

Re: Messages & Communications Doc. No. 38GL-26-3059 through 3061.

From: Guam Legislature Clerks <clerks@guamlegislature.gov>
Date: Mon 10/19/2026 11:02 AM
To: 38th Committee On Rules <committeeonrules@guamlegislature.gov>

Håfa Adai,

Received, and thank you.



Elijah Untalan
Clerks Office

I Mina'trentai Ocho na Liheslaturan Guåhan

Guam Congress Building, 163 Chalan Santo Papa, Hagåtña, Guam 96910

Voice: (671) 472-3465 / 3460 Fax: (671) 472-3524

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Thank you

From: 38th Committee On Rules <committeeonrules@guamlegislature.gov>

Sent: Monday, October 19, 2026 10:56 AM

To: Guam Legislature Clerks <clerks@guamlegislature.gov>

Cc: Frank Blas Jr. <speakerblas@guamlegislature.gov>

Subject: Messages & Communications Doc. No. 38GL-26-3059 through 3061.

Håfa Adai Clerks Office,

Please see attached, **Messages & Communications Doc. No. 38GL-26-3059 through 3061** for processing:

✓	38GL-26-3059	Civil Service Commission	FY2024 Citizen-Centric Report*
✓	38GL-26-3060	Guahan Academy Charter School	Annual Report 2025-2026*
✓	38GL-26-3061	Department of Parks and Recreation	FY2024 Citizen-Centric Report*

Please retrieve Doc. No. 38GL-26-3059 and 3060 from link below:

[Messages & Communications Physical Scanned Copy - Google Drive](#)

Kindly reply to this email.



Si Yu'os ma'åse',

Marie Crisostomo

Committee on Rules Assistant

COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

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Messages and Communications 38GL-26-3060*

2 messages

Speaker Frank Blas Jr. <speakerblas@guamlegislature.gov>

Fri, Oct 16, 2026 at 3:39 PM

To: 38th Committee On Rules <committeeonrules@guamlegislature.gov>, Sabrina Salas Matanane <office.senatorbri@guamlegislature.gov>

Håfa adai,

Please see attached M&C Doc. No. 38GL-26-3060

38GL-26-3060	Guahan Academy Charter School	Annual Report 2025-2026*
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Si Yu'os Ma'åse'

Bernice Rivera

Administrative Assistant



Office of Speaker Frank F. Blas, Jr.

I Minaa'trentai Ocho na Liheslaturan Guåhan 38th Guam Legislature

Guam Congress Building, 163 Chalan Santo Papa, Hagatña

(671)969-6456

speakerblas@guamlegislature.gov

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38GL-26-3060.pdf

ANNUAL REPORT SY2025-26 FINAL (1).pdf

----- Forwarded message -----

From: **Ann Margaret Santiago** <asantiago@guahanacademy.org>

Date: Fri, Oct 16, 2026 at 12:59 PM

Subject: Guahan Charter School Annual Report 2025-2026

To: Evangeline Cepeda <evangelina.cepeda@guamlegislature.gov>, Felicitas Alfonso <felicitas.alfonso@doa.guam.gov>, <speakerblas@guamlegislature.gov>, <jessica.cruz@guam.gov>, <office.senatorborja@guamlegislature.gov>, Ralph Ryan Singh <rsingh@guahanacademy.org>

ANNUAL REPORT SY2025-26 FINAL.pdf

Hafa Adai,

Pursuant to 17 GCA, Chapter 12, §12107, *Duties and Powers, and other Requirements, of Charter Schools*, attached is the **Guahan Academy Charter School (GACS) Annual Report for School Year 2025 - 2026**. Hardcopies will be submitted today, October 15th, 2026 to the Council's Office for their distribution.

Thank you for your continued support for the charter schools.

Your acknowledgement of receipt will be highly appreciated.

Respectfully,



Ann Santiago, M.Ed.
Chief Executive Officer

"This Institution is an equal opportunity provider and employer."

"Life as a teacher begins the day you realize that you are always a learner."
"It is a capital mistake to theorize before one has data." **Sherlock Holmes**

38th Committee On Rules <committeeonrules@guamlegislature.gov>
To: "Speaker Frank Blas Jr." <speakerblas@guamlegislature.gov>

Mon, Oct 19, 2026 at 9:41 AM

Håfa Adai,

Received, and thank you.



Si Yu'os ma'åse',

Marie Crisostomo

Committee on Rules Assistant

COMMITTEE ON RULES

Vice Speaker V. Anthony Ada, Chairperson

I Mina'trentai Ocho Na Liheslaturan Guåhan

38th Guam Legislature

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[Quoted text hidden]



Speaker Frank Blas Jr. <speakerblas@guamlegislature.gov>

Guahan Charter School Annual Report 2025-2026

2 messages

Ann Margaret Santiago <asantiago@guahanacademy.org>

Fri, Oct 16, 2026 at 12:58 PM

To: Evangeline Cepeda [REDACTED], Felicitas Alfonso <felicitas.alfonso@doa.guam.gov>, speakerblas@guamlegislature.gov, jessica.cruz@guam.gov, office.senatorborja@guamlegislature.gov, Ralph Ryan Singh <rsingh@guahanacademy.org>



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Doc Type: 38GL-26-3060
OFFICE OF THE SPEAKER
FRANK F. BLAS, JR.
October 16, 2026
Time: 12:58 PM
Received:

Speaker Frank Blas Jr. <speakerblas@guamlegislature.gov>

Fri, Oct 16, 2026 at 1:11 PM

To: Ann Margaret Santiago <asantiago@guahanacademy.org>

Cc: Evangeline Cepeda [REDACTED], Felicitas Alfonso <felicitas.alfonso@doa.guam.gov>, jessica.cruz@guam.gov, office.senatorborja@guamlegislature.gov, Ralph Ryan Singh <rsingh@guahanacademy.org>

Hafa Adai,

Confirming receipt of your email.

Si Yu'os Ma'ase'

Bernice Rivera

Administrative Assistant



Office of Speaker Frank F. Blas, Jr.

I Mina'trentai Ocho na Liheslaturan Guahan 38th Guam Legislature

Guam Congress Building, 163 Chalan Santo Papa, Hagatña

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Annual Report 2025-2026



38GL-26-3060
Messages and Communications

RECEIVED
COMMITTEE ON RULES
October 16, 2026

3:39 p.m.
Marie Crisostomo

Note that the Legislature has taken steps to ensure that any protected personal identifying information has been redacted or excluded in whole or in part in order to protect the privacy of any individual(s) whose information has been included as part of this transmittal.

ACADEMY CHARTER SCHOOL ANNUAL REPORT

School Name: GUAHAN ACADEMY CHARTER SCHOOL

SY: 2025 - 2026

An Academy Charter School shall submit an annual report no later than thirty (30) days after the end of the fiscal year to the Council, the Superintendent of Education, the Guam Education Board, I Liheslaturan Guåhan and I Maga'hågan Guåhan. The Academy Charter School shall permit the public to review any such report upon request. A report shall include the following data:

Criteria	Page Number in Report
(1) a report on the extent to which the school is meeting its mission and goals as stated in the petition for the Academy Charter School;	2
(2) student performance on any district-wide assessments;	17
(3) grade advancement for students enrolled in the Academy Charter School;	20
(4) graduation rates, college admission test scores, and college admission rates, if applicable;	21
(5) types and amounts of parental involvement;	22
(6) official student enrollment;	24
(7) average daily attendance;	27
(8) annual financial audit and subsequent fiscal year annual financial audits, a financial statement audited by the Public Auditor;	28
(9) a report on school staff indicating the qualifications and responsibilities of such staff; and	69
(10) a list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding Five Hundred Dollars (\$500) during the year that is the subject of the report.	74
<i>Data described in items (1) through (8) of this Subsection shall not identify the individuals to whom the data pertain.</i>	

BOARD OF TRUSTEES

Fe Valencia-Ovalles, *Chairwoman*
Rosie R. Tainatongo, *Vice-Chairwoman*
Hentrick M. Eveluck, *Treasurer*
Lourdes San Nicolas, *Trustee*
Marcia F. Barnes, *Trustee*

**GUAHAN
ACADEMY**
CHARTER SCHOOL



Tiyan Campus, Bldgs. C, D and E
P.O. Box CS, Hagatna, Guam 96932
Office: (671) 734-1066
Email: asantiago@guahanacademy.org
Ann Margaret B. Santiago, Chief Executive Officer
Website: www.guahanacademy.org

September 28, 2026

To: Guam Academy Charter Schools Council
I Liheslaturan Guahån
I Maga'Hågan Guahån

From: Guahan Academy Charter School
Fe Valencia-Ovalles, Chairwoman

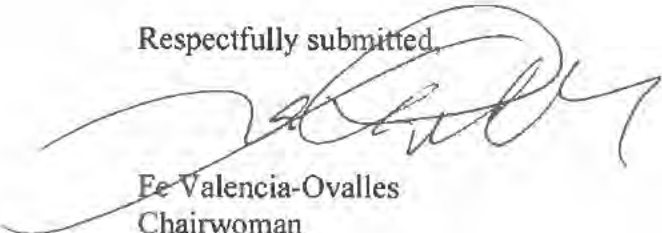
The Board of Trustees, Chief Executive Officer, Administrators, Faculty, and Staff are pleased to present Guahan Academy Charter School's (GACS) Annual Report.

The Annual Report is in compliance of 17GCA, Education, Chapter 12 of the Guam Academy Charter Law.

We have responded to all items requested. We are submitting the Financial Audit for Fiscal Year 2025 that was completed on April 12, 2026.

Should you have any questions regarding the report, please feel free to contact Ms. Ann Margaret Santiago, Chief Executive Officer at 671-734-1067.

Respectfully submitted,



Fe Valencia-Ovalles
Chairwoman

Cc: Council Members
GACS Board of Trustees
Ann Margaret Santiago, CEO



Board of Trustees

Fe Valencia-Ovalles
Chairwoman

Rosie Tainatongo
Vice-Chairwoman

Hentrick Eveluck
Treasurer

Lourdes San Nicolas
Member

Marcia Marie F. Barnes
Member

Leadership

Ann Margaret Santiago, M. Ed.
Chief Executive Officer

Lalaine Manuntag, Ph.D.
Principal of Curriculum, Instruction, & Assessment

Maria Barque-Singh, MPA
Principal of Student Personnel

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Tiyan, Guam 96913

Mailing Address

P.O. Box CS, Hågatña Guam 96932

Phone: (671) 979-1066

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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.

Vision

Students will become respectful, responsible, and resourceful.

Mission

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

Schoolwide Learner Outcomes

GACS STUDENTS WILL BE:

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 and

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 Who

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.

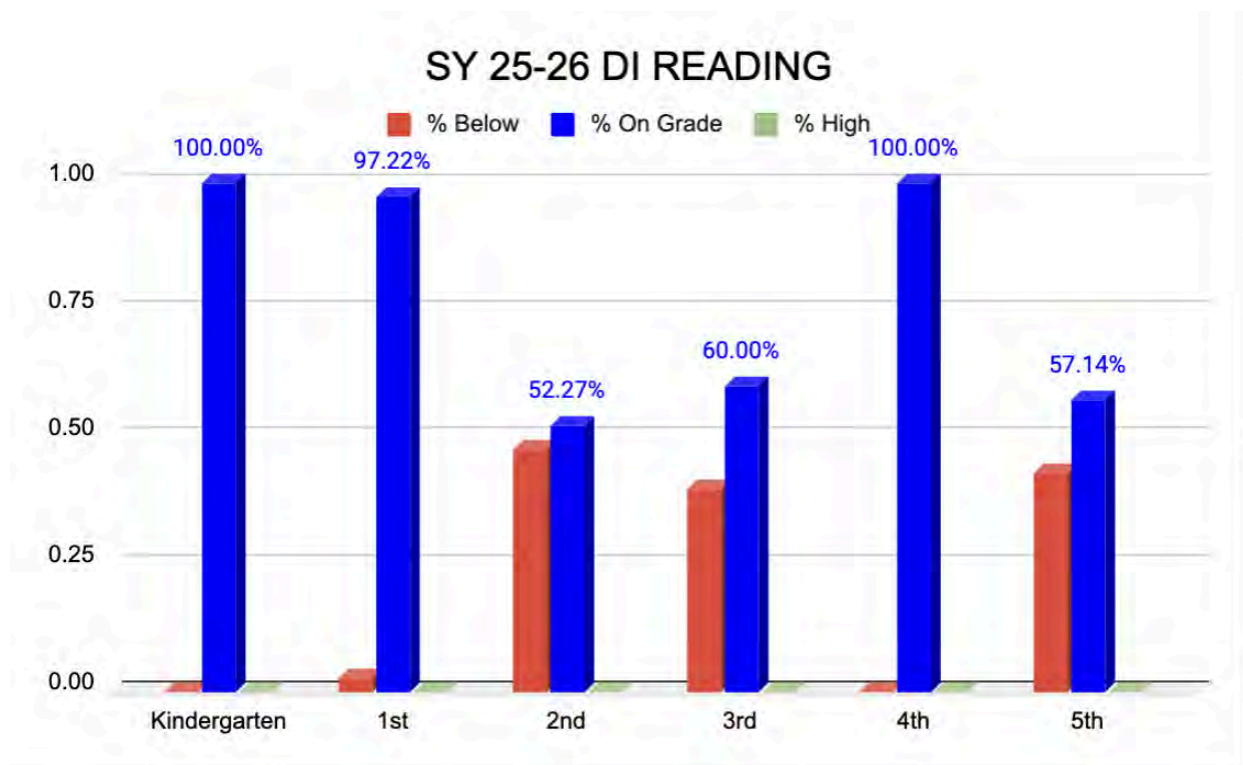
Students will explore occupation pathways to be productive citizens of the community.

(1) a report on the extent to which the school is meeting its mission and goals as stated in the petition for the Academy Charter School

Direct Instruction (DI) in Elementary Level

Reading & Language

Guahan Academy Charter School implements the Direct Instruction (DI) model for elementary students as part of its commitment to providing effective, evidence-based instruction. DI is a highly structured approach that presents concepts in clear, sequential steps and emphasizes explicit instruction, guided practice, and immediate feedback. Through this systematic approach, students develop essential reading, language, and mathematics skills, strengthen their academic foundation, and demonstrate consistent mastery of key learning outcomes.



The SY 2025–2026 reading data demonstrates strong achievement across the elementary grades, with particularly high levels of grade-level performance in Kindergarten, 1st Grade, and 4th Grade. Kindergarten and 4th Grade achieved 100% grade-level performance, while 1st Grade achieved 97.22%.

The results for 2nd, 3rd, and 5th Grades reflect the increasing complexity of reading instruction and the progression of grade-level standards. As students advance, lessons require greater depth of comprehension, vocabulary development, fluency, analysis, and application of reading skills. The reported results—52.27% in 2nd Grade, 60.00% in 3rd

Grade, and 57.14% in 5th Grade—provide valuable data on student mastery of these increasingly rigorous learning objectives.

These results should be viewed within the context of the length, depth, and rigor of the lessons students are expected to master. Continued instructional focus on explicit reading strategies, differentiated support, practice, and progress monitoring will help students build the skills necessary to successfully demonstrate mastery of grade-level standards.

Guahan Academy Charter School remains committed to using assessment data to strengthen instruction, identify individual learning needs, and provide targeted support so that students can continue progressing toward full mastery of grade-level reading expectations.

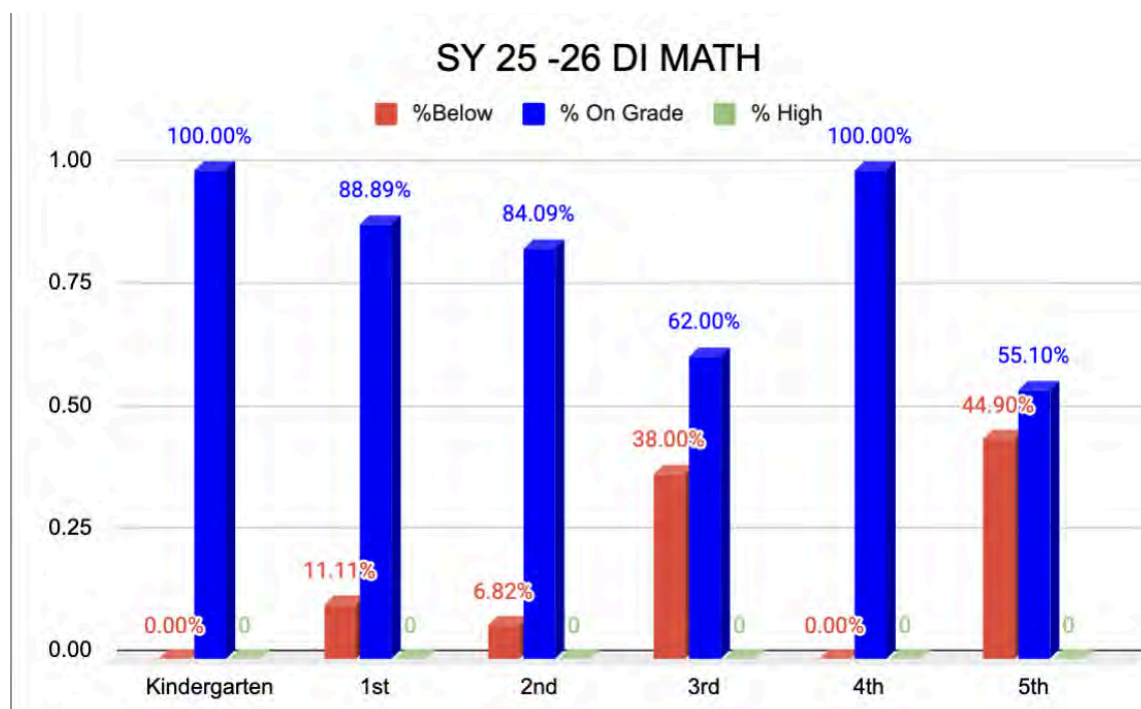
Math

DI Math results indicate strong grade -level performance in Kindergarten to 5th Grade shows strong foundational proficiency in early grades. Both Kindergarten and 4th grade level demonstrate a perfect proficiency rate. However, critical achievement gaps emerge in 3rd Grade and 5th Grade, which require instructional intervention.

