Outlook

Messages & Communications Doc. No. 38GL-26-3142 through 3147.

From 38th Committee On Rules <committeeonrules@guamlegislature.gov>
Date Fri 11/6/2026 10:24 AM
To Guam Legislature Clerks <clerks@guamlegislature.gov>
Cc Frank Blas Jr. <speakerblas@guamlegislature.gov>

4 attachments (20 MB)
11626COMM Doc. No. 38GL-26-3142.pdf; 11626COMM Doc. No. 38GL-26-3145.pdf; 11626COMM Doc. No. 38GL-26-3146.pdf; 11626COMM Doc. No. 38GL-26-3147.pdf;

Håfa Adai Clerks Office,
Please see attached, **Messages & Communications Doc. No. 38GL-26-3142 through 3147** for processing:

√	**38GL-26-3142**	Bureau of Budget and Management Research	Appropriation Reserve Report for the Quarter Ending September 30, 2026*
√	**38GL-26-3143**	Guahan Academy Charter School	FY2026 Charter Schools' Annual Report.
√	**38GL-26-3144**	Guam Department of Education	SY2025-2026 Annual State of the Public Education Report.
√	**38GL-26-3145**	A.B. Won Pat International Airport Authority	FY2026 4th Quarter Staffing Pattern*
√	**38GL-26-3146**	A.B. Won Pat International Airport Authority	FY2026 4th Quarter Travel Report*
√	**38GL-26-3147**	Public Defender Service Corporation - Government of Guam	FY2026 4th Quarter Staffing Pattern*

Please retrieve Doc. No. 38GL-26-3143 and 3144 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-26-3143.

2 messages

Speaker Frank Blas Jr. <speakerblas@guamlegislature.gov> Wed, Nov 4, 2026 at 3:38 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-26-3143

38GL-26-3143	Guam Academy Charter Schools Council	FY2026 Charter Schools' Annual Report.

Si Yu'os Ma'åse'

Bernice Rivera

Administrative Assistant

Office of Speaker Frank F. Blas, Jr.

I Mina'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-26-3143.pdf

38th Committee On Rules <committeeonrules@guamlegislature.gov> Thu, Nov 5, 2026 at 4:22 PM
To: "Speaker Frank Blas Jr." <speakerblas@guamlegislature.gov>

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]

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P.O. Box 7420 Tamuning, Guam 96931
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October 28, 2026

38GL-26-3143
OFFICE OF THE SPEAKER
FRANK F. BLAS JR.
OCT 28 2026
Time: 3:12pm
Received:

Honorable Frank Blas Jr.
Speaker
I Mina'trentai Ocho Na Liheslaturan Guahan
Guam Congress Building
163 Chalan Santo Papa
Hagåtña,Guam96910

SUBJECT: Charter Schools' Annual Report FY 2026

Dear Speaker Blas,

Buenas Yan Hafa Adai!

Pursuant to The Guam Academy Charter Schools Act of 2009, GCA Title 17, Chapter 12 Section 12107 (n), 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, I Liheslaturan Guahan, and Maga'hagan Guahan. Please see copies of the annual report as reported by each of the charter schools.

Should you have any questions or concerns, please feel free to contact me at [redacted] or you may also email me at [redacted] or email Fely Alfonso, Administrative Officer, at felicitas.alfonso@doa.guam.gov.

Very Respectfully,

EVANGELINE M. CEPEDA
Chairwoman
Guam Academy Charter Schools Council

38GL-26-3143
Messages and Communications
RECEIVED
COMMITTEE ON RULES
November 4, 2026
3:38 p.m.
Marie Crisostomo

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GUAHAN ACADEMY CHARTER SCHOOL

Annual Report 2025-2026

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GUAHAN ACADEMY CHARTER SCHOOL

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Email: asantiago@guahanacademy.org
Ann Margarett 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 Margarett Santiago, Chief Executive Officer at 671-734-1067.

Respectfully submitted,

Fe Valencia-Ovalles
Chairwoman

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

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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**

Data described in items (1) through (8) of this Subsection shall not identify the individuals to whom the data pertain.

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GUAHAN ACADEMY CHARTER SCHOOL

Board of Trustees

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Member

Leadership

Ann Margarett Santiago, M. Ed.
Chief Executive Officer

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

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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.

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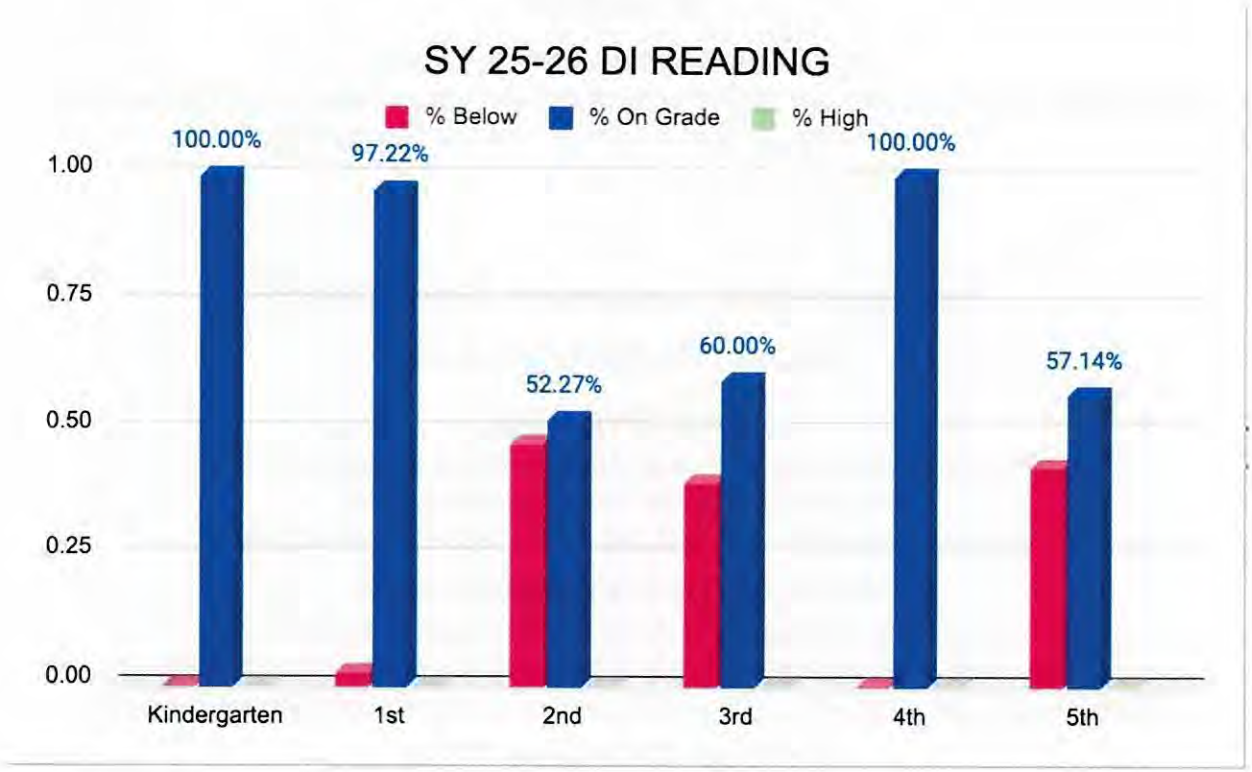
(1) a report on the extent to which the school is meeting its mission and goals as stated in the petition for the Academy Charter School

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

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

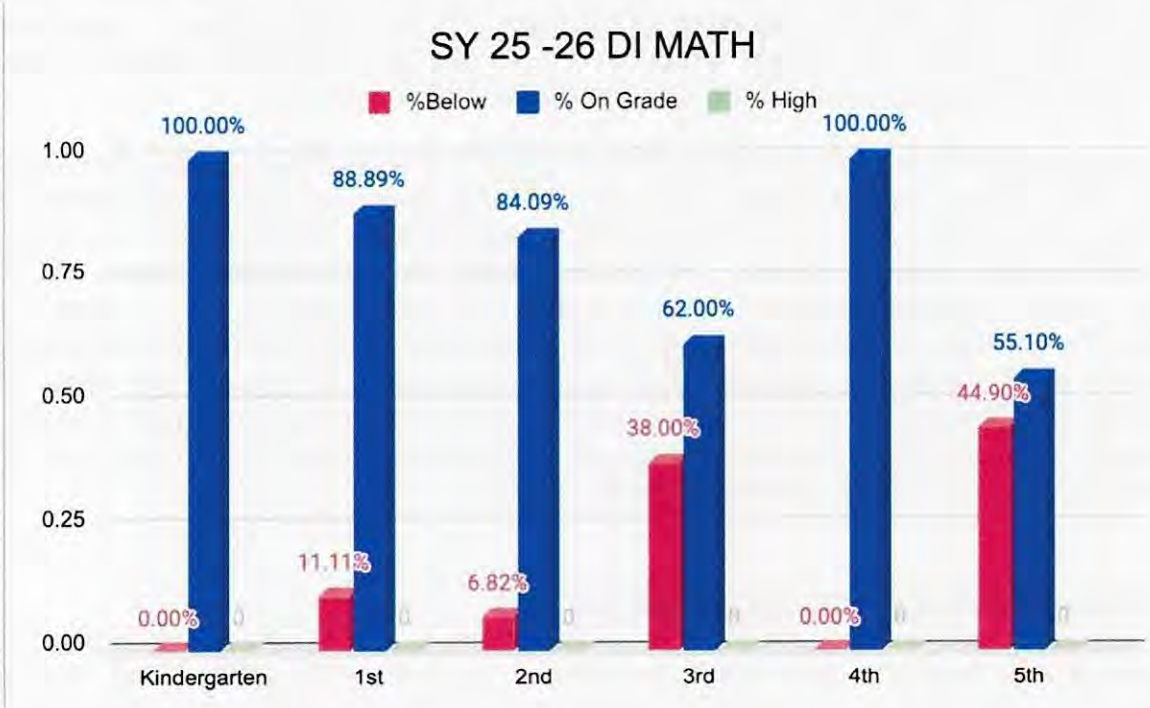
These results should be viewed within the context of the length, depth, and rigor of the lessons students are expected to master. Continued instructional focus on explicit reading strategies, differentiated support, practice, and progress monitoring will help students build the skills necessary to successfully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



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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**

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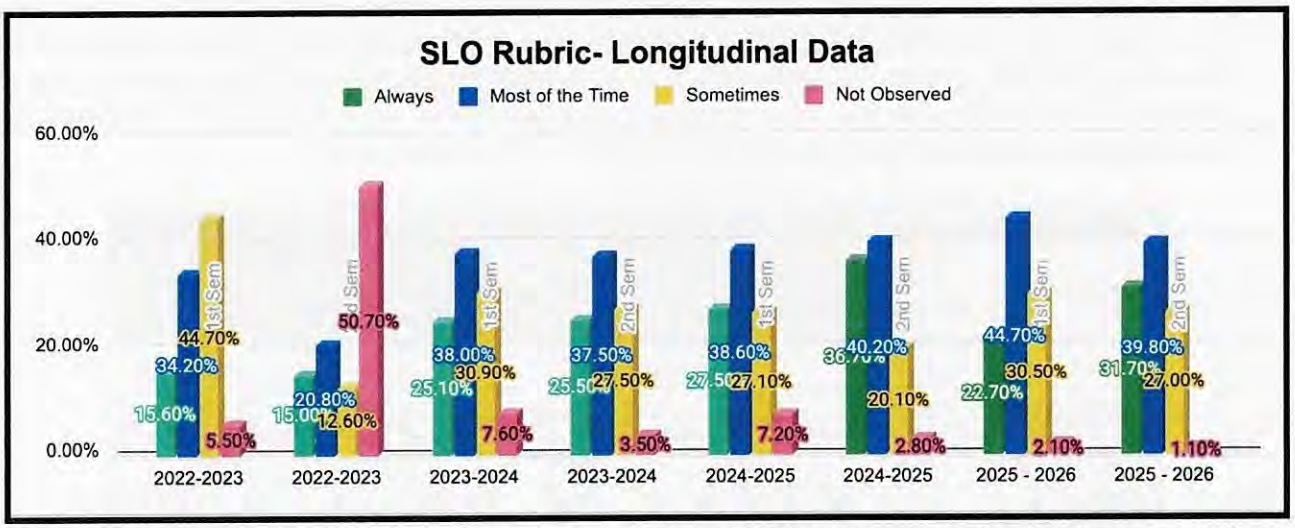
Communicators, Critical Thinkers, and Strive for Lifelong Success, with three measurable indicators identified for each SLO. Homeroom teachers administer the assessment twice each school year to monitor student progress, identify areas requiring additional support, and inform necessary instructional 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%.

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- 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	*Urgent Intervention*	*Intervention*	*On Watch*	*At/Above Benchmark*
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	*Urgent Intervention*	*Intervention*	*On Watch*	*At/Above Benchmark*
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%**

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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.*

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- ***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.*

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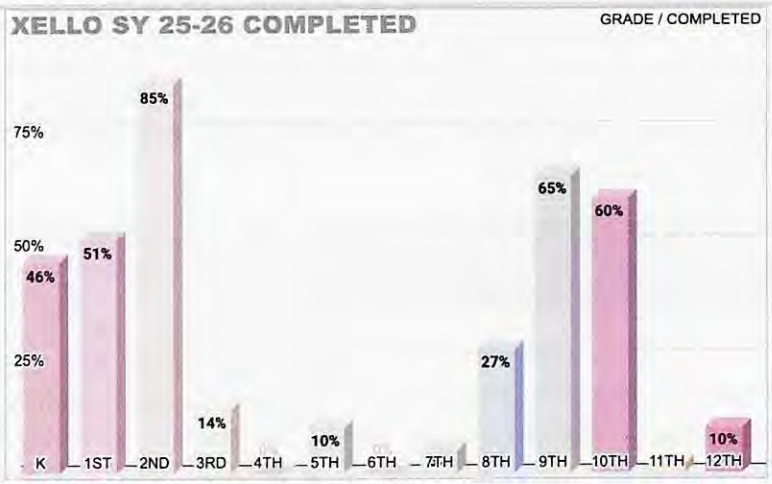
The WE CCaRE framework's overall effectiveness and efficacy is further supported by the following activities and programs:

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

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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**

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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.

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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.

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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.



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	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.

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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.

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ACTIVITIES & IMAGES



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(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.

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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.



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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

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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**		

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(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		
School Year	*No. of 12th Graders*	*No. of Graduates*	*% of Graduates*
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				
School Year	*College/ Trade School*	*Immediate Entry to Job Market*	*Military*	*Undecided*	*Unable to Contact*
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.



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(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**.





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PTO Fall Harvest Festival - November 21, 2025



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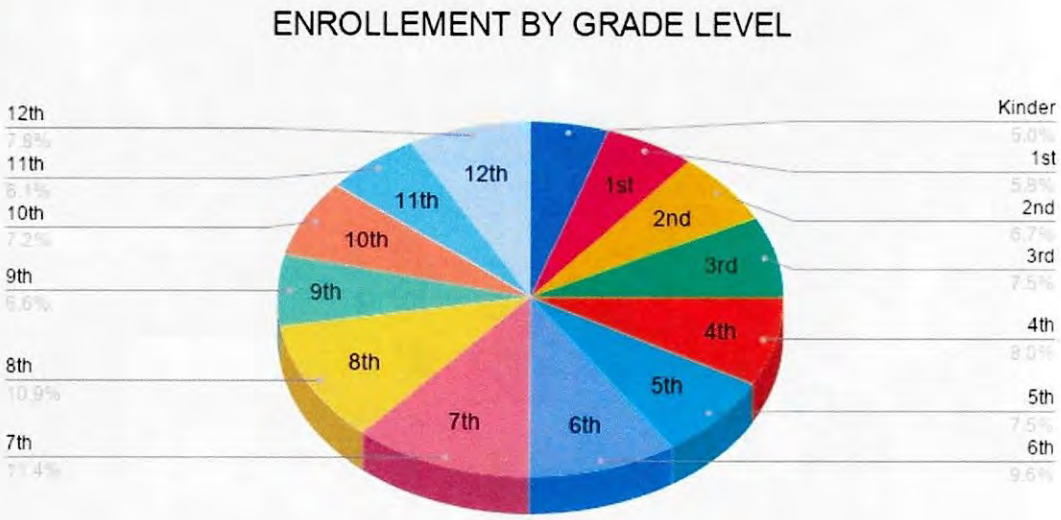
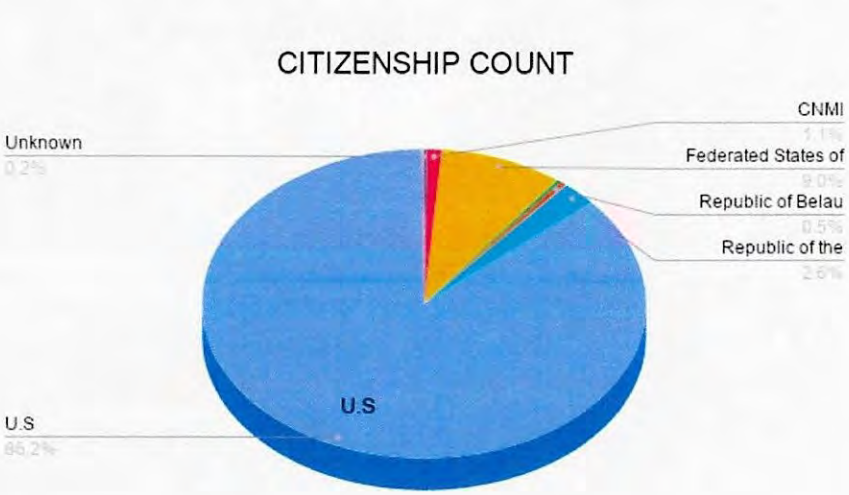
(6) Official Student Enrollment – SY 2025 – 2026

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**



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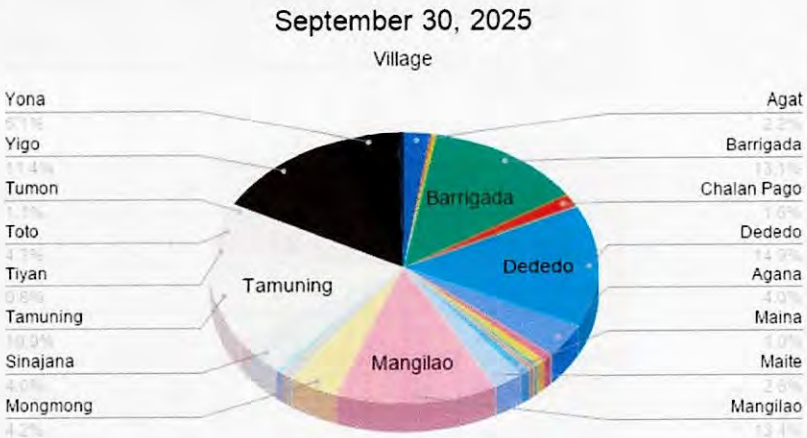
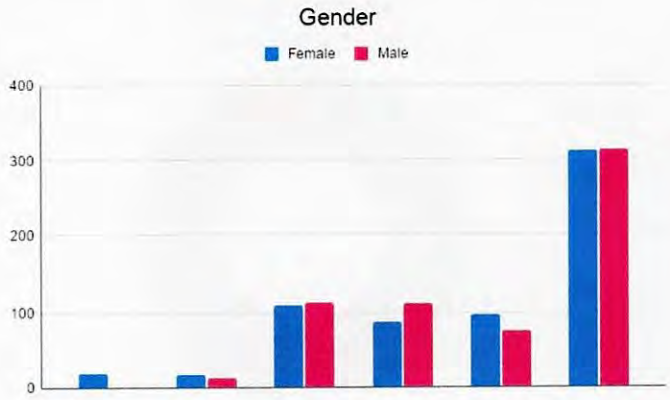
Village and Sex Count

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**

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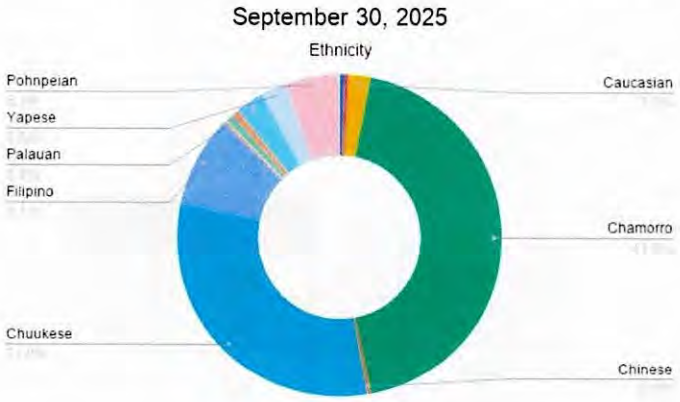
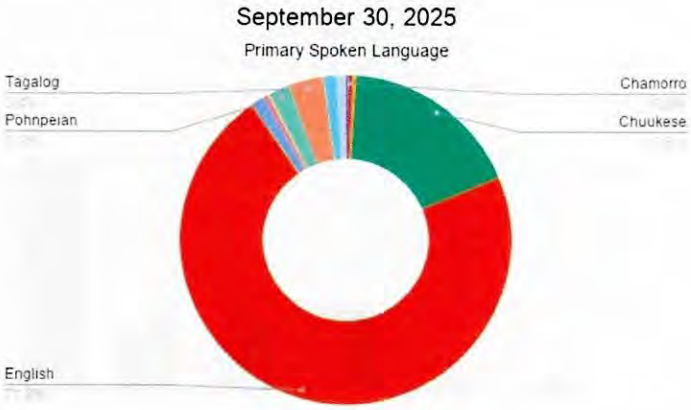
Ethnicity and Language Count

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**





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(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.

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(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

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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.

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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.

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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



Shape the future
with confidence

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

Financial Statements

Years ended September 30, 2025 and 2024

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Shape the future with confidence

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Tamuning, Guam 96913

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ey.com

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

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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.

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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

Doc. No. 38GL-26-3143.*

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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.

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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.

Doc. No. 38GL-26-3143.*

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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

	30-Sep-25	30-Sep-24	30-Sep-23
ASSETS			
Current Assets	$1,770,201	$1,316,935	$ 868,233
Capital Assets	1,963,618	1,994,018	2,001,266
TOTAL ASSETS	**$3,733,819**	**$3,310,953**	**$2,869,499**
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	**$3,733,819**	**$3,310,953**	**$2,869,499**

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

	Oct '24 - Sep 25	Oct '23 - Sep 24	Oct '22 - Sep 23
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	6,545,707	7,052,370	5,483,962
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	5,870,200	6,511,925	5,395,530
Change in Net Position	675,507	540,445	88,432
Net Position, Beginning of Year	2,696,001	2,155,556	2,067,124
Net Position, End of Year	**$3,371,508**	**$2,696,001**	**$2,155,556**

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- 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.

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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	4,531,383	5,985,750	(1,454,367)	75.7%
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	2,995,954	3,457,453	(461,499)	86.65%
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	$4,234,754	$5,985,750	($1,750,996)	70.75%

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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	18,750	
	Total FY2025 Appropriations	$5,985,750	
	Less: Gov Guam Reimbursements	(4,531,383)	(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	(4,951,128)	(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	382,500	
	Total FY2023 Appropriation, 765 @ $7,500	$5,737,500	
	Less: Gov Guam Reimbursements	(4,229,883)	(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.

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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.

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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.

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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.

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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 Liheslaturan 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.

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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.

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

Governmental Funds Balance Sheets/Statements of Net Position

	September 30, 2025			September 30, 2024		
	General Fund	Adjustments	Statement of Net Position	General Fund	Adjustments	Statement of 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, 2025			Years ended September 30, 2024		
	General Fund	Adjustments	Statement of Activities	General Fund	Adjustments	Statement of 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

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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.

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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.

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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:

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

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:

	2025	2024
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	$675,507	$540,445

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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.

Doc. No. 38GL-26-3143.*

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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.

Doc. No. 38GL-26-3143.*

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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.

Doc. No. 38GL-26-3143.*

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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.

Doc. No. 38GL-26-3143.*

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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.

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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.

Doc. No. 38GL-26-3143.*

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3. Capital Assets

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

	Beginning Balance October 1, 2024	Additions	Deletions	Ending Balance September 30, 2025
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	627,351	6,261	---	633,612
	767,144	22,708	---	789,852
Less accumulated depreciation	(337,273)	(53,108)	---	(390,381)
	429,871	(30,400)	---	399,471
Land	1,564,147	---	---	1,564,147
	$1,994,018	$(30,400)	$ ---	$1,963,618

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

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

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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.

Doc. No. 38GL-26-3143.*

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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.

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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.

Ernst + Young LLP

March 31, 2026

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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.

Doc. No. 38GL-26-3143.*

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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

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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.

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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

Doc. No. 38GL-26-3143.*

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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.

Doc. No. 38GL-26-3143.*

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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

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(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 Unstock	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.

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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.

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	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

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			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.

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	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.

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(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

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End of the Year Report FY2026

iLEARN ACADEMY CHARTER SCHOOL

INNOVATIVE • INVENTIVE • IMAGINATIVE

GUAM 2015

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MISSION STATEMENT

iLearn Academy Charter School, instills in its students the standards for academic scholarship, integrity, leadership, and responsible citizenship utilizing technology to propel students to be innovative, inventive, and imaginative (i^3) global thinkers.

This report includes data from October 1, 2025 – September 30, 2026. Demographic data is provided by Beehively Sudent Information System currently used by iLearn Academy Charter School (iLearn). Academic data is provided by the Chief Academic Officer (CAO) who will utilize data from the District Wide Assessment called Smarter Balance.

Type of Charter: STEM-based program for Elementary School age scholars, K-8th Grade
Charter Established: November 6, 2014
School Opened: January 27, 2015
School Hours: 8:00am – 2:30pm
Accreditation: Accredited by **Cognia** through June 30, 2028
Chartership: Renewal for January 2026 – 2032.

BOARD OF TRUSTEES

Chairman of the Board:	Mrs. Helen Nishihira
Secretary of the Board:	Ms. Rachel Field
Member of the Board:	Mrs. Rachel Stake
Member of the Board:	Mrs. Lily Samonte
Member of the Board:	Mrs. Jennifer Cruz
Parent Board Member:	Mrs. Chelsea Segovia

SCHOOL LEADERSHIP

Chief Operations Officer	Mrs. Helen Nishihira
Chief Academic Officer	Mrs. Rachel Stake
Principals Upper Division	Ms. Maria Dunn
Principals Lower Division	Mr. Rafael Mojas
Facilities Manager	Mr. Wilhelm Miranda
Finance Manager	Mrs. Nina Field
Faculty & Staff	48 members

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SCHOOL LEADERSHIP ROLES AND RESPONSIBILITIES

Below is a clear, practical structure of roles and responsibilities for each position in a school office, designed to promote efficiency, clarity, and balanced leadership. The school operates under a dual-executive model.

The structure is built around three principles:

1. Clear domains (no overlap or confusion)
2. Shared leadership at the top (COO = operations, CAO = academics)
3. Aligned support roles that report into the correct domain

School Organizational Chart

BOARD OF TRUSTEES

CHIEF ACADEMIC OFFICER (CAO)	CHIEF OPERATIONS OFFICER (COO)
Teaching, learning & student achievement	Systems, resources & operational infrastructure

OFFICE MANAGER / REGISTRAR — SHARED SUPPORT

Supports both CAO and COO • Front office flow • Student records/SIS and schedules under CAO • Cross-department coordination

ACADEMIC DIVISION

Principal — SPED & Parent Relations
SPED implementation/compliance • IEPs • parent concerns • intervention and family engagement

↳ **SPED teachers & service providers**
Supervised through the SPED/Parent Relations principal

Principal — Student Behavior & Discipline / Athletic Director
Behavior systems • discipline • attendance concerns • school climate • athletics

↳ **Behavior support staff**
Supervised through the Behavior/Discipline principal

↳ **Teachers & Academic Support Staff**
CAO oversight; monitored separately and through principals • interventionists • SPED aides • instructional assistants

OPERATIONS DIVISION

Finance Manager
Accounting • payroll • financial statements • expenditure monitoring • audits • lunch/ASP cashier functions

HR Manager / Accounts Payable
Personnel records • contracts/evaluations • benefits/leave • policy compliance • AP/check processing

Procurement Officer
Purchasing • procurement compliance • assets/inventory • grants • deposit audits • enrollment/allotment support

Facilities Manager
Maintenance • repairs • building safety • projects • grounds/vehicles • gym/cafeteria reservations

Student Safety Manager
Safety protocols/drills • security • emergency response • investigations • substitute assignments with principals

Events Coordinator & Federal Assets Manager
Events/logistics • federal inventory/compliance • IT coordination

SCHOOL NURSE — SHARED SUPPORT

Supports both CAO and COO • Manage Student Health Record • Treat students of minor injuries and illnesses • Communitcate with parents

Flow principle: CAO and COO are parallel executive leaders who report directly to the Board. Each owns a distinct division; shared functions are clearly identified.

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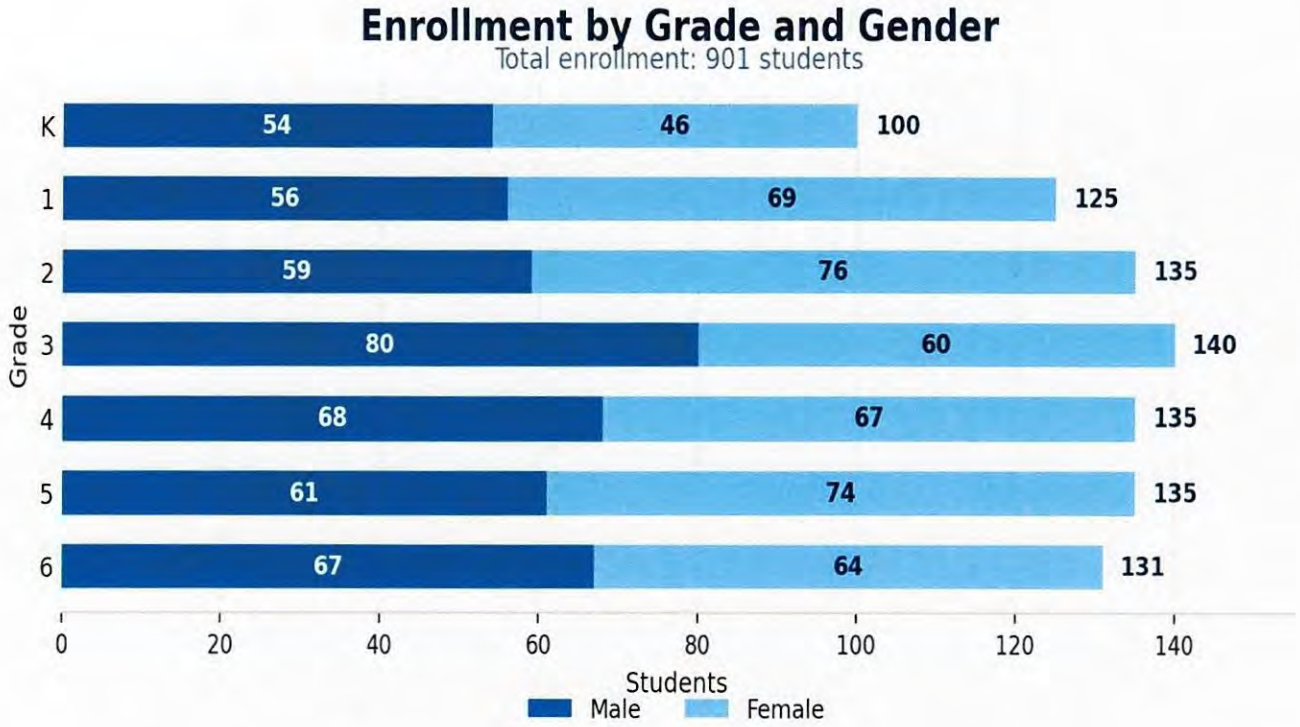
STUDENT DEMOGRAPHICS

Graph 1. STUDENT DEMOGRAPHICS AS OF SEPTEMBER 30, 2026



Source: iLearn Academy Charter School Enrollment Summary based on Beehively Report, September 11, 2026.

iLearn is located at 201 South Ukudo Street in Harmon, behind Juan M. Guerrero Elementary School. The school has a lease agreement with The Learning Institute that will expire on July 31, 2027. iLearn plans to move into a new facility designed to accommodate its current 901 students and support future growth of up to 1,200 students.

As of September 30, 2026, iLearn's enrollment stands at 901 students, with all instruction conducted through 100% face-to-face learning.

Enrollment for the current school year remains open until February, when open enrollment for the upcoming school year begins. The enrollment period for the upcoming school year begins on February 1, or on the first Monday if February 1 falls on a weekend. On February 2, 2026, iLearn experienced its highest open enrollment, with more than 120 new applicants. The waiting list currently surpasses 60 students, with admissions granted on a first-come, first-served basis, subject to grade-level availability.

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Graph 2. VILLAGES OF STUDENT ENROLLMENT AS OF SEPTEMBER 30, 2026



The demographics of iLearn demonstrates that its greatest population comes from the northern villages, specifically the village of Dededo.

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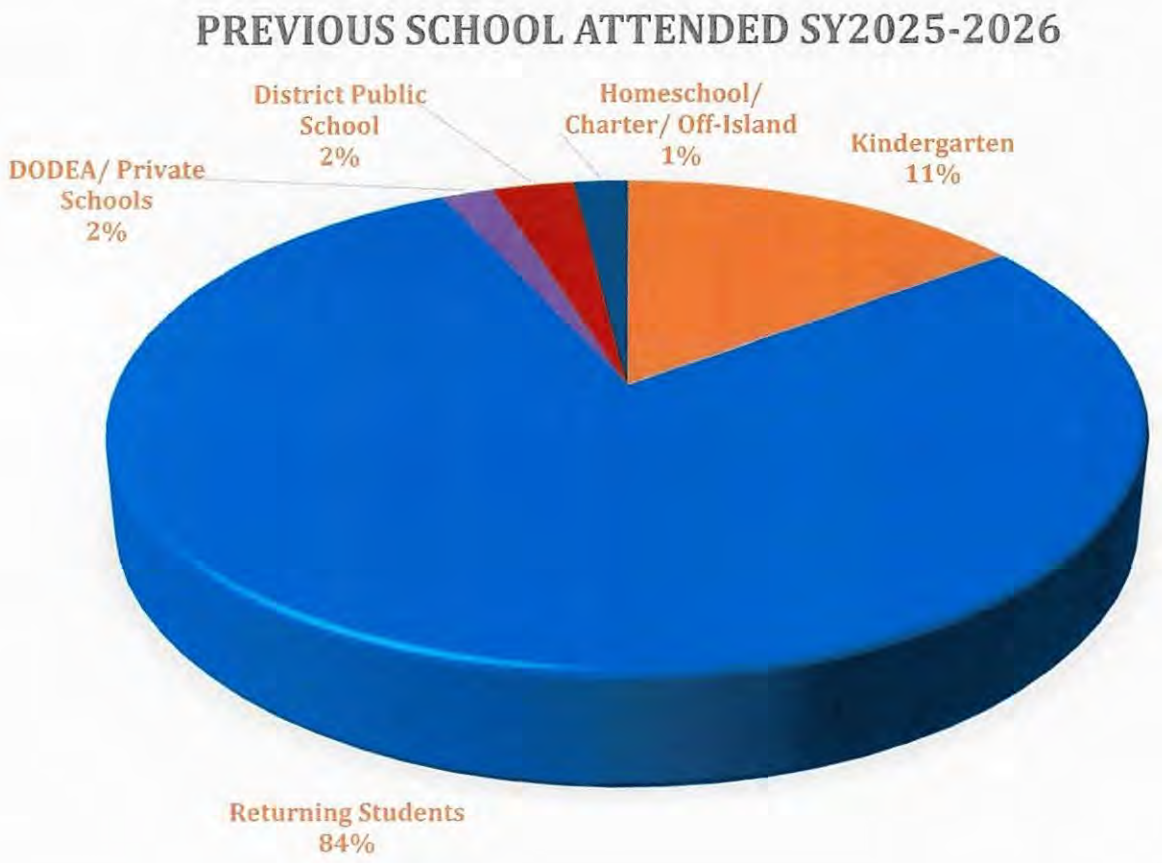

Enrollment patterns from our feeder schools have remained relatively stable, with no significant year-to-year fluctuations. The data continues to show that **kindergarten represents iLearn Academy Charter School's largest entry point for new students**, establishing a strong foundation for enrollment in subsequent grade levels.

More significantly, iLearn continues to demonstrate a **strong student retention rate**, which has become a primary factor contributing to limited seat availability and the development of a waiting list when enrollment opens. Rather than relying heavily on the enrollment of new students at each grade level, iLearn's growth is largely sustained by students and families who choose to remain with the school from year to year.

This trend was particularly evident with the school's expansion into middle school. **Eighty-eight percent (88%) of iLearn's School Year 2025–2026 fifth-grade students chose to continue with iLearn for their transition into sixth grade and middle school.** Among the small percentage of students who did not continue, reported reasons included joining older siblings who are already enrolled at another middle school and family relocations or transfers for opportunities off-island.

The combination of **stable incoming enrollment and strong year-to-year student retention** demonstrates continued family commitment to iLearn and helps explain why available seats remain limited as students progress through the grade levels.

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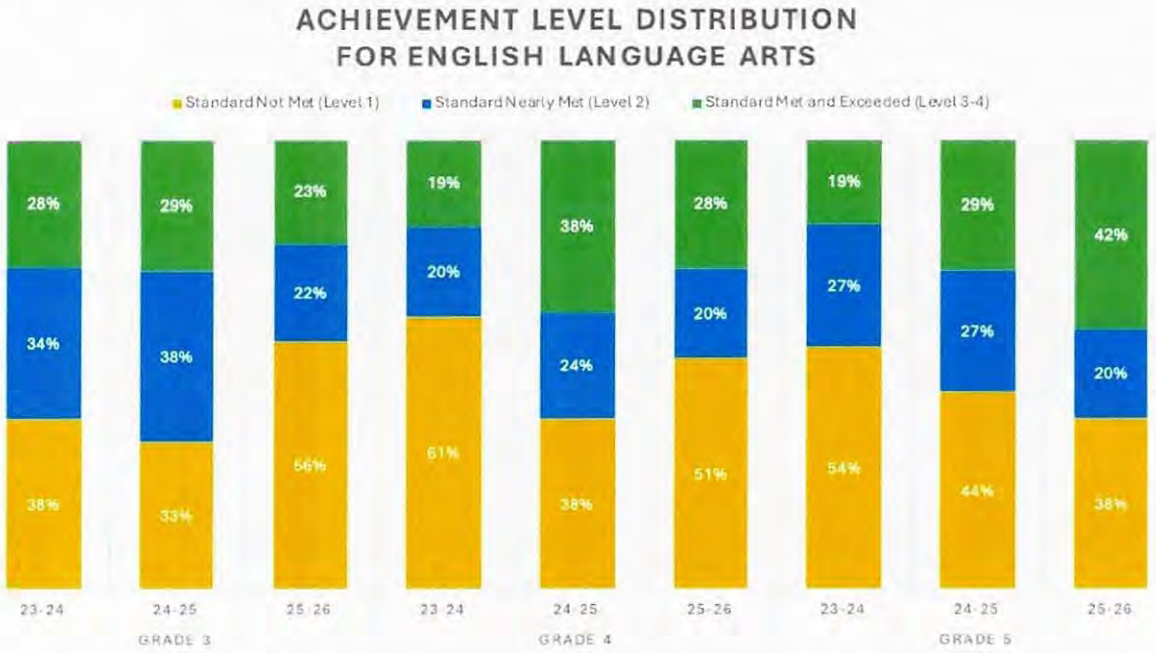
SCHOLAR ACADEMIC PERFORMANCE

iLearn scholars continue to demonstrate progress and opportunities for growth in English Language Arts and Mathematics. Results from School Year (SY) 2025-2026 provide a third annual data point for the cohort that entered third grade in SY 2023-2024, showing substantial growth in English Language Arts and maintained its overall Mathematics proficiency rate across the three year period. The cohort's results are highlighted in blue in the Overall Achievement charts below. iLearn will continue to monitor achievement over the coming years as additional data points become available for this and subsequent cohorts, using these findings to guide instruction and support continued academic growth.

Smarter Balanced SY2025-2026: English Language Arts Overall Achievement



Overall Achievement for English Language Arts									
Reporting Categories	Grade 3			Grade 4			Grade 5		
	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Number of Students Tested	129	126	131	126	128	127	122	130	122
Mean Scale Score	2398	2396	2365	2418	2441	2416	2443	2455	2484
Achievement Level Score	Nearly Met	Nearly Met	Nearly Met	Nearly Met	Nearly Met	Nearly Met	Nearly Met	Nearly Met	Nearly Met
Standard Not Met (Level 1)	38%	33%	56%	61%	38%	51%	54%	44%	38%
Standard Nearly Met (Level 2)	34%	38%	22%	20%	24%	20%	27%	27%	20%
Standard Met and Exceeded (Level 3-4)	**28%**	29%	23%	19%	**38%**	28%	19%	29%	**42%**

English Language Arts results for SY 2025-2026 highlight sustained academic progress among the cohort that entered third grade in SY 2023-2024 and completed fifth grade in SY 2025-2026. The percentage of students meeting or exceeding standards increased from 28% in third grade to 38% in fourth grade and 42% in fifth grade, representing a gain of 14% over three years. During this period, the percentage nearly meeting standards declined from 34% to 20%. These results demonstrate encouraging growth in the cohort's overall proficiency, while the 38% who continued to perform below standards highlight the need for ongoing targeted instruction and intervention. iLearn will continue to monitor cohort achievement to guide instructional decisions and support continued academic progress.

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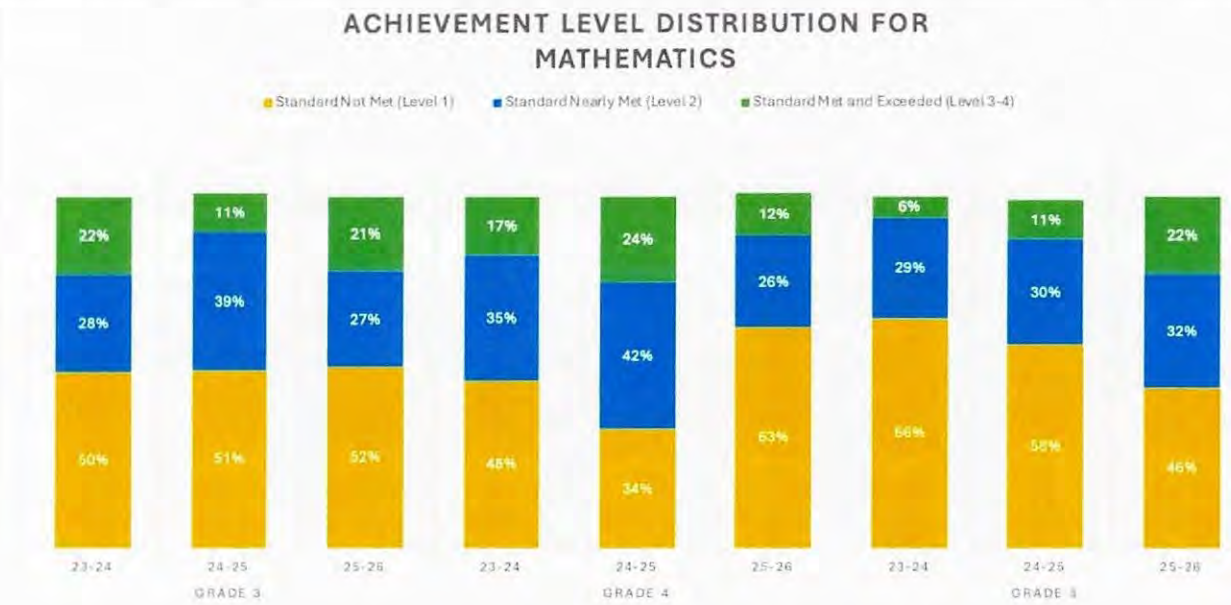
Smarter Balanced SY2025-2026: Mathematics Overall Achievement



Overall Achievement for Mathematics									
Reporting Categories	**Grade 3**			**Grade 4**			**Grade 5**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
Number of Students Tested	129	126	131	127	128	128	122	130	122
Mean Scale Score	2381	2377	2378	2425	2440	2398	2456	2441	2465
Achievement Level Score	Nearly Met	Nearly Met	Nearly Met	Nearly Met	Nearly Met	Nearly Met	Nearly Met	Not Met	Nearly Met
Standard Not Met (Level 1)	50%	51%	52%	48%	34%	63%	66%	58%	46%
Standard Nearly Met (Level 2)	28%	39%	27%	35%	42%	26%	29%	30%	32%
Standard Met and Exceeded (Level 3-4)	**22%**	11%	21%	17%	**24%**	12%	6%	11%	**22%**

Mathematics results for SY 2025-2026 reflect encouraging signs of progress as iLearn continues implementing its new iReady Mathematics curriculum, introduced in SY 2025-2026. For the cohort that entered third grade in SY 2023-2024 and completed fifth grade in SY 2025-2026, the percentage of students not meeting standards decreased from 50% to 46%, while the percentage nearly meeting standards increased from 28% to 32%. The percentage meeting or exceeding standards ended the three year period at 22%, matching the cohort's third grade result.

These findings suggest modest improvement at the lower achievement levels while highlighting opportunities to help more students reach proficiency. As teachers continue to build familiarity with the curriculum and its instructional approach, iLearn will strengthen implementation, monitor student progress, and provide targeted instruction to support continued growth in mathematics.

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English Language Arts Diagnostic Results
IXL Assessment
SY 2025-2026

For School Year 2025-2026, student growth was observed across all grade levels overall. Student performance data was collected using the following diagnostic assessments, with progress measured by comparing start of the year and end of the year results:

- **IXL Diagnostic Data**: Administered to Kindergarten through 5th grade

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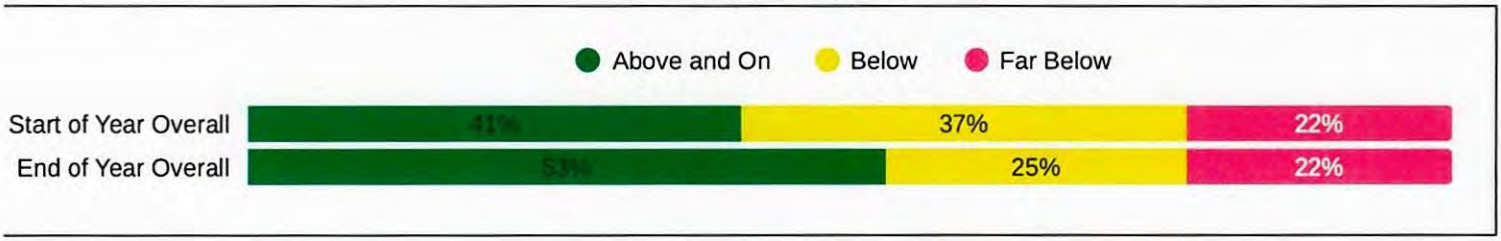
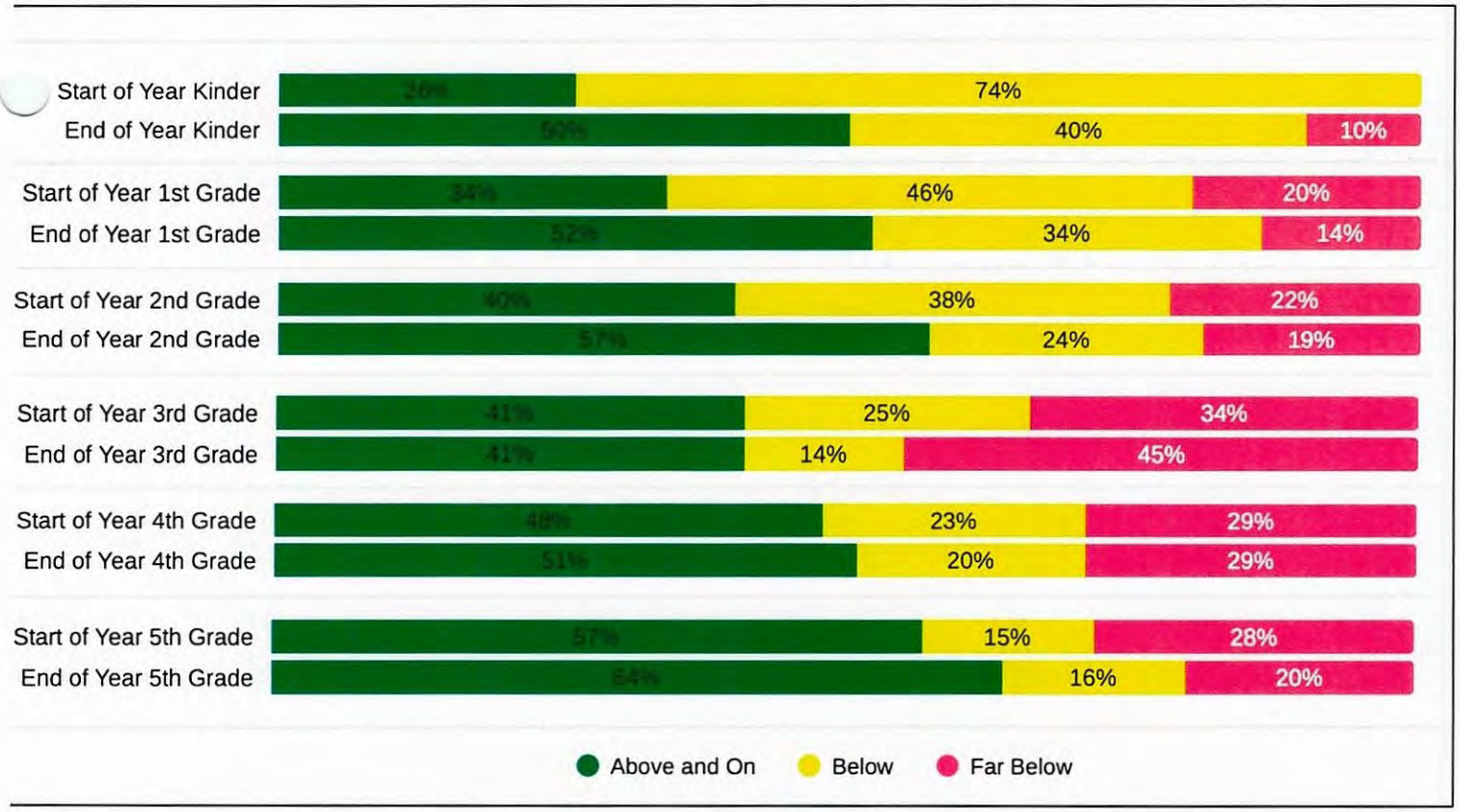
Overall Placement



Overall Grade-Level Placement Summary



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English Language Arts Overall Performance (Grades K–5)

The English Language Arts academic data for grades Kindergarten through 5th shows overall growth from the start of the year to the end of the year. Across all grade levels combined, the percentage of students performing at or above grade level increased from 41% to 53%, reflecting an improvement of 12%. In addition, the number of students performing below grade level decreased from 37% to 25%, while the percentage of students categorized as far below remained the same at 22%, though the actual number increased slightly from 170 to 174 students.

The breakdown of each grade level is below:

- **Kindergarten**: Students performing at or above grade level improved significantly from 26% to 50%; students performing below level improved from 74% to 40%; students performing far below level increased 0% to 10%
- **1st Grade**: Students performing at or above grade level increased from 34% to 52%; students performing below level improved from 46% to 34%; students performing far below improved from 20% to 14%
- **2nd Grade**: Students performing at or above grade level increased from 40% to 57%; students performing below grade level improved from 38% to 24%; and students performing far below improved from 22% to 19%
- **3rd Grade**: Students performing at or above grade level remained stable at 41%; students performing below grade level improved from 25% to 14%; students performing far below grade level increased from 34% to 45%
- **4th Grade**: Students performing at or above grade level improved from 48% to 51%; students performing below grade level improved from 23% to 20%; students performing far below remained stable at 29%
- **5th Grade**: Students performing at or above grade level improved from 57% to 64%; students performing below level increased from 15% to 16%; students performing far below grade level improved from 28% to 20%

Overall, the data indicates positive progress in ELA achievement across most grade levels while also identifying grade levels in which targeted intervention and support will need to be implemented.

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Mathematics Diagnostic Results
IXL and i-Ready Assessments
SY 2025-2026

For School Year 2025-2026, student growth was observed across all grade levels overall. Student performance data was collected using the following diagnostic assessments, with progress measured by comparing start of the year and end of the year results:

- **IXL Diagnostic Data:** Administered to Kindergarten and 1st grade students
- **i-Ready Diagnostic Data:** Administered to the one (1) Kindergarten pilot class and students in grades 2 through 5

IXL Diagnostic Data

Because the i-Ready curriculum was only piloted in one (1) Kindergarten classroom and was not implemented in 1st grade during School Year 2025-2026, IXL Diagnostic Data is being used to demonstrate student growth in Kindergarten and 1st grade.

Kinder

	Start of Year	End of Year
Above and On	118 (98%)	118 (98%)
Below	1 (1%)	2 (2%)
Far Below	1 (1%)	0 (0%)

First

	Start of Year	End of Year
Above and On	120 (90%)	123 (93%)
Below	12 (9%)	9 (7%)
Far Below	1 (1%)	0 (0%)

The table above demonstrates that students in Kindergarten and 1st grade consistently performed on or above grade level throughout the school year in the area of mathematics. The breakdown for both grade levels is below:

- **Kindergarten**: Students on or above level remained the same at 98%; students performing far below improved with 1% moving to below grade level
- **1st Grade:** Students on or above level increased from 90% to 93%, an improvement; students performing below level improved from 9% to 7%; students performing far below level improved from 1%to 0% with no students falling in the far below category by the end of the school year

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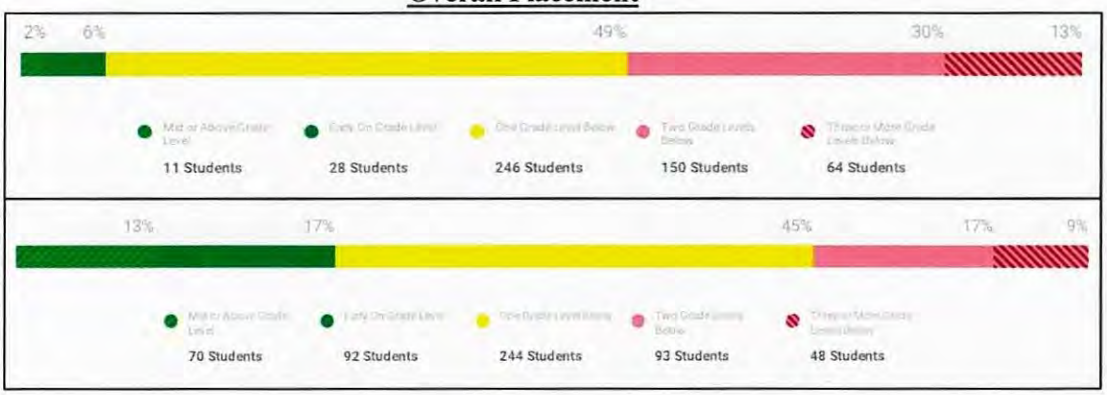
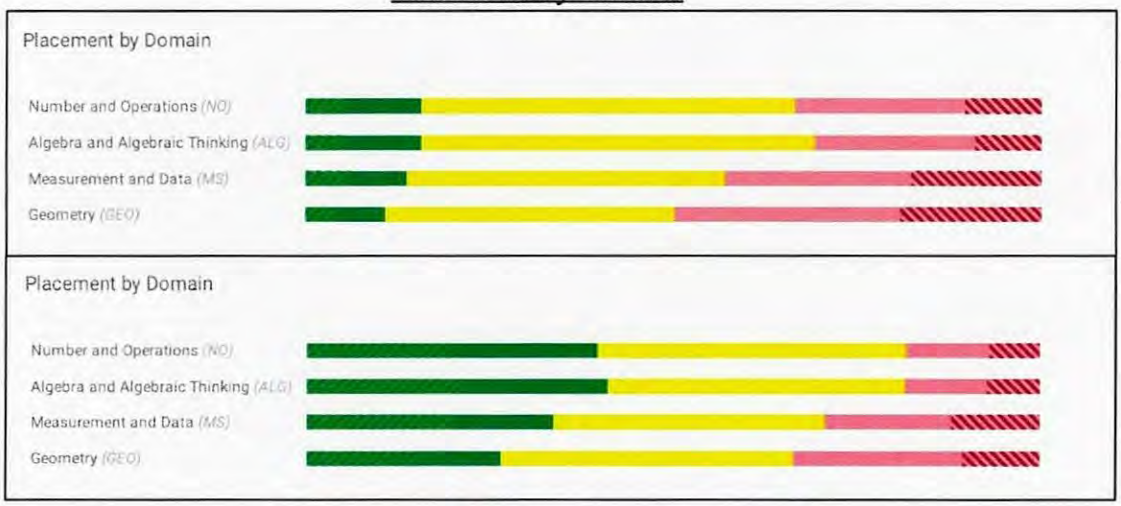
i-Ready Diagnostic Data

In August 2025, iLearn Academy adopted a new mathematics curriculum, i-Ready, following a collaborative review of prior year student academic data conducted by the Mathematics Department and the Chief Academic Officer. The curriculum was initially piloted in one (1) Kindergarten cohort and fully implemented across grades 2 through 5. While iLearn previously utilized the IXL program to monitor and track student learning throughout the school year, the school is transitioning to the i-Ready Diagnostic as its primary tool for measuring and monitoring student growth in mathematics.

Overall Placement



Placement by Domain



The tables above demonstrate significant overall academic growth across all grade levels that the i-Ready curriculum was implemented in. At the start of the year, 8% of students performed on, mid, or above grade level increasing to 30% of students by the end of the year. Additionally, the percentage of students performing one grade level below decreased slightly from 49% to 45%. Most notably, students performing two to three grade levels below decreased from 43% at the start of the year to 26% by the end of the year, reflecting substantial improvement in overall student achievement and movement toward grade-level proficiency.

