



### ABOUT US

Guahan Academy Charter School (GACS) is a 501(c)(3) non-profit, private corporation and Guam's first charter school, officially approved on August 5, 2010. GACS opened in August 2013 with an initial enrollment of 490 students. Today, it remains the only charter school on Guam serving students from Kindergarten (K5) through Grade 12. For Fiscal Year 2025, GACS received an appropriation of \$7,800 per student for up to 765 students, with an additional \$1,250 per student allocated for 15 additional enrollment slots.

### OUR PHILOSOPHY

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

### Governance

#### Board of Trustees

- Fe Valencia-Ovalles  
*Chairwoman*
- Rosie Tainatongo  
*Vice Chairwoman*
- Hentrick Eveluck  
*Treasurer*
- Aristedes Erguiza  
*Trustee*
- Lourdes San Nicolas  
*Trustee*

#### Administrators

- Ann Margaret Santiago, M.Ed.  
*Chief Executive Officer*
- Lalaine Manuntag, Ph.D.  
*Principal*
- Maria Barque-Singh, MPA  
*Assistant Principal*

### GUAHAN ACADEMY CHARTER SCHOOL

#### VISION STATEMENT:

GACS students will become respectful, responsible, and resourceful.

#### MISSION STATEMENT:

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

### Guahan Academy Charter School Strategic Priorities

- Goal #1:** GACS will empower visionary leadership that fosters a culture of continuous improvement, where every decision is driven by the commitment to student achievement and holistic development.
- Goal #2:** GACS will implement a rigorous, inclusive, and culturally responsive curriculum that challenges students to achieve their full potential.
- Goal #3:** GACS will utilize a comprehensive assessment system that provides timely and actionable data to drive instruction and interventions.
- Goal #4:** GACS will foster strong partnerships with families and the community, recognizing them as essential stakeholders in the educational process.
- Goal #5:** GACS will cultivate a safe, respectful, and nurturing environment where positive behavior is modeled, taught, and reinforced.
- Goal #6:** GACS will maintain a clean, safe, and functionally learning environment that supports the academic and extracurricular needs of students.
- Goal #7:** GACS will manage financial resources with transparency, integrity focused on maximizing student achievement.
- Goal #8:** GACS will establish a robust data and accountability framework that drives continuous improvement and ensures that all stakeholders are aligned with the school's mission and goals.

### Schoolwide Learner Outcomes

#### Goal Oriented

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

#### Active Communicators

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

#### Critical Thinkers

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

#### Strive for Lifelong Success

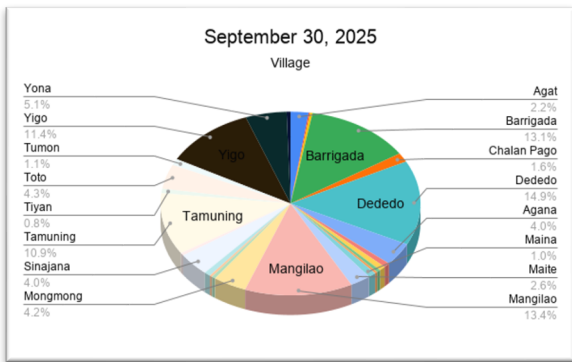
Students will take responsibility for their own learning and actions.  
Students will actively participate in school and community events.  
Students will explore occupation pathways to be productive citizens of the community.



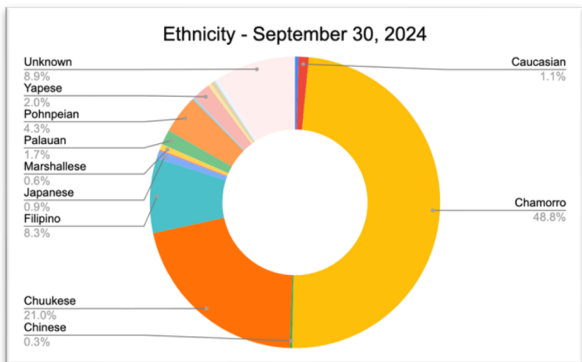
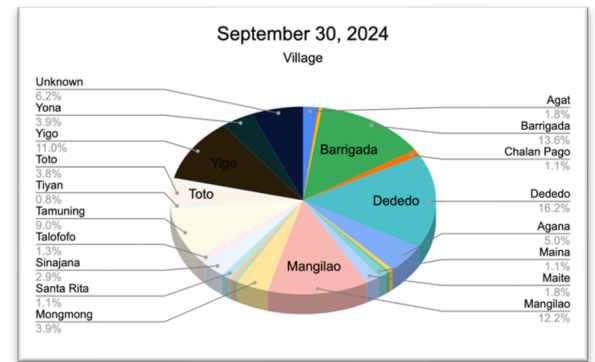
# GACS DEMOGRAPHICS: AS OF SEPTEMBER 30, 2025

