Public Notices

GUAM EDUCATION BOARD

500 Mariner Avenue
Barrigada, Guam 96913-1608
Telephone Number: (671) 300-1627
Facsimile Number: (671) 472-5001
Website Address: www.gdoe.net/geb

PETER ALECXIS D. ADA
Chairman

MARIA A. GUTIERREZ
Vice Chair

VOTING MEMBERS

Peter Alecxis D. Ada, Chairman
Maria A. Gutierrez, Vice Chair
Lourdes M. Benavente
James C. Lujan
Ron L. McNinch, PhD
Mark B. Mendiola
Lourdes B. San Nicolas

EX-OFFICIO MEMBERS

(Vacant)
IBOGS Representative

Franklin R. Perez (AIJMS)
GFT Representative

Mayor, Rudy M. Matanane
MCOG Representative

EXECUTIVE SECRETARY

Joseph L. M. Sanchez
Acting, GDOE Superintendent

Guam Education Board
REGULAR MONTHLY MEETING
Tuesday, February 21, 2017
6 PM
Price Elementary School, Cafeteria

GL#34-17-216
Speaker Benjamin J.F. Cruz

FEB 17 2017
Time: 436 [ ] AM [ ] PM File No.
Received By:

AGENDA

I. **Meeting Call to Order**

II. **Roll Call of Members**

III. **Public Participation**

IV. **Approval of Minutes**

1) Minutes on December 27, 2016 Regular Board meeting
2) Minutes on January 30, 2017 Special meeting
3) Minutes on January 31, 2017 Regular Board meeting
4) Minutes on February 2, 2017 Continuation of Executive Session

V. **Receipt of Communication and Reports**

1) Superintendent's Report and Communication
2) Head Start Program Director's Report

VI. **Unfinished Business**

1) Code of Ethics

VII. **New Business**

1) Approval of the Pilot Pre-AP, Pre-Engineering, and Career Development Courses Evaluation
2) Committee Reports
   a) Executive Committee
   b) Instructional and Academic Support Committee
   c) Safe and Healthy Schools Committee
   d) Organizational Efficiency and Development Committee
   e) Accreditation Subcommittee
   f) Budget & Finance Subcommittee
3) IBOGS Report

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4) GFT Report

5) Mayor's Council Report

VIII. Executive Session

IX. Announcements and Adjournment

New nuclear-capable missile test a success, North Korea says

(Reuters) – North Korea said on Monday it had successfully test-fired a new type of medium- to long-range ballistic missile a day earlier, claiming further advancement in a weapons program it is pursuing in violation of United Nations resolutions.

North Korea fired the ballistic missile on a high arc into the sea early on Sunday, the first test of U.S. President Donald Trump's vow to get tough on an isolated regime that tested nuclear devices and ballistic missiles last year at an unprecedented rate.

The North's state-run KCNA news agency said leader Kim Jong Un supervised the test of the Pukguksong-2, a new type of strategic weapon capable of carrying a nuclear warhead.

Aftershocks rattle survivors after Philippine quake kills 8

SURIGAO (AP) – Philippine officials on Sunday warned survivors of a powerful earthquake that left at least eight people dead in the country's south to ensure their homes and buildings are sturdy enough before venturing back amid continuing aftershocks.

A strong aftershock alarmed residents, some of whom screamed in fear, while waiting for President Rodrigo Duterte to arrive to console earthquake survivors gathered in a gymnasium in the hard-hit capital of Surigao del Norte province.

The magnitude 6.7 quake struck late Friday, killing at least eight people, injuring more than 200 and damaging the main provincial airport and about 1,000 houses in Surigao, officials said. Some residents said the shaking was so strong they could not stand up to rush out of their houses.



SURVIVORS: *Patients spend the night outside a hospital after abandoning their rooms following a powerful earthquake that rocked Surigao city, Surigao del Norte province, in the southern Philippines, Saturday. AP*

Officials appealed for volunteer engineers to help check the stability of damaged schools, hospitals, malls, hotels and other buildings, especially in the provincial capital of Surigao city, which has been placed under a state of calamity to ensure a rapid release of emergency funds and prevent food hoarding. Power was restored Sunday in some parts of the city.