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Overall Grade-Level Placement Summary

Start of Year

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		0%	10%	90%	0%	0%	20/20
Grade 2		4%	8%	55%	33%	0%	119/141
Grade 3		1%	3%	42%	39%	15%	126/133
Grade 4		2%	2%	47%	35%	14%	113/132
Grade 5		2%	9%	46%	18%	24%	121/126

End of Year

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		55%	15%	30%	0%	0%	20/20
Grade 2		14%	18%	55%	13%	0%	142/143
Grade 3		6%	17%	44%	20%	13%	133/133
Grade 4		5%	15%	49%	21%	11%	129/129
Grade 5		20%	18%	32%	16%	14%	123/123

The tables above illustrate the student placement summary divvyed up by grade level. Student academic growth is substantial, and the breakdown of each grade level is below:

- **Kindergarten (Cohort):** Students on or above grade level increased from 10% to 70%; students performing one grade level below decreased from 90% to 30%, a significant improvement; and 0 students fell two to three grade levels below
- **2nd Grade:** Students on or above grade level increased from 12% to 32%; students performing one grade level below remained the same at 55%; students performing two or three grade levels below improved from 33% to 13%
- **3rd Grade:** Students on or above grade level increased from 4% to 23%; students performing one grade level below increased slightly from 42% to 44%; students performing two or three grade levels below improved from 54% to 33%
- **4th Grade:** Students on or above grade level increased from 4% to 20%; students performing one grade level below increased slightly from 47% to 49%; students performing two or three grade levels below improved from 49% to 32%
- **5th Grade:** Students on or above grade level increased from 11% to 38%; students performing one grade level below decreased from 46% to 32%; students performing two or three grade levels below improved from 42% to 30%

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OTHER SCHOOL ACHIEVEMENTS

School Year 2025–2026 | Principals' Year in Review

Instructional Leadership and Professional Development

iLearn launched its first teacher-led MiniCon professional development event. Faculty members shared practical strategies and experiences with colleagues in sessions on conscious discipline and leadership, social-emotional learning, artificial intelligence in the classroom, and standards-based instruction. The school identified opportunities to continue this collaborative professional learning model, including participation by teachers returning from off-island training.

- Conscious Discipline and Leadership — Mr. and Mrs. Mojas
- Social-Emotional Learning — Mr. Baldemor and Mrs. Prudente
- AI in the Classroom — Mr. Reburiano and Mrs. Camara-Pangilinan
- Dissecting the Standards — Ms. Sabangan and Mrs. Pamplona

Additional teacher support included specialized training for second-grade teachers on supporting students with special needs and managing classroom behavior. Teachers also participated in AFIRM autism-focused professional development modules, social-emotional learning sessions, and mindfulness and wellness activities. School leadership used brief classroom observations and teacher feedback to identify individualized professional learning needs.

External Professional Learning

- National Association for Gifted Children (November 2025) — Ms. Sabangan
- National Association for the Education of Young Children (November 2025) — Mrs. Bada
- Solution Tree Mathematics Summit — Mr. Balance
- Get Your Teach On! (SY2025–2026) — Mr. Pangilinan
- Innovative Teaching Strategies (SY2025–2026) — Ms. KR Quinto
- ISTE Conference (SY2025–2026) — Mrs. Paet and Mrs. Sun

School Climate, Student Support, and Family Engagement

Schoolwide student support efforts included implementation of the CLAYGO (Clean As You Go) policy, proactive anti-bullying assemblies for grades 2–5, and stronger attendance and truancy documentation procedures. The school also introduced an entrance-based attendance tracking system and clearer arrival-status signage. Proposed student recognition initiatives included the Lion Heart award for exemplary character and the Pride of the Quarter award for outstanding academics and behavior.
Kindergarten Boot Camp helped students and families become familiar with campus routines and arrival procedures. The September 15 parent–teacher conferences saw strong in-person family participation.
Schoolwide activities included the Back-to-School Assembly, Great ShakeOut exercise, Anti-Bullying Rally, and annual Trick-or-Treat event.

STEM, Enrichment, and Student Recognition

The Science and Agriculture Club completed a successful pilot year, laying the groundwork for farm-to-table learning. The school also offered enrichment opportunities through dance, music, mathematics, athletics, and after-school programming.

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Fourth Annual Science Fair — February 26, 2026

Fifty students and teams participated in the LEGO "Unearthed"-themed Science Fair. Twelve judges evaluated projects, and students received certificates, medals, and trophies recognizing achievement by grade level.

Second Annual iLearn Robotics Competition — February 27, 2026

Student teams competed in assigned robotics challenges, with the following results:

- First Place — Relic Raiders (5E): James Justo, Haven Escoto, Liam Magdael, Aria Lagman, and Kaine Ong
- Second Place — Sandstone Scholars (5A): Lexie Bondoc, Athena Santiago, Rya Morales, Maxine Garcia, Saki Tanaka, and Natalie Espino
- Third Place — Time Tracers (4E): David Cuenco, Lucas Taitano, Jhanna De Vera, Ezekiel Cruz, and Angela Torente

Spelling Bee — October 29, 2025

James Justo was named School Champion. Izaiah Gutierrez earned First Runner-Up, Julien Borja Second Runner-Up, and Diana Calupaz Third Runner-Up.

DARE Program

iLearn became the first elementary affiliate school in the Guam Police Department DARE program. Fifth-grade students participated in ten weekly sessions and received certificates of completion on January 14, 2026.

Fundraising and Community Activities

The "UNEARTHED: A Reading Adventure" Read-a-Thon raised $31,303.95 in support of the school's middle school expansion, more than $6,000 above the previous year. Nearly $15,000 in prizes was awarded, approximately $5,000 more than the prior year. A March 13 assembly recognized Science Fair and Robotics participants and leading Read-a-Thon fundraisers.
The annual Field Day and End-of-Year Assembly on May 22, 2026 brought students together for team and classroom recognition. Teachers supporting school programs and clubs were also acknowledged.

School Programs and Clubs

- Lion All Stars Dance
- National Elementary Honor Society (NEHS)
- Agriculture/Science Club
- After-School Program (ASP)
- Music Club
- Math Olympiad
- iLearn Futsal
- iLearn Basketball
- iLearn Volleyball

Continuous Improvement and Planning

The principals identified priorities for continued improvement, including establishing grade-level event committees, refining peer-observation scheduling, extending MiniCon workshop sessions to 45 minutes, and maintaining a focused approach to schoolwide initiatives during SY2026–2027. The school also began

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onboarding the Cariina organizational management system.

Editorial Items for Final Review

- The source log lists "Deck the Halls" as December 2026, which falls after SY2025–2026; confirm whether December 2025 was intended before including this event.
- The May 20, 2026 Parade of Lights was described in the source as a future activity; confirm that it took place before reporting it as completed.
- Confirm participation/completion for the listed external conferences; the source separately identifies one science education conference as canceled and includes some prior-year training entries, which have been excluded.
- Confirm whether the proposed Lion Heart and Pride of the Quarter awards were adopted before describing them as implemented.

SCHOOL FINANCIAL AUDIT

The audit presented in this report demonstrates iLearn Academy Charter School's performance for fiscal year 2025. The audit was conducted by Ernst and Young LLP (EY) and the Office of Public Accountability (OPA). Audit concluded in January 23, 2026.

See audit documents compiled by EY, OPA, and the iLearn Business Team.

Pages for audit sections are from the original audit documents.

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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 government-wide financial states are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private sector business.

The *Statement of Net Position* presents information on the School's net position and how it has changed. Net position is the difference between the School's total assets and total liabilities and deferred inflows of resources. Measuring net position is one way to 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 of the current year's revenue and expenses are taken into account regardless of when cash is received or paid.

Notes to Financial Statements

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

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net position may serve over time as a useful indicator of a charter school's financial position. In the case of the School, the liabilities exceeded assets by **$3,392,184** (net position) at the close of the fiscal year.

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GOVERNMENT-WIDE FINANCIAL ANALYSIS, continued

Figure 1 provides a summary of the School's net position as of September 30, 2025, 2024, and 2023.

Net Position

Figure 1

	2025	2024	2023
Current Assets	$ 192,837	$ 349,186	$ 559,696
Capital Assets, net	36,980,036	38,547,710	40,277,919
Total Assets	**37,172,873**	**38,896,896**	**40,837,615**
Current liabilities	910,080	660,535	1,210,749
Noncurrent liabilities	39,654,977	40,377,010	41,025,875
Net Position	(3,392,184)	(2,140,649)	(1,399,009)
Total Liabilities and Net Position	**$ 37,172,873**	**$ 38,896,896**	**$ 40,837,615**

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GOVERNMENT-WIDE FINANCIAL ANALYSIS, continued

Figure 2 provides summary and analysis of the School's revenues and expenses for the years ended September 30, 2025, 2024, and 2023 as follows:

Statement of Activities

Figure 2

	2025	2024	2023
Revenues:			
General revenues			
Appropriations	$ 6,084,000	$ 5,850,000	$ 5,550,000
Grants	391,428	948,551	45,931
Miscellaneous	109,091	80,782	74,458
Fundraising	37,593	34,946	53,644
In-kind revenues	-	-	22,010
Program revenues			
Extended learning	200,238	146,629	105,749
Student store	104,570	91,462	112,439
Total Revenues	6,926,920	7,152,370	5,964,231
Expenses:			
Instructional services			
Salaries and wages	2,906,226	2,678,433	2,550,146
Contract services	43,578	21,522	19,000
Support services			
Operations	2,099,475	1,900,872	1,682,299
Amortization	1,692,516	1,692,516	1,690,018
Interest	1,366,741	1,387,268	1,405,072
Miscellaneous	31,472	28,146	56,818
Travel and meetings	16,469	22,174	182
Insurance	12,300	12,210	10,152
In-kind expenses	9,398	150,651	22,010
Bank Charges	280	218	142
Total Expenses	8,178,455	7,894,010	7,435,839
Change in net position	(1,251,535)	(741,640)	(1,471,608)
Net position, beg of year	(2,140,649)	(1,399,009)	72,599
Net position, end of year	**$ (3,392,184)**	**$ (2,140,649)**	**$ (1,399,009)**

FY 2025 Appropriation total is $ 6,084,000 due to Public Law P.L. 37-125 Chapter II, Part II, Section 3: the School is authorized to receive Seven Thousand Eight Hundred Dollars ($7,800) per enrollee not to exceed seven hundred eighty (780) students for the iLearn Academy Charter School.

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GOVERNMENT-WIDE FINANCIAL ANALYSIS, continued

Statement of Activities, continued

For Extended Learning, the increase is attributed to increased attendance in After School Program. We also added specialty programs such as Lion All Star Dance, Basketball Clinic, Cignition Tutoring, and etc.

For Student Store, it increased cause more students are purchasing the school lunch.

For Fundraising, we successfully raised funds via Box Tops, Read-A-Thon, and etc. The proceeds were used to offset operational costs such as improvement of classrooms.

For Grants, we received funds from 2024 Community Care Summer Grant Program and the Guam Homeland Nonprofit Security Grant –each grant had a specific capital improvement project tied to its allocation.

For Contract Services, the invoices for auditors and legal went in this category.

For Salaries and Wages, the increase is attributed to annual increments and some reclassification of employees submitting their degrees and other credentials.

For Operations, the increase in expenditures is attributed to the building lease maintenance and other services.

For Interest and Amortization expense, this is attributed to the lease agreement. GASB 87 requires the right to use lease asset to be amortized over the lease term. It also requires recording of interest expense on subsequent entries.

For Travel and Meetings, our Chiefs and Principals traveled to Orlando for National Charter School Conference. Faculty also went through training and professional development.

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FINANCIAL ANALYSIS OF THE GOVERNMENT'S FUND

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School's fiscal year, the Board of the School adopted an annual budget that is submitted to the Guam Academy Charter School Council. The Council, in turn, submits the budget from the charter schools to the Legislature. A budgetary comparison statement has been provided for the governmental funds to demonstrate compliance with the School's budget.

For fiscal year 2025, the School received 100% of its appropriations.

	Governmental Fund 2025		
	Original Budget	Actual	Variance
REVENUES			
Local Govt. Appropriations	$ 6,084,000	$ 6,084,000	$ -
Total Revenues	**$ 6,084,000**	**$ 6,084,000**	**$ -**
EXPENSES			
Salaries, Wages, & Benefits	$ 2,708,448	$ 2,906,226	$ (197,778)
Professional Devt./Travel	-	16,469	(16,469)
Contractual	1,643,154	43,578	1,599,576
Worker's Compensation and Group Liability	3,600	12,300	(8,700)
Office Space Rental (amortization and interest)	1,973,125	3,059,257	(1,086,132)
Total Expenses	**$ 6,328,327**	**$ 6,037,830**	**$ 290,497**

Capital Assets and Long-term Debt

Capital Assets

The School's capital assets pertain to leasehold improvements and right-of-use asset relating to leasing of the school campus. Please refer to Notes 5 and 6 in the accompanying financial statements for additional information regarding the School's capital asset and lease arrangement.

Long-term Debt

The School's long-term debt pertains to lease liability relating to leasing of the school campus. Please refer to Note 6 in the accompanying financial statements for additional information regarding the School's lease liability and long-term obligation.

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Future Outlook

iLearn Academy Charter School is committed to responding to the needs and priorities of its students, families, and community stakeholders. Consistent feedback has demonstrated strong demand for the continuation of iLearn's unique educational programs beyond the elementary level. In response, iLearn Academy Charter School is actively exploring the expansion of its academic program to include middle school grades, allowing students to continue benefiting from iLearn's instructional model and supportive learning environment.

iLearn Academy Charter School's current facility lease expires in July 2027 and includes an option to renew for an additional five years, with the potential to extend occupancy for up to twenty years. While this provides long-term stability, the existing facility is not equipped to accommodate a middle school program and does not allow for a significant increase in student population. As a result, expansion into middle school will require careful evaluation of facility options that align with programmatic and enrollment growth.

Facility limitations also present financial considerations. Without the ability to increase enrollment, the school may face challenges in sustainably absorbing the landlord's scheduled lease rate increases. Expanding student capacity through appropriate facilities would support long-term financial stability while ensuring the school can continue to deliver high-quality educational programming.

Looking ahead, iLearn Academy Charter School will continue to engage stakeholders, assess facility solutions, and pursue strategic planning efforts that balance program expansion, fiscal responsibility, and the school's mission to serve students effectively. The school remains focused on securing a sustainable path forward that supports both academic continuity and organizational growth.

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School and to show accountability for the money it receives. If you have questions about this report or need additional information, contact Mrs. Helen Nishihira or Mrs. Nina Field at iLearn Academy Charter School at 201 S. Ukudo, Street, Dededo, Guam 96929 or by telephone at (671) 989-3789.

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

Governmental Funds Balance Sheets/Statements of Net Position

	September 30, 2025			September 30, 2024		
	General Fund	Adjustments	Statement of Net Position	General Fund	Adjustments	Statement of Net Position
Assets:						
Cash	$ 156,150	$ ---	$ 156,150	$ 298,615	$ ---	$ 298,615
Accounts receivable	466	---	466	8,802	---	8,802
Inventory	9,025	---	9,025	41,769	---	41,769
Other current assets	27,196	---	27,196	---	---	---
Lease asset - building, net	---	36,853,192	36,853,192	---	38,545,708	38,545,708
Depreciable capital assets, net	---	126,844	126,844	---	2,002	2,002
Total assets	$ 192,837	36,980,036	37,172,873	$ 349,186	38,547,710	38,896,896
Liabilities and Fund Balance/Net Position:						
Accounts payable and accrued expenses	$ 188,004	---	188,004	$ 11,611	---	11,611
Long term liability:						
Due within one year	---	722,076	722,076	---	648,924	648,924
Due after one year	---	39,654,977	39,654,977	---	40,377,010	40,377,010
Total liabilities	188,004	40,377,053	40,565,057	11,611	41,025,934	41,037,545
Fund balance: unassigned	4,833	(4,833)		337,575	(337,575)	
Total liabilities and fund balances	$ 192,837			$ 349,186		
Net position:						
Unrestricted		(3,392,184)	(3,392,184)		(2,140,649)	(2,140,649)
Total net position		$(3,392,184)	$(3,392,184)		$(2,140,649)	$(2,140,649)

See accompanying notes.

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

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

	Year Ended September 30, 2025			2024		
	General Fund	Adjustments	Statement of Activities	General Fund	Adjustments	Statement of Activities
Expenditures/expenses:						
Instructional services:						
Salaries and wages	$ 2,906,226	$ ---	$ 2,906,226	$ 2,678,433	$ ---	$ 2,678,433
Contract services	43,578	---	43,578	21,522	---	21,522
Support services:						
Operations	2,067,104	32,371	2,099,475	1,860,510	40,362	1,900,872
Amortization	---	1,692,516	1,692,516	---	1,692,516	1,692,516
Interest	---	1,366,741	1,366,741	---	1,387,268	1,387,268
Miscellaneous	37,159	(5,687)	31,472	28,813	(667)	28,146
Travel and meetings	16,469	---	16,469	22,174	---	22,174
Insurance	12,300	---	12,300	12,210	---	12,210
In-kind expense	9,398	---	9,398	150,651	---	150,651
Bank charges	280	---	280	218	---	218
Capital expenditures	151,526	(151,526)	---	2,002	(2,002)	---
Debt Service:						
Interest	1,366,741	(1,366,741)	---	1,387,268	(1,387,268)	---
Principal	648,881	(648,881)	---	667,277	(667,277)	---
Total expenditures/expenses	7,259,662	918,793	8,178,455	6,831,078	1,062,932	7,894,010
General revenues:						
Appropriations	6,084,000	---	6,084,000	5,850,000	---	5,850,000
Grant	391,428	---	391,428	948,551	---	948,551
Miscellaneous	109,091	---	109,091	80,782	---	80,782
Fundraising	37,593	---	37,593	34,946	---	34,946
	6,622,112	---	6,622,112	6,914,279	---	6,914,279
Program revenues:						
Extended learning	200,238	---	200,238	146,629	---	146,629
Student store	104,570	---	104,570	91,462	---	91,462
	304,808	---	304,808	238,091	---	238,091
(Deficiency) excess of revenues (under) over expenditures	(332,742)	332,742		321,292	(321,292)	---
Change in net position		(1,251,535)	(1,251,535)	---	(741,640)	(741,640)
Fund balance/net position:						
Beginning of year	337,575	(2,478,224)	(2,140,649)	16,283	(1,415,292)	(1,399,009)
End of year	$ 4,833	$(3,397,017)	$(3,392,184)	$ 337,575	$(2,478,224)	$(2,140,649)

See accompanying notes.

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1. Organization

iLearn Academy Charter School, Inc. (the "Academy") is a non-profit public benefit corporation designed to enrich student learning in all content areas with a special emphasis in science, technology, engineering and math. The Academy was incorporated under the laws of Guam on December 5, 2014. The Academy began student enrollment during January 2015.

The Academy is established for the purpose of operating an academy charter school which operates independently from the Guam Public School System for the purposes specifically set forth in 17 GCA §12102. The Academy is governed by a Board of Trustees. The Trustees are elected or selected pursuant to the Charter granted by the Guam Academy Charter Schools Act of 2009 (GACS). The Board of Trustees consists of not less than five (5) members and not more than nine (9) members. At least one member must be a parent or guardian of a student attending the Academy and one member must be from the general public.

The current campus includes classrooms, administrative offices, a gymnasium, and a cafeteria. The initial term of the facility agreement with The Learning Institute (TLI) is five years, expiring on July 31, 2027. The agreement includes an automatic five-year renewal option, continuing in successive five-year terms through 2047, unless either party provides written notice of termination at least one year prior to the end of the then-current term.

The Academy is subject to independent oversight by the Guam Academy Charter School Council (the "Council"). The Council is tasked with monitoring the Academy'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 Academy follows the governmental reporting model as used by local education agencies because of the authority of the Council to terminate or revoke the charter with all assets reverting back to the Guam Department of Education (GDOE).

2. Summary of Significant Accounting Policies

The financial statements of the Academy are prepared in accordance with U.S. generally accepted accounting principles (GAAP). The Governmental Accounting Standards Board (GASB) is the recognized standard-setting body for establishing Governmental Accounting and Financial Reporting Principles.

The Academy is a special-purpose government that is engaged in governmental activities. Therefore, the financial statements are prepared in the same manner as general-purpose governments.

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2. Summary of Significant Accounting Policies, continued

The Academy's basic financial statements consist of government-wide statements, including a statement of net position and a statement of activities, and fund financial statements which provide a more detailed level of financial information.

Government-wide Financial Statements

The statement of net position and the statement of activities display information about the Academy. These statements include the financial activities of the overall entity. These statements distinguish between the governmental and business-type activities of the Academy. Governmental activities generally are financed through appropriations from the Government of Guam and other non-exchange transactions. Business-type activities are financed in whole or in part by fees charged to external parties.

Fund Financial Statements

The Academy uses a governmental fund to report on its financial position and results of operations. The operations of the governmental fund are accounted for with a self-balancing set of accounts that comprises 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 balance for its government 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 statement of net position as of September 30, 2025 and 2024 are as follows:

	2025	2024
Fund balance - governmental funds	$ 4,833	$ 337,575
Add:		
Lease asset, net	36,853,192	38,545,708
Depreciable capital assets, net	126,844	2,002
Less:		
Lease liability – current	(722,076)	(648,924)
Lease liability – noncurrent	(39,654,977)	(40,377,010)
Net position - governmental activities	$(3,392,184)	$(2,140,649)

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2. Summary of Significant Accounting Policies, continued

Cash

For the purpose of presentation in the Governmental Funds balance sheet/statement of net position, cash consists of cash balances deposited in banks.

Funding

The Academy receives financial support in monthly allotments from the General Fund of the Government of Guam via the Department of Administration (DOA) to finance administrative and general expenses on a reimbursable basis. Such expenses mainly consist of contract dues under the A+ Contract, salaries and wages, and Extended Learning wages due to after school teachers. The actual amounts remitted to the Academy are determined by the DOA's Internal Auditors through the validation of submitted invoices.

Pursuant to Guam Public Law 37-125 and 36-107, the cost per pupil was $7,800 and $7,500 for the fiscal years ended September 30, 2025 and 2024, respectively. The maximum number of students to be funded by the General Fund is not to exceed 780 students during Fiscal Years (FY) 2025 and 2024. In FY2025 and FY2024, the maximum number of enrolled students was multiplied by the Government of Guam General Appropriations Act approved amount of $7,800 and $7,500 per student enrollee, respectively. For the fiscal years ended September 30, 2025 and 2024, a total of 784 and 788 students, respectively, were enrolled and the Academy received government appropriations totaling $6,084,000 and $5,850,000, respectively.

Grants

For the fiscal year ended September 30, 2025, the Academy is a sub-recipient of grants from the U.S. Department of Education, Department of Homeland Security (DHS), Guam Economic Development Authority (GEDA) and Department of Public Health and Social Services (DPHSS). The Academy received education supplies and equipment from the American Rescue Plan – Outlying Areas grant. DHS awarded the Academy with the Nonprofit Security Grant Program (NSGP) which provided funding support for target hardening and other physical security enhancements. GEDA awarded the Academy with the Community Care Summer Grant Program which provided funding for facility needs and program costs. DPHSS awarded the Academy with Child Care Development Fund for reimbursement of qualified expenditures.

For the fiscal year ended September 30, 2024, the Academy is a sub-recipient of grants from the U.S. Department of Education. The Academy received grants in the form of educational supplies and equipment, rent reimbursements, and cost-of-living adjustments for faculty members funded by the Education Stabilization Fund – Outlying Areas and American Rescue Plan – Outlying Areas grant. The determination of allowable expenditures as well as the cash management, procurement and purchase of these assets are performed by the Guam Department of Education ("GDOE') who is the direct recipient of the grants.

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2. Summary of Significant Accounting Policies, continued

Fund Financial Statements, continued

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:

	2025	2024
Net change in fund balances – governmental funds	$(332,742)	$ 321,292
Capital outlays are reported as expenditures in governmental funds. However, in the statement of activities, the cost of capital assets is allocated over their estimated useful lives as depreciation expense. These amounts consist of:		
Capital outlays, net	151,526	2,002
Depreciation expense	(32,371)	(40,362)
Some income and expenses reported in the statement of activities do not affect the current financial resources and therefore are not reported as income and expenditures in the governmental funds. This amount consists of miscellaneous expenses.	5,687	667
In the governmental funds, lease assets additions are reported as expenditure and other financing resources while principal and interest portions are reported as lease services when the lease payments are due. However, in the statement of activities, lease payments reduces the lease liability by the principal portion and lease assets are amortized over shorter of their useful lives or lease term. These amounts consist of:		
Lease principal payments	648,881	667,277
Lease amortization	(1,692,516)	(1,692,516)
Change in net position of governmental activities	$(1,251,535)	$(741,640)

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3. Economic Dependency

The Academy receives majority of its annual revenue from the Guam Legislature under the Guam Academy Charter School Funds under a six-year agreement. Under such agreement, the Council will review the Academy every six years, beginning on the date on which the charter is granted or renewed, to determine whether the charter should be revoked for material violations of laws and the terms of agreement or if the Academy fails to meet the goals and student academic achievement expectations.

4. Concentration of Credit Risk

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 depository policy for custodial credit risk. At September 30, 2025 and 2024, the Academy has balances of $223,203 and $521,382, respectively, deposited in two bank accounts with a financial institution of which $250,000 is insured by the Federal Deposit Insurance Corporation (FDIC). The remaining balances in 2024 are not insured.

5. Capital and Lease Assets

The following is a summary of the changes in capital and lease assets for the year ended September 30, 2025:

	Beginning Balance October 1, 2024	Additions	Transfers and Deletions	Ending Balance September 30, 2025
Depreciable capital assets:				
Furniture, fixtures, and equipment	$ 130,275	$ ---	$(890)	$ 129,385
Leasehold improvements	---	150,414	---	150,414
Less accumulated depreciation	(128,273)	(24,682)	---	(152,955)
Depreciable capital assets, net	$ 2,002	$ 125,732	$(890)	$ 126,844
Lease assets:				
Building	$42,212,991	$ ---	$ ---	$42,212,991
Less accumulated amortization	(3,667,283)	(1,692,516)	---	(5,359,799)
Lease assets, net	$38,545,708	$(1,692,516)	$ ---	$36,853,192

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5. Capital and Lease Assets, continued

The following is a summary of the changes in capital and lease assets for the year ended September 30, 2024:

	Beginning Balance October 1, 2023	Additions	Transfers and Deletions	Ending Balance September 30, 2024
Depreciable capital assets:				
Furniture, fixtures, and equipment	$ 128,273	$ 2,002	$ ---	$ 130,275
Less accumulated depreciation	(88,578)	(44,896)	(5,201)	(128,273)
Depreciable capital assets, net	$ 39,695	$(42,894)	$(5,201)	$ 2,002
Lease assets:				
Building	$42,212,991	$ ---	$ ---	$42,212,991
Less accumulated amortization	(1,974,767)	(1,692,516)	---	(3,667,283)
Lease assets, net	$40,238,224	$(1,692,516)	$ ---	$38,545,708

6. Lease

The Academy leases a school campus which includes classrooms, administrative offices, a cafeteria and a gymnasium. The lease contract was effective on August 1, 2022 for an initial term of 5 years, with an option to extend the lease agreement for up to a total of 25 years. The lease contract includes fixed payments for the annual base rent, ranging from approximately $1.9 million to $3.4 million.

The lease contract also includes fixed annual payments for additional rent, ranging from approximately $0.4 million to $1.1 million. The additional rent is intended to reimburse the landlord for its cost related to the premises and operations thereof, including maintenance, insurance, asset management, audit and legal fees and a maintenance reserve. The lease contract permits the lessor to increase the amount of additional rent payments at any time. For the fiscal years ended September 30, 2025 and 2024, additional rent payments totaled $664,703 and $648,491, respectively. Additional rent payments are considered nonlease components and were not included in the measurement of the lease asset and liability.

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6. Lease, continued

The opening and closing balance of the lease liability are as follows:

	2025	2024
Beginning balance	$41,025,934	$41,693,211
Principal payment	(648,881)	(667,277)
End-of-year balance	$40,377,053	$41,025,934

A summary of future lease payments and additional rent payments is as follows:

Year ending September 30,	Principal	Interest	Total	Additional Rent
2026	$ 722,076	$ 1,343,411	$ 2,065,487	$ 681,320
2027	798,973	1,318,189	2,117,162	698,354
2028	877,067	1,290,331	2,167,398	715,813
2029	959,092	1,259,706	2,218,798	733,708
2030	1,048,095	1,226,172	2,274,267	752,677
2031 – 2035	6,737,630	5,515,525	12,253,155	4,056,325
2036 – 2040	9,713,744	4,149,576	13,863,320	4,589,360
2041 – 2045	13,462,218	2,222,855	15,685,073	5,192,439
2046 – 2047	6,058,158	198,272	6,256,430	2,071,150
	$40,377,053	$18,524,037	$58,901,090	$19,491,146

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

Budgetary Comparison Schedule – Governmental Funds
(Unaudited)

	Year Ended September 30, 2025				Year Ended September 30, 2024			
	Budgeted Amounts		Actual	Variance with Final Budget Positive	Budgeted Amounts		Actual	Variance with Final Budget Positive
	Original	Final	Amounts	(Negative)	Original	Final	Amounts	(Negative)
Expenditures:								
Salaries and wages	$ 2,708,448	$ 2,708,448	$ 2,906,226	$(197,778)	$ 2,300,444	$ 2,300,444	$ 2,678,433	$(377,989)
Operations	14,588	14,588	2,067,104	(2,052,516)	---	---	1,860,510	(1,860,510)
In-kind expenses	---	---	9,398	(9,398)	---	---	150,651	(150,651)
Miscellaneous	---	---	66,208	(216,208)	---	---	63,415	(63,415)
Contractual service	1,643,154	1,643,154	43,578	1,599,576	1,374,068	1,374,068	21,522	1,352,546
Capital expenditures	---	---	151,526	(151,526)	---	---	2,002	(2,002)
A+ Contract (Educational Infrastructure Contract)	1,973,125	1,973,125	---	1,973,125	1,925,000	1,925,000	---	1,925,000
Workers Compensation	3,600	3,600	---	---	---	---	---	---
Debt Service:								
Interest	---	---	1,366,741	(1,366,741)	---	---	1,387,268	(1,387,268)
Principal	---	---	648,881	(648,881)	---	---	667,277	(667,277)
Total expenditures	6,342,915	6,342,915	7,259,662	(916,747)	5,599,512	5,599,512	6,831,078	(1,231,566)
General revenues:								
Appropriations	6,342,915	6,342,915	6,084,000	(258,915)	5,599,512	5,599,512	5,850,000	250,488
Grant	---	---	391,428	391,428	---	---	948,551	948,551
Miscellaneous	---	---	109,091	109,091	---	---	80,782	80,782
Fundraising	---	---	37,593	37,593	---	---	34,946	34,946
	6,342,915	6,342,915	6,622,112	1,364,566	5,599,512	5,599,512	6,914,279	1,364,566
Program revenues:								
Extended learning	---	---	200,238	200,238	---	---	146,629	146,629
Student store	---	---	104,570	104,570	---	---	91,462	91,462
	---	---	304,808	304,808	---	---	238,091	238,091
Excess (deficiency) of revenues over (under) expenditures	---	---	(332,742)	332,742	---	---	321,292	(321,292)
Fund balance:								
Beginning of year	(333,624)	(333,624)	337,575	(671,199)	(523,624)	(523,624)	16,283	(539,907)
End of year	$(333,624)	$(333,624)	$ 4,833	$(338,457)	$(523,624)	$(523,624)	$ 337,575	$(861,199)

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Shape the future with confidence

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*

The Board of Trustees
iLearn Academy Charter School, Inc.

We have audited, in accordance with auditing standards generally accepted in the United States 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 iLearn Academy Charter School, Inc. ("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 January 23, 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 opinions 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. However, material weaknesses or significant deficiencies may exist that were not identified.

Member firm of Ernst & Young Global Limited

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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*.

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.

Ernst & Young LLP

January 23, 2026

Report Ends Here

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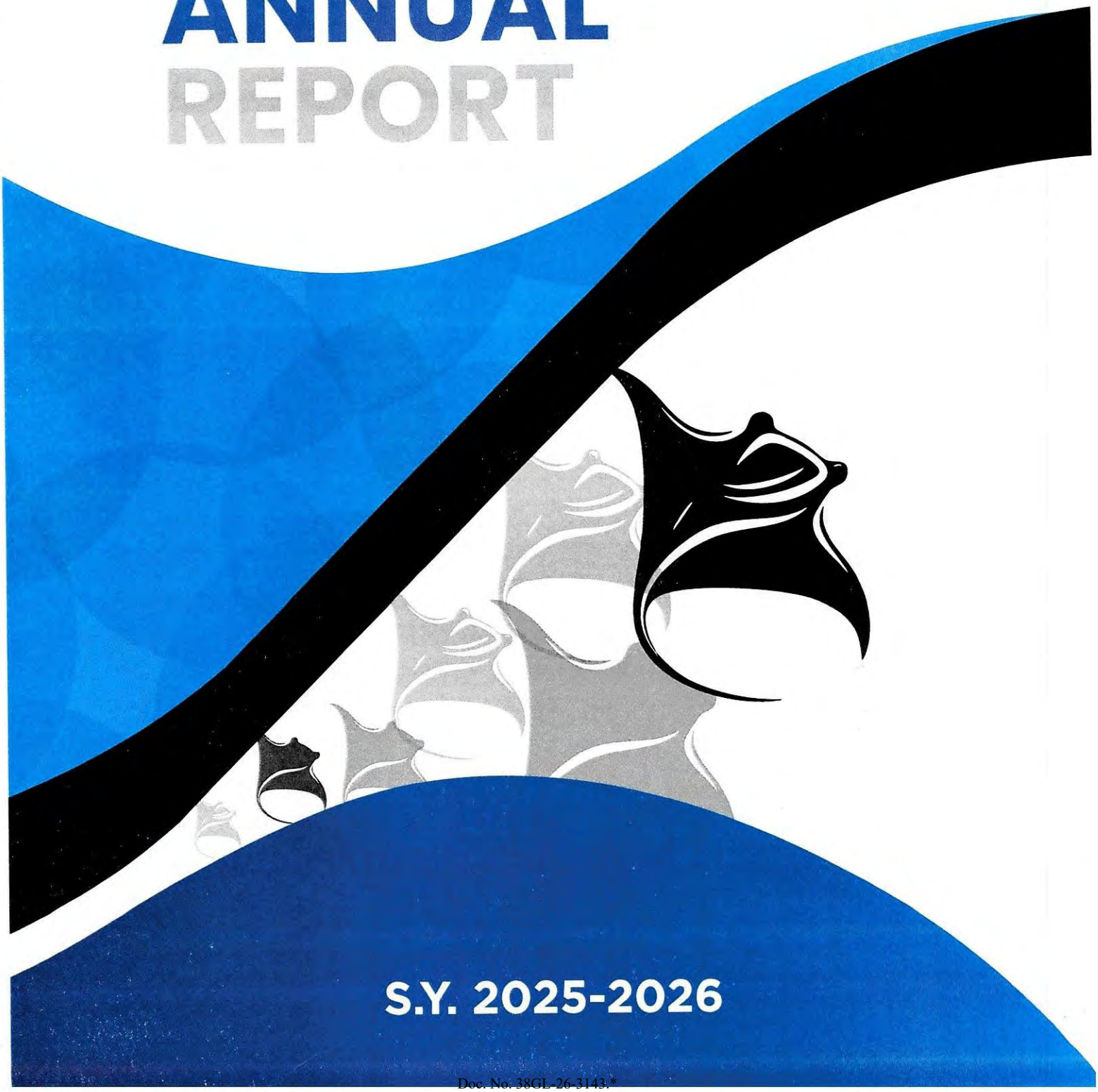
SIFA
LEARNING ACADEMY CHARTER SCHOOL

ANNUAL REPORT



S.Y. 2025-2026

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I. EXECUTIVE SUMMARY

The School Year 2025–2026 marked a period of continued academic development, institutional resilience, and strategic planning for SIFA Learning Academy Charter School (SIFA LACS). Guided by its mission to provide high-quality, tuition-free, STEAM-focused education, SIFA remained committed to fostering academic excellence, innovation, critical thinking, and meaningful learning experiences for Guam's middle school students.

Throughout the academic year, SIFA continued to strengthen its educational programs through a curriculum emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM), complemented by experiential learning, academic enrichment, and opportunities for student leadership and personal development.

Facility development and long-term institutional stability remained central priorities. Despite challenges associated with securing a permanent campus, SIFA maintained its focus on educational continuity while pursuing a sustainable facility solution..

Key Highlights and Milestones Achieved

- **Curricular Enhancement:** Use of Navvy (Pearson Assessment Tool) and Amplify for ELA and Science Curriculum.
- **Student Development Initiatives:** Students participated in inter-house competitions, community service projects, and STEAM showcases that fostered leadership, collaboration, and innovation.
- **Community Engagement:** Increased partnerships with local organizations and families strengthened SIFA's community presence and promoted shared responsibility for student success.
- **Governance and Compliance:** The Board of Trustees supported proceeding with the Intent to Award Contract for a permanent facility following a rigorous procurement process, demonstrating its commitment to responsible governance and institutional stability. While keeping options open for other facility options as back-up plans.
- **Financial Stewardship:** Maintained a focus on fiscal responsibility, transparency, regulatory compliance, and sustainable resource management. Completed and received a clean audit for FY 2023 and immediately worked on FY 2024 audit.

Alignment with the School's Mission and Vision

Throughout SY 2025–2026, SIFA remained committed to delivering quality STEAM-based education that fosters critical thinking, innovation, and problem-solving. Personnel restructuring and

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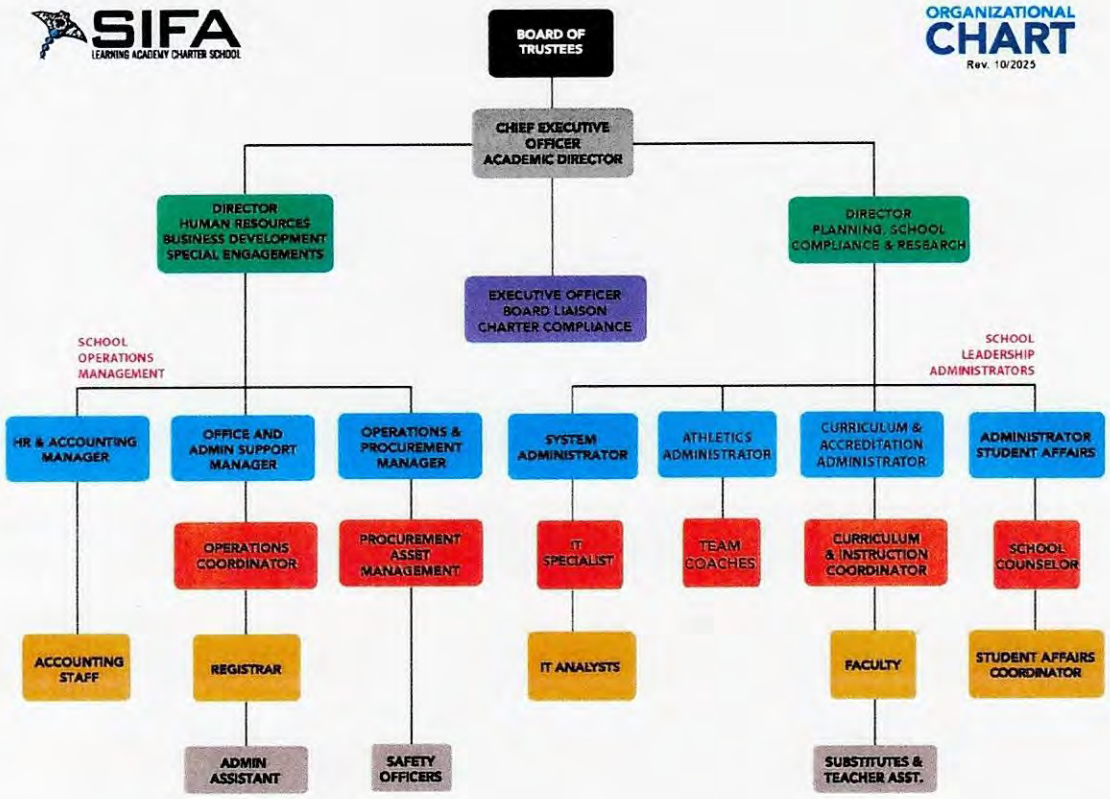
academic enhancements further supported its vision of becoming a **leading STEAM-focused secondary school on Guam**.

Moving forward, SIFA will prioritize **academic excellence, enrollment growth, facility stability, and high school expansion in SY 2026–2027**. With continued stakeholder support and responsible resource management, the school remains focused on sustainable growth and preparing students for future success.

II. HUMAN CAPITAL HIGHLIGHTS

SIFA Organizational Chart



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SIFA Board of Trustees

Dr. Anthony Jay Sunga
Chairman of the Board of Trustees Chief Executive Officer

Mr. Carl Torres II
Vice-Chairman of the Board of Trustees

Mr. Troy Lizama
Member

Ms. Melissa Palomo
Member

Mr. Cris Ortiz
Member

Mrs. Frea Abalain-Vidallon
Member (Non-Voting)

Executive Management Team

Mr. Ron Ravela	Mrs. Maria Ravela	Mrs. Frea Vidallon
Director of Planning, Compliance and Research	*Director of Human Resources / Business Development*	*Executive Office Liaison*

Administration

Maria Judith Benton-Wood *Administrator for Student Affairs*	**Milagros Madriaga** *Coordinator for Academics and Accreditation*
Jane Mangligot *Office Manager*	**Merycris Francisco** *Operations Manager*

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Katherine Navato *Business and Accounting Officer*	**Rhichelle Cunanan** *Human Resources and Accounting Officer*
Zuriel Ravela *Systems Administrator*	**Jennifer Concepcion** *Registrar*
Norberto Madriaga *Asset and Materials Officer*	**Rianna Rama** *Student Affairs Coordinator*

Our Learning Engineers: The Team that Makes SIFA Thrive

DESIGNATION	ASSOCIATES	BACHELORS	MASTERS	PhD	NO DEGREE	TOTAL
ADMIN	0	3	1	1	2	7
TEACHER	2	21	1	0	6	30
ADMIN SUPPORT	10	3	0	0	17	30
	12	27	2	1	25	67

** Responsibility linked in Position Title.*

Employee Name	Title	Position	Educational Attainment
Abalain-Vidallon, Frea	Executive Office Liaison	Admin	Bachelors
Acda, Yvonne	Safety Officer	Admin Support	N/A
Ada, Lina	Lead Admin/TA	Admin Support	Associates
Aguilar, Gabrielson	Teacher	Faculty	Bachelors
Alura, Rey	Teacher	Faculty	Bachelors
Ayuyu, Izabelle	Teacher	Faculty	Masters
Baquilles, Alisa	Teacher	Faculty	Bachelors
Benton-Wood, Maria	Administrator of Student Affairs	Admin	Bachelors
Bosing, Guia	Teacher	Faculty	Masters
Calma, Conrad	IT Specialist	Admin Support	Associates
Cayabyab, Kurt	IT Specialist	Admin Support	Associates
Concepcion, Jennifer	Registrar	Admin Support	N/A
Cruz, John	Middle School Athletic Director	Admin Support	N/A

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Cunanan, Rhichelle	Human Resources & Accounting Officer	Admin Support	Associates
De Vera, Jacquilyn	Care & Resource Coordinator	Admin Support	N/A
Del Rosario Carl	Teacher	Faculty	Bachelors
Doromal, Jeffrey Dan	Teacher	Faculty	Bachelors
Duenas, Johanna	Teacher	Faculty	Bachelors
Eustaquio, Rhyco	Substitute Teacher	Faculty	N/A
Facun, Klarissa	Teacher	Faculty	Bachelors
Fejeran, Maria	Teacher	Faculty	Bachelors
Francisco, Merycris	Operations Manager	Admin Support	Associates
Iwauo, Riomy	Safety Officer	Admin Support	N/A
James, Sincerely	Substitute Teacher	Admin Support	N/A
Kuma, Makleen	Safety Officer	Admin Support	N/A
Madriaga, Milagros	Coordinator of Academics & Accreditation	Admin	Masters
Madriaga, Noberto	Material Asset Manager	Admin Support	Associates
Makichy, Makinory	Safety Officer	Admin Support	N/A
Mangligot, Ashley	TA/Admin Assistant	Admin Support	N/A
Mangligot, Jane	Office Manager	Admin Support	Associates
Mangligot, Sharmaine	TA/Administrator Assistant	Admin Support	Associates
Mobel, Clarissa	Teacher	Faculty	Masters
Nagar, Jasmin	Teacher	Faculty	Bachelors
Natividad, Robbi	Teacher	Faculty	Bachelors
Navato, Katherine	Business & Accounting Officer	Admin Support	N/A
Quichocho, Shayan	Teacher	Faculty	N/A
Quidachay, Jorome	Safety Officer	Admin Support	N/A
Quinto, Lawrence	Teacher	Faculty	Bachelors
Quitugua, Daniel	Teacher	Faculty	Bachelors
Rama, Rianna	Student Affairs Coordinator	Admin Support	Bachelors
Ravela, Izaiah	HR & Accounting Assistant	Admin Support	N/A
Ravela, Maria	Human Resources Director	Admin	N/A
Ravela, Ronaldo	Planning, Compliance, and Research Director	Admin	N/A
Ravela, Zuriel	Systems Administrator	Admin Support	Bachelors
Rebamonte, Arnie Joy	Teacher	Faculty	Associates
Reyes, Luke	Teacher	Faculty	N/A
Roces, Kenneth	Teacher	Faculty	N/A
Romulo, Elma	Safety Officer	Admin Support	N/A
Sabangan, Al Jenzel	Teacher	Faculty	Bachelors

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Sunga, Anthony	Chief Executive Officer	Admin	PhD
Sunga, Rhema	Teacher	Faculty	Bachelors
Tucker, Jada	Teacher	Faculty	Bachelors

III. GOVERNANCE AND COMPLIANCE

Board Activities, Major Decisions, and Compliance Updates

Throughout the 2025–2026 academic year, the SIFA Learning Academy Charter School Board of Trustees continued to provide strategic leadership, governance oversight, and institutional support to advance the school's operational priorities and long-term sustainability.

A significant governance milestone occurred during the April 7, 2026, Board of Trustees meeting, when the Board supported the school administration's recommendation to move forward with the Intent to Award Contract following the completion of a rigorous procurement process to secure a permanent school facility.

This decision reflected the Board's commitment to responsible governance, transparency, and accountability while addressing the school's critical infrastructure needs. The Board recognized the importance of establishing a permanent campus to support continued enrollment growth, expanding academic programs, and a stable learning environment.

Throughout the process, the Board maintained its oversight responsibilities, emphasizing adherence to applicable procurement procedures, contractual requirements, regulatory compliance, and fiscal responsibility.

The Board's continued collaboration with school leadership demonstrates its commitment to strengthening institutional stability, supporting sustainable growth, and advancing SIFA's mission of delivering quality, tuition-free STEAM-focused education to the Guam community.

IV. ACADEMIC PERFORMANCE

Student Achievement Data

During the 2025–2026 school year, SIFA Learning Academy Charter School successfully participated in the Smarter Balanced District-Wide Assessment (DWA) in collaboration with the Guam Department of Education (GDOE). This marks a significant milestone in aligning our assessment participation with island-wide academic measures.

It is important to note that the DWA assessment tool is grounded in the Common Core State Standards (CCSS), while SIFA's instructional framework is founded on the Next Generation Science Standards.

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(NGSS) and STEAM-based, phenomenon-driven learning. While there is natural overlap in skill development—such as critical thinking, reasoning, and problem-solving. Our emphasis on inquiry-based learning means SIFA's curriculum is uniquely designed to engage students in real-world applications of knowledge rather than rote content alignment.

Comparative Analysis of DWA 2025-2026

Prepared by: Milagros Madriaga, SIFA CAA

1. ELA Performance: 2025 vs. 2026

The comparison shows a mixed pattern in ELA performance from 2025 to 2026. The 2026 results show higher average scale scores in all three grades, but the Exceeded Proficiency rate declined in Grades 7 and 8.



EP = Exceeded Proficiency
pp = percentage points

Grade-Level Interpretation

6th Grade:

Grade 6 demonstrated improvement in both measures. The average scale score increased from 2,459 in 2025 to 2,478 in 2026, an increase of 19 points. The percentage of students Exceeding Proficiency also increased from 23% to 32%, representing a 9-percentage-point gain. This indicates positive movement in both overall performance and the highest reported proficiency category.

7th Grade:

Grade 7 showed an increase in average scale score, from 2,477 to 2,493, representing a 16-point gain. However, the Exceeded Proficiency rate decreased from 22% to 19%, a 3-percentage-point decline.

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This suggests that while overall performance increased, the proportion of students reaching the highest reported performance level decreased slightly.

8th Grade:

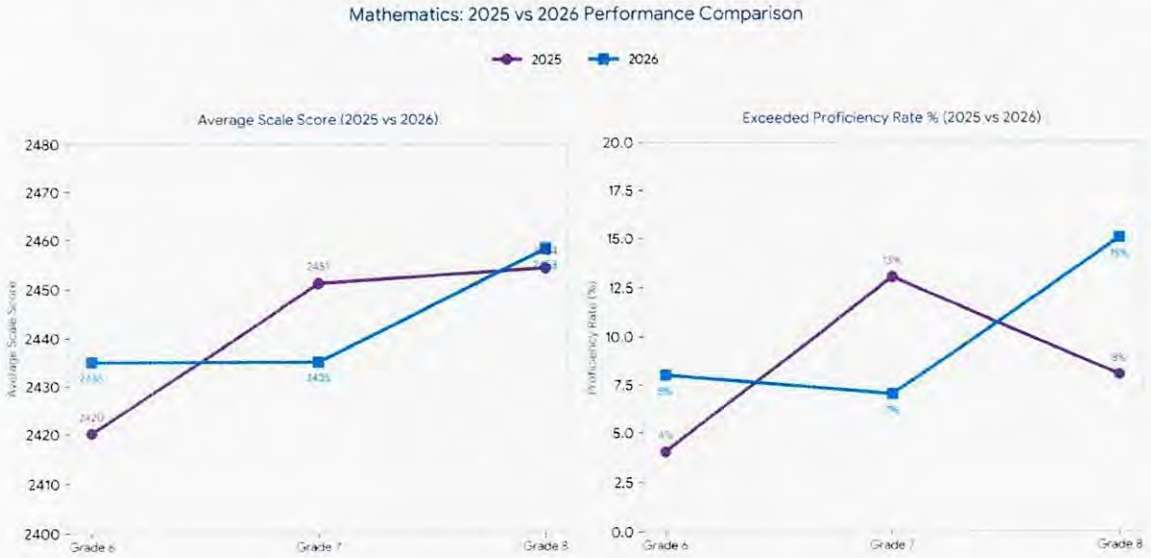
Grade 8 showed the most notable change. The average scale score decreased from 2,538 in 2025 to 2,496 in 2026, a decline of 42 points. At the same time, the Exceeded Proficiency rate decreased from 41% to 28%, a 13-percentage-point decline. This represents the largest decrease among the three grade levels and warrants closer examination of the factors contributing to the change.

Overall Comparative Interpretation

The 2025-2026 comparison indicates varied ELA performance across grade levels. Grade 6 demonstrated improvement in both average scale score and Exceeded Proficiency rate, while Grade 7 showed an increase in average scale score accompanied by a slight decrease in the Exceeded Proficiency rate. Grade 8 experienced declines in both measures, with the average scale score decreasing by 42 points and the Exceeded Proficiency rate decreasing by 13 percentage points. These results identify Grade 8 as an area requiring further examination of student performance, instructional practices, and contributing factors.

2. MATH Performance: 2025 vs. 2026

The 2025–2026 Mathematics DWA results show a mixed pattern of performance across Grades 6–8. Grade 6 and Grade 8 demonstrated improvement in both average scale score and Exceeded Proficiency rates, while Grade 7 showed a decline in both measures.



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Grade-Level Interpretation

6th Grade:

Grade 6 demonstrated improvement in both measures. The average scale score increased from 2,420 in 2025 to 2,435 in 2026, a gain of 15 points. The Exceeded Proficiency rate also increased from 4% to 8%, representing a 4-percentage-point increase. This indicates positive movement in both overall scale-score performance and the proportion of students reaching the highest reported performance level.

7th Grade:

Grade 7 experienced a decline in both measures. The average scale score decreased from 2,451 to 2,435, a reduction of 16 points. The Exceeded Proficiency rate also decreased from 13% to 7%, a 6-percentage-point decline. Among the three grade levels, Grade 7 shows the clearest decline in mathematics performance and may warrant closer examination of student achievement data and instructional factors.

8th Grade:

Grade 8 showed modest improvement in average scale score but a more substantial increase in the Exceeded Proficiency rate. The average scale score increased from 2,454 to 2,458, a gain of 4 points, while the Exceeded Proficiency rate increased from 8% to 15%, a 7-percentage-point increase. Thus, although the change in the average scale score was relatively small, the percentage of students reaching the highest reported performance level increased considerably.

Overall Comparative Interpretation

The 2025-2026 Mathematics DWA comparison reflects varied performance across Grade 6-8. Grades 6 and 8 demonstrated improvement in both average scale scores and Exceeded Proficiency rates, while Grade 7 showed declines in both measures. Grade 6 increased by 15 scale-score points and 4 percentage points in Exceeded Proficiency, while Grade 8 increased by 4 scale-score points and 7 percentage points respectively. Grade 7 decreased by 16 scale-score points and 6 percentage points in Exceeded Proficiency. These results suggest a need for continued analysis of grade-level performance patterns, particularly in Grade 7, while examining the instructional practices and interventions associated with the positive movement observed in Grade 6 and 8.

3. Science Performance: 2025 vs. 2026

The 2025–2026 Science performance comparison shows mixed results across grade levels, with Grade 6 demonstrating relatively stable performance, while Grades 7 and 8 experienced declines in both Average Scale Score and Exceeded Proficiency rates.

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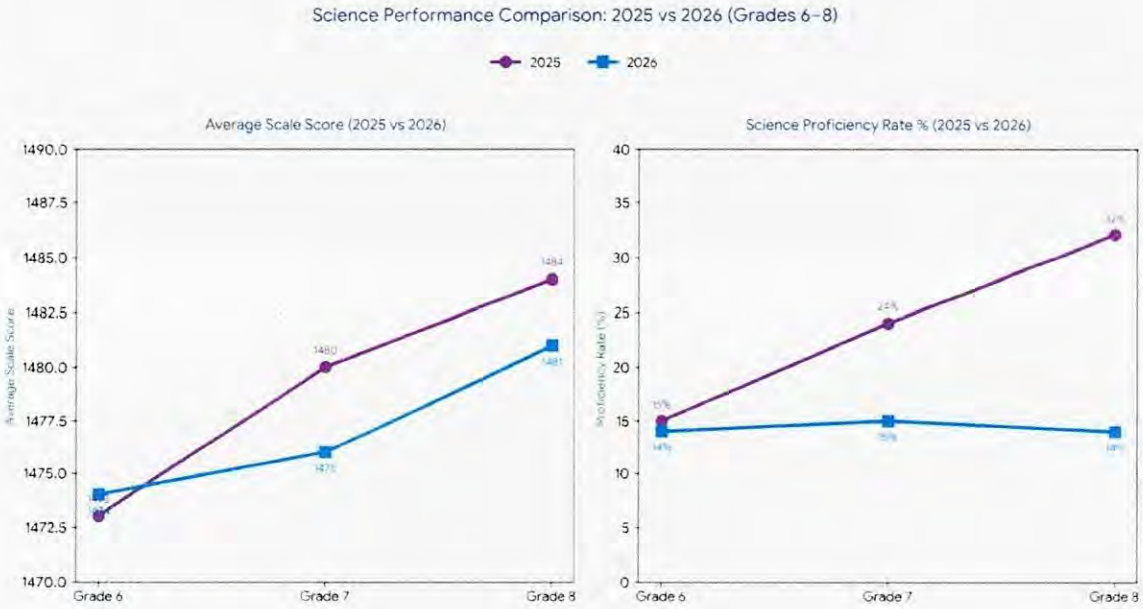

EP = Exceeded Proficiency
pp = percentage points

Grade-Level Interpretation

6th Grade:

Grade 6 demonstrated relatively stable performance across both measures. The average scale score increased by 1 point, from 1,473 in 2025 to 1,474 in 2026, while the Proficiency Rate decreased slightly by 1 percentage point, from 15% to 14%.

7th Grade:

Grade 7 experienced a decline in both measures. The average scale score decreased by 4 points, from 1,480 to 1,476. The Proficiency Rate also decreased by 9 percentage points, from 24% in 2025 to 15% in 2026.

8th Grade:

Grade 8 experienced declines in both measures. The average scale score decreased by 3 points, from 1,484 to 1,481. The Proficiency Rate showed a more substantial decrease of 18 percentage points, from 32% in 2025 to 14% in 2026.

Overall Comparative Analysis

The 2025–2026 Science results show varied performance across Grades 6–8, with Grade 6 remaining relatively stable while Grades 7 and 8 experienced declines in both Average Scale Score and Proficiency Rate. Grade 6 increased by 1 scale-score point but decreased by 1 percentage point in proficiency. Grade 7 decreased by 4 scale-score points and 9 percentage points in proficiency, while Grade 8 decreased by 3 scale-score points and 18 percentage points in proficiency. These results indicate a need for continued analysis of Science performance in Grades 7 and 8, particularly the substantial decrease in Grade 8 proficiency. Further review of curriculum alignment, instructional

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practices, student performance data, and targeted interventions may help identify factors contributing to the year-to-year changes.

Curriculum Implementation and Innovations

SIFA's academic philosophy is rooted in the belief that learning should be relevant, experiential, and connected to the real world. As a STEAM-focused, NGSS-aligned institution, our curriculum emphasizes Phenomenon-Based Learning, an approach where students investigate authentic, observable phenomena that connect multiple subject areas and spark curiosity-driven inquiry.

Through this approach, students at SIFA:

- Engage in hands-on, inquiry-driven investigations that mirror authentic scientific and engineering practices.
- Participate in interdisciplinary learning experiences that merge science, technology, engineering, arts, and mathematics to address complex, real-world issues.
- Develop 21st-century competencies such as communication, collaboration, critical thinking, and creativity, essential for global citizenship.
- Showcase their learning through STEAM Exhibitions and Student-Led Conferences, demonstrating mastery through projects, prototypes, and portfolios rather than traditional testing alone.