Enrollment Grade	As of 9/30/25	As of 9/30/24
	Count	Count
Kinder	31	41
1 <sup>st</sup>	36	47
2 <sup>nd</sup>	42	58
3 <sup>rd</sup>	47	66
4 <sup>th</sup>	50	53
5 <sup>th</sup>	47	64
6 <sup>th</sup>	60	73
7 <sup>th</sup>	71	73
8 <sup>th</sup>	68	70
9 <sup>th</sup>	41	73
10 <sup>th</sup>	45	65
11 <sup>th</sup>	38	49
12 <sup>th</sup>	49	53
<b>Total</b>	<b>625</b>	<b>785</b>

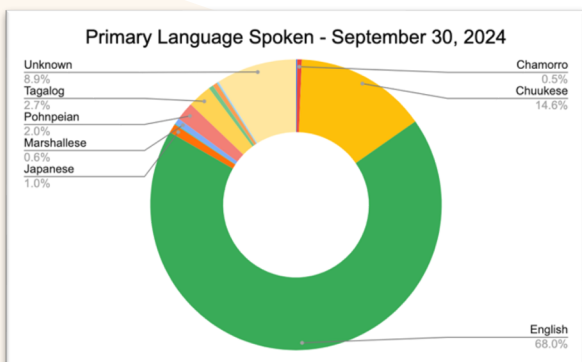
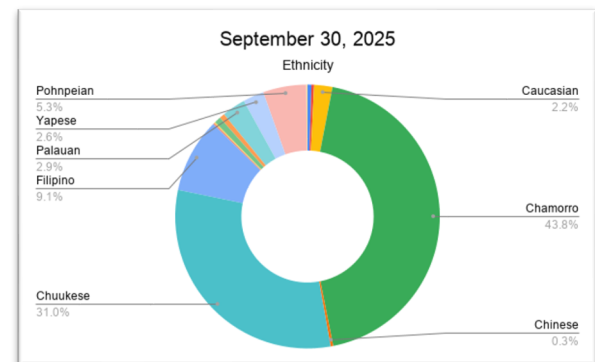
Gender Grade	As of 9/30/25		As of 9/30/24	
	F	M	F	M
Kinder	18	13	16	19
1 <sup>st</sup>	14	22	18	23
2 <sup>nd</sup>	27	15	23	35
3 <sup>rd</sup>	20	27	37	29
4 <sup>th</sup>	27	26	27	26
5 <sup>th</sup>	25	25	34	30
6 <sup>th</sup>	29	31	28	45
7 <sup>th</sup>	24	47	39	34
8 <sup>th</sup>	35	33	43	27
9 <sup>th</sup>	21	20	32	41
10 <sup>th</sup>	23	22	27	38
11 <sup>th</sup>	19	19	34	15
12 <sup>th</sup>	34	15	29	24
<b>Total</b>	<b>312</b>	<b>313</b>	<b>389</b>	<b>376</b>



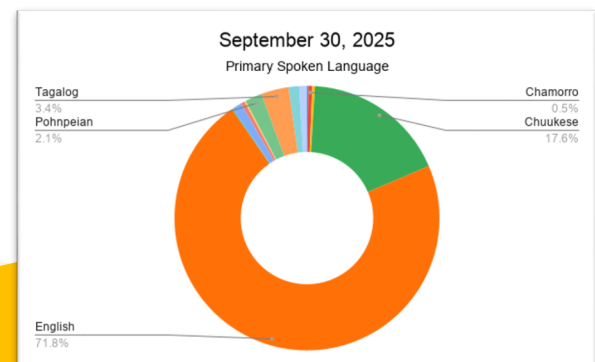
Student representation by village remained relatively stable between 2024 and 2025, with Dededo continuing to represent the largest student population despite a decrease from 16.2% to 14.9%. Mangilao increased from 12.2% to 13.4%, making it the 2<sup>nd</sup> largest population and Barrigada the 3<sup>rd</sup> with 13.1%.



The top three ethnicities represented in the student population for both 2024 and 2025 remained Chamorro, Chuukese, and Filipino. While Chamorro continued to represent the largest group, its percentage decreased from 48.8% to 43.8%, while the Chuukese population increased from 21.0% to 31.0%. Filipino representation remained relatively stable, increasing slightly from 8.3% to 9.1%.



The top three primary languages spoken for both 2024 and 2025 remained English, Chuukese, and Tagalog. English continued to represent the majority language, increasing from 68.0% to 71.8%, while Chuukese increased from 14.6% to 17.6%. Tagalog also showed a slight increase from 2.7% to 3.4%.