NOTICE OF GOVERNMENT MEETING

The Contractors License Board regular board meeting will be held on Wednesday, **February 15, 2017 at 5:30 p.m.** at the Contractors License Board conference room, located at 542 North Marine Corps Drive in Upper Tumon.

For any special accommodations, please contact our office at 649-2211/9676.

Kumision Inangokkon Tano' Chamoru
Chamorro Land Trust Commission

The Chamorro Land Trust Commission Board Meeting will be held on **THURSDAY, FEBRUARY 16, 2017 at 1:00 pm**, Department of Land Management conference room, 3rd Flr. of the ITC Building 590 S. Marine Corps Drive, Tamuning.

Individuals requiring special accommodations, auxiliary aids or services, may contact 649-5263 ext 617.

This ad paid for by Government funds.

Guam Memorial Hospital Authority
Aturidåt Espetåt Mimuriåt Guåhan
850 GOV. CARLOS CAMACHO ROAD
OKA, TAMUNING, GUAM 96913
TEL.: (671) 647-2444 or (671) 647-2330; FAX: (671) 649-0145

This Public Notice is paid for by government funds, and is paid for by Guam Memorial Hospital Authority.

NOTICE OF PUBLIC HEARING

As mandated by Public Law 29-02, Chapter V, Part IX, Section 2, §3131, NOTICE IS HEREBY GIVEN that the Guam Memorial Hospital Authority (GMHA) will be conducting a Public Hearing on existing hospital rates, fees, and charges. GMHA will also include the annual update of its professional fees in this public hearing. Pursuant to Public Law 26-66, GMHA will also introduce at this public hearing the hospital's new rates, fees, and charges. Documents relating to these proceedings are available on our website at www.gmha.org under Patient Portal - GMHA Fee Schedule and under Public Information - GMHA Press Release – GMHA Public Hearing. Should you have any questions, please feel free to contact *Mr. Frumen Patacsil*, Hospital Quality Improvement Specialist at 648-7945 or *Ms. Benita A. Mangiona*, Chief Financial Officer at 647-2367.

Date: **Friday, February 24, 2017**
Time: **2:30 p.m.**
Place: **GMHA Daniel L. Webb Conference Room, Administration Wing, 850 Gov Carlos Camacho Road, Oka Tamuning, Guam.**

Individuals requiring special accommodations should contact Toni Tenorio, ADA Coordinator, at 647-2218/2367 to make appropriate arrangements.

PETER ALEXCIS D. ADA
Chairwoman

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MARIA A. GUTIERREZ
Vice-Chairperson

PUBLIC NOTICE

8th Guam Education Board
REGULAR MONTHLY MEETING
Tuesday, February 21, 2017
6 PM
Price Elementary School, Cafeteria

AGENDA

I. Meeting Call to Order
II. Roll Call of Members
III. Public Participation
IV. Approval of Minutes
1) Minutes on December 27, 2016 Regular Board meeting
2) Minutes on January 30, 2017 Special meeting
3) Minutes on January 31, 2017 Regular meeting
4) Minutes on February 2, 2017 Continuation of Executive Session
V. Receipt of Communication and Reports
1) Superintendent's Report and Communication
2) Head Start Program Director's Report
VI. Unfinished Business
1) Code of Ethics
VII. New Business
1) Approval of the Pilot Pre-AP, Pre-Engineering, and Career Development Courses Evaluation
2) Committee Reports
a) Executive Committee
b) Instructional and Academic Support Committee
c) Safe and Healthy Schools Committee
d) Organizational Efficiency and Development Committee
e) Accreditation Subcommittee
f) Budget & Finance Subcommittee
3) IBOGS Report
4) GFT Report
5) Mayor's Council Report
VIII. Executive Session
IX. Announcements and Adjournment

Individuals requiring special accommodations or information may contact Leilani Cruz, Administrative Officer at 300-1627 or by email: lmbcruz@gdoe.net.

This advertisement was paid by GDOE local funds.