SIFA continues to innovate by:

- Integrating design thinking and coding into core subjects.
- Expanding community partnerships for place-based learning in Guam's environmental, cultural, and technological contexts.
- Incorporating global learning connections through international projects that link SIFA students with peers abroad.

Through these innovations, SIFA redefines what academic excellence looks like in a modern, culturally responsive charter school, one that values depth over drill, creativity over conformity, and understanding over memorization.

Important Dates:

A. Promotion Day: June 6, 2026, Saturday

1. Number of Graduates: 108
2. Number of **Not Promoted**: 5
3. Valedictorian: Mark Irwin Tambucon
4. Salutatorian: Jaira Maye Dilay

B. Second Semester Recognition Day for 6th and 7th Grades: May 29, 2026, Friday

Grade 6: A Honor Roll
Number of Students: 35
Grade 6: B Honor Roll
Number of Students: 2

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Grade 7: A Honor Roll
Number of Students: 41
Grade 7: B Honor Roll
Number of Students: 16

C. Last Day of school: June 9, 2026, Tuesday

Success Stories

Presented below are the notable achievements of SIFA Learning Academy Charter School for School Year 2025–2026, showcasing its commitment to excellence in academics, leadership, student development, and community engagement.

A. Academic Excellence

1. MATHCOUNTS

In the field of academics, our students showcased outstanding mathematical ability through their participation in prestigious mathematics competitions. Their commendable performance in the MATHCOUNTS competition, which promotes critical thinking, problem-solving, and mathematical excellence, led to advancement to the Chapter Competition and qualification for the State Competition. This achievement reflects their strong analytical skills, perseverance, and mastery of mathematical concepts.

In addition, a student attained a commendable placement at the national level in the Math Kangaroo competition. As an international mathematics competition designed to cultivate logical reasoning, creativity, and a deeper appreciation for mathematics, Math Kangaroo provides students with opportunities to apply their knowledge in challenging and innovative ways. The student's achievement demonstrates exceptional mathematical proficiency and reinforces the school's commitment to fostering academic excellence and higher-order thinking skills.

2. SOCIAL STUDIES

National History Day - In Social Studies, under the theme *"Revolution, Reaction, and Reforms in History,"* a student won First Place in the Exhibit Category of National History Day. This achievement reflects the student's excellence in historical research, critical analysis, and creative presentation while demonstrating a deep understanding of the significance of historical events and their impact on society. The accomplishment also highlights the student's ability to effectively communicate historical knowledge through a well-developed and engaging exhibit.

3. ROBOTICS

A group of Grade 8 students earned the **Engineering Excellence Award** in the First LEGO League Competition with the theme "Unearthed", a prestigious recognition that celebrates excellence in engineering design, innovation, and technical implementation. The competition is designed to cultivate students' interest in science, technology, engineering, and mathematics by engaging them in real-world problem-solving through robotics and research-based challenges. The team's achievement reflects exceptional application of engineering concepts,

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creativity, collaboration, and analytical thinking in designing and programming robotic solutions. Their success underscores the school's commitment to developing future-ready learners equipped with the skills necessary for innovation, leadership, and success in an increasingly technology-driven world.

4. ACHIEVEMENTS IN ARTISTIC EXPRESSION

In celebration of World Architecture Day 2025, with the theme **"Design for Strength,"** students from SIFA LACS demonstrated exceptional creativity, innovation, and architectural understanding through their participation in the art contest. The competition encouraged learners to explore how design can reflect resilience, sustainability, and structural strength in architecture. Through their impressive entries, SFA students showcased strong artistic expression, critical thinking, and appreciation for architectural design principles. Their outstanding performance was highlighted by winning **First Place and Third Place**, reflecting their talent, creativity, and commitment to excellence in the field of visual arts and design.

B. CO-CURRICULAR ACTIVITIES

1. NJHS (NATIONAL JUNIOR HONOR SOCIETY-SIFA LACS CHAPTER)

a. On May 9, 2026, SIFA LACS successfully held the **National Junior Honor Society (NJHS) Induction Ceremony**, formally welcoming 25 new inductees into the organization. The ceremony recognized students who have demonstrated excellence in scholarship, leadership, service, character, and citizenship. "These students were carefully selected through a rigorous screening process by the school administration and teachers.

The NJHS induction aims to uphold the organization's core values by encouraging students to develop strong academic performance, responsible leadership, active community involvement, and exemplary moral character. It also serves to inspire members to continue striving for excellence while becoming role models within the school community.

The activity is significant as it reinforces the school's commitment to fostering well-rounded learners who are not only academically capable but also socially responsible and service-oriented. Through this induction, students are reminded of their responsibilities as members of NJHS and are challenged to uphold its standards through meaningful contributions to both the school and the wider community.

b. One major project initiated by the NJHS members was the **"SIFA LACS NJHS Harvest House Clothing Donation Drive 2026."** This community service initiative involved the collection of clothing donations from April 13 to May 22, 2026. Donations consisted of gently used clothing for both male and female teenagers and adults.

Through this project, NJHS members earned community service hours while gaining a deeper understanding of the mission of Harvest House and the support it provides to foster children and families in need. The donation drive promoted compassion, generosity, and community engagement among students and staff. Members collaborated to publicize the project, collect donations, and organize the items for delivery.

On May 29, 2026, SIFA LACS NJHS members delivered the collected donations to Harvest House, helping provide much-needed clothing resources to individuals served by the organization. This project enabled students to make a meaningful contribution to the

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community while exemplifying the core pillars of the National Junior Honor Society: **Scholarship, Leadership, Service, Character, and Citizenship.**

c. **"Tower for Humanity: CANstruction 2025"** The SIFA LACS National Junior Honor Society (NJHS) proudly participated in Tower for Humanity: CANstruction 2025, a community service event focused on combating food insecurity and supporting vulnerable members of our community. NJHS members collaborated to design and construct a tower using canned food donated by SIFA students and families. Through the generosity of the SIFA community, SIFA LACS was honored to receive the Biggest Donation of Canned Food Award, earning a trophy, certificate of recognition, and additional prizes. This initiative reflects the school's commitment to making a positive impact by providing food assistance to individuals and families facing hardship, including those experiencing homelessness, children in foster care, orphaned youth, refugees, low-income families, senior citizens, and others in need. By working together, the students and all members of the school community demonstrated compassion, leadership, teamwork, and a dedication to serving the community.

d. **"31st Guam International Coastal Clean-Up 2025"** The SIFA LACS National Junior Honor Society (NJHS) proudly participated in the 31st Guam International Coastal Clean-Up 2025, a community service initiative dedicated to protecting and preserving Guam's natural environment. During this event, NJHS members volunteered their time to collect and properly dispose of litter and debris along Guam's coastlines, helping to reduce pollution, protect marine life, and maintain the beauty of our island. This service-learning opportunity allowed students to develop a greater appreciation for environmental stewardship while making a meaningful contribution to the community. Through their participation, students demonstrated the NJHS pillars by taking responsibility for their environment, working collaboratively with others, and leading by example through positive action. The event encouraged students to become active and responsible citizens who understand the importance of caring for natural resources, promoting sustainability, and inspiring others to make a positive impact in their communities. By serving the island of Guam, NJHS members strengthened their commitment to helping others and creating a cleaner, healthier future for all.

2. SCIENCE FAIR

The SIFA Schoolwide Science Fair was an academic enrichment activity designed to provide students with meaningful opportunities to engage in scientific inquiry, critical thinking, and problem-solving through the development and presentation of research-based or engineering design projects. Aligned with the Next Generation Science Standards (NGSS), the Science Fair encouraged students to apply scientific concepts and practices to investigate real-world questions and challenges.

Participating students conducted independent or guided investigations using the scientific method or engineering design process under the supervision of their science teachers. Throughout the activity, students developed research skills, analyzed data, drew evidence-based conclusions, and communicated their findings through written reports and oral presentations.

The Science Fair served as a platform for students to showcase creativity, innovation, and academic achievement while fostering collaboration, scientific literacy, and effective communication skills. Projects were evaluated by a panel of judges using a standardized rubric that assessed scientific rigor, originality, presentation quality, and application of scientific

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principles. Certificate of Recognition was awarded to outstanding projects based on established judging criteria.

3. RECOGNITION AND PROMOTION

a. Sixth and Seventh Grade Recognition

On May 29, 2026, SIFA Learning Academy Charter School (SIFALACS) conducted its Grade 6 and Grade 7 Recognition Program at the GCC Multi-Purpose Auditorium to honor students who demonstrated outstanding academic achievement throughout the school year. The ceremony recognized students who qualified for the **A Honor Roll** and **B Honor Roll** based on the school's established academic criteria and performance standards.

The Recognition Program served as an opportunity to celebrate students' dedication, perseverance, and commitment to academic excellence. Through this event, SIFALACS reaffirmed its commitment to fostering a culture of achievement, encouraging students to strive for excellence, and recognizing those who have consistently demonstrated exemplary academic performance and responsible scholarship.

As part of the recognition, the **Top Five (5) students in each grade level** received **medals and Certificates of Recognition** in acknowledgment of their exceptional academic performance and ranking. Students who qualified for the **A Honor Roll and B Honor Roll** and met the established criteria were likewise recognized and awarded **Certificates of Recognition** for their academic accomplishments. The criteria are as follows:

A Honor Roll

Students who achieved a GPA of 90 or higher were placed on the A Honor Roll. These students consistently demonstrated exceptional academic performance across all subjects. They were recognized with certificates of excellence and applause from their peers, teachers, and families.

B Honor Roll

The B Honor Roll included students with a GPA between 80 and 89. These students showed strong academic capabilities and dedication to their studies. They received certificates acknowledging their hard work and commitment to their education.

b. Eighth Grade Promotion

The 8th Grade Promotion/Recognition on June 6, 2026, 1:00- 4:00pm, Phoenix Center

The SIFA Learning Academy Charter School (SIFA LACS) Grade 8 Promotion Ceremony was formally conducted as a culminating academic event recognizing the successful completion of Grade 8 by 108 students. The ceremony served as a significant milestone in the students' academic journey, highlighting their readiness for advancement to the next level of instruction. The program was attended by distinguished guests, school leaders, faculty members, parents, and community stakeholders, reflecting the strong partnership and shared commitment to student success.

Recognition of Subject Excellence Awardees

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Students who demonstrated outstanding academic performance and mastery in specific learning areas were formally recognized through the Subject Excellence Awards. These distinctions were conferred to learners who exhibited exemplary achievement in core subjects such as Mathematics, Science, English Language Arts, Social Studies, and other academic disciplines. Each awardee was presented with a certificate of recognition and a commemorative medal in acknowledgment of their academic excellence and subject-specific proficiency.

A Honor Roll

Students who attained a Grade Point Average (GPA) of 90 and above were included in the A Honor Roll, signifying exemplary academic performance and sustained excellence across all learning areas. These learners consistently demonstrated high levels of achievement, discipline, and academic integrity. They were formally recognized through certificates of excellence and received commendation from the school community in recognition of their outstanding accomplishments.

B Honor Roll

The B Honor Roll recognized students who achieved a GPA ranging from 80 to 89, reflecting strong academic performance and consistent effort in their studies. These students demonstrated commendable dedication to their academic responsibilities and showed positive progress across subject areas. Certificates of recognition were awarded to acknowledge their achievement and encourage continued academic growth.

Top 10 Students

The ceremony also highlighted the Top 10 academically ranked students, who attained the highest overall Grade Point Averages in the graduating cohort. This distinction represents the highest level of academic achievement from Grade 6 to Grade 8, reflecting excellence, perseverance, and consistent high performance across all subject areas. These students were formally acknowledged for their exemplary academic standing and contribution to the culture of excellence within the school and awarded trophies and certificates.

BLUE BLOOD AWARD

The **Blue Blood Award** is a special recognition given to students who have demonstrated continuous enrollment and steadfast commitment to SIFA Learning Academy Charter School over a specified number of academic years. This award honors students whose long-term presence in the school reflects dedication, consistency, and strong affiliation with the institution.

Recipients of the Loyalty Award are acknowledged for their perseverance, loyalty, and sustained engagement in the school community. Their continued enrollment from Grade 6 to Grade 8 signifies trust in the school's educational programs and active participation in its academic and co-curricular activities throughout their tenure. The awardees received medals and certificates.

Valedictorian and Salutatorian

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- ***Mark Irwin Tambucon*** was honored as the Class of 2026 Valedictorian. He delivered a heartfelt speech, reflecting on the journey of his class and encouraging his peers to strive for excellence in their future endeavors.

- ***Jaira Maye Dilay*** was recognized as the Salutatorian. In her speech, she welcomed all who were present and expressed gratitude to the teachers, parents, and classmates who supported her and shared her hopes for their collective future.

Distinguished Guests

The ceremony was graced by several dignitaries, led by the Keynote Speaker, Mr. Landon Aydllet, Lt. Governor Joshua Tenorio, Board of Trustees members and other High Ranking Officials.

Conclusion

These accomplishments reflect the strong collaboration of the entire SIFA Learning Academy Charter School community, including dedicated teachers and staff, supportive administrators, committed parents, and hardworking students. Each has played a vital role in achieving this success.

As we celebrate this milestone, we reaffirm our commitment to academic excellence, shared values, and continuous improvement. Moving forward, we will continue to foster an environment that nurtures creativity, curiosity, and compassion, empowering every learner to reach their full potential.

Together, the SIFA LACS community will continue to strive for excellence and inspire one another toward greater success.

Academic Targets and Strategic Priorities for School Year 2026–2027

As SIFA Learning Academy Charter School continues its commitment to academic excellence, innovation, and student-centered learning, there are identified key academic targets and strategic priorities for School Year 2026–2027. These priorities are designed to strengthen instructional quality, improve student outcomes, enhance college and career readiness, and support continuous school improvement aligned with the school's mission and vision especially this time when the Grade 9 level is formally offered.

The strategic priorities outlined in this report focus on raising academic achievement, implementing a Personalized Education Plan (PEP) framework, expanding STREAM education, strengthening data-driven decision-making practices, and ensuring that all students are prepared for success in postsecondary education and the workforce.

A. Expansion and successful implementation of Grade 9.

Objective:
To successfully establish and implement the Grade 9 program for School Year 2026–2027 by providing a rigorous, standards-aligned, and student-centered educational experience that support academic achievement, personal growth, college and career readiness, and the seamless transitio of students into secondary education through STREAM Integration

B. Student Achievement

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Target 1: Increase Overall Academic Performance

Objective:
Improve student mastery of grade-level standards across all subject areas.

Performance Indicators:
- Increase school-wide GPA average by at least 5%.
- Achieve a minimum of 80% proficiency in core academic subjects.
- Increase Honor Roll eligibility for A Honor Roll from 90 -100% to 96 - 100% while B Honor Roll will be changed to AB Honor Roll from 80 -89% to 90 - 95%.
- Reduce the number of students receiving failing grades by at least 15%.

Target 2: Strengthen Literacy and Numeracy Skills

Objective:
Improve foundational reading, writing, and mathematical competencies.

Performance Indicators:
- At least 80% of students demonstrate grade-level reading proficiency.
- At least 80% of students meet mathematics benchmark expectations.
- Implement quarterly literacy and numeracy assessments.
- Provide intervention support for students identified as at-risk.

Target 3: Improve Attendance and Student Engagement

Objective:
Promote consistent attendance and active participation in learning.

Performance Indicators:
- Maintain a school-wide attendance rate of 95% or higher.
- Reduce chronic absenteeism by 10%.
- Increase participation in school activities and academic enrichment programs.

C. Academic Excellence and Instructional Quality

1. Curriculum Alignment

Objectives:
- Ensure vertical and horizontal curriculum alignment.
- Strengthen standards-based instruction.
- Integrate college and career readiness competencies.
- Enhance teaching effectiveness and instructional consistency.

Key Initiatives
- Implement rigorous curriculum alignment.
- Conduct regular instructional walkthroughs.
- Expand professional development opportunities.
- Enhance lesson planning and assessment practices by ensuring alignment among conten standards, instructional objectives, learning activities, and assessments. Teachers will b provided with curriculum standards and lesson plan frameworks, with opportunities to

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make appropriate adjustments to support instructional effectiveness and student achievement.
- Promote differentiated instruction and student-centered learning.

Performance Indicators
- Updated curriculum maps.
- Scope and sequence documents.
- Assessment alignment plans.
- Course syllabi for Grade 9 implementation.
- 100% curriculum alignment completed.
- Improved classroom observation ratings.
- Increased student achievement data across content areas.

D. STREAM Innovation and Project-Based Learning

Objective:
Expand authentic STREAM learning opportunities.

Key Initiatives
- Integrate interdisciplinary STREAM projects.
- Increase student participation in STREAM competitions.
- Strengthen robotics, coding, engineering, and research programs.
- Establish community partnerships for experiential learning.

Performance Indicators
- Each grade level shall implement at least one major STREAM project or House initiative that provides students with opportunities to apply interdisciplinary knowledge, develop 21st-century skills, and demonstrate meaningful learning outcomes.
- Increased participation in local and national competitions.
- Growth in student research and innovation projects.

E. STUDENT SUPPORT AND INTERVENTION SYSTEMS

Objectives:
- Reduce academic failure rates.
- Increase student engagement.

Priorities
- Early identification of at-risk students.
- Academic intervention programs.
- Enrichment opportunities for advanced learners.

FACULTY DEVELOPMENT

The school continued to invest in faculty capacity building by supporting participation in both local (on-island) and external (off-island) professional development activities. Teachers attended workshops, conferences, seminars, and specialized training programs that enhanced instructional delivery, curriculum implementation, assessment practices, technology integration, and student engagement strategies. The knowledge and skills acquired through these experiences will

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subsequently be shared with colleagues to promote a culture of collaborative learning and continuous improvement. The sharing will take place this summer of 2026.

SUMMER 2025 Professional Development Program

1. **Ms. Marivic "Vicky" Schrage**, Associate Professor at GCC, facilitated professional development sessions focused on strengthening instructional practices, classroom management, student engagement, assessment strategies, and continuous school improvement. The training provided faculty members with practical tools and best practices to enhance teaching effectiveness and support student achievement.

2. **Professional Development Session Facilitated by Dr. Danielle Louise Ramos**
   As part of the school's commitment to instructional excellence and continuous professional growth, **Dr. Dani Ramos** of University of Makati facilitated a professional development session focusing on lesson planning, formative and summative assessment practices, and the development and utilization of Tables of Specifications (TOS). These topics were carefully selected to strengthen instructional quality, enhance assessment literacy, and promote greater alignment among curriculum, instruction, and assessment.

a. Lesson Planning and Instructional Alignment

The session emphasized the importance of effective lesson planning as the foundation of high-quality instruction. Faculty members were guided on developing standards-based lesson plans that clearly align learning objectives, instructional activities, assessment strategies, and expected learning outcomes. Discussions highlighted the importance of intentional planning, differentiation, student engagement, and the integration of higher-order thinking skills to support diverse learners and improve student achievement.

b. Formative Assessment Practices

Dr. Ramos discussed the role of formative assessments as ongoing tools for monitoring student learning and informing instructional decisions. Teachers explored various formative assessment strategies, including exit tickets, checks for understanding, questioning techniques, journals, quizzes, performance tasks, and classroom observations. Emphasis was placed on using assessment data to identify learning gaps, provide timely feedback, adjust instruction, and support student growth throughout the learning process.

c. Summative Assessment Development

The training also focused on the design and implementation of effective summative assessments, including unit tests, quarter examinations, projects, and performance-based assessments. Faculty members reviewed principles of assessment validity, reliability, fairness, and alignment with learning standards. The session reinforced the importance of ensuring that summative assessments accurately measure the intended learning outcomes and provide meaningful evidence of student mastery.

d. Table of Specifications (TOS)

A significant portion of the workshop was devoted to the development and application of the Table of Specifications (TOS). Teachers were guided in creating TOS documents that align instructional content, learning standards, cognitive levels, and assessment items. The discussion highlighted

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how a well-constructed TOS helps ensure balanced test construction, content validity, and equitable assessment practices. Faculty members were encouraged to use the TOS as a quality assurance tool when developing major assessments and examinations.

e. Application of Bloom's Taxonomy

During the seminar-workshop, significant emphasis was placed on the application of Bloom's Taxonomy in examination development and the preparation of the Table of Specifications (TOS). The session highlighted that effective assessments should extend beyond measuring factual recall to evaluating higher-order cognitive skills, including understanding, application, analysis, evaluation, and creation.

Faculty members were introduced to Bloom's Taxonomy as a structured framework for designing assessment items that address varying levels of cognitive complexity. By incorporating a balanced range of cognitive levels into examinations, teachers can more accurately measure students' depth of understanding, critical thinking, problem-solving abilities, and capacity to apply knowledge in meaningful contexts.

The workshop also underscored the importance of the **Table of Specifications** as an essential assessment planning tool. Teachers were guided in aligning learning competencies, instructional content, cognitive levels, and assessment items to ensure that examinations accurately reflect the curriculum and intended learning outcomes. The use of a TOS promotes balanced test construction and supports the development of valid, reliable, and equitable assessments.

The integration of **Bloom's Taxonomy** with the Table of Specifications was presented as a best practice in assessment design and quality assurance. Together, these tools strengthen the alignment among curriculum, instruction, and assessment while supporting data-informed instructional decision-making and meeting accreditation expectations for effective teaching and student learning.

YEAR-END REFLECTION

One of the most significant challenges encountered during School Year 2025–2026 was the lack of adequate educational facilities to support the school's operations and planned opening schedule. Due to facility-related constraints and the need to secure a suitable learning environment for students and staff, the opening of classes was postponed from August 18, 2025, to September 2, 2025.

This situation required considerable flexibility, coordination, and commitment from the administration, faculty, staff, students, parents, and other stakeholders. Despite the uncertainty and operational challenges associated with the delayed opening, the school community remained focused on ensuring a safe, conducive, and academically appropriate environment for learning.

The school is deeply grateful to the Guam Community College (GCC) for its support and partnership during this critical period. Through the approval of SIFA Learning Academy Charter School's request for accommodation, GCC provided access to ten (10) classrooms on its campus, enabling the school to continue its educational programs and successfully serve its students throughout the academic ye

While the relocation addressed the immediate need for classroom space, facility limitations continue to present challenges in the delivery of certain programs. In particular, the Art and Health & Physic Education (HPE) programs were unable to secure dedicated instructional spaces despite effor throughout the school year. The respective teachers demonstrated remarkable adaptability and

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professionalism by utilizing available shared spaces and modifying instructional approaches to ensure that students continued to receive meaningful learning experiences. Although dedicated classrooms for these specialized subjects did not materialize during the year due to space constraints, instructional services were maintained through the commitment and resourcefulness of the faculty.

The experience underscored the importance of adequate educational facilities in supporting high-quality instruction, student engagement, specialized programming, and overall school operations. It also highlighted the resilience, collaboration, and dedication of the entire SIFA LACS community in overcoming challenges and maintaining continuity of learning despite significant logistical constraints.

V. STUDENT ENROLLMENT & DEMOGRAPHICS

Enrollment Overview

For the **2025–2026 academic year**, the school recorded an **actual enrollment of 275 students** against a **projected target of 340**, resulting in a variance of **65 students (19.1% below projection)**. While enrollment fell short of the anticipated target, this variance highlights opportunities to strengthen student recruitment, retention, and community outreach initiatives. As a developing charter institution, SIFA remains committed to refining its enrollment strategies, enhancing brand visibility, and reinforcing community partnerships. Moving forward, increased emphasis on early recruitment campaigns, targeted marketing efforts, and proactive family engagement will be essential to improving enrollment outcomes and achieving projected student capacity in subsequent academic years.

Out of the 275-student population, 108- 8th Grade students were promoted. Out of the 108-8th graders 101 attended SIFA from 6th Grade all the way to 8th Grade.

Year	Projected Enrollment	Actual Enrollment	Variance
2025–2026	340	275	65

Demographic Breakdown

The student body reflects a diverse population, with balanced representation across grade levels and an inclusive mix of student backgrounds.

These visual representations demonstrate the school's commitment to inclusivity and equitable access for all learners.

Demographic highlights include:

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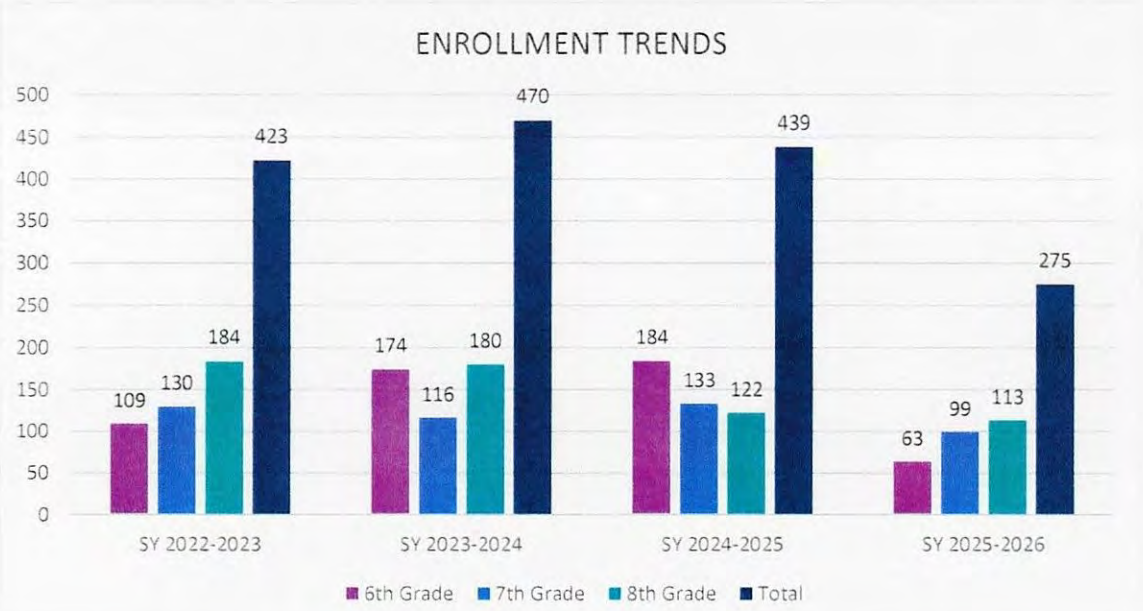
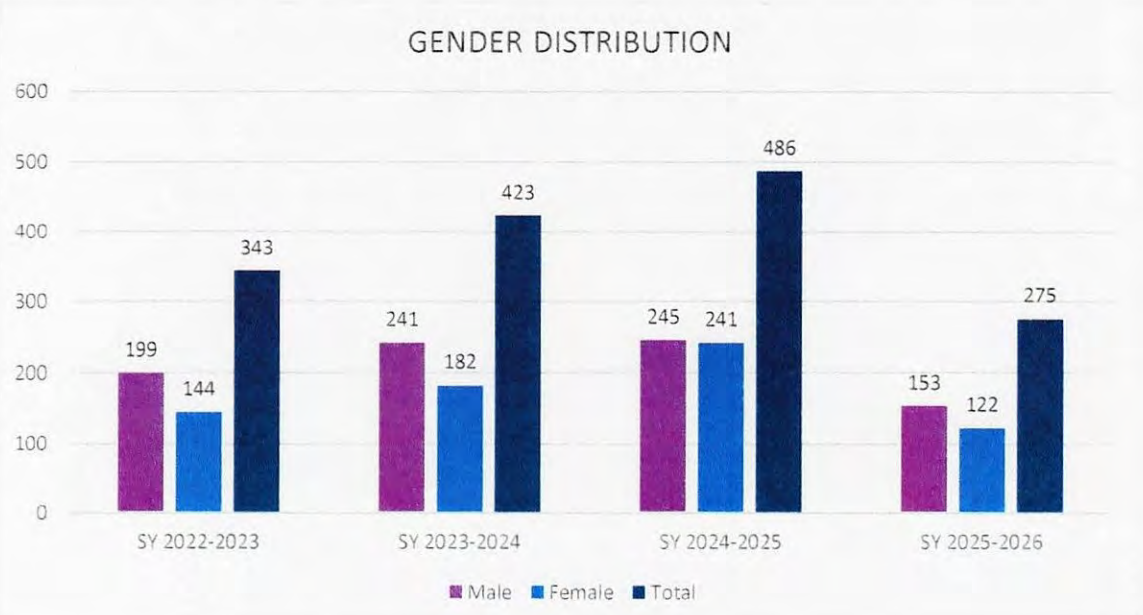
Grades Served: 6–8 (Middle School)



Student Population by Gender



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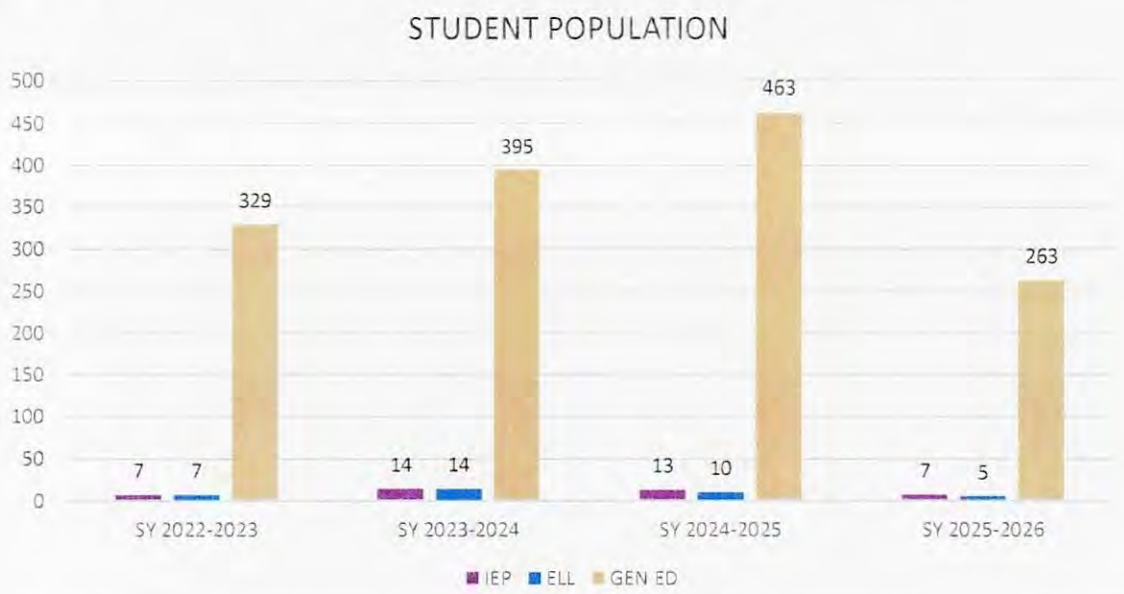
Student Populations Served: General education, special education (IEP/504)



IEP / 504 Compliance Summary

The Department of Student Affairs collaborated closely with the Guam Department of Education Special Education Department, teachers, and families to support students receiving accommodations under the Individualized Education Programs (IEPs) and Section 504 Plans.

Compliance Efforts Included:

- Monitoring implementation of accommodations
- Supporting annual review meetings
- Coordinating communication between teachers and families
- Ensuring student access to academic and extracurricular opportunities
- Maintaining confidentiality and compliance with applicable regulations

Particular attention was given to the administration of school-wide, district-wide, and summative assessments, where approved accommodations were coordinated and implemented in accordance with each student's educational plan. These accommodations included, but were not limited to extended time, small-group testing environments, preferential seating, assistive technology, and other individualized supports as required. Through these efforts, the school remained committed to providing all students with equitable access to instruction and assessment while maintaining compliance with applicable federal and local regulations.

As of February 2026, SIFA was recognized by the Guam Department of Education Special Education Division as the only school with all student IEP and compliance documentation current and up to date.

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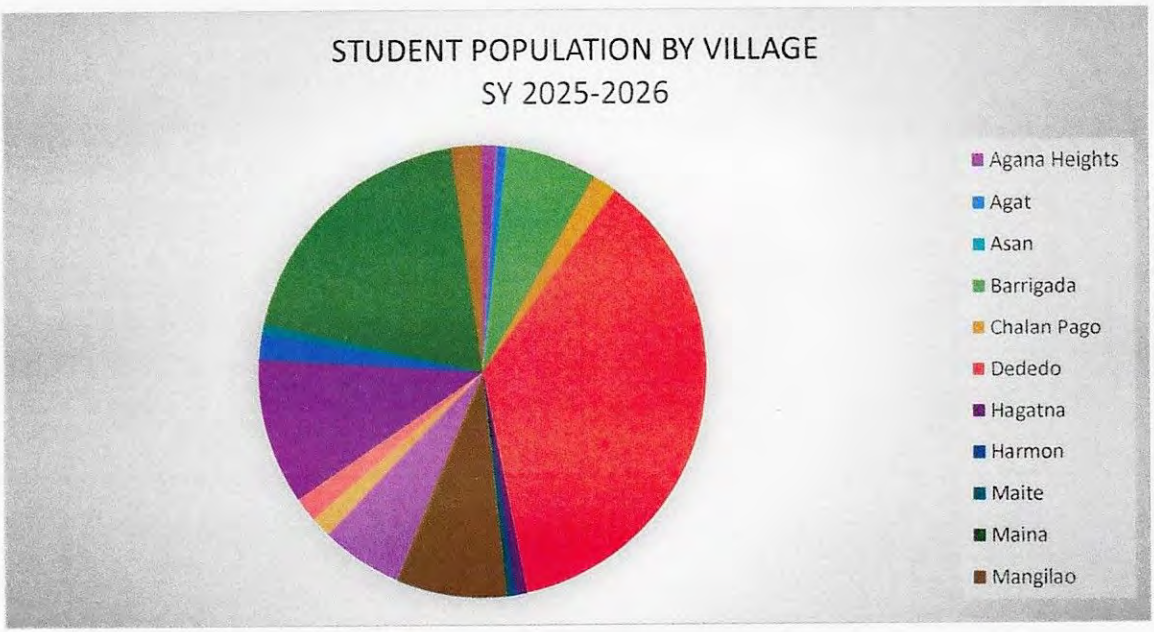
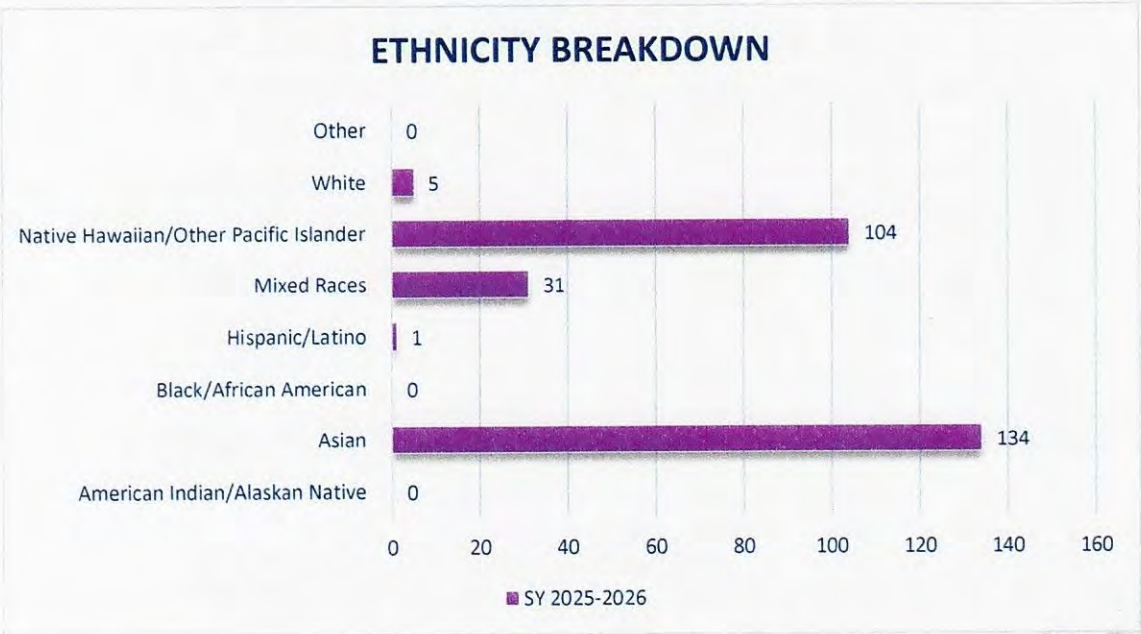
No student-identifying information is included in this report.

Student Population by Village



Ethnic Representation: Majority Native Chamorro, with representation from Filipino, Chuukese, Korean, and other Pacific Islander communities.



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Attendance and Retention

The school maintained an **average attendance rate of 93.16%** for the 2025–2026 academic year. While this reflects steady engagement, targeted interventions are being developed to address attendance challenges related to transportation, health, and family circumstances.

The **student retention rate** remained strong, demonstrating consistent satisfaction and confidence in the school's academic environment and student experience. Finalized retention data reported indicate stability at **93.22%.**

Efforts such as parent outreach programs, student mentorship initiatives, and early communication regarding re-enrollment have contributed to sustaining student commitment to the school community.

VI. CULTURE & COMMUNITY ENGAGEMENT

Prepared by: Maria Benton-Wood, SIFA ASA

Disciplinary Action Summary Report

The Department of Student Affairs maintained a proactive and restorative approach to student discipline throughout School Year 2025 - 2026. Emphasis was placed on student accountability, character development, conflict resolution, and maintaining a safe learning environment.

Discipline Interventions Included:

- Student Counseling Conferences
- Parent Conferences
- Behavioral Contracts
- Restorative Conversations
- Before and After School as well as Lunch Detention
- In-School Interventions
- Suspensions (on/off campus) as necessary
- Expulsion (when warranted and in accordance with school policy)

Summary of Disciplinary Actions

Action	Number
Parent Conferences	*26*
Work Detail	*42*
Verbal Warning	*33*

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Suspension (In House and Off Campus)	*17*
Character Development Program	*4*
Behavioral Referral	*2*
Voluntary Withdrawal	*2*
Expulsion // Voluntary Withdrawal	*3*

Major Focus Areas:
During School Year 2025 - 2026, the majority of disciplinary referrals were concentrated in the following areas:

- Peer-to-Peer Conduct: Conflicts between students, including interpersonal disagreements, social disputes, and inappropriate interactions among peers.
- Bullying (Physical and Cyber) Concerns: Reports involving bullying, intimidation, teasing, and behaviors that negatively impacted the emotional well-being of other students. Because SIFA LACS has a zero tolerance for bullying of any kind, incidents were investigated promptly and addressed through direct parent involvement and restorative practices and all with disciplinary action as warranted.
- Classrooms Disruptions: Behaviors that interfered with the learning environment, including excessive talking, off-task behavior, refusal to follow directions, and other actions that disrupted instruction.
- Vaping incidents resulted in enrollment in the Character Development Program and/or immediate expulsion.

Behavioral Outcomes
While student conduct concerns represented the majority of referrals, the Department of Student Affairs observed that most students responded positively to intervention strategies. Following counseling, parent communication, and restorative measures, repeat offenses were infrequent, and students generally demonstrated improved behavior and decision-making. This indicates that the disciplinary process served as an effective corrective measure while supporting student growth and accountability.

Extracurricular Achievements and Recognitions
The Science is Fun and Awesome Learning Academy Charter School students participated in numerous island wide competitions, showcases, and athletic events throughout the school year.

Notable Achievements

Athletics

- Boys Rugby Team - IIAAG Champions

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- Girls Volleyball Team - 3rd Place Finish
- Girls Rugby Team - 3rd Place Finish
- Boys Bowling Team 3rd Place Finish
- Girls Bowling Individual All-Island Champion (3 Consecutive Years)
- Multiple All-Island individual Athletic Honors

Fine Arts and Performance

- Inaugural SIFA's Got Talent Showcase
- Manta Waves Student Performances
- 3rd place Island-Wide K-Pop Dance Competition
- Participation Guam Visitor's Bureau Art Contest
- Law Month Art Competition Participation

These accomplishments demonstrate the diverse talents and dedication of SIFA students both inside and outside the classroom.

Extracurricular Programs, Interest Clubs, Achievements, and Initiatives

The Department of Student Affairs coordinated and supported a wide range of student programs designed to promote leadership, service, academic excellence, creativity, and school pride.

Student Organizations

- Student Government Association (SGA)
- Grade-Level Class Councils

Co-Curricular Student Organizations

- National Junior Honor Society (NJHS) SIFA LACS Chapter
- National Math Club (SIFA LACS Chapter)
- Robotics
- Science
- National History Day

Special Interest Clubs

- Manta Waves (*Band and Dance*)
- News Club
- Theater Club (*Inactive as of December 2025)*

Athletic Programs

- Rugby
- Volleyball
- Basketball
- Soccer
- Bowling
- Cross Country

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Major Student Initiatives

- Spirit Week
- The Great Debate
- SIFA's Got Talent Showcase
- Mental Health Awareness
- Anti-Bullying Awareness and Prevention
- Campus Beautification and Cleanup Projects
- Charter Day Activities
- Career Day
- Community Outreach projects (*Harvest House and Canned Food and Water Drive)*
- Kutturan Mundo Cultural Program
- Various Community Service Projects (*Sugar Plum Tree, Operation Christmas Drop)*
- House STEAM Competitions
- Sports Banquet
- House Cup Games

Student participation in extracurricular activities continued to grow throughout the school year (25-26), reflecting the school's commitment to developing well-rounded students beyond the classroom. Through involvement in athletics, student government, academic clubs, performing arts, House activities, leadership opportunities, and school-wide events, students were provided meaningful experiences that fostered leadership, teamwork, communication, responsibility, and personal growth. These programs encouraged students to discover and develop their talents, build positive relationships with peers and mentors, strengthen their sense of school pride and contribute positively to the community. The Department of Student Affairs remains committed to providing diverse opportunities that support students' academic, social, emotional, and personal development while preparing them to become engaged and responsible members of society.

Parent and Family Involvement

The Department of Student Affairs worked closely with parents and families to support student success.

Parent Involvement Activities

- Parent-Teacher Conferences
- Academic Intervention Meetings
- Athletic Parent Meetings
- Promotion Ceremony with direct parent involvement
- Sports Banquet
- Talent Showcase
- Career Day
- House Program Activities
- Volunteer Support during school events

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Communication Methods

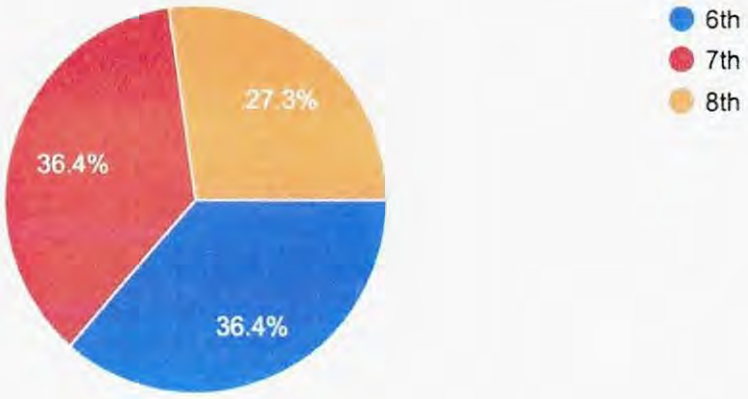
- Email Correspondence
- Phone Conferences
- Google Meets / Zoom Meetings
- In-Person Meetings
- School Social Media Platforms

A committed group of Parent and Family Volunteers provided valuable support throughout the school year by assisting with student events, fundraising activities, school functions, and various campus initiatives. Their willingness to contribute time and resources strengthened the partnership between home and school, which enhanced opportunities for student engagement. The Department of Student Affairs worked closely with this group which saw a constant rotation of active parents and family members. Although the school does not maintain a formal Parent-Teacher Organization, the contributions of these families were instrumental in enhancing student opportunities and promoting a positive school culture.

The following survey results represent feedback voluntarily submitted by parents following the Parent-Teacher Conference. While the number of responses was limited, the results offer meaningful insight into the experiences and perspectives of participating families.

Student Grade Level

11 responses



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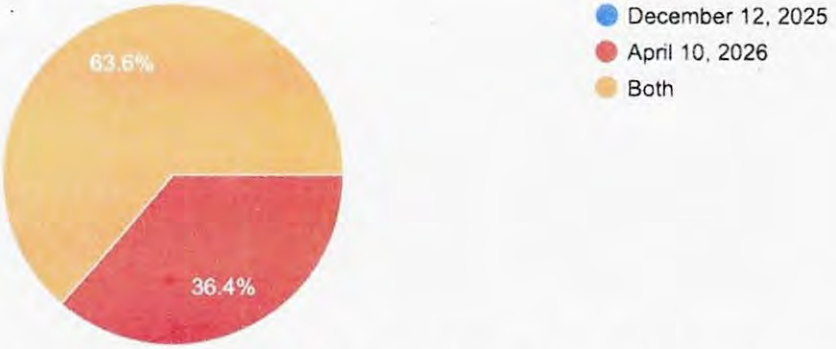
Which Parent-Teacher Conference did you attend?

11 responses

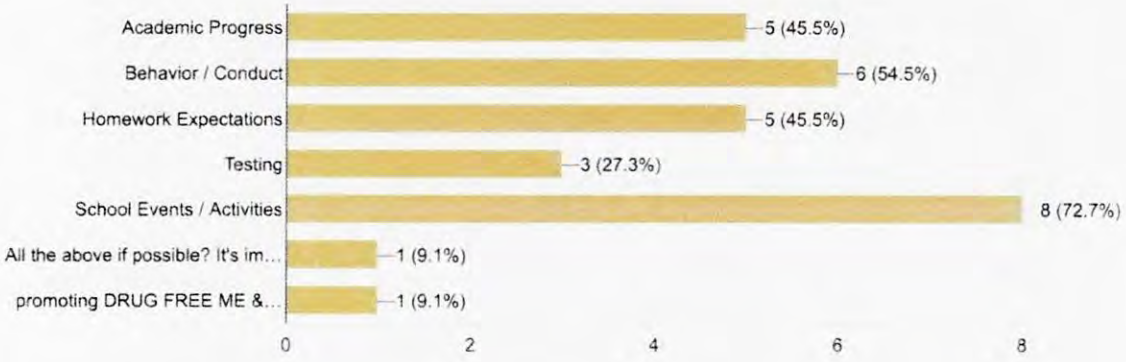


Both Parent-Teacher Conferences averaged a total of 100 participating families that signed in with teachers. Because of the campus logistics, the PTC format used was a teacher panel where a parent would meet with all teachers at once. An average of 62% of participants preferred the panel style parent teacher conference.

An area requiring improvement according to the survey was School Event communication. Please see the graph below as a reference.

What areas would you like more communication or support in?

11 responses



Beyond participation in Parent-Teacher Conferences, families continued to play an active role in supporting student programs and school initiatives throughout the School Year 2025-2026. Parent volunteers assisted with planning and coordination efforts for various school events and activities.

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Although scheduling adjustments resulting from Typhoon Sinlaku impacted volunteer availability for Career Day, parents continued to support students' career exploration efforts through post-event reflection activities and discussions regarding future educational and career pathways. Family involvement was also evident through fundraising efforts that supported SIFA's Got Talent Showcase, contributing to student awards and recognition, including the $1000 first-place prize. Additionally, the annual Sports Banquet was funded through year-long fundraising initiatives conducted by student-athletes and their families, providing an opportunity to recognize athletic accomplishments and celebrate student success. These efforts reflect the strong partnership between the school and its families and their continued commitment to supporting student engagement, enrichment, and achievement.

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VII. FINANCIAL OVERVIEW

Financial Highlights
Science is Fun and Awesome Learning Academy Charter School Financial Audit
Fiscal Year 2023

December 30, 2025

The Office of Public Accountability has released the Science is Fun and Awesome Learning Academy Charter School (SiFA) financial statements, report on compliance and internal control, and auditor's communication with those charged with governance for fiscal year (FY) 2023. Independent auditors Ernst & Young, LLP rendered an unmodified (clean) opinion on SiFA's financial statements. However, the auditors identified four material weaknesses and two significant deficiencies in SiFA's internal control over financial reporting.

SiFA ended FY 2023 with a net position of $330,890, a decrease from FY 2022's $509,424. SiFA previously noted a negative net position of $1,221,382 for FY 2022. However, the beginning net position for FY 2022 was restated to correct an error resulting from SiFA management's misinterpretation of its lease agreement with Eagle Land Holdings, LLC (Eagle).

Student Appropriation and Funding
Pursuant to Public Law 35-99, SiFA's cost per pupil was $7,000 per enrollee, with a funding cap of 350 students for School Year 2022-2023, consistent with SiFA's staffing capacity at the time. As of September 30, 2023, actual enrollment totaled 420 students, exceeding the authorized funding cap.

$3.1M Decrease in Revenues and $2.62M Decrease in Expenses
SiFA recorded total revenues of $1.87 million (M) for FY 2023, a $3.05M decrease from FY 2022's $4.92M. Government of Guam appropriations of $1.86M accounted for nearly all of SiFA's total FY 2023 revenues.

SiFA previously received Educational Stabilization Fund (ESF) funding in FY 2021, which provided donated school supplies, books, technology, and pandemic-related equipment. In FY 2022, SiFA recorded approximately $828,517 in grant-in-kind items and related supplies and materials through American Rescue Plan and ESF II funding. No comparable grant-funded resources were received in FY 2023, as these federal relief programs concluded.

Total expenses for FY 2023 were $2.05M, a decrease by $2.62M, or 56%, from FY 2022's $4.67M. Salaries remained SiFA's largest expense at $1.49M, or 73%, of its total FY 2023 expenses.

Report on Compliance and Internal Control
Auditors identified **four material weaknesses** and **two significant deficiencies** in SiFA's internal control over financial reporting. These findings primarily relate to weaknesses in financial closing procedures, reconciliations, lease accounting, receivables management, and segregation of duties. SiFA management has acknowledged and is implementing corrective actions for all six findings.

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1. **Finding No. 2023-001, Financial Closing and Accrual Process**
   Auditors determined that SiFA's financial statement closing process did not ensure the timely and accurate recognition of obligations. Specifically, accounts payable aging schedules did not reconcile to the general ledger, and accruals were not consistently recorded in the proper accounting period. As a result, an audit adjustment was proposed to recognize audit fee expenses to correct the understated accrual which resulted from delayed recognition.

   Auditors recommended that management perform monthly reconciliations of supporting schedules to the general ledger and implement procedures for identifying and recording accruals.

2. **Finding No. 2023-002, Lease Accounting and Reconciliation**
   Auditors noted that SiFA did not properly reconcile its lease amortization schedule to the lease asset, lease liability, and amortization expense balances in the general ledger in accordance with GASB Statement No. 87. The lack of reconciliation resulted in misstatements in lease-related accounts.

   Auditors recommended monthly reconciliation of lease schedules to the general ledger.

3. **Finding No. 2023-003, Bank Reconciliation Review**
   Auditors found that SiFA did not perform a proper review of bank reconciliations. A prior-year adjustment was improperly included as an uncleared deposit in transit, indicating that reconciling items were not sufficiently reviewed for validity.

   This deficiency resulted in an audit adjustment to correct the bank reconciliation. Auditors recommended timely and accurate reviews of bank reconciliations.

4. **Finding No. 2023-004, Allowance for Doubtful Accounts**
   SiFA does not have a formal policy for establishing or reviewing an allowance for doubtful accounts in accordance with GASB Statement Nos. 34 and 62. As a result, receivables were reported without an allowance, despite collectability risks. Auditors proposed a material adjustment to recognize an allowance for doubtful accounts.

   Auditors recommended that management establish and document a formal allowance policy that outlines the methodology and criteria for evaluating the collectability of receivables.

5. **Finding No. 2023-005, Beginning Net Position Reconciliation**
   Auditors identified that SiFA's beginning net position did not reconcile to the prior year's audited ending net position, resulting in an unreconciled variance. An audit adjustment was proposed to correct the misstatement.

   Auditors recommended timely reconciliation of beginning net position balances to the prior year's audited financial statements as part of the year-end closing process.

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6. **Finding No. 2023-006, Segregation of Duties**
   Due to limited staffing, auditors observed that the Business and Accounting Officer was responsible for both preparing and reviewing bank reconciliations, journal entries, and subledger schedules without the involvement of an independent reviewer or approver, resulting in inadequate segregation of duties.

   Auditors recommended implementing independent review and approval procedures and compensating controls based on staffing availability.

Contractual Disputes and Management's Financial Recovery Strategy

During the year ended September 30, 2023, SiFA's operations continued to incur an excess of expenditures over revenues, and the FY 2022 and FY 2023 financial statements were restated to reflect its current interpretation of the P.L.E.A.S.E. contract. These circumstances contributed to substantial doubt about SiFA's ability to continue as a going concern within one year after the issuance of the financial statements.

A key factor in these challenges was SiFA's contract with Eagle which ended on June 30, 2023. Although SiFA attempted to negotiate a new lease agreement, it was unable to meet the Department of Administration's (DOA) reimbursement requirements because Eagle did not provide the required monthly invoices. As a result, SiFA was unable to submit lease reimbursement requests to DOA from July 2023 through May 2025. During this period, SiFA also assumed direct responsibility for operational expenses, such as utilities, healthcare insurance, and supplies, which should have been included under the Eagle lease contract.

SiFA intends to dispute any asserted liability arising from the P.L.E.A.S.E. contract. Based on its legal interpretation of the agreement, SiFA maintains that the amount claimed is not the amount owed and resulted from a misinterpretation of contract terms. SiFA asserted that the agreement represented a $2.4M lump-sum payment for a five-year term rather than $2.4M per year. Accordingly, SiFA determined that no liability exists and that an overpayment had been made, necessitating a restatement of the FY 2022 and FY 2023 audited financial statements.

To mitigate potential financial challenges and ensure the fulfillment of its obligations, management has developed a plan to generate sufficient cash flows, which includes the following key actions:

- Obtained the support letter from the Guam Charter Schools Council that states their commitment and ability to fully support SiFA through the fundings received from the government of Guam.
- Initiating a claim against the P.L.E.A.S.E. contract vendor for the recovery of funds.
- Proposing an increase in the current enrollment cap.
- Applying for relevant grant opportunities.
- Engaging with local businesses to secure additional funding and establish collaborative partnerships.
- Incorporating revenue-generating initiatives such as the Immersion Program, After School Program, and other similar offerings.

For more details on SiFA's operations, see the Management's Discussion and Analysis in the audit report at www.opaguam.org and www.sifalacs.com.

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SIFA
LEARNING ACADEMY CHARTER SCHOOL

OFFICE OF CHIEF EXECUTIVE OFFICER

October 20, 2026

Mrs. Evangeline Cepeda
Chairwoman
Guam Academy Charter Schools Council
P.O. Box 7420, Tamuning Guam 96931

Subject: Updated Status FY2024 Financial Statements Audit and Audit Preparation for FY2025 and FY2026 for the SY2025-2026 Annual Report

Madam Chairwoman Cepeda and Honorable Charter Council Members:

In keeping with SIFA Learning Academy Charter School's continued commitment to transparency, accountability, and compliance with applicable charter school reporting requirements, we respectfully provide this updated status on the school's financial statements and annual financial audits.

SIFA management, in coordination with its accounting consultant and external auditors, continues to address the remaining prior-year adjustments and complete the necessary financial reporting requirements. The following summarizes the current status and anticipated next steps.

A. FY2023 Financial Statements – Minor Restatement Related to EAGLE Transaction

SIFA's FY2023 audited financial statements were completed and released in the prior year. However, a minor restatement relating to the EAGLE transaction has been identified and is being addressed in coordination with the FY2024 audit.

The adjustment is intended to ensure the appropriate recognition and presentation of the affected transactions and consistency in the financial reporting between FY2023 and FY2024.

This matter does not represent an entirely outstanding FY2023 audit but rather a limited prior-year correction being coordinated with the external auditors as part of finalizing the FY2024 financial statements.

B. FY2024 Financial Statements – Anticipated Release by October 31, 2026

The FY2024 financial statements are currently undergoing the external auditors' final partner review. SIFA has provided the necessary audit documentation and is awaiting completion of the review process.

Based on the current status, SIFA anticipates the release of the FY2024 audited financial statements by **October 31, 2026**, subject to completion of the partner review and any remaining audit procedures.

Enclosed for the Council's reference are the preliminary, unaudited financial statements incorporating the audit adjustments identified and discussed with the external auditors to date.

S.I.F.A. Learning Academy Charter School
P.O. Box 9427 • Tamuning, Guam 96931 • Tel: (671) 734-7432 • ceo@sifalacs.com

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These statements are provided to demonstrate the progress made in resolving outstanding financial reporting matters. They remain preliminary and subject to final audit review and should not be construed as final audited financial statements.

C. FY2025 and FY2026 Annual Financial Audits

Following the completion of the FY2023 restatement and issuance of the FY2024 audited financial statements, SIFA intends to proceed with the annual financial audits for FY2025 and FY2026.

SIFA acknowledges its responsibility to comply with applicable charter school reporting requirements, including Subsection (z), particularly paragraph (8), concerning annual financial audits and subsequent fiscal year audits, with reference to § 1908, Chapter 19, Title 1, Guam Code Annotated.

Management is prioritizing the resolution of the remaining prior-year matters to establish a reliable financial reporting basis for the subsequent fiscal years and facilitate the timely completion of the outstanding audits.

SIFA remains committed to strengthening its financial reporting processes and meeting its statutory and regulatory obligations.

D. Grants and Donations Disclosure

For the reporting period covered by the applicable annual report, SIFA confirms that it did not receive grants or monetary or in-kind donations requiring disclosure under the applicable reporting requirements.

Accordingly, there are no donors or grantors to report under paragraph (10), which requires disclosure of donors and grantors contributing monetary or in-kind donations valued at Five Hundred Dollars ($500) or more during the reporting year.

E. SIFA's Continued Commitment to Accountability and Compliance

SIFA recognizes the importance of timely and accurate financial reporting and appreciates the Council's patience and understanding as the school works toward completing its remaining audit requirements.

Management continues to work closely with its accounting consultant and external auditors to ensure that necessary adjustments are properly recorded, financial statements are accurately presented, and outstanding audits proceed toward completion.

These efforts reflect SIFA's commitment not only to addressing prior-year financial reporting matters but also to strengthening internal processes, improving financial oversight, and sustaining compliance with applicable reporting requirements.

SIFA remains accountable to the Charter Council, its stakeholders, and the community it serves and will continue to provide updates and submit the required financial reports as they become available.