Both Kindergarten and 4th Grade achieved 100% on-grade level proficiency. Zero students in these grade levels are tracking below grade level.

1st and 2nd grades maintain highly stable proficiency rates, both remaining well above the 80% benchmark.

To address these learning gaps and activate advanced growth, continued integrated improvement strategy combining systemic grade-level structures with targeted interventions.



Content Areas

At (GACS), the Language Arts, Reading, and Mathematics (LARM) curricula across the elementary, middle, and high school levels are aligned with the **Common Core State Standards (CCSS)**. Social Studies instruction follows the National Social Studies Standards (NSSS), while Science instruction aligns with the Next Generation Science Standards (NGSS). Other subject areas follow the applicable Guam Department of Education (GDOE) Standards and Performance Indicators.

Direct Instruction (DI) methodologies have historically supported instruction in reading, language arts, and mathematics at the elementary level through structured instructional procedures, placement assessments, progress monitoring, and systematic tracking of student skill acquisition and instructional pacing. Given the breadth of standards that must be addressed across grade levels, faculty members continue to review instructional priorities, identify areas for improvement, and tailor professional development to meet evolving student learning needs. During SY 2025–2026, a review of DI placement examination results and instructional practices indicated that only one class section per grade level continued to implement the DI instructional model. This finding underscores the importance of ongoing instructional review, data-informed decision-making, and targeted professional development to strengthen curriculum implementation and support student achievement.

Music & Drafting Course

A significant curricular addition during SY 2025–2026 was the implementation of Music instruction for students in Grades 3, 4, 5, and 8, along with Music as a high school elective. Throughout the school year, students applied their learning through school-wide projects, including contributing to the development of the Guåhan Academy Charter School hymn and Student Learning Outcomes (SLO) cheers. These experiences strengthened students' musical knowledge and creative expression while fostering school pride, collaboration, and a shared sense of identity and community.

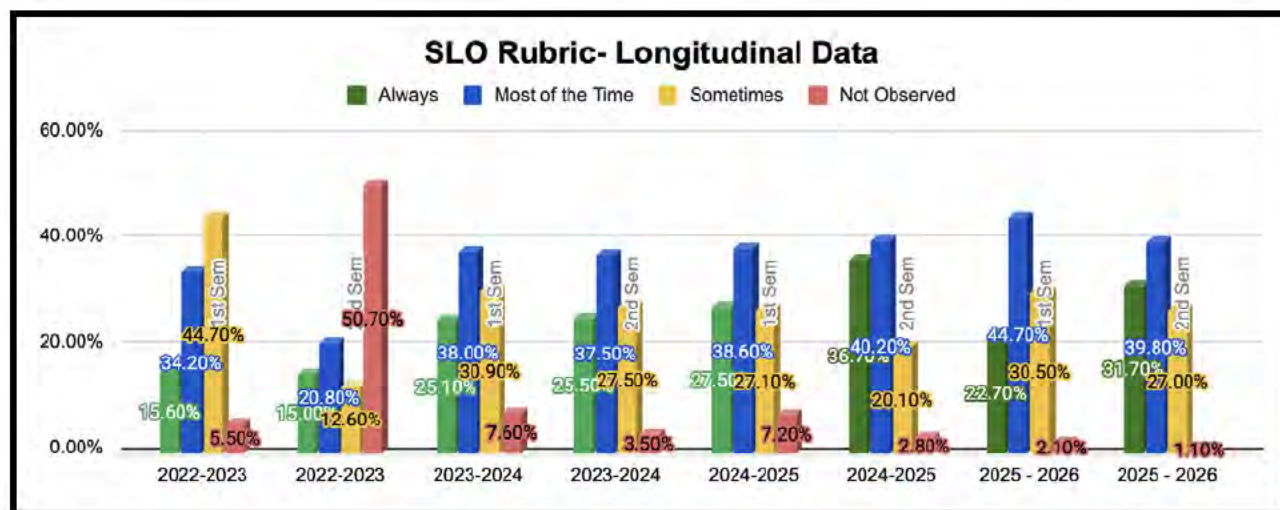
GACS also introduced an Art course in the 8th grade and a Drafting course as an elective for the high school as an initial step toward preparing for more STEAM-focused classroom instruction. The course provided students with opportunities to explore technical drawing, design concepts, spatial reasoning, and the communication of ideas through visual representations. These foundational skills support the integration of Science, Technology, Engineering, Arts, and Mathematics (STEAM) by encouraging students to apply creativity, precision, and problem-solving to design-oriented tasks. The introduction of Drafting represents a step toward expanding hands-on, applied learning experiences and preparing students for future academic and career pathways in design, engineering, architecture, and related technical fields.

Student Learning Outcomes Assessment

The Student Learning Outcomes (SLO) assessment was initiated in SY 2022–23 as part of GACS's self-study process for Cognia accreditation. The assessment measures student progress across the four **GACS** Student Learning Outcomes: **Goal-Oriented, Active**

Communicators, Critical Thinkers, and Strive for Lifelong Success, with three measurable indicators identified for each SLO. Homeroom teachers administer the assessment twice each school year to monitor student progress, identify areas requiring additional support, and inform necessary instructional adjustments. Completion of the SLO assessment is also part of the required compliance reporting responsibilities of homeroom teachers.

Academic Year	Semester	SLO Rubric			
		Always	Most of the Time	Sometimes	Not Observed
2022-2023	1st Sem	15.60%	34.20%	44.70%	5.50%
2022-2023	2nd Sem	15.00%	20.80%	12.60%	50.70%
2023-2024	1st Sem	25.10%	38.00%	30.90%	7.60%
2023-2024	2nd Sem	25.50%	37.50%	27.50%	3.50%
2024-2025	1st Sem	27.50%	38.60%	27.10%	7.20%
2024-2025	2nd Sem	36.70%	40.20%	20.10%	2.80%
2025-2026	1st Sem	22.70%	44.70%	30.50%	2.10%
2025-2026	2nd Sem	31.70%	39.80%	27%	1.10%



Over the four-year period from SY 2022–23 through SY 2025–26, the Student Learning Outcomes (SLO) assessment results demonstrate an overall improvement in student performance and consistency. The results reflect a progression from an initial period of inconsistent assessment reporting to sustained high levels of positive performance.

- **2022–2023 (Baseline):** The first semester reflected 49.80% of student outcomes in the positive performance categories of **“Always”** and **“Most of the Time.”** In the second semester, however, 50.70% of outcomes were recorded as **“Not Observed,”** limiting the ability to measure student progress consistently.
- **2023–2024 (Improvement):** Assessment tracking improved significantly, dropping "Not Observed" outcomes to 3.50%–7.60%. At the same time, the combined percentage of students rated **“Always”** or **“Most of the Time”** increased to above 63%.

- **2024–2025 (Peak Performance):** Student achievement peaked in the second semester, with 76.90% of assessments reaching the top two bands and "Always" reaching its highest level at 36.70%.
- **2025–2026 (Sustained Quality):** High performance remained steady, closing the period with 71.50% combined positive outcomes. The percentage of **“Not Observed”** outcomes declined further to an all-time low of **1.10%**, indicating more consistent assessment of student learning outcomes.

Renaissance Assessment

The Renaissance assessment program is an internal assessment tool implemented at GACS alongside Direct Instruction (DI) placement assessments to monitor student academic progress and inform instruction. Beginning in SY 2025–2026, Renaissance was administered three times during the school year: a **beginning-of-year assessment in September** to establish students’ baseline skills, a **mid-year assessment in December** to monitor progress and help teachers determine whether instructional adjustments were needed, and an **end-of-year assessment in April** to measure student growth and achievement.



Renaissance results also help GACS identify students performing **above grade level**, allowing teachers to provide appropriate enrichment and additional challenges to support continued academic growth. The results presented below reflect students’ **end-of-year Renaissance assessment performance** for each school year.

Longitudinal Report Star Early Literacy (K - 2nd Grade)					
School Year	# of Students	<i>Urgent Intervention</i>	<i>Intervention</i>	<i>On Watch</i>	<i>At/Above Benchmark</i>
2023-2024	91	55%	23%	12%	10%
2024-2025	76	30%	26%	18%	25%
2025-2026	108	8.33%	20%	19%	52%

Longitudinal Report Star Reading (3rd - 12th Grade)					
School Year	# of Students	<i>Urgent Intervention</i>	<i>Intervention</i>	<i>On Watch</i>	<i>At/Above Benchmark</i>
2022-2023	277	47.29%	24.19%	11.91%	16.61%
2023-2024	411	48.42%	23.60%	13.63%	14.36%
2024-2025	467	25.48%	24.63%	16.49%	33.40%
2025-2026	443	24.38%	22.57%	12.19%	40.18%

The longitudinal data indicates a positive trend in literacy performance across grade levels, with the most significant growth observed among primary students in Kindergarten through Grade 2, where the percentage of students demonstrating grade-level proficiency more than doubled. The data also show a consistent decrease in students categorized as “Urgent Intervention,” reflecting improved foundational literacy performance and reduced need for intensive intervention.

Longitudinal Report Star Math (1st - 12th Grade)					
School Year	# of Students	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
2022-2023					
2023-2024	474	57.59%	20.89%	11.81%	9.70%
2024-2025	492	38.01%	27.03%	16.26%	18.70%
2025-2026	501	30.34%	24.15%	15.57%	29.74%

In Mathematics, steady improvement is evident across all grade levels, from 1 through 12.

College and Career Readiness in Secondary Level

In January 2024, the Board of Trustees unanimously adopted the four-year college and career curricular program that serves as a framework in preparing the high school students for post-secondary opportunities and challenges and most importantly, guide each of them to successfully navigate towards their chosen career interests. The Workforce Enabler: College & Career Readiness Education (WE CCaRE) Framework redefines a GACS college and career ready student whose knowledge and skills are built upon four pillars.

Four Pillars:

- **Achieved** proficiency in the core academic content subjects to include the ability to apply critical higher level cognitive strategies;
- **Acquired** the knowledge to navigate and transition seamlessly to postsecondary opportunities in college and career;
- **Built** a foundation of self-awareness and reflection on potentials and limitations to manage expectations as they engage in community; and
 - **Developed** a strong set of characteristics to be successful in the 21st century global community.



The WE CCaRE Framework includes the College & Career Readiness (CCR) course offerings as a CORE curricular course of study rather than an elective offering.

WE CCaRE Curricular Framework:

- **CCR-9: e3-Exploratory, Exposure, and Explanatory:** This high school entry level career course highlights and amplifies the exposure experienced in grades K-8. In this CCR course, students will delve deeper into the 16+1 Clusters to further their understanding of each cluster and the associated pathways. Students in CC9 will select four careers and fully explore the uniqueness of the selected careers of interests.

- **CCR-10: Workplace Essentials:** CCR10 is an intermediate level course designed for high school sophomores who are seeking an in-depth examination of workplace content. Workplace Essentials guides Students through critical workplace requirements such as Reading for Information, Applied Mathematics, Locating Information, Graphic Literacy, Workplace Documents, General Science, Word Knowledge, Paragraph Comprehension, Mechanical Comprehension, and Electronic Information. These topics are incorporated and tested on the WorkKeys and ASVAB career assessment tools.
- **CCR-11: Theory, Workplace Documents, and Certifications:** CCR11 is the final intermediate level CCR course designed for junior level students who have gained practical knowledge of workplace essentials and understand the 16+1 career clusters. The main objective of this course is to help students prepare for college or a career interest by amassing the necessary documents and certifications without delay. Upon completion of this course, students will have amassed the critical documents necessary for entry into the job market and the college experience. They would have also garnered a ranking in the WorkKeys assessment, passed the ASVAB, or have taken the placement test for a college or trade academy.
- **CCR-12: Capstone: Experiential Learning Theory, Work-Based Learning (WBL), and Dual Enrollment:** CCR12 is the capstone course and the culmination of all that each senior student has learned in the other previous CCR courses. In this final course, students will enter the college and career experience through the experiential learning practicum, the dual-enrollment program, apprenticeship program, internship program, job shadowing program, or the work-based learning opportunities. This aspect of the CCR course offering is designed to provide students with the realistic experiential learning framework of being in the college or work environment.

By enforcing the new curricular offerings, the graduating class of 2028 (current ninth graders) will be the first group of students who need 26 credits to graduate from GACS versus the previous 24. Baseline data was established from this class of 2028 for a longitudinal study. In the beginning of the school year, the high school students are surveyed to determine their career interests and their chosen pathways by choosing from the following four domains:

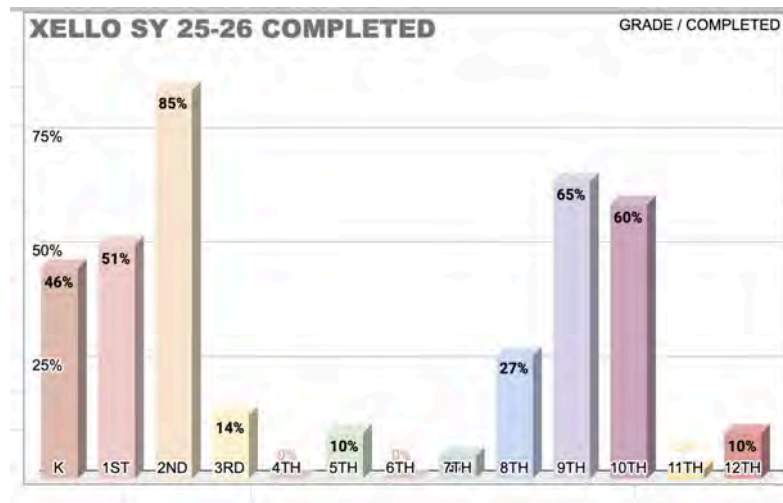
Four Domains of the WE CCaRE Framework:

- **College:** Students who choose this domain are focused on college preparatory courses in HS and are tracked for the Dual Enrollment Capstone during their senior year of high school.
- **Apprenticeship/Trades:** Students who choose this domain are focused on a more trades/apprenticeship program that would eventually lead to a capstone involvement with the Trades Academy or other apprenticeship programs in the community.
- **Military:** Students who choose this domain are focused on passing the ASVAB and successfully completing their HS graduation requirements. Furthermore, students in this domain will be in direct communication with a liaison from their preferred branch of service to expedite the recruitment process.
- **Immediate entry into the Job force:** Students who choose this domain are more concerned with immediate access to employment at entry level wages without additional consideration for training or education.

The WE CCaRE framework’s overall effectiveness and efficacy is further supported by the following activities and programs:

Xello

Xello is a college & career readiness software/K-12 online program that fully engages every student in building the skills, knowledge, and plans for future success regardless of background, ability, or pathway. It was acquired for implementation across grade levels at least once a week during homeroom for secondary and enrichment periods for the elementary level.



During the 2025–2026 school year, GACS kept the momentum going in preparing our students for what comes next through the Xello platform. We saw some fantastic engagement during critical milestone years, starting with an impressive 85% lesson completion rate in 2nd grade, along with strong participation from our 9th (65%) and 10th graders (60%). Highlights like these show we're building a solid foundation early on and helping high schoolers take real ownership of their future plans. Looking ahead, these results give us a clear roadmap to boost participation across every grade, making sure all of our students get the most out of their career exploration.

Armed Services Vocational Aptitude Battery (ASVAB)

The (ASVAB) is a multiple-aptitude assessment that measures developed abilities and helps identify potential academic and occupational strengths for military service. At GACS, students in Grades 11 and 12 are provided two opportunities to take the assessment during the school year—once during the first semester and again toward the end of the school year—with the goal of improving their scores and meeting the qualifying standard for military enlistment.



For the senior class, 47 students were enrolled at the time of the assessment, of whom 27 (57.4%) participated. Of those who took the assessment, 13 students (48.1%) met the required

score for military enlistment. Among the 38 juniors, 22 students (58%) participated in the assessment, with 5 students (2% of participants) meeting the qualifying standard. Overall, the results provide baseline information to guide continued college and career readiness support and preparation for students pursuing military service.

WorkKeys Assessment

WorkKeys is another assessment tool that is administered for Juniors and Seniors as another district-wide assessment by the Guam Department of Education. This testing builds and measures an individual's workplace skills in three core subjects: Applied Math, Workplace Documents, and Graphic Literacy. Employers believe these skills to be essential to job success. A person must test in these three subject areas and score a level 3 or better in each WorkKeys assessment to earn a National Career Readiness Certificate (NCRC). Depending on a person's score, certificates are awarded in the following levels: Bronze, Silver, Gold, and Platinum. Guam Law, P.L. 31-254, also requires a mandatory skills assessment for GovGuam employment to help ensure and sustain a community workforce prepared for current and future jobs.

School Year	SY 24 - 25	SY 25 - 26
Grade Level	12th	12th
Platinum		
Gold	2	0
Silver	3	7
Bronze	6	15
None	15	9
# of Certificate Holders	11	22
# of Test Takers	26	31
% of Certificate Holders	42.31%	70.97%

The table on the left shows that, of the 31 seniors who took the assessment, 15 earned a Bronze-level NCRC, compared to 6 seniors in SY 2024–2025. An additional 7 seniors earned a Silver-level NCRC, which represents a doubling from the previous school year. In total, 22 of the 31 seniors earned an NCRC certificate, representing approximately 71% of the assessed seniors and a 29-percentage-point increase from the previous school year.

For the junior class, 24 of the 35 enrolled students participated in the WorkKeys assessment in SY 2025–2026. Of those assessed, 7 students earned a Bronze-level NCRC and 1 student earned a Silver-level NCRC, for a total of 8 certificate holders. This represents a 33.33% certificate attainment rate among junior test takers, compared to 40% in SY 2024–2025. While the certificate attainment rate decreased by approximately 7 percentage points, the results provide a measure of the workforce readiness skills demonstrated by the students who participated in the assessment.