Doc. No. 34GL-17-0216.

Doc. No. 34GL-17-0216.

Minutes

LOURDES B. SAN NICOLAS
Chairwoman

GUAM EDUCATION BOARD

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ROSIE R. TAINATONGO
Vice-Chairperson

VOTING MEMBERS

Lourdes San Nicolas, Chair
Rosie R. Tainatongo, Vice-Chair
Peter Alecxis D. Ada
Lourdes M. Benavente
Kenneth P. Chargualaf
Jose Q. Cruz, Ed. D.
Maria A. Gutierrez
Mark B. Mendiola

EX-OFFICIO MEMBERS

Martin Borja (SHS)
IBOGS Representative

Franklin Perez (AIJMS)
GFT Representative

Mayor, Rudy M. Matanane
MCOG Representative

EXECUTIVE SECRETARY

Joseph L. M. Sanchez
GDOE Superintendent, Acting

GUAM EDUCATION BOARD
REGULAR MONTHLY MEETING
Tuesday, December 27, 2016
6 pm
George Washington High School, Cafeteria

MINUTES

I. MEETING CALL TO ORDER

Mrs. Rosie R. Tainatongo, Acting Chairwoman, called the meeting to order at 6:05 p.m.

II. ROLL CALL OF MEMBERS

Mr. Joseph L.M. Sanchez, Acting Superintendent and Executive Secretary, took the roll call. The following members were **present** for the meeting:

Voting Members:
Tainatongo, Rosie R. – Acting Chairwoman
Cruz, Dr. Jose Q.- Acting Vice Chair
Ada, Peter Alecxis D.
Chargualaf, Kenneth P.
Gutierrez, Maria A.
Mendiola, Mark B.

Non-Voting Members:
Perez, Franklin R. (AIJMS) - GFT Representative

Absent:
Benavente, Lourdes M. - Excused
San Nicolas, Lourdes B. -Excused
Matanane, Rudy M. - Yigo Mayor and MCOG education liaison- Excused

The GEB Legal Counsel, Frank Gumataotao was present for the meeting.

The Acting Superintendent announced that there was a quorum. *(By law, five voting members constitute a quorum. Six (6) voting members were present for this meeting.)*

III. [illegible]ic Participation

The Board presented certificates of recognition to the Agueda J. Middle School Cross Country Team- SY 2016-2017, John F. Kennedy High School Cross Country Team- SY 2016-2017, AsTumbo Middle School Boys' Volleyball Team, George Washington High School Army JROTC Marksmanship Team, and Southern High School Army JROTC Marksmanship Team. *Pictures were taken.*

Mr. James Lujan, Retired teacher shared his concerns regarding "cross-leveling" of teachers and the Board Union Contract. He requested "cross-leveling" be halted until the end of the school year. Mr. Lujan also requested that the Department move forward with the Board Union Contract.

Acting Superintendent Sanchez responded that he is not adverse to the idea of staying the whole process until the beginning of next school year. He mentioned the Department must do a better job with communication so there is no misinterpretation of the process. At the request of the Acting Chair, Acting Superintendent Sanchez agreed to meet with Mr. Lujan to answer any additional questions.

Mr. Ada asked Acting Superintendent Sanchez if he considered requesting teachers to volunteer to transfer. Acting Superintendent Sanchez responded in the affirmative.

Mr. Ada asked whether positions held by uncertified teachers are reported as vacancies. Acting Superintendent Sanchez mentioned that he would clarify this with the press. Although, a school may report no vacancies, there may be uncertified teachers in the classrooms.

Mrs. Gutierrez stated she also shares Mr. Lujan's sentiments. Teachers are worried about how cross leveling may affect them. Dr. Cruz also expressed concerns regarding communication of the process. Acting Superintendent Sanchez apologized for any miscommunication and assured the Board he will speak with the teachers who may be affected to ensure they agree with any movement.

Mr. Lujan commented, "The panic button is right here." He again requested that the union contract be reinstated.