Doc. No. 38GL-26-3143.*

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Should you have any questions or require additional information, please contact me at ceo@sifalacs.com or Mr. Ron Ravela, Planning, Compliance, and Research Director, at pcr@sifalacs.com.

Thank you for your continued understanding and cooperation.

Respectfully,

Dr. Anthony Jay Sunga
Chief Executive Officer
Chairman of the Board of Trustees
SIFA Learning Academy Charter School

Enclosure:
Preliminary Unaudited Financial Statements, Adjusted for Progress Audit Entries Discussed with the External Auditors

Doc. No. 38GL-26-3143.*

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SIFA Learning Academy Charter School

Statement of Financial Position - UNAUDITED
As of Sep 30, 2024

	Oct 2022 - Sep 2023	Oct 2023 - Sep 2024
Assets		
Current Assets		
Bank Accounts		
1000 Cash and Cash Equivalents	65,286.00	187,634.12
Total Bank Accounts	**65,286.00**	**187,634.12**
Accounts Receivable		
1100 Accounts Receivable - DOE Appropriation	3,369,273.00	3,188,104.73
1120 Allowance for Doubtful Accounts	-3,055,602.68	-3,055,602.68
Total Accounts Receivable	**313,670.32**	**132,502.05**
Other Current Assets		
1200 Other Receivables	16,515.10	0.00
Other Current Assets	25,777.00	0.00
Total Other Current Assets	**42,292.10**	**0.00**
Total Current Assets	**421,248.42**	**320,136.17**
Fixed Assets		
1600 Property, Plant & Equipment - Cost	0.00	0.00
Total Fixed Assets	**0.00**	**0.00**
Total Assets	**421,248.42**	**320,136.17**
Liabilities and Equity		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable (A/P)	-2,898,424.54	-3,012,396.24
2030 Accounts Payable - Other Vendors	2,914,779.54	3,278,060.27
Total Accounts Payable	**16,355.00**	**265,664.03**
Other Current Liabilities		
2100 Accrued Liabilities	25,876.03	19,841.60
2300 Deferred / Unearned Revenue	45,194.00	0.00
2400 Other Current Liabilities	0.00	0.00
5000 Fiduciary Liabilities - Student Activity Funds	2,933.00	7,692.46
Accounts Payable - Eagle Land Holdings LLC	0.00	0.00
Total Other Current Liabilities	**74,003.03**	**27,534.06**
Total Current Liabilities	**90,358.03**	**293,198.09**
Long-Term Liabilities		
2520 Long-Term Loans Payable	0.00	0.00
Total Long-term Liabilities	**0.00**	**0.00**
Total Liabilities	**90,358.03**	**293,198.09**

Accrual Basis Tuesday, October 20, 2026 07:45 AM GMT+10:00 1/2

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SIFA Learning Academy Charter School

Statement of Financial Position - UNAUDITED
As of Sep 30, 2024

	Oct 2022 - Sep 2023	Oct 2023 - Sep 2024
Equity		
3020 Opening Balance Equity	1,940,769.55	1,878,314.55
Retained Earnings	-1,391,277.20	-1,609,879.16
Net Income	-218,601.96	-241,497.31
Total Equity	**330,890.39**	**26,938.08**
Total Liabilities and Equity	**421,248.42**	**320,136.17**

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SIFA
LEARNING ACADEMY CHARTER SCHOOL

SIFA Learning Academy Charter School

Statement of Activity - UNAUDITED
October, 2022-September, 2024

	Oct 2022 - Sep 2023	Oct 2023 - Sep 2024	Total
Revenue			
4000 Government Appropriations - DOE	1,860,505.00	2,308,719.41	4,169,224.41
4110 GEDA Grant - Community Care & After School	0.00	0.00	0.00
4300 Grant - In-kind		78,800.00	78,800.00
Total Revenue	**1,860,505.00**	**2,387,519.41**	**$4,248,024.41**
Gross Profit	**1,860,505.00**	**2,387,519.41**	**$4,248,024.41**
Expenditures			
6000 Personnel Expenses	1,539,928.53	1,921,817.90	$3,461,746.43
6300 Instructional Supplies & Materials		56,290.19	56,290.19
6500 Professional Services	39,219.32	23,768.04	62,987.36
6600 Facilities & Occupancy Expenses	3,657.00	419,144.68	$422,801.68
6700 Utilities	38,602.97	160,066.94	198,669.91
6850 Advertising & Marketing	144.00		144.00
6900 Office & Administrative Expenses	52,864.38	34,917.19	$87,781.57
7000 Travel Expenses		2,445.48	$2,445.48
7200 Insurance Expenses		3,116.00	3,116.00
7300 Taxes, Licenses & Fees	2,010.00	1,230.00	3,240.00
7460 Provision for Credit Losses (Bad Debt Expense)	0.00		0.00
7500 Financial Expenses	3,332.00		$3,332.00
7995 Other Expense		9,188.23	9,188.23
Operation Expense	8,268.76		$8,268.76
Total Expenditures	**1,688,026.96**	**2,631,984.65**	**$4,320,011.61**
Net Operating Revenue	**172,478.04**	**-244,465.24**	**-$71,987.20**
Other Revenue			
4400 Program Service Revenues	1,350.00	24,089.21	$25,439.21
4600 Business Development Revenue	6,222.81	-1,028.00	5,194.81
4900 Other Miscellaneous Revenue	19,543.19	-1,190.00	$18,353.19
4901 Promotion		-2,546.20	-2,546.20
Other Revenue	7,868.00		7,868.00
Total Other Revenue	**34,984.00**	**19,325.01**	**$54,309.01**
Other Expenditures			
7400 Depreciation & Amortization Expense	394,511.00		394,511.00
7994 Other Miscellaneous Expense	31,553.00	13,783.98	45,336.98
7996 Miscellaneous		2,573.10	2,573.10
Total Other Expenditures	**426,064.00**	**16,357.08**	**$442,421.08**
Net Other Revenue	**-391,080.00**	**2,967.93**	**-$388,112.07**
Net Income	**-218,601.96**	**-241,497.31**	**-$460,099.27**

Accrual Basis Tuesday, October 20, 2026 07:47 AM GMT-10:00 1/1

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VIII. FACILITIES & OPERATIONS

Facility Updates, Improvements, and Relocations

During the 2025–2026 academic year and subsequent transition period, SIFA Learning Academy Charter School continued its efforts to secure a safe, compliant, and sustainable learning environment while addressing facility-related challenges and supporting educational continuity.

Temporary Campus Transition: SIFA secured the Chinese School of Guam as a temporary campus to facilitate the resumption of in-person instruction. The facility underwent necessary improvements and successfully completed its sanitary inspection, with all identified concerns addressed. As of October 14, 2026, the school was awaiting the issuance of the Sanitary Permit from the Department of Public Health and Social Services (DPHSS).

Option A – Facility Contract Status: Due to unresolved zoning-related challenges that prevented occupancy, SIFA initiated preliminary communication regarding the anticipated cancellation of its facility agreement. Further action remains subject to applicable contractual provisions to safeguard the school's interests.

Option B – Long-Term Facility Planning: SIFA actively pursued negotiations for an alternative long-term campus to accommodate future enrollment growth and expanding academic programs. Discussions remain ongoing, with emphasis on facility suitability, financial sustainability, regulatory compliance, and favorable lease terms.

Despite these challenges, **SIFA remains committed to providing a safe, supportive, and high-quality learning environment** while strategically pursuing long-term facility solutions that support institutional stability, operational efficiency, and sustainable growth.

Safety and Emergency Preparedness Updates

SIFA remains steadfast in maintaining a safe, secure, and responsive learning environment. The school continues to review and update its safety and emergency protocols to align with best practices and address evolving campus needs. Staff are regularly briefed on emergency procedures, and updates are disseminated to ensure full compliance with safety standards.

GDOE Fixed Asset Inventory Audit

SIFA earned a score of 45 (Exceeds) with the GDOE Fixed asset inventory.

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Guam Department of Education
Fixed Asset Inventory Evaluation Form
(FOR PMO Use only)

SIFA
Division/School

04/07/2026 - 04/09/2026
Inspection Dates:

ANTHONY CHACO
Property Control Officer
(Auditor(s))

Milagros Madriaga
Principal/Head
Administrator

Scoring 45

EXCEEDS	MEETS	NEEDS IMPROVEMENT
45-41	40-36	35 and below

INVENTORY	Exceeds	Meets	N.I.
1. Preparation – Assets are organized and accessible; PL/APL and staff are prepared for physical validation and scanning.	3	2	1
2. Cooperation – PL/APL actively engages with PCOs throughout the inventory process.	3	2	1
3. Location – PL/APL demonstrates knowledge of asset locations and leads PCOs efficiently.	3	2	1
4. Time/Schedule management – Executed the inventory in a timely manner; completion within the assigned inventory inspection scheduled dates.	3	2	1
5. Communication – Conveys information effectively and efficiently for any changes or updates of assets (location, end-user, room, condition)	3	2	1
6. Inspection – PL/APL performs physical validation with Property Control Officers; identify updates of inventory during inventory inspection.	3	2	1
7. Accountability (unaccounted/missing) Inventory result of total missing asset count: 0	3	2	1

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School/Division Internal Control	Exceeds	Meets	N.I
8. Fixed Asset Records – Maintains and updates internal records (inventory list, POs, receipts, survey)	3	2	1
9. Security – School/Division established a secured location/storage area to safeguard from being stolen.	3	2	1
10. Control – Follows SOP 200-015; uses internal trackers, log sheets, and accountability measures.	3	2	1
11. Maintenance – No indication of neglection of the asset; well-maintained to avoid damage; cared for to prolonged asset lifespan. (assets physically situated in school/division facility)	3	2	1
12. Survey Items – managed and categorized assets that are pending for survey; separated and secured	3	2	1
13. Internal Inspections – Utilization of the FAMS system to update and maintain fixed asset records.	3	2	1

Post Inventory	Exceeds	Meets	N.I
14. Reconciliation – Collaborated with Property Control Officers to accurately adjust asset inventory record information in a timely manner, ensuring all internal asset adjustments are updated in FAMS for timely reconciliation with Tyler Munis.	3	2	1
15. Unaccounted assets – assessed and identify missing/unaccounted asset; prepared Certificate of Loss (with written statement/documents; if applicable) follow procedure of reporting to proper authority, COL documents (COL, police report, property detail report) processed and turned in to PMO in a timely manner.	3	2	1

TOTAL OVERAL SCORE (MAXIMUM 45) 45

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Strength:

SIFA demonstrated good fixed asset control throughout the inventory process and maintained effective communication and coordination with the PMO. The staff was also quick to locate fixed assets that were missed during the initial inventory and provided timely updates to the PMO, allowing for the prompt validation and verification of the identified assets.

Remarks/Recommendations:

SIFA did a great job in maintaining effective fixed asset control and communication throughout the inventory process. Please continue to maintain a well-organized environment and ensure that fixed assets remain properly organized, secured, and readily accessible.

Property Control Officer Signature — Date: 8.17.26

Principal/Head Administrator Signature — Date: 08/17/2026

Comments:

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IX. LOOKING AHEAD: GOALS FOR NEXT YEAR

As we move into the next academic year, our focus remains steadfast on continuous improvement, academic excellence, and community engagement. The following priorities outline our roadmap for growth and success.

Accreditation and Continuous Improvement

Prepared by: Milagros Madriaga, SIFA CAA

Preparation for the WASC Mid-Cycle Visit

As part of SIFA Learning Academy Charter School's ongoing commitment to continuous improvement, educational excellence, and compliance with accreditation standards, significant efforts have been undertaken to strengthen the school's accreditation readiness in preparation for the anticipated Western Association of Schools and Colleges (WASC) mid-cycle visit SY 2027-2028.

Recognizing the importance of maintaining comprehensive and organized evidence of teaching, learning, assessment, and professional practice, the school initiated a systematic process for the collection, review, organization, and compilation of key academic and instructional documents. This initiative is intended to demonstrate the school's commitment to standards-based instruction, effective assessment practices, faculty accountability, student achievement, and continuous institutional improvement.

The preparation of exhibits serves not only as evidence of compliance with WASC criteria but also as a mechanism for strengthening internal quality assurance processes and promoting reflective professional practice among faculty members.

Strategic Objectives

- Maintain compliance with accreditation requirements.
- Strengthen evidence-based decision-making.
- Expand data collection and analysis practices.
- Continue the implementation of school improvement initiatives.

Expected Outcomes

- Accreditation evidence collection.
- Stakeholder feedback analysis.
- Continuous monitoring of strategic goals.

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Accreditation Documentation Initiative

To support the school's accreditation efforts, individual teacher accreditation binders are being developed and maintained as comprehensive repositories of instructional and professional evidence. These binders will serve as primary exhibits during classroom visits, stakeholder interviews, and evidence reviews conducted by the WASC Visiting Committee.

The accreditation binders are designed to provide documented evidence of curriculum implementation, instructional planning, assessment practices, student learning outcomes, and professional performance.

a. Contents of the Individual Teacher Accreditation Binders

The following documents are being compiled, reviewed, and organized for each faculty member:

Curriculum and Instruction

- Curriculum Maps
- Course Syllabi
- Scope and Sequence Documents
- Standards Alignment Documentation
- Lesson Plans
- Instructional Materials and Resources

These documents provide evidence that instruction is standards-based, aligned with curriculum expectations, and designed to support student learning and achievement.

b. Assessment and Student Learning Evidence

- Formative Assessments
- Summative Assessments
- Quarterly and Final Examinations
- Tables of Specifications
- Student Work Samples
- Assessment Data and Analysis
- Intervention Documentation

These materials demonstrate the alignment between curriculum, instruction, and assessment and provide evidence of ongoing monitoring of student learning and academic progress.

c. Student Records and Academic Monitoring

- Student Academic Records
- Progress Monitoring Documentation
- Intervention and Support Records
- Parent Communication Records (when applicable)

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These records provide evidence of the school's efforts to support student success and address individual learning needs.

d. Teacher Performance, Supervision, and Professional Growth

To provide comprehensive evidence of instructional effectiveness and professional accountability, the following documents are being compiled and maintained within each teacher's accreditation binder:

- Two (2) Rounds of Classroom Observation Reports with Feedback and Recommendations Conducted by the Curriculum and Accreditation Administrator (CAA).
- Teacher Self-Evaluations
- Peer Evaluations
- Narrative Evaluations prepared by the Administrator of Student Affairs (DSA)
- Numerical Performance Evaluations prepared by the Curriculum and Accreditation Administrator (CAA)
- Narrative Performance Evaluations prepared by the Curriculum and Accreditation Administrator (CAA)
- Professional Development Records
- Certificates of Attendance and Completion for Workshops, Seminars, Conferences, and Training Programs

The inclusion of the two rounds of classroom observation reports serves as a significant component of the school's instructional supervision and quality assurance process. These observations provide documented evidence of classroom practices, instructional delivery, student engagement, classroom management, assessment implementation, technology integration, and alignment of instruction with curriculum standards and learning objectives.

Furthermore, the observation process demonstrates the school's commitment to continuous improvement through constructive feedback, professional reflection, and targeted instructional support. The reports document both areas of strength and opportunities for growth, allowing faculty members to refine instructional practices and enhance student learning outcomes.

The collection of observation reports, evaluation documents, and professional growth records provides evidence that the school maintains systematic procedures for monitoring instructional effectiveness, supporting faculty development, and ensuring accountability in teaching and learning. These documents collectively demonstrate compliance with WASC expectations related to instructional leadership, teacher effectiveness, professional growth, and continuous school improvement.

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Significance of the Initiative

The Accreditation Documentation Initiative serves as a vital quality assurance measure that promotes consistency, accountability, transparency, and reflective professional practice across SIFA Learning Academy Charter School. Through the systematic collection, organization, and maintenance of instructional and performance evidence, the school is able to demonstrate its commitment to high-quality teaching, student learning, faculty development, and institutional effectiveness.

The development of comprehensive teacher accreditation binders ensures that essential evidence—including curriculum documents, lesson plans, assessment materials, student records, classroom observation reports, teacher evaluations, and professional development records—is organized, readily accessible, and aligned with WASC accreditation standards. These binders provide clear documentation of the school's implementation of standards-based instruction, effective assessment practices, instructional supervision, and continuous professional growth.

This initiative also strengthens the school's preparedness for the WASC Accreditation Mid-Cycle Visit by establishing a comprehensive and evidence-based documentation system that reflects best practices in curriculum, instruction, assessment, and faculty evaluation. More importantly, it reinforces a culture of continuous improvement by encouraging systematic reflection, data-informed decision-making, and ongoing enhancement of educational programs and services.

Ultimately, this initiative demonstrates SIFA Learning Academy Charter School's unwavering commitment to educational excellence, accountability, and continuous institutional improvement. It provides compelling evidence of the school's capacity to meet accreditation expectations while ensuring positive learning outcomes and sustained professional excellence.

Academic Targets and Strategic Priorities

Our primary academic goal is to achieve a significant increase in District-Wide Assessment (DWA) results. To support this, we will implement targeted instructional interventions, data-driven instruction, and peer collaboration to strengthen teaching and learning outcomes.

We will adopt an assessment tool that will guide us with our targeted instructional interventions. In alignment with our commitment to innovation and 21st-century skills, we will develop and launch specialized programs addressing the needs of middle school students in Guam, with a focus on STEAM (Science, Technology, Engineering, Arts, and Mathematics). These initiatives will foster critical thinking, creativity, and problem-solving; empowering our students to become future-ready learners.

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Enrollment Growth and Retention Strategies

We recognize that our students and faculty are the heart of SIFA. To support sustainable growth, we will launch a comprehensive community engagement campaign to highlight and showcase who SIFA truly is—beyond the headlines. This effort aims to authentically represent our mission, values, and accomplishments to the greater Guam community through outreach events, media features, and partnerships.

Our retention strategy will focus on creating a positive, inclusive, and supportive environment for both students and staff. We will strengthen mentorship programs, celebrate achievements, and ensure that all members of the SIFA community feel valued and inspired to remain part of our journey.

Professional Development Goals

We are committed to **empowering our educators** through meaningful and relevant professional development. The goal is not only to refine teaching techniques but to **elevate professional capacity**, leadership, and innovation within the classroom. Workshops, coaching, and collaborative learning communities will be designed to align with our strategic goals and foster excellence across all disciplines.

Long-Term Vision (3–5 Year Trajectory)

Looking ahead, our long-term vision for SIFA is to be recognized as a **leading institution of academic innovation and community partnership** in Guam. Over the next three to five years, we aim to:

- Strengthen our academic performance across all grade levels, to include High School.
- Expand STEAM and other enrichment programs.
- Build sustainable partnerships with local industries and higher education institutions.
- Enhance campus facilities to support growth and innovation.
- Cultivate a culture of excellence, integrity, and belonging for all.

Through these strategic initiatives, SIFA will continue to evolve, honoring our mission while preparing our students, faculty, and community for a future defined by excellence and opportunity.

SIFA Learning Academy Charter School enters a significant phase of growth marked by the successful expansion of its academic program to include Grade 9. This milestone reflects the

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school's strategic vision of providing a seamless secondary education pathway while strengthening its commitment to academic excellence, innovation, and continuous school improvement.

Building upon the accomplishments and experiences of the previous school year, SIFA Learning Academy Charter School will continue to enhance curriculum implementation, instructional quality, assessment practices, faculty professional development, and student support services. These priorities, together with the school's ongoing preparations for the WASC Accreditation Mid-Cycle Visit, underscore its commitment to maintaining high educational standards and fostering a culture of accountability, collaboration, and continuous improvement.

Through the collective efforts of the administration, faculty, staff, students, parents, and community partners, the school remains well-positioned to achieve its strategic priorities, provide meaningful learning opportunities, and prepare students for academic success, responsible citizenship, and lifelong learning.

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GET IN TOUCH

(671) 7347432

studentsupport@sifalacs.com

1160 North Marine Corps Drive, Upper Tumon, Guam 96913

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CAREER TECH HIGH ACADEMY CHARTER SCHOOL

2025 ANNUAL REPORT

FOR THE PERIOD COVERING:
SCHOOL YEAR 2025-2026

PREPARED BY:
CAREER TECH HIGH ACADEMY CHARTER SCHOOL

ACCREDITED cognia NCA CASI | NWAC | SACS CASI

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I. School Description

A. Mission Statement

At Career Tech High Charter Academy School (Career Tech), we believe the solution to Guam's skilled labor shortage lies in equipping, engaging, and empowering our young people. Our vision is for each graduate to enter the local workforce as a certified technician, committed to revitalizing our communities with knowledge rooted in cultural values.

Our mission is to:
1. Foster a community-centered, culturally rooted identity.
2. Equip Guam's next skilled workforce.
3. Build future leaders for Guam and the region.

B. School Program

1) Curriculum Design and Instructional Approach

Career Tech offers rigorous, relevant academic and technical education that empowers students to invest in the future of Micronesia. We offer the traditional core high school courses while continuing also offering Career Pathway, College Preparatory Courses, Unique Electives, The DEAF Academy, Internships, and Apprenticeships.

Teachers utilize learning platforms such as BUZZ and IXL to provide curriculum and instruction while also using Google Classroom to maintain an additional layer of communications and progress for our students.

The Beehively system is used to manage grades, post lessons, and communicate with students. Continuous improvements in instructional delivery include curriculum alignment, professional development, and expanded course offerings such as Cybersecurity, Construction, and Career Discovery.

2) Parental Involvement – Parents as Partners

During School Year 2025–2026, Career Tech High Charter Academy School made significant improvements in parent communication and engagement, ensuring families are active partners in supporting student success. Parents continued to play an essential role in both the academic and personal development of students through increased participation in surveys, parent-teacher conferences, and school-led community events. To enhance responsiveness, the school implemented a more efficient communication framework that we look to actively improve which

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includes scheduled weekly updates, real-time notifications through Beehively and Google Classroom, and direct outreach from teachers and administrative staff.

These systems allowed for faster turnaround times on inquiries and more consistent follow-up on student progress and behavioral interventions. Additionally, leadership prioritized accessibility by hosting open-door office hours, expanding email and phone support, and maintaining regular parent advisory meetings to gather input on school initiatives. Feedback collected from parents was reviewed collaboratively by administrators and faculty to refine instructional practices and student support services.

As a result, parent response times improved by over 40%, and family satisfaction surveys indicated higher confidence in the school's transparency, collaboration, and commitment to individualized student growth.

Career Tech's focus on timely, meaningful communication continues to strengthen the partnership between home and school, ensuring that every student is supported holistically.

II. School Performance

A. Mission, Goals, and Academic Achievements

1) Meeting the Mission

Under the continuous leadership and commitment of the Board of Trustees, Career Tech High Charter Academy School remains steadfast in fulfilling its mission of equipping, engaging, and empowering students for both college and career success.

In School Year 2024–2025, the academy proudly celebrated the graduation of thirty-five (35) students, each demonstrating the values and skills fostered through Career Tech's rigorous academic and technical programs. Two graduates continued their educational journey at the University of Guam and Pacific Islands University, furthering their studies in fields aligned with their vocational pathways. Meanwhile, all other graduates successfully transitioned into Guam's workforce, securing employment across key sectors such as tourism, automotive services, food and beverage, healthcare, and education. These achievements underscore Career Tech's commitment to producing industry-ready professionals who contribute meaningfully to the island's economic growth and community development. The success of the Class of 2025 exemplifies how Career Tech continues to meet its mission through high-quality instruction, workforce partnerships, and a learning environment that prepares every student for a lifetime of success.

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2) SPED Compliance and Improvement Highlights

Career Tech has made significant strides in strengthening Special Education (SPED) compliance, ensuring all identified students receive the appropriate services, support, and accommodations mandated under federal and local guidelines.

Through continuous collaboration with the Guam Department of Education's SPED Division, the school has achieved full compliance with all Individualized Education Program (IEP) requirements for the current school year.

Regular communication between SPED case managers, teachers, and families has improved the consistency of student support, fostering stronger educational outcomes and greater parental engagement. The leadership team—working closely with SPED coordinators and consultants—implemented systematic monitoring and documentation procedures to ensure timely IEP reviews, accurate reporting, and data-driven interventions.

Ongoing professional development for faculty has strengthened instructional strategies and inclusive classroom practices, reflecting Career Tech's deep commitment to equitable access and success for all learners—particularly significant as we serve as the island's only Deaf Academy.

3) Data-Driven Assessment and Instructional Improvement

Career Tech has historically used IXL comparative data for state, and national benchmarking. However, the school opted to partner with the Guam Department of Education (GDOE) to engage in the District-Wide Assessments (DWAs) for School Year 2025–2026.

This collaboration will allow Career Tech to further align its instructional strategies with territory-wide academic standards and utilize assessment data to inform targeted interventions.

The school will continue to utilize IXL student analytics to monitor academic progress, identify learning gaps, and tailor instruction to meet the diverse needs of its students. Through IXL, teachers are able to provide customized support for students requiring additional reinforcement and advanced materials for those demonstrating mastery, ensuring that every learner is challenged, supported, and prepared for success.

4) Meeting the Goals and Academic Achievement Expectations in the Charter

Career Tech continues to uphold the goals and academic expectations outlined in its charter by maintaining a consistent focus on student attendance, academic growth, and behavioral development. Attendance and performance data are systematically tracked through the Beehively system, which serves as a central platform for monitoring grades, attendance, behavioral records,

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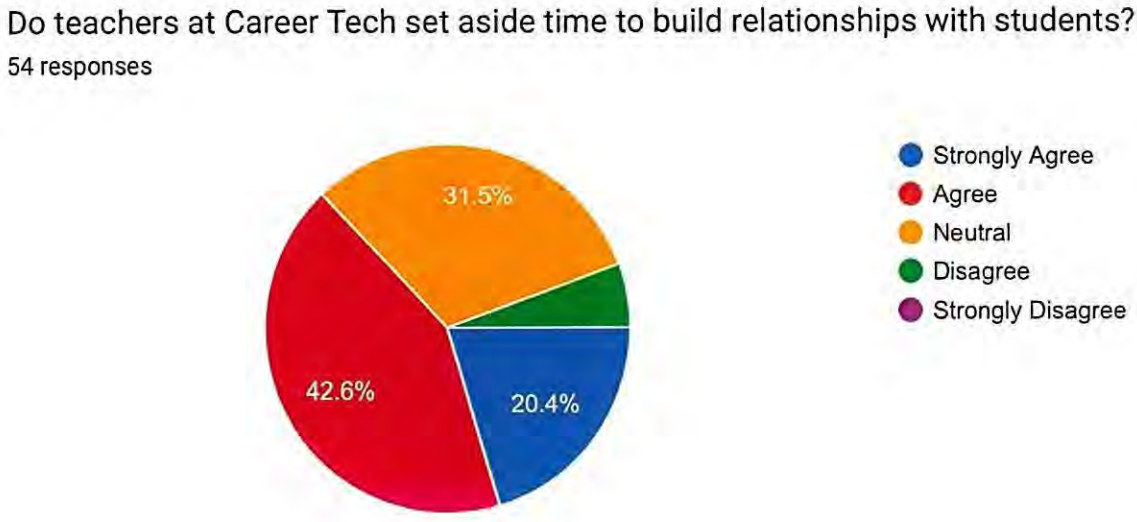
and parent communication. The ongoing integration and optimization of Beehively have significantly improved data transparency, allowing teachers, students, and parents to access real-time information on academic standing and progress. This data-driven approach enables early identification of learning gaps, timely intervention, and collaborative efforts between teachers and families to support each student's success.

In alignment with its mission to foster continuous improvement, Career Tech High also emphasizes school climate, safety, and student well-being as vital components of achievement. In May 2025, a randomized student satisfaction and safety survey was conducted to assess overall student experiences and perceptions. The survey revealed consistently high levels of student satisfaction, with strong indicators of safety, belonging, and trust in the school's learning environment. These findings affirm the effectiveness of Career Tech's proactive approach to discipline, mentoring, and academic support. Insights from the survey are being used to refine instructional practices, enhance student engagement strategies, and inform leadership planning for future enrollment growth.

By combining data analytics, responsive communication, and a culture of care, Career Tech High continues to demonstrate measurable progress toward its charter goals—ensuring that every student is equipped, engaged, and empowered to achieve academic success and readiness for college and career pathways.

Illustrations on Survey Data



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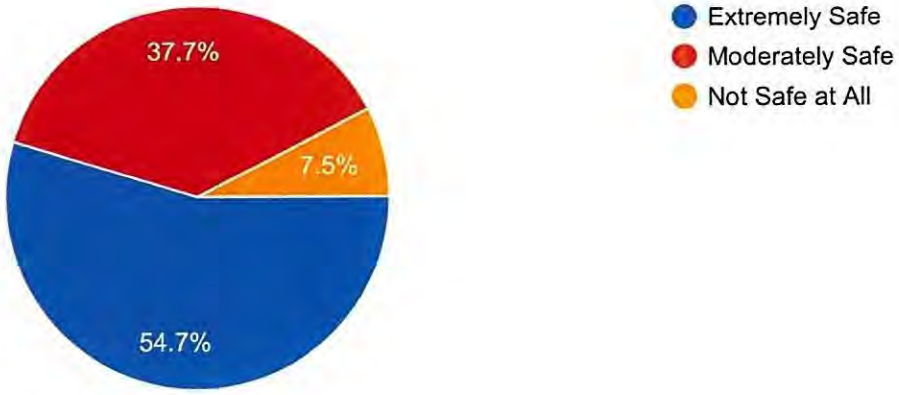
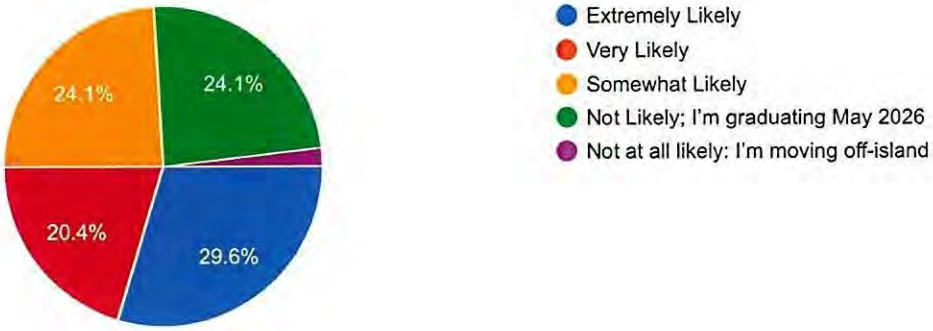
How safe do you feel at school?

53 responses



How likely are you to continue attending Career Tech next year?

54 responses



5) Accreditation and Continuous Improvement

Career Tech remains deeply committed to maintaining high educational standards and continuous improvement through its partnership with Cognia, the international accreditation agency.

As the school prepares for its mid-cycle accreditation review in November 2026, leadership and faculty have prioritized alignment of all academic, operational, and governance practices with Cognia's Performance Standards. To ensure readiness, the school will conduct a series of training, workshops, and reflective discussions throughout School Year 2025–2026, focusing on instructional quality, data-driven decision-making, stakeholder engagement, and institutional effectiveness. These professional learning sessions will empower staff to evaluate current

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practices, identify measurable goals for growth, and document evidence of progress in each domain of accreditation. By embedding a culture of self-assessment and accountability, Career Tech High reinforces its mission to deliver a rigorous, student-centered program that meets both Cognia's expectations and the evolving needs of Guam's learners.

6) Strategic Initiatives

Hinanåo Fa'ulos-ña - Pathway of the Blessed Navigator, is Career Tech's strategic plan for school improvements over a five (5) year period, SY 2024-2029.

It is a pathway laid out by the navigator, both a literal and metaphorical expression to represent ourselves in our individual capacities as captains of our destiny or to represent the inclusive 'we' that is so much a part of our Indigenous psyche, our ancient and shared value system centered around clan and island-nation community. At Career Tech our clan is our family of faculty, staff, administrators, and governing board members organized around the shared responsibility of nurturing the young men and women entrusted unto us as they prepare themselves to endeavor beyond the shores of our campus upon graduation into the wide and deep ocean of life filled with duty and tremendous responsibility. Although the needs are great and public resources are limited, Career Tech embarks upon a journey centered around three (3) strategic initiatives for the next five (5) years to which we are proud to have made major improvements by recruiting professionals who are committed to our mission and vision. With great stewardship and love for our school community we have made strides in our strategic initiatives:

- Establish itself as a leading innovator in teaching and learning on Guam.
- Provide a safe and nurturing environment for all learners.
- Enhance our resource base to support sustained growth.

7) Student Support, Counseling, and Job Placement Services

In School Year 2025–2026, Career Tech strengthened its student services framework by engaging a certified school counselor as a consultant to provide comprehensive academic, social, and emotional support. The counselor works closely with administrators and teachers to identify at-risk students, develop intervention plans, and foster resilience and academic motivation. Through individual counseling, small group sessions, and classroom outreach, students receive guidance in time management, conflict resolution, and college and career readiness.

Beyond emotional and academic counseling, the consultant plays a key role in career guidance and job placement initiatives; working closely with the school Student Support Administrator. Collaborating with the Career Tech administration, the counselor assists students in preparing résumés, practicing interview skills, and securing internship and employment opportunities

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aligned with their career pathways. The counselor also coordinates with the Department of Integrated Services for Individuals with Disabilities (DISID) to support students requiring transition services and workplace accommodations. This collaboration ensures that all students, including those with special needs, have equitable access to employment resources and postsecondary opportunities. Through this integrated approach, Career Tech continues to uphold its mission of equipping, engaging, and empowering every learner for success in both school and life.

To further student support we continue to hold our Sihek Fridays which is a unique program. It is a new paradigm that mashes together the academic, character education, physical fitness, psycho-social, gaming or technical education, and leadership dimensions of an enriching educational experience involving students, faculty, and staff, and typically all at the same time. All of that is wonderfully wrapped in a cultural garb of respetu (respect), inafa'maolek (spirit of 'to make right' or 'in pursuit of what is righteous') and inayuyuda (we are assisting).

Career Tech is pioneering education in the region for the deaf and hard of hearing. Our school's innovative SETBI program is truly a 'first of its kind' that is garnering the attention of public-school officials to determine program effectiveness and suitability in other public school settings.

The soon-to-be cultural center is an expansion of a world class traditional seafaring and navigation program at Career Tech that is cultural, philosophical, theoretical, scientific, academic, cultural, sociological, and spiritual for some, all in a hybrid classroom and truly immersive setting either under the cover of the Guma Sakman (a traditional canoe house) or afloat a Duduli (a traditional sailing canoe) on the open water within Hågat Bay.

8) Participation in GDOE Federal Programs and Grants

During School Year 2024–2025, Career Tech High Charter Academy actively participated in GDOE's Title VA Consolidated programs to strengthen its academic and technical offerings.

Through engagement in federally funded initiatives, the school sought to align its programs with national standards while addressing local educational needs. These partnerships enabled Career Tech to access key grant opportunities aimed at enhancing curriculum design, expanding career and technical education pathways, and integrating innovative instructional resources. The school's participation also fostered collaboration with GDOE and other charter institutions, ensuring that its educational practices remain responsive, data-driven, and student-centered.

Career Tech utilized these federal program resources to directly benefit both students and faculty. Grant funding supported curriculum updates, the acquisition of new instructional technologies, and the provision of professional development for educators.

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Teachers received specialized training in instructional strategies and compliance standards, while students gained increased access to hands-on learning tools, certification opportunities, and enrichment programs that connect classroom learning to real-world applications.

This active engagement with GDOE Federal Programs reflects Career Tech High's continued commitment to academic excellence, equitable access, and its mission to equip, engage, and empower Guam's next generation of skilled professionals.

B. Unique Accomplishments

1) Merchant Mariner Credential (MMC) Program on Guam

The launch of the first-ever Merchant Mariner Credential (MMC) Program on Guam, with seven (7) students successfully graduating, marks a historic milestone for Career Tech High Academy Charter School and for maritime education across the island.

This achievement benefits our high school students in several key ways:

1. Career Readiness and Employability: The MMC provides students with nationally recognized certification that opens doors to high-demand maritime and marine transportation careers, both locally and abroad.

2. Skill Development and Real-World Experience: Students gain hands-on training in navigation, safety, and seamanship, developing practical skills that enhance confidence and discipline.

3. Cultural and Economic Empowerment: The program connects students to Guam's seafaring heritage while preparing them to contribute to the island's growing blue economy—bridging traditional knowledge with modern industry opportunities.

This groundbreaking program not only expands pathways for our youth but also establishes Career Tech as a leader in workforce development and maritime education for the region.

2) Varsity Basketball Team and Varsity Paddling Team

The formation of Career Tech's Boys Varsity Basketball and mixed Boys and Girls Paddling Teams represents an exciting step forward in promoting holistic education, school spirit, and student engagement.

These athletic programs benefit our high school students in several meaningful ways:

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1. Character and Leadership Development: Participation in organized sports teaches teamwork, discipline, resilience, and respect—qualities that extend beyond athletics into academics and future careers.

2. Health, Wellness, and Cultural Connection: Through basketball and paddling, students strengthen both physical fitness and cultural identity, particularly as paddling connects them to Guam's maritime traditions and island heritage.

Together, these teams embody the values of unity, perseverance, and excellence, reinforcing Career Tech's mission to develop well-rounded learners prepared to lead both on and off the court—and in the canoe.

3) Civic Engagement with the Guam Chamber of Commerce and YMLG

Civic engagement with the Guam Chamber of Commerce and the Young Men's League of Guam provides Career Tech students with valuable opportunities to connect classroom learning with real-world leadership and community service.

These partnerships benefit our high school students in several key ways:

1. Professional Exposure and Networking: Students gain firsthand insight into business, governance, and civic leadership, allowing them to build connections with mentors and community leaders who can guide their future careers.

2. Civic Responsibility and Personal Growth: Participation in community initiatives fosters a sense of purpose, accountability, and pride in contributing to Guam's social and economic development.

Through these experiences, students develop the confidence, professionalism, and civic-mindedness essential for success as future leaders of the island and region.

4) 1st Place in the Guam Visitors Bureau Art Mural Project

Career Tech earned 1st Place in the Guam Visitors Bureau Art Mural Project, competing against both public and private schools in a larger school-size category.

This outstanding achievement benefits our high school students in several important ways:

1. Recognition of Talent and Creativity: The competition showcased students' artistic abilities and their capacity to express cultural identity, teamwork, and school pride

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through visual storytelling.

2. Real-World Application and Visibility: By participating in a community-based art project, students experienced how creative expression can contribute to Guam's tourism and cultural landscape while gaining public recognition for their work.

This accomplishment reflects the innovation, collaboration, and artistic excellence that define Career Tech High's learning community.

5) Campus expansion, facility improvements and the Guma Hotnu Project

Campus expansion and facility improvements, including the Guma Hotnu project, mark another milestone in Career Tech High Academy Charter School's commitment to cultural preservation and community engagement.

The Guma (house) Hotnu (traditional outdoor oven) groundbreaking celebrates not only physical growth but also cultural revitalization. With the guidance of a Master Hotnu Maker, students will have the opportunity to learn, bake, and preserve this vital CHamoru practice—keeping tradition alive for future generations.

This project benefits both students and the wider community in meaningful ways:

1. Cultural Education and Hands-On Learning: Students engage directly in traditional CHamoru craftsmanship and culinary arts, deepening their connection to identity, heritage, and place-based learning.

2. Community Engagement and Cultural Tourism: The Hotnu completes the school's Cultural Center—joining the Guma Sakman (canoe house) and Guma CHå'an (traditional underground oven)—creating a living cultural space for local families, educators, and visitors to experience Guam's heritage firsthand.

Together, these efforts strengthen community pride, expand cultural learning opportunities, and position Career Tech High as a leader in heritage education and cultural preservation on Guam

III. Faculty and Staff Overview

Career Tech faculty and staff are a team of highly dedicated professionals who exemplify excellence in teaching, mentorship, and service. Each member of the Career Tech community contributes to a culture of collaboration and continuous improvement that drives both academic and technical achievement.

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Our educators and instructors go beyond traditional classroom teaching by integrating real-world skills, project-based learning, and industry partnerships into their instruction. Career Tech continues to expand its instructional capacity by employing a diverse range of qualified instructors and technical experts who bring specialized knowledge and professional experience to the classroom. Through these efforts, students gain access to a wider array of certifications, hands-on training opportunities, and workforce-aligned learning experiences that prepare them for success in their chosen career paths.

Key focus areas for the upcoming school year include the recruitment of additional specialized instructors—such as in Driver's Education and emerging technical fields—and the ongoing investment in professional development programs for faculty and staff. These initiatives ensure that every instructor remains well-equipped with up-to-date pedagogical practices, industry certifications, and the tools necessary to inspire and guide Career Tech students toward excellence. We are proud to highlight that most of our faculty and staff have committed to the SY25-26 school year, further attesting to our school's commitment to supporting our professionals in their professional and personal growth.

IV. Financial Oversight

Financial oversight ensures sustainability and compliance with reporting requirements. Comparative analyses between FY24 and FY25 highlight improved efficiency and a balanced approach to budget planning. The school is preparing for expanded enrollment to 300 students, supported by new grants and fundraising initiatives.

A. Corrective Action Plan and Financial Oversight Updates

As detailed in our Corrective Action Plan, Career Tech has implemented key measures to prevent recurrence of these issues:

1) Personnel and Training

Hiring of qualified accounting personnel and targeted training in GAAP and documentation standards. Update as of Oct. 14, 2025: Career Tech secured a new accountant for FY 26. The school hired a part-time business officer to assist the Administrative Services Officer (ASO) with documentation, reconciliation, receivables, payables, and other bookkeeping duties and responsibilities. The principal, vice principal, ASO, I.T. Coordinator, and Office Manager completed Module 01 for Procurement Training. Additional training is scheduled for school staff in Intro to Bookkeeping, as well as Asset Management.

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2) Internal Controls

Implementation of standardized documentation checklists, segregation of duties, and quarterly Finance Committee oversight. Update as of Oct. 14, 2025: The ASO and business officer, in close collaboration with the principal, are establishing standardized forms and standard operating procedures for all financial transactions. These will be presented to the Finance Committee at the end of FY 26 Q1.

3) System Modernization

Integration of accounting software to ensure accurate reconciliations and audit readiness. Update as of Oct. 14, 2025: A QuickBooks (QB) Online license was purchased for use by the new accountant, principal, ASO, and business officer. Further, the digitization of receipts, invoices, and other financial documentation is ongoing. The data is being placed in the school's Google Drive as well as uploaded to QB Online.

4) External Support

Engagement of temporary accounting consultants to reconcile prior-year records and assist with FY 2024 audit preparation. Update as of Oct. 14, 2025: An accountant has been secured to reconcile prior records. This is 80 percent completed.

Implementation began in Q1 FY 2026, with full adoption targeted for Q2 FY 2026. Career Tech will continue to provide quarterly updates to the Guahan Academy Charter Schools Council on the progress of this plan.

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V. Looking Ahead

Career Tech looks forward to building on the progress achieved during SY 2024–2025.

The school's priorities for the coming year include expanding student enrollment to 300, enhancing curriculum pathways in technology and trades, and continuing faculty professional development.

Infrastructure improvements, including campus expansion and classroom modernization, will further strengthen the learning environment. With renewed focus on financial transparency, community engagement, and academic excellence, Career Tech remains committed to equipping, engaging, and empowering Guam's next generation of skilled leaders.

VI. Appendices

A. Data Report
B. Staff Roster
C. At-Risk Funding
D. 2023–24 Board Roster
E. Unaudited Year-End Financial Statements
F. FY25 Budget

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Appendix A: Data Report

Enrollment SY25-26 (Total Allowable Population 200)

9th	50
10th	52
11th	51
12th	47

Ethnicity Data

Chamorro	125
Chuukese	54
Caucasian	2
Paluan	5
Filipino	9
Yapese	1
Marshallese	3
Samoan	1
Japanese	1

Gender Data

Female	55%
Male	45%

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Appendix B: Staff Report

Staff Roster:

1. William Castro, Principal
2. Krystal Agustin, Acting Vice Principal
3. James Pettite, Consultant (Counseling, and SPED) and Team Lead, Teaching & Learning
4. Christina Mendiola, English Teacher and Registrar
5. Sonya Concepcion, Career Discovery Teacher, and Administrative Support Officer
6. Claudia Taitano, Science Teacher
7. Renato Sangcap, Construction Teacher
8. Brandon Respicio, Math Teacher
9. Bonafacio Carang, Math Teacher
10. Myra Mendiola, Deaf Academy Teacher
11. Jeffrey Warfield, World History, Support Services Administrator, Athletic Director
12. Joshua Jackson, Cyber Security Teacher, IT
13. Antonio Pialug, Master Navigator, Traditional Seafaring and Navigation
14. Jerry Joseph, Assistant Teacher for Traditional Seafaring and Navigation
15. Kaitlynn McManus, Art Teacher
16. Chiara Sgambelluri, P.E Teacher, and Special Projects Coordinator
17. Dolores Van Zandt, On Call Substitute
18. Ivan Babauta, GDOE ASL Interpreter
19. Darlene Castro, GDOE ASL Interpreter
20. Jeanie Hollis, GDOE ASL Interpreter

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Staff Educational Attainment Summary

Degree Level	Individuals	Count	Percentage
Doctoral / Juris (Law) or Equivalent	William Castro (Doctorate Equivalent), Jeffrey Warfield (Law Degree), Claudia Taitano (Doctoral)	3	20.00%
Master's Degree or Equivalent	James Pettite, Chiara Sgambelluri, Bonafacio Caraang	3	20.00%
Bachelor's Degree	Krystal Agustin, Christina Mendiola, Brandon Respicio, Myra Mendiola, Kaitlynn McManus	5	33.50%
Associate's Degree	Sonya Concepcion	1	6.50%
Non-Degree / High School	Renato Sangcap (HS Diploma), Antonio Pialug (No Degree), Jerry Joseph (No Degree)	3	20.00%
Total	—	15	100%

Summary Highlights

- **33.5% of staff hold a Bachelor's degree,** representing a strong foundation of academic achievement.
- **20% hold a Master's degree or equivalent**, reflecting advanced specialization across various disciplines.
- **20% of staff possess a Doctorate or Doctorate-Equivalent qualification**, providing strategic leadership and expertise at the highest academic level.
- **In total, 75% of Career Tech's faculty and staff hold a college degree or higher, demonstrating the school's commitment to instructional excellence.**
- The remaining 25% of staff bring valuable cultural, technical, and experiential knowledge, enriching Career Tech's applied and culturally grounded learning environment.

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School Staff Responsibilities

Employee Category	Employee Title	Number of Employees	Responsibilities
Executive	Principal	1	Instructional and operational leader, upholding the mission and goals set by the governing board. The principal oversees academic programs, student services, and faculty development while managing the school's finances to ensure accountability and compliance. Through strategic leadership and collaboration with the board, the principal promotes sustainable growth, academic excellence, and the success of the entire school community.
	Vice Principal	1	Instructional and operational leader, upholding the mission and goals set by the governing board. The principal oversees academic programs, student services, and faculty development while managing the school's finances to ensure accountability and compliance. Through strategic leadership and collaboration with the board, the principal promotes sustainable growth, academic excellence, and the success of the entire school community.
Admin	Administrative Services Officer	1	Manages the school's financial and operational functions to ensure efficiency and compliance. Responsibilities include overseeing budgets, payroll, procurement, and documentation, while supporting the principal in maintaining fiscal accountability. The ASO also assists in policy implementation and reporting to align operations with the goals of the governing board and regulatory standards
Faculty	Teacher	14	Responsible for delivering effective instruction that aligns with the school's curriculum and academic goals. They plan engaging lessons, assess student learning, and provide feedback to support academic growth and personal development. Teachers also maintain classroom management, communicate regularly with parents and colleagues, and contribute to school initiatives that promote a positive and productive learning environment.
Staff	Consultant	1	Provides specialized support in counseling, job placement, and special education coordination. Responsibilities include guiding students in academic and career planning, facilitating workplace readiness opportunities, and collaborating with the Department of Integrated Services for Individuals with Disabilities (DISID) to support students with special needs. The consultant ensures compliance with SPED requirements, coordinates IEP documentation, and connects students with postsecondary education and employment pathways.
	On-call Sub/Aid	1	Provides essential classroom and schoolwide support by assisting teachers and staff in maintaining a safe, structured, and engaging learning environment. Responsibilities include supervising students, implementing lesson plans during teacher absences, and assisting with daily operational tasks.

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Appendix C: At Risk Funding

N/A

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Appendix D: Board Roster

Board of Directors

Rev. Steven C. McManus
Chairman

Rev. Joshua Guiao
Secretary/Treasurer

Dr. Vasiti Vocea
Member

Doctoral Candidate Andrew Gumataotao
Member

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Appendix E: Unaudited Year-End Financial Statements

N/A

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Appendix F: FY25 Budget

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Career Tech High Academy Charter School
Statement of Activity
October 2, 2024-September 30, 2025

	Total
Revenue	
Billable Expense Income	1,613,657.97
Total for Revenue	**$1,613,657.97**
Gross Profit	**$1,613,657.97**
Expenditures	
Advertising & marketing	250.00
Contract & professional fees	93,296.65
Accounting fees	20,639.06
NSLP	15,833.33
Payroll Fees	2,645.90
Total for Contract & professional fees	**$132,414.94**
Contract Labor	146,693.43
Dues & Subscriptions	4,645.00
General & Administrative Expenses	
Lunch Food	8,577.77
STIPEND	4,800.00
Total for General & Administrative Expenses	**$13,377.77**
Insurance	
Health Insurance	31,496.00
Total for Insurance	**$31,496.00**
Meals	2,539.38
Occupancy	
Cleaning	450.00
Trash	3,581.85
Total for Occupancy	**$4,031.85**
Office expenses	
Bank fees & service charges	775.00
Internet & TV services	3,499.54
Office supplies	903.39
Printing & photocopying	2,595.84
Shipping & postage	147.00
Total for Office expenses	**$7,920.77**
Payroll expenses	
FICA tax	31,562.97
Medicare Tax	7,381.67
Salaries & wages	509,080.34
Total for Payroll expenses	**$548,024.98**
Rent	465,251.42

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Repairs & maintenance	10,433.63
Sanitary Permit	568.00
School Events	14,568.70
Campus Spruce	9,530.00
Diving	1,345.00
Graduation	370.00
MMC Program	7,700.00
Sped	10,350.00
sports	4,382.19
Total for School Events	**$48,245.89**
Student Lunches	11,035.41
Supplies	3,147.86
Classroom Supplies, Materials & Equipment	13,565.48
Total for Supplies	**$16,713.34**
Supplies, Materials & Equipment	10,500.00
Utilities	15,755.86
Power	7,859.92
Water	2,486.72
Total for Utilities	**$26,102.50**
Total for Expenditures	**$1,480,244.31**
Net Operating Revenue	**$133,413.66**
Other Expenditures	
Depreciation	5,296.52
Research	70,293.16
Vehicle expenses	
Vehicle gas & fuel	200.00
Total for Vehicle expenses	**$200.00**
Total for Other Expenditures	**$75,789.68**
Net Other Revenue	**-$75,789.68**
Net Revenue	**$57,623.98**

Accrual Basis Wednesday, September 02, 2026 12:34 PM GMT+10:00

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[BBMR ABC]

Government of Guam
Fiscal Year 2025

Agency Budget Certification

Agency: Career Tech High Academy Charter School

Agency Head: Andresina S. McManus

I certify that the attached budget, submitted herewith, has been reviewed for accuracy and that all requirements by the Bureau of Budget & Management Research (BBMR) have been met. I also acknowledge that this budget document will be returned to this department if any of the **BBMR requirements** is not met and/or if there are **inaccuracies** contained therein.

Agency Head: for Andresina McManus, Principal Date: Jan. 22, 2024
(Signature)

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[BBMR BDC-1]

BUREAU OF BUDGET AND MANAGEMENT RESEARCH
FISCAL YEAR 2025
BUDGET DOCUMENT CHECKLIST

Department/Agency: Guam Academy Charter Schools Council
Division/Program: Career Tech High Academy Charter School Inc.

Date Received by BBMR: _____
Date Reviewed: _____

	Department/Agency Yes	Department/Agency No	BBMR Yes	BBMR No
General				
Is the department/agency request within the Governor's established ceiling?	X			
Does the SUMMARY digest totals equal the totals on the detail pages?	X			
Are the required budget forms attached?	X			
a. Agency Budget Certification [BBMR ABC]	X			
b. Agency Narrative Form [BBMR AN-N1]	X			
c. Decision Package [BBMR DP-1]	X			
d. Program Budget Digest Forms [BBMR BD-1, BBMR TA-1, BBMR 96A - REVISED]	X			
e. FY 2025 (Proposed) Agency Staffing Pattern [BBMR SP-1] - All Fund Sources	X			
f. FY 2024 (Current) Agency Staffing Pattern [BBMR SP-1] - All Fund Sources	X			
g. Federal Program Inventory Form [BBMR FP-1]	N/A			
h. Equipment/Capital Listing & Space Requirement Form [BBMR EL-1]	N/A			
i. Prior Year Obligation Form [BBMR PYO-1]	N/A			
Are the E-Files attached for all budget forms?	Yes			
I. Agency Budget Certification [BBMR ABC]				
1. Is the budget certified as to its accuracy and BBMR requirements.	X			
II. Agency Narrative Form [BBMR AN-N1]				
1. Is the mission statement correct and consistent with the department/ agency's enabling act?	X			
2. Are the goals and objectives correct and consistent with the department/ agency's mission?	X			
III. Decision Package [BBMR DP-1]				
1. Is activity description correct?	X			
2. Is major objective correct?	X			
3. Are short term goals correct?	X			
4. Is workload output reflected correctly?	X			
IV. Program Budget Digest Forms [BBMR BD-1, BBMR TA-1, BBMR 96A - REVISED]				
A.) Budget Digest Form [BBMR BD-1]				
Personnel Services				
1. Are figures reflected consistent with the attached staffing pattern(s)?	X			
2. Are amounts reflected in each column accurate?	X			
3. Are computations correct?	X			
Operations				
1. Are the amounts reflected under columns, "Governor's Request," for each object category consistent with respective schedules (Schedule A - E) as detailed in the budget digest subforms (BBMR TA-1 & BBMR 96A - REVISED)?	X			
2. Are amounts reflected in each column accurate?	X			
3. Are computations correct?	X			
Utilities				
Are amounts reflected in each column correct?	X			
Capital Outlay				
Are amounts reflected under columns, "Governor's Request," consistent with schedule F as detailed in the budget digest subform, [BBMR 96A - REVISED]?	X			
Full Time Equivalencies (FTEs)				
Are the number of FTEs for both "Unclassified" and "Classified" accurately reflected under each column?	X			
B.) Off-Island Travel Form [BBMR TA-1] (Schedule A)				
1. Is the purpose/justification for travel defined?	X			
2. Is/Are the travel date(s) and number of travelers reflected?	X			
3. Is/Are the position title(s) of the traveler(s) reflected?	X			
4. Are all columns (Air Fare, Per Diem, Registration, and Total Cost) accurate?	X			
C.) Operations Schedules Form [BBMR 96A - REVISED] (Schedules B-F)				
1. Are "Items" under schedules B - F listed in detail?	X			
2. Is the "Quantity" and "Unit Price" under schedules B - F reflected for respective items?	X			
3. Are corresponding FY 2024 Authorized levels under schedules B - F indicated?	X			
V. Agency Staffing Pattern Forms [BBMR SP-1]				
1. Are position titles correct?	X			
2. Are all LTA and Temp. positions properly identified?	X			
3. Are position numbers reflected?	X			
4. Are the salary levels consistent with the Government of Guam General Pay Plan (22% Scale) and/or Public Safety and Law Enforcement Pay Schedule (40%)?	X			
5. Are filled positions funded?	X			
6. Are increment amounts reflected?	X			
7. Are rates reflected under "Benefits" correct?	X			
8. Are computations correct?	X			
VI. Federal Program Inventory Form [BBMR FP-1]				
Is the form complete and accurate?	N/A			
VII. Equipment/Capital Listing & Space Requirement Form [BBMR EL-1]				
1. Is the description of the equipment and/or capital item(s) detail?	N/A			
2. Is the "quantity" and "percentage of use" reflected?	N/A			
3. Are space requirements descriptive and total space reflected and accurate?	N/A			
VIII. Prior Year Obligation Form [BBMR PYO-1]	N/A			

CERTIFIED AS TO COMPLETENESS AND ACCURACY

DEPARTMENT:
Prepared By: Andresina S. McManus
22-Jan
Date

Approved By: for A. McManus
(Signature of Dept/Agency Head)
22-Jan

BBMR ACTION:
Recommendation
☐ Approval
☐ Disapproval

_____
Analyst

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BUREAU OF BUDGET AND MANAGEMENT RESEARCH
FISCAL YEAR 2025
BUDGET DOCUMENT CHECKLIST

Department/Agency: Guam Academy Charter Schools Council
Division/Program: Career Tech High Academy Charter School Inc.

Date Received by BBMR: _____
Date Reviewed: _____

	Department/Agency		BBMR	
	Yes	No	Yes	No
Date				
Date				

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Government of Guam
Fiscal Year 2025 Budget
Department / Agency Narrative

FUNCTION: High School Career Technical Education

DEPT. / AGENCY: Career Tech High Academy Charter School

MISSION STATEMENT:

To train and prepare high school students for graduation, technical certifications and exceptional leadership.

GOALS AND OBJECTIVES:

Academic Excellence

Instruction and assessment for above average competencies in core academics towards the accumulation of 24 high school credits.

Technical Certification

Instruction, assessment, apprenticeship, and the acquisition of industry standard certification in chosen career pathway/trade.

Exceptional Leadership

Instruction and training in career readiness skills to include excellent work ethic, exceptional character, leadership and employability.

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[BBMR EL-1]

Government of Guam
Fiscal Year 2025 Budget
Equipment / Capital and Space Requirement

Function: Guam Academy Charter School Council
Department: Career Tech High Academy Charter School
Program: Staffing Pattern FY 25

EQUIPMENT/CAPITAL LISTING:

Description	Quantity	Percentage of Use	Comments
N/A	0	0	N/A

SPACE REQUIREMENT (for Personnel and Equipment/Capital)

Total Program Space (Sq. Ft.):

Total Program Space Occupied (Sq. Ft.):

Description	Square Feet	Percent of Total Program Space	Comments

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Bureau of Budget Management Research
Prior Year Obligations (FY 2024 and Prior FYs)

BBMR PYO-1

A	B	C	D	E	F	G
Transaction/ Obligation Date	Transaction Type	Vendor	General Fund ($)	Special Fund ($)	Federal Fund ($)	Reasons for Nonsubmittal or Nonpayment
N/A	N/A	N/A	$0.00	$0.00	$0.00	N/A
Total			$0.00	$0.00	$0.00	

Notes:
Column A: Completion date of transaction or event prior to October 1, 2024.
Column B: Transaction Type such as personnel action, contracts, etc.
Column C: Vendor or Party owed
Column D, E, & F: Identify funding source and dollar amount inclusive of associated penalties or fees; if more than one transaction, need to total all transactions.
Column G: Note item of concern.