School Year	SY 24 - 25	SY 25 - 26
Grade Level	11th	11th
Platinum		
Gold	0	0
Silver	2	1
Bronze	14	7
None	24	16
# of Certificate Holders	16	8
# of Test Takers	40	24
% of Certificate Holders	40.00%	33.33%

Driver's Education

Driver education was established in SY 23-24 to support the WE CCaRE program to empower students of appropriate age to commute safely to school and work while equipping them with essential skills to pursue their aspirations. This SY 2025–2026, **19**

students completed the required Driver's Education hours, fulfilling the prerequisite to apply for a driver's permit.

Leadership Development Courses

The GACS Leadership Development course is offered to the 7th Grade this school year. The curriculum comes from John Maxwell's values-based youth leadership development curriculum called iLead. It combines proven content with a peer-to-peer process that allows students to develop their values and leadership skills. The curriculum framework is divided into three modules under the titles iChoose, iDo, & iLead. Each module has 16 lessons and are done through small groups of four to six students. Registering adults act as a sponsor who train students to be facilitators.



GCA Trades Academy

Guam Contractors Association (GCA) Trades Academy through GDOE's College, Career, Civic Engagement & Life Readiness (CCCLR) Alternative Career and Technical Education Project hosts two courses during the two-week winter break. Through CG funding, GACS students are able to avail courses for high school students who are interested in careers in the construction industry. Students were able to choose from two tracks:

- Basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to construction drawing, basic rigging, basic communication skills, & basic employability skills.
- Construction Craft Laborer (Level 1) which is inclusive of carpentry specific courses such as building materials, fasteners, & adhesives and Foundation & Slab on Grade.

Aspire to Inspire Special Guests

Under the College and Career Readiness "**Aspire to Inspire**" framework, GACS provides students with opportunities to engage directly with industry professionals and explore potential career pathways. Guest speakers and presenters are invited to campus to share their knowledge, experiences, and insights with interested students. As part of this initiative, students visited the **Guam Marianas Training Center** this year to gain firsthand exposure to the **Allied Health field** and learn about related educational and career opportunities.



Department of Labor Youth Employment Program

The DOL Youth Employment program exposes students to the world of work. Each year, students who meet the program requirements/criteria work with GACS counselors, coordinators, and administrators to complete the initial program application. When students are approved, GACS coordinates with the program representatives to set up sessions to complete a second application packet that includes a HireGuam profile and submission of legal documents.



Dual Enrollment

In November 2024, the leadership team with the guidance of the Board Committee on Curriculum and Instruction partnered with both Guam Community College and University of Guam through a memorandum of understanding in offering Dual Enrollment for the first time for the Fall Semester. Two students completed an English college course (EN 110) free of charge. This is an opportunity open to Juniors and Seniors who qualify to take the college credit.

College Fair

Seniors go to University of Guam and Guam Community College each year on a field trip to explore various post-secondary education options. It allows students to gather information about admissions requirements, academic programs, campus life, scholarships, and financial aid, helping them make informed decisions about their future educational pathways. Because it is a special event for GACS students, it serves as a platform for students to ask specific questions, compare institutions, and discover schools that may align with their academic and career goals.



iSLOPE Planning and Preparation

During SY 2025–2026, Guåhan Academy Charter School (GACS) began the planning and preparation phase of **iSLOPE (In-School Service-Learning Opportunities Enterprise)**, a school-based initiative consisting of five projects: **Starfish Aquaponics, Starfish Reforestation, Starfish Community Garden, Starfish Pantry, and Starfish Tutors**. Each project was envisioned to address specific educational, environmental, and community needs while providing students with meaningful opportunities to participate in service-oriented activities.

The purpose of iSLOPE is to integrate **project-based learning, service learning, and STEAM-focused experiences** into authentic, hands-on activities that connect classroom instruction with real-world applications.



Through these initiatives, students will develop critical thinking, collaboration, technical, and leadership skills while exploring college and career pathways in agriculture, environmental conservation, nutrition, community services, and education. Ultimately, iSLOPE aims to strengthen student learning while fostering civic responsibility and contributing to the well-being and sustainability of the GACS and Guam communities.

To lay the foundation for school-wide implementation, GACS began building partnerships with the USDA Child Nutrition Program, Guam Sustainable Culture, and the University of Guam Center for Island Sustainability and Sea Grant (**UOG CIS & Sea Grant**), which operates the Community Backyard Aquaponics System (**CBAS**) Program. These partnerships are intended to provide technical guidance, resources, and community-based expertise to support the development of iSLOPE projects, particularly in sustainable food production, aquaponics, and environmental stewardship. Through these collaborative efforts, GACS seeks to strengthen the connection between classroom learning, community partnerships, and practical STEAM applications while preparing for the gradual implementation of iSLOPE across the school.



Supplementary Support & Programs

GACS has maintained to offer essential and supplementary programs that support the overall growth and well-being of every student. Programs are made available through federal and local sources. They are periodically evaluated based on student demographics and stakeholder input to ensure compliance and integrity in implementation. Below are programs offered:

National English Honor Society (NEHS)

In NEHS's third year of implementation, 11 students were recognized during the Induction Ceremony held on **January 24, 2026**. The inductees increased by 2 compared to the **9 inductees** recognized in the school year 2024-2025.



Sports Program

GACS continued to actively participate in a variety of sports programs during SY 2025–26. An added highlight this year was the involvement of former GACS student-athletes in coaching and leadership roles. GACS graduate **A'lea Hernandez** served as the Girls High School Volleyball Coach, while Batch 2025 graduates **Trinity Sanford** and **Keegan Barnes** served as Coach and Assistant Coach, respectively, for Boys High School Beach Volleyball. During the same school year, two GACS student-athletes participated on the **St. John's Soccer Team**, with GACS student-athlete **Bella Saddo** serving as team captain. These opportunities reflect the continued impact of GACS athletics and promote physical wellness, leadership, character development, and a strong sense of belonging among students and staff.





	SY 2025-2026	SY 2024-2025
1st Quarter	HS Girls Volleyball	HS Girls Volleyball
2nd Quarter	MS Boys & Girls Cross Country MS Girls Volleyball HS Co-ed Bowling	MS Boys & Girls Cross Country MS Girls Volleyball HS Bowling
3rd Quarter	Boys & Girls Beach Volleyball MS Boys Soccer HS Boys 3v3 Basketball MS Boys Volleyball	Boys & Girls Beach Volleyball MS Girls Soccer
4th Quarter	MS Boys Basketball HS Boys Volleyball	MS Boys Basketball MS Bowling

Wayfinder

Wayfinder is an online social emotional program developed at the K12 Innovation Lab of Stanford University. At the core, Wayfinder aims to help young people find purpose, a powerful antidote to the mental health epidemic plaguing students. K–12 students are able to explore lessons on self-awareness, adaptability, empathy, collaboration, agency, and how students can build the skills socially and emotionally that will be applicable in the coming years.



Academic Events and Challenges

SY 2025–26 provided students with increased opportunities to challenge themselves academically through research, competitions, and other academic activities. GACS sent four student participants to the **48th Island-Wide Science Fair**, hosted by the University of Guam. This opportunity was supported by the momentum from the GACS Science Expo held in February 2026, where students developed, presented, and defended their research projects before advancing to the island-wide competition. Of the four GACS participants, one earned **Third Place in the Division III Chemistry category**.



GACS students also participated in the **Guam America 250 Contest**, organized by the Guam Council on the Arts and Humanities Agency (CAHA). All three winners of the Video Contest—**First, Second, and Third Place**—were GACS students, along with the **Second Place winner in the Essay Category**. The students were recognized during the Guam America 250 Award Ceremony on June 19, 2026, at the CAHA Gallery in Hagåtña.

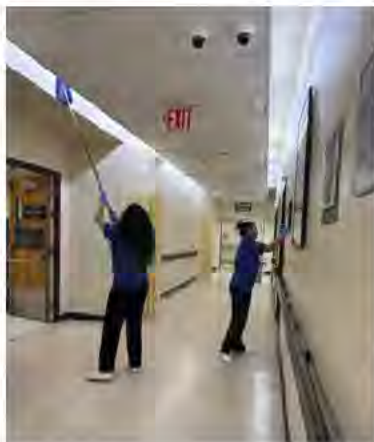
In addition, GACS student representatives participated in the **Spelling Bee** and **MathCounts**, providing further opportunities to apply their knowledge, develop academic skills, and engage in competitive learning experiences beyond the classroom.

AmeriCorps - Guahan Academy Charter School

AmeriCorps is a national service program that provides individuals with opportunities to serve their communities while developing leadership, workforce, and civic engagement skills. Through meaningful service experiences, participants contribute to community needs while strengthening their personal, academic, and professional development.



Launched as a supplemental program at the end of School Year 2024–2025, GACS's AmeriCorps initiative was established to complement and support the school's **WE: CCaRE** curriculum. GACS was one of only two organizations in Guam awarded a federal AmeriCorps grant and its main goal to fulfill three planned objectives: **Education, Disaster Services, and Capacity Building**. The program expands opportunities for high school students and eligible graduates to participate in structured service-learning activities, develop civic leadership skills, mentor younger students, and contribute to school and community initiatives. It also provides eligible participants with opportunities to gain practical work experience and develop transferable skills that support their college, career, and workforce readiness.



The program's first year officially began in February 2025, with a federal grant award of **\$783,000**. A total of **32 members** were recruited, including **11 GACS graduates**. Members received a monthly stipend of **\$650 while in school**, helping them remain engaged in service while pursuing their educational goals.

AmeriCorps members participated in a variety of service projects that benefited GACS and the broader Guam community. These activities included food packaging to support community needs, cleaning activities



at Guam Memorial Hospital, reading books to younger students at different schools, and providing academic assistance and mentorship to GACS students. Through these experiences, members strengthened their communication, teamwork, leadership, and problem-solving skills while demonstrating responsibility and commitment to service.

During SY 2025–2026, AmeriCorps members also supported GACS's disaster preparedness and response efforts in anticipation of Typhoons Sinlaku and Bavi. Members assisted with emergency protective measures before the storms and helped school personnel with cleanup and debris removal afterward. Their involvement demonstrated the program's role in building community resilience and developing a spirit of service during emergencies.



Through its AmeriCorps partnership, GACS continues to extend learning beyond the classroom by connecting education, civic responsibility, disaster services, and workforce preparation. As a supplemental component of WE, the program provides students and graduates with authentic opportunities to apply their knowledge, serve others, develop leadership skills, and prepare for future educational and career pathways.

ACTIVITIES & IMAGES



(2) student performance on any district-wide assessments

Smarter Balanced Assessment

The Smarter Balanced results showed consistent progress each year since it was first conducted by Guam Department of Education in Spring 2024.

Elementary Achievement for ENGLISH LANGUAGE ARTS						
Categories	Grade 3		Grade 4		Grade 5	
Grade Level	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
Achievement Level	Increase by 7%	Dec by 1%	Increase by 6%	Inc by 4%	Decrease to 4%	Inc. by 15%
Exceeded Standard	2.00%	6.67%	0.00%	2.00%	0.00%	4.00%
Met Standard	15.00%	8.89%	10.00%	12.00%	4.00%	15.00%
Nearly Met Standard	27.00%	15.56%	10.00%	15.00%	35.00%	22.00%
Did Not Meet Standard	56.00%	68.89%	81.00%	71.00%	61.00%	59.00%
Number of Test Takers	48	45	42	52	46	46

The SY 2025–26 Smarter Balanced English Language Arts results for **Grades 3–5** show mixed achievement patterns, with evidence of improvement in some grade levels and continued areas of need. In Grade 4, the percentage of students meeting or exceeding the standard increased from 10.0% in SY 2024–25 to 14.0% in SY 2025–26, while the percentage not meeting the standard decreased from 81.0% to 71.0%. **Grade 5 demonstrated a substantial improvement**, with the combined **Met + Exceeded** percentages for SY 2025-26 is 19%, accompanied by a decrease in students not meeting the standard from 61.0% to 59.0%.

Grade 3 results indicate a continued need for targeted academic support, particularly for students performing below grade-level expectations. While the combined percentage of students meeting or exceeding the standard decreased by 1% in SY 2025–26, the achievement distribution also reflects a positive shift at the **highest performance level**. The percentage of students **Exceeding the Standard increased from 2.0% to 6.67%**, while the percentage Meeting the Standard decreased from 15.0% to 8.89%. This shift may indicate that a portion of students demonstrated performance beyond the expected grade-level standard, suggesting that opportunities for enrichment and increased academic challenge were supporting higher-level learning. At the same time, the increase in students who did not meet the standard—from 56.0% to 68.89%—underscores the need to strengthen targeted interventions, foundational literacy skills, and differentiated instruction to support students who have not yet reached grade-level expectations.

Elementary Achievement for MATHEMATICS						
Categories	Grade 3		Grade 4		Grade 5	
Grade Level	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
Achievement Level	Decrease to 4%	Retain	Increase by 7%	Dec by 5%	Decrease to 0%	Inc by 4%
Exceeded Standard	0.00%	0.00%	0.00%	2.00%	0.00%	0.00%
Met Standard	4.00%	4.00%	7.00%	0.00%	0.00%	4.00%
Nearly Met Standard	16.00%	9.00%	12.00%	13.00%	7.00%	17.00%
Did Not Meet Standard	80.00%	87.00%	81.00%	85.00%	93.00%	79.00%
Number of Students	50	45	43	52	45	48

The SY 2025–26 elementary Mathematics results show mixed achievement across Grades 3–5. **Grade 5 demonstrated the clearest improvement**, with students meeting or exceeding the standard increasing from 0% to 4% and those not meeting the standard decreasing from 93% to 79%.

Grade 4 also showed an increase in students exceeding the standard from 0% to 2% and in those nearly meeting the standard from 12% to 13%. These achievement patterns in Grades 4 and 5 are consistent with the positive results reflected in ELA for the same grade levels. Grade 3, however, showed a decrease in students nearly meeting the standard and an increase in those not meeting the standard. Overall, the results indicate continued need for targeted mathematics support, particularly in the lower-performing achievement levels.



Middle School Achievement for ENGLISH LANGUAGE ARTS						
Categories	Grade 6		Grade 7		Grade 8	
Grade Level	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
Achievement Level	Increase by 3%	Inc by 5%	Decrease by 4%	Inc by 1%	Decrease by 5%	Inc by 3%
Exceeded Standard	2.00%	2.00%	2.00%	1.00%	2.00%	2.00%
Met Standard	8.00%	13.00%	7.00%	9.00%	5.00%	8.00%
Nearly Met Standard	20.00%	30.00%	15.00%	19.00%	36.00%	14.00%
Did Not Meet Standard	70.00%	56.00%	76.00%	70.00%	57.00%	77.00%
Number of Test Takers	61	54	55	67	56	66

The SY 2025–26 Smarter Balanced ELA results for **Grades 6–8** show varied achievement patterns. **Grade 6 demonstrated the strongest improvement**, with students meeting or exceeding the standard increasing from 10.0% to 15.0%, while the percentage not meeting the standard decreased from 70.0% to 56.0%. Grade 7 also showed modest progress, with students meeting or exceeding the standard increasing from 9.0% to 10.0% and the percentage not meeting the standard decreasing from 76.0% to 70.0%.

Grade 8 results indicate an area requiring increased attention. Although the percentage meeting or exceeding the standard increased from 7.0% to 10.0%, the percentage of students not meeting the standard increased from 57.0% to 77.0%. This pattern supports the need for targeted intervention, differentiated instruction, and continued progress monitoring to address identified literacy gaps.

Across Grades 6–8, the combined **Met + Exceeded** percentages for SY 2025–26 are **15% for Grade 6, 10% for Grade 7, and 10% for Grade 8**, representing the proportion of students demonstrating proficiency or higher.

Middle School Achievement for MATHEMATICS						
Categories	Grade 6		Grade 7		Grade 8	
Grade Level	2024-2025	2025-2026	2024-2025	2025-2026	2024-2025	2025-2026
Achievement Level	Increase to 5%	Dec by 5%	Increase to 2%	Inc by 4%	Same	Inc by 2%
Exceeded Standard	2.00%	0.00%	0.00%	3.00%	0.00%	2.00%
Met Standard	3.00%	0.00%	2.00%	3.00%	0.00%	0.00%
Nearly Met Standard	3.00%	10.00%	4.00%	7.00%	4.00%	3.00%
Did Not Meet Standard	92.00%	90.00%	94.00%	87.00%	96.00%	95.00%
Number of Students	59	52	54	67	52	66

The SY 2025–26 Smarter Balanced Mathematics results show changes in achievement across Grades 6–8. Grade 6 recorded a decrease in students who did not meet the standard, from 92.0% to 90.0%, with an increase in students nearly meeting the standard from 3.0% to 10.0%. **Grade 7 showed the strongest positive change**, with students

meeting or exceeding the standard increasing from 2.0% to 6.0%, while students not meeting the standard decreased from 94.0% to 87.0%. Grade 8 showed a decrease in students nearly meeting the standard from 4.0% to 3.0%, while the percentage exceeding the standard increased from 0% to 2.0%.

Overall, the results reflect modest changes in achievement levels, with the most notable shifts occurring in Grades 6 and 7. The data also indicate that a large majority of students across all three grade levels remained below the proficient level, supporting the continued use of targeted instruction, intervention, and progress monitoring in mathematics.

The upward trend in achievement suggests that the improvement efforts initiated during SY 2025–26 may have contributed to the positive results. These efforts included the use of IXL online learning support and the STARS (Student Tutorial, Arts, Recreation & Science) after-school program, which provided students with additional opportunities for academic support in mathematics. To further strengthen instructional practices, faculty also received professional development in Authentic Learning Experiences (ALE) and Project-Based Learning (PBL), supporting the integration of engaging, applied, and student-centered learning experiences.