Mr. Franklin Perez, GFT representative, stated the union is aware of the situation. The union understands there will always be shortages. The shortages are likely because there are no incentives and, as a result, UOG has a problem trying to recruit people to the teaching profession.

Mr. Chargualaf commented that we all need to work together, look at the numbers, and see how GDOE can maximize its teachers. He further commented that GDOE needs to support its teachers and make them feel appreciated.

Mr. Ada ended the conversation stating that he hopes teachers that are out on deployment, maternity, paternity, and sick leave will return to their original position.

IV. Approval of Minutes

1) July 15, 2016 Special Meeting Minutes

2) July 25, 2016 Regular Meeting Minutes

3) August 10, 2016 Special Meeting Minutes

4) August 30, 2016 Regular Meeting Minutes

5) September 13, 2016 Special Meeting Minutes

6) September 20, 2016 Regular Meeting Minutes

7) September 27, 2016 Special Meeting Minutes

8) October 3, 2016 Continuation Executive Session minutes

9) October 13, 2016 Special Meeting Minutes

10) October 25, 2016 Regular Meeting Minutes

11) November 30, 2016 Regular Meeting Minutes

Mr. Ada moved, seconded by Dr. Cruz, to approve the July 15, 2016 Special Meeting Minutes, July 25, 2016 Regular Meeting Minutes, August 10, 2016 Special Meeting Minutes, August 30, 2016 Regular Meeting Minutes, September 13, 2016 Special Meeting Minutes, September 20, 2016 Regular Meeting Minutes, September 27, 2016 Special Meeting Minutes, October 3, 2016 Continuation of Executive Session Minutes, October 13, 2016 Special Meeting Minutes. October 25, 2016 Regular Meeting Minutes, and November 30, 2016 Regular Meeting Minutes. The Board voted by show of hands and approved the motion with a vote of 6-0.

V. Receipt of Communication and Reports

1) Superintendent's Report and Communication

Mrs. Gutierrez commented that she is disappointed with scores reported in the SY 15-16 Failure and Passing Rate for High Schools and Middle Schools, page 14 and 15 of the report. Acting Superintendent Sanchez responded that the comprehensive student assessment shows a higher percentage of students passing their classes. He further explained that students who are in the 9th or 10th grade have high failure rates compared to 11th and 12th graders.

Mr. Ada asked why UOG and GCC claim that students who graduate from public high schools have to take remedial Math and English when the data on page 14 shows a low percentage of failure in Math, English, Science, and Social Studies. Acting Superintendent Sanchez responded that the quick answer is there the standard passing grade is 60%. In order to do well in college, students must earn at least an A or B in the upper division classes. The longer-answer is making sure that teachers follow a common set of assessment criteria across the entire district.

Mr. Chargualaf commented that teachers and administrators are continuously trained on how to assess students based on their set of skills and share what they have learned from training during professional development. Acting Superintendent Sanchez mentioned this is a 5-year project during which GDOE will provide regular parent orientation. Some schools are piloting the process. These schools are asked to meet with

parents to assist them with interpreting the assessments. The assessments focus on skills rather than completed assignments.

Acting Chair Tainatongo expressed concern about kinder to 2nd grade suspension as presented on page 27 of Superintendent's Report. Additionally, Acting Chair Tainatongo also expressed concern that schools are being penalized because occupational therapy or the physical therapy is not being administered as these services are beyond the school's control to provide.

Mrs. Gutierrez moved, seconded by Mr. Mendiola, to accept the Superintendent's Report. No objections. The motion carried.

The Board took a break at 7:08 p.m. Regular session resumed at 7:23 p.m.

2) Head Start Program Director's Report

Ms. Respicio reported that they had a finding last year on their disability enrollment. She mentioned that the program was short one child to meet the requirement under the Head Start policy, therefore, they had to file a waiver. She added that after the waiver was filed, another child registered in the program and qualified under disabilities, which now made the program in compliance and the waiver was waived.

Ms. Respicio reported that they are expecting a federal review on Classroom Assessment Scoring System (CLASS) on the week of January 30th.

Ms. Respicio reported that the program received a "Notice of Award" for $75,464.00 for start-up cost on the reduction grant.