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[BBMR FP-1]

Government of Guam
Federal Program Inventory
FY 2024 (Current) / FY 2025 (Estimated) Funding

Function: Guam Academy Charter School Council
Department: Career Tech High Academy Charter School
Program: Staffing Pattern FY 25

A	B	C	D	E	F	G	H	I
				FY 2024	FY 2025			
Federal Grantor Agency / Federal Project Title	C.F.D.A./ SAM No. / Enabling Authority	Grant Award Number	Match Ratio Federal / Local:	Received / Projected	Estimated Funding	Local Matching Funds	Federal Matching Funds	100% Federal Grants	Grant Period
N/A	N/A	N/A	N/A	0	0	0	0	0	N/A

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[BBMR TA-1]

Schedule A - Off-Island Travel

Department/Agency: Career Tech High Academy Charter School

Division: High School 9th - 12th

Purpose / Justification for Travel
To attend the next ACTE conference in Phoenix AZ, Nov. Dec., 2025. Purpose is to keep Career Tech High current with the most effective means of providing a CT education. To build and maintain strong connections with the CTE industry and community.

Travel Date: Nov. 28 - Dec. 03 **No. of Travelers:** 2 1/

Position Title of Traveler(s)	Air Fare	Per diem 2/	Registration	Total Cost
Principal	$ 2,500.00	$ 2,000.00	$ 500.00	$ 5,000.00
Faculty Member	$ 2,500.00	$ 2,000.00	$ 500.00	$ 5,000.00

Purpose / Justification for Travel

Travel Date: _____ **No. of Travelers:** _____ 1/

Position Title of Traveler(s)	Air Fare	Per diem 2/	Registration	Total Cost
	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -

Purpose / Justification for Travel

Travel Date: _____ **No. of Travelers:** _____ 1/

Position Title of Traveler(s)	Air Fare	Per diem 2/	Registration	Total Cost
	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -

1/ Provide justification for multiple travelers attending the same conference / training / etc.

2/ Rates must be consistent with Title 5 GCA, Div.2, Ch.23, §23104 and federal Joint Travel Regulations

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[BBMR BD-1]

Government of Guam
Fiscal Year 2025
Budget Digest

Function: Guam Academy Charter School Council
Department: Career Tech High Academy Charter School
Program: Staffing Pattern FY 25

		A	B	C	D	E	F	G	H	I	J	K	L
		GENERAL FUND			SPECIAL FUND 1/			FEDERAL MATCH			GRAND TOTAL (ALL FUNDS)		
AS400 Account Code	Appropriation Classification	FY 2023 Expenditures & Encumbrances	FY 2024 Authorized Level	FY 2025 Governor's Request	FY 2023 Expenditures & Encumbrances	FY 2024 Authorized Level	FY 2025 Governor's Request	FY 2023 Expenditures & Encumbrances	FY 2024 Authorized Level	FY 2025 Governor's Request	FY 2023 Expenditures & Encumbrances (A + D + G)	FY 2024 Authorized Level (B + E + H)	FY 2025 Governor's Request (C + F + I)
	PERSONNEL SERVICES												
111	Regular Salaries/Increments/Special Pay	180,989	288,682	507,000	0	0	0	0	0	0	180,989	288,682	507,000
112	Overtime:	0	0	0	0	0	0	0	0	0	0	0	0
113	Benefits:	63,152	68,616	63,686	0	0	0	0	0	0	63,152	68,616	63,686
	TOTAL PERSONNEL SERVICES	$244,141	$357,298	$570,686	$0	$0	$0	$0	$0	$0	$244,141	$357,298	$570,686
	OPERATIONS												
220	TRAVEL- Off-Island/Local Mileage Reimbu	0	10,000	10,000	0	0	0	0	0	0	0	10,000	10,000
230	CONTRACTUAL SERVICES:	196,296	401,400	779,512	0	0	0	0	0	0	196,296	401,400	779,512
233	OFFICE SPACE RENTAL:	0	0	0	0	0	0	0	0	0	0	0	0
240	SUPPLIES & MATERIALS:	32,000	29,000	35,000	0	0	0	0	0	0	32,000	29,000	35,000
250	EQUIPMENT:	3,000	10,000	50,000	0	0	0	0	0	0	3,000	10,000	50,000
270	WORKERS COMPENSATION:	5,000	3,802	3,802	0	0	0	0	0	0	5,000	3,802	3,802
271	DRUG TESTING:	1,000	1,500	1,500	0	0	0	0	0	0	1,000	1,500	1,500
280	SUB-RECIPIENT/SUBGRANT:	0	0	0	0	0	0	0	0	0	0	0	0
290	MISCELLANEOUS:	17,500	42,000	50,500	0	0	0	0	0	0	17,500	42,000	50,500
	TOTAL OPERATIONS	$254,796	$497,702	$930,314	$0	$0	$0	$0	$0	$0	$254,796	$497,702	$930,314
	UTILITIES												
361	Power:	22,000	32,000	40,000	0	0	0	0	0	0	22,000	32,000	40,000
362	Water/ Sewer:	4,000	7,000	8,000	0	0	0	0	0	0	4,000	7,000	8,000
363	Telephone/ Toll:	3,600	6,000	6,000	0	0	0	0	0	0	3,600	6,000	6,000
	TOTAL UTILITIES	$29,600	$45,000	$54,000	$0	$0	$0	$0	$0	$0	$29,600	$45,000	$54,000
450	CAPITAL OUTLAY	$0	$0	$5,000	$0	$0	$0	$0	$0	$0	$0	$0	$5,000
	TOTAL APPROPRIATIONS	$528,537	$900,000	$1,560,000	$0	$0	$0	$0	$0	$0	$528,537	$900,000	$1,560,000
	1/ Specify Fund Source(s)	6200x60 students	7000x140 students	7800x200 students									
		372,000	980,000	1,560,000									
	FULL TIME EQUIVALENCIES (FTEs)												
	UNCLASSIFIED:	0	0	0	0	0	0	0	0	0	0	0	0
	CLASSIFIED:	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL FTEs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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[BBMR BD-1]

Government of Guam
Fiscal Year 2025
Budget Digest

Function: Guam Academy Charter School Council
Department: Career Tech High Academy Charter School
Program: Staffing Pattern FY 25
Acct. No.:

		A	B	C	D	E	F	G	H	I	J	K	L
		GENERAL FUND			SPECIAL FUND 1/			FEDERAL MATCH			GRAND TOTAL (ALL FUNDS)		
AS400 Account Code	Appropriation Classification	FY 2023 Expenditures & Encumbrances	FY 2024 Authorized Level	FY 2025 Governor's Request	FY 2023 Expenditures & Encumbrances	FY 2024 Authorized Level	FY 2025 Governor's Request	FY 2023 Expenditures & Encumbrances	FY 2024 Authorized Level	FY 2025 Governor's Request	FY 2023 Expenditures & Encumbrances (A + D + G)	FY 2024 Authorized Level (B + E + H)	FY 2025 Governor's Request (C + F + I)
	PERSONNEL SERVICES												
111	Regular Salaries/Increments/Special Pay	0	0	507,000	0	0	0	0	0	0	0	0	507,000
112	Overtime:	0	0	0	0	0	0	0	0	0	0	0	0
113	Benefits:	0	0	63,686	0	0	0	0	0	0	0	0	63,686
	TOTAL PERSONNEL SERVICES	$0	$0	$570,686	$0	$0	$0	$0	$0	$0	$0	$0	$570,686
	OPERATIONS												
220	TRAVEL- Off-Island/Local Mileage Reimbu	0	0	10,000	0	0	0	0	0	0	0	0	10,000
230	CONTRACTUAL SERVICES:	0	0	779,512	0	0	0	0	0	0	0	0	779,512
233	OFFICE SPACE RENTAL:	0	0	0	0	0	0	0	0	0	0	0	0
240	SUPPLIES & MATERIALS:	0	0	35,000	0	0	0	0	0	0	0	0	35,000
250	EQUIPMENT:	0	0	50,000	0	0	0	0	0	0	0	0	50,000
270	WORKERS COMPENSATION:	0	0	3,500	0	0	0	0	0	0	0	0	3,500
271	DRUG TESTING:	0	0	1,500	0	0	0	0	0	0	0	0	1,500
280	SUB-RECIPIENT/SUBGRANT:	0	0	0	0	0	0	0	0	0	0	0	0
290	MISCELLANEOUS:	0	0	50,500	0	0	0	0	0	0	0	0	50,500
	TOTAL OPERATIONS	$0	$0	$930,012	$0	$0	$0	$0	$0	$0	$0	$0	$930,012
	UTILITIES												
361	Power:	0	0	35,000	0	0	0	0	0	0	0	0	35,000
362	Water/ Sewer:	0	0	8,000	0	0	0	0	0	0	0	0	8,000
363	Telephone/ Toll:	0	0	6,500	0	0	0	0	0	0	0	0	6,500
	TOTAL UTILITIES	$0	$0	$49,500	$0	$0	$0	$0	$0	$0	$0	$0	$49,500
450	CAPITAL OUTLAY	$0	$0	$5,000	$0	$0	$0	$0	$0	$0	$0	$0	$5,000
	TOTAL APPROPRIATIONS	$0	$0	$1,555,198	$0	$0	$0	$0	$0	$0	$0	$0	$1,555,198
	1/ Specify Fund Source(s)												
	FULL TIME EQUIVALENCIES (FTEs)												
	UNCLASSIFIED:	0	0	0	0	0	0	0	0	0	0	0	0
	CLASSIFIED:	0	0	0	0	0	0	0	0	0	0	0	0
	TOTAL FTEs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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[BBMR SP-1]

Government of Guam
Fiscal Year 2025
Agency Staffing Pattern
(PROPOSED)

FUNCTIONAL AREA: Guam Academy Charter School Council

DEPARTMENT/AGENCY: Career Tech High Academy Charter School

PROGRAM: Staffing Pattern FY 25

FUND: General Fund Payroll

	Input by Department															Input by Department			
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)
								Incentives			Benefits								
No.	Position Number	Position Title *1/	Name of Incumbent	Grade/ Step	Salary	Overtime	Special *	Date	Amt.	(E+F+G+I) Subtotal	Retirement (J * 32.35%) 2/	Retire (DDI) $19.01*26PP) 3	Social Security (6.2% * J)	Medicare (1.45% * J)	Life 4/	Medical (Premium)	Dental (Premium)	Total Benefits (K thru Q)	(J + R) TOTAL
1	1	Admin | Principal	William Castro	7032	$100,000	0	0	Aug. 24	$0	100,000	0	0	$6,200	1,450	0	0	0	7,650	107,650
2	2	Staff | Admin. Asst.	Sonya Concepcion	0	$36,000	0	0	Aug. 24	$0	36,000	0	0	$2,232	$522	0	0	0	2,754	38,754
3	3	Teacher (SS)	Enrique Baza	11000	$38,000	$0	$0	Aug. 24	$0	$38,000	$0	$0	$2,356	$551	$0	$9,624	$1,560	$14,091	$52,091
4	4	Teacher (Eng/CH)	[Vacant]	0	$30,000	0	0		0	30,000	0	0	$1,860	$435	$0	0	0	2,295	32,295
5	5	Teacher (Maritime)	Antonio Pialug	7032	$50,000	0	0	Aug. 24	$0	50,000	0	0	$3,100	$725	0	3,012	1,560	8,397	58,397
6	6	Teacher (Science)	DonaMila Martinez	11000	$37,000	0	0	Aug. 24	$0	37,000	0	0	$2,294	$537	0	3,012	1,560	7,403	44,403
7	7	Teacher (Deaf Ed)	Myra Mendiola	0	$32,000	0	0	Aug. 24	$0	32,000	0	0	$1,984	$464	0	0	0	2,448	34,448
8	8	PT Teacher (Math)	[Vacant]	0	$24,000	0	0		0	24,000	0	0	$1,488	$348	0	0	0	1,836	25,836
9	9	CTE Teacher (Math)	Mark McManus	7032	$50,000	0	0		0	50,000	0	0	$3,100	$725	0	0	0	3,825	53,825
10	10	Teacher (Const)	Renato Sancap	0	50,000	0	0	Aug. 24	$0	50,000	0	0	$3,100	$725	0	3,012	1,560	8,397	58,397
11	11	Staff | Eng	[Vacant]	0	30,000	0	0	Aug. 24	$0	30,000	0	0	$1,860	$435	0	0	0	2,295	32,295
12	12	Staff | Sci/SS	[Vacant]	0	30,000	0	0		0	30,000	0	0	$1,860	$435	0	0	0	2,295	32,295
13					0	0	0		0	0	$0	$0	0	0	0	0	0	0	0
14					0	0	0		0	0	$0	$0	0	0	0	0	0	0	
15					0	0	0		0	0	$0	$0	0	0	0	0	0	0	
16					0	0	0		0	0	0	0	0	0	0	0	0	0	
17					0	0	0		0	0	0	0	0	0	0	0	0	0	
18					0	0	0		0	0	0	0	0	0	0	0	0	0	
19					0	0	0		0	0	0	0	0	0	0	0	0	0	
20					0	0	0		0	0	0	0	0	0	0	0	0	0	
21					0	0	0		0	0	0	0	0	0	0	0	0	0	
22					0	0	0		0	0	0	0	0	0	0	0	0	0	
23					0	0	0		0	0	0	0	0	0	0	0	0	0	
24					0	0	0		0	0	0	0	0	0	0	0	0	0	
25					0	0	0		0	0	0	0	0	0	0	0	0	0	
			Grand Total:		$507,000	$0	$0		$0	$507,000	$0	$0	$31,434	$7,352	$0	$18,660	$6,240	$63,686	$570,686

* Night Differential / Hazardous / Worker's Compensation / etc.

1/ Indicate "(LTA)" or "(Temp.)" next to Position Title (where applicable).

2/ FY 2025 (Proposed) GovGuam contribution rate of 32.35% for the Government of Guam Retirement is subject to change.

3/ FY 2025 (Proposed) GovGuam contribution rate of $19.01 (bi-weekly) for DDI is subject to change.

4/ FY 2025 (Proposed) GovGuam contribution rate of $187 (per annum) for Life Insurance is subject to change.

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[BBMR SP-1]

Government of Guam
Fiscal Year 2025
Agency Staffing Pattern
(PROPOSED)

Input by Department

No.	(A) Position Number	(B) Position Title	(C) Name of Incumbent	(D) Holiday Pay	(E) Special Pay Categories 1/ Night Differential Rate 10%	(F) 2/ Hazard 10%	(G) 3/ Hazard 8%	(H) 4/ Nurse Sunday Pay 1.5	(I) 5/ Nurse Pay 1.5	(J) 6/ EMT Pay 15%	(K) D+E+F+G+H+I+J Subtotal
1	1	Admin	Principal	William Castro	$0	$0	$0	$0	$0	$0	$0	$0
2	2	Staff	Admin. Asst.	Sonya Concepcion	0	0	0	0	0	0	0	0
3	3	Teacher (SS)		Enrique Baza	0	0	0	0	0	0	0	0
4	4	Teacher (Eng/CH)		[Vacant]	0	0	0	0	0	0	0	0
5	5	Teacher (Maritime)		Antonio Pialug	0	0	0	0	0	0	0	0
6	6	Teacher (Science)		DonaMila Martinez	0	0	0	0	0	0	0	0
7	7	Teacher (Deaf Ed)		Myra Mendiola	0	0	0	0	0	0	0	0
8	8	PT Teacher (Math)		[Vacant]	0	0	0	0	0	0	0	0
9	9	CTE Teacher (Math)		Mark McManus	0	0	0	0	0	0	0	0
10	10	Teacher (Const)		Renato Sancap	0	0	0	0	0	0	0	0
11	11	Staff	Eng	[Vacant]	0	0	0	0	0	0	0	0
12	12	Staff	Sci/SS	[Vacant]	0	0	0	0	0	0	0	0
13	0	0		0	0	0	0	0	0	0	0	0
14	0	0		0	0	0	0	0	0	0	0	0
15	0	0		0	0	0	0	0	0	0	0	0
16	0	0		0	0	0	0	0	0	0	0	0
17	0	0		0	0	0	0	0	0	0	0	0
18	0	0		0	0	0	0	0	0	0	0	0
19	0	0		0	0	0	0	0	0	0	0	0
20	0	0		0	0	0	0	0	0	0	0	0
21	0	0		0	0	0	0	0	0	0	0	0
22	0	0		0	0	0	0	0	0	0	0	0
23	0	0		0	0	0	0	0	0	0	0	0
24	0	0		0	0	0	0	0	0	0	0	0
25	0	0		0	0	0	0	0	0	0	0	0
			Grand Total:	$0	$0	$0	$0	$0	$0	$0	$0	$0

1/ 10% of reg. rate, applicable from 6pm-6am, employee must work 4 hours consecutive after 6pm for entitlement of the pay
2/ Applies to law enforcement personnel
3/ Applies to solid waste employees
4/ 1 ½ of reg. rate of pay from 12am Friday to 12 midnight Sunday
5/ 1 ½ of reg. rate of pay on daily work exceeding 8 hours
6/ Applicable only to GFD ambulatory service personnel. 15% of reg. rate of pay

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[BBMR SP-1]

Government of Guam
Fiscal Year 2024
Agency Staffing Pattern
(CURRENT)

FUNCTIONAL AREA: Guam Academy Charter School Council

DEPARTMENT/AGENCY: Career Tech High Academy Charter School

PROGRAM: Staffing Pattern FY 25

FUND: General Fund Payroll

	Input by Department																Input by Department			
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)
								Increment			Benefits								
No.	Position Number	Position Title */	Name of Incumbent	Grade / Step	Salary	Overtime	Special*	Date	Amt.	(E+F+G+I) Subtotal	Retirement (J * 29.43%)	Retire (DDI) ($19.01*26PP)	Social Security (6.2% * J)	Medicare (1.45% * J)	Life 2/	Medical (Premium)	Dental (Premium)	Total Benefits (K thru Q)	(J + R) TOTAL
1	1	Admin | Principal	Andresina McManus	7032	$57,000	0	0	Aug. 24	$2,000	59,000	0	0	$3,658	856	0	6,012	1,020	11,546	70,546
2	2	Staff | Admin. Asst.	Sonya Concepcion	0	$32,000	0	0	Aug. 24	$2,000	34,000	0	0	$2,108	$493	0	0	0	2,601	36,601
3	3	Teacher (SS)	Enrique Baza	11000	$36,000	$0	$0	Aug. 24	$2,000	$38,000	$0	$0	$2,356	$551	$0	$9,624	$1,560	$14,091	$52,091
4	4	Teacher (Eng/CH)	William Castro	0	$60,000	0	0		0	60,000	0	0	$3,720	$870	$0	0	0	4,590	64,590
5	5	Teacher (Maritime)	Antonio Pialug	7032	$43,698	0	0	Aug. 24	$2,000	45,698	0	0	$2,833	$663	0	3,012	1,560	8,068	53,766
6	6	Teacher (Science)	DonaMila Martinez	11000	$35,000	0	0	Aug. 24	$2,000	37,000	0	0	$2,294	$537	0	3,012	1,560	7,403	44,403
7	7	Teacher (Deaf Ed)	Myra Mendiola	0	$28,000	0	0	Aug. 24	$2,000	30,000	0	0	$1,860	$435	0	0	0	2,295	32,295
8	8	PT Teacher (Math)	[Vacant]	0	0	0	0		0	0	0	0	$0	$0	0	0	0	0	0
9	9	CTE Teacher (Math)	Mark McManus	7032	$46,000	0	0	Aug. 24	2,000	48,000	0	0	$2,976	$696	0	0	0	3,672	51,672
10	10	Teacher (Const)	Renato Sancap	0	48,000	0	0	Aug. 24	$2,000	50,000	0	0	$3,100	$725	0	3,012	1,560	8,397	58,397
11	11	Staff | Eng	[Vacant]	0	0	0	0		$0	0	0	0	$0	$0	0	0	0	0	0
12	12	Staff | Sci/SS	[Vacant]	0	0	0	0		0	0	0	0	$0	$0	0	0	0	0	0
2					0	0	0		0	0	0	0	0	0	0	0	0	0	0
3					0	0	0		0	0	0	0	0	0	0	0	0	0	0
4					0	0	0		0	0	0	0	0	0	0	0	0	0	0
5					0	0	0		0	0	0	0	0	0	0	0	0	0	0
6					0	0	0		0	0	0	0	0	0	0	0	0	0	0
7					0	0	0		0	0	0	0	0	0	0	0	0	0	0
8					0	0	0		0	0	0	0	0	0	0	0	0	0	0
19					0	0	0		0	0	0	0	0	0	0	0	0	0	0
20					0	0	0		0	0	0	0	0	0	0	0	0	0	0
21					0	0	0		0	0	0	0	0	0	0	0	0	0	0
22					0	0	0		0	0	0	0	0	0	0	0	0	0	0
23					0	0	0		0	0	0	0	0	0	0	0	0	0	0
24					0	0	0		0	0	0	0	0	0	0	0	0	0	0
25					0	0	0		0	0	0	0	0	0	0	0	0	0	0
			Grand Total:		$385,698	$0	$0		$12,000	$308,698	$0	$0	$19,139	$4,476	$0	$18,660	$6,240	$48,515	$464,360

*** Night Differential / Hazardous / Worker's Compensation / etc.**

1/ Indicate "(LTA)" or "(Temp.)" next to Position Title (where applicable)

2/ FY 2024 GovGuam contribution for Life Insurance is $187 per annum

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[BBMR SP-1]

Government of Guam
Fiscal Year 2024
Agency Staffing Pattern
(CURRENT)

Input by Department

	(A)	(B)	(C)	(D)	Special Pay Categories (E) 1/	(F) 2/	(G) 3/	(H) 4/	(I) 5/	(J) 6/	(K)
No.	Position Number	Position Title	Name of Incumbent	Holiday Pay	Night Differential Pay 10%	Hazard 10%	Hazard 8%	Nurse Sunday Pay 1.5	Nurse Pay 4.5	EMT Pay 15%	D+E+F+G+H+I+J) Subtotal
1	1	Admin| Principal	Andresina McManus	$0	$0	$0	$0	$0	$0	$0	$0
2	2	Staff | Admin. Asst.	Sonya Concepcion	0	0	0	0	0	0	0	0
3	3	Teacher (SS)	Enrique Baza	0	0	0	0	0	0	0	0
4	4	Teacher (Eng/CH)	William Castro	0	0	0	0	0	0	0	0
5	5	Teacher (Maritime)	Antonio Pialug	0	0	0	0	0	0	0	0
6	6	Teacher (Science)	DonaMila Martinez	0	0	0	0	0	0	0	0
7	7	Teacher (Deaf Ed)	Myra Mendiola	0	0	0	0	0	0	0	0
8	8	PT Teacher (Math)	[Vacant]	0	0	0	0	0	0	0	0
9	9	CTE Teacher (Math)	Mark McManus	0	0	0	0	0	0	0	0
10	10	Teacher (Const)	Renato Sancap	0	0	0	0	0	0	0	0
11	11	Staff | Eng	[Vacant]	0	0	0	0	0	0	0	0
12	12	Staff | Sci/SS	[Vacant]	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	0	0	0	0	0
17	0	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	0	0	0	0	0	0	0
22	0	0	0	0	0	0	0	0	0	0	0
23	0	0	0	0	0	0	0	0	0	0	0
24	0	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0	0	0	0
			Grand Total:	$0	$0	$0	$0	$0	$0	$0	$0

1/ 10% of reg. rate, applicable from 6pm-6am, employee must work 4 hours consecutive after 6pm for entitlement of the pay
2/ Applies to law enforcement personnel
3/ Applies to solid waste employees
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[BBMR TA-1]

Schedule A - Off-Island Travel

Department/Agency: Career Tech High Academy Charter School

Division: High School 9th - 12th

Program:

Purpose / Justification for Travel
To attend the next ACTE conference in Phoenix AZ, November 29-Dec.02, 2024. Purpose is to keep Career Tech High current with the most effective means of providing a CT education. To build and maintain strong connections with the CTE industry and community.
Travel Date: Nov. 27-December 05 2024 **No. of Travelers:** _2 1/

Position Title of Traveler(s)	Air Fare	Per diem 2/	Registration	Total Cost
Principal	$ 2,500.00	$ 2,000.00	$ 500.00	$ 5,000.00
Faculty	$ 2,500.00	$ 2,000.00	$ 500.00	$ 5,000.00

Purpose / Justification for Travel
Travel Date: _____ **No. of Travelers:** _____ 1/

Position Title of Traveler(s)	Air Fare	Per diem 2/	Registration	Total Cost
	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -

Purpose / Justification for Travel
Travel Date: _____ **No. of Travelers:** _____ 1/

Position Title of Traveler(s)	Air Fare	Per diem 2/	Registration	Total Cost
	$ -	$ -	$ -	$ -
	$ -	$ -	$ -	$ -

1/ Provide justification for multiple travelers attending the same conference / training / etc.

2/ Rates must be consistent with Title 5 GCA, Div.2, Ch.23, §23104 and federal Joint Travel Regulations

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Schedule B - Contractual

Item	Quantity	Unit Price	FY 2025 Request	FY 2024 Authorized	Variance Increase/(Decrease)
Counselor	300	$40.00	$ 12,000.00	$ -	$ 12,000.00
ASL | KR	700	$40.00	$ 28,000.00	$ -	$ 28,000.00
Aide | MA	550	$40.00	$ 22,000.00	$ 20,000.00	$ 2,000.00
Art | KM	350	$40.00	$ 14,000.00	$ -	$ 14,000.00
CTE - Maritime | Lopaka	650	$40.00	$ 26,000.00	$ -	$ 26,000.00
Aide | EC	550	$40.00	$ 20,000.00	$ 20,000.00	$ -
Drivers Education	360	$83.33	$ 30,000.00	$ 15,000.00	$ 15,000.00
Accounting	12	$1,500.00	$ 18,000.00	$ 16,368.00	$ 1,632.00
Substitute Teachers	160	$248.20	$ 39,712.00	$ -	$ 39,712.00
Campus Lease	12	$42,900.00	$ 514,800.00	$ 336,000.00	$ 178,800.00
Culinary / Food Services	10,000	$5.00	$ 50,000.00	$ -	$ 50,000.00
Copier	12	$100.00	$ 2,000.00	$ -	$ 2,000.00
Solid Waste / Trash Collection	12	$250.00	$ 3,000.00		$ 3,000.00
Total Contractual			$ 779,512.00		

Schedule C - Supplies & Materials

Item	Quantity	Unit Price	FY 2025 Request	FY 2024 Authorized	Variance Increase/(Decrease)
Consumables: PT, TP, Trash bags, soap.	12	$833.33	$ 10,000.00	$ 10,000.00	$ -
Digital Subscriptions: Online Curriculum	12	$1,250.00	$ 15,000.00	$ 10,000.00	$ 5,000.00
Maintenance Services	24	$416.67	$ 10,000.00	$ 12,000.00	$ (2,000.00)
	0	$0.00	$ -	$ -	$ -
Total Supplies & Materials			$ 35,000.00		

Schedule D - Equipment

Item	Quantity	Unit Price	FY 2025 Request	FY 2024 Authorized	Variance Increase/(Decrease)
Smart Devices for classrooms	5	$1,000.00	$ 5,000.00	$ 5,000.00	$ -
Laptops	50	$500.00	$ 25,000.00	$ -	$ 25,000.00
Office: School Mgt Device/Software	5	$1,000.00	$ 5,000.00	$ 5,000.00	$ -
Construction Tool kits	5	$1,000.00	$ 5,000.00	$ -	$ 5,000.00
Fitness Machines & Equipment	5	$1,000.00	$ 5,000.00	$ -	$ 5,000.00
Culinary Equipment	3	$1,000.00	$ 3,000.00	$ -	$ 3,000.00
Beach Safety Equipment	2	$1,000.00	$ 2,000.00	$ -	$ 2,000.00
Total Equipment			$ 50,000.00		

Schedule E - Miscellaneous

Item	Quantity	Unit Price	FY 2025 Request	FY 2024 Authorized	Variance Increase/(Decrease)
Travel	2	$5,000.00	$ 3,000.00	$ 10,000.00	$ (7,000.00)
Professional Development	20	$500.00	$ 10,000.00	$ 7,000.00	$ 3,000.00
Accreditation	1	$5,000.00	$ 5,000.00	$ 20,000.00	$ (15,000.00)
Insurance	1	$5,000.00	$ 5,000.00	$ 10,000.00	$ (5,000.00)
Audit	1	$25,000.00	$ 25,000.00	$ 10,000.00	$ 15,000.00
Security System	1	$2,500.00	$ 2,500.00	$ -	$ 2,500.00
Total Miscellaneous			$ 50,500.00		

Schedule F - Capital Outlay

Item	Quantity	Unit Price	FY 2025 Request	FY 2024 Authorized	Variance Increase/(Decrease)
Fitness Room	1	$5,000.00	$ 5,000.00	$ -	$ 5,000.00
	1		$ -	$ -	$ -
	0	$0.00	$ -	$ -	$ -
Total Capital Outlay			$ 5,000.00		

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Certification and Signature Page

This report was prepared jointly by Ms. Krystal Agustin, Vice Principal, and Mr. William M. Castro, Principal, based on verified information and data available from institutional reports and supporting documentation for the reporting period covered.

I hereby certify that the information contained in this report is true and correct to the best of my knowledge and belief.

I further affirm my intent to amend or supplement this report should additional verified information—such as the audited financial statements or other relevant academic or operational data—become available.

Senseramente and in good faith,



Mr. William M. Castro

Principal

Career Tech High Academy Charter School

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MOUNT CARMEL ACADEMY CHARTER SCHOOL

Annual Report 2025-2026

































Mount Carmel School
MCS #1
AGAT GUAM
Est. 1957

Mount Carmel Alumni and Endowment Foundation
SOUTHERN GUAM

Tradition, Heritage, Spirit, & Pride!

32A Calle Delos Marteres St. Agat, Guam 96928

@mtcarmelguam mtcarmelguam.com mountcarmelguam

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FOUNDATION MEMBERS

Chairman:	**Mr. Michael Phillips**
Treasurer:	**Mr. Joseph E. Quinata**
Secretary:	**Mr. Felix Pangelinan**
Member:	**Mr. Vicente Angoco**
Member:	**Mr. Joseph Cruz**
Member:	**Mr. William Sarmiento**
Member:	**Mr. John Mafnas**
Member:	**Ms. Esther Aguon**
Member:	**Mr. Harry Chang**

SCHOOL LEADERSHIP

Chief Executive Officer:	**Michael Phillips**
Chief Finance Officer:	**Darleen Phillips**
Project Director:	**Shyla Santiago**
Program Director:	**Lisa Stettenbenz**
Martial Arts Director and Chief Instructor:	**Brandon Vera**

SCHOOL INFORMATION

Mount Carmel Academy Charter School
School Year 2025-2026
32A Calle Delos Martires, Agat, Guam 96915
School Year: SY 2025-2026
Email: office@mtcarmelguam.com
Tel. Number: (671) 565-5128
Website: mtcarmelguam.com
Facebook: mtcarmelguam
Instagram: @mtcarmel1957

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Mission & Goals

Mission

At Mount Carmel Academy Charter School, our curriculum is founded on Project-Based Learn-ing (PBL), where students learn through mean-ingful, real-world projects that integrate perfor-mance, competition, and reward. Strengthened by the Socratic Method, our classrooms promote critical thinking, inquiry, and open dialogue-empowering students to explore ideas deeply.

We proudly uphold what makes us unique as a Charter-Music, Martial Arts, and Spoken Chamoru. Together with Expected School-wide Learning Results (ESLRs) these programs nurture creativity, discipline, and pride while promoting teamwork, and identity rooted in Mount Carmel School' heritage.

Mount Carmel School is fully accredited by the Western Association of Schools and Colleges (WASC) through June 2027, affirming the schools commitment to high academic standards and continuous improvement.

Pika's Best School

Mount Carmel Academy Charter School has been recognized year after year by the community as Pika's Best School. We are truly honored to have received this recognition and remain steadfast in our mission to ensure proficiency and success among all of our students.



Goals

Throughout the school year, Mount Carmel Academy Charter School provided students with meaningful opportunities to showcase their learning through signature events held each quarter. These events brought classroom instruction to life, encouraging students to conduct research, think critically, develop creativity, and strengthen their public speaking and presentation skills.

Our Signature events included the Favorite Author and Novel Fair, Al Ysrael School of Business Personal Finance Fair, College Fair, I Familia Heritage Fair, Science Fair, Al Ysrael School of Business Fair, Al Ysrael School of Business Retail Bazaar.

Students presented their projects before judges with expertise relevant to each event, gaining valuable experience in communication, confidence, and real-world application of learning. Outstanding student achievements were recognized with exciting prizes, including music and martial arts equipment, reinforcing the school's commitment to rewarding academic excellence while supporting its signature programs.



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Mission & Goals

Martial Arts

Martial Arts remains a key program of Mount Carmel Academy Charter School, promoting physical fitness, and character formation.

All students from PreK through 8th grade participate in Martial Arts under the guidance of world champions Brandon Vera and De'Alonzio Jackson, alongside three local coaches, Rai Peredo, Noah Invencion, and Jayden Quintanilla. Each of our coaches are dedicated to building on the values of integrity, courage, humility, and respect. These values extended well beyond the dojo into every classroom, building a school community/family grounded in discipline and mutual respect.

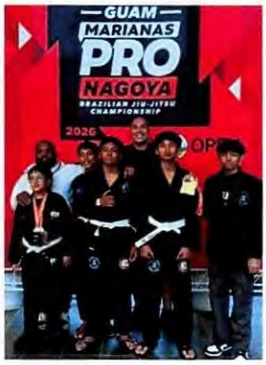






Guided by the philosophy of "1% Better Every Day," students learn that growth requires patience, perseverance, and consistent effort.





This year, the school expanded its training equipment with additional focus mitts, Thai pads, kick shields, Olympic quality grappling dummies, heavy bags, double-end bags and speed bags to enhance student development.
The program heavily invested in further developing our coaches as well as our competition team, having them attend specialized training in Virginia with Olympic champion Jordan Burroughs. Our students were also exposed to competition opportunites in Virginia and on the international arena in Japan.

The impact of this program extends far beyond competitions and classrooms. It is empowering students to strengthen both body and mind while developing character and confidence that will serve them throughout their lives.



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Mission & Goals

Music





Mount Carmel Academy Charter School continues to uphold the tradition of music education that fosters creativity, self-expression, discipline, and teamwork.

Every student from PreK through 8th grade participates in Music, ensuring that all students have the opportunity to discover their talents and develop a lifelong appreciation for the arts.

PreK through 1st grade students take Intro to Jazz led by Patrick Palomo. 1st through take Rhythm and Percussion, 2nd through 3rd grade take Elementary Piano and 4th and 5th grade take Elementary Guitar. The succession of these courses prepares our students for the performance level bands in the upper elementary grades and through middle school.



From 4th grade and up, students form bands, collaborate with fellow musicians, and perform at lunchtime jam sessions, developing confidence, teamwork, and stage presence. These helped prepare students to showcase their talent at the three signature outdoor concerts that Mount Carmel Academy Charter School takes great pride in performing for parents and the community.







This year, the school continued investing in its Music program by expanding its collection of keyboards, acoustic and electric guitars, drums, drum pads and other instruments, providing students with greater opportunities for hands-on learning.

Students showcased their growing talents through three concerts for parents and the community, celebrating their achievements across musical genres, with an emphasis on rock, jazz, and CHamoru classics.

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Mission & Goals

Spoken CHamoru

This past year, Mount Carmel Academy Charter School made steady progress in developing CHamoru language skills school-wide.

It was a successful outcome for us with the UOG CHamoru Language Competition. Mount Carmel School brought home Gold in Koron Famagu'on, Kakanta Lahi and Umestoria division. Silver in the Umestoria (K-1) and Sinangan divisions. Students demonstrated proficiency in CHamoru traditions and songs while continuing to build conversational skills through daily use of the language among students and faculty.







Project Based Learning

Throughout the school year, our faculty incorporated our ESLR's into classroom instruction and Project-Based Learning (PBL) activities across grade levels and subject areas.

Students were encouraged to understand why they were learning a particular concept, recognize its relevance to everyday life, and apply their knowledge. Through classroom activities, presentations, and signature academic events, students had opportunities to demonstrate their skills, participate in healthy competition, and receive recognition for their accomplishments.

Our ESLRs reinforce that learning is a continuous process of practice, application, reflection, and improvement. By incorporating our ESLR's in classrooms, students learn to take ownership of their learning, think critically, and build the confidence and skills needed to succeed beyond the classroom.







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Mission & Goals

Sports

Physical fitness and sports provide opportunities for students to develop teamwork while learning the value of commitment, respect, and good sportsmanship. Through our participation in the IIAAG, our student-athletes competed on a level playing field against other schools, representing MCS with pride and determination.





In addition to competitive athletics, our students participate in lunchtime intramurals. These intramurals allowed students of varying skill levels to experience the enjoyment of sports.



This school year, our Girls' Volleyball Team earned 2nd place, while our Boys' Volleyball Team placed 3rd, with one of our players earning the prestigious All-Island MVP recognition. Both our Girls' and Boys' Basketball Teams also secured 3rd place finishes.



An exciting milestone for all of us at Mount Carmel Academy Charter School was the launch of our inaugural Alumni Basketball Tournament, bringing former Mount Carmel students back to campus to compete against our current students.

The friendly yet fiercely competitive games brought together generations of MCS athletes, strengthening school spirit and alumni connections. Our alumni took home the tournament championship, making the first event a memorable one for everyone involved.

Mount Carmel Academy Charter School continued to establish itself as a strong contender in the island's athletic community. More importantly, our student-athletes demonstrated that success is not measured by wins alone, but by the character, teamwork, and sportsmanship they bring to every game. These are lessons that carry beyond the court and into the classroom and everyday life.



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Mission & Goals

Socratic Method

At Mount Carmel Academy Charter School, we continued to make learning more meaningful by going beyond textbooks and memorization.

Through the Socratic approach, our teachers encouraged students to ask questions, share their ideas, think critically, and understand the purpose behind what they were learning.

Classroom discussions and Project-Based Learning (PBL) activities gave students opportunities to explore different perspectives, challenge ideas, and connect lessons to real-world experiences.





Throughout the school year, we focused on building students' confidence in expressing their thoughts, listening to others, and respecting different opinions.

By connecting classroom learning to local, national, and global issues, we encouraged our students to become more curious, informed, and engaged in the world around them.

Shared Responsibility



At Mount Carmel Academy Charter School, we believe that educating a child is a shared responsibility. Throughout the school year, our faculty worked collaboratively across grade levels and subject areas to reinforce learning and create meaningful experiences for our students.

From Math and Social Studies collaborating on fairs that bring economics and financial literacy to life, to Kindergarten faculty working together to showcase student learning, to 4th and 5th grade faculty teaming up to prepare students for middle school activities and events, collaboration has become an important part of how we teach.

Our faculty and staff are invested not only in the students in their classrooms, but in the success of the entire school. Whether preparing for an event, reinforcing a lesson, or helping students build confidence, everyone plays a part in a child's educational journey.

We often hear that it takes a village to raise a child. At Mount Carmel Academy Charter School, that village is reflected in the way our faculty and staff show up for all of our students, every day.

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Student Performance & Assessment

We continued to measure student performance through our Expected Schoolwide Learning Results (ESLRs), Project-Based Learning (PBL), and classroom assessments.

Throughout the school year, our faculty incorporated these expectations into daily instruction, ensuring that students had opportunities to demonstrate their knowledge, apply what they learned, and develop critical thinking and problem-solving skills.

Teachers conducted pre- and post-assessments to measure student progress and identify learning gaps. Combined with PBL activities, these assessments provided valuable evidence of student learning, proficiency levels, and academic growth.

Grade Advancement & Graduation

Grade	Beginning Count September 2025	Ending Count May 2026	No. of Students Promoted	Promotion Rate
PreK	57	55	55	100%
Kinder	73	56	56	100%
1st	41	36	36	100%
2nd	50	45	45	100%
3rd	31	29	28	97%
4th	54	49	49	100%
5th	46	42	42	100%
6th	61	54	53	98%
7th	64	64	63	98%
8th	52	59	59	100%
Total:	529	489	486	99.4%



Parental Involvement





At Mount Carmel Academy Charter School, we value the role that parents play in their child's education. Our parents demonstrated their commitment by attending and supporting schoolwide activities, including our annual carnival, signature academic fairs, student performances, and parent-teacher conferences. Their involvement provided opportunities to celebrate student achievements, connect with faculty, and remain engaged in their children's learning experiences.





Communication is of utmost importance and teachers are required to maintain three forms of communication to share classroom assignments, academic progress, and student needs. This approach gives parents and teachers opportunities to address concerns and work collaboratively to support each child's growth.

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Enrollment & Attendance



Enrollment by Grade as of September 30, 2025	
K3	20
K4	37
Kindergarten	73
1st	41
2nd	50
3rd	31
4th	54
5th	46
6th	61
7th	64
8th	52
Total:	529



Demographics

Village Demographics as of September 30, 2025	
Agana Heights	13
Agat	116
Asan	9
Barrigada	21
Chalan Pago - Ordot	24
Dededo	29
Hagatna	11
Inarajan	10
Mangilao	28
Merizo	17
Mongmong-Toto-Maite	11
Piti	30
Santa Rita	74
Sinajana	8
Talofofo	33
Tamuning	11
Umatac	22
Yigo	25
Yona	37
Total:	529



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Mount Carmel Academy Charter School
(A Non-Profit Organization)

Management's Discussion and Analysis, continued

Figure 1 provided a summary of MCS's net position as of September 30, 2025 and 2024:

Statement of Net Position

	2025	2024
Assets:		
Current assets	$ 353,578	$ 306,732
Capital asset, net	2,203,289	2,088,947
Total assets	2,556,867	2,395,679
Liabilities and Net Position:		
Current liabilities	284,953	98,418
Long-term liabilities	2,166,217	2,147,655
Total liabilities	2,451,170	2,246,073
Net Position:		
Net investment in capital assets	37,072	---
Unrestricted	68,625	149,606
Total net position	$ 105,697	$ 149,606

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.

Mount Carmel Academy Charter School
(A Non-Profit Organization)

Management's Discussion and Analysis, continued

Figure 2 provides a summary and analysis of MCS's revenues and expenses for the years ended September 30, 2025 and 2024:

Statement of Activities

	2025	2024
Revenues:		
Per pupil allocation	$2,937,916	$2,337,378
Other revenues	190,261	145,117
Total revenues	3,128,177	2,482,495
Expenses:		
Salaries and wages	2,311,081	1,500,868
Amortization expense	175,861	149,211
Utilities	168,881	156,626
Event related expenses	141,601	71,644
Interest expense on lease	96,346	89,497
Repairs and maintenance	62,226	133,175
Advertising and marketing	50,408	48,134
Supplies	37,646	47,640
Professional fees	34,200	25,050
Rent	21,900	7,350
Printing	20,492	14,939
Depreciation	19,105	---
Insurance	9,783	6,264
Subscriptions	3,812	3,054
Capital outlays	---	70,919
Miscellaneous	18,744	8,518
Total expenses	3,172,086	2,332,889
Change in net position	(43,909)	149,606
Net position, beginning of year	149,606	---
Net position, end of year	**$ 105,697**	**$ 149,606**

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.

Mount Carmel Academy Charter School
(A Non-Profit Organization)

Governmental Funds Balance Sheets/Statements of Net Position

	September 30, 2025			2024		
	General Fund	Adjustments	Statement of Net Position	General Fund	Adjustments	Statement of Net Position
Assets:						
Cash	$ 265,121	$ ---	$ 265,121	$ 158,356	$ ---	$ 158,356
Accounts receivable	82,337	---	82,337	147,614	---	147,614
Prepaid expenses	6,120	---	6,120	762	---	762
Capital assets:						
Lease asset, net	---	2,047,102	2,047,102	---	2,088,947	2,088,947
Depreciable capital assets, net	---	79,200	79,200	---	---	---
Other capital asset	---	76,987	76,987	---	---	---
Total assets	$ 353,578	$ 2,203,289	$ 2,556,867	$ 306,732	$ 2,088,947	$ 2,395,679
Liabilities and Fund Balance/Net Position:						
Accounts payable and accrued expenses	$ 284,953	$ ---	$ 284,953	$ 98,418	$ ---	$ 98,418
Long term liability:						
Due within one year	---	150,715	150,715	---	89,632	89,632
Due after one year	---	2,015,502	2,015,502	---	2,058,023	2,058,023
Total liabilities	284,953	2,166,217	2,451,170	98,418	2,147,655	2,246,073
Fund balance: unassigned	68,625			208,314		
Total liabilities and fund balances	$ 353,578			$ 306,732		
Net position:						
Invested in capital asset		37,072	37,072		---	---
Unrestricted		---	68,625		(58,708)	149,606
Total net position		$ 37,072	$ 105,697		$(58,708)	$ 149,606

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Annual Financial Audit

Mount Carmel Academy Charter School
(A Non-Profit Organization)

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

	Year ended September 30, 2025			2024		
	General Fund	Adjustments	Statement of Activities	General Fund	Adjustments	Statement of Activities
Revenues:						
Per pupil allocation	$ 2,937,916	$ ---	$ 2,937,916	$ 2,337,378	$ ---	$ 2,337,378
Other	190,261	---	190,261	145,117	---	145,117
Other financing resources	134,016	(134,016)	---	2,238,158	(2,238,158)	---
Total revenues	3,262,193	(134,016)	3,128,177	4,720,653	(2,238,158)	2,482,495
Expenditures/expenses:						
Salaries and wages	2,311,081	---	2,311,081	1,500,868	---	1,500,868
Capital outlays	175,292	(175,292)	---	70,919	---	70,919
Utilities	168,881	---	168,881	156,626		156,626
Event related expenses	141,601	---	141,601	71,644	---	71,644
Repairs and maintenance	62,226	---	62,226	133,175	---	133,175
Lease expenditure	134,016	(134,016)	---	2,238,158	(2,238,158)	---
Advertising and marketing	50,408	---	50,408	48,134	---	48,134
Supplies	37,646	---	37,646	47,640	---	47,640
Professional fees	34,200	---	34,200	25,050	---	25,050
Rent	21,900	---	21,900	7,350	---	7,350
Printing	20,492	---	20,492	14,939	---	14,939
Miscellaneous	18,744	---	18,744	8,518	---	8,518
Insurance	9,783	---	9,783	6,264	---	6,264
Subscriptions	3,812	---	3,812	3,054	---	3,054
Amortization expense	---	175,861	175,861	---	149,211	149,211
Interest expense on lease	---	96,346	96,346	---	89,497	89,497
Depreciation	---	19,105	19,105	---	---	---
Debt Service						
Interest	96,346	(96,346)	---	89,497	(89,497)	---
Principal	115,454	(115,454)	---	90,503	(90,503)	---
Total expenditures/expenses	3,401,882	(229,796)	3,172,086	4,512,339	(2,179,450)	2,332,889
Excess (deficiency) of revenues over (under) expenditures/expenses	(139,689)			208,314		
Change in net position		95,780	(43,909)		(58,708)	149,606
Fund balance/net position:						
Beginning of year	208,314	(58,708)	149,606	---	---	---
End of year	$ 68,625	$ 37,072	$ 105,697	$ 208,314	$(58,708)	$ 149,606

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School Staff Responsibilities

Employee Category	Employee Title/Task	Number of Employees	Job Responsibilities
Executive	Chief Executive Officer	1	Oversees the establishment of the curriculum, co-curricular activities, and extra-curricular activities. Work with the Principal in matters that enhance academic performance of students and ensures all activities are in line with the vision and mission of the school.
	Chief Finance Officer	1	Oversees the school's financial and human resource operations to ensure fiscal responsibility, compliance, and organizational efficiency. Manages budgeting, accounting, payroll, and benefits while aligning financial and personnel resources with the school's strategic goals.
Admin	Vice Principal	1	Ensures smooth daily operation of the school by overseeing academics, student discipline, and staff support. Maintain a positive and safe learning environment while promoting the school's mission, values, and goals. Serves as a liaison between students, parents, and teachers to foster strong communication and collaboration.
	Principal	1	Ensures smooth daily operation of the school by overseeing academics, student discipline, and staff support. Maintain a positive and safe learning environment while promoting the school's mission, values, and goals. Serves as a liaison between students, parents, and teachers to foster strong communication and collaboration.
	Project Director	1	Responsible for planning, coordinating, and executing school-wide activities, signature events, and emergency protocols. Works collaboratively with faculty, the SBA, and NJHS to lead student-led projects and initiatives. Communicates with and organizes press releases and media events. Promotes student engagement, reinforces school culture, and cultivates strong community partnerships.
	Program Director	1	Oversees the implementation of the school's academic programs to ensure they align with the school's mission and goals. Supports recruitment efforts by identifying, selecting, and onboarding qualified educators and program staff to strengthen the school's instructional team.
Staff	Accounting Manager	1	Responsible for financial reporting and audits. Develops and implements policies and procedures to streamline practices and increase efficiency.
	Admin Assistant	2	Process applications of incoming students from the time of the first inquiry. Serves as school registrar. Maintain student records. File information necessary for the school and other material as requested by the Principal. Directs and assists incoming visitors.
	Procurement	2	Responsible for coordinating the procurement of goods, equipment, supplies, and services to support school operations and academic programs. Ensures compliance with applicable local and federal procurement regulations while managing vendor communications, purchasing documentation, and order processing.
	Maintenance	4	Responsible for maintaining a safe, clean, and functional school environment through routine maintenance, repairs, and upkeep of school facilities and grounds. Supports daily school operations by promoting facility safety, cleanliness, and compliance with health and safety standards.
	Teacher Assistant	14	Provides support to faculty, staff and students to ensure smooth daily operations. Responsible for carrying out lesson plans in the absence of a teacher.
Faculty	Teacher	31	Create and maintain an atmosphere conducive to learning. Facilitate classes as assigned using PBL curriculum and other supplementary materials. Keep accurate records of both grades and attendance of students. Collaborate with parents to reinforce learning.

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GOALS AND FUTURE OUTLOOK



Academics

Strengthen consistent implementation of the ESLRs, Project-Based Learning, and documentation of student learning while preparing for WASC accreditation activities.



Martial Arts

Continue elevating our Martial Arts Program by further expanding competitive opportunities and showcasing student proficiency at local, national, and international levels. Launch our inaugural Phoenix Showdown, a schoolwide tournament with students competing in divisions based on age, gender, weight, and experience. Host our first MCS Mixed Martial Arts event. Strengthen Competition Team to represent Mount Carmel School in international and U.S. tournaments.



Music

Continue elevating our Music Program by expanding off-campus performance and competition opportunities for our Phoenix Stage Band. Invest in state-of-the-art instruments, sound systems, and performance equipment for our Music Academy and Phoenix Hall to enhance instruction and live performances. Through these initiatives, we strive to build student confidence and showcase Mount Carmel's musical talent in the community.



CHamoru

Strive for GOLD at the University of Guam CHamoru Language Competition through rigorous preparation and practice. Strengthen conversational fluency so CHamoru is spoken naturally among students and teachers throughout the school day. Continue showcasing our language and culture through the Kantan CHamorrita Concert. Invite CHamoru cultural mentors to share traditional skills, stories, and knowledge, fostering a deeper connection to our island's heritage.

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GOALS AND FUTURE OUTLOOK

Industrial Arts

Successfully implement the Industrial Arts program covering manufacturing, robotics, additive manufacturing, welding, and CNC programming. Launch MEERA I in the first year for all students followed by MEERA II and MEERA III for all middle school students. The program will provide students with practical skills, encourage innovation, and introduce career pathways in emerging industries.



Community Service

Expand service opportunities through the Student Body Association (SBA) and National Junior Honor Society (NJHS). Planned initiatives include participation in KUAM CareForce Giving Tuesday, food pantry canned food drives, adopting and maintaining a community bus stop, and preparing care packages for foster children and elderly residents at St. Dominic's. Students will collaborate with KUAM's Spark Ambassadors, Be Heartfelt, Ayuda Foundation, and Alee Shelter.



Faculty Development

Continue investing in faculty development through training in Project-Based Learning, classroom management, technology integration, Social-Emotional Learning (SEL), and student mental health awareness. Provide CPR and First Aid certification to foster safe, supportive learning environments that promote student success.



Facilities

Continue enhancing campus facilities, classrooms, and specialized learning spaces to provide a safe, modern, and engaging educational environment. Prioritize campus infrastructure to support expanding programs and enrich the overall student experience.



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Financial Highlights
Mount Carmel Academy Charter School Financial Audit
Fiscal Year 2025

March 4, 2026

The Mount Carmel Academy Charter School (MCS) is a component unit of the Government of Guam (GovGuam) as the only converted private catholic school to an academy charter school by the GovGuam General Fund. Enrollment for School Year (SY) 2024-2025 ranged between 500 and 529 students, which is within the authorized limit of 550 students. MCS received an unmodified opinion in its Fiscal Year (FY) 2025 ended September 30, 2025 financial statements and report on compliance from independent auditors Ernst & Young LLP (EY). EY did not identify any deficiencies in internal control that they considered to be material weaknesses.

Current assets include cash, accounts receivable, and prepaid expenses. At the end of FY 2025, cash stood at $265 thousand (K), accounts receivable totaled $82K, and prepaid expenses were $6K. Accounts payable and accrued expenses came to $285K, covering unpaid bills for utilities, materials, rent, and other approved costs at year-end. Overall, MCS closed FY 2025 with a total net position of $106K.

Revenues and Expenditures

For FY 2025, MCS received and reported a total of $2.9 million (M) in non-contribution related revenues from GovGuam, which is a $601K increase (or 26%), compared to its FY 2024 total of $2.3M. Salaries and wages account for their largest expense year over year with a total of $2.3M in FY 2025, an increase of $810K (or 54%), in comparison to its FY 2024 total of $1.5M. Upon MCS' conversion to a charter school, enrollment increased and MCS required additional faculty and staff to serve its students. Due to MCS' educational mandates, they raised and maintained compensation levels across the board.

Report on Internal Control and Management Letter

For FY 2025, EY did not identify any deficiencies in internal control that they considered to be material weaknesses in the Report on Internal Control Over Financial Reporting and On Compliance. A separate management letter included one other matter that was brought to MCS management's attention regarding GASB Statement No. 87, Leases.

GASB Statement No. 87 Leases

EY found that MCS initially overlooked evaluating two lease agreements under GASB Statement No. 87, Leases. As of September 30, 2025, these leases should have been recorded with a lease asset of $107K and a lease liability of $108K. MCS management was aware that the lease agreements were within the scope of GASB Statement No. 87, Leases. Therefore, EY recommended that MCS management develop an implementation plan to evaluate the impact and develop processes for any new GASB Statements in order to ensure its proper adoption.

For more details, refer to MCS' FY 2025 Financial Statements, Report on Internal Control Over Financial Reporting and On Compliance, Report on Internal Control Over Financial Reporting, Management Letter, and Auditor's Communication With Those Charged With Governance at www.opaguam.org and www.mtcarmelguam.com.

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The Auditor's Communication With Those Charged With Governance

Mount Carmel Academy Charter School

(A Non-Profit Organization)

Year ended September 30, 2025



Shape the future with confidence

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Shape the future with confidence

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February 27, 2026

Board of Trustees
Mount Carmel Academy Charter School

We have performed an audit of the financial statements of Mount Carmel Academy Charter School (the Academy), as of and for the year ended September 30, 2025, in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and have issued our report thereon dated February 27, 2026.

This report summarizes our communications with those charged with governance as required by our professional standards to assist you in fulfilling your obligation to oversee the financial reporting and disclosure process.

REQUIRED COMMUNICATIONS

Professional standards require the auditor to provide the Board of Trustees with additional information regarding the scope and results of the audit that may assist the Board (or those charged with governance) in overseeing the financial reporting and disclosure processes which the management of the Academy is responsible. We summarize these required communications as follows:

Overview of the planned scope and timing of the audit

Our audit scope and timing is consistent with the plan communicated in our engagement letter dated March 4, 2025 and at our audit planning meeting with management.

Auditors' Responsibilities under Auditing Standards Generally Accepted in the United States (US GAAS) and Generally Accepted Government Auditing Standards (GAGAS)

The financial statements and required supplementary information are the responsibility of the Academy's management as prepared with the oversight of those charged with governance. Our audit was designed in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States, to obtain reasonable, rather than absolute, assurance that the financial statements are free of material misstatement.

An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, we express no such opinion.

A member firm of Ernst & Young Global Limited

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An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation.

Our responsibilities are included in our audit engagement letter.

Changes to the audit strategy, timing of the audit and significant risks identified

Our audit strategy is consistent with the plan communicated during the October 2025 meeting.

Matters relevant to our evaluation of the entity's ability to continue as a going concern

We did not identify any events or conditions that led us to believe there was substantial doubt about the Academy's ability to continue as a going concern.

Our views about the qualitative aspects of the entity's significant accounting practices, including:

- **Accounting policies**
- **Accounting estimates**

Management has not selected or changed any significant policies or changed the application of those policies in the current year.

We have provided a discussion of significant accounting policies and our views regarding significant accounting estimates and financial statement disclosures and related matters in Note 1 of the basic financial statements.

We determined that those charged with governance are informed about management's process for formulating particularly sensitive estimates and about the basis to our conclusions regarding the reasonableness of those estimates.

Related party relationships and transactions

We noted no significant matters regarding the Academy's relationships and transactions with related parties to the financial statements.

Changes to the terms of the audit with no reasonable justification for the change

None.

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Significant unusual transactions

We are not aware of any significant unusual transactions executed by the Academy.

Difficult or contentious matters subject to consultation outside of the audit team

There were no difficult or contentious matters that required consultation outside of the audit team.

Material corrected misstatements related to accounts and disclosures

Refer to the "Management Representations Letter" in Appendix A.