## District-Wide Assessments Over-all Achievement

Elementary Achievement for ENGLISH LANGUAGE ARTS						
Categories	Grade 3		Grade 4		Grade 5	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
Achievement Level	Increase from 10% to 17%		Increase from 4% to 10%		Decrease from 20% to 4%	
Exceeded Standard	7.89%	2.00%	2.04%	0.00%	5.36%	0.00%
Met Standard	2.63%	15.00%	2.04%	10.00%	14.29%	4.00%
Nearly Met Standard	21.05%	27.00%	14.29%	10.00%	12.50%	35.00%
Did Not Meet Standard	68.42%	56.00%	81.63%	81.00%	67.86%	61.00%
# of Students	38	48	49	42	56	46

The Elementary English Language Arts (ELA) district-wide assessment results show areas of positive student growth, with grades 3 and 4 increasing the percentage of students meeting or exceeding standards (Grade 3: 10% to 17%; Grade 4: 4% to 10%). In Grade 5, although the percentage of students meeting or exceeding standards decreased from 20% to 4%, there was a significant increase in students who nearly met standards, rising from 13% to 35%, indicating movement toward proficiency. Overall, the data reflects continued efforts to strengthen literacy instruction and support student achievement growth in ELA through consistent use of the internal Renaissance assessments.

Middle School Achievement for ENGLISH LANGUAGE ARTS						
Categories	Grade 6		Grade 7		Grade 8	
	2023-2024	2024-2025	2023-2024	2024-2025	2023-2024	2024-2025
Achievement Level	Increase from 7% to 10%		Decrease from 13% to 9%		Decrease from 12% to 7%	
Exceeded Standard	1.79%	2.00%	1.89%	2.00%	0.00%	2.00%
Met Standard	5.36%	8.00%	11.32%	7.00%	12.50%	5.00%
Nearly Met Standard	12.50%	20.00%	24.53%	15.00%	25.00%	36.00%
Did Not Meet Standard	80.36%	70.00%	62.26%	76.00%	62.50%	57.00%
# of Students	56	61	53	55	64	56

Middle School ELA results show mixed but improving trends. Grade 6 increased students meeting or exceeding standards (7% to 10%) with fewer not meeting standards (80% to 70%). Grade 8 showed growth in students nearing proficiency (25% to 36%), while Grade 7 remained relatively stable. Overall, results reflect continued progress and targeted academic support.

11th Grade Achievement for ENGLISH LANGUAGE ARTS		
Categories	Grade 11	
	2023-2024	2024-2025
Achievement Level	Increase from 11% to 21%	
Exceeded Standard	2.86%	6.00%
Met Standard	8.57%	15.00%
Nearly Met Standard	14.29%	41.00%
Did Not Meet Standard	74.29%	38.00%
Number of Students	35	34

Grade 11 results demonstrate significant student growth this school year. Students meeting or exceeding standards increased from 11% to 21%, while those not meeting standards decreased significantly from 74% to 38%. Students nearing proficiency also rose from 14% to 41%, reflecting substantial academic gains and increased readiness.

## OUR PERFORMANCE: SY 2024-2025

Guahan Academy Charter School also achieved measurable outcomes in college and career readiness. While the percentage of juniors earning the National Career Readiness Certificate (NCRC) through the ACT WorkKeys Assessment remained at 40%, the percentage of seniors who earned the NCRC increased from 37.5% in SY 23-24 to 42.31% in SY 24-25, reflecting continued growth in workforce readiness skills and preparedness for future employment opportunities.

The high school also expanded student engagement in civic service through the newly launched GACS AmeriCorps program. The 32 AmeriCorps members consist of 11 Guahan Academy seniors actively participating in community service while earning stipends and developing leadership skills. Additionally, the school continued to support life readiness programs by providing free Driver's Education courses to 19 students in SY 2024-2025, following participation by 22 students during the program's inaugural year in SY 2023-2024.

During SY 2024-2025, GACS celebrated the graduation of 30 seniors on May 22, 2025, at the Phoenix Center. All graduates were also awarded Certificates of Completion through the Workforce Enabler: College and Career Readiness Education (WE: CCaRE) program, a Board-approved four-year cyclical program designed to prepare students for their post-secondary aspirations.



Out of 38 registered seniors, 30 successfully graduated, resulting in a 79% graduation rate. This reflects a 5% increase compared to the 74% (32/43) in SY 2023-2024, demonstrating continued improvement in student completion outcomes. Additionally, three of the 8 seniors who did not complete the required credits re-enrolled for SY 25-26, demonstrating resilience and determination to earn their diplomas.