Mrs. Gutierrez asked if they are going to pilot the full day program or are they going to with the full day.

Ms. Respicio responded that they are not going to pilot the full-day program but implement the full day program for 7 classrooms.

Mrs. Gutierrez asked if the Head Start students going to ride the same bus as elementary students.

Ms. Respicio replied that at this point, Ms. Schroeder and herself will be meeting with DPW to discuss plans for students riding the bus to and from.

Mrs. Gutierrez commented that she is concerned that there is no aide to watch them on the bus. She mentioned that if one of the students from Head Start has a sibling on the bus and wants to sit with them the driver would have to take his focus off his driving and tend to the students. She asked if the program is planning to start now or the beginning of the school year.

Ms. Respicio agrees and has the same concerns with Mrs. Gutierrez. She mentioned that 2 weeks into the beginning of the school year the Head Start aides and/or the teachers ride on the bus to each bus drop off site to ensure that the Head Start students are safe and being dropped off at the correct

bus station site and parents and bu rivers utilize the bus tag system correctly.

Acting Superintendent Sanchez asked Ms. Respicio if the students ride the bus in the morning with everybody.

Ms. Respicio concurred and mentioned that in the morning majority of the children are car riders.

Acting Superintendent Sanchez asked to take into consideration that in all levels there are more student is riding the bus in the afternoon because many parents drop them off in the morning and then they use the bus to drop them home.

Mr. Mendiola asked if the special needs students are utilizing the SpEd bus.

Ms. Respicio responded that yes they are, if it is in their IEP and is requested by the family.

Mr. Mendiola asked to elaborate more on background check.

Ms. Respicio responded that the new standards require a background check and FBI check that includes finger printing for all hires after November 2016.

Dr. Cruz moved, seconded by Mr. Mendiola, to accept the Head Start's Report. No objections. The motion carried.

VI. Unfinished Business

1) Code of Ethics

Mrs. Gutierrez reported that this item would be tabled until January 2017 to give the new Board members the opportunity to review and provide suggestions.

2) Proposed Revision BP 409- Prevention and Intervention Against Harassment, Intimation or Bullying, Cyberbullying, Sexting, and Harassment

Mrs. Gutierrez reported that this item would be tabled until January 2017 to give the new Board members the opportunity to review and provide suggestions.

Mr. Ada recommended giving the new Board members copies of the "Code of Ethics" and the "Proposed Revision BP 409- Prevention and Intervention Against Harassment, Intimation or Bullying, Cyberbullying, Sexting, and Harassment."

3) Transgender Access to Facilities

GEB Legal Counsel has previously reported to the Board that there is a federal injunction against any more activity on "Transgender Access". Per Attorney Gumataotao, the only way GDOE can take action is if there is a territorial law already in place. Guam does not have such a law, so GDOE is stayed from taking further action on "transgender access".

VII. New Business

1) GEB response to Declaration of Financial Status Designation August 2016

Mr. Chargualaf reported that the department has been placed on Code C-Watch for the period ending August 31, 2016 in the following categories: 240 supplies, 361 power and 362 water. He explained the shortfall and described how a budget modification transferring funds would resolve the shortfall.

Mr. Chargualaf moved, seconded by Dr. Cruz (for discussion), to approve the Corrective Financial Recovery Plan draft Resolution 2016-15.

Acting Chair Tainatongo asked for the full amount that needed to be transferred. Mr. Chargualaf responded that there is a projected shortfall of $72,083.

Mr. Ada asked if positions would be placed on hold because monies were moved out of personnel funds to cover the shortages.

Deputy Superintendent Taitano responded that this information is for the month ending in August 2016. The fiscal year has ended in a surplus. However, she did note that although there is $2.1 million in available balances at the end of FY16, GDOE may not receive the full cash allotment for the fiscal year.

The Board voted by roll call (Yeas: K. Chargualaf, Dr. Cruz, Acting Chair Tainatongo Nays: M. Gutierrez Not voting: P. Ada Abstain: M. Mendiola). The motion failed.