(3) Grade advancement for students enrolled in the Academy Charter School

	Beginning Count September 2025	Ending Count May 2026	No. Students promoted	Advancement Rate
K	31	33	33	100%
1st	36	35	35	100%
2nd	42	40	40	100%
3rd	47	50	47	94%
4th	50	53	53	100%
5th	47	50	49	98%
ELEM	253	261		
6th	60	61	61	100%
7th	71	69	69	100%
8th	68	68	68	100%
MS	199	198		

Number of Students by Credits

	Beginning Count September 2025	Ending Count May 2026	No. Students promoted	Advancement Rate
9th	41	40	40	100%
10th	45	45	45	100%
11th	38	35	35	100%
12th	49	42	39	93%
HS	173	162		

(4) 2025-2026 Graduation rates, college admission test scores, and college admission rates if applicable

At the beginning of SY 2025–26, GACS had a total of 49 seniors. Seven students withdrew during the school year for various reasons, leaving 42 seniors at the end of the school year. Of these 42 students, 39 (93%) met the requirements for graduation and were recognized during the commencement ceremony held on May 23, 2026, at the Phoenix Center. This represents an increase in the graduation rate from 82.5% in SY 2024–25 to 93% in SY 2025–26.

SY 2025-2026 Graduate Profile			
<i>School Year</i>	<i>No. of 12th Graders</i>	<i>No. of Graduates</i>	<i>% of Graduates</i>
SY 2024-2025	40	33	82.5%
SY 2025-2026	42	39	93%

GACS consistently tracks its graduates and conducts follow-up surveys to identify their **post-secondary pathways**. Of the 39 graduates from SY 2025–26, 12 (31%) are pursuing post-secondary education, including three who are also working part-time. Fifteen (38%) entered the workforce immediately following graduation. As of September 30, 2026, 12 graduates (31%) had not yet been reached for follow-up; therefore, their current post-secondary status could not be confirmed. GACS continues to update graduate follow-up information for up to one year following graduation.

Post-Secondary Pathways					
<i>School Year</i>	<i>College/ Trade School</i>	<i>Immediate Entry to Job Market</i>	<i>Military</i>	<i>Undecided</i>	<i>Unable to Contact</i>
SY 2024-2025	11 /33 = 33%	14 /33 = 43%	1 /33 =3%	1 /33 = 3	6/33 = 18%
SY 2025-2026	12/39 = 31%	15/39 = 38%	0/39 = 0%	0/39 = 0%	12/39 = 31%

National Career Readiness Certificate recipients were recognized as well during graduation. The photo on the right were the 22 seniors who were presented with the (NCRC). Seven earned the Silver certificate while (15) fifteen earned the Bronze certificate.



(5) Types of Parental Involvement

- Student-Parent Orientations for all grade levels was held on August 8, 2025. The elementary and middle school was at 8:30am followed by High School at 10:30am.
- Three Parent-Teacher Conferences were intentionally scheduled during SY 2025–26 to provide earlier opportunities for parent engagement and academic intervention. The conferences were held on October 24, 2025, January 6, 2026, and March 20, 2026. These conferences were designed to engage parents in supporting their children's academic progress, encouraging students to remain focused, address areas of concern, and improve their grades during the succeeding grading period.
- Parent-Teacher Organization (PTO) meetings, held every third Thursday of the month in the school cafeteria, continued to show an increase in parent participation throughout SY 2025–26. The PTO also expanded its involvement in school activities by initiating school-wide events and fundraising activities. On November 21, 2025, the PTO organized the school's first Fall Harvest Festival, where each grade-level group and student club operated a booth. Proceeds from the event were recorded and allocated to support each club's activities and objectives, as well as the school's graduation ceremonies. The administration sponsored the necessary permits to support food and beverage sales, while recreational attractions, including a rock-climbing wall and train ride, were rented to enhance the event. The festival also attracted participation from other charter schools and generated approximately **\$5,000 in non-appropriated funds**.

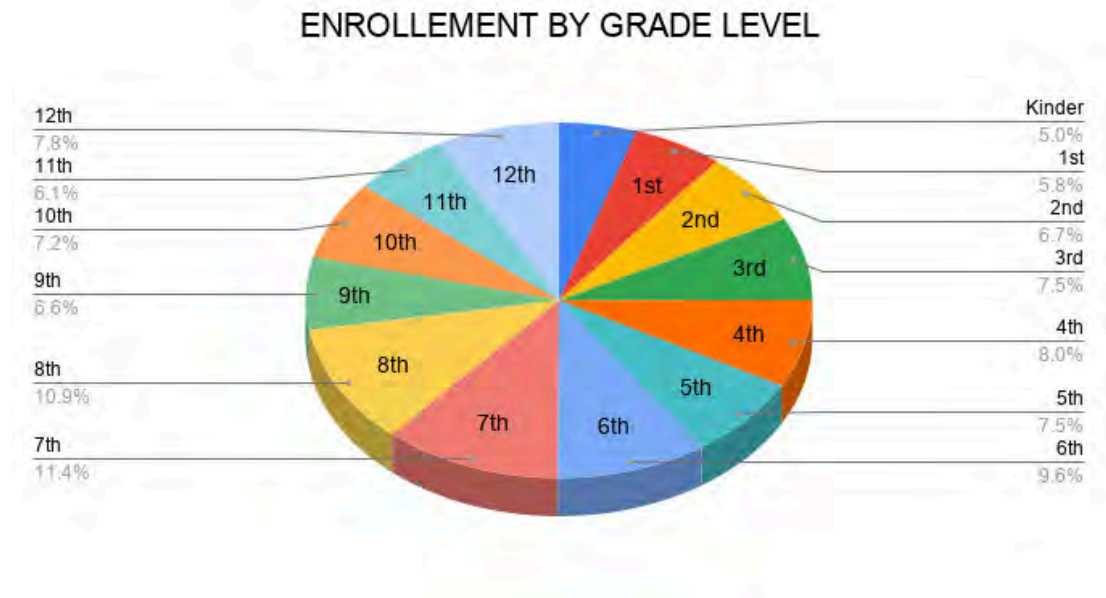


PTO Fall Harvest Festival - November 21, 2025



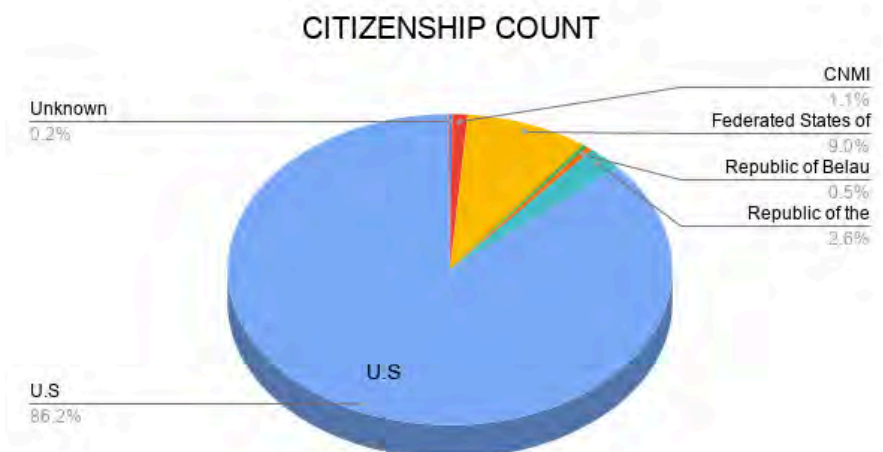
(6) Official Student Enrollment – SY 2025 – 2026

As of September 30, 2025	
RTI/Kinder	31
1st	36
2nd	42
3rd	47
4th	50
5th	47
6th	60
7th	71
8th	68
9th	41
10th	45
11th	38
12th	49
TOTAL	625



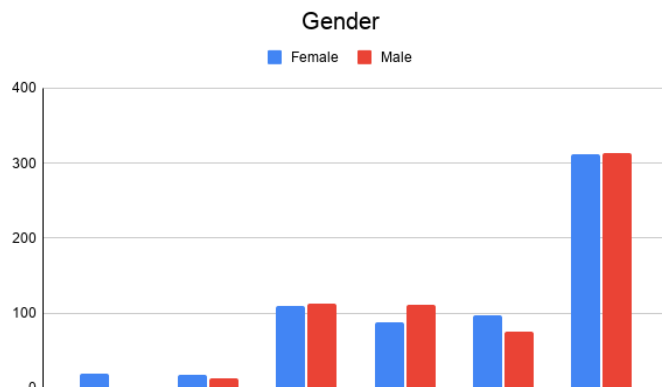
Citizenship Count

Citizenship	Count
Chinese	1
CMNI	7
F.S.M.	56
Japan	2
Republic of Belau	3
Republic of the Philippines	16
U.S.	539
Unknown	1
TOTAL	625



Village and Sex Count

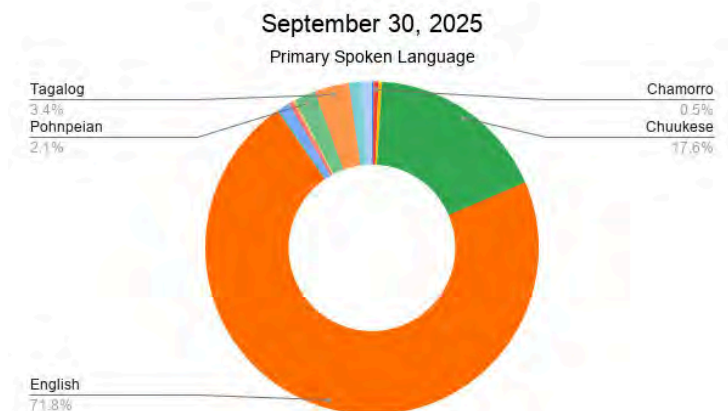
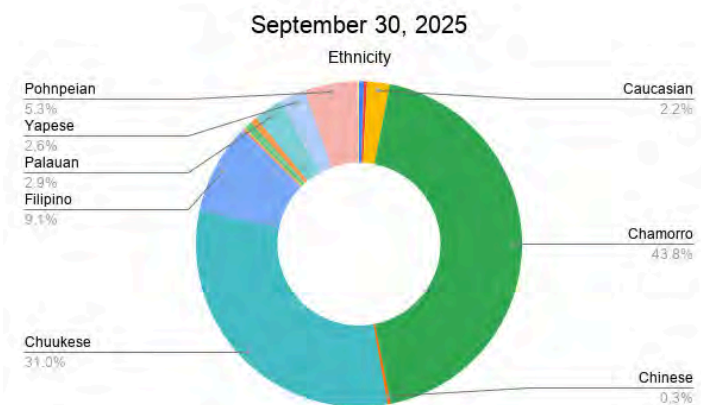
Village	Count	Village	Count
Agat	14	Mongmong	26
Anigua	1	Ordot	3
Asan	2	Piti	2
Barrigada	82	Santa Rita	5
Chalan Pago	10	Sinajana	25
Dededo	93	Talofofo	3
Agana	25	Tamuning	68
Agana Heights	5	Tiyan	5
Harmon	5	Toto	27
Inarajan	3	Tumon	7
Latte Heights	2	Yigo	71
Maina	6	Yona	32
Maite	16	Unknown	3
Mangilao	84		
		TOTAL	625



		Female	Male
Elementary	253	127	126
Middle	199	88	111
High School	173	97	76
TOTAL	625	312	313

Ethnicity and Language Count

September 30, 2025							
Grade	Count	Gender		Ethnicity	Count	Language	Count
		Female	Male	African American	3	Carolinian	1
				Carolinian	2	Chamorro	3
RTI/Kinder	31	18	13	Caucasian	14	Chinese	2
1st Grade	36	14	22	Chamorro	274	Chuukese	110
2nd Grade	42	27	15	Chinese	2	English	449
3rd Grade	47	20	27	Chuukese	194	German	1
4th Grade	50	25	25	Filipino	57	Japanese	7
5th Grade	47	23	24	German	1	Marshallese	3
6th Grade	60	29	31	Hawaiian	1	Palauan	1
7th Grade	71	24	47	Japanese	5	Pohnpeian	13
8th Grade	68	35	33	Marshallese	4	Tagalog	21
9th Grade	41	21	20	Palauan	18	Yapese	8
10th Grade	45	23	22	Yapese	16	Unknown	6
11th Grade	38	19	19	Pohnpeian	33		
12th Grade	49	34	15	Unknown	1		
		Female	Male				
TOTAL	625	312	313	TOTAL	625	TOTAL	625



(7) Average Daily Attendance – SY 2025-2026

Grade Level	Days Present in %	# OF STUDENTS
KINDER	83.36%	31
GRADE 1	88.33%	36
GRADE 2	91.76%	42
GRADE 3	88.35%	47
GRADE 4	91.90%	50
GRADE 5	88.07%	47
Elementary	88.63%	253
		60
GRADE 6	87.65%	71
GRADE 7	88.89%	68
GRADE 8	89.37%	199
Middle School	88.64%	41
		45
GRADE 9	93.60%	38
GRADE 10	81.99%	49
GRADE 11	82.43%	38
GRADE 12	80.43%	49
High School	85%	173
Over-all	87.29%	

The average daily attendance (ADA) for School Year 2025–2026 increased to 87.29% from 84.0% in SY 2024–2025, representing a 3.29 percentage-point increase overall.

(8) Annual Financial audits and subsequent fiscal year annual financial audits, a financial statement audited by the Public Auditor



**Financial Highlights
Guahan Academy Charter School Financial Audit
Fiscal Year 2025**

April 5, 2026

The Guahan Academy Charter School (GACS) received unmodified (clean) opinions from independent auditors, Ernst & Young LLP (EY), on its Fiscal Year (FY) 2025 financial statements. In the reporting on internal control over financial reporting on compliance, EY identified three significant deficiencies. In a separate Management Letter, EY identified certain internal control deficiencies, opportunities for improvement of internal processes and business operations and other matters.

GACS closed FY 2025 with a positive net position of \$3.4 million (M), an increase of \$676 thousand (K) (25%) from \$2.7M in FY 2024.

Revenues Decreased by \$507K, Expenses Decreased by \$642K

In FY 2025, GACS reported total revenues of \$6.5M, a decrease of \$507K (7%) from FY 2024 total revenues of \$7.1M. The notable decrease can primarily be attributed to loss in 1) other revenue, which decreased by \$428K (92%), and 2) per pupil allocations, which decreased by \$420K (9%) in FY 2025.

GACS reported FY 2025 total expenses of \$5.9M, decreased by \$642K (10%) compared to \$6.5M in FY 2024. The decrease in expenses is primarily due to the decrease in 1) Contractual services, which decreased by \$650K (54%), 2) Books and online resources, which decreased by \$52K (49%), 3) Materials and supplies, which decreased by \$38K (22%), and 4) Dues and subscriptions, which decreased by \$19K (32%).

General Fund Revenues

GACS receives approximately 69% of its general fund revenue from the Government of Guam (GovGuam) General Fund revenues, paid in monthly allotments. These funds are used to finance administrative and general expenses on a reimbursable basis, via the Department of Administration (DOA). The school's financial position and operational sustainability are significantly dependent upon continued legislative appropriations, timely approval of allotments, and the availability of GovGuam funds. The per pupil cost was \$7.8K and \$7.5K for the fiscal years ended September 30, 2025 and 2024, respectively. The overall total in appropriations for FY 2025 was \$6M, and the total expenditure amount submitted to DOA was \$4.5M for an unexpended balance of \$1.5M. By year-end, enrollment declined to 625 students, a decrease of 160 students from 785 who registered at the start of the fiscal year. The decline in enrollment was due to families relocating off-island, transfers to other public schools or charter schools, and teacher staffing challenges.

In addition to the funding per pupil, GovGuam allows GACS's use of Buildings C, D, and E in Tiyan at no cost under a Memorandum of Agreement, initially established in August 2013. The lease, valued at approximately at \$79K per month or \$953K annually, was set to expire on June

30, 2023. In August 2023, the Office of the Governor (OOG) confirmed that GACS could remain despite delays in processing a new agreement. As of the report date, OOG, the government entity with entitlement to possession, has not taken any steps to proceed with an unlawful detainer, has not sought any rent, and has not interrupted GACS's peaceful possession of the property. GACS has requested continued use while securing financing for a new facility, subject to maintaining a valid charter and compliance with MOA terms.

Should GACS vacate the Tiyan premises, the MOA requires GACS to incur certain expenses to restore those premises. As of September 30, 2025, GACS has estimated \$89K as the attendant cost of vacating the Tiyan premises, but given its current financial situation, it is not currently possible to predict if such costs will be incurred and therefore, given the materiality of this balance, it has not been recorded as an expense and as a liability in the accompanying financial statements.

Proposed New School Facility

Efforts to advance the acquisition and development of a new school facility commenced in December 2023 with the issuance of a Request for Proposals for Programming and Architectural and Engineering consulting services. The engagement is intended to support the planning and design of a new campus to be constructed on the GACS Mangilao property. Programming sessions with key stakeholders were conducted in June 2024. Phase I programming deliverables were completed in January 2025, followed by the preparation of a rough order of magnitude cost estimate, which was finalized by the end of March 2025. To facilitate a more detailed cost analysis and to expand potential financing and grant opportunities, management requested in August 2025 that the consulting firm revise the plans to a phased development approach.

Federal Fund Revenues

In addition to the \$7.8K per-pupil appropriation, GACS continues to leverage federal funding through Consolidated Grants, the Serve Guam Commission's AmeriCorps programs, and the USDA Child Nutrition Program. The school is also actively pursuing funding through the Charter Schools Program, a federal grant initiative that supports the launch, replication, and expansion of high-quality charter schools. The \$340K increase in federal fund revenues (\$553K in FY 2024 and \$892K in FY 2025) is a result of: (a) Federal Emergency Management Agency Public Assistance of \$209K; (b) Child Nutrition Program of \$268K; (c) AmeriCorps of \$194K; and Consolidated Grant and American Rescue Plan funds of \$222K.