Uncorrected misstatements related to accounts and disclosures, considered by management to be immaterial

None.

Significant deficiencies and material weaknesses in internal control over financial reporting

No material weaknesses have been identified.

Fraud and noncompliance with laws and regulations (illegal acts)

We are not aware of any matters that require communication.

Obtain information relevant to the audit

Inquiries regarding matters relevant to the audit were performed during the October 2025 meeting and at the update status meetings during the audit.

Independence matters

We are not aware of any matters that in our professional judgment would impair our independence.

New accounting pronouncements

No issues have been identified with regard to management's planned application of new accounting pronouncements.

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Significant issues discussed with management in connection with the auditor's initial appointment or recurring retention

We are not aware of any matters that require communication.

Disagreements with management and significant difficulties encountered in dealing with management when performing the audit

There were no difficulties encountered in dealing with management in performing the audit.

Management's consultations with other accountants

We are not aware of any consultations made by management with other accountants or specialists.

Other material written communications with management

None.

Other matters

There are no other matters arising from the audit that are significant and relevant to those charged with governance regarding the oversight of the financial reporting process.

AICPA ethics ruling regarding third-party service providers

There are no significant matters arising from the audit that required us to subcontract portions of the Audit Services to other EY firms and that required participation of personnel from an affiliate of EY or another EY firm or any of their respective affiliates, of from independent third-party service providers.

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Board of Trustees
Mount Carmel Academy Charter School

February 27, 2026

Representations we are requesting from management

We have obtained from management a representations letter related to the audit and a copy of the management representations letter is included in Appendix A.

Engagement team's involvement with preparation of the financial statements

Under GAS 2018 Revision, Chapter 3 General Standards, Paragraph 3.87-3.90 Requirements for Performing Non-audit Services explains that the audit team should make consideration of management's ability to effectively oversee the non-audit (or non-attest) services to be performed. The engagement team should determine that the audited entity has designated an individual who possesses suitable skill, knowledge or experience and that the individual understands the services to be performed sufficiently to oversee them. The engagement team should document consideration of management's ability to oversee non-audit services to be performed.

The engagement team believes that this significant threat is reduced to an acceptable level upon application of the following safeguards:

- An engagement quality control review was performed by a qualified Ernst & Young Partner who was not otherwise involved in the audit.
- The preparation of the financial statements is based on the Academy's trial balance with our understanding that the Academy's underlying books and records are maintained by the Academy's accounting department and that the final trial balance prepared by the Academy is complete.
- All adjusting journal entries that Ernst & Young posted to the trial balance have been approved by management of the Academy.
- The Academy's Accounting Manager has the skill sets to oversee and review the completeness and accuracy of the financial statements and footnote disclosures.

****

This communication is intended solely for the information and use of the Board of Trustees and management and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

Ernst & Young LLP

Doc. No. 38GL-26-3143.*

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Board of Trustees
Mount Carmel Academy Charter School

February 27, 2026

Appendix

A – Management Representations Letter

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.

The Mount Carmel Alumni & Endowment Foundation
and
MT CARMEL ACADEMY CHARTER SCHOOL
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Tel: (671) 565-5128 · Fax: (671) 565-3539

February 27, 2026

231 Ypao Road
Suite 201 Ernst & Young Building
Tamuning Guam 96913

In connection with your audits of the basic financial statements of Mount Carmel Academy Charter School (the Academy) as of September 30, 2025 and 2024 and for the years then ended, we recognize that obtaining representations from us concerning the information contained in this letter is a significant procedure in enabling you to form an opinion whether the financial statements present fairly, in all material respects, the respective financial position of the governmental activities and General Fund of the Academy and the respective changes in financial position, where applicable, thereof and the respective budgetary comparison for the General Fund in accordance with accounting principles generally accepted in the United States of America (US GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

Accordingly, we make the following representations, which are true to the best of our knowledge and belief:

Management's responsibilities

We have fulfilled our responsibilities, as set forth in the terms of the audit engagement agreement dated March 4, 2025 for the preparation and fair presentation of the financial statements in accordance with US GAAP.

In preparing the basic financial statements, we evaluated 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 one year after the basic financial statement date.

We acknowledge our responsibility for the design, implementation and maintenance of internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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We have provided you with:

- Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements such as records, documentation and other matters. This responsibility includes identifying the use of new technologies or techniques in preparing such information (e.g., the use of generative artificial intelligence), and additional details you may require regarding the use of any such technologies and techniques in order to perform your audit procedures.

- Additional information that you have requested from us for the purpose of the audit.

- Unrestricted access to persons within the Academy from whom you determined it necessary to obtain evidence.

We have no plans or intentions that may materially affect the carrying value or classification of assets and liabilities.

There are no material transactions that have not been properly recorded in the accounting records underlying the financial statements.

From August 22, 2025 through the date of this letter we have disclosed to you, to the extent that we are aware, any (1) unauthorized access to our information technology systems that either occurred or is reasonably likely to have occurred, including of reports submitted to us by third parties (including regulatory agencies, law enforcement agencies and security consultants), to the extent that such unauthorized access to our information technology systems is reasonably likely to have a material effect on the financial statements of any opinion unit that comprises the basic financial statements, in each case or in the aggregate, and (2) ransomware attacks when we paid or are contemplating paying a ransom, regardless of the amount.

Corrected misstatements

We are in agreement with the audit adjustments you have proposed (Appendix A) and have been posted the adjusting journal entries to the Academy's books.

Uncorrected misstatements

There are no uncorrected misstatements (including the effects of correcting or reversing prior period uncorrected misstatements), or uncorrected misstatements in disclosures relating to the current period financial statements.

Doc. No. 38GL-26-3143.*

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Internal control

We have communicated to you all significant deficiencies and material weaknesses in the design or operation of internal control over financial reporting.

Minutes, contracts and internal audit reports

There are no meetings of the Board of Trustees from October 1, 2024 to February 27, 2026.

We also have made available to you all significant agreements and contracts, including amendments, and have communicated to you all significant oral agreements. We have complied with all aspects of contractual agreements that have a material effect on the financial statements.

We also have made available to you all internal audit reports (or reports from similar functions) that were issued to management during the year that address internal control over financial reporting.

Methods, significant assumptions, and data used in making accounting estimates

The appropriateness of the methods, the consistency in application, the accuracy and completeness of data, and the reasonableness of significant assumptions used by us in developing accounting estimates and related disclosures, including fair value measurements, are reasonable and supportable.

Ownership and pledging of assets

Except for assets accounted for in accordance with GASB Statements No. 87, 94 and 96—as amended, for which we were provided a right-to-use another entity's nonfinancial asset (the underlying asset), the Academy has satisfactory title to all assets appearing in the statements of net position. No security agreements have been executed under the provisions of the Uniform Commercial Code, and there are no liens or encumbrances on assets, nor has any asset been pledged. All assets to which the Academy has satisfactory title appear in the statements of net position.

Receivables and revenues

Adequate provision has been made for any receivable as of the statement of net position dates that may not be collectible, including any losses, costs and expenses that may be incurred related to the collection of those receivables.

Revenues and other governmental fund financial resources are recognized in the period in which they became both measurable and available to finance expenditures of the fiscal period.

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Leases

We have identified and accounted for all contracts that meet the criteria to be accounted for as a lease under GASB Statement No. 87—as amended. We have appropriately considered any modifications, termination or purchase options in the contract.

To measure the lease liability, we used the rate the lessor charges to us or the rate implicit in the lease. When the interest rate could not be readily determined, we then estimated our incremental borrowing rate (IBR). We believe our IBR is a reasonable estimate and represents an estimate of the interest rate that would be charged for borrowing the lease payment amounts during the lease term.

Long-lived assets to be held and used, including amortizable intangible assets

No events or changes in circumstances have occurred that indicate the carrying amounts of long-lived assets (asset groups) to be held and used, including intangible assets that are subject to amortization, may not be recoverable.

Related party relationships and transactions

We have made available to you the names of all related parties and all relationships and transactions with related parties.

The substance of transactions with related parties as defined in GASB Statement No. 56—as amended, has been considered and appropriate adjustments or disclosures are made in the basic financial statements, and information concerning these transactions and amounts have been made available to you.

Side agreements and other arrangements

There have been no side agreements or other arrangements (either written or oral) that have not been disclosed to you.

Arrangements with financial institutions

Arrangements with financial institutions involving compensating balances or other arrangements involving restrictions on cash balances and line-of-credit or similar arrangements have been properly recorded or disclosed in the financial statements.

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Events of default under debt agreements

No events of default have occurred with respect to any of the Academy's debt agreements.

Effects of adopting new accounting standards

We have not completed the process of evaluating the effects that will result from adopting the amendments to the codification provided in the following Governmental Accounting Standards Board (GASB) Statements as discussed in Note 2:

- GASB Statement No. 103
- GASB Statement No. 104

The Academy is therefore unable to disclose the effects that adopting the amendments in the aforementioned GASB Statements will have on its financial position and the changes in its financial position when such statements are adopted.

Oral or written guarantees

There are no oral or written guarantees including guarantees of the debt of others.

Required supplementary information

We acknowledge our responsibility for the required supplementary information on management's discussion and analysis and budgetary comparison information for the general fund, which have been measured and presented in conformity with the guidelines established by the Governmental Accounting Standards Board in its applicable GASB Statement.

There are no significant assumptions or interpretations underlying the measurement or presentation of the information.

Purchase commitments

As of September 30, 2025 and 2024, the Academy had no purchase commitments for inventories in excess of normal requirements or at prices that were in excess of market at those dates.

There were no agreements or commitments to repurchase assets previously sold. There were no material commitments outstanding at September 30, 2025 and 2024 as a result of being a party to futures or forwards contracts, short sales or hedge transactions.

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Non-compliance with laws and regulations, including fraud

We acknowledge that we are responsible to determine that the Academy's business activities are conducted in accordance with laws and regulations and that we are responsible for identifying and addressing any non-compliance with applicable laws or regulations, including fraud.

We acknowledge our responsibility for the design, implementation and maintenance of internal controls to prevent and detect fraud.

We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.

We have disclosed to you all known actual or suspected noncompliance with laws and regulations whose effects should be considered when preparing the financial statements.

We have no knowledge of any fraud or suspected fraud involving management or other employees who have a significant role in the Academy's internal control over financial reporting. In addition, we have no knowledge of any fraud or suspected fraud involving other employees where the fraud could have a material effect on the financial statements. We have no knowledge of any allegations of financial improprieties, including fraud or suspected fraud, (regardless of the source or form and including without limitation, any allegations by "whistleblowers") which could result in a misstatement of the financial statements or otherwise affect the financial reporting of the Academy.

Independence

We have communicated to you the names of the Academy's affiliates, as described in the AICPA Code of Professional Conduct ET section 1.224.020 *State and Local Government Client Affiliates*, officers and directors, or individuals who serve in such capacity for the Academy.

We are not aware of any business relationship between the Academy and Ernst & Young LLP or any other member firm of the global Ernst & Young organization (any of which, an "EY Firm"), other than one pursuant to which an EY Firm performs professional services.

We are not aware of any reason that Ernst & Young LLP would not be independent for purposes of the Academy's audits.

Conflicts of interest

There are no instances where any officer or employee of the Academy has an interest in a company with which the Academy does business that would be considered a "conflict of interest." Such an interest would be contrary to Academy policy.

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Other representation

- We have identified and disclosed to you, all provisions of laws and regulations that could have a direct and material effect on financial statement amounts, including legal and contractual provisions for reporting specific activities in separate funds. We have identified and disclosed to you, all instances of identified or suspected noncompliance with laws, regulations, and provisions of contracts and grant agreements where the noncompliance could have a direct and material effect on the basic financial statements.
- We have followed all applicable laws and regulations in adopting, approving and amending budgets, tax or debt limits and covenants and secondary market disclosures, deposits and investments, including collateral requirements on depository accounts and investments and tax levies and refunds.
- The basic financial statements properly classify all funds and activities in accordance with GASB Statement No. 54—as amended.
- All funds that meet the quantitative criteria in GASB Statement No. 34, as amended and GASB Statement No. 37, for presentation as major are identified and presented as such and all other funds that are presented as major are particularly important to financial statement users.
- Components of net position (net investment in capital assets; restricted; and unrestricted), and classifications of fund balance (nonspendable fund balance, and restricted, committed, assigned, and unassigned) are properly classified and, if applicable, approved.
- Provisions for uncollectible receivables have been properly identified and recorded.
- Expenses have been appropriately classified in or allocated to functions and programs in the statements of activities, and allocations have been made on a reasonable basis.
- Revenues are appropriately classified in the statement of activities within program revenues, general revenues, contributions to term or permanent endowments or contributions to permanent fund principal.
- Risk disclosures associated with deposits and investment securities and derivatives transactions are presented in accordance with GASB requirements.
- Capital assets, including infrastructure and intangible assets, are properly capitalized, reported and, if applicable, depreciated.
- Our policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available is appropriately disclosed and net position was properly recognized under the policy.
- We are following either our established accounting policy regarding which resources (that is, restricted, committed, assigned, or unassigned) are considered to be spent first for expenditures for which more

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than one resource classification is available or are following paragraph 18 of GASB Statement No. 54 to determine the fund balance classifications for financial reporting purposes.

- Subsequent events have been evaluated and classified as recognized or nonrecognized through the date of this letter.

Subsequent events

Subsequent to September 30, 2025, no events or transactions have occurred or are pending that would have a material effect on the basic financial statements at that date or for the period then ended, or that are of such significance in relation to the Academy's affairs to require mention in a note to the basic financial statements in order to make them not misleading regarding the financial position, and changes in financial position the Academy. Please refer to Appendix B.

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****

We understand that your audits were conducted in accordance with auditing standards generally accepted in the United States of America as established by the American Institute of Certified Public Accountants and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America and were, therefore, designed primarily for the purpose of expressing an opinion on the basic financial statements of the Academy and that your tests of the accounting records and other auditing procedures were limited to those that you considered necessary for that purpose.

Very truly yours,

Michael Phillips, Chief Executive Officer

Darleen E.H. Phillips, Chief Financial Officer

Thelma Alfonso, Accounting Manager

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Appendices

A - Corrected Misstatements

B - Subsequent Events

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A – Management Representations Letter, continued

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Appendix A - Corrected Misstatements

Communication schedule for corrected misstatements

Entity: Mount Carmel Academy Charter School | Period ended: 30-Sep-2025 | Currency: USD

Corrected misstatements			Analysis of misstatements Debit/(Credit)							
No.	W/P ref.	Account	Assets Current	Assets Non-current	Liabilities Current	Liabilities Non-current	Equity components	Effect on the current period OCI	Income statement effect of the current period	
		(misstatements are recorded as journal entries with a description)	Debit/(Credit)	Debit/(Credit)	Debit/(Credit)	Debit/(Credit)	Debit/(Credit)	Debit/(Credit)	Debit/(Credit)	Non taxable
AJE 1	LRE.0(	To record the initial recognition of the MEC lease agreement								
		Lease asset, net		68,393						
		Amortization expense							9,394	
		Interest expense on lease							578	
		Due after one year				9,224				
		Due after one year				(56,363)				
		Lease asset, net		(9,394)						
		Rent							(9,800)	
AJE 2	LRE.0(	To reclassify the non current portion of the MEC lease agreement								
		Due after one year				27,863				
		Due within one year			(27,863)					
AJE 3	LRE.0(	To record the initial recognition of the CM lease agreement								
		Lease asset, net		77,653						
		Amortization expense							17,256	
		Interest expense on lease							1,802	
		Due after one year				16,569				
		Due after one year				(77,653)				
		Lease asset, net		(17,256)						
		Rent							(18,400)	
AJE 4	LRE.0(	To reclassify the non current portion of the CM lease agreement								
		Due after one year				25,392				
		Due within one year			(25,392)					
Total of corrected misstatements before income tax			0	107,366	(53,255)	(54,939)	0	0	828	
Financial statement amounts			353,578	2,203,289	(435,668)	(2,015,502)	(149,606)		43,909	
Effect of corrected misstatements on F/S amounts			0.0%	4.9%	12.2%	2.7%	0.0%		1.9%	

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Appendix B - Subsequent Events

	Question
1	Are there any subsequent events that occured that may affect the financial statements other than those that are already been communicated?
2	Have there been any business combinations, acquisitions of significant assets, segment disposals, disposals of significant assets or extraordinary, unusual or infrequently occurring transactions, except as disclosed in the financial statements? Have any other significant unusual transactions been entered into?
3	Have any significant contingent liabilities or commitments arisen, except as disclosed in the financial statements?
4	Have any significant changes occurred in trends in sales/revenues or costs that could affect accounting estimates (e.g., valuation of receivables or inventories, realization of deferred charges, provisions for warranties or employee benefits or unearned income)?
5	Have any significant changes occurred, or are pending, in the capital accounts, long term debt, including debt covenants and compliance with them, or working capital, except as disclosed in the financial statements?
6	Have any significant changes occurred in the status of items, including contingent liabilities and commitments that were accounted for on the basis of tentative, preliminary or inconclusive data?
7	Have any significant unusual or non-recurring adjustments been recorded (or are necessary)?
8	Have any communications, written or oral, occurred with regulatory agencies with which the entity files financial statements?
9	Have there been any changes in the entity's related parties?
10	Have any significant new related party transactions occurred?
11	Have any other events occurred, other than those disclosed in response to the previous questions or those reflected or disclosed in the financial statements that could have a material effect on the audited financial statements?
12	Are there any significant new contracts or agreements (including amendment) and written communications with any regulatory agencies that could have an effect on the audited financial statements other than those that are already been provided to EY (if any).
13	Did MCACS provide all of minutes of BOT meeting that were held subsequent to the balance sheet date?
14	Are you aware of any fraud or suspected fraud affecting MCACS involving (1) management, (2) employees who have significant roles in internal control or (3) others, when the fraud could have a material effect on the financial statements?
15	Are you aware of any allegations of financial improprieties, including fraud or suspected fraud (regardless of the source or form and including, without limitation, allegations by "whistle-blowers"), when such allegations could result in a misstatement of the financial statements or otherwise affect the financial reporting of MCACS?
16	Are you aware of any close relationship, or business employment or other relationships that could bear EY independence such as business/financial relationship, litigation with EY, family relationship/employment, loans, cooperative arrangements and others?
17	Are you aware of any cash receipt records for significant or unusually large amounts that may pertain to proceeds of loans, significant sales of productive assets or other unusual items?
18	Are you aware of any cash disbursement records for that may pertain to unusual payments, payments of liabilities not recorded as of the balance sheet date or other unusual items?
19	Are you aware of any significant time lag that may pertain to collections on accounts receivable, credit memoranda issues for sales returns and allowances?
20	Are you aware of any journal entries that would have a material effect on the financial statements as of the balance sheet date?

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Financial Statements and Required Supplementary Information

Mount Carmel Academy Charter School

(A Non-Profit Organization)

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



Shape the future
with confidence

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Mount Carmel Academy Charter School
(A Non-Profit Organization)

Financial Statements

Years ended September 30, 2025 and 2024

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Shape the future with confidence

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Report of Independent Auditors

Board of Trustees
Mount Carmel Academy Charter School

Opinions

We have audited the accompanying financial statements of the governmental activities and the General Fund of Mount Carmel Academy Charter School (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 the "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 activities 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 audit 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.

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.

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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 opinion. 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.

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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 8 and the Budgetary Comparison Schedule – Governmental Funds on page 23 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 February 27, 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

February 27, 2026

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Mount Carmel Academy Charter School
(A Non-Profit Organization)

Management's Discussion and Analysis

Years ended September 30, 2025 and 2024

The following narrative overview and analysis presents information on the financial activities of Mount Carmel Academy Charter School (MCS) for the fiscal years ended September 30, 2025 and 2024. Readers are encouraged to review this information alongside the audited financial report.

A. Financial Highlights

MCS' basic financial statements provide these insights into the results of this fiscal year's operations.

MCS received revenues based on invoiced expenses to the Government of Guam. The amounts ultimately remitted were based on actual enrollment and not authorized students as provided in Public Law 37-125, Chapter II, Part II, Section 3. MCS also continued its annual fundraising efforts to cover costs associated with its Project Based Learning Model for awarding student winners of its signature educational fairs such as its Business Fair, Favorite Author Fair, Science Fair and other academic achievements.

The following narrative lists a few significant events and expenses. MCS acquired Mount Carmel Catholic Schools assets and was the only major capital outlay in its first charter year. MCS continued to operate under prior contracts for photocopying, payroll, and internet/phone services. To accommodate our growing population, MCS leased space in Agat to store files, equipment, materials and other necessary items for MCS' seasonal events. In addition, MCS was able to procure mats for its Mixed Martial Arts Dojos and a few musical instruments as it begin to upgrade these areas of MCS' curriculum.

- MCS' net position at the close of fiscal year is $105,697.
- Enrollment for School Year 2024-2025 ranged between 500 and 529 students which is within the authorized limit of 550 students set forth in Public Law P.L. 37-125, Chapter II, Part II, Section 3.

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.

B. Overview of the Financial Statements

This analysis introduces MCS' basic financial statements. MCS' basic financial statements are comprised of three components: (1) government-wide financial statements ; (2) general fund financial statements ; and (3) notes to the basic financial statements.

1. Government-Wide Financial Statements

The government-wide financial statements present a broad overview of MCS' finances, using a format comparable to that of a private sector business.

The Statement of Net Position shows MCS' net position—total assets minus total liabilities—which helps assess its financial health.

The Statement of Activities shows how MCS' net position changed over the year, including all revenue and expenses, regardless of cash flow timing.

2. General Fund Financial Statements

MCS' continues to provide quality education while subsidizing its expenses through its fundraisers.

3. Notes to Financial Statements

The notes accompanying the financial statements furnish supplementary information that is vital for a comprehensive understanding of the information presented in the financial statements.

C. Government-Wide Financial Analysis

Net position reflects a charter school's financial standing over time. For MCS, the net position at fiscal year end is $105,697.

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.

Figure 1 provided a summary of MCS's net position as of September 30, 2025 and 2024:

Statement of Net Position

	2025	2024
Assets:		
Current assets	$ 353,578	$ 306,732
Capital asset, net	2,203,289	2,088,947
Total assets	2,556,867	2,395,679
Liabilities and Net Position:		
Current liabilities	284,953	98,418
Long-term liabilities	2,166,217	2,147,655
Total liabilities	2,451,170	2,246,073
Net Position:		
Net investment in capital assets	37,072	---
Unrestricted	68,625	149,606
Total net position	$ 105,697	$ 149,606

Current assets consist of cash, accounts receivable and prepaid expenses. Cash at the end of FY2025 was $265,121. Accounts receivable was $82,337. Prepaid expense was $6,120. Accounts payable and accrued expenses totaled $284,953 which include unpaid utilities, materials, rent and other authorized expenses at the end of FY2025. MCS finished FY2025 with a total of net position of $105,697

The Charter School Council ("Council") approved MCS' application for 550 students in SY 2024-2025. P.L. 37-125 provided funding to MCS in the School Year 2024-2025, in the amount of $3.12M which is calculated by multiplying Seven Thousand Eight Hundred ($7,800) per student by four hundred (400) students. Also, P.L. 37-124 provided additional funding to MCS in the amount of $187,500 for additional one hundred fifty (150) students. The staffing pattern provided allows MCS to educate and service 550 students.

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Management's Discussion and Analysis, continued

Figure 2 provides a summary and analysis of MCS's revenues and expenses for the years ended September 30, 2025 and 2024:

Statement of Activities

	2025	2024
Revenues:		
Per pupil allocation	$2,937,916	$2,337,378
Other revenues	190,261	145,117
Total revenues	3,128,177	2,482,495
Expenses:		
Salaries and wages	2,311,081	1,500,868
Amortization expense	175,861	149,211
Utilities	168,881	156,626
Event related expenses	141,601	71,644
Interest expense on lease	96,346	89,497
Repairs and maintenance	62,226	133,175
Advertising and marketing	50,408	48,134
Supplies	37,646	47,640
Professional fees	34,200	25,050
Rent	21,900	7,350
Printing	20,492	14,939
Depreciation	19,105	---
Insurance	9,783	6,264
Subscriptions	3,812	3,054
Capital outlays	---	70,919
Miscellaneous	18,744	8,518
Total expenses	3,172,086	2,332,889
Change in net position	(43,909)	149,606
Net position, beginning of year	149,606	---
Net position, end of year	**$ 105,697**	**$ 149,606**

MCS has always hired highly qualified teachers who have both experience and degrees in various fields. The student population at MCS approached roughly 529 students during the School Year 2024 - 2025. The school plans on increasing the number of enrolled students to as much 550 in the coming school years.

Upon MCS' conversion to a charter school, enrollment increased and MCS required additional faculty and staff to service its students. MCS' educational mandates, MCS raised and maintained compensation levels across the board. Therefore, payroll accounts for one of MCS' largest expense year over year.

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D. General Fund Budget Analysis and Highlights

Financial Analysis of General Fund

Prior to the start of MCS' fiscal year, MCS adopted an annual budget that is submitted to the Guam Academy Charter School Council. The Council, in turn, submits the budget from the charter schools to the Legislature. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with MCS' budget. Please refer to the accompanying Required Supplementary Information for additional information regarding MCS's budget.

E. Capital Asset and Long-term Debt

Capital Asset

MCS' capital asset pertains to right-to-use asset relating to lease. Please refer to Notes 3 and 4 to the accompanying financial statements for additional information regarding MCS' capital asset and lease arrangement.

Long-term Debt

MCS' long-term debt pertains to lease liability. Please refer to Notes 4 and 5 to the accompanying financial statements for additional information regarding MCS' lease liability and long-term obligation.

Requests for Information

This financial report is intended to provide a general overview of MCS' finances and to show accountability for the money MCS receives. If you have questions about this report or need additional information, contact Darleen E.H Phillips or Thelma Alfonso at Mount Carmel School at 32A Calle Marteres St, Agat, Guam 96928 or by telephone at (671) 565-5128.

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Mount Carmel Academy Charter School
(A Non-Profit Organization)

Governmental Funds Balance Sheets/Statements of Net Position

	September 30, 2025			2024		
	General Fund	Adjustments	Statement of Net Position	General Fund	Adjustments	Statement of Net Position
Assets:						
Cash	$ 265,121	$ ---	$ 265,121	$ 158,356	$ ---	$ 158,356
Accounts receivable	82,337	---	82,337	147,614	---	147,614
Prepaid expenses	6,120	---	6,120	762	---	762
Capital assets:						
Lease asset, net	---	2,047,102	2,047,102	---	2,088,947	2,088,947
Depreciable capital assets, net	---	79,200	79,200	---	---	---
Other capital asset	---	76,987	76,987	---	---	---
Total assets	$ 353,578	$ 2,203,289	$ 2,556,867	$ 306,732	$ 2,088,947	$ 2,395,679
Liabilities and Fund Balance/Net Position:						
Accounts payable and accrued expenses	$ 284,953	$ ---	$ 284,953	$ 98,418	$ ---	$ 98,418
Long term liability:						
Due within one year	---	150,715	150,715	---	89,632	89,632
Due after one year	---	2,015,502	2,015,502	---	2,058,023	2,058,023
Total liabilities	284,953	2,166,217	2,451,170	98,418	2,147,655	2,246,073
Fund balance: unassigned	68,625			208,314		
Total liabilities and fund balances	$ 353,578			$ 306,732		
Net position:						
Invested in capital asset		37,072	37,072		---	---
Unrestricted		---	68,625		(58,708)	149,606
Total net position		$ 37,072	$ 105,697		$(58,708)	$ 149,606

See accompanying notes.

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Mount Carmel Academy Charter School
(A Non-Profit Organization)

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

	Year ended September 30, 2025			Year ended September 30, 2024		
	General Fund	Adjustments	Statement of Activities	General Fund	Adjustments	Statement o Activities
Revenues:						
Per pupil allocation	$ 2,937,916	$ ---	$ 2,937,916	$ 2,337,378	$ ---	$ 2,337,378
Other	190,261	---	190,261	145,117	---	145,117
Other financing resources	134,016	(134,016)	---	2,238,158	(2,238,158)	---
Total revenues	3,262,193	(134,016)	3,128,177	4,720,653	(2,238,158)	2,482,495
Expenditures/expenses:						
Salaries and wages	2,311,081	---	2,311,081	1,500,868	---	1,500,868
Capital outlays	175,292	(175,292)	---	70,919	---	70,919
Utilities	168,881	---	168,881	156,626		156,626
Event related expenses	141,601	---	141,601	71,644	---	71,644
Repairs and maintenance	62,226	---	62,226	133,175	---	133,175
Lease expenditure	134,016	(134,016)	---	2,238,158	(2,238,158)	---
Advertising and marketing	50,408	---	50,408	48,134	---	48,134
Supplies	37,646	---	37,646	47,640	---	47,640
Professional fees	34,200	---	34,200	25,050	---	25,050
Rent	21,900	---	21,900	7,350	---	7,350
Printing	20,492	---	20,492	14,939	---	14,939
Miscellaneous	18,744	---	18,744	8,518	---	8,518
Insurance	9,783	---	9,783	6,264	---	6,264
Subscriptions	3,812	---	3,812	3,054	---	3,054
Amortization expense	---	175,861	175,861	---	149,211	149,211
Interest expense on lease	---	96,346	96,346	---	89,497	89,497
Depreciation	---	19,105	19,105	---	---	---
Debt Service						
Interest	96,346	(96,346)	---	89,497	(89,497)	---
Principal	115,454	(115,454)	---	90,503	(90,503)	---
Total expenditures/expenses	3,401,882	(229,796)	3,172,086	4,512,339	(2,179,450)	2,332,889
Excess (deficiency) of revenues over (under) expenditures/expenses	(139,689)			208,314		
Change in net position		95,780	(43,909)		(58,708)	149,606
Fund balance/net position:						
Beginning of year	208,314	(58,708)	149,606	---	---	---
End of year	$ 68,625	$ 37,072	$ 105,697	$ 208,314	$(58,708)	$ 149,606

See accompanying notes.

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Mount Carmel Academy Charter School
(A Non-Profit Organization)

Notes to Financial Statements

Years ended September 30, 2025 and 2024

1. Organization

Mount Carmel Academy Charter School (the "Academy"), a component unit of the Government of Guam, is governed by 17 GCA Chapter 12 (as amended) as Guam's only converted private catholic school to an academy charter school funded by the Government of Guam General Fund.

The Academy, as a non-profit corporation, is established for the purpose of operating an academy charter school which operates independently from the Guam Public School System for the purposes specifically set forth in 17 GCA §12102.

The Academy is governed by the Mount Carmel Alumni & Endowment Foundation Board of Trustees. The Board of Trustees consists of not less than five (5) members and not more than nine (9) members. At least one (1) member must be a parent or guardian of a student attending the Academy and at least one (1) member must be from the general public with an accounting or finance background. The principal is a non-voting member.

The Charter School Council approved the Academy's charter for a six (6) year period, unless revoked as authorized in 17 GCA § 12114. The Academy's charter may be renewed an unlimited number of times, each time for a six (6) year period and is due for renewal in September 2029. Under the charter agreement, the Council will review the Academy once every six years, beginning on the date on which the charter is granted or renewed, to determine whether the charter should be revoked for material violations of laws and the terms of its agreement or if the Academy fails to meet the goals and student academic achievement expectations.

2. Summary of Significant Accounting Policies

The Academy is subject to independent oversight by Guam Academy Charter School Council (the Council). The Council is tasked with monitoring the Academy'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.

The Academy's basic financial statements consist of government-wide statements, including a statement of net position and a statement of activities, and fund financial statements which provide a more detailed level of information.

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.

2. Summary of Significant Accounting Policies, continued

Government-wide Financial Statements

The Statement of Net Position presents 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 consists of right-to-use assets, net of accumulated amortization, depreciable capital assets, net of accumulated depreciation and other 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 Statement of Activities presents 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.

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.

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2. Summary of Significant Accounting Policies, continued

Fund Financial Statements, continued

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:

	2025	2024
Fund balance - governmental funds	$ 68,625	$ 208,314
Add:		
Right-to-use assets, net	2,047,102	2,088,947
Depreciable capital assets, net	79,200	---
Other	76,987	---
Less:		
Lease liability – current	(150,715)	(89,632)
Lease liability – non current	(2,015,502)	(2,058,023)
Net position - governmental activities	$ 105,697	$ 149,606

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:

	2025	2024
Net change in fund balances – governmental funds	$(139,689)	$ 208,314
Capital outlays are reported as expenditures in governmental funds. However, in the statement of activities, the cost of capital assets is allocated over their estimated useful lives as depreciation expense. These amounts consist of:		
Capital outlays, net	175,292	---
Depreciation expense	(19,105)	---

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2. Summary of Significant Accounting Policies, continued

Fund Financial Statements, continued

	2025	2024
In the governmental funds, lease asset addition is reported as expenditure and other financing resource while principal and interest portions are reported as lease services when the lease payments are due. However, in the statement of activities, lease payments reduces the lease liability by the principal portion and lease asset is amortized over lease term. These amounts consist of:		
Lease expenditure	134,016	2,238,158
Other financing resources	(134,016)	(2,238,158)
Lease principal payments	115,454	90,503
Lease amortization	(175,861)	(149,211)
Change in net position of governmental activities	$(43,909)	$ 149,606

Measurement Focus/Government-wide and Fund Financial Statements

The government-wide financial statements are prepared using a flow of economic resources measurement focus. The government-wide financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the Academy gives (or receives) value without directly receiving (or giving) equal value in exchange, include grants and donations. Revenue from grants and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

The governmental fund financial statements of the Academy are accounted for using a flow of current financial resources measurement focus. The statement of governmental fund revenues, expenditures and changes in fund balance reports on the sources (i.e., revenues and other financing sources) and uses (i.e., expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared.

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.

2. Summary of Significant Accounting Policies, continued

Measurement Focus/Government-wide and Fund Financial Statements, continued

The modified accrual basis of accounting is used by governmental funds. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (i.e., when they become both measurable and available). "Measurable" means that the amount of the transaction can be determined and "available" means that the amount of the transaction is collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. A one-year availability period is used for revenue recognition for all governmental fund type revenues. Expenditures are recorded when the related fund liability is incurred.

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

Pursuant to the Guam Academy Charter Schools Act of 2009, the Board of Trustees adopts an annual budget. The annual budget must be submitted to the Council every fiscal year. The Council must submit the budget to the Guam Legislature. Following the appropriation of GDOE's operating budget for the fiscal year, the amount approved by the Guam Legislature for the operation of the Academy shall be available for expenditure by the Academy's Board of Trustees.

Cash

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 sheet/statement of net position, cash consists of cash balance deposited in bank. As of September 30, 2025 and 2024, the carrying amount of cash was $265,121 and $158,356, respectively, and the corresponding bank balance was $282,949 and $164,576, respectively. The bank balance is maintained in a financial institution subject to Federal Deposit Insurance Corporation (FDIC) insurance.

As of September 30, 2025 and 2024, bank deposits in the amount of $250,000 and $164,576, respectively are FDIC insured. The Academy does not require collateralization of its cash deposits; therefore, deposit levels in excess of FDIC insurance coverage are uncollateralized.

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2. Summary of Significant Accounting Policies, continued

Receivables

Accounts receivable primarily represents due from the Government of Guam 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 $82,337 and $147,614, respectively.

Lease

The Academy is a party as lessee for long-term land lease and lease of storage/ office space. The Academy determines if an arrangement is a lease or contains a lease at inception of a contract. A contract is determined to be or contain a lease if the contract conveys the right to control the use of identified property, land, or equipment in exchange for consideration. Lease results in the recognition of right-to-use lease asset and lease liabilities on the statement of net position. Lease asset represents the right to use an underlying asset for the lease term and lease liabilities represent the obligation to make lease payments arising from the lease, measured on a discounted basis.

Capital Assets

Depreciable capital assets with a cost that equals or exceeds $500 are capitalized. Such assets are carried at cost less accumulated depreciation. Depreciation is calculated using the straight-line method based on the estimated useful lives of the assets. The estimated useful life of all depreciable capital assets is 3 years.

Revenue Recognition

Revenue from per pupil allocations is recognized during the School's operating cycle, which starts in August and ends in June. The Academy 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, utilities and other operating expenses.

Pursuant to Guam Public Law 37-125, the per pupil cost was $7,800 for the fiscal year ended September 30, 2025. Student enrollment is not to exceed 550 students during School Year 2024-2025.

The Academy receives approximately 94% of its annual general fund revenue from the Government of Guam under a 6-year charter agreement. A significant reduction in the level of this support may have an adverse effect on the Academy's operations and activities in the case that the charter is not renewed or is revoked.

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2. Summary of Significant Accounting Policies, continued

Fund Raising and Donations

The Academy participates in various fundraising activities during the year. Revenues received from these fundraising activities are recognized as fundraising income. In addition, the Academy 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

Annual and sick leave is a payroll expense. Regular full-time employees are entitled to five (5) days of sick leave and ten (10) days of personal leave per annum. The benefit period for full-time regular employees begins on the anniversary date of hire. Accrued leave for regular full-time employees carry over from year-to-year up to a maximum of 120 hours. Upon separation, any unused sick leave will not be paid to the regular full-time employee.

Faculty/ teachers receive three (3) personal leave days in addition to the extended student holidays (i. e. Easter/Spring, Thanksgiving and Christmas Breaks). The benefit period for faculty/ teachers is the first day of work in August to September 30th. Accrued leave for faculty/ teachers does not carry over from year-to-year. Any unused leave will not be paid to the faculty/ teacher.

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.

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2. Summary of Significant Accounting Policies, continued

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.

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.

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.

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2. Summary of Significant Accounting Policies, continued

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.

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 primary objective of this Statement is to improve the financial reporting requirements for subsequent events, thereby

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2. Summary of Significant Accounting Policies, continued

Upcoming Accounting Pronouncements, continued

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, 2026.

3. Capital Assets

The following is a summary of the changes in capital assets for the years ended September 30, 2025 and 2024:

	2025			
	October 1, 2024	Additions	Transfers and Deletions	September 30, 2025
Depreciable capital assets:				
Computers	$ ---	$ 33,400	$ ---	$ 33,400
Office furniture	---	37,236	---	37,236
School equipment	---	27,669	---	27,669
	---	98,305	---	98,305
Less accumulated depreciation	---	(19,105)	---	(19,105)
	---	79,200	---	79,200
Lease asset:				
Right-to-use assets	2,238,158	134,016	---	2,372,174
Less accumulated amortization	(149,211)	(175,861)	---	(325,072)
	2,088,947	(41,845)	---	2,047,102
	$2,088,947	$ 37,355	$ ---	$2,126,302

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3. Capital Assets, continued

	2024			
	October 1, 2023	Additions	Transfers and Deletions	September 30, 2024
Lease asset:				
Right-to-use assets	$2,238,158	$ ---	$ ---	$2,238,158
Less accumulated amortization	---	(149,211)	---	(149,211)
	$2,238,158	$(149,211)	$ ---	$2,088,947

4. Lease

The Academy has leases for certain use of lot as a school campus and certain space for storage/ office. The terms of the agreements range from 2 to 15 years generally at fixed monthly payments with no variable payments. The calculated interest rate used was 4.46%.

The following is a summary of principal and interest requirements to maturity for the lease liabilities as of September 30, 2025:

	Principal	Interest	Total
2026	$ 150,715	$ 93,557	$ 244,272
2027	151,544	86,673	238,217
2028	123,547	80,490	204,037
2029	123,619	75,116	198,735
2030	133,304	69,406	202,710
2031 - 2035	831,034	245,034	1,076,068
2036 - 2038	652,454	40,602	693,056
	$2,166,217	$690,878	$2,857,095

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5. Long-Term Obligations

The following is a summary of the changes in long-term obligations for the years ended September 30, 2025 and 2024:

	Balance October 1, 2024	Additions	Reductions	Balance September 30, 2025	Due Within One Year
Lease liabilities	$2,147,655	$134,016	$(115,454)	$2,166,217	$150,715

	Balance October 1, 2023	Additions	Reductions	Balance September 30, 2024	Due Within One Year
Lease liabilities	$2,238,158	$ ---	$(90,503)	$2,147,655	$ 89,632

6. Contingencies

Dependency on Government of Guam

The Academy earns substantially all its non-contribution related revenues (94% for the year ended September 30, 2025) from a per pupil revenue assessment from the Government of Guam. Substantial changes in per pupil reimbursements will have an adverse impact on the Academy's ability to operate due to its funding dependency on the Government of Guam.

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Required Supplementary Information

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Mount Carmel Academy Charter School
(A Non-Profit Organization)

Budgetary Comparison Schedule – Governmental Funds
(Unaudited)

Year ended September 30, 2025

	Budgeted Amounts		Actual	Variance with Final Budget Positive
	Original	Final	Amounts	(Negative)
Revenues:				
Local Government Appropriations	$ 4,290,000	$ 4,290,000	$ 2,937,916	$ 1,352,084
Other	---	---	324,277	(324,277)
Total revenues	4,290,000	4,290,000	3,262,193	1,027,807
Expenditures:				
Personnel Services	2,655,646	2,655,646	2,311,081	344,565
Contractual Services	627,764	627,764	180,921	446,843
Capital Outlay	322,000	322,000	175,292	146,708
Office Space Rental	183,600	183,600	367,716	(184,116)
Utilities	173,000	173,000	168,881	4,119
Equipment	140,000	140,000	---	140,000
Miscellaneous	97,490	97,490	18,744	78,746
Supplies and Materials	85,000	85,000	179,247	(94,247)
Workers' compensation	5,500	5,500	-	5,500
Total expenditures	4,290,000	4,290,000	3,401,882	888,118
Excess of revenues over expenditures	---	---	(139,689)	139,689
Fund balance:				
Beginning of year	---	---	208,314	(208,314)
End of year	$ ---	$ ---	$ 68,625	$(68,625)

Notes to Budgetary Comparison Schedule:

For fiscal year 2025, MCS received 68% of its appropriations. The variance between the appropriated revenue and actual revenue is based on the calculation of the number of actually enrolled students and the submission of expenses for payment to the government of Guam.

Some of the main reasons for the variance in the contractual services was due to the fact that MCS' maintenance staff carried out tasks (A/C cleaning/grounds keeping/custodian services) initially intended to be contract services. MCS continued with its current vendors under the terms of its contracts with the Catholic school and those costs did not increase during FY2025. The variance in office space rental is, due in part, to the annual contractual increases and the lease of two additional office spaces in FY2025. MCS entered into a contract with the Archdiocese of Agana to lease its current facilities for an initial five (5) year contract with two (2) five (5) year options to extend. The variance in personnel services is attributable to intended faculty/staff remained vacant at the end of FY2025. The capital outlay variance is attributable to the actual net book value of assets acquired by the charter school from the catholic school as a result of the conversion.

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Shape the future with confidence

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
Mount Carmel Academy Charter School

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 Mount Carmel Academy Charter School (the Academy), which comprise the statement of financial position as of September 30, 2025, and the related statement of activities for the year then ended, and the related notes (collectively referred to as the "financial statements"), and have issued our report thereon dated February 27, 2026.

Report on Internal Control Over Financial Reporting

In planning and performing our audits 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. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

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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.*

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.

Ernst + Young LLP

February 27, 2026

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Management Letter

Mount Carmel Academy Charter School

(A Non-Profit Organization)

Year ended September 30, 2025



Shape the future
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Shape the future with confidence

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February 27, 2026

Board of Trustees
Mount Carmel Academy Charter School

In planning and performing our audit of the financial statements of the Mount Carmel Academy Charter School (the Academy) as of and for the year ended September 30, 2025, 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, we considered its internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing an 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 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 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.

During our audit, we noted the following other matters that should be brought to your attention:

GASB Statement No. 87 *Leases*

Condition:

The Academy did not initially assess two lease contracts in accordance with GASB Statement No. 87, *Leases*. Unrecorded lease asset and lease liability related to these lease contracts as of September 30, 2025 amounted to $107,366 and $108,194, respectively. Management was aware that the lease agreements were within the scope of GASB Statement No. 87, *Leases*, however, were overlooked during the financial statement closing process.

Recommendation:

We recommend Academy management develop an implementation plan to evaluate the impact and develop processes for any new GASB Statements in order to ensure its proper adoption.

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Board of Trustees
Mount Carmel Academy Charter School

February 27, 2026

****

This communication is intended solely for the information and use of the Academy's management and the Board of Trustees, others within the organization, and the Office of Public Accountability and is not intended to be and should not be used by anyone other than these specified parties.

We would be pleased to discuss the above matter or to respond to any questions, at your convenience.

Sincerely,

Ernst + Young LLP

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ANNUAL REPORT · FISCAL YEAR 2026

FY2026 ANNUAL REPORT

Submitted to the Guam Academy Charter Schools Council







Business and Technology Academy Charter School · Barrigada, Guam

Rooted in Culture, Ready for the World

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INTRODUCTION

School Year 2025–2026 was Business and Technology Academy Charter School's second year of operation, and it was defined less by whether BTACS could grow and more by what that growth asked of the school. BTACS began the year with 173 students, up from the fewer-than-seventy students who opened our doors in year one. That kind of growth is a sign that the vision behind BTACS is resonating with families across the island — and it is also, honestly, a resourcing problem. A second year of rapid enrollment growth means every office — curriculum, student affairs, business operations, and the front office — is asked to serve more students and more families without a proportional increase in staff, space, or systems. Much of SY2025–2026 was spent learning exactly where that gap showed up first, and building the processes to close it.

What BTACS started in year one continued to grow into year two. The Work-Based Learning Internship Program, one of the defining features of our first year, has expanded, building on the Wednesday industry rotations we were proud to highlight in our first annual report. Our international partnerships with partner schools in Japan and Taiwan have expanded as well. We name both of these directly because they are a measure of real growth: BTACS is building deeper, more durable relationships with industry and global partners in year two, not fewer of them.

BTACS is also now part of Guam's consolidated grant, which the school is prioritizing toward student devices, smart boards, and professional development opportunities for faculty and staff. Alongside that, BTACS graduated 20 students in SY2025–2026 — our second graduating class, and proof that the model continues to carry students through to a diploma even as the school itself is still being built underneath them.

At the end of the fiscal year, BTACS also welcomed a newly elected Board of Trustees, expanded from the founding board that chartered the school. A new Board brings new expectations for the school's deliverables and outputs, and BTACS has used this transition to adopt a new organizational structure designed to maximize efficiency and to put the right processes in place — not simply to ensure compliance, but to make sure the school is working well for the families and students who make up our community. That structure, and the people now leading it, are detailed throughout this report.

BTACS enters FY2027 building on the ambitions of year one with a sharper set of tools: expanded partnerships, a more deliberate organizational chart, new funding through the consolidated grant, and a Board and administration aligned on what comes next. The next year has a lot in store, and BTACS is building toward it with the same purpose, professionalism, and pride that have defined the school since its first day.

VISION AND MISSION

VISION

- We are shaping a generation of bold, innovative leaders who transform communities and forge their own futures.
- To inspire and empower students to become innovative leaders, problem-solvers, and contributors to Guam's private sector economy through a transformative education in business and technology.

MISSION

- Empowering Guam's youth to redefine success through innovative education that bridges cultural heritage with global opportunities.

Doc. No. 38GL-26-3143.*

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- To provide high school students with meaningful, research-based learning opportunities aligned with college and career readiness standards, ensuring every graduate earns a high school diploma while achieving personal success pathways in education and employment.

BOARD OF TRUSTEES

As of September 30, 2026.

Harry Elliott IV
CHAIRMAN

Chirag Bhojwani
TRUSTEE

Isaac Berg
TRUSTEE

Jim Beighley
TRUSTEE

Dr. John Rivera
TRUSTEE

Danny Guerrero
TRUSTEE

Roke Matanane
TRUSTEE

Arthur Paulino
TRUSTEE

Dylan Sablan
PRINCIPAL · NON-VOTING MEMBER

AT A GLANCE

A snapshot of BTACS in SY2025–2026, drawn from the figures detailed throughout this report.

Doc. No. 38GL-26-3143.*

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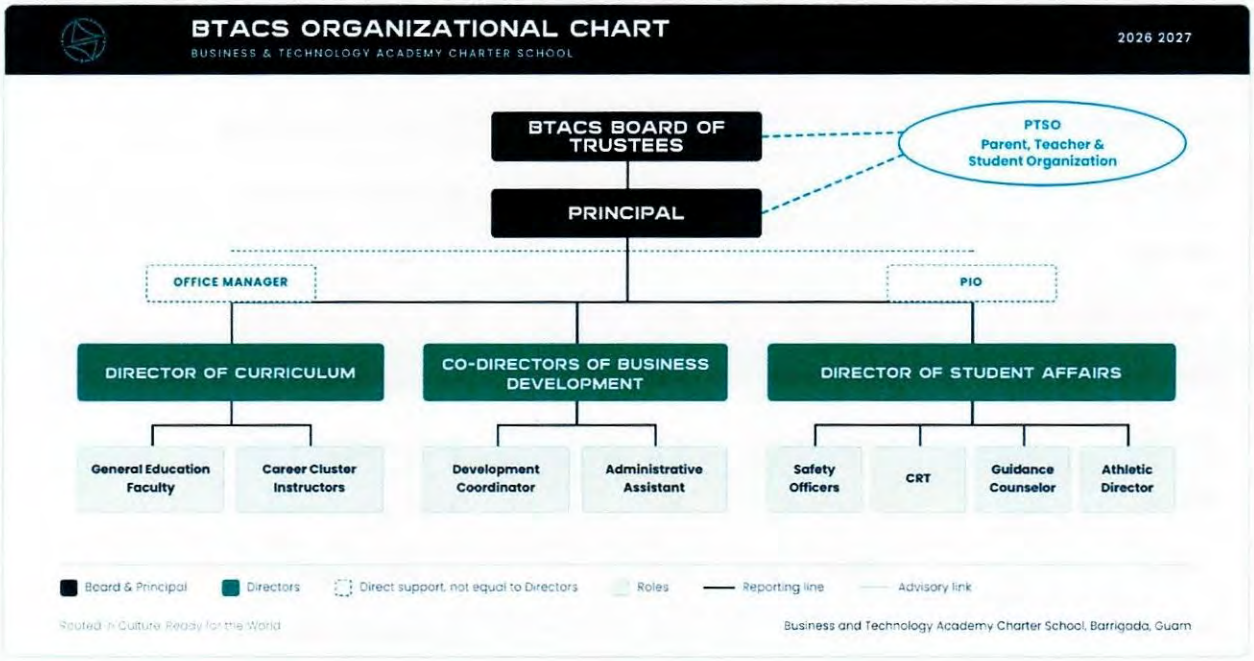
200 STUDENTS ENROLLED, SY2026–2027	**22** FACULTY, ADMINISTRATORS & STAFF	**20** SY2025–2026 GRADUATES
9 BOARD OF TRUSTEES MEMBERS	**4** GRADE LEVELS SERVED, 9–12	**16** GUAM VILLAGES REPRESENTED
125 STUDENTS ACCUPLACER-TESTED	**51.9** ASVAB VERBAL SCORE, AT/ABOVE U.S. MEAN	**2024** YEAR FOUNDED

ORGANIZATIONAL CHART



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SCHOOL DEMOGRAPHICS

EMPLOYEE DEMOGRAPHICS

BTACS employed 22 faculty, administrators, and staff during FY2026. Names are withheld below; positions, ethnicity, highest degree earned, and relevant experience are listed for each.

POSITION	ETHNICITY	DEGREE	EXPERIENCE
Principal	CHamoru	M.A.	6+ years in education
Director of Curriculum	Filipino	B.A.	30+ years in education
Director of Business Development	Filipino	B.A.; M.P.A. credits earned	15+ years in grants, project management, and workforce development
Director of Student Affairs	CHamoru	M.A.	6+ years in education
Office Manager	Chuukese	High School Diploma	5+ years in school office experience
Public Information Officer	CHamoru	Professional Certificate	5+ years in marketing and communications
Guidance Counselor	Yapese	M.A.	10+ years in education
Procurement Officer	Filipino	B.A.	9+ years in accounting
Faculty	CHamoru	B.A.	6+ years in education
Faculty	Filipino	B.A.	6+ years in education
Athletic Director	CHamoru	B.A.	3+ years in education
Faculty	CHamoru	B.A.	3+ years in education
Faculty	CHamoru	B.A.	20+ years in education
Faculty	Chuukese	B.A.	6+ years in education
Faculty	Filipino	M.A.	15+ years in education
Faculty	Filipino	M.A.	20+ years in education
Faculty	Caucasian	M.Phil	16+ years in education
Faculty	Argentine	A.A.	20+ years in education
Administrative Assistant	CHamoru	High School Diploma	1+ year of experience

Doc. No. 38GL-26-3143.*

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POSITION	ETHNICITY	DEGREE	EXPERIENCE
Safety Officer	CHamoru	High School Diploma	3+ years in a school environment
Facilities Manager	CHamoru	—	5+ years in a school setting
Faculty	Filipino / Caucasian	M.A.	6+ years in business management

EMPLOYEE RESPONSIBILITIES

ADMINISTRATION

- **Principal.** Oversees the overall operation of the school, supervising all three Directors and the Public Information Officer, maintaining accreditation standards, and ensuring every office operates in alignment with BTACS's mission and vision. Serves as the Board's non-voting member and primary point of accountability to the Board of Trustees.
- **Director of Curriculum.** Leads the development, implementation, and evaluation of BTACS's instructional programs, oversees Career Cluster programming and academic standards, rules on academic matters tied to the Service-Learning Project and eligibility, and partners with Business Development on industry and school partnerships.
- **Director of Student Affairs.** Oversees conduct and discipline, Success Navigation, athletics and activities, counseling and campus safety (including the CRT's day-to-day IEP/504 and Title IX work), and family communication on non-academic matters. Serves as the principal administrator for IEP and Section 504 matters.
- **Director of Business Development.** Leads the school's only office authorized to receive money: procurement, budget and financial reporting, payroll and benefits, grants and fundraising, compliance, and inventory and personnel administration, reporting directly to the Principal.

DIRECT SUPPORT TO THE PRINCIPAL

- **Office Manager.** Manages front-office operations, school records, and day-to-day administrative support for the Principal and staff.
- **Public Information Officer.** Serves as BTACS's primary voice to the public, media, and the school's community and global partners; manages the website and social media; coordinates donor, event, and crisis communications together with Business Development; and supports the technical logistics of Board meetings and sanctioned livestreams.

STUDENT AFFAIRS OFFICE

- **Guidance Counselor.** Provides academic, social-emotional, and career support to students, including student advising, counseling sessions, and college and career planning.
- **Athletic Director.** Oversees athletics, coaches, and activity advisors, in coordination with the Director of Student Affairs on eligibility and safety standards.
- **Safety Officer.** Maintains a safe and secure learning environment for students, staff, and visitors; implements safety protocols and coordinates with local authorities when necessary.

BUSINESS DEVELOPMENT OFFICE

- **Procurement Officer.** Manages the purchasing and acquisition of goods and services, sources vendors, obtains quotations, and ensures compliance with the school's procurement policy.

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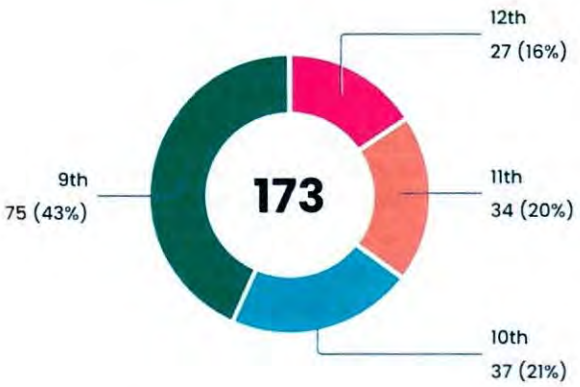
FACULTY AND GENERAL SUPPORT

- **Faculty.** Deliver standards-based instruction, assess student learning, provide feedback, maintain classroom management, and collaborate with colleagues and Success Navigators to support every student's growth.
- **Administrative Assistant.** Provides office and scheduling support to school leadership and staff, and assists with student and parent inquiries.
- **Facilities Manager.** Maintains the school's campus and physical plant, oversees upkeep and repairs, and coordinates facilities-related vendors and service providers.

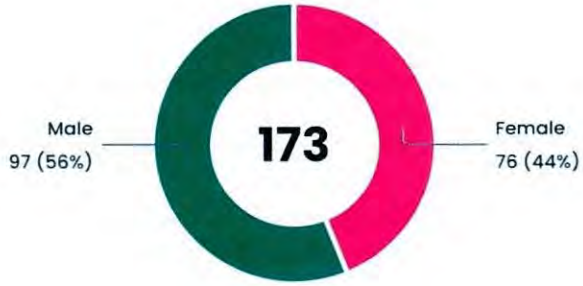
STUDENT DEMOGRAPHICS

Total enrollment as of September 28, 2025 (the beginning-of-year snapshot for the SY2025–2026 school year reported below) was **173 students**. By September 27, 2026, enrollment for the new school year, SY2026–2027, had grown to **200 students** — an increase of 27 students, or roughly 16%, and the clearest single number behind the resourcing challenges described throughout this report.

GRADE LEVEL · SY2025–2026

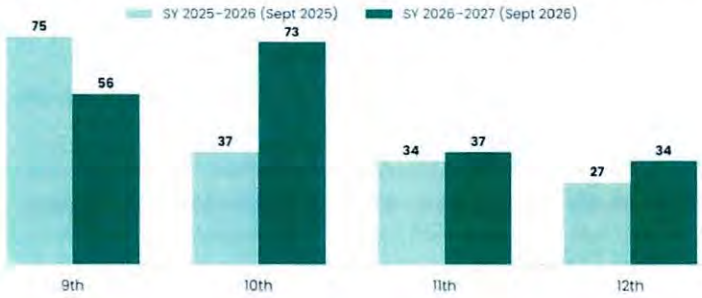


GENDER · SY2025–2026



COHORT GROWTH INTO SY2026–2027

Comparing the two most recent beginning-of-year snapshots shows most of this year's growth landing in the grades already enrolled, as last year's freshman class advanced: the cohort that entered 9th grade 75 students strong in SY2025–2026 shows up as 73 of this year's 10th graders, a retention rate of roughly 97%. The incoming 9th grade class for SY2026–2027 is smaller at this early count (56 as of late September) than last year's entering class, though first-quarter enrollment activity typically continues to adjust this number.