Mr. Chargualaf reminded the Board that GDOE is required by law to provide a corrective action plan to the Education Financial Supervisory Commission within 20 days. He reminded the Board that the Code C Watch is not unusual and has been reported every month.

Mr. Ada asked Mr. Chargualaf if he can convince the Department of Administration to provide the necessary cash. Mr. Chargualaf mentioned that GDOE has been asking for the money. He added that the Board went to the legislature for the supplemental budget request.

Acting Chair Tainatongo asked Acting Superintendent Sanchez what is going to happen if the resolution is not approved and if the money is not transferred to pay for utilities. Mr. Chargualaf commented that GDOE will be in violation of the law. A corrective action plan will have to be provided within 20 days.

Acting Chair Tainatongo asked Acting Superintendent Sanchez to prepare a letter to the EFSC letting them know that the resolution was not approved.

2) FY 2018 Budget

Mr. Chargualaf reported that the school principals held public hearings throughout their school sites. He added that the Superintendent and the Deputy Superintendents have had their individual meetings with school principals one-on-one.

The Board also held work sessions on D[illegible]nber 15 and 16, 2016.

December 15, 2016	Elementary Schools	8 am to 12 pm
December 15, 2016	Secondary Schools	1 pm to 5 pm
December 16, 2016	Divisions	8 am to 12 pm

Mr. Chargualaf mentioned that on January 4th through the 6th, the Board will need to review DOE's budget documents and the recommendations of both the schools and divisions. He asked the Board members for recommendations on a date and time to meet and be engaged in the budget process. Mr. Chargualaf noted that January 27, 2017 is the target date for the Superintendent to submit the GDOE budget to the legislature.

Mr. Mendiola requested to meet in the afternoon around 4 pm. Mrs. Gutierrez reminded Mr. Chargualaf that two new Board members will be joining the Board on January 3, 2017. She suggested providing additional time to the new Board members to review the budget.

Mr. Chargualaf suggested the 7th, 8th, or 9th. He mentioned he will not be on island but can provide all the information to one of the Board members. Acting Superintendent Sanchez commented that the new Board members could review the budget during the orientation that is scheduled for that week.

3) NASBE Government Affairs Committee membership

Mrs. Gutierrez reported that Ms. Benavente received an invitation from NASBE to continue to serve as a member of the NASBE "Governmental Affairs Committee." This will be Ms. Benavente's third year in a row to serve on that committee. NASBE has requested that the Board resubmit her name for membership in the 2017 Governmental Affairs Committee.

Mrs. Gutierrez moved, seconded by Mr. Ada, to re-nominate Ms. Benavente to represent the Board of Education on the NASBE Governmental Affairs Committee.

Dr. Cruz suggested nominating an alternate. In case Ms. Benavente is unavailable, the alternate can take over. Acting Chair Tainatongo stated that she does not think the nomination was meant specifically for Ms. Benavente but that the Board can decide who they want to represent them on the Committee. Acting Chair Tainatongo acknowledged that there is a motion from Mrs. Gutierrez to re-nominate Ms. Benavente.

Per Mrs. Gutierrez, once Ms. Benavente received the letter from NASBE, Ms. Benavente emailed the letter to the Chair, Acting Chair and Lani. Ms. Benavente also requested that appointment be placed on the agenda.

Dr. Cruz again recommended an alternate be nominated. However, if no other Board member is interested, the Board should move forward with the nomination.

The Board voted by roll call and approved the motion with a vote of 6-0 (Yeas: Acting Chair Tainatongo, P. Ada, K. Chargualaf, Dr. Cruz, M. Gutierrez, M. Mendiola). The motion passed.

4) Committee Reports
   a) Executive Committee- None

b) Instructional and Academic Support Committee- Acting Superintendent Sanchez reported that Ms. Benavente and Ms. Sylvia Calvo, Acting Curriculum Deputy, have been meeting regularly to establish the final curriculum subcommittee agenda for this and next school year. The agenda is part of the Board packet. The agenda includes a review of the current policies that need to be updated as well as a timeline for the next 18 months.

c) Safe and Healthy Schools Committee-None

d) Organizational Efficiency and Development Committee-None

e) Accreditation Subcommittee- Acting Superintendent Sanchez mentioned that he has some data that he will summarize and provide to the Board.

f) Budget & Finance Subcommittee- None

5) IBOGS Report- None

6) GFT Report- Mr. Perez reported that negotiations are ongoing and progress is being made.