GACS received five "Notices of Award" from the FEMA Public Assistance grant program for expenditures related to damages caused by Typhoon Mawar. The awards cover four project categories: Debris Removal (Category A), Emergency Protective Measures (Category B), Buildings, Contents, and Equipment (Category E), and Management Costs (Category Z), totaling \$470K. As of September 30, 2025, the statement of account from Homeland Security reflects an unobligated balance of \$425K. An extension has been submitted, and reimbursement collections are expected in FY 2026.

Significant Deficiencies in Internal Control Over Financial Reporting

For FY 2025, EY identified three significant deficiencies in reporting on internal control over financial reporting and on compliance.

- 1) **Recognition Receivables and Revenues:** During the fiscal year ended September 30, 2024, FEMA, through the Guam Recovery Office, awarded grants totaling \$470K in relation to the damage caused by Typhoon Mawar. GACS incurred eligible, reimbursable expenditures of \$177K during fiscal years 2023 and 2024 but did not recognize receivables and revenues as of and for the year ended September 30, 2024. GACS incurred eligible, reimbursable expenditures of federal awards of \$33K in the last quarter of the fiscal year ended September 30, 2025 but did not recognize receivables and revenues as of and for the year ended September 30, 2025. GACS has insufficient experience in accounting for grants awarded by FEMA and other federal agencies. EY recommends that GACS monitor all existing grant awards, assess whether applicable eligibility requirements are met, and recognize receivables and revenues in accordance with GASB Codification.
- 2) **Compensated Absences:** GACS did not perform an assessment to determine that all accumulated leave is more likely than not to be used in its implementation of GASBS No. 101. Historical information indicates that not all leave is more likely than not to be utilized. GACS has insufficient experience in adopting new standards. EY recommends that GACS document its formal evaluation of factors supporting its assumptions in measuring the liability in accordance with GASBS No. 101.
- 3) **Recognition Exchange and Nonexchange Transactions:** For the fiscal years ended September 30, 2025 and 2024, GACS recorded expenses of \$32K and \$106K, respectively, that related to costs that had not been incurred. GACS has the practice of recording expenses at full contract price without consideration of when the exchange occurred. EY recommends that Management ensure expenses are recorded only when the related services have been rendered or allowable costs have been incurred and that supporting documentation, such as delivery receipts, service completion reports, or other evidence, should be obtained and reviewed prior to recording transactions.

Management Letter Observations

In its Management Letter, EY issued two observations with corresponding recommendations, relative to *internal controls over the preparation of bank reconciliations* and recording *in-kind revenues and expenses*.

1. **Internal Controls Over the Preparation of Bank Reconciliations:** Bank reconciliations provided to EY did not tie with the cash balance per the ledger and were not updated for most recent transactions and adjustments. Some reconciling items included in the GACS bank reconciliations have remained outstanding for more than six months, resulting in extended procedures to verify completeness and accuracy of reconciliations. EY recommends that Management ensure bank reconciliations are updated for current information and to ensure reconciling items are reviewed, followed up, documented, and resolved in a timely manner to strengthen internal controls over cash.
2. **In-Kind Revenues and Expenses:** GACS records in-kind revenues and expenses of approximately \$1M relating to the use of a facility at no cost to GACS; GASB does not require the recognition of such contributed services which overstates both revenues and expenses. EY recommends that GACS consider non-recognition of revenues and expenses for contributed service.

For a detailed discussion on GACS's operations, refer to the Management's Discussion and Analysis or view the reports in their entirety on our website at www.opaguam.org.

*Financial Statements and Required Supplementary
Information*

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

*Years ended September 30, 2025 and 2024
with Report of Independent Auditors*



Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Financial Statements

Years ended September 30, 2025 and 2024

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Report of Independent Auditors

Board of Trustees
Guahan Academy Charter School, Inc.

Opinions

We have audited the accompanying financial statements of the governmental activities and the General Fund of Guahan Academy Charter School, Inc. (the Academy), as of and for the years ended September 30, 2025 and 2024, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements as listed in the table of contents (collectively referred to as "basic financial statements").

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the General Fund of the Academy at September 30, 2025 and 2024, and the respective changes in financial position thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States (*Government Auditing Standards*). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Academy and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free of material misstatement, whether due to fraud or error.

A member firm of Ernst & Young Global Limited

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Academy's ability to continue as a going concern for 12 months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free of material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Academy's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 4 through 15 be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated March 31, 2026 on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Academy's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academy's internal control over financial reporting and compliance.

Ernst + Young LLP

March 31, 2026

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Management's Discussion and Analysis

Years ended September 30, 2025 and 2024

We, the Board of Trustees, provide this narrative overview of the financial activities of Guahan Academy Charter School, Inc., a component unit of the Government of Guam. The management's discussion and analysis are for Fiscal Year Ended September 30, 2025.

Organization and Nature of Operations

Guahan Academy Charter School, Inc. (GACS or the Academy) is a nonprofit public benefit corporation organized under the laws of the Territory of Guam. The corporation is not organized for the private gain of any individual and operates exclusively for charitable, educational, and scientific purposes, authorizing it as tax-exempt under Section 501(c)(3) of the Internal Revenue Code.

GACS was established to operate a public charter school independent from the Guam Public School System pursuant to Public Law 29-140, the Guam Academy Charter Schools Act of 2009. Pursuant to 18 GCA §§ 281702 and 281703, the corporation is organized under the provisions of the Guam Business Corporation Act (enacted as Guam Public Law 29-144, as amended). The corporation is granted the powers set forth in 17 GCA § 12107, together with all lawful powers necessary to carry out its educational mission. These powers are exercised subject to applicable laws and the limitations established in the corporation's Articles of Incorporation and Bylaws.

GACS was established to implement the National Institute for Direct Instruction (NIFDI) School-Wide Reform Model, an evidence-based instructional framework designed to improve academic performance and educational outcomes. The model supports the school's commitment to providing high-quality instruction and preparing students for postsecondary success.

On April 9, 2024, the Academy received charter renewal approval (valid through June 30, 2031) from the Guam Academy Charter Schools Council, which includes the full implementation of the Workforce Enabler: College and Career Readiness Education (WE: CCaRE) program. The WE: CCaRE program is a four-year cyclical college and career readiness framework designed to equip students in Kindergarten through Grade 12 with the essential academic, technical, and employability skills necessary to be college- and career-ready. The program was developed based on an analysis of the school's profile data, including graduation trends and post-graduation outcomes, to ensure that instructional strategies align with student needs and workforce expectations.

GACS is governed by a Board of Trustees in accordance with the provisions of Public Law 29-140, is composed of not fewer than five (5) members and not more than nine (9) members. Board membership includes at least one parent of a currently enrolled student and one member of the general public with a background in finance. Pursuant to the Guam Academy Charter Schools Act of 2009, the Head of School, who serves as the Chief Executive Officer and/or Principal of the School, serves as a non-voting member of the Board of Trustees. The Board is responsible for establishing policies, providing strategic oversight, and ensuring that the school fulfills its mission and complies with applicable laws and regulations.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Management's Discussion and Analysis, continued

GACS operates under the independent oversight of the Guam Academy Charter Schools Council (the Council). The Council is responsible for monitoring compliance with applicable laws and charter provisions, evaluating progress toward student academic achievement goals, and overseeing required reporting to ensure accountability and transparency.

FINANCIAL HIGHLIGHTS

GACS' financial statements provide the following insights:

- Assets at the close of FY2025 exceeded its liabilities by \$3,371,508 (net position).
- For FY2025, Public Law 37-125 appropriated \$7,800 per enrollee with a cap of 765 totaling \$5,967,000 and Public Law 37-124 appropriated \$1,250 each for the additional 15 enrollees totaling \$18,750. The overall total appropriations for FY2025 amounted to \$5,985,750. The total amount of expenditure submitted to Government of Guam Department of Administration (DOA) amounted to \$4,531,383. The amount verified and allotted by DOA was also \$4,531,383. The FY2025 unexpended balance from the appropriation is \$1,454,367.
- At the start of the fiscal year on October 1, 2024, GACS had 785 registered students. By September 30, 2025, enrollment had declined to 625, primarily due to families relocating off-island, transfers to other public or charter schools, and teacher staffing challenges.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis are intended to serve as an introduction to the school's basic financial statements. The school's basic financial statements are comprised of two components: 1) government-wide financial statements and, 2) notes to the basic financial statements.

Government-Wide Financial Statements

The purpose of government-wide financial statements is to present the financial position and the operating results of the governmental entity. The statements are expected to provide users with operational accountability information and to enable them to do the following:

- understand the true financial position of the governmental entity, including capital and financial assets and long-term as well as short-term liabilities;
- determine whether the entity can continue to provide current service levels and meet its obligations as they become due; and
- determine the operating results of the entity, including the economic cost and the net cost of services, and assess the economy, efficiency, and effectiveness of operations.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Management's Discussion and Analysis, continued

The *Statement of Net Position* presents information on the school's assets and liabilities, and deferred inflows of resources (which is the acquisition of net assets by the government for future period) and deferred outflows (which is the outflow of net position which will be recognized in a future period). Net position may, over time, serve as an indicator to measure or gauge the school's financial condition.

The *Statement of Activities* presents information on how the school's net position changed during the fiscal year. All the current year's revenue and expenses are reported in this profit and loss statement for some items that will only result in cash flows in the future fiscal period.

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the financial statements.

The following analysis provides a summary of the GACS's net position as of September 30, 2025, 2024 and 2023:

**GUAHAN ACADEMY CHARTER SCHOOL
STATEMENT OF NET POSITION
YEARS ENDED SEPTEMBER 30, 2025, 2024, 2023**

	<u>30-Sep-25</u>	<u>30-Sep-24</u>	<u>30-Sep-23</u>
ASSETS			
Current Assets	\$1,770,201	\$1,316,935	\$ 868,233
Capital Assets	1,963,618	1,994,018	2,001,266
TOTAL ASSETS	<u>\$3,733,819</u>	<u>\$3,310,953</u>	<u>\$2,869,499</u>
LIABILITIES & NET POSITION			
Current Liabilities	\$ 362,311	\$ 614,952	\$ 713,943
Net Position	3,371,508	2,696,001	2,155,556
TOTAL LIABILITIES & NET POSITION	<u>\$3,733,819</u>	<u>\$3,310,953</u>	<u>\$2,869,499</u>

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Management's Discussion and Analysis, continued

**GUAHAN ACADEMY CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
YEARS ENDED SEPTEMBER 30, 2025, 2024, 2023**

	<u>Oct '24 - Sep 25</u>	<u>Oct '23 - Sep 24</u>	<u>Oct '22 - Sep 23</u>
Revenue			
Per Pupil Allocation	\$4,531,383	\$4,951,128	\$4,231,993
In-Kind Contribution	1,085,862	1,085,013	1,044,052
Grant	892,451	552,267	174,228
Others	36,011	463,962	33,689
Total Revenue	<u>6,545,707</u>	<u>7,052,370</u>	<u>5,483,962</u>
Operating Expense			
Personnel	2,558,818	2,494,077	2,541,615
Benefits	509,126	445,386	353,944
ARP Premium Pay	---	325,000	---
Travel	44,363	30,188	31,355
Contractual Services	550,464	1,200,882	699,060
Office Space Rental	953,070	953,070	953,070
Equipment Rental	131,563	131,563	86,012
Materials and Supplies	134,635	172,762	78,439
Books/Online Resources	54,566	106,155	45,501
Workmen's Com & Gen Liability	19,046	17,514	15,165
Dues & Subscriptions	39,081	57,756	32,705
Programs & Activities	26,793	11,971	11,685
Professional Development Training	11,614	1,200	---
Other Expenses	66,726	---	---
Miscellaneous Expense	29,449	21,460	29,132
AmeriCorps Expenses	203,864	---	---
In-Kind Expense	221,851	227,267	174,228
Power	134,522	157,077	160,303
Water	33,145	2,265	40,314
Telephone/Toll/Wifi Service	94,396	95,094	94,925
Loss on Asset Disposal	---	38,854	1,244
Depreciation Expense	53,108	22,384	46,833
Total Expense	<u>5,870,200</u>	<u>6,511,925</u>	<u>5,395,530</u>
Change in Net Position	675,507	540,445	88,432
Net Position, Beginning of Year	<u>2,696,001</u>	<u>2,155,556</u>	<u>2,067,124</u>
Net Position, End of Year	<u>\$3,371,508</u>	<u>\$2,696,001</u>	<u>\$2,155,556</u>

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Management's Discussion and Analysis, continued

- During FY2025, the assets exceeded the liabilities by \$3,371,508, resulting in a positive net position balance.
- As of September 30, 2025, receivables totaled \$400,844. Validated allotment requests of \$92,591 have been subsequently received and reflected in FY2026 cash balances. The remaining balance of \$298,477 is due from federal agencies: Federal Emergency Management Agency (FEMA) of \$209,051, Child Nutrition Program (CNP) of \$56,824, and AmeriCorps of \$32,602. The amount of \$9,776 is receivable from others.
- With the additional computer/furniture and other equipment acquired locally of \$22,708 (3%), the accumulated depreciation increased by \$53,108 (16%). Total equipment net of depreciation decreased by 7%.
- FY2025 total Capital Asset is \$1,963,618, an overall decrease of 1.55% from last year.
- In FY2025, the school's net revenue and expenditures increased by \$135,062 (25%) compared to FY2024.
- The major changes in revenue are mainly due to increase in federal grant by \$340,184 (62%) as a result of recording the following:
 - a) FEMA Public Assistance grant program related to damages caused by Typhoon Mawar of \$209,051;
 - b) Child Nutrition Program allotment of \$267,611;
 - c) AmeriCorps grant of \$193,938; and
 - d) Other grants (Consolidated Grant & American Rescue Plan) in the amount of \$221,851;
- Operating expenses decreased by approximately 10% compared to the prior fiscal year. This decrease is primarily attributable to academic supplies and instructional resources being funded through the Consolidated Grant. Additionally, certain components of the architectural and engineering contract were no longer necessary in the current fiscal year.

The specific changes in operating expenses are as follows:

 - a) Contractual services decreased by \$650,418 (54%);
 - b) Books and online resources decreased by \$51,588 (49%);
 - c) Dues and subscriptions decreased by \$18,675 (32%);
 - d) Materials and supplies decreased by \$38,127 (22%);
 - e) Professional development training increased by \$10,414; and
 - f) Other expenses increased by \$66,726, primarily due to one-time costs associated with the installation of a playground set and repairs and maintenance of modular classrooms.
- The overall effect in the net position resulted in an increase of \$675,507 from last year's \$540,445.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Management's Discussion and Analysis, continued

Pursuant to Public Law 29-140, the Guahan Academy Charter School Board of Trustees adopts an annual budget, which is submitted to the Charter Council each fiscal year. Upon review, the budget is forwarded to the Guam Legislature for approval. Once approved, the corresponding appropriations become available to support the school's operational expenditures.

A budgetary comparison statement is prepared annually for management's analysis and assessment. These results demonstrate the school's stewardship of public funds, compliance with approved budgets, operational sustainability, and financial capacity to support future facility acquisition or expansion.

For fiscal year 2025, the school received approximately 76% of its total appropriations, resulting in an unexpended balance of \$1,454,367 in the Guam Academy Charter School Fund, as presented in Figure 1. The school continues to seek clarification from the Charter Council and the Guam Legislature regarding the allowable use of these unexpended funds. Established guidelines will inform the strategic use of these resources, particularly in support of facility expansion and program development initiatives aimed at improving student outcomes.

The yearly unexpended balance shown in Figure 2 primarily reflects budgeted amounts designated for facility acquisition. It also demonstrates the school's financial capacity to sustain occupancy of its current facility or to enter into a lease agreement based on prevailing market rental values.

Figure 1

**GUAHAN ACADEMY CHARTER SCHOOL
GOVERNMENTAL APPROPRIATION FY2025**

	Oct '24 - Sep 25	Budget	Variance	% of Budget
Revenue				
Local Govt Appropriation	\$4,531,383	\$5,985,750	(\$1,454,367)	75.7%
Total Revenue	<u>4,531,383</u>	<u>5,985,750</u>	<u>(1,454,367)</u>	<u>75.7%</u>
Expenses				
Personnel Services				
Salaries	2,558,818	2,955,889	(397,071)	86.57%
Benefits	437,136	501,564	(64,428)	87.15%
Total Personnel Services	<u>2,995,954</u>	<u>3,457,453</u>	<u>(461,499)</u>	<u>86.65%</u>
Travel/Personal				
Development	44,363	2,000	42,363	2,218.15%
Contractual Services	550,464	1,713,897	(1,163,433)	32.12%
Materials, Supplies and				
Others	362,864	457,400	(94,536)	79.33%
Workmen's Comp & Gen				
Liab	19,046	20,000	(954)	95.23%
Utilities	262,063	335,000	(72,937)	78.23%
Total Expense	<u>\$4,234,754</u>	<u>\$5,985,750</u>	<u>(\$1,750,996)</u>	<u>70.75%</u>

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Management's Discussion and Analysis, continued

Figure 2

**GUAHAN ACADEMY CHARTER SCHOOL
GOVGUAM APPROPRIATIONS
FY 2025, 2024, 2023**

FY2025	FY2025, P.L. 37-125, 765 Students @ \$7,800	\$5,967,000	
	FY2025, P.L. 37-124, 15 Students @ \$1,250	<u>18,750</u>	
	Total FY2025 Appropriations	\$5,985,750	
	Less: Gov Guam Reimbursements	<u>(4,531,383)</u>	(76%)
	Total FY2025 Unexpended Balance	\$1,454,367	24%
FY2024	FY2024, P.L. 37-42, 765 Students @ \$7,500	\$5,737,500	
	Less: Gov Guam Reimbursements	<u>(4,951,128)</u>	(86%)
	Total FY2024 Unexpended Balance	\$ 786,372	14%
FY2023	FY2023, P.L. 36-107, 765 Students @ \$7,000	\$5,355,000	
	FY2022 Unappropriated Excess General Fund Revenue, 765 @ \$500.00	<u>382,500</u>	
	Total FY2023 Appropriation, 765 @ \$7,500	\$5,737,500	
	Less: Gov Guam Reimbursements	<u>(4,229,883)</u>	(74%)
	Total FY2023 Unexpended Balance	\$1,507,617	26%

ACCOMPLISHMENTS

During Fiscal Year 2025, GACS advanced its strategic priorities by strengthening facilities, expanding student support programs, and aligning operational resources to support academic growth and long-term sustainability. A primary focus for the year was maintaining a clean, safe, and healthy learning environment through continued occupancy at the Tiyan Campus, while actively exploring opportunities to secure a larger and more suitable facility to accommodate expanding academic and co-curricular programs.