Each year, GACS also monitors its graduates and surveys them to determine their post-secondary pathways. The table below shows the most current information for the number of graduates who pursued post-secondary education; those who immediately entered the workforce; those who enlisted in the military; those who could not be reached for follow up; and the number of graduates who went off-island combined with those who are undecided or still exploring different opportunities. This survey is conducted at minimum of twice a year. The first will be 5 months after graduation, typically the month of October and around March to capture those who may have enrolled into college for the second semester.

School Year	Post-Secondary Status				
	College	Employed/ Workplace	Military	Off-Island & Undecided	Unable to Contact
22-23	5	12	0	3	2
23-24	9	12	1	5	2
24-25	11	15	1	1	2

## OUR FINANCES

Oct 2024 – Sep 2025

### Revenue

Per Pupil Allocation	\$4,531,383.00
In-Kind Contribution	\$1,085,862.00

### Grant

CG	\$ 78,810.00
ARP	\$143,041.00
FEMA	\$209,051.00
CNP	\$267,611.00
AMERICORPS	<u>\$193,938.00</u>
Total Grant	\$892,451.00
Others	\$ 36,011.00

**Total Revenue \$6,545,707.00**

### Operating Expense

Personnel	\$2,558,818.00
Benefits	\$ 509,126.00
Travel	\$ 44,363.00
Contractual Services	\$ 550,464.00
Office Space Rental	\$ 953,070.00
Equipment Rental	\$ 131,563.00
Materials and Supplies	\$ 134,635.00
Books/Online Resources	\$ 54,566.00
Workmen's Comp & Gen. Liability	\$ 19,046.00
Dues and Subscriptions	\$ 39,081.00
Programs and Activities	\$ 26,793.00
Professional Dev't Training	\$ 11,614.00
Other Expenses	\$ 66,726.00
Miscellaneous Expense	\$ 29,449.00
AmeriCorps Prog Expenses	\$ 203,864.00
In-Kind Expense	\$ 221,851.00
Power	\$ 134,522.00
Water	\$ 33,145.00
Telephone/WIFI Service	\$ 94,396.00
Depreciation Expense	<u>\$ 53,108.00</u>
<b>Total Operating Expense</b>	<b>\$5,870,200.00</b>

### Independent Audits

(Available at: [www.guahanacademy.org](http://www.guahanacademy.org))

- FY25 – Ernst & Young LLP
- FY24 – Ernst & Young LLP
- FY23 – Ernst & Young LLP
- FY22 – Ernst & Young LLP
- FY21 – Deloitte & Touche, LLP
- FY20 – Deloitte & Touche, LLP
- FY19 – Deloitte & Touche, LLP
- FY18 – Deloitte & Touche, LLP

## OUR CHALLENGES AND FUTURE OUTLOOK

### Accreditation

Guahan Academy Charter School (GACS) was granted its renewal accreditation through June 30, 2031 after the COGNIA engagement visit in April 2025. Accreditation status is through the North Central Association Commission on Accreditation and School Improvement, the Northwest Accreditation Commission, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

### Challenges

The Memorandum of Agreement between GACS and the Government of Guam for the use of Buildings C, D, and E in Tiyan expired in June 2023. This lapse has resulted in allocating a budget for facilities expense in the event the MOA is not renewed. While GACS continues its efforts to develop a permanent facility, securing financing remains a significant challenge due to statutory limitations under 17 GCA Chapter 12 of the Guam Charter Schools Act.

### Accomplishments and Outlook

Guided by its Strategic Plan and commitment to continuous improvement, GACS continued to make measurable progress toward its goals of strengthening student achievement, expanding opportunities, and enhancing institutional capacity.

During the reporting period, GACS successfully broadened student and community engagement through its AmeriCorps initiative, providing students with meaningful opportunities for civic leadership, volunteerism, and service to the community. The school also expanded college and career readiness opportunities by launching a Dual Enrollment Program in English and Mathematics in partnership with the University of Guam and Guam Community College. As an early outcome of this initiative, two students successfully earned college credits at no cost to their families.

Academically, student performance showed notable growth, with an average 10% increase in Literacy proficiency and an average 2% increase in Mathematics proficiency on the Smarter Balanced Assessment, the districtwide assessment administered by the Guam Department of Education.

To further support student success and school sustainability, GACS maximized available federal funding opportunities, to include programs such as Child Nutrition, AmeriCorps, and Federal Emergency Management Agency assistance. These resources strengthened academic programming, student wellness initiatives, and critical support services for the school community.

Looking ahead, GACS remains committed to building on these achievements by expanding career and technical pathways, strengthening student outcomes, and ensuring long-term organizational sustainability.



### WE WANT TO HEAR FROM YOU!

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