7) Mayor's Council Report- None

Mr. Ada thanked Dr. Jose Cruz and Mrs. Rosie Tainatongo for their services with the Board of Education.

VIII. Executive Session

The Board moved into Executive Session at 8:34 p.m.

At 9: 09 p.m., the Board went back into Public session.

IX. Announcements and Adjournment

Acting Chair Tainatongo moved, seconded by Mr. Ada, to adjourn the meeting at 9:10 p.m.

DRAFT

MINUTES SUBMITTED BY:

_____ **Date:** _____

LEILANI M. B. CRUZ
Administrative Officer

MINUTES OF December 27, 2016 REGULAR MEETING:
( ) Approved as submitted
( ) Approved subject to corrections
( ) Other: _____

_____ _____

ROSIE R. TAINATONGO **JOSEPH L. M. SANCHEZ**
Acting GEB Chairwoman **Acting Executive Secretary/GDOE Superintendent**

Date: _____ _____ **Date:** _____

PETER ALECXIS D. ADA
Chairman

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Vice Chair

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EX-OFFICIO MEMBERS

(Vacant)
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EXECUTIVE SECRETARY

Joseph L. M. Sanchez
Acting, GDOE Superintendent

GUAM EDUCATION BOARD
SPECIAL MEETING
Monday, January 30, 2017
12 pm
Superintendent's Conference Room, Building A., Tiyan

MINUTES

I. MEETING CALL TO ORDER

Mr. Peter Alecxis Ada, Chairman, called the meeting to order at 12 p.m.

II. ROLL CALL OF MEMBERS

Mr. Joseph L.M. Sanchez, Acting Superintendent and Executive Secretary, took the roll call. The following members were **present** for the meeting:

Voting Members:
Ada, Peter Alecxis D. -Chairman
Gutierrez, Maria A.- Vice Chair
Benavente, Lourdes M.
Lujan, James C.
Mendiola, Mark B.
San Nicolas, Lourdes B.

Non-Voting Members:
None

Absent:
McNinch- Dr. Ron L. – Member- Due to work commitments-Excused
Perez, Franklin (AIJMS) - GFT Representative-Excused
Matanane, Rudy M. - Yigo Mayor and MCOG education liaison
Frank Gumataotao, GEB Legal Counsel

The Acting Superintendent announced that there is a quorum. *(By law, five voting members constitute a quorum. Six (6) voting members were present for this meeting.)*

III. Unfinished Business

1) FY 2018 Budget

Mr. Mendiola reported that the budget committee and Superintendent along with the management team met on January 10, 12, 17, and 19, 2017 to review the budget.

Mr. Mendiola mentioned that, based on an informal discussion with the Chairperson of Education, Senator San Agustin, the Guam Education Board members are expected to present and defend GDOE's FY18 Budget during the legislative budget hearings along with the Department of Education management team.

Acting Superintendent submitted for the Board's review and approval the January 25, 2017 memorandum and Resolution No. 2017-01, relative to the Fiscal Year 2018 Annual Budget Request for the Guam Department of Education; both these documents are included in the Board's packet. Prior to the Special Meeting, Mr. Mendiola sent an email to all Board members asking for input or questions on the FY18 proposed budget for the management team's response. As of today, Mr. Mendiola has not received any feedback.

Mr. Mendiola moved, seconded by Mr. Lujan, to approve Resolution No. 2017-01 relative to Fiscal Year 2018 annual budget request for the Guam Department of Education.

Chairman Ada asked the Mr. Mendiola to breakdown the Department of Education and Charter School's budget request.

Mr. Mendiola responded that Guam Department of Education is requesting for $323,927,066, Guahan Academy Charter School $6,597,500, and I'Learn Academy School $5,850,000. The total amount requested is $ 12,447,500.