To support this objective, GACS completed targeted facility improvements, including repainting classrooms in Buildings C, D, and E and replacing deteriorating ceiling tiles across multiple grade levels, enhancing both safety and instructional functionality.

GACS also achieved significant progress in its Child Nutrition Program (CNP). During FY25, the school began receiving reimbursements from the U.S. Department of Agriculture through the National School Breakfast and National School Lunch Programs. Allotment from November 2024 through September 2025 totaled \$275,850, reducing food service contract costs by approximately 60%. These budget savings are intended for reallocation toward facility expansion. FY25 also marked the second consecutive year that eligible GACS families benefited from the Summer Electronic Benefit Transfer (EBT) program administered by the Department of Health and Social Services.

In January 2025, GACS was awarded a multi-year AmeriCorps grant totaling \$783,000 by the Serve Guam Commission. The program successfully completed its initial recruitment cycle, enrolling 32 AmeriCorps members to support mentoring, environmental initiatives, and community assistance across multiple villages. Approximately one-third of the participants were GACS seniors, each receiving a \$650 monthly living stipend. The AmeriCorps program directly supports the WE: CCaRE initiative by integrating service learning, leadership development, and civic engagement while promoting community engagement among all stakeholders.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Management's Discussion and Analysis, continued

Overall, GACS made measurable progress toward its FY25 short-term goals, including:

- An upward trend in graduation rates, increasing from 58% (SY 22–23) to 74% (SY 23–24) and 79% (SY 24–25), directly aligned with WE: CCaRE objectives.
- A 19% increase in the number of seniors earning the National Career Readiness Certificate (NCCR), rising from 37.50% in SY 23-24 to 56.25% in SY 24-25.
- Implementation of the Renaissance Program in Kindergarten through Grade 12 to monitor progress in reading comprehension and problem-solving skills, resulting in a 25% decrease in students identified for Urgent Intervention in Early Literacy and a 22.94% decrease in Reading, alongside increases of 15% and 19.04%, respectively, in students performing At or Above Benchmark.
- Expansion of student support services and co-curricular activities through strategic partnerships and resource leveraging with Guam Trades Academy, Carmen's Driving School, Coast 360 Federal Credit Union's Banzai, WestCare Pacific Islands, Get Healthy Guam Coalition, Maxwell Leadership Foundation's iLEAD, Independent Interscholastic Athletic Association of Guam (IIAAG), National English Honor Society (NEHS).
- Schoolwide integration of social-emotional learning through the Wayfinder Program founded in Stanford University's d.school to support student resilience and well-being.
- Continued development of a comprehensive College and Career Readiness Program through dual enrollment, apprenticeships, and civic service opportunities with University of Guam, Guam Community College, Department of Labor, and the Serve Guam Commission.
- Strengthened Professional Learning Communities (PLCs) to support data-driven instruction and collaborative planning.
- Targeted professional development to enhance instructional quality and classroom effectiveness.
- Expanded school-home engagement through consistent communication and timely feedback to families.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Management's Discussion and Analysis, continued

NARRATIVE OVERVIEW

Retirement Savings Plan

A retirement benefit equal to 3% of base pay is provided to all full-time employees and has continued since its reinstatement in July 2023.

Compensated Absences

Permanent and eligible 10-month employees accrue three (3) hours of sick leave and one (1) hour of personal leave each pay period. Permanent and eligible 12-month employees accrue three (3) hours of sick leave and two (2) hours of personal leave each pay period. Accumulated unused sick and personal leave may be carried forward from year to year, subject to a maximum accumulation of 120 hours.

In addition, 12-month employees become eligible to earn vacation (annual) leave after one year of service, as outlined below:

Years of Service	Vacation Days Accrued
First Year	---
After 1st Year - 4 Years of Service	5 days annually
After 4th Year - 7 Years of Service	7 days annually
After 7 Years and above	10 days annually

Unused personal leave and vacation (annual) leave are paid upon separation from employment at the employee's current rate of pay, multiplied by the number of unused hours.

Based on management's analysis of sick leave accrual and usage over the past three years, employees have consistently utilized sick leave balances prior to the start of each school year or upon separation. As a result, the school has recognized a liability for unused sick leave at 100% of the accrued balance.

The school is currently evaluating a policy change to allow payment of accumulated unused sick leave upon separation, which is under consideration for implementation in School Year 2025–2026.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Management's Discussion and Analysis, continued

Subsequent Events

Efforts to advance the acquisition and development of a new school facility commenced in December 2023 with the issuance of a Request for Proposals (RFP) for Programming and Architectural and Engineering (A&E) consulting services. The engagement is intended to support the planning and design of a new campus to be constructed on the Academy's Mangilao property. Programming sessions with key stakeholders were conducted in June 2024. Phase I programming deliverables were completed in January 2025, followed by the preparation of a rough order of magnitude (ROM) cost estimate, which was finalized by the end of March 2025. To facilitate more detailed cost analysis and to expand potential financing and grant opportunities, management requested in August 2025 that the consulting firm revise the plans to a phased development approach.

GACS received five Notices of Award from the Federal Emergency Management Agency (FEMA) Public Assistance grant program for expenditures related to damages caused by Typhoon Mawar. The awards cover four project categories: Debris Removal (Category A), Emergency Protective Measures (Category B), Buildings, Contents, and Equipment (Category E), and Management Costs (Category Z), totaling \$470,171. As of September 30, 2025, the statement of account from Homeland Security reflects an unobligated balance of \$425,393. An extension has been submitted, and reimbursement collections are expected in FY 2026.

Guahan Academy Charter School, Inc.
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Management's Discussion and Analysis, continued

The Guam Legislature passed FY2019 P.L. 35-29, FY2020 P.L. 35-36, FY2021 P.L. 35-99, FY 2022 P.L. 36-54, FY 2023 P.L. 36-107, FY 2024 P.L. 37-42, FY2025 P.L. 37-125/37-124, and now FY2026 P.L. 38-60 as follows:

CHAPTER II

EDUCATION

PART II – GUAM ACADEMY CHARTER SCHOOLS COUNCIL

Section 1. Legislative Intent. It is the intent of *I Lheslaturan Guåhan* to provide a lump sum appropriation to the Guam Academy Charter School Fund for the purpose of Guam Academy Charter Schools' operations and administration.

Section 2. Appropriation. The sum of Twenty-five Million Five Hundred Forty-five Thousand Dollars (**\$25,545,000**) is appropriated to the Guam Academy Charter School Fund from the General Fund to support the operations of the Guam Academy Charter Schools for Fiscal Year 2026.

Section 3. Notwithstanding any other provision of law, pursuant to § 12116(e), Chapter 12, Title 17 GCA, the Department of Administration (DOA) is hereby authorized to remit to the Guam Academy Charter School Fund, based on cash received from the total General Fund appropriations in Section 2 of this Part of this Chapter, Seven Thousand Eight Hundred Dollars (**\$7,800**) per enrollee based on the authorized charter school capacity multiplied by the per pupil cost as established by this Section for Fiscal Year 2026.

The Guam Academy Charter Schools Council shall not exceed appropriations for seven hundred eighty (780) students for the iLearn Academy Charter School, seven hundred eighty (780) students for the *Guåhan* Academy Charter School, five hundred sixty-five (565) students for the Science Is Fun and Awesome Academy Charter School, two hundred (200) students for the Career Tech High Academy Charter School, five hundred fifty (550) students for the Mount Carmel Academy

Department of Administration (DOA). Upon receipt of invoices, DOA shall verify the accuracy of the invoice and report its findings to the respective Academy Charter School and the Guam Academy Charter Schools Council within ten (10) working days of receipt of said invoice prior to the release of funds. If DOA fails to report its findings, the invoiced amount received by DOA shall be automatically transmitted to each Academy Charter School.

Capital Improvements

The proposed facility expansion is intended to enhance the educational environment for GACS students by providing a permanent campus that supports academic achievement, student wellness, and community engagement. Planned facilities include larger classrooms, a cafeteria, and a gymnasium designed to accommodate the school's rapidly growing programmatic needs and support holistic student development.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Management's Discussion and Analysis, continued

Economic Outlook

In addition to the \$7,800 per-pupil appropriation, GACS continues to leverage federal funding through Consolidated Grants, the Serve Guam Commission's AmeriCorps programs, and the USDA Child Nutrition Program. The school is also actively pursuing funding through the Charter Schools Program (CSP), a federal grant initiative that supports the launch, replication, and expansion of high-quality charter schools.

Committed to responsible stewardship of public and federal resources, GACS proactively seeks and secures additional funding opportunities to strengthen its academic programs and support long-term growth. These efforts reflect the school's strategic approach to maintaining financial sustainability while expanding opportunities for its students and the broader community.

REQUEST FOR INFORMATION

This report is designed to provide an overview of the school's finances for those with an interest in the area. Questions concerning any of the information found in this report or requests for additional information should be directed to the Office of the Chief Executive Officer, Guahan Academy Charter School, Post Office Box CS, Hagatna, Guam 96932.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Governmental Funds Balance Sheets/Statements of Net Position

	September 30,			September 30,		
	2025		Statement of	2024		Statement of
	General Fund	Adjustments	Net Position	General Fund	Adjustments	Net Position
Assets:						
Cash	\$ 1,191,176	\$ —	\$ 1,191,176	\$ 779,546	\$ —	\$ 779,546
Receivable from federal agencies	298,477	—	298,477	—	—	—
Accounts receivable	102,367	—	102,367	409,206	—	409,206
Other assets	178,181	—	178,181	128,183	—	128,183
Capital assets, net	—	1,963,618	1,963,618	—	1,994,018	1,994,018
Total assets	\$ 1,770,201	1,963,618	3,733,819	\$ 1,316,935	1,994,018	3,310,953
Liabilities and Fund Balance/Net Position:						
Accounts payable and accrued expenses	\$ 362,311	—	362,311	\$ 614,952	—	614,952
Total liabilities	362,311	—	362,311	614,952	—	614,952
Fund balance: unassigned	1,407,890	(1,407,890)		701,983	(701,983)	
Total liabilities and fund balances	\$ 1,770,201			\$ 1,316,935		
Net position:						
Invested in capital assets		1,963,618	1,963,618		1,994,018	1,994,018
Unrestricted		1,407,890	1,407,890		701,983	701,983
Total net position		\$ 3,371,508	\$ 3,371,508		\$ 2,696,001	\$ 2,696,001

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Statements of Governmental Fund Revenues, Expenditures and
Changes in Fund Balance/Statements of Activities

	Years ended September 30,			Years ended September 30,		
	2025		Statement of	2024		Statement of
	General Fund	Adjustments	Activities	General Fund	Adjustments	Activities
Revenues:						
Per pupil allocations	\$ 4,531,383	\$ —	\$ 4,531,383	\$ 4,951,128	\$ —	\$ 4,951,128
In-kind contributions	—	1,085,862	1,085,862	—	1,085,013	1,085,013
Grants	892,451	—	892,451	552,267	—	552,267
Other	36,011	—	36,011	463,962	—	463,962
Total revenues	5,459,845	1,085,862	6,545,707	5,967,357	1,085,013	7,052,370
Operating expenses:						
Total operating expenses	4,753,938	1,116,262	5,870,200	5,419,664	1,092,261	6,511,925
Excess (deficiency) of revenues over (under) expenditures	705,907	(705,907)	—	547,693	(547,693)	—
Change in net position	—	675,507	675,507	—	540,445	540,445
Fund balance/net position:						
Beginning of year	701,983	1,994,018	2,696,001	154,290	2,001,266	2,155,556
End of year	\$ 1,407,890	\$ 1,963,618	\$ 3,371,508	\$ 701,983	\$ 1,994,018	\$ 2,696,001

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Notes to Financial Statements

Years ended September 30, 2025 and 2024

1. Organization

Guahan Academy Charter School, Inc. (the Academy or GACS) is a nonprofit public benefit corporation organized under the laws of the Territory of Guam. The corporation is not organized for the private gain of any individual and operates exclusively for charitable, educational, and scientific purposes, authorizing it as tax-exempt under Section 501(c)(3) of the Internal Revenue Code.

GACS was established to operate a public charter school independent from the Guam Public School System pursuant to Public Law 29-140, the Guam Academy Charter Schools Act of 2009. Pursuant to 18 GCA §§ 281702 and 281703, the corporation is organized under the provisions of the Guam Business Corporation Act (enacted as Guam Public Law 29-144, as amended). The corporation is granted the powers set forth in 17 GCA § 12107, together with all lawful powers necessary to carry out its educational mission. These powers are exercised subject to applicable laws and the limitations established in the corporation's Articles of Incorporation and Bylaws.

Guahan Academy Charter School was established to implement the National Institute for Direct Instruction (NIFDI) School-Wide Reform Model, an evidence-based instructional framework designed to improve academic performance and educational outcomes. The model supports the school's commitment to providing high-quality instruction and preparing students for postsecondary success.

On April 9, 2024, the Academy received charter renewal approval (valid through June 30, 2031) from the Guam Academy Charter Schools Council, which includes the full implementation of the Workforce Enabler: College and Career Readiness Education (WE: CCaRE) program. The WE: CCaRE program is a four-year cyclical college and career readiness framework designed to equip students in Kindergarten through Grade 12 with the essential academic, technical, and employability skills necessary to be college- and career-ready. The program was developed based on an analysis of the school's profile data, including graduation trends and post-graduation outcomes, to ensure that instructional strategies align with student needs and workforce expectations.

Guahan Academy Charter School is governed by a Board of Trustees in accordance with the provisions of Public Law 29-140, is composed of not fewer than five (5) members and not more than nine (9) members. Board membership includes at least one parent of a currently enrolled student and one member of the general public with a background in finance. Pursuant to the Guam Academy Charter Schools Act of 2009, the Head of School, who serves as the Chief Executive Officer and/or Principal of the School, serves as a non-voting member of the Board of Trustees. The Board is responsible for establishing policies, providing strategic oversight, and ensuring that the school fulfills its mission and complies with applicable laws and regulations.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Notes to Financial Statements, continued

1. Organization, continued

GACS operates under the independent oversight of the Guam Academy Charter Schools Council (the Council). The Council is responsible for monitoring compliance with applicable laws and charter provisions, evaluating progress toward student academic achievement goals, and overseeing required reporting to ensure accountability and transparency.

2. Summary of Significant Accounting Policies

GACS is subject to independent oversight by Guam Academy Charter School Council (the Council). The Council is tasked with monitoring GACS's operations, compliance with applicable laws and the provisions of the charter granted; the progress of meeting student academic achievement expectations specified in the charter; and compliance with annual reporting requirements.

The accompanying basic financial statements of the Academy have been prepared in accordance with accounting principles generally accepted in the United States of America (GAAP). The Governmental Accounting Standards Board (GASB) is the recognized standard-setting body for establishing governmental accounting and financial reporting principles.

Government-wide and Fund Financial Statements

The Statements of Net Position present the Academy's non-fiduciary assets and deferred outflows of resources, and liabilities and deferred inflows of resources, with the difference reported as net position. Net position is reported in three categories:

- Net investment in capital assets consist of capital assets, net of accumulated depreciation, plus construction or improvement of those assets.
- Restricted net position results when constraints placed on net position use are either externally imposed by creditors, grantors, contributors, and the like, or imposed by law through enabling legislation.
- Unrestricted net position consists of net position, which does not meet the definition of the two preceding categories. Unrestricted net position often is designated, to indicate that management does not consider them to be available for general operations. They often have restrictions that are imposed by management but can be removed or modified.

The Statements of Activities present a comparison between direct expenses and program revenues for each program or function of the Academy's governmental activities. Direct expenses are those that are specifically associated with a service, program or department and therefore clearly identifiable to a particular function.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Notes to Financial Statements, continued

2. Summary of Significant Accounting Policies

Government-wide and Fund Financial Statements, continued

Program revenues include per pupil allocation from Government of Guam and other grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues which are not classified as program revenues are presented as general revenues, with certain limited exceptions. The comparison of direct expenses with program revenues identifies the extent to which each governmental program is self-financing or draws from the general revenues of the Academy.

Fund Financial Statements

The Academy uses one governmental fund to report on its financial position and results of operations. The operations of this fund are accounted for with a set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues and expenditures.

Separate financial statements are provided for governmental funds. The Academy presents a balance sheet and a statement of revenues, expenditures and changes in fund balances for its governmental fund. The ending fund balance on the balance sheet is then reconciled to the ending governmental net position.

Adjustments required to reconcile total governmental fund balance to net position of governmental activities in the statements of net position as of September 30, 2025 and 2024 are as follows:

	<u>2025</u>	<u>2024</u>
Fund balance - governmental funds	\$1,407,890	\$ 701,983
Add:		
Land	1,564,147	1,564,147
Depreciable capital assets, net	<u>399,471</u>	<u>429,871</u>
Net position - governmental activities	<u>\$3,371,508</u>	<u>\$2,696,001</u>

Adjustments required to reconcile net change in total governmental fund balance to change in net position of governmental activities in the statements of activities for the years ended September 30, 2025 and 2024 are as follows:

	<u>2025</u>	<u>2024</u>
Net change in fund balances – governmental funds	\$705,907	\$547,693
Capital outlays are reported as expenditures in governmental funds. However, in the statements of activities, the cost of capital assets is allocated over their estimated useful lives as depreciation expense. These amounts consist of:		
Capital outlays, net	22,708	16,730
Depreciation expense	(53,108)	(23,978)
Change in net position of governmental activities	<u>\$675,507</u>	<u>\$540,445</u>

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Notes to Financial Statements, continued

2. Summary of Significant Accounting Policies, continued

Measurement Focus/Government-wide and Fund Financial Statements

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of cash flows. Grants and similar items are recognized as revenues as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements account for the general governmental activities of the Academy and are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as they become susceptible to accrual; generally, when they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Academy considers revenues to be available if they are collected within 60 days of the end of the current fiscal period.