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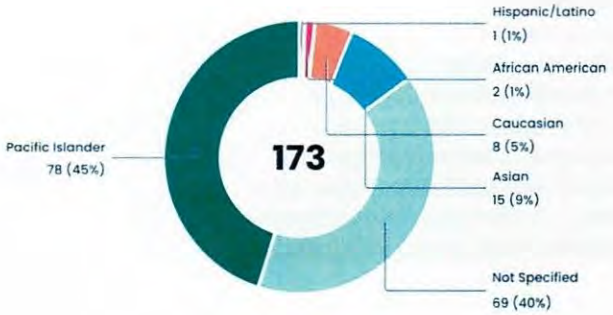
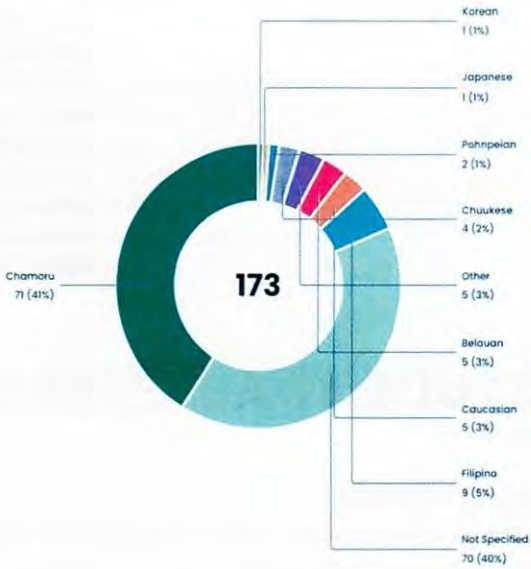
ETHNICITY AND RACE · SY2025–2026

Figures below reflect BTACS's student information system export for the 173 students enrolled as of September 28, 2025. A portion of records were exported without a usable category label; these are reported honestly below as "Not Specified" rather than reassigned to a category we could not confirm.

ETHNICITY



RACE



STUDENT VILLAGES

The table below reflects the village-level roster export provided for this report, which listed 88 student records (87 with a usable village of residence). This is a partial view of the full 173-student body rather than a complete census — the gap is noted here so the Council reads it as a sample rather than a full village breakdown. Village names below are normalized from the source export (for example, "Barrigada," "Barrigada GU," and "Barrigada Guam" are counted together), and any Mongmong, Toto, or Maite entry is grouped under Mongmong-Toto-Maite consistent with Guam's official village boundaries.

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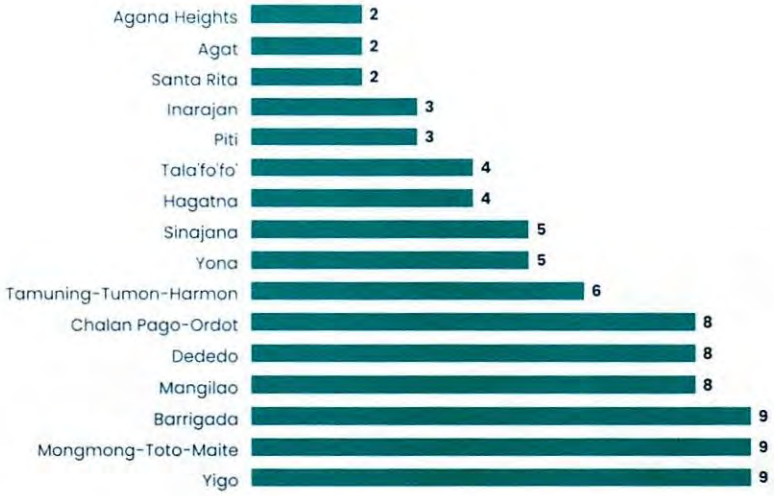
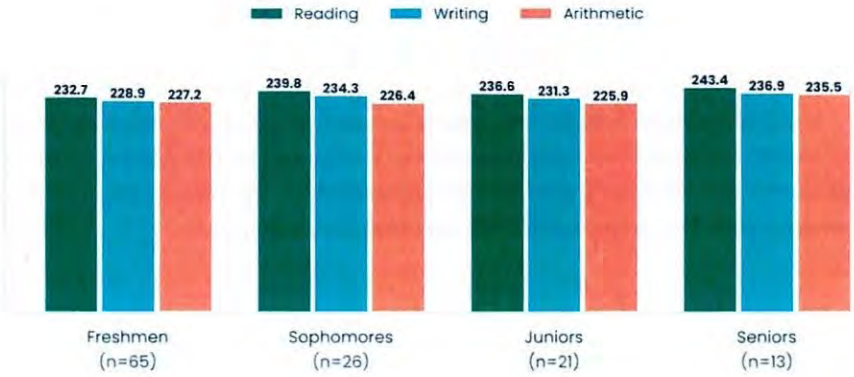


STUDENT ASSESSMENT DATA

ACCUPLACER

BTACS administered the Accuplacer assessment to 125 students in January 2026, spanning all four grade levels — more than double the 54 students tested during the school's inaugural year. Average scores by grade level are shown below.



236.1
READING, SCHOOLWIDE AVERAGE

231.5
WRITING, SCHOOLWIDE AVERAGE

227.9
ARITHMETIC, SCHOOLWIDE AVERAGE

YEAR-OVER-YEAR COMPARISON

Measured against the 54 students tested in the school's first year (SY2024–2025), this year's schoolwide averages are lower across all three subject areas — Reading down from 244 to 236.1, Writing down from 243 to 231.5, and Arithmetic down from 241 to 227.9. This should not be read as a decline in student performance: the testing population more than doubled, and the large majority of the students tested this year were not previously enrolled at BTACS in SY2024–2025, so the two averages largely describe two different groups of students rather than the same students losing ground. A newer, broader incoming population naturally

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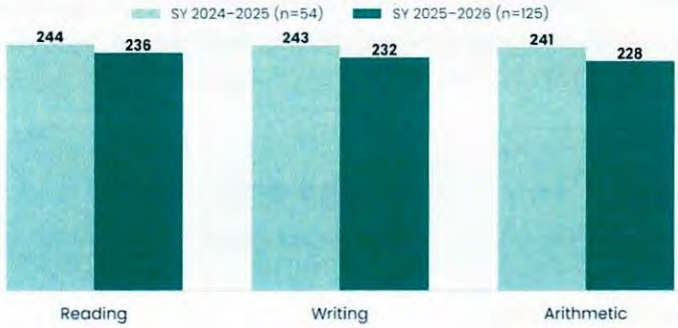
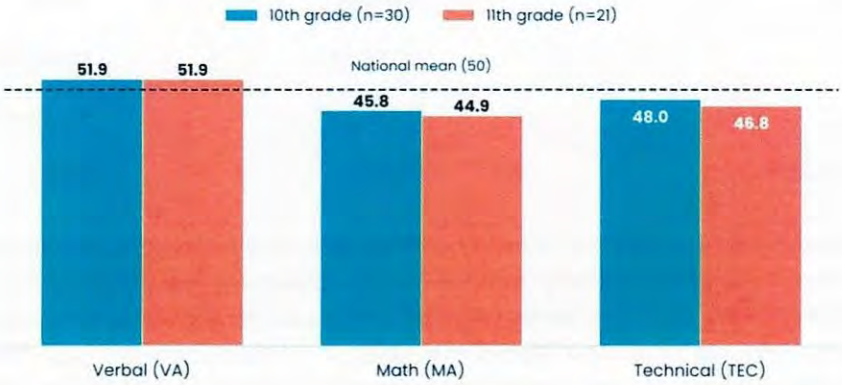
arrives with a wider range of prior preparation, which is the more likely driver of the schoolwide average moving. BTACS plans a second round of Accuplacer testing to measure growth within this year's cohort specifically, and to target instructional interventions where the data shows the greatest need, particularly in mathematics.



ASVAB

BTACS administered the Armed Services Vocational Aptitude Battery (ASVAB) to 10th and 11th grade students during SY2025–2026 as an additional, externally normed measure of student aptitude. Scores below are standard scores, normed to a national mean of 50 with a standard deviation of 10, across the three ASVAB composite areas: Verbal (VA), Math (MA), and Technical (TEC).



Both grades tested at or slightly above the national mean in Verbal aptitude (10th: 51.9; 11th: 51.9) and modestly below the national mean in Math and Technical composites. This mirrors the pattern in BTACS's Accuplacer results and reinforces mathematics as the clearest area for targeted instructional support going into SY2026–2027.

SCHOOL FINANCES

> FY2026 budget-versus-actual figures were not provided for this report and still need to be supplied before submission. In the meantime, the figures below are drawn from BTACS's completed independent audit covering fiscal year 2025, with fiscal year 2024 shown alongside for comparison, so the Council has current, verified, year-over-year financial context while FY2026 figures are finalized. The complete audit report is attached as an appendix to this annual report.

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FY2025 AUDIT HIGHLIGHTS

Ernst & Young LLP completed BTACS's audit of its **Financial Statements, Required Supplementary Information, and Report on Compliance and Internal Control** for the fiscal year ended **September 30, 2025**, issuing its report on **March 6, 2026**. This is the school's most recently completed independent audit as of this report. Ernst & Young issued an unmodified (clean) opinion, identified no material weaknesses in internal control, and disclosed no instances of noncompliance with applicable laws, regulations, contracts, or grant agreements.

$134,098	$1,357,200	$1,235,204
TOTAL NET POSITION, FY2025	TOTAL REVENUE, FY2025	TOTAL EXPENSES, FY2025

FY2025 VS. FY2024 COMPARISON

The table below reproduces the audit's own year-over-year comparison (Figures 1 and 2 of the Management's Discussion and Analysis), covering BTACS's first two completed fiscal years.

LINE ITEM	FY2025	FY2024
Total Assets	$839,247	$582,126
Total Liabilities	$705,149	$570,024
Total Net Position	$134,098	$12,102
Total Revenue	$1,357,200	$250,000
Total Expenses	$1,235,204	$245,543
Change in Net Position	$121,996	$4,457

BTACS's net position grew from $12,102 at the start of fiscal year 2025 to $134,098 at year end, an increase of $121,996, continuing the school's trajectory from the $4,457 increase recorded in its first fiscal year. Total assets were $839,247 (cash, accounts receivable, lease assets, and capital assets) against total liabilities of $705,149 (primarily accounts payable, a related-party loan, and lease liabilities). Total revenue consisted entirely of the Guam government's per-enrollee appropriation; against a $1,510,000 governmental-funds budget, the school recorded $1,357,200 in actual revenue and $1,044,525 in actual budgetary-basis expenditures, for an excess of revenue over budgetary expenditures of $312,675.

Two related disclosures from the audit carry into FY2026 planning: BTACS leases a portion of its campus from Business and Technology Endowment Foundation, Inc. (BTEF), with a lease liability of $299,290 remaining as of September 30, 2025; and the school has an outstanding zero-interest related-party loan from BTEF of $177,322, advanced to support operations including payroll, vendor payments, utilities, and facility expenses.

> The following are attached in full, unaltered, as appendices to this report: the complete FY2025 independent audit (Financial Statements, Required Supplementary Information, and Report on Compliance and Internal Control), the auditors' Management Letter, the Auditor's Communication With Those Charged With Governance, the Office of Public Accountability's FY2025 Financial Highlights bulletin, and BTACS's Citizen-Centric Report.

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PARENT INVOLVEMENT

BTACS has an active Parent-Teacher-Student Organization (PTSO), which has organized a variety of fundraisers to support different class levels across the school. The PTSO is not an internal department of the school; it is a separate entity entirely, whose sole purpose is to support BTACS and its students, and it works closely and actively with school administration throughout the year.

PTSO OFFICERS

Bernice Cauthen — President

Elizabeth Calvo — Vice President

Jessica Iglesias — Secretary

Tessa Hernandez

Amy Rabago

PARTNERSHIPS AND MEMBERSHIPS

Primarily in support of the Work-Based Learning Internship Program, BTACS has partnered with a range of companies and organizations across Guam's private sector to place students in real industry settings and to build durable relationships between the school and the business community. Current and recent WBL partners include Atkins Kroll, Guahan Sustainable Culture, Cruz Benefits Consulting, the Guam Museum, Citadel, Supreme, Title Guaranty, Breaking Wave Theater Company, and Chief Energy Partners.

BTACS also maintains institutional memberships with the Guam Visitors Bureau and the Guam Women's Chamber of Commerce, which expand networking opportunities for faculty and students alike and keep the school connected to the broader business community it is preparing students to enter.

OPERATIONAL CHANGES / CHALLENGES

LEADERSHIP TRANSITION

The Chair of the Board of Trustees changed this fiscal year as additional board members were elected and added to a newly expanded Board. A larger, newly constituted Board brings new expectations for the school's deliverables and outputs, all aligned with BTACS's mission and vision, and the administration has spent the latter part of the fiscal year building the reporting and communication practices needed to meet those expectations.

INTERNAL SYSTEMS

BTACS continues to refine its internal processes, particularly now that the school operates under a new organizational chart. The school has also taken over sourcing its own contractual services previously provided by another entity, and is working to ensure full compliance with the laws and regulations a Guam charter school is mandated to follow.

GRANTS AND RESOURCES

The school is now part of Guam's consolidated grant, which BTACS is prioritizing toward student devices, smart boards, and professional development opportunities for faculty and staff. Alongside that allocation, the school's new Business Development Office, led by the Director of Business Development, is actively

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engaged in identifying and pursuing funding sources apart from the government allocation, so BTACS is not reliant on a single funding stream as enrollment and operating costs continue to grow.

Doc. No. 38GL-26-3143.*

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APPENDIX A

FY2025 INDEPENDENT AUDIT REPORT

The following pages are the complete, unaltered Financial Statements, Required Supplementary Information, and Report on Compliance and Internal Control for Business and Technology Academy Charter School, prepared by Ernst & Young LLP for the fiscal year ended September 30, 2025, with report dated March 6, 2026.

Figures comparing fiscal year 2025 to fiscal year 2024 appear throughout the Management's Discussion and Analysis beginning on the following pages.

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Financial Statements, Required Supplementary Information, and Report on Compliance and Internal Control

Business and Technology Academy Charter School

(A Non-Profit Organization)

Year ended September 30, 2025
with Report of Independent Auditors



Shape the future with confidence

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Business and Technology Academy Charter School
(A Non-Profit Organization)

Financial Statements, Required Supplementary Information, and Report on Compliance and Internal Control

Year ended September 30, 2025

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Report on Compliance and Internal Control

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* 25

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Shape the future with confidence

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Tamuning, Guam 96913

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Fax: +1 671 649 3920
ey.com

Report of Independent Auditors

The Board of Trustees
Business and Technology Academy Charter School

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and the General Fund of Business and Technology Academy Charter School (the "Academy"), as of and for the year ended September 30, 2025, 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 the "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 as of September 30, 2025, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit 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 audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis of 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 from material misstatement, whether due to fraud or error.

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 twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

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Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from 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.

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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 11 and the Budgetary Comparison Schedule – Governmental Funds on page 24 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 6, 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 6, 2026

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Business and Technology Academy Charter School
(A Non-Profit Organization)

Management's Discussion and Analysis

Year ended September 30, 2025

As management of Business and Technology Academy Charter School (BTACS), we offer readers of the financial statements this narrative overview and analysis of the financial activities of BTACS for the fiscal year ended September 30, 2025. We encourage readers to consider the information presented here in conjunction with the information presented within the body of the audited financial report.

A. FINANCIAL HIGHLIGHTS

Our basic financial statements provide these insights into the results of this fiscal year's operations.

- Enrollment at the end of School Year 2024 - 2025 is 174 students which is less than the 200 students as authorized by P.L. 37-42.

Overview of the Financial Statements

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

Notes to Financial Statements

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

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of BTACS's finances, in a manner similar to a private sector business.

The Statement of Net Position presents information on BTACS's net position and how it has changed. Net position is the difference between the total assets and total liabilities.

The Statement of Activities presents information on how BTACS's net position changed during the fiscal year. The current year's revenue and expenses are taken into account regardless of when cash is received or paid.

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B. GOVERNMENT-WIDE FINANCIAL ANALYSIS

Although BTACS had been allocated a budget for 200 students for FY 2024-2025, current enrollment is 174 as of September 30, 2025.

Figure 1 presents a condensed summary of BTACS's financial position as of September 30, 2025 and 2024, derived from the government-wide Statement of Net Position.

Statements of Net Position
Figure 1

	2025	2024
Current assets	$381,057	$147,943
Capital assets, net	458,190	434,183
Total assets	**839,247**	**582,126**
Current liabilities	228,537	119,148
Noncurrent liabilities	476,612	450,876
Total liabilities	**705,149**	**570,024**
Net investment in capital assets	144,215	334,894
Unrestricted	(10,117)	(322,792)
Total net position	**$134,098**	**$ 12,102**

Total assets were $839,247 as of September 30, 2025, consisting of cash, accounts receivable, lease assets, and capital assets. Total liabilities were $705,149, primarily of accounts payable, a related party loan, and lease liabilities. As a result, BTACS's reported total net position of $134,098 at Fiscal Year 2025.

P.L. 37-42 states that in School Year 2024-2025, the school is authorized to receive seven thousand eight hundred ($7,800) per enrollee not to exceed two hundred (200) students.

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B. GOVERNMENT-WIDE FINANCIAL ANALYSIS, continued

Figure 2 provides a summary and analysis of BTACS's revenues and expenses for the years ended September 30, 2025 and 2024.

Statements of Activities
Figure 2

	2025	2024
REVENUE		
Appropriation – Students	$1,357,200	$250,000
Total Revenue	1,357,200	250,000
EXPENSES		
Salaries and wages	473,121	3,433
Repairs and maintenance	188,253	139,304
Amortization expense	167,376	41,844
Contract services	134,965	11,901
Utilities	126,108	25,239
Supplies and materials	96,105	14,000
Insurance	14,291	---
Interest	13,581	4,278
Travel	1,342	---
Depreciation expense	9,722	---
Bank charges and fees	210	---
Advertisement	130	---
Taxes and licenses	---	5,544
TOTAL EXPENSES	1,235,204	245,543
Change in net position	121,996	4,457
Net Position at Beginning of the Year	12,102	7,645
Net Position at end of the Year	**$ 134,098**	**$ 12,102**

Total revenues consisted entirely of government appropriations based on student enrollment. Total expenses were $1,235,204 and included instructional costs, operational expenses, and non-cash expenses such as depreciation and amortization. The net position increased by $121,996 during fiscal year 2025.

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C. GOVERNMENTAL FUNDS BUDGET ANALYSIS AND HIGHLIGHTS

Financial Analysis of the Governmental Funds

Prior to the start of BTACS's fiscal year, an annual budget is submitted to the Guam Academy Charter School Council. The Council, in turn, submits the budget from the charter schools to the Legislature.

For Fiscal Year 2025, BTACS submitted a budget request for a cap of 200 enrollees and was granted the cap for $7,800 per enrollee. BTACS's staffing pattern could accommodate 200 enrollees as well.

Contractual Services constitute a significant part of the budget. We have a sublease agreement with the Business and Technology Endowment Foundation, Inc., wherein they will provide a fully furnished facility, utilities, services and supplies.

D. CURRICULUM FRAMEWORK

BTACS aims to provide high school students with meaningful, research-based learning opportunities aligned with college and career readiness standards, ensuring every graduate earns a high school diploma while achieving personal success pathways in education and employment.

CURRICULAR PROGRAM

During SY 2024-2025, BTACS offered the following courses:

Core Subjects	Electives
• Science • Mathematics • English Language Arts (ELA) • Social Studies • Applied Communications	• Fine Arts • Band • CHamorro Studies • BT Course

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STUDENT PROFILE

The student population for SY 2024-2025 was as follows:

	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE	TOTAL
MALE	34	25	24	15	**98**
FEMALE	40	13	11	12	**76**
TOTAL	**74**	**38**	**35**	**27**	**174**

GRADE LEVEL DISTRIBUTION

	Beginning Count September 2024	Ending Count June 2025	No. of students promoted	Advancement Rate
9th	23	24	24	100%
10th	12	20	20	100%
11th	16	21	21	100%

SY 24-25 Graduate Profile		
Number of Seniors	Number of Graduate	Graduation Rate
7	7	100%

	Post-Secondary Pathways			
Post-Secondary	Military	Immediate Job	Undecided	Unable to Contact
1	1	3	1	1

AVERAGE DAILY ATTENDANCE (SY 2024-2025)

SCHOOL DAYS: **32**

AVERAGE DAILY ATTENDANCE (TOTAL PRESENT/NUMBER OF DAYS WITH ATTENDANCE): **112**

PERCENT PRESENT (TOTAL PRESENT/TOTAL ATTENDANCE MARKS TAKEN): **75.94%**

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STUDENT DEMOGRAPHICS

Ethnicity

ETHNICITY	Students
Asian	20
Hawaiian/Pacific Islander	131
White	10
Other/ Mixed	13
TOTAL	174

Villages

VILLAGE	Students
Barrigada	23
Chalan Pago-Ordot	11
Dededo	22
Hagatna	5
Hagatna Heights	5
Mangilao	30
Mongmong-Toto-Maite	14
Malesso	1
Piti	6
Santa Rita	1
Sinajana	5
Talofofo	6
Tamuning	8
Yigo	22
Yona	9
Not Indicated	6

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E. PARENTAL INVOLVEMENT

Parental engagement continues to play an important role in supporting student success and strengthening the BTACS school community. The school holds regular Parent-Teacher Conferences (PTCs) throughout the academic year to provide parents and guardians with meaningful opportunities to discuss their child's progress, address any academic or behavioral concerns, and collaborate with teachers on strategies for continued growth.

Beyond formal conferences, parents frequently contribute their time and effort to assist in school activities, events, and initiatives—reflecting a strong spirit of partnership between home and school. To help maintain open and convenient communication, BTACS has established a community WhatsApp group dedicated to parents. This platform allows families to stay informed, ask questions, and engage directly with school staff and one another, fostering a more connected and collaborative environment.

On August 25, 2025, BTACS hosted its first virtual Parent-Teacher Organization (PTO) meeting for the school year. During this meeting, parents successfully elected the initial slate of PTO officers, marking an important milestone in the school's efforts to formalize parental involvement. The newly elected officers are currently in the process of completing and filing the required organizational documents with the Department of Revenue and Taxation. Once established, the PTO will further enhance parent participation in school initiatives, community outreach, and student support programs.

F. OPERATIONAL CHANGES/CHALLENGES

Leadership Transition

In December 2024, Business and Technology Academy Charter School (BTACS) underwent a change in school leadership. This transition marked a new phase in the school's growth, with a focus on strengthening organizational systems, refining internal processes, and ensuring that operations align with the school's mission and long-term strategic goals.

Data Systems and Process Development

BTACS continues to build and refine its data collection and management processes through its Student Information System, FACTS SIS. As a relatively new institution, the school is still in the process of structuring and standardizing its data workflows to ensure consistency, accuracy, and accessibility across departments. The administration remains committed to streamlining these systems to enhance efficiency, improve reporting capabilities, and better support student learning outcomes.

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G. OPERATIONAL CHANGES/CHALLENGES, continued

Staffing and Operational Support

The school experienced significant growth during the past academic year, with enrollment more than doubling. This rapid expansion has occasionally resulted in staffing challenges, requiring administrators to step in and provide classroom or operational coverage when faculty members are absent due to illness or appointments. Despite these challenges, the school community has demonstrated flexibility, teamwork, and a shared commitment to maintaining instructional quality and student support.

Continuous Improvement and Capacity Building

As BTACS continues to develop its operational systems, the leadership team recognizes that this process involves ongoing learning and adaptation. The school remains dedicated to evaluating and improving internal practices, investing in staff training, and implementing sustainable systems that will support both current needs and future growth.

ACCOLADES

- WASC Accreditation March 2025
- Governor's Summer Youth Employment Program: July 8-9, 2025
- Internship Programs:
    - Atking Kroll
    - Cars Plus
    - Tech Evo
    - Asia Pacific Airlines

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Business and Technology Academy Charter School
(A Non-Profit Organization)

Governmental Funds Balance Sheet/Statement of Net Position

September 30, 2025

	Fund	(Note 2)	Net Position
Assets:			
Cash	$ 212,128	$ ---	$ 212,128
Accounts receivable - due from GovGuam	168,929	---	168,929
Lease asset - building, net	---	292,912	292,912
Depreciable capital assets, net	---	165,278	165,278
Total assets	$ 381,057	458,190	839,247
Liabilities and Fund Balance/Net Position:			
Accounts payable and other liabilities	$ 213,852	---	213,852
Due to related party	177,322	---	177,322
Long term liability:			
Due within one year	---	168,778	168,778
Due after one year	---	145,197	145,197
Total liabilities	391,174	313,975	705,149
Fund balance: unassigned	(10,117)	10,117	
Total liabilities and fund balances	$ 381,057		
Net position:			
Net investment in capital assets		144,215	144,215
Unrestricted		(10,117)	(10,117)
Total net position		$ 134,098	$ 134,098

See accompanying notes.

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.

Business and Technology Academy Charter School
(A Non-Profit Organization)

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

Year ended September 30, 2025

	General Fund	Adjustments (Note 2)	Statement of Activities
Expenditures/expenses:			
Instructional services:			
Salaries and wages	$ 473,121	$ ---	$ 473,121
Contract services	134,965	---	134,965
Support services:			
Repairs and maintenance	188,253	---	188,253
Amortization expense	---	167,376	167,376
Utilities	126,108	---	126,108
Supplies and materials	96,105	---	96,105
Insurance	14,291	---	14,291
Interest	---	13,581	13,581
Travel and meetings	11,342	---	11,342
Depreciation expense	---	9,722	9,722
Bank charges	210	---	210
Advertisement	130	---	130
Total expenditures/expenses	1,044,525	190,679	1,235,204
General revenue - Appropriations	1,357,200	---	1,357,200
Excess (deficiency) of revenues over (under) expenditures/expenses	312,675	(312,675)	
Change in net position		121,996	121,996
Fund balance/net position:			
Beginning of year	(322,792)	334,894	12,102
End of year	$(10,117)	$ 144,215	$ 134,098

See accompanying notes.

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Business and Technology Academy Charter School
(A Non-Profit Organization)

Notes to Financial Statements

Year ended September 30, 2025

1. Organization

Business and Technology Academy Charter School (the "Academy") is a non-profit public benefit corporation designed to provide high school and in the future middle school students the opportunity to prepare for postsecondary education and career development. The Academy is organized exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. The Academy was incorporated under the laws of Guam on August 25, 2024 and began student enrollment during September 2024.

The Academy is established for the purpose of operating an academy charter school which operates independently from the Guam Public School System for the purposes specifically set forth in 17 GCA §12102. The Academy is governed by a Board of Trustees. The Trustees are elected or selected pursuant to the Charter granted by the Guam Academy Charter Schools Act of 2009 (GACS). The Board of Trustees consists of not more than nine (9) members. As of September 30, 2025, the Board of Trustees consisted of six (6) members. At least one member must be a parent or guardian of a student attending the Academy and one member must be from the general public.

The Academy is subject to independent oversight by the Guam Academy Charter School Council (the "Council"). The Council is tasked with monitoring the Academy'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 Academy follows the governmental reporting model as used by local education agencies because of the authority of the Council to terminate or revoke the charter with all assets reverting back to the Guam Department of Education (GDOE).

2. Summary of Significant Accounting Policies

The financial statements of the Academy are prepared in accordance with U.S. generally accepted accounting principles (GAAP). The Governmental Accounting Standards Board (GASB) is the recognized standard-setting body for establishing Governmental Accounting and Financial Reporting Principles.

The Academy is a special-purpose government that is engaged in governmental activities. Therefore, the financial statements are prepared in the same manner as general-purpose governments.

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.

2. Summary of Significant Accounting Policies, continued

The Academy's basic financial statements consist of government-wide statements, including a statement of net position and a statement of activities, and fund financial statements which provide a more detailed level of financial information.

Government-wide Financial Statements

The statement of net position and the statement of activities display information about the Academy. These statements include the financial activities of the overall entity. These statements distinguish between the governmental and business-type activities of the Academy. Governmental activities generally are financed through appropriations from the Government of Guam and other non-exchange transactions. Business-type activities are financed in whole or in part by fees charged to external parties.

Fund Financial Statements

The Academy uses a governmental fund to report on its financial position and results of operations. The operations of the governmental fund are accounted for with a self-balancing set of accounts that comprises 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 balance for its governmental fund. The ending governmental fund balance on the balance sheet is then reconciled to the ending governmental activities net position.

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

Fund balance - governmental funds	$(10,117)
Add:	
Lease asset, net	292,912
Depreciable capital assets, net	165,278
Less:	
Lease liability – current	(168,778)
Lease liability – noncurrent	(145,197)
Net position - governmental activities	$ 134,098

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.

2. Summary of Significant Accounting Policies, continued

Fund Financial Statements, continued

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 year ended September 30, 2025 are as follows:

Net change in fund balances – governmental funds	$312,675
Capital outlays are reported as expenditures in governmental funds. However, in the statement of activities, the cost of capital assets is allocated over their estimated useful lives as depreciation expense. This amount consists of depreciation expense.	(9,722)
Some income and expenses reported in the statement of activities do not affect the current financial resources and therefore are not reported as income and expenditures in the governmental funds. This amount consists of interest expense.	(13,581)
In the governmental funds, lease assets additions are reported as expenditure and other financing resources while principal and interest portions are reported as lease services when the lease payments are due. However, in the statement of activities, lease payments reduces the lease liability by the principal portion and lease assets are amortized over shorter of their useful lives or lease term. This amount consists of lease amortization.	(167,376)
Change in net position of governmental activities	$121,996

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2. Summary of Significant Accounting Policies, continued

Measurement Focus/Government-wide and Fund Financial Statements

The government-wide financial statements are prepared using a flow of economic resources measurement focus. The government-wide financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the Academy gives (or receives) value without directly receiving (or giving) equal value in exchange, include grants and donations. Revenue from grants and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

The governmental fund financial statements of the Academy are accounted for using a flow of current financial resources measurement focus. The statement of governmental fund revenues, expenditures and changes in fund balance reports on the sources (i.e., revenues and other financing sources) and uses (i.e., expenditures and other financing uses) of current financial resources. This approach differs from the manner in which the governmental activities of the government-wide financial statements are prepared.

The modified accrual basis of accounting is used by governmental funds. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (i.e., when they become both measurable and available). "Measurable" means that the amount of the transaction can be determined and "available" means that the amount of the transaction is collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. A one-year availability period is used for revenue recognition for all governmental fund type revenues. Expenditures are recorded when the related fund liability is incurred.

Net Position and Fund Balance

Net position in the government-wide financial statements are classified as net investment in capital assets, restricted, and unrestricted. Restricted net position represents constraints on resources that are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or imposed by law.

The unassigned fund balance has not been assigned to another fund or restricted, committed or assigned to specific purposes within the General Fund.

Budgets

Pursuant to the Guam Academy Charter Schools Act of 2009, the Board of Trustees adopts an annual budget. The annual budget must be submitted to the Council every fiscal year. The Council must submit the budget to the Guam Legislature. Following the appropriation of GDOE's operating budget for the fiscal year, the amount approved by the Guam Legislature for the operation of the Academy shall be available for expenditure by the Academy's Board of Trustees.

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2. Summary of Significant Accounting Policies, continued

Cash

For the purpose of presentation in the governmental funds balance sheet/statement of net position, cash consists of cash balances deposited in banks.

Funding

The Academy receives financial support in monthly allotments from the General Fund of the Government of Guam via the Department of Administration (DOA) to finance administrative and general expenditures/expenses on a reimbursable basis. Such expenditures/expenses mainly consist of salaries and wages, contractual wages, supplies and materials, utilities and other operating costs. The actual amounts remitted to the Academy are determined by the DOA's Internal Auditors through the validation of submitted invoices. As of September 30, 2025, the Academy recorded a receivable due from GovGuam in the amount of $168,929 relating to government appropriations

Pursuant to Guam Public Law 37-125, the cost per pupil was $7,800 for the fiscal year ended September 30, 2025. The maximum number of students to be funded by the General Fund is not to exceed 200 students during Fiscal Year (FY) 2025. In FY2025, the maximum number of enrolled students was multiplied by the FY2025 Government of Guam General Appropriations Act approved amount of $7,800 per student enrollee. For the fiscal year ended September 30, 2025, a total of 174 students, were enrolled and the Academy received government appropriations totaling $1,357,200.

Compensated Absences

Permanent employees of the Academy earn paid sick leave and personal leave in accordance with employee contracts and personnel policies. Eligible employees accrue seven (7) days of sick leave and seven (7) days of personal leave per year. Accrued leave does not carry over from year-to-year. Any unused leave will not be paid to the employee upon separation. As accumulated leave is not payable upon separation, no liability for compensated absences has been recorded as of September 30, 2025.

Income Taxes

The Academy is a non-profit organization exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and Guam Territorial Income Tax Law. Therefore, the Academy has made no provision for income taxes in the accompanying financial statements.

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2. Summary of Significant Accounting Policies, continued

Capital Assets

Property and equipment purchased or acquired are capitalized at historical cost or estimated historical cost. Capital assets are defined by the Academy as assets with an initial cost of more than $500 or the anticipated life or useful value of said property is more than one year.

Depreciation on all capital assets is provided on the straight-line basis over the estimated useful lives of 3 years.

Deferred Outflows of Resources

In addition to assets, the statement of financial position, will sometimes report a separate section of deferred outflows of resources. This separate financial statement element, deferred outflows of resources represents a consumption of net assets that applies to a future period and so will not be recognized as an outflow of resources (deduction of net position) until then. The Academy has no items that qualify for reporting under this category.

Deferred Inflows of Resources

In addition to liabilities, the statement of financial position, will sometimes report a separate section of deferred inflows of resources. This separate financial statement element, deferred inflows of resources represents an acquisition of net assets that applies to a future period and so will not be recognized as an inflow of resources (addition of net position) until then. The Academy has no items that qualify for reporting under this category.

Use of Estimates

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

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2. Summary of Significant Accounting Policies, continued

Recently Adopted Accounting Pronouncements

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

GASB 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.

GASB 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.

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.

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 primary 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, 2026.

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.

3. Economic Dependency

The Academy receives a majority of its annual revenue from the Guam Legislature under the Guam Academy Charter School Funds under a six-year agreement. Under such agreement, the Council will review the Academy every six years, beginning on the date on which the charter is granted or renewed, to determine whether the charter should be revoked for material violations of laws and the terms of agreement or if the Academy fails to meet the goals and student academic achievement expectations.

4. Concentration of Credit Risk

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 depository policy for custodial credit risk.

At September 30, 2025, the Academy has a balance of $212,128, deposited in multiple accounts with a single financial institution which is insured by the Federal Deposit Insurance Corporation (FDIC).

5. Capital and Lease Assets

The following is a summary of the changes in capital and lease assets for the year ended September 30, 2025:

	Beginning Balance October 1, 2024	Additions	Ending Balance September 30, 2025
Depreciable capital assets:			
Furniture, fixtures, and equipment	$ ---	$ 175,000	$175,000
Less accumulated depreciation	---	(9,722)	(9,722)
Depreciable capital assets, net	$ ---	$ 165,278	$165,278
Lease asset:			
Building	$502,133	$ ---	$502,133
Less accumulated amortization	(41,845)	(167,376)	(209,221)
Lease asset, net	$460,288	$(167,376)	$292,912

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.

6. Lease

The Academy leases a portion of the real property utilized as school campus. The lease contract was effective on July 1, 2024 for a term of 3 years. The lease contract includes fixed monthly base rent amounting to $14,714.

The opening and closing balance of the lease liability for the year ended September 30, 2025 are as follows:

Beginning balance	$462,272
Principal payment	(162,982)
Ending balance	$299,290

A summary of future lease payments is as follows:

Year ending September 30,	Principal	Interest	Total
2026	$168,778	$7,785	$176,563
2027	130,512	1,911	132,423
	$299,290	$9,696	$308,986

7. Related Party Transaction

On August 12, 2024, the Academy entered into a zero-interest loan agreement with Business and Technology Endowment Foundation, Inc. (BTEF). The loan agreement is in the form of cash advances by the Academy on behalf of BTEF to support school operations, including payroll, vendor payments, utilities, facility expenses, and other operational needs. As of September 30, 2025, outstanding loan amounted to $177,322 and is reported as due to related party in the accompanying financial statements.

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Required Supplementary Information

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Business and Technology Academy Charter School
(A Non-Profit Organization)

Budgetary Comparison Schedule – Governmental Funds
(Unaudited)

Year ended September 30, 2025

	Budgeted Amounts	Actual Amounts	Variance with Budget
Expenditures:			
Personnel - Salaries and benefits	$ 665,800	$ 473,121	$ 192,679
Contract services	483,000	134,965	348,035
Supplies and materials	202,200	96,105	106,095
Utilities	120,000	126,108	(6,108)
Insurance	15,000	14,291	709
Online curricular materials	14,000	---	14,000
Student information system	5,000	---	5,000
Learning management system	5,000	---	5,000
Travel	---	11,342	(11,342)
Bank charges	---	210	(210)
Advertisement	---	130	(130)
Repairs and maintenance	---	188,253	(188,253)
Total expenditures	1,510,000	1,044,525	465,475
Revenues:			
GovGuam allotment $1,500,000	1,500,000	1,357,200	142,800
Fundraising income $10,000	10,000	---	10,000
Total revenues	1,510,000	1,357,200	152,800
Excess of revenue over expenditures	$ ---	$ 312,675	$(312,675)

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.



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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*

The Board of Trustees
Business and Technology Academy Charter School

We have audited, in accordance with auditing standards generally accepted in the United States 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 Business and Technology 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 6, 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. However, material weaknesses or significant deficiencies may exist that were not identified.

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.

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*.

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.

Ernst + Young LLP

March 6, 2026

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.

APPENDIX B

MANAGEMENT LETTER

The following pages are the complete, unaltered Management Letter issued by Ernst & Young LLP to the BTACS Board of Trustees as part of the fiscal year 2025 audit, dated March 6, 2026. It summarizes other matters identified during the audit that did not rise to the level of a material weakness.

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.

Management Letter

Business and Technology Academy Charter School

(A Non-Profit Organization)

Year ended September 30, 2025



Shape the future
with confidence

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.

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ey.com

Shape the future with confidence

March 6, 2026

The Board of Trustees
Business and Technology Academy Charter School

In planning and performing our audit of the financial statements of the governmental activities and the General Fund of the Business and Technology Academy Charter School (the "Academy") as of and for the year ended September 30, 2025, 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, we considered its internal control over financial reporting (internal control) as a basis for designing our auditing procedures 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 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 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.

During our audit, we noted the following other matters that should be brought to your attention:

Accounting for Leases

Condition: During our testing of leases, we noted significant discrepancies between the schedule provided by management and the lease entries recorded. These discrepancies stem from the initial recognition of the right-of-use asset and related lease liability, while the amortization and interest expense align with the schedule.

Member firm of Ernst & Young Global Limited

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Accounting for Leases, continued

Recommendation: We recommend the Academy continue to utilize the calculation schedule, as it aligns with the requirements established by Governmental Accounting Standards Board No. 87. Additionally, it is essential to ensure consistency between the schedule and the corresponding entries recorded in the books.

Bank Reconciliations

Condition: During our walkthrough procedures pertaining to the bank reconciliation process, we noted a February 2025 transaction included in the March 2025 bank reconciliation, which was confirmed to be a clerical error. Additionally, we observed that management prepares bank reconciliations only after receiving the bank statements, resulting in the absence of reconciling items.

Recommendation: We recommend the Academy conduct a thorough review of the bank reconciliation process to prevent any errors. Additionally, we recommend management prepare bank reconciliations in conjunction with the month-end closing of the books, rather than waiting for the bank statements.

Month-End/Year-End Accrual Entries

Condition: During our payroll walkthrough procedures, we observed that payroll costs for the September 6 and September 20 pay periods were recorded in the subsequent fiscal year. This resulted in an understatement of payroll expenditures/expenses and related accruals. Additionally, in our tests for unrecorded liabilities, the team noted that costs incurred near year-end were not recognized by the School, despite these costs being included in the School's allotment requests for the year.

Recommendation: We recommend the Academy enhance its year-end closing process by allocating additional time and resources for the review of transactions. This will help ensure that any misstatements are identified and corrected in a timely manner.

Enrollment Listing

Condition: During our review of the student enrollment listing, we noted a duplicate name among the enrolled students. The presence of this duplicate has led to an overstatement of revenues by management, resulting in an excess over the budget allocated by the Government of Guam.

Recommendation: We recommend the Academy enhance its data maintenance practices to ensure that the data is consistently updated, accurate, and free from duplicates. This is essential, as the data is utilized for reporting purposes and revenue recognition.

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The Board of Trustees
Business and Technology Academy Charter School

March 6, 2026

Continuous Professional Development

Condition: We noted that the accounting team is new, small in resource personnel, and still acquiring the necessary expertise to perform financial reporting.

Recommendation: We recommend the Academy continue to training and development to its personnel to improve and keep up to date with changing reporting and regulatory requirements.

****

This communication is intended solely for the information and use of management and the Board of Trustees, others within the organization, and the Office of Public Accountability - Guam and is not intended to be and should not be used by anyone other than these specified parties.

We would be pleased to discuss the above matters or to respond to any questions, at your convenience.

Ernst + Young LLP

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APPENDIX C

AUDITOR'S COMMUNICATION WITH THOSE CHARGED WITH GOVERNANCE

The following pages are the complete, unaltered communication required of Ernst & Young LLP under professional auditing standards, summarizing the scope, results, and other required communications from the fiscal year 2025 audit, dated March 6, 2026.

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.

The Auditor's Communication With Those Charged With Governance

Business and Technology Academy Charter School

Year ended September 30, 2025



Shape the future with confidence

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Shape the future with confidence

March 6, 2026

The Board of Trustees
Business and Technology Academy Charter School

We have performed an audit of the financial statements of the governmental activities and the General Fund of Business and Technology Academy Charter School (the Academy), as of and for the year ended September 30, 2025, in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and have issued our report thereon dated March 6, 2026.

This report summarizes our communications with those charged with governance as required by our professional standards to assist you in fulfilling your obligation to oversee the financial reporting and disclosure process.

REQUIRED COMMUNICATIONS

Professional standards require the auditor to provide the Board of Trustees (the Board) with additional information regarding the scope and results of the audit that may assist the Board in overseeing the financial reporting and disclosure processes which the management of the Academy is responsible. We summarize these required communications as follows:

Overview of the planned scope and timing of the audit

Our audit scope and timing is consistent with the plan communicated in our engagement letter dated November 4, 2025 and at our audit planning meeting with management.

Auditors' Responsibilities under Auditing Standards Generally Accepted in the United States (US GAAS) and Generally Accepted Government Auditing Standards (GAGAS)

The financial statements, required supplementary information, and supplementary information are the responsibility of the Academy's management as prepared with the oversight of those charged with governance. Our audit was designed in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, to obtain reasonable, rather than absolute, assurance that the financial statements are free of material misstatement.

An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, we express no such opinion.

A member firm of Ernst & Young Global Limited

Doc. No. 38GL-26-3143.*

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An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation.

Our responsibilities are included in our audit engagement letter.

Changes to the audit strategy, timing of the audit and significant risks identified

Our audit strategy is consistent with the plan communicated during the November 2025 meeting.

Matters relevant to our evaluation of the entity's ability to continue as a going concern

We did not identify any events or conditions that led us to believe there was substantial doubt about the Academy's ability to continue as a going concern.

Our views about the qualitative aspects of the entity's significant accounting practices, including:

- **Accounting policies**
- **Accounting estimates**

Management has not selected or changed any significant policies or changed the application of those policies in the current year.

We have provided a discussion of significant accounting policies and our views regarding significant accounting estimates and financial statement disclosures and related matters in Note 1 of the basic financial statements.

We determined that those charged with governance are informed about management's process for formulating particularly sensitive estimates and about the basis to our conclusions regarding the reasonableness of those estimates.

Related party relationships and transactions

We noted no significant matters regarding the Academy's relationships and transactions with related parties to the financial statements.

Changes to the terms of the audit with no reasonable justification for the change

None.

Significant unusual transactions

We are not aware of any significant unusual transactions carried out by the Academy.

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Difficult or contentious matters subject to consultation outside of the audit team

There were no difficult or contentious matters that required consultation outside of the audit team.

Material corrected misstatements related to accounts and disclosures

Refer to the "Management Representations Letter" in Appendix A.

Uncorrected misstatements related to accounts and disclosures, considered by management to be immaterial

Refer to the "Management Representations Letter" in Appendix A.

Significant deficiencies and material weaknesses in internal control over financial reporting

No material weaknesses have been identified.

Fraud and noncompliance with laws and regulations (illegal acts)

We are not aware of any matters that require communication.

Obtain information relevant to the audit

Inquiries regarding matters relevant to the audit were performed during the November 2025 meeting and at the update status meetings during the audit.

Independence matters

We are not aware of any matters that in our professional judgment would impair our independence.

New accounting pronouncements

No issues have been identified with regard to management's planned application of new accounting pronouncements.

Significant issues discussed with management in connection with the auditor's initial appointment or recurring retention

We are not aware of any matters that require communication.

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Disagreements with management and significant difficulties encountered in dealing with management when performing the audit

There were no difficulties encountered in dealing with management in performing the audit.

Management consultations with other accountants

We are not aware of any consultations made by management with other accountants or specialists.

Other material written communications with management

None.

Other matters

There are no other matters arising from the audit that are significant and relevant to those charged with governance regarding the oversight of the financial reporting process.

AICPA ethics ruling regarding third-party service providers

There are no significant matters arising from the audit that required us to subcontract portions of the Audit Services to other EY firms and that required participation of personnel from an affiliate of EY or another EY firm or any of their respective affiliates, of from independent third-party service providers.

Representations we are requesting from management

We have obtained from management a representations letter related to the audit and a copy of the management representations letter is included in Appendix A.

Engagement team's involvement with preparation of the financial statements

Under GAS 2018 Revision, Chapter 3 Ethics, Independence and Professional Judgment, Paragraphs 3.73-74 explains that the audit team should make consideration of management's ability to effectively oversee the non-audit services to be provided. The engagement team should determine that the audited entity has designated an individual who possesses suitable skill, knowledge or experience and that the individual understands the services to be performed sufficiently to oversee them. The engagement team should document consideration of management's ability to oversee non-audit services to be performed.

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The engagement team believes that this significant threat is reduced to an acceptable level upon application of the following safeguards:

- An engagement quality control review was performed by a qualified Ernst & Young Partner who was not otherwise involved in the audit.
- The preparation of the financial statements is based on the Academy's trial balance with our understanding that the Academy's underlying books and records are maintained by the Academy's accounting department and that the final trial balance prepared by the Academy is complete.
- All adjusting journal entries that Ernst & Young posted to the trial balance have been approved by management of the Academy.
- The Academy's Procurement Officer has the skill sets to oversee and review the completeness and accuracy of the financial statements and footnote disclosures.

****

This communication is intended solely for the information and use of the Board of Trustees, management, and the Office of Public Accountability - Guam and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

Ernst + Young LLP

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The Board of Trustees
Business and Technology Academy Charter School

March 6, 2026

Appendix

A – Management Representations Letter

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.



March 6, 2026

Ernst & Young LLP
196 Bejong Street
Barrigada, Guam 96913

In connection with your audit of the basic financial statements of Business and Technology Academy Charter School (the "Academy") as of September 30, 2025 and for the year then ended, and the related notes (collectively referred to hereafter as the "financial statements"), we recognize that obtaining representations from us concerning the information contained in this letter is a significant procedure in enabling you to form an opinion whether the financial statements present fairly, in all material respects, the respective financial position of the governmental activities and General Fund of the Academy and the respective changes in financial position, where applicable, thereof and the respective budgetary comparison for the General Fund in accordance with accounting principles generally accepted in the United States of America (US GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

Accordingly, we make the following representations, which are true to the best of our knowledge and belief:

Management's responsibilities

We have fulfilled our responsibilities, as set forth in the terms of the audit engagement agreement dated November 4, 2025, for the preparation and fair presentation of the financial statements (including disclosures) in accordance with US GAAP.

In preparing the basic financial statements, we evaluated 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 one year after the basic financial statement date.

We acknowledge our responsibility for the design, implementation and maintenance of internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error. We have provided you with:

- Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements such as records, documentation and other matters. This responsibility includes identifying the use of new technologies or techniques in preparing such information (e.g., the use of generative artificial intelligence), and

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additional details you may require regarding the use of any such technologies and techniques in order to perform your audit procedures.

- Additional information that you have requested from us for the purpose of the audit
- Unrestricted access to persons within the Academy from whom you determined it necessary to obtain evidence

We have no plans or intentions that may materially affect the carrying value or classification of assets and liabilities.

There are no material transactions that have not been properly recorded in the accounting records underlying the basic financial statements.

From October 1, 2024 through the date of this letter we have disclosed to you, to the extent that we are aware, any (1) unauthorized access to our information technology systems that either occurred or is reasonably likely to have occurred, including of reports submitted to us by third parties (including regulatory agencies, law enforcement agencies and security consultants), to the extent that such unauthorized access to our information technology systems is reasonably likely to have a material effect on the financial statements of any opinion unit that comprises the basic financial statements, in each case or in the aggregate, and (2) ransomware attacks when we paid or are contemplating paying a ransom, regardless of the amount.

Uncorrected misstatements

There are no uncorrected misstatements (including the effects of correcting or reversing prior period uncorrected misstatements), or uncorrected misstatements in disclosures relating to the current period financial statements for each opinion unit.

Corrected misstatements

We have reviewed and approved the adjustments, summarized in the accompanying schedule, and reflected these adjustments in the financial statements.

Refer to the "Schedule of Corrected Misstatements" in Appendix A.

Internal control

We are not aware of any significant deficiencies or material weaknesses in the design or operation of internal control over financial reporting.

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.

Minutes and contracts

The dates of meetings of shareholders, directors, committees of directors and important management committees, from the beginning of the period covered by the financial statements to the date of this letter are as follows:

- March 26, 2025 – Regular Board of Trustees Meeting
- April 23, 2025 – Special Board of Trustees Meeting

We have made available to you all minutes of the meetings of shareholders, directors and committees of directors or summaries of actions of recent meetings for which minutes have not yet been prepared. Minutes and contracts were made available on request from the date of incorporation.

We also have made available to you all significant agreements and contracts, including amendments, and have communicated to you all significant oral agreements. We have complied with all aspects of contractual agreements that have a material effect on the financial statements.

Methods, significant assumptions, and data used in making accounting estimates

The appropriateness of the methods, the consistency in application, the accuracy and completeness of data, and the reasonableness of significant assumptions used by us in developing accounting estimates and related disclosures, including those measured at fair value, are reasonable and supportable.

Ownership and pledging of assets

Except for assets accounted for in accordance with GASB Statements No. 87, 94 and 96—as amended, for which we were provided a right-to-use another entity's nonfinancial asset (the underlying asset), the Academy has satisfactory title to all assets appearing in the statement of net position. No security agreements have been executed under the provisions of the Uniform Commercial Code, and there are no liens or encumbrances on assets, nor has any asset been pledged. All assets to which the Academy has satisfactory title appear in the statement of net position.

Receivables and revenues

Adequate provision has been made for any receivable as of the statement of net position date that may not be collectible, including any losses, costs and expenses that may be incurred related to the collection of those receivables.

Revenues and other governmental fund financial resources are recognized in the period in which they became both measurable and available to finance expenditures of the fiscal period.

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Leases

We have identified and accounted for all contracts that meet the criteria to be accounted for as a lease under GASB Statement No. 87—as amended. We have appropriately considered any modifications, termination or purchase options in the contract.

To measure the lease liability, we used the rate the lessor charges to us or the rate implicit in the lease. When the interest rate could not be readily determined, we then estimated our incremental borrowing rate (IBR). We believe our IBR is a reasonable estimate and represents an estimate of the interest rate that would be charged for borrowing the lease payment amounts during the lease term.

Long-lived assets (asset groups) to be held and used

No events or changes in circumstances have occurred that indicate the carrying amounts of long-lived assets (asset groups) to be held and used, including intangible assets that are subject to amortization, may not be recoverable.

Fair value measurements

We are responsible for the estimation methods and assumptions used in measuring assets and liabilities reported or disclosed at fair value, including information obtained from brokers, pricing services or other third parties. Our valuation techniques have been consistently applied from period to period. The fair value measurements reported or disclosed represent our best estimate of fair value as of the measurement date in accordance with the requirements of GASB Statement No. 72—as amended. In addition, our disclosures related to fair value measurements are consistent with the objectives outlined in GASB Statement No. 72—as amended.

Related party relationships and transactions

We have made available to you the names of all related parties and all relationships and transactions with related parties.

The substance of transactions with related parties as defined in GASB Statement No. 56—as amended, has been considered and appropriate adjustments or disclosures are made in the basic financial statements, and information concerning these transactions and amounts have been made available to you.

Side agreements and other arrangements

There have been no side agreements or other arrangements (either written or oral) that have not been disclosed to you.

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Arrangements with financial institutions

Arrangements with financial institutions involving compensating balances or other arrangements involving restrictions on cash balances and line-of-credit or similar arrangements have been properly recorded or disclosed in the financial statements.

Events of default under debt agreements

No events of default have occurred with respect to any of the Academy's debt agreements.

Oral or written guarantees

There are no oral or written guarantees, including guarantees of the debt of others.

Purchase commitments

At September 30, 2025, the Academy had no purchase commitments for inventories in excess of normal requirements or at prices that were in excess of market at that date.

There were no agreements or commitments to repurchase assets previously sold. There were no material commitments outstanding at September 30, 2025 as a result of being a party to futures or forwards contracts, short sales or hedge transactions.

Non-compliance with laws and regulations, including fraud

We acknowledge that we are responsible to determine that the Academy's business activities are conducted in accordance with laws and regulations and that we are responsible for identifying and addressing any non-compliance with applicable laws or regulations, including fraud.

We acknowledge our responsibility for the design, implementation and maintenance of internal controls to prevent and detect fraud.

We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.

We have disclosed to you all known actual or suspected noncompliance with laws and regulations whose effects should be considered when preparing the financial statements.

We have no knowledge of any fraud or suspected fraud involving management or other employees who have a significant role in the Academy's internal control over financial reporting, including any unresolved matters that existed as of the opening balance sheet date for the period under audit that could result in a misstatement of the financial statements or otherwise affect financial reporting of the entity. In addition, we have no knowledge of any fraud or suspected fraud involving other employees where the fraud could have a material effect on the financial statements. We have no

Doc. No. 38GL-26-3143.*

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knowledge of any allegations of financial improprieties, including fraud or suspected fraud, (regardless of the source or form and including without limitation, any allegations by "whistleblowers") which could result in a misstatement of the financial statements or otherwise affect the financial reporting of the Academy.

Independence

We have communicated to you the names of the Academy's affiliates, as described in the AICPA Code of Professional Conduct ET section 1.224.020 *State and Local Government Client Affiliates*, officers and directors, or individuals who serve in such capacity for the Academy.

We are not aware of any business relationship between the Academy and Ernst & Young LLP or any other member firm of the global Ernst & Young organization (any of which, an "EY Firm"), other than one pursuant to which an EY Firm performs professional services.

We are not aware of any reason that Ernst & Young LLP would not be independent for purposes of the Academy's audit.

Conflicts of interest

There are no instances where any officer or employee of the Academy has an interest in a Academy with which the Academy does business that would be considered a "conflict of interest." Such an interest would be contrary to Academy policy.

Effects of new accounting principles

As discussed in Note 2, we have not completed the process of evaluating the effects that will result from adopting the amendments to the codification provided in:

- GASB Statement No. 103
- GASB Statement No. 104
- GASB Statement No. 105

The Academy is therefore unable to disclose the effects that adopting the amendments in the aforementioned GASB Statements will have on its financial position and the changes in its financial position when such amendment are adopted.

Certain risk disclosures

There are no risks related to vulnerabilities due to material concentrations or constraints, in accordance with the GASB Statement No. 102, *Certain Risk Disclosures*.

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Required supplementary information

We acknowledge our responsibility for the required supplementary information on management's discussion and analysis and budgetary comparison information for the general fund, which have been measured and presented in conformity with the guidelines established by the Governmental Accounting Standards Board in its applicable GASB Statement.

There are no significant assumptions or interpretations underlying the measurement or presentation of the information.

Other representations

- We have identified and disclosed to you, all provisions of laws and regulations that could have a direct and material effect on financial statement amounts, including legal and contractual provisions for reporting specific activities in separate funds. We have identified and disclosed to you, all instances of identified or suspected noncompliance with laws, regulations, and provisions of contracts and grant agreements where the noncompliance could have a direct and material effect on the basic financial statements.

- We have followed all applicable laws and regulations in adopting, approving and amending budgets, tax or debt limits and covenants and secondary market disclosures, deposits and investments, including collateral requirements on depository accounts and investments and tax levies and refunds.

- The basic financial statements properly classify all funds and activities in accordance with GASB Statement No. 54—as amended.

- All funds that meet the quantitative criteria in GASB Statement No. 34, as amended and GASB Statement No. 37, for presentation as major are identified and presented as such and all other funds that are presented as major are particularly important to financial statement users.

- Components of net position (net investment in capital assets; restricted; and unrestricted), and classifications of fund balance (nonspendable fund balance, and restricted, committed, assigned, and unassigned) are properly classified and, if applicable, approved.

- Provisions for uncollectible receivables have been properly identified and recorded.

- Expenses have been appropriately classified in or allocated to functions and programs in the statements of activities, and allocations have been made on a reasonable basis.

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- Revenues are appropriately classified in the statement of activities within program revenues, general revenues, contributions to term or permanent endowments or contributions to permanent fund principal.

- Risk disclosures associated with deposits and investment securities and derivatives transactions are presented in accordance with GASB requirements.

- Capital assets, including infrastructure and intangible assets, are properly capitalized, reported and, if applicable, depreciated.

- Our policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available is appropriately disclosed and net position was properly recognized under the policy.

- We are following either our established accounting policy regarding which resources (that is, restricted, committed, assigned, or unassigned) are considered to be spent first for expenditures for which more than one resource classification is available or are following paragraph 18 of GASB Statement No. 54 to determine the fund balance classifications for financial reporting purposes.

- Subsequent events have been evaluated and classified as recognized or nonrecognized through the date of this letter.

Other matters

We have received a draft copy of our financial statements and required supplementary information as of and for the year ended September 30, 2025. The accuracy and completeness of the financial statements, including footnote disclosures, are our responsibility.

