ELA and Math performance on the CAASPP
- Upgrading facilities
 - Technology, school safety, and food services
- Webb's Depth of Knowledge (DOK)
- Effective teacher training and professional development
- Maintaining financial flexibility
- Providing quality Special Education services partnering with El Dorado County Charter Special Education Local Plan Area (SELPA)
- Expanding the school's enrollment capacity (long term)

School Highlights

- 11 years of operation; founded in 2013
- Enrollment near capacity
 - Waiting lists at most grade levels
- Active student sports program
- Performing arts program
- Decreased Chronic Absenteeism
 - **20.9%** in 2023 to **13.7%** in 2024 (improvement of 7.2%)
- Decreased Suspension Rate
 - **8.1%** in 2023 to **6.3%** in 2024 (improvement of 1.8%)
- Increased school-wide performance on the CAASPP
 - Math - Students at or above proficient increased from **25.18%** in 2022-23 to **25.96%** in 2023-24 (+0.78%)
 - English - Students at or above proficient increased from **38.83%** in 2022-23 to **44.70%** in 2023-24 (+5.87%)



School Highlights, continued

- On the 2024 CA Dashboard (as measured by “Distance from Standard” or DFS), HACS saw improved performance in following subgroups:
 - Socioeconomically Disadvantaged - 14.7 point increase in Math; 21.4 point increase in ELA
 - English Learner - 15.2 point increase in Math; 4.0 point increase in ELA
 - Hispanic - 12.9 point increase in Math; 28.9 point increase in ELA
 - Students with Disabilities - 17.5 points above the state average in Math; 14.9 points above the state average in ELA
- No longer eligible for Differentiated Assistance (DA)
- Criteria met to exit Additional Targeted Support & Intervention (ATSI) status
- Fully staffed; no vacant positions



Thank you!