Revenues are reported as increases in unrestricted net assets unless their use is limited by donor-imposed restrictions. Expenses are reported as decreases in unrestricted net assets. Gains and losses on assets and liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or by law.

Budget

The Academy adopts an annual budget under Public Law 29-140, which is reviewed by the Charter Schools Council and approved by the Guam Legislature before funds become available for operations. For FY 2025, the Academy received 76% of its authorized appropriations, leaving an unexpended balance of \$1,454,367, for which guidance on allowable use is being sought to support future expansion and student achievement.

Cash and Cash Equivalents

Custodial credit risk is the risk that in the event of a bank failure, the Academy's deposits may not be returned to it. Such deposits are not covered by depository insurance and are either uncollateralized or collateralized with securities held by the pledging financial institution or held by the pledging financial institution but not in the depositor-government's name. The Academy does not have a deposit policy for custodial credit risk.

For purposes of the balance sheets/statements of net position, cash is defined as cash on hand and cash held in demand accounts. As of September 30, 2025 and 2024, the carrying amount of cash and cash equivalents was \$1,191,176 and \$779,546, respectively, and the corresponding bank balance was \$1,457,712 and \$912,223, respectively. All the bank balances are maintained in a financial institution subject to Federal Deposit Insurance Corporation (FDIC) insurance. As of September 30, 2025 and 2024, \$1,207,712 and \$662,223 of the bank balance exceeds the FDIC deposit insurance limit of \$250,000.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Notes to Financial Statements, continued

2. Summary of Significant Accounting Policies, continued

Receivables

Receivables primarily represents due from the Government of Guam or U.S. Federal agencies as of September 30, 2025 and 2024. Management believes that all receivables are fully collectible, therefore, no provision for uncollectible accounts is recorded. As of September 30, 2025 and 2024, the amounts due from the Government of Guam for reimbursable operating costs incurred and billed totaled \$92,591 and \$406,178, respectively.

Deposit

As of September 30, 2025 and 2024, deposits totaling \$121,250 were held in trust with an attorney for purpose of resolving certain obligations.

Capital Assets

Capital assets are recorded at cost less accumulated depreciation. Depreciation of all capital assets is computed on a straight-line basis over the estimated services lives of the assets. Improvements are capitalized and depreciated over the remaining useful lives of the related capital assets. Donated assets are valued at their fair value on the date of gift.

Estimated useful lives for depreciable capital assets are as follows:

Furniture, fixtures and equipment	3 - 8 years
Office and computer equipment	3 years
Music instrument and sports equipment	3 years

Capital assets purchased or acquired with original cost of \$500 or more are reported at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of assets are capitalized. The cost of normal repairs and maintenance that do not add to the asset value or materially extend useful lives are not capitalized. When capital assets are disposed of, the cost and applicable accumulated depreciation are removed from the respective accounts, and the resulting gain or loss is recorded in the Statements of Activities.

Revenue Recognition

Revenue from per pupil allocations and supplemental special needs funds is recognized during the School's operating cycle, which starts in August and ends in June. GACS receives financial support in monthly allotments from the General Fund of the Government of Guam via the Guam Department of Administration to finance administrative and general expenses on a reimbursable basis. Such expenses mainly consist of salaries and wages, contractual wages, supplies and materials and utilities.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Notes to Financial Statements, continued

2. Summary of Significant Accounting Policies, continued

Revenue Recognition, continued

Pursuant to Guam Public Laws 37-236 and 37-42, the per pupil cost was \$7,800 and \$7,500 for the fiscal years ended September 30, 2025 and 2024, respectively. Student enrollment is not to exceed 765 students during School Years 2024-2025 and 2023-2024. In addition, pursuant to Guam Public Law 37-324, authorization has been granted for funding to support an additional 15 students, amounting to \$18,750.

GACS receives approximately 69% of its annual general fund revenue from the Government of Guam under a 6-year charter agreement.

In-Kind Contributions

GACS records free use of Buildings C, D, & E and certain collateral supplies and equipment provided under Federal Grants as in-kind contributions based on the estimated fair market value of the premises and collateral equipment.

Fund Raising and Donations

GACS participates in various fundraising activities during the year. Revenues received from these fundraising activities are recognized as fundraising income. In addition, GACS receives cash donations from private individuals and businesses that are recognized as donations when received.

Income Taxes

The Academy is exempt from Guam income taxes under Section 501(c)(3) of the Guam Territorial Income Tax Laws.

Compensated Absences

Permanent employees accrue sick, personal, and, for 12-month employees, vacation leave in accordance with the Academy's leave policies. Sick and personal leave may be carried over up to 120 hours, while unused personal and vacation leave are paid upon separation at the employee's current pay rate. GACS records a liability for unused sick leave at 100%. The Academy is also reviewing a policy that may allow payment of accumulated unused sick leave upon separation beginning in fiscal year 2025-2026.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Notes to Financial Statements, continued

2. Summary of Significant Accounting Policies, continued

Fund Balance

Governmental fund balances are classified as follows:

- Restricted - includes fund balance amounts that are constrained for specific purposes which are externally imposed by providers, such as creditors or amounts constrained due to constitutional provisions or enabling legislation.
- Assigned - includes fund balance amounts that are intended to be used for specific purposes that are neither considered restricted or committed.
- Unassigned includes negative fund balances in other governmental funds.

Restricted/committed amounts are spent first when both restricted and unrestricted fund balance is available unless there are legal documents/contracts that prohibit doing this. In addition, committed, then assigned, and lastly unassigned amounts of unrestricted fund balance are expended in that order.

A formal minimum fund balance policy has not been adopted.

Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of financial statements and the reported amounts of revenues and expenditures/expenses during the reporting period. Actual results may differ from those estimates.

Recently Adopted Accounting Pronouncements

During the year ended September 30, 2025, the Academy implemented the following pronouncements.

In June 2022, GASB issued Statement No. 101, *Compensated Absences*. The primary objective of the Statement is to better meet the information needs of financial statement users by updating the recognition and measurement guidance for compensated absences. This Statement requires that liabilities for compensated absences be recognized for leave that has not been used and leave that has been used but not yet paid, provided the services have occurred, the leave accumulates, and the leave is more likely than not to be used for time off or otherwise paid in cash or noncash means. In estimating the leave that is more likely than not to be used or otherwise paid or settled, a government should consider relevant factors such as employment policies related to compensated absences and historical information about the use or payment of compensated absences. Leave that is more likely than not to be settled through conversion to defined benefit postemployment benefits should not be included in a liability for compensated absences. The implementation of this Statement did not have a material effect on the accompanying financial statements.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Notes to Financial Statements, continued

2. Summary of Significant Accounting Policies, continued

Recently Adopted Accounting Pronouncements, continued

In December 2023, GASB issued Statement No. 102, *Certain Risk Disclosures*. The primary objective of this Statement is to provide users of the government financial statements with essential information about risks related to a government's vulnerabilities due to ascertain concentrations or constraints. This Statement requires a government to assess whether a concentration or constraint makes the primary government reporting unit or other reporting units that report a liability for revenue debt vulnerable to the risk of a substantial impact. Additionally, this Statement requires a government to assess whether an event or events associated with a concentration or constraint that could cause the substantial impact have occurred, have begun to occur, or are more likely than not to begin to occur within 12 months of the date the financial statements are issued. The implementation of this Statement did not have a material effect on the accompanying financial statements.

Upcoming Accounting Pronouncements

In April 2024, GASB issued Statement No. 103, *Financial Reporting Model Improvements*. The objective of this Statement is to improve key components of the financial reporting model to enhance the effectiveness of the financial reporting model in providing information that is essential for decision making and assessing a government's accountability and address certain application issues identified through pre-agenda research conducted by the GASB. This Statement establishes new accounting and financial reporting requirements or modifies existing requirements related to management's discussion and analysis (MD&A), unusual or infrequent items, presentation of the proprietary fund statement of revenues, expenses, and changes in fund net position, information about major component units in basic financial statements, budgetary comparison information and financial trends information in the statistical section. Management is evaluating the effect that this Statement, upon implementation, will have on the financial statements. GASB Statement No. 103 will be effective for fiscal year ending September 30, 2026.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Notes to Financial Statements, continued

2. Summary of Significant Accounting Policies, continued

Upcoming Accounting Pronouncements, continued

In September 2024, GASB issued Statement No. 104, *Disclosure of Certain Capital Assets*. The objective of this Statement is to provide users of government financial statements with essential information about certain types of capital assets. This Statement requires certain types of capital assets to be disclosed separately in the capital assets note disclosures required by Statement 34. Lease assets recognized in accordance with Statement No. 87, *Leases*, and intangible right-to-use assets recognized in accordance with Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*, should be disclosed separately by major class of underlying asset in the capital assets note disclosures. Subscription assets recognized in accordance with Statement No. 96, *Subscription-Based Information Technology Arrangements*, also should be separately disclosed. In addition, this Statement requires intangible assets other than those three types to be disclosed separately by major class. This Statement also requires additional disclosures for capital assets held for sale. A capital asset is a capital asset held for sale if (a) the government has decided to pursue the sale of the capital asset and (b) it is probable that the sale will be finalized within one year of the financial statement date. Governments should consider relevant factors to evaluate the likelihood of the capital asset being sold within the established time frame. This Statement requires that capital assets held for sale be evaluated each reporting period. Governments should disclose (1) the ending balance of capital assets held for sale, with separate disclosure for historical cost and accumulated depreciation by major class of asset, and (2) the carrying amount of debt for which the capital assets held for sale are pledged as collateral for each major class of asset. Management is evaluating the effect that this Statement, upon implementation, will have on the financial statements. GASB Statement No. 104 will be effective for fiscal year ending September 30, 2026.

In December 2025, GASB issued Statement No. 105, *Subsequent Events*. The objective of this Statement is to improve the financial reporting requirements for subsequent events, thereby enhancing consistency in their application and better meeting the information needs of financial statement users. This Statement defines subsequent events as transactions or other events that occur after the date of the financial statements but before the date the financial statements are available to be issued. This Statement describes the date the financial statements are available to be issued as the date at which (1) the financial statements are complete in a form and format that complies with generally accepted accounting principles and (2) approvals necessary for issuance have been obtained. That definition modifies the subsequent events time frame throughout the GASB literature. This Statement also requires the date through which subsequent events have been evaluated to be disclosed. This Statement clarifies the subsequent events that constitute recognized and nonrecognized events and establishes specific note disclosure requirements for nonrecognized events. Management is evaluating the effect that this Statement, upon implementation, will have on the financial statements. GASB Statement No. 105 will be effective for fiscal year ending September 30, 2027.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Notes to Financial Statements, continued

3. Capital Assets

Capital asset activity for the year ended September 30, 2025 is as follows:

	Beginning Balance <u>October 1, 2024</u>	<u>Additions</u>	<u>Deletions</u>	Ending Balance <u>September 30, 2025</u>
Depreciable capital assets:				
Computer and transportation equipment	\$ 68,367	\$ 9,361	\$ ---	\$ 77,728
Music instrument and sports equipment	71,426	7,086	---	78,512
Furniture, fixtures and equipment	<u>627,351</u>	<u>6,261</u>	<u>---</u>	<u>633,612</u>
	767,144	22,708	---	789,852
Less accumulated depreciation	(<u>337,273</u>)	(<u>53,108</u>)	<u>---</u>	(<u>390,381</u>)
	429,871	(30,400)	---	399,471
Land	<u>1,564,147</u>	<u>---</u>	<u>---</u>	<u>1,564,147</u>
	<u>\$1,994,018</u>	<u>\$(30,400)</u>	<u>\$ ---</u>	<u>\$1,963,618</u>

Capital asset activity for the year ended September 30, 2024 is as follows:

	Beginning Balance <u>October 1, 2023</u>	<u>Additions</u>	<u>Deletions</u>	Ending Balance <u>September 30, 2024</u>
Depreciable capital assets:				
Computer and transportation equipment	\$ 68,367	\$ ---	\$ ---	\$ 68,367
Music instrument and sports equipment	71,426	---	---	71,426
Furniture, fixtures and equipment	<u>610,621</u>	<u>53,991</u>	(<u>37,261</u>)	<u>627,351</u>
	750,414	53,991	(37,261)	767,144
Less accumulated depreciation	(<u>313,295</u>)	(<u>23,978</u>)	<u>---</u>	(<u>337,273</u>)
	437,119	30,013	(37,261)	429,871
Land	<u>1,564,147</u>	<u>---</u>	<u>---</u>	<u>1,564,147</u>
	<u>\$2,001,266</u>	<u>\$30,013</u>	<u>\$(37,261)</u>	<u>\$1,994,018</u>

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Notes to Financial Statements, continued

4. Donated Use of Operating Premises

The Academy conducts its operations on premises provided at below market cost at Tiyan, Guam as discussed below.

Operations conducted at the Tiyan Guam location are provided under a Memorandum of Agreement (MOA) with the Government of Guam. Pursuant to Public Law 30-37, the Government of Guam and Core Tech International Corporation entered into a lease agreement with an option to purchase dated June 23, 2009, for certain land, buildings and structures located in Tiyan, Guam. On September 15, 2011, Public Law 31-76 amended Public Law 30-37 and allowed continued use of the Tiyan Campus for interim school facilities and other use for government operations. On December 30, 2013, the Government of Guam executed the Option to Purchase the Tiyan Campus.

On August 9, 2013, the Government of Guam entered into Memorandum of Agreement with GACS permitting it to use Buildings C and D of the Tiyan Campus at no cost. The original term of GACS' use of the premises is for a one year period commencing August 6, 2013 with two annual extensions of one year each for a maximum term of no more than three consecutive years from August 6, 2013 and ending June 30, 2016. Additional extensions were granted at the discretion of the Government of Guam. The MOA expired on June 30, 2023.

In 2022, the finalization of the agreement for an additional three (3) years was initiated. However, in August 2023, the Office of the Governor advised that the delay in the processing of the written agreement would not prevent the Governor from allowing GACS to continually occupy the premises since the Academy does not pay rent, and the Governor has granted consent for GACS' continued occupation. As of the report date, the Office of the Governor, who is the government entity with entitlement to possession has not taken any steps to proceed with an unlawful detainer, has not sought any rent, and has not interrupted GACS peaceful possession of the property. As of the report date, GACS is a holdover tenant in possession, consistent with the representations of the Office of the Governor. GACS has initiated its request to continue occupancy during the interim period of financing the construction of a new facility.

The extensions are subject to the following conditions: a) GACS continues to hold a duly issued charter from the Guam Academy Charter Schools Council; and b) there has been no default of the MOA within a ninety-day notice. The office of the Governor of the Government of Guam estimates the fair rental market value of the premises and collateral equipment at \$953,070 per year based on comparable rents in the immediate area, which is recorded as a component of in-kind contributions in the accompanying statements of governmental fund revenues, expenditures and changes in fund balance/statements of activities. In 2020, this value increased due to the inclusion of Building E in the calculation. The MOA allows GACS free use of certain collateral equipment, the current fair market value of which was previously considered immaterial to the accompanying financial statements. In fiscal year 2019, the Government of Guam provided data sufficient to record the value and GACS has accordingly recorded such in the 2025 and 2024 financial statements. Additionally, the MOA requires that should GACS vacate the Tiyan premises, it must incur certain expenses to restore those premises.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Notes to Financial Statements, continued

4. Donated Use of Operating Premises, continued

As of September 30, 2025 and 2024, GACS has estimated that \$89,000 is the attendant cost of vacating the Tiyan premises but given GACS current financial situation, it is not currently possible to predict if such costs will be incurred and therefore, given the materiality of this balance, it has not been recorded as an expense and as a liability in the accompanying financial statements.

5. Risk Management

The Academy is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The Academy has elected to purchase commercial insurance coverage from independent third parties for the risks of loss to which it is exposed. Settled claims from these risks have not exceeded commercial insurance coverage for the past three years.

6. Commitments and Contingencies

Contingencies

The accompanying financial statements have been prepared on a going concern basis, which contemplates the realization of assets and the satisfaction of liabilities in the normal course of business.

Funding

Guahan Academy Charter School (GACS) receives its operating revenue from annual appropriations enacted by the Guam Legislature under the Guam Academy Charter Schools Fund, pursuant to its approved charter and subject to oversight by the Guam Academy Charter Schools Council. Charter authorization is granted for a six-year term, during which funding levels are determined through the legislative appropriations process.

Access to appropriated funds is contingent upon Council's approval of drawdown requests by the academy and subsequent verification and release of funds by DOA. Accordingly, the school's financial position and operational sustainability are significantly dependent upon continued legislative appropriations, timely approval of allotments, and the availability of Government of Guam funds.

For the fiscal year ended September 30, 2025, pursuant to Guam Public Law 37-125, per-pupil allocations were established at \$7,800 per enrolled student at 765 students and an additional \$1,250 each for the additional 15 enrollees as per Guam Public Law 37-124.



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Report of Independent Auditors on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Board of Trustees
Guahan Academy Charter School, Inc.

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*), the financial statements of Guahan Academy Charter School (the Academy), which comprise the statement of financial position as of September 30, 2025, and the related notes (collectively referred to as the “financial statements”), and have issued our report thereon dated March 31, 2026.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Academy’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academy’s internal control. Accordingly, we do not express an opinion on the effectiveness of the Academy’s internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We identified certain deficiencies in internal control, described in the accompanying schedule of findings and responses as items 2025-001, 2025-002 and 2025-003 that we consider to be significant deficiencies.