You have assisted in the preparation of our financial statements and required supplementary information based on information in our trial balance and accounting records. It is our understanding that:

- our underlying books and records are maintained by our accounting department and that the final trial balance prepared by us is complete and,
- all adjusting journal entries posted to the trial balance have been approved by us, and
- we have designated a competent representative to oversee your services and that our personnel have sufficient financial competence who are able to challenge and review the completeness and accuracy of the financial statements and required supplementary information, including footnote disclosures.

Doc. No. 38GL-26-3143.*

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BTACS GUAHAN

We have reviewed the draft financial statements and required supplementary information for accuracy and completeness. We acknowledge that we have reviewed them and taken responsibility for them.

Subsequent events

Subsequent to September 30, 2025, no events or transactions as outlined in "Subsequent Events" in Appendix B have occurred or are pending that would have a material effect on the basic financial statements at that date or for the period then ended, or that are of such significance in relation to the Academy's affairs to require mention in a note to the basic financial statements in order to make them not misleading regarding the financial position, and changes in financial position of the Academy.

We understand that your audit was conducted in accordance with auditing standards generally accepted in the United States of America as established by the American Institute of Certified Public Accountants and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America and was, therefore, designed primarily for the purpose of expressing an opinion on the basic financial statements of the Academy and that your tests of the accounting records and other auditing procedures were limited to those that you considered necessary for that purpose.

Very truly yours,

Dylan Sablan, Principal

Kella Hernandez, Procurement Officer

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Appendices

A – Schedule of Corrected Misstatements

B – Subsequent Events

Doc. No. 38GL-26-3143.*

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Appendix A – Schedule of Corrected Misstatements

Communication schedule for corrected misstatements

Entity: Business and Technology Academy Charter School Period ended: 30-Sep-2025 Currency: USD

Corrected misstatements			Analysis of misstatements Debit/(Credit)							
No.	W/P ref.	Account	Assets Current	Assets Non-current	Liabilities Current	Liabilities Non-current	Equity components	Effect on the current period OCI	Income statement effect of the current period	
		(misstatements are recorded as journal entries with a description)	Debit/(Credit)	Debit/(Credit)	Debit/(Credit)	Debit/(Credit)	Debit/(Credit)	Debit/(Credit)	Debit/(Credit)	Non taxable
AJE 1	UA.00	To correct the overstatement of appropriations for FY2025								
		Appropriations							7,722	
		Accounts Receivable (A/R)	(7,722)							
AJE 2		To correct lease balances for FY2025								
		Lease asset - building, net		26,105						
		Long term liability - Due after one year				(26,105)				
RJE 1		To correct lease liability classification								
		Long term liability - Due after one year				168,778				
		Long term liability - Due after one year				(168,778)				
Total of corrected misstatements before income tax			(7,722)	26,105	0	(26,105)	0	0	7,722	
Financial statement amounts			381,057	458,190	(391,174)	(313,975)	(134,098)		(121,996)	
Effect of corrected misstatements on F/S amounts			-2.0%	5.7%	0.0%	8.3%	0.0%		-6.3%	

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Appendix B – Subsequent Events

	Question
1	Have there been any business combinations, acquisitions of significant assets, segment disposals, disposals of significant assets or extraordinary, unusual or infrequently occurring transactions, except as disclosed in the financial statements? no
2	Have any significant contingent liabilities or commitments arisen, except as disclosed in the financial statements? no
3	Have any significant changes occurred in trends in sales/revenues or costs that could affect accounting estimates (e.g., valuation of receivables or inventories, realization of deferred charges, provisions for warranties or employee benefits or unearned income)? no
4	Have any significant changes occurred, or are pending, in the capital accounts, long term debt, including debt covenants and compliance with them, or working capital, except as disclosed in the financial statements? no
5	Have any significant changes occurred in the status of items, including contingent liabilities and commitments that were accounted for on the basis of tentative, preliminary or inconclusive data? no
6	Have any significant unusual or non-recurring adjustments been recorded (or are necessary)? no
7	Have any communications, written or oral, occurred with regulatory agencies with which the entity files financial statements? no
8	Have there been any changes in the entity's related parties? no
9	Have any significant new related party transactions occurred? no
10	Have any other events occurred, other than those disclosed in response to the previous questions or those reflected or disclosed in the financial statements that could have a material effect on the financial statements? no
11	Are there any significant new contracts or agreements (including amendments) and written communications with any regulatory agencies that could have an effect on the financial statements other that those that are already been provided to EY (if any)? no
12	Are you aware of any minutes of BOD meetings that were held subsequent to the balance sheet date that were not previously provided? no
13	Are you aware of any fraud or suspected fraud affecting **Business and Technology Academy Charter School** involving (1) management, (2) employees who have significant roles in internal control or (3) others, when the fraud could have a material effect on the financial statements? no
14	Are you aware of any allegations of financial improprieties, including fraud or suspected fraud (regardless of the source or form and including, without limitation, allegations by "whistle-blowers"), when such allegations could result in a misstatement of the financial statements or otherwise affect the financial reporting of **Business and Technology Academy Charter School**? no
15	Are you aware of any close relationships, or business, employment or other relationships that could bear on EY's independence (e.g. business/financial relationships, litigation with EY, family relationship, employment, loans, cooperative arrangements, etc.)? no
16	Are you aware of any cash receipt records for significant or unusually large amounts that may pertain to proceeds of loans, significant sales of productive assets or other unusual items? no
17	Are you aware of any cash disbursement records for that may pertain to unusual payments, payments of liabilities not recorded as of the balance sheet date or other unusual items? no
18	Are you aware of any significant time lag that may pertain to collections on accounts receivable, credit memoranda issues for sales returns and allowances? no
19	Are you aware of any going concern indicators such as negative working capital, significant transactions from balance sheet date to audit report that has significant impact on the Company's liquidity or ability to operate one year and one day from the audit report date? no
20	Are you aware of any journal entries posted after September 30, 2025 that would have a material effect on the financial statements as of the balance sheet date? no

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APPENDIX D

OPA FINANCIAL HIGHLIGHTS

The following pages are the complete, unaltered FY2025 Financial Highlights bulletin published by the Office of Public Accountability – Guam (OPA), summarizing BTACS's audited financial results for the Council and the public.

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Financial Highlights
Business and Technology Academy Charter School
FY 2025 Financial Highlights

March 9, 2025

The Business and Technology Academy Charter School (the Academy) – designed to provide middle and high school students the opportunity to prepare for postsecondary education and career development – received an unmodified opinion on its Fiscal Year (FY) ended September 30, 2025 financial statements and report on compliance from independent auditors Ernst & Young, LLP (EY). EY did not identify any deficiencies in the Academy's internal control over financial reporting on compliance that they considered to be a material weakness. However, auditors noted five deficiencies in relation to its internal control and financial report. The Academy closed FY 2025 with a net position of $134 thousand (K). FY 2025 was the first year that the Office of Public Accountability has overseen the Academy's financial audit.

Revenues and Expenditures
For FY 2025, the Academy received and reported approximately $1.4 million (M) in revenue from the Government of Guam (GovGuam), which represents 87% of the total $1.5M allocation ($7.8K per pupil for 200 students). Over the same period, the Academy's total expenditures were approximately $1.2M, with salaries and wages comprising the biggest operating expenditure at $473K (38% of total expenditures). As of the end of FY 2025, the Academy had 174 students enrolled.

Related Party Transactions
On August 12, 2024, the Academy entered into a zero-interest loan agreement with Business & Technology Endowment Foundation, Inc. (BTEF). The loan agreement is in the form of cash advances by the Academy on behalf of BTEF to support school operations, including payroll, vendor payments, utilities, facility expenses, and other operational needs. As of September 30, 2025, the outstanding loan amounted to $177K and is reported as due to related party in the accompanying statements.

Lease Agreement Overview
Effective July 2024, the Academy has a sublease agreement with the Business & Technology Endowment Foundation. The Academy leases a portion of the real property utilized as a school campus. The lease contract, with a three-year term, includes a fixed monthly base rent of $14.7K, totaling $177K as of September 30, 2025. The total lease liability was $299K, representing the present value of remaining lease payments at the end of FY 2025.

Report on Internal Control and Compliance and Management Letter
For FY 2025, EY noted no significant deficiencies or material weaknesses were identified in the Report on Internal Control over Financial Reporting and Compliance. However, EY identified certain internal control matters for management consideration:

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1. **Accounting for Leases:** EY noted significant discrepancies between the schedule provided by management and the lease entries recorded. These discrepancies stem from the initial recognition of the right-of-use asset and related lease liability, while the amortization and interest expense align with the schedule. Auditors recommended that the Academy continue to utilize the calculation schedule, as it aligns with the requirements established by Governmental Accounting Standards Board No. 87, and to ensure consistency between the schedule and the corresponding entries recorded in the books.
2. **Bank Reconciliations:** EY noted a February 2025 transaction included in the March 2025 bank reconciliation, which was confirmed to be a clerical error, and observed that management prepares bank reconciliations only after receiving the bank statements, resulting in the absence of reconciling items. EY recommends the Academy conduct a thorough review of the bank reconciliation process to prevent any errors, and recommends management prepare bank reconciliations in conjunction with the month-end closing of the books, rather than waiting for the bank statements.
3. **Month-End/Year-End Accrual Entries:** EY observed that payroll costs for the September 6 and September 20 pay periods were recorded in the subsequent fiscal year, which resulted in an understatement of payroll expenditures/expenses and related accruals. Additionally, in EY's tests for unrecorded liabilities, they noted that costs incurred near year-end were not recognized by the Academy, despite these costs being included in the Academy's allotment requests for the year. EY recommends that the Academy enhance its year-end closing process by allocating additional time and resources for the review of transactions, as this will help ensure that any misstatements are identified and corrected in a timely manner.
4. **Enrollment Listing:** In EY's review of the student enrollment listing, they noted a duplicate name among the enrolled students. The presence of this duplicate has led to an overstatement of revenues by management, resulting in an excess over the budget allocated by GovGuam. EY recommends that the Academy enhance its data maintenance practices to ensure that the data is consistently updated, accurate, and free from duplicates, as this is essential, as the data is utilized for reporting purposes and revenue recognition.
5. **Continuous Professional Development:** EY noted that the accounting team is new, small in resource personnel, and still acquiring the necessary expertise to perform financial reporting. EY recommends the Academy continue to provide training and development to its personnel to improve and keep up to date with changing reporting and regulatory requirements.

For more details, refer to the Academy's FY 2025 Financial Statements and Report on Compliance and Internal Control, Management Letter, and Auditor's Communication With Those Charged With Governance at www.opaguam.org and www.guambtacs.com.

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APPENDIX E

CITIZEN-CENTRIC REPORT

The following pages are BTACS's Citizen-Centric Report, prepared following the Association of Government Accountants' Citizen-Centric Reporting framework, covering the school's mission, academic performance, finances, and future outlook.

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BTACS GUÅHAN

CITIZEN-CENTRIC REPORTING CCR AGA



Citizen-Centric Report: FY 2024

OCT. 1, 2024 - SEPT. 30, 2025

ABOUT US

VISION

We are shaping a generation of bold, innovative leaders who transform communities and forge their own futures.

Empowering Guam's youth to redefine success through innovative education that bridges cultural heritage with global opportunities.

MISSION

To inspire and empower students to become innovative leaders, problem-solvers, and contributors to Guam's private sector economy through a transformative education in business and technology.

To provide high school students with meaningful, research-based learning opportunities aligned with college and career readiness standards, ensuring every graduate earns a high school diploma while achieving personal success pathways in education and employment.

DEMOGRAPHIC

9th Grade	10th Grade	11th Grade	12th Grade	Total
74	38	35	26	173

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Finances.....3
Future Outlook.....4

BOARD OF TRUSTEES

Baltazar Atalig
Chairman

Danny Guerrero
Member

Dylan Sablan
Non-Voting Member

Dr. Roseann Jones
Member

Roke Matanane
Member

(Vacant)
Parent Member

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Academic Performance

Accuplacer:

During the 2024-2025 school year, BTACS administered the Accuplacer assessment to 54 students to measure proficiency in reading, writing, and mathematics. Because BTACS was in its inaugural year of operations, the school was not yet included in any district-wide assessment systems. The Accuplacer therefore served as the school's primary standardized assessment tool, providing critical diagnostic data to identify students' academic proficiency and guide instructional planning. It is important to note that the assessment was administered only to students who were present on testing days during the school's first year. As such, the data reflects performance from that initial cohort and does not include students who enrolled for the 2025-2026 school year.



Performance Review:

Reading: The average score was 244, with most students performing within the Approaching (15 students) and Needs Improvement (18 students) categories. A total of 21 students achieved Proficient or College Ready levels.



Writing: The average score was 243, showing similar results—17 students scored in the Approaching range, 16 in Needs Improvement, and 17 students demonstrated Proficient or College Ready skills.

Mathematics (Arithmetic): The average score was 241, with most students in the Needs Improvement and Approaching bands, while 17 students performed at Proficient or College Ready standards.



Overall, the data indicates that while many students are continuing to build foundational academic skills, additional instructional support is needed to help more students reach college readiness benchmarks—particularly in reading comprehension and quantitative reasoning.

Next Steps:

BTACS plans to participate in district-wide assessments beginning in the 2025-2026 school year, aligning with broader performance indicators used across the island. Additionally, a second round of Accuplacer testing is scheduled for early in the 2025-2026 school year to measure student growth and evaluate the impact of ongoing academic interventions. Continued use of Accuplacer data will help BTACS ensure that students graduate with proficiency in reading, writing, and mathematics—prepared to enter college without the need for remedial coursework.



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Finances

FY2023 FINANCIAL HIGHLIGHTS

Enrollment at the end of School Year 2024 - 2025 is 173 students which is less than the 200 students authorized by P.L. 37-42.

Total revenues consisted entirely of government appropriations based on student enrollment.

Total expenses were $1,235,204 and included instructional costs, operational expenses, and non-cash expenses such as depreciation and amortization.

REVENUE	**2025**	**2024**
Appropriation - Students	1,357,200	250,000
Total Revenue	**1,357,200**	**250,000**
EXPENSES		
Salaries & Wages	473,121	3,433
Contract Services	134,965	11,901
Depreciation Expense	9,722	-
Amortization Expense	167,376	41,844
Interest	13,581	4,278
Repairs & Maintenance	188,253	139,304
Supplies & Materials	96,105	14,000
Taxes & Licenses	-	5,545
Travel	11,342	-
Insurance	14,291	-
Utilities	126,108	-
Miscellaneous	340	25,239
		-
Total Expenses	1,235,204	245,544
Net Position – End of Year	**134,098**	**12,102**

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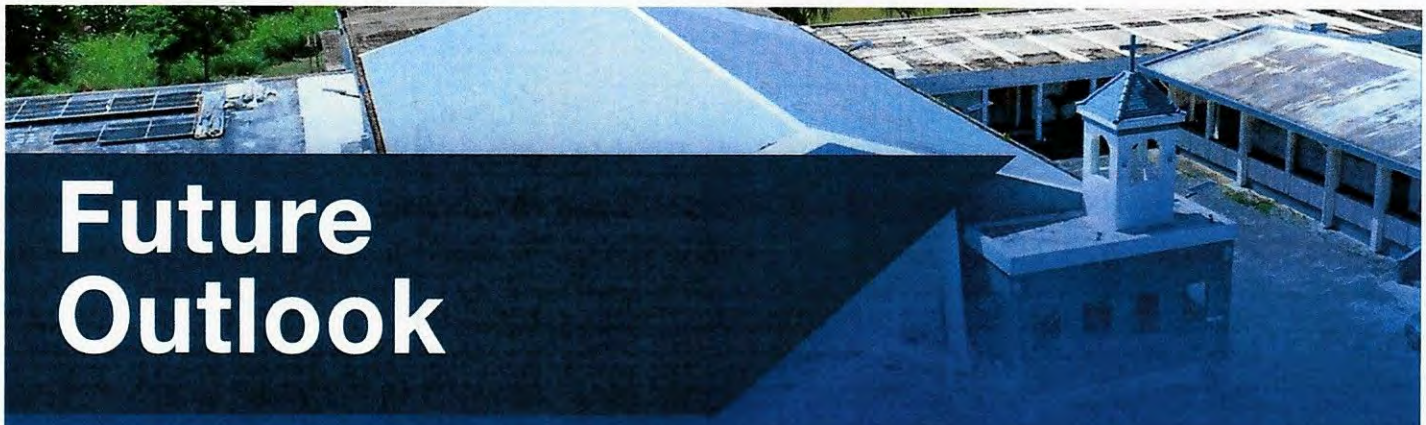

Future Outlook

Leadership Transition
In December 2024, Business and Technology Academy Charter School (BTACS) underwent a change in school leadership. This transition marked a new phase in the school's growth, with a focus on strengthening organizational systems, refining internal processes, and ensuring that operations align with the school's mission and long-term strategic goals.

Data Systems and Process Development
BTACS continues to build and refine its data collection and management processes through its Student Information System, FACTS SIS. As a relatively new institution, the school is still in the process of structuring and standardizing its data workflows to ensure consistency, accuracy, and accessibility across departments. The administration remains committed to streamlining these systems to enhance efficiency, improve reporting capabilities, and better support student learning outcomes.

Staffing and Operational Support
The school experienced significant growth during the past academic year, with enrollment more than doubling. This rapid expansion has occasionally resulted in staffing challenges, requiring administrators to step in and provide classroom or operational coverage when faculty members are absent due to illness or appointments. Despite these challenges, the school community has demonstrated flexibility, teamwork, and a shared commitment to maintaining instructional quality and student support.

Continuous Improvement and Capacity Building
As BTACS continues to develop its operational systems, the leadership team recognizes that this process involves ongoing learning and adaptation. The school remains dedicated to evaluating and improving internal practices, investing in staff training, and implementing sustainable systems that will support both current needs and future growth.

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MAGA'LÅHEN HURAO
CHAMORU ACADEMY CHARTER SCHOOL

RIPOTTEN I SAKKAN FISKÅT 2026

FY2026 Annual Report

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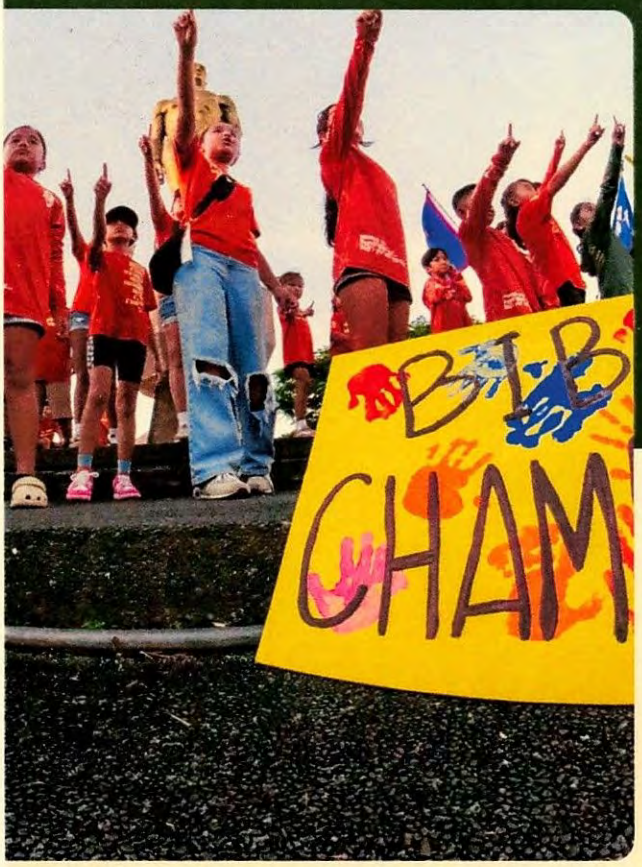

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REPORT PERIOD
Oct 1, 2025 – Sep 30, 2026

ACADEMIC YEAR DATA
SY2025-26

ENROLLMENT AND STAFF
As of Sep 30, 2025 and Sep 30, 2026

NINA'HÅLOM PARA I:

- Guam Academy Charter Schools Council
- I Lihesiaturan Guåhan
- I Maga'hågan Guåhan

The page column doubles as our statutory crosswalk: the items listed are the numbered requirements of 17 GCA §12107(n) answered in each section. Item 4 (graduation and college admission) does not apply; the highest grade served in SY2025-26 was 6th.

THIS ANNUAL REPORT FULFILLS THE REQUIREMENTS OF 17 GCA §12107(N) FOR FISCAL YEAR 2026

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INATAN ENTERU

EXECUTIVE SUMMARY

Dodokko': Sprouting

Our first year planted the seed. Year 2 was the sprouting. Enrollment grew from 91 students in our opening year to 174 in SY2025–26 and 221 at the start of SY2026–27, with 55 more children waiting for a seat. We added 6th and then 7th grade, grew our staff to 35, and earned an unmodified opinion on our first independent audit.

We exceeded our language goal, teaching 100% in CHamoru through 1st grade and 90% through 6th. Teachers rated 74% of students at or above grade level in CHamoru, and every student advanced to the next grade. Our teachers saw the change up close: three-year-olds "who went from speaking no CHamoru to speaking and understanding fully"; 4th graders who "once needed help understanding" and "were now helping others understand."

We continue to carry the language beyond our classrooms and into the community. Our funding covers 200 students, and we serve 221. Our village of families, partners and supporters sustains us as we seek the resources to carry this mission further.

In Year 3, we will give our first in-house CHamoru assessment, hold instruction at 100% CHamoru through 1st grade and 90% through 7th, reach 85% of families in weekly Eskuelan Mañaina, and complete the move to a fully independent Board. We will keep pressing to raise our cap to 260 so more of the children waiting can learn in CHamoru. If Year 2 was the sprouting, Year 3 is about deepening the roots.

KEY ACHIEVEMENTS

- **Growth with retention:** 92.5% of students returned, and attendance rose to 85.9%.
- **Language in public life:** recognized in Legislative Resolution No. 143-38 (COR); 7 awards at UOG Ina'cha'igen 2026.
- **Our own educators:** 35 staff, prepared through Pineksai, Håtsa Hurao and Nina'fitme; 26 certified in CHamoru orthography.
- **Fiscal stewardship:** an unmodified FY2025 audit and the full FY2026 appropriation put to work.
- **Indigenous accreditation:** WINHEC membership kept and the self-study begun.



YEAR 2 AT A GLANCE

221
Students
Sep 30, 2026, up from 91 in Year 1

55
On the waitlist
Sep 30, 2026, up from 27

92.5%
Returned
161 of 174 came back for SY26–27

85.9%
Attendance
Up from 83.9% in Year 1

74%
At or above grade level in CHamoru
Teacher ratings, all 11 classes

35
Team
Up from 18 in Year 1



Doc. No. 38GL-26-3143.*

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MISIÓN YAN RINIKOHEN HINAGO'

MISSION & GOALS

I HINAGO'-TA · OUR MISSION

To produce and empower young indigenous and non-indigenous minds through culturally rich and inclusive CHamoru Medium Education, fostering academic excellence, CHamoru values and traditions, cultural pride, and holistic growth.

I LINI'E'-TA · OUR VISION

Cultivate a learning environment where CHamoru language, culture, and traditions are at the heart of education, empowering children to become proud, knowledgeable stewards of their heritage and compassionate global citizens.

I HINENGGE-TA · OUR VALUES

Aguaiya (Love)
Arespeta (Respect)
A'adahi (Care)
Afa'maolek (Reciprocity)
Amamåhlao (Modesty)
A'umitde (Humility)
Ageftao (Generosity)
Agofli'e' (Empathy)
A'agradesi (Gratitude)
A'akudi (Helping without being asked)

These values guide every interaction, lesson and relationship in our school.

WHY WE EXIST: THE URGENT NEED

UNESCO classifies CHamoru as endangered. Speakers declined by an estimated 75% over the 20th century and today make up 17.8% of Guam's population. Without decisive action, the language could be lost within a generation. Maga'låhen Hurao exists to reverse that.



IMPACT GOAL 2032

1,455 fluent speakers and 2,910 parents learning

244

children taught through CHamoru since 2024

80%

of families learning the language in SY2025–26

Fluent speakers
Will be counted from SY2026–27, when our CHamoru assessment launches

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PROGRESS TOWARD CHARTER GOALS

YEAR 2 EVIDENCE

✦ LANGUAGE REVITALIZATION — On track

Beat the 90% instruction target: 100% CHamoru through 1st grade, 90% through 6th. 80% of families learning the language.

✦ CULTIVATE CULTURAL PRIDE — Met

Led the opening chant and ceremony at the Walk for Water. *Prugråmman Påsgua* drew 500+ to the Guam Museum. Featured in Pacific Cool's "Tininu" music video. Opened the Jubilee Mass, the Archbishops' conference and the gubernatorial debate in CHamoru.

✦ COMMUNITY ENGAGEMENT — Met

Kumisión Kids recordings. *Ginen I Kurason* reached close to 200 neighbors. Dinanña' Mariånas welcomed the Mayor of Luta. Joined Lukao Fuha at Gi Matan Guma'.

✦ ACADEMIC EXCELLENCE — Building

7 awards at UOG Ina'cha'igen 2026, including two first places. School-wide participation in Guam Community College's Young Authors program. Every student advanced.

✦ EQUITY AND INCLUSION — On track

Open enrollment continued, including a new PreK4 class made up entirely of children new to MH.

✦ ENVIRONMENTAL STEWARDSHIP — On track

Mud ball workshops with the Micronesia Climate Change Alliance (MCCA).

✦ HOLISTIC DEVELOPMENT — On track

Values-based practice in every class. *Hinengge yan Hinemlo* (Values & Wellness) became a core middle school class. A two-day retreat helped our 5th graders reflect and prepare for middle school.

✦ GLOBAL CITIZENSHIP — Building

WINHEC membership kept and self-study begun. Consulting immersion schools in Hawai'i and Aotearoa on assessment. Field trip and virtual-reality experience with Pacific Historic Parks.

Year 1 proved our model works. Year 2 shows it can grow: two goals met, four on track, and two still being built as we develop a CHamoru-language assessment and pursue indigenous accreditation.

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MANGGE'HELO' SIHA

BOARD OF DIRECTORS · AS OF SEP 30, 2026

JOE **NOWELL**
VICE CHAIRMAN & ACTING CHAIR

FRANK **ICHIHARA**
SECRETARY

JOHN **SARMIENTO**
TREASURER

DENA **RENDON**
DIRECTOR

DERENE **FACULO**
DIRECTOR

LEE BRANDON **CRUZ**
DIRECTOR

LEADERSHIP TEAM

ANNA MARIE B. **ARCEO**
CEO & PRINCIPAL

ANGELANA S. **IRIARTE**
CHIEF OPERATIONS OFFICER

MA'INA A. **DIEGO**
CHIEF ACADEMIC OFFICER & VICE PRINCIPAL

MARIANA **ARCEO**
EXECUTIVE OPERATIONS MANAGER

GOVERNANCE IN FY2026

Chairman Ryan Salas stepped down in September 2026 on joining the staff. Three of six directors are independent of Chief Hurao Academy, and the Board is moving to fully independent membership in the coming months.

With Guam's other charter schools, our leaders traveled to Washington, D.C. to seek a seat at the table, and more funding and opportunities, for charter schools on Guam.

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FINO' CHAMORU

LANGUAGE GROWTH

The CHamoru language is the reason we exist, so its growth comes first among our results. In Year 1, students began at 70% CHamoru and reached full immersion by year's end. For Year 2 we set a target of 90% in Kindergarten through 6th grade, and we exceeded it.

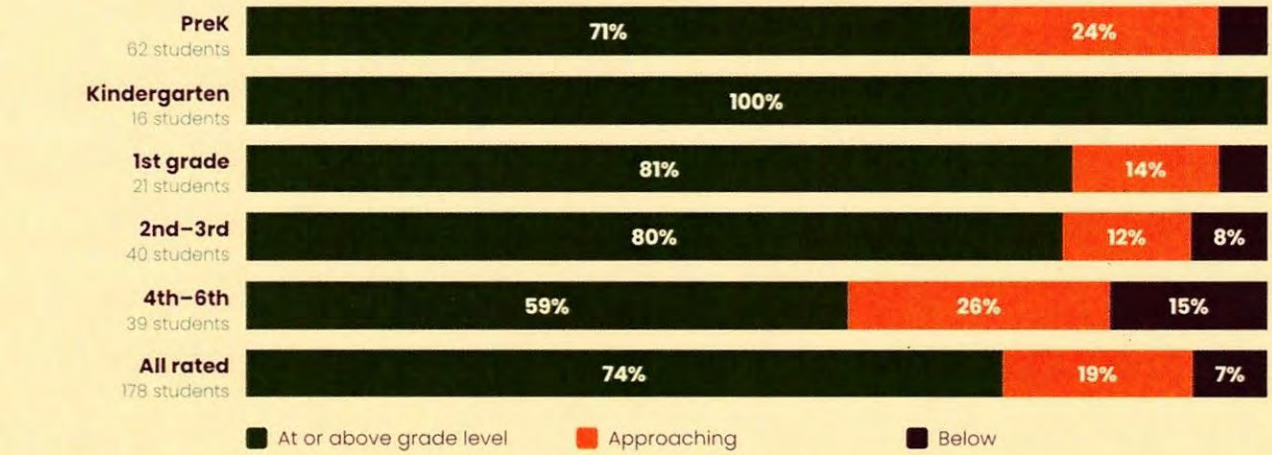
Share of instruction in CHamoru, SY2025–26



Target: 90%. In SY2026–27, 100% through 1st grade and 90% through 7th.

✦ CHAMORU AT YEAR'S END

Our CHamoru proficiency assessment tool is complete and will be used this school year. Until then, each Pipeksai rated where every student finished SY2025–26 in listening, speaking, reading and writing.



PreK rated against developmental expectations. Totals only; no student is identified.

"The same students who once needed help understanding were now helping others understand."

PIPEKSAI, SIGUA' (4TH GRADE)

"3-year-olds who went from speaking no CHamoru to speaking and understanding fully."

PIPEKSAI, TULU (PREK3)

✦ IN PUBLIC LIFE

- 7 awards at UOG Ina'cha'igen 2026, including 1st in middle school Palåo'an na Kakånta and Sinangan.
- Resolution No. 143-38 (COR) of I Liheslaturan Guåhan recognized MH and Chief Hurao, Inc. for CHamoru language work.
- Kumisión Kids: our students' voices teach young children the language through song. Pacific Cool's "Tininu" music video was filmed on our campus with our students.
- Students were invited to offer blessings and chants at the homecoming of the latte returned from the Bishop Museum, the Jubilee "Water" Mass, the Archbishops' conference and the gubernatorial debate.

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ESTAO FINA'NÅ'GUEN FOTMÅT

ACADEMIC PERFORMANCE

DISTRICT-WIDE ASSESSMENT

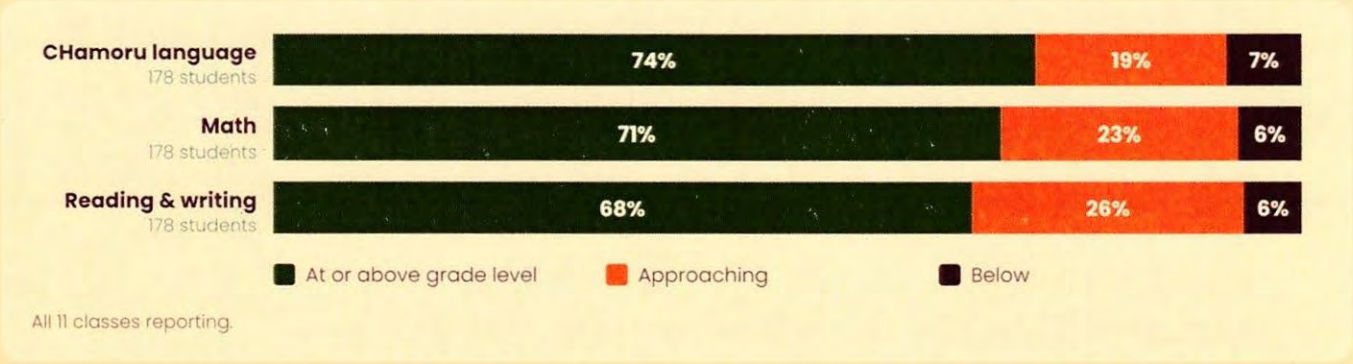
MH did not take a district-wide assessment in SY2025–26. None exists in CHamoru for an immersion program, and an English-language test would not measure what our students learn through CHamoru.

✦ BUILDING OUR OWN ASSESSMENT

- Consulting indigenous-language immersion schools in Hawai'i and Aotearoa New Zealand.
- A framework of standards and assessments, built through immersion lens, is now under way.
- First in-house assessment at the end of SY2026–27.

✦ TEACHERS' END-OF-YEAR RATINGS

Each Pipeksai rated where every student finished SY2025–26 in each subject. Because all instruction is in CHamoru, every rating also reflects each child's growing command of the language. One of our two PreK4 classes was entirely new to MH this year.



All 11 classes reporting.

✦ GRADE ADVANCEMENT

Students advance on demonstrated readiness in CHamoru, math and literacy, social studies, science, social-emotional growth, and a decision made with each family.

GRADE	PREK3	PREK4	K	1ST	2ND	3RD	4TH	5TH	6TH	TOTAL
Advanced	31	31	16	21	20	20	13	10	16	**178**
Retained	0	0	0	0	0	0	0	0	0	**0**

100% of students advanced (Year 1: 98.9%).

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"They were no longer just trying to understand what was being said, but beginning to use Chamoru to express their own thoughts and support others."

PIPEKSAI, MÅNOT (5TH GRADE)

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RIPOTTEN EMPLEHAO

STAFFING AS OF SEP 30, 2026

35
Staff
From 18 in Year 1 and 26 in Year 2

11
MH parents on staff
Our school runs like a village

26
Orthography certified
All but the August 2026 hires

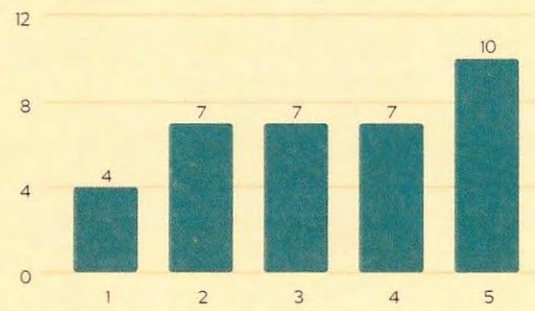
50+
Years of immersion
Combined, our 4 executive leaders

A school run like a village. We bring our indigenous beliefs into how the school operates, not only what it teaches. Having parents and family on staff is one way we do this, and it sets Maga'låhen Hurao apart.

Our team



CHamoru proficiency, all staff



1 = knows simple words, 5 = proficient.
All 4 executive leaders and 10 of 12 Pipeksai are at level 4 or 5.

✦ GROWING OUR OWN EDUCATORS

- **Pineksai:** 3 Pipeksai are former students of Chief Hurao's specialized Pineksai program.
- **Håtsa Hurao:** 9 staff trained, including all 8 A'akuden Pipeksai, who are preparing to lead classrooms.
- **Nina'fitme:** the Kumisión i Fino' CHamoru's immersion certification, held by 3 staff.
- **UOG NEST:** University of Guam CHamoru Studies students used MH as a lab to test their lesson plans.

✦ PROFESSIONAL DEVELOPMENT, FY2026

- Immersion teaching methods and standards-based grading, led in-house by our CEO and CAO
- Cultural pedagogy with Dr. Samuel Betances
- Staff-wide summer orthography certification, Kumisión i Fino' CHamoru

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STAFF QUALIFICATIONS & RESPONSIBILITIES

By role, using our CHamoru role titles, as of Sep 30, 2026. Two positions budgeted for SY2027–28 are not included.

INETNON	ROLE	NO.	QUALIFICATIONS	RESPONSIBILITIES
Executive Leadership	Maga'håga / Maga'linahyan Umeyak (CEO & Principal)	1	BA in Education; pioneer of CHamoru immersion, 20+ years	Leads direction, academics and staff; reports to the Board
	Maga'kinalamten Linahyan Umeyak (Chief Operations Officer)	1	AA in Visual Communications; 15+ years of immersion experience	Operations, finance, HR, procurement, compliance
	Maga'kinalamten Fina'någue / Huguan Maga'linahyan Umeyak (CAO & Vice Principal)	1	Pilot teacher since Neni Academy's founding; 10+ years	Curriculum, assessment, coaching; teaches 6th–7th
	Maga'minanehan Kinalamten i Inetnon Manggigiha (Exec. Operations Manager)	1	AA in Liberal Arts; Immersion Certificate; 5+ years	Daily operations, family programs, events
Administration	Manmanehan Kinalamten Fondon Salåppe' (Business Manager)	1	15+ years of immersion experience; MH parent	Accounting, payroll, budget, audit preparation
	Manmanehan Ufisina (Office Manager)	1	MH parent	Enrollment, records, attendance, families
	A'akuden Ufisina (Office Assistant)	1	—	Front office and records
Education	Pipeksai II (CHamoru Medium Educator II)	4	K–3rd; 15+ years (2), Immersion Certificate (1), BA in Education and Pineksai (1)	Teaches all subjects in CHamoru; mentors Pipeksai I
	Pipeksai I (CHamoru Medium Educator I)	8	PreK3–6th; Immersion Certificate, Håtsa Hurao, Pineksai, up to 7 years' experience	Teaches all subjects in CHamoru; partners with families
Education Support	A'akuden Pipeksai I (Educator Assistant)	8	All trained through Håtsa Hurao; 3 MH parents	Small groups and instruction; trains under a Pipeksai
Support	A'adahen Lugåt yan Inreklan Kinalamten Tråstes (Facilities & Logistics)	1	MH parent	Campus, facilities and logistics
	A'adahen Sinafon Famagu'on (Student Safety Officer)	1	—	Student safety and supervision
	A'akuden Linahyan Umeyak (School Aide)	5	2 MH parents; 1 former Chief Hurao student	Supervision and daily operations
	Pipeksai Dåndan yan Baila (Music Teacher)	1	Former Chief Hurao student	Music and dance in CHamoru
	Total	**35**		





Doc. No. 38GL-26-3143.*

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SINAONAO FAMILIA YAN I KUMUNIDÅT

FAMILY & COMMUNITY INVOLVEMENT

At Maga'låhen Hurao, family involvement is part of how the language is passed on. Grounded in inaguaiya' (love) and inafa'maolek (reciprocity), parents learn alongside their children, build with their hands, and bring the language home.

80%
of families engaged in language learning

~300
family volunteer hours
Year 1: 400+, including building our school hut

$25,500
community giving in cash
plus about $6,500 in goods (see Donors)

✦ TYPES AND AMOUNTS OF PARENTAL INVOLVEMENT

PROGRAM	WHAT IT IS	SY2025–26
Eskuelan Mañaina	Language classes for parents	Every Wed and Thu
Puengan Mañaina	Parent-teacher gatherings, by class	5 sessions
Ha'ånen Familia	Family days with staff	3 days
Ha'ånen Setbisio	Serving the community together	3 days
Lina'la' i Tano'	Land-based cultural days	4 days

✦ GIVING BACK

- **Ginen I Kurason** *(From the Heart)*: families gathered toiletries, students bagged them, and close to 200 bags reached neighbors in need.
- **Prugråmman Påsgua:** our signature Christmas program became a full musical for 500+ guests at the Guam Museum.
- **Walk for Water:** students led the opening ceremony for the Micronesia Climate Change Alliance (MCCA), and made mud balls with MCCA.
- **Dinanña' Mariånas:** for the first time at MH, the islands came together in person, as the Mayor of Luta and staff joined us, fostering "Un Mariånas."
- **Lukao Fuha:** students and families joined Lukao Fuha (Hike to Fuha Rock) with Gi Matan Guma' and Independent Guåhan in celebration of the New Lunar Year.



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SINAONAO ESTODIÅNTE YAN GINAIGE

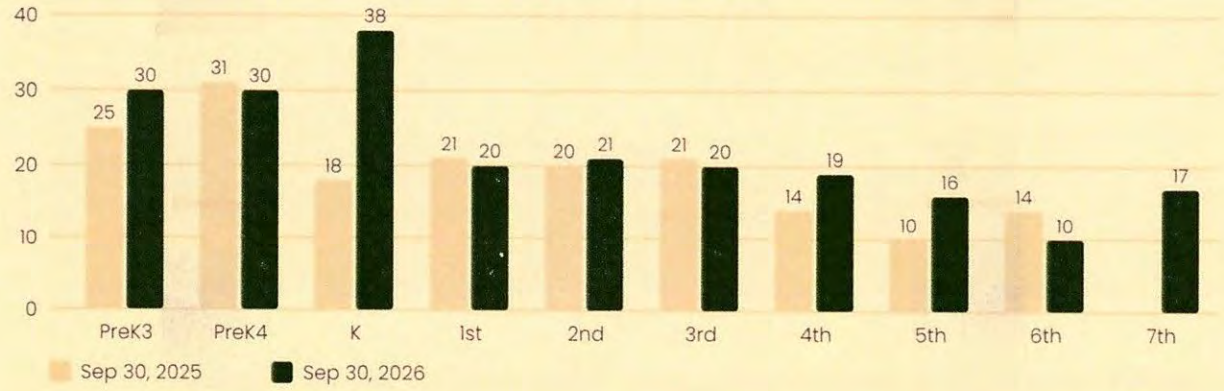
ENROLLMENT & ATTENDANCE

FY2026 spans two school years, so we report both official counts: Sep 30, 2025 (SY2025–26) and Sep 30, 2026 (SY2026–27). In SY2026–27 we added a second kindergarten class and opened 7th grade.

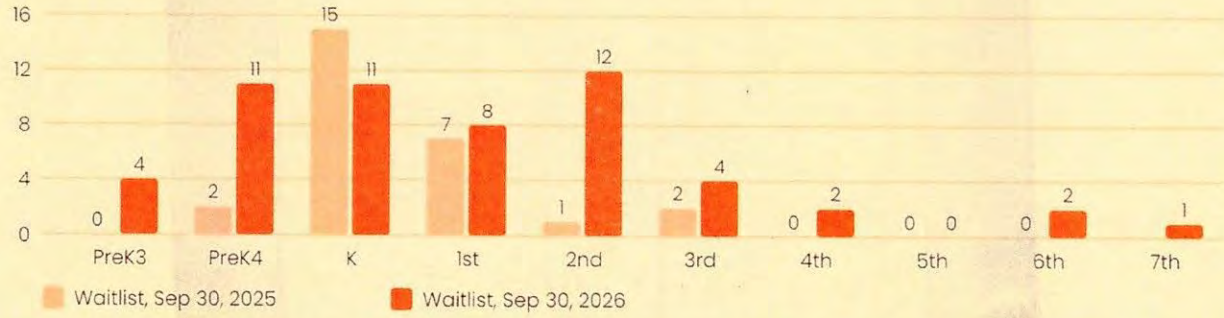
Students and waitlist



Official enrollment by grade: 174 → 221



Waitlist by grade: 27 → 55 children



Answering our community's call. Our funding covers 200 students at $7,800 each. Demand is far higher, so we opened our doors to as many children as we responsibly could: 221 in SY2026–27, 21 beyond our funded cap. Serving them means raising additional funds, running leaner and cutting elsewhere, so that 21 more children can learn in CHamoru. At the current rate that is $163,800 a year in per-pupil funding the school does not receive. Our families, staff and supporters carry it together, as a village does.

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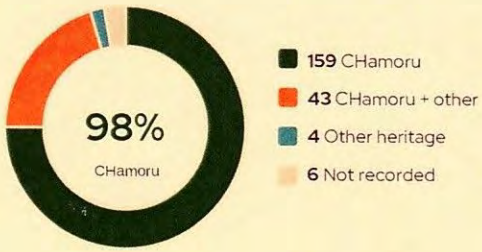
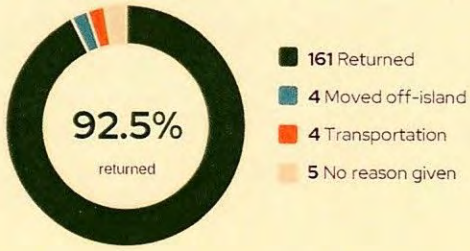
I FAMAGU'ON-TA

WHO WE SERVE · SY2025–26 AND FALL 2026

Heritage, 212 student records (Oct 2026)



Returned for SY2026-27: 161 of 174



7 more students withdrew during the year: 5 moved off-island, 2 transferred.

Where families live: at least 19 villages



16 families list a Hagåtña P.O. box; village counts are approximate.

85.9%
Average daily attendance
SY2025–26, 166 school days

83.9%
Year 1 average
SY2024–25

Attendance held steady all year, 87.0% in the fall and 84.9% in the spring, where in Year 1 it climbed from 77% as first-time families settled in. Tardy counts as present; scheduled leave and off-island travel count as absences. Attendance is now kept in Beehively.

Average daily attendance by month, SY2025–26



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INATAN ENTERU FONDON SALÅPPE'

FINANCES

FY2025 AUDIT

Unmodified opinion

No material weaknesses or significant deficiencies. Four management-letter items, all addressed or in progress (Appendix A).

FY2026 AUDIT

Under way; entrance conference Oct 23, 2026.

✦ FY2026 REVENUE (UNAUDITED)

$1.56M
Allotted
$7,800 × 200 students

$1.15M
Received
$1,147,705.06 by Sep 30

$412K
Requested, pending
$412,294.94 at Sep 30

The full allotment was obligated by Sep 30, 2026. We pay costs first and are reimbursed after, so any balance at year end is a working buffer, not a surplus. Donors added $25,500 in cash.

FY2026 budget and actual by category (unaudited)



✦ WHERE WE SPENT MORE

- **Facility (+$142,752):** in September 2026 we took over the master lease of our whole building, built 2 classrooms, reconfigured the office, and replaced bare cement with paint and ceramic tile for safety ($205,287). Utilities were included in the lease.
- **Student services (+$10,291):** food service grew with enrollment.

✦ WHERE WE SPENT LESS

- **Benefits (−$136,136):** only 11 staff enrolled in health insurance; small-group rates are high, and we are seeking better ones.
- **Contracted services and technology:** payroll, legal and hardware purchases were minimal. Total spending matched the $1,560,000 allotment.

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✦ FY2025 IN BRIEF (AUDITED)

$1.4M
Revenue
88% of the $1.5M allotted

$1.3M
Spending
Salaries 49% ($676K)

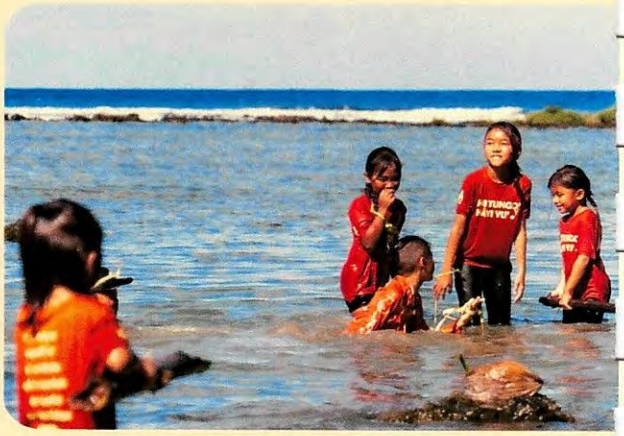
$219K
Net position
Sep 30, 2025

$181K
Bridge loan to CHA
$193,852 less $12,649.09 repaid in FY2026

RINIKOKNISAN CHENCHULE'

DONORS & GRANTS

Si Yu'os ma'åse' to every supporter whose generosity keeps the CHamoru language alive through immersion education.



Monetary or in-kind donations of $500 or more, Oct 1, 2025 – Sep 30, 2026.

DONOR OR GRANTOR	TYPE	VALUE	WHAT IT SUPPORTED
Anonymous	Cash	$20,000	Regular operations and the costs of growing enrollment
Anonymous (July 2026)	Cash	$5,000	Regular operations and the costs of growing enrollment
Rob Limtiaco	In-kind	~$2,700	Workbooks from UOG's *Voyager State of Mind*
Foot Locker	In-kind	~$2,000	98 pairs of shoes for students
Micronesia Climate Change Alliance	Cash	$500	Walk for Water donation
Total community giving		**$25,500**	**Cash, plus about $6,500 in-kind at estimated value**

✦ OUR PARTNERS

Kumisión i Fino' CHamoru yan i Fina'nå'gueni Historia yan i Lina'la' i Taotao Tåno' · University of Guam Press · Guam Museum · Department of Agriculture · Guam Green Growth · Micronesia Climate Change Alliance · Pacific Cool · Pacific Historic Parks · University of Guam CHamoru Studies (NEST) · Chief Hurao Academy

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INATAN TÅTTE

LOOKING BACK ON YEAR 2

Last year we made ten promises for Year 2. Here is how each one went.

WHAT WE SAID WE WOULD DO	WHAT HAPPENED	STATUS
Add second PreK3 and PreK4 classes; launch 6th grade	Done. 6th grade opened with our whole first 5th grade class	Done
Reach 176 students	174 on the official Sep 30, 2025 count, plus 27 waiting	Done
Grow staff from 18 to 26	26 by Sep 2025; 35 by Sep 2026	Done
Expand the facility	Master lease of the whole building; 2 classrooms built	Done
Raise CHamoru instruction in K–5 to 90%	Exceeded: 100% through 1st grade, 90% through 6th	Done
Standardized testing framework	No CHamoru test exists; our standards framework is under way	Partly
Beginning-of-year assessments	In development with immersion schools abroad	Not yet
Formal CHamoru proficiency assessment	Tool complete; in use in SY2026–27	Partly
Strengthen upper-grade math and science	Teachers built new hands-on, place-based curriculum	Partly
Keep WINHEC membership; begin self-study	Membership kept; self-study begun	Done

WHAT YEAR 2 TAUGHT US

Measuring learning in CHamoru. No standardized assessment exists in our language, so we are building our own with guidance from immersion schools in Hawai'i and Aotearoa.

Recordkeeping for a growing school. The audit pointed us to stronger procedures. We retained a CPA and moved student data, attendance and grades to Beehively.

Getting children to school. Four families left over transportation. We are working with other charter schools toward a shared bus network.

Doc. No. 38GL-26-3143.*

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INATAN MO'NA

LOOKING AHEAD TO YEAR 3

In SY2026–27 we added a second kindergarten class and opened 7th grade. We serve 221 students, 21 beyond our funded cap, with 55 more waiting. Our request to raise the cap to 260 is pending.



✦ YEAR 3 TARGETS

CHAMORU LANGUAGE
100% CHamoru through 1st grade; 90% through 7th

ASSESSMENT
First in-house CHamoru and academic assessment at year end

ATTENDANCE
88% average daily attendance

RETENTION
At least 95% of students returning

FAMILIES
85% in Eskuelan Mañaina, now weekly: 8 required classes (~85% so far), then supplementary

STAFF
Orthography certification for all August 2026 hires

FINANCE
Unmodified FY2026 audit; all management-letter items closed

GOVERNANCE
A fully independent Board

✦ CHALLENGES AHEAD, AND HOW WE WILL MEET THEM

Space	Master lease of the full building since September 2026; we will build classrooms one at a time as enrollment grows, slow and steady.
Funded cap	Cap request to 260 pending. Until then, donations, efficiency and savings elsewhere carry the 21 students above the cap.
Transportation	Many parents hesitate to use public school buses; we are working toward a shared charter school bus network.
Cash flow	Costs come before reimbursement ($412,294.94 pending at Sep 30); we keep a working buffer and request monthly.
Health benefits	Small-group rates keep enrollment low (11 staff); we are seeking better rates.

THE ROAD TO 2032

In two years, 244 children have learned through CHamoru at Maga'låhen Hurao, and our pathway runs from PreK3 through 7th grade, with 8th grade planned for SY2027–28. Our goal is 1,455 fluent speakers and 2,910 parents learning alongside them by 2032. The foundations are in place: a full building to grow into, 35 staff prepared through our own pathways, a CHamoru assessment ready to measure fluency, families learning every week, and a board moving to full independence. We will grow steadily, earn WINHEC accreditation, and count our fluent speakers year by year.

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HINASSON HINICHOM

CLOSING REFLECTION

"Hasso yu', fanå'gue yu', nå'i yu' ni' iyo-ku."

Remember me, teach me, give me what is mine.

Our first year showed that CHamoru-medium education could take root on Guåhan. Our second showed it can grow and still keep its heart. Children, many of whom came to us from English-medium schools, now choose CHamoru when they talk with each other. Parents learn the language alongside them and carry it home. A language that was falling silent is being heard again. *Dodokko'.* It is sprouting.

We are grateful to I Liheslaturan Guåhan, I Maga'hågan Guåhan, the Guam Academy Charter Schools Council, our families, our elders, and our partners for standing with this work.

Si Yu'os ma'åse'.

Anna Marie B. Arceo
Chief Executive Officer & Principal

Angelana S. Iriarte
Chief Operations Officer

This report was compiled in part by Anna Marie Arceo, CEO/Principal; Angelana Iriarte, Chief Operations Officer; Donna Cruz, Business Manager; and Veroni Sablan, Office Manager.

This report respectfully submits all required data and documentation in accordance with 17 GCA §12107(n).

Doc. No. 38GL-26-3143.

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APPENDIX A
MANAGEMENT LETTER RESPONSE

FY2025 AUDIT

Ernst & Young's management letter of March 6, 2026 raised four matters for management's attention. None was a material weakness or significant deficiency.

MATTER	WHAT THE AUDITOR FOUND	WHAT WE DID	STATUS
Accounting for leases	Lease asset and liability not calculated under GASB 87; corrected by audit adjustment	Retained a CPA on professional services retainer to keep accounting processes, including leases, compliant	Addressed
Payroll accrual	Last FY2025 pay period (Sep 19–30, paid Oct 9) not accrued; corrected by audit adjustment	The CPA retainer covers year-end accruals	Addressed
Enrollment database	Enrollment data kept in Google Sheets, open to unauthorized access	Moved student data, attendance and grades to Beehively, a secure student information system	Addressed
Professional development	Accounting team new and small, still building reporting expertise	The CPA trains our Business Manager; specialized professional development is being arranged	In progress

APPENDIX B
FY2025 AUDITED FINANCIAL STATEMENTS

The following pages reproduce, as issued by Ernst & Young LLP, the Independent Auditor's Report, the audited Governmental Funds Balance Sheet/Statement of Net Position, the Statement of Governmental Fund Revenues, Expenditures and Changes in Fund Balance/Statement of Activities, and the Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance.

The complete report, including Management's Discussion and Analysis and the notes to the financial statements, is published by the Office of Public Accountability at opaguam.org and at magalahenhurao.org, and is available from the school upon request.

Doc. No. 38GL-26-3143.*

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Report of Independent Auditors

The Board of Directors
Maga'låhen Hurao-CHamoru Academy Charter School

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities and the General Fund of Maga'låhen Hurao-CHamoru Academy Charter School (the "Academy"), as of and for the year ended September 30, 2025, 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 the "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 as of September 30, 2025, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit 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 audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis of 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 from material misstatement, whether due to fraud or error.

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 twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

A member firm of Ernst & Young Global Limited

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Auditor's Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from 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.

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.

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 10 and the Budgetary Comparison Schedule – Governmental Funds on page 24 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 6, 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 6, 2026

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.

Maga'låhen Hurao-CHamoru Academy Charter School
(A Non-Profit Organization)

Governmental Funds Balance Sheet/Statement of Net Position

September 30, 2025

	General Fund	Adjustments (Note 2)	Statement of Net Position
Assets:			
Cash	$ 132,574	$ ---	$ 132,574
Accounts receivable - due from GovGuam	529,393	---	529,393
Other assets	8,333	---	8,333
Lease asset - building, net	---	163,219	163,219
Depreciable capital assets, net	---	39,065	39,065
Total assets	$ 670,300	202,284	872,584
Liabilities and Fund Balance/Net Position:			
Accounts payable and other liabilities	$ 88,995	---	88,995
Due to related party	397,058	---	397,058
Long term liability:			
Due within one year	---	94,274	94,274
Due after one year	---	73,589	73,589
Total liabilities	486,053	167,863	653,916
Fund balance: unassigned	184,247	(184,247)	
Total liabilities and fund balances	$ 670,300		
Net position:			
Net investment in capital assets		34,421	34,421
Unrestricted		184,247	184,247
Total net position		$ 218,668	$ 218,668

See accompanying notes.

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Maga'låhen Hurao-CHamoru Academy Charter School
(A Non-Profit Organization)

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

Year ended September 30, 2025

	General Fund	Adjustments (Note 2)	Statement of Activities
Expenditures/expenses:			
Instructional services:			
Salaries and wages	$ 398,083	$ ---	$ 398,083
Support services:			
Contract services	328,858	---	328,858
Salaries and wages	277,424	---	277,424
Amortization expense	---	93,268	93,268
Student meal supplement	58,080	---	58,080
Office and classroom equipment	47,648	---	47,648
Utilities	38,176	---	38,176
Communication and technology	29,082	---	29,082
Depreciation expense	---	23,438	23,438
Insurance	16,406	---	16,406
Office supplies and software	14,843	---	14,843
Advertising and marketing	10,027	---	10,027
Interest expense	---	9,938	9,938
Small tools and equipment	7,401	---	7,401
Renovation	6,033	---	6,033
Repairs and maintenance	4,550	---	4,550
Miscellaneous	3,492	---	3,492
Transportation	1,200	---	1,200
Bank charges and fees	550	---	550
Rent	100,000	(100,000)	---
Total expenditures/expenses	1,341,853	26,644	1,368,497
General revenues:			
Appropriations	1,372,434	---	1,372,434
Miscellaneous	3,250	---	3,250
Grant	2,500	---	2,500
Fundraising	1,134	---	1,134
	1,379,318	---	1,379,318
Program revenues:			
Student meals	431	---	431
	1,379,749	---	1,379,749
Excess (deficiency) of revenues over (under) expenditures/expenses	37,896	(37,896)	
Change in net position		11,252	11,252
Fund balance/net position:			
Beginning of year	146,351	61,065	207,416
End of year	$ 184,247	$ 34,421	$ 218,668

See accompanying notes.

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.

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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*

The Board of Directors
Maga'låhen Hurao-CHamoru Academy Charter School

We have audited, in accordance with auditing standards generally accepted in the United States 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 Maga'låhen Hurao-CHamoru 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 6, 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. However, material weaknesses or significant deficiencies may exist that were not identified.

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.

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*.

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.

Ernst + Young LLP

March 6, 2026