Report on Compliance and Other Matters

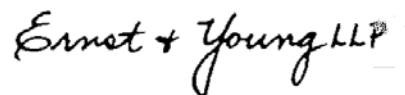
As part of obtaining reasonable assurance about whether the Academy's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

The Academy's Response to Findings

Government Auditing Standards requires the auditor to perform limited procedures on the Academy's response to the findings identified in our audit and described in the accompanying schedule of findings and responses. The Academy's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

The logo for Ernst & Young LLP, featuring the company name in a stylized, handwritten-style script.

March 31, 2026

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Schedule of Findings and Responses

Finding No.: 2025-001

Criteria:

In a voluntary, non-exchange transaction, GASB Cod. Sec. N50.118 states that recipients should recognize receivables and revenues (net of estimated uncollectible amounts), when all applicable eligibility requirements are met.

Conditions:

1. During the fiscal year ended September 30, 2024, the Federal Emergency Management Agency (FEMA), through The Guam Recovery Office, awarded the Academy grants totaling \$470,171 in relation to the damage caused by Typhoon Mawar. The Academy incurred eligible, reimbursable expenditures of \$177,212 during fiscal years 2023 and 2024. However, the Academy did not recognize receivables and revenues as of and for the year ended September 30, 2024.
2. Furthermore, the Academy incurred eligible, reimbursable expenditures of federal awards of \$32,602 in the last quarter of the fiscal year ended September 30, 2025, but did not recognize receivables and revenues as of and for the year ended September 30, 2025.

Cause:

The Academy has insufficient experience in accounting for grants awarded by FEMA and other federal agencies.

Effect or potential effect:

1. For the fiscal years ended September 30, 2024 and 2025, the Academy's receivable and revenue were understated and overstated respectively by \$177,212.
2. For the fiscal year ended September 30, 2025, the Academy's receivable and revenue was understated by \$32,602 and was corrected by the Academy.

Recommendation:

The Academy shall monitor all its existing grant awards, assess whether applicable eligibility requirements are met and recognize receivables and revenues in accordance with GASB Codification.

View of responsible officials:

Management concurs with the finding. The Academy acknowledges that receivables and revenues related to FEMA and other federal grants were not recognized in a timely manner due to limited experience in accounting for nonexchange transactions and grant-specific requirements.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Schedule of Findings and Responses, continued

Management recognizes the importance of complying with applicable guidance for recognition of revenues and receivables when eligibility requirements are met.

Corrective Action Plan

The Academy will implement procedures to ensure proper recognition of grant-related receivables and revenues, including:

- Establishing a grant monitoring and tracking system specific for FEMA PA to document all awards, expenditures, and eligibility requirements. (9-25-25)
- Assigning specific personnel to review grant activity quarterly to determine proper timing of revenue and receivable recognition. (Program Coordinator)
- Providing training to accounting staff on applicable GASB guidance related to nonexchange transactions.
- Coordinating with external auditors or consultants, as needed, to ensure proper accounting treatment.

Timeline: Implementation beginning FY 2026, with quarterly monitoring thereafter

Responsible Party: Business Office / Accounting Staff & Program Coordinator

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Schedule of Findings and Responses, continued

Finding No.: 2025-002

Criteria:

GASB Statement No. 101 (GASBS No. 101), *Compensated Absences*, requires that liability for compensated absences be recognized for leave that has not been used if (a) the leave is attributable to services already rendered, (b) the leave accumulates, and (c) the leave is more likely than not to be used for time off or otherwise paid in cash or settled through noncash means.

Furthermore, Paragraph B14 of GASBS No. 101 states that specifically, the GASB believes that certain factors provide governments with a contextual basis to estimate whether leave is more likely than not to be used or otherwise paid or settled, including employment policies related to compensated absences; historical information about leave usage patterns, payments upon termination of employment, and forfeitures of leave; and information about current and expected future eligibility. Those factors may need to be evaluated in combination with each other.

Condition:

The Academy did not perform an assessment to determine that all accumulated leave is more likely than not to be used in its implementation of GASBS No. 101. Historical information indicates that not all leave is more likely than not to be utilized.

Cause:

The Academy has insufficient experience in adopting new standards.

Effect or potential effect:

The Academy's liability for compensated absences may be misstated due to the lack of formal evaluation of available factors supporting its assumptions in measuring the liability.

Recommendation:

The Academy should document its formal evaluation of available factors supporting its assumptions in measuring the liability in accordance with GASBS No. 101.

View of responsible officials:

Management concurs with the finding. While the Academy implemented GASB Statement No. 101, formal documentation supporting the assessment of whether compensated absences are more likely than not to be used or paid was not fully developed. Management acknowledges the need to strengthen its evaluation and documentation processes to support the recorded liability.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Schedule of Findings and Responses, continued

Corrective Action Plan

The Academy will enhance its process for estimating compensated absences liability by:

- Developing a formal methodology and documentation framework to evaluate leave balances in accordance with GASB Statement No. 101.
- Incorporating historical usage trends, employee behavior, and policy provisions into the assessment.
- Performing an annual review and analysis of compensated absences balances and assumptions.
- Updating internal policies, as needed, to align with accounting treatment and planned policy changes (e.g., potential payout of sick leave).

Timeline: To be implemented in FY 2026 during year-end closing process

Responsible Party: Business Office / Human Resources / Accounting Staff; HR Personnel & Chief Executive Officer

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Schedule of Findings and Responses , continued

Finding No.: 2025-003

Criteria:

In accordance with GASB Codification 1600.103, the statement of net position and the statement of activities must be prepared using the economic resources measurement focus and the accrual basis of accounting. Under this basis:

1. Revenues, expenses, gains, losses, assets, deferred outflows of resources, liabilities, and deferred inflows of resources arising from exchange and exchange-like transactions should be recognized when the exchange occurs.
2. Revenues, expenses, gains, losses, assets, deferred outflows of resources, liabilities, and deferred inflows of resources arising from nonexchange transactions should be recognized in accordance with the requirements of GASB Section N50.

Condition:

For the fiscal years ended September 30, 2025 and 2024, the Academy recorded expenses of \$31,500 and \$106,284, respectively, that related to costs that had not been incurred.

Cause:

The Academy has the practice of recording expenses at full contract price without consideration of when the exchange occurred.

Effect or potential effect:

1. For the fiscal years ended September 30, 2024 and 2025, the Academy's payable and expenses were overstated and understated respectively by \$106,284.
2. For the fiscal year ended September 30, 2025, the Academy's payable and expenses were overstated by \$31,500.

Recommendation:

We recommend that management ensure expenses are recorded only when the related services have been rendered or allowable costs have been incurred. Supporting documentation such as delivery receipts, service completion reports, or other evidence should be obtained and reviewed prior to recording transactions.

View of responsible officials:

Management concurs with the finding. The Academy acknowledges that certain expenses were recorded based on contract amounts rather than actual services rendered or costs incurred, resulting in misstatements in expenses and related liabilities. Management recognizes the need to align its practices with accrual-based accounting requirements.

Guahan Academy Charter School, Inc.
(A Non-Profit Organization)

Schedule of Findings and Responses, continued

Corrective Action Plan

The Academy will strengthen controls over expense recognition by:

- Implementing procedures to ensure expenses are recorded only when goods or services are received.
- Requiring supporting documentation (e.g., invoices, delivery receipts, service completion reports) prior to recording expenses.
- Enhancing the review and approval process for accounts payable to verify proper timing and accuracy.
- Providing training to accounting staff on accrual basis accounting principles and proper cutoff procedures.

Timeline: Immediate implementation in FY 2026

Responsible Party: Business Office / Accounting Staff

(9) Report on school staff indicating the qualifications and responsibilities of such staff;

Monthly professional development (PD) training and learning opportunities are scheduled in advance and intentionally planned based on teacher-selected topics, classroom observations, and results from the GACS Professional Teaching Evaluation Program (PTEP). This approach ensures that professional learning opportunities are aligned with identified instructional needs and areas for continued professional growth.

The three-day In-Service Professional Development for SY 2025–26 began with a refresher compliance training designed to support onboarding employees and reinforce essential school policies and procedures. A Special Education staff member from the Guam Department of Education was also invited to provide training on the Manifestation Determination Review process and the legal requirements for disciplining students with disabilities under the Individuals with Disabilities Education Act (IDEA).

Additionally, GACS subscribed to *Savor Lining*, which provides therapist-led mental fitness sessions focused on practical mental health instruction and skill-building through live, online, and group classes. These sessions provided additional social-emotional support for faculty and staff. The following topics were addressed through professional development and staff wellness sessions over the past three years:

SY 2025-2026	SY 2024-2025	SY 2023-2024
Empathy Effect	Parenting and Youth Mental Health	Building Internal Motivation
Maintaining Attention	Combating Burnout	Learning To Be Mindful
Acceptance & Becoming Unstuck	Values and Purpose	Choosing To Flourish
Overcoming Compassion Fatigue	Navigating Uncertainty	Identifying & Managing Stress
Power of Assertiveness	Empathy Effect	Imposter Syndrome
	In Search of Gratitude	

Teachers are also provided opportunities to attend professional seminars and off-island conferences, including the National Charter Schools Conference, NIFDI Direct Instruction Conference, and Innovative Schools Summit, through the U.S. Department of Education Consolidated Grant or local funding. Each year, 2–4 teachers are also provided the opportunity to enroll in the Initial Teacher Certification Program (ITCP) at no cost through the Curriculum and Instructional Quality and Development (CIQD) Project of the GDOE Consolidated Grant. These opportunities support continuous professional growth and strengthen educators’ capacity to contribute to improved student achievement.

Specifically for this school year, GACS science teachers and staff members who volunteered to participate in the implementation of iSLOPE attended training sessions conducted by community partners. These professional learning opportunities provided foundational knowledge, practical guidance, and technical skills to support the development of the program’s five initiatives. The training also strengthened collaboration between school personnel and community partners, preparing participating staff to facilitate project-based learning, service-learning activities, and STEAM-focused experiences that connect classroom instruction with real-world applications and community needs.

SY 2025-2026 STAFFING PATTERN				
Employee Category	Employee Title/Task	No. of Employees	Qualifications	Major Job Responsibility
Chief Administrator	Chief Executive Officer	1	Master's Degree in Education Specialization in Administration & Supervision; Graduate Credits in Organizational Behavior & Human Resources	Oversees the overall direction of the school; develops and implements strategies and policies to ensure that the school meets the goals set by the Board of Trustees; responsible for overseeing the school's business operations, budget, procurement, and accounting; supervises the Principal and the Assistant Principal.
Administrator	Principal	1	Doctor of Philosophy In Institutional Development and Management	Provides leadership and coordination within the school; oversees the daily activities and school operation; monitors and evaluates faculty and staff and carries out supervisory responsibilities in accordance with the policies; sets learning goals for students and teachers; maintains effective educational curriculum and programs within the school and promotes the improvement of teaching and learning.
	Assistant Principal	1	Master's Degree in Education Specialization in Public Administration	Assists the principal in the overall administration of educational curriculum, program, school activities, and all student personal matters. Responsible for student support services (Discipline and Attendance).
Ancillary	Curriculum Coordinator	1	Bachelor of Arts in Elementary Education	Supports teachers and school administrators in the preparation and ongoing implementation of the Curricular Programs and the College and Career Education Program to meet the needs of students and enhance learning.
	DI Coordinator	0	Bachelor's Degree in Education or any related field; Experience	Supports teachers and school administrators in the preparation and ongoing implementation of the Direct Instruction Program
	Counselor	2	Master's Degree in School Counseling Guidance (1) School Administration & Supervision (1)	Provides support, counseling and guidance to the students, faculty and staff; assists the Principal and Assistant Principal in the preparation, implementation and ongoing counseling program of the school.
	Health Counselor/ Social Worker	1	Bachelor of Social Work with a Minor in Psychology & Integrated Humanities	Promotes social and emotional well-being and overall guidance to the students and families in support of increasing instructional and community engagement.

	Consulting Resource Teacher (CRT)	1	Bachelor of Elementary Education Major in Special Education	Provides support and resources to teachers who work with students with a wide range of learning, cognitive, emotional and physical disabilities.
Instructional Staff	Elementary Teachers	12	Master's Degree (2) Bachelor's Degree (9) Limited Term (1) - - - With Teaching certificate (2)	Prepares, and delivers lessons that meet curriculum standards and support students' academic and social development. Including creating engaging learning activities, assessing student progress, maintaining classroom discipline, communicating with parents, and fostering a positive and inclusive learning environment that encourages growth and curiosity.
	Secondary Teachers	19	Doctoral Degree (1) Master's Degree (6) Bachelor's Degree (12) Limited Term (0) - - - With Teaching Certificate (2)	Instructs students in specific subject areas, preparing and delivering lessons aligned with curriculum standards. Duties include assessing student performance, maintaining classroom management, providing academic guidance, and supporting student's intellectual and personal development in preparation for higher education careers.
	Chamorro Language Teachers	3	With Teaching Certificate (1) High School Diploma & Teaching Experience (2)	Delivers instruction to students in CHamoru. Keeps accurate records of student progress, grades, and attendance
	Accountant	1	Bachelor's Degree in Commerce (Accounting)	Responsible for all areas relating to financial reporting, develops and maintains accounting principles, practices, and procedures to ensure accurate and timely financial statements. Manages and reviews financial records to ensure accuracy and compliance with regulations. Maintaining the general ledger, preparing financial reports and budgets, reconciling accounts, monitoring transactions, assisting with audits.
	Accounting Assistant	1	Associates of Science Degree in Accounting	Assists senior accountant in accounting-related functions. Responsible for managing timesheets, ensuring accuracy for payroll processing and coordinating with HR.
	Child Nutrition & Meals Coordinator	1	Bachelor's Degree in Education: Health & Physical Education	Oversees the daily operations of the Child Nutrition Program ensuring compliance with regulations, balanced menus, and food safety standards.
	Program & Accountability Coordinator	1	Master of Public Administration Degree 4+ years of progressive experience in complex	Supports the coordination, monitoring, and continuous improvement of school programs, assessments, accountability systems, and accreditation efforts. The position also helps maintain accurate

			administrative and program management in educational settings	program data and documentation, supports required reporting and compliance activities, and works across departments to promote effective program implementation and organizational accountability.
	Personnel Assistant	1	Associates Degree in Criminal Justice with 10+ years in Human Resources	Provides administrative and clerical support to the school's personnel functions. Assists with recruitment, onboarding, employee records, clearances, evaluations, attendance and leave documentation, personnel correspondence, and other HR-related processes. Helps maintain accurate and confidential personnel records, supports compliance and reporting requirements, and works closely with employees and administrators to ensure efficient and organized personnel operations.
	Information Technology (IT) Coordinator	1	High School with 14 years of experience in Communications	Collects, organizes, prepares student and employee data for use in reports. Responsible for maintaining or updating the data control, website, and social media of GACS. Provides technical support to employees and students.
	Computer Technician (Program Coordinator II)	1	Associates Degree in Computer Networking with 14 years in Technology Work	Responsible for maintaining computer systems, troubleshooting errors, and repairing hardware. Responsible for maintaining and updating technical documentations for training on computer equipment usage
	Administrative Officer	0	High School Diploma	Provides administrative support in multiple tasks as assigned by the CEO; Responsible for managing schedules and communication between CEO; administrators, and BOT; produces reports and documentation for meetings
	Administrative Assistant	1	Bachelor's Degree in Industrial Education: Mathematics (1)	Provides administrative support in multiple tasks assigned by the Administrators; communicates and collaborates with office staff to ensure efficient operations of the school; custodial services, maintenance of facilities and supports with handling timesheets
Auxillary	Administrative Assistant (Registrar)	2	High School Diploma; experience in Student Information System (RenWeb) (1) Bachelor of Elementary Education (1)	Performs a variety of duties and responsibilities involved in enrolling and transferring community school students; creates and maintains student records; provides parent/student services and related duties.

	Administrative Secretary	1	High School Diploma; experience and/or training in administrative work	Works directly in an administrative support role to the principal and assistant principal; provides support to the GACS administrative team as needed; provides front counter support including, but not limited to, answering phones, taking messages, directing calls, coordinating general school office operations, and greeting and attending to school visitors, school staff, and student requests.
	CNA	1	High School Diploma and Patient Care Technician Diploma/Certification	Promotes overall health and wellness among students, faculty, and staff; provides instruction in the maintenance of good health and disease prevention. Evaluates the physical conditions of students and refers to students to appropriate resources as needed.
	Teacher Assistant	7	Business Administration: Banking & Finance (1) Associates of Arts Business & Liberal Arts (1) Associate of Arts in Teacher Preparation (1) High School Diploma and experience working with students in an educational or child care setting (4)	Assists the teacher, principal, and DI program coordinator in preparation and delivery of the curriculum Direct Instruction Model and other programs. Provides support to the teachers in classroom management and school activities.
	School Aide	3	High School Diploma & Certification in First Responders Emergency Training & National Disaster Preparedness	Provides support to the administrators, faculty, staff and students for a smooth operation of the school day.
	Custodian	3	Bachelor's Degree in Teaching Physics (1) High School Diploma with over 5 years custodial experience (2)	Performs inspections, repairs, and general maintenance to ensure that all students, faculty, staff and community are provided a clean, safe and healthy environment on campus.
	On Call Substitute	0	High School Diploma or equivalent	Responsible for managing the classroom and carrying out lesson plans for the absent teachers.
	AmeriCorps Staff	3	High School Diploma with 15 years experience in AmeriCorps program coordination, planning, and community outreach (1) Bachelor of Sociology: Social Problem Studies Concentration (1) High School Diploma (1)	Responsible for overseeing the AmeriCorps program and coordinating service learning activities for the High School.

(10) Donor and Grantors

Guahan Academy Charter School
Transaction Detail By Account
October 2025 through September 2026

Memo	Name	Amount
3.111 Donations		
To record Donation for Science Expo prizes	ROSS DRESS FOR LESS	75.00
	Faith Book Store	25.00
	Bestseller	100.00
	National Office Supply	45.00
	National Office Supply	70.00
	Wendy's	100.00
	School Essentials	100.00
Total 3.111 Donations		515.00