Ms. San Nicolas asked if the concerns raised on January 24, 2017 regarding personnel has been resolved. Mr. Mendiola responded yes, the management team provided responses to the Board.

The Board voted by roll call and approved the motion with a vote of 6-0. The motion passed. (Yeas: P. Ada, M. Gutierrez, L. Benavente, J. Lujan, M. Mendiola, and Ms. San Nicolas.) The motion passed.

IV. Announcements & Adjournment

Chairman Ada announced that tomorrow at 6 pm, the Guam Education Board regular meeting will be held at Wettengel Elementary School Cafeteria

Mr. Mendiola thanked the finance and budget committee and support staff for providing the necessary information to move the proposed FY18 Budget forward.

Vice Chair moved to adjourn the meeting at 12:11 p.m.

MINUTES SUBMITTED BY:

_____ **Date:** _____

LEILANI M. B. CRUZ
Administrative Officer

MINUTES OF January 30, 2017 SPECIAL MEETING:

( ) Approved as submitted

( ) Approved subject to corrections

( ) Other: _____

PETER ALECXIS D. ADA
GEB Chairman

Date: _____ _____

JOSEPH L. M. SANCHEZ
Acting Executive Secretary/GDOE Superintendent

Date: _____

GUAM EDUCATION BOARD

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EXECUTIVE SECRETARY

Joseph L. M. Sanchez
Acting, GDOE Superintendent

GUAM EDUCATION BOARD
CONTINUATION OF EXECUTIVE SESSION
Thursday, February 2, 2017
5:30 pm
Wettengel Elementary School, Cafeteria

MINUTES

Chairman Ada reported that the Board had recessed in executive session to be continued at the call of the Chairman.

I. MEETING CALL TO ORDER

Mr. Peter Alecxis Ada, Chairman, called the meeting to order at 5:47 p.m.

II. ROLL CALL OF MEMBERS

Mr. Joseph L.M. Sanchez, Acting Superintendent and Executive Secretary, took the roll call. The following members were **present** for the meeting:

Voting Members:
Ada, Peter Alecxis D. -Chairman
Gutierrez, Maria A.- Vice Chair
Benavente, Lourdes M.
McNinch- Dr. Ron L.
Mendiola, Mark B.

Non-Voting Members:
None

Absent:
Lujan, James C.- Member- picking up a family from the airport- Excused
San Nicolas, Lourdes B. - Member– feeling ill - Excused
Perez, Franklin (AIJMS) - GFT Representative- Excused
Matanane, Rudy M. - Yigo Mayor and MCOG education liaison- Excused
Frank Gumataotao, GEB Legal Counsel was absent for the meeting.

The Acting Superintendent announced that there is a quorum. *(By law, five voting members constitute a quorum. Five (5) voting members were present for this meeting.)*

III. Executive Session

The Board moved into Executive Session at 5:49 p.m.
The Board at 6:18 p.m. went into Public session.

Mr. Mendiola moved, seconded by Vice Chair Gutierrez to come out of executive session. No discussion. The Board voted by show of hands 5-0 in favor of the motion.

IV. Announcements & Adjournment

Mr. Mendiola moved, seconded by Vice Chair Gutierrez to adjourn the meeting at 6:20 p.m.

MINUTES SUBMITTED BY:

_____ **Date:** _____
LEILANI M. B. CRUZ
Administrative Officer

MINUTES OF February 2, 2017 CONTINUATION OF EXECUTIVE SESSION
( ) Approved as submitted
( ) Approved subject to corrections
( ) Other: _____

_____ _____
PETER ALECXIS D. ADA **JOSEPH L. M. SANCHEZ**
GEB Chairman **Acting Executive Secretary/GDOE Superintendent**

Date: _____ **Date:** _____

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All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on or off-island or to assume gainful employment with the private or public sector.

Goal #1: All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.

HIGH SCHOOL GRADUATION DATES

School	Date	Time	Venue
J.P. Torres Success Academy	June 01, 2017	TBD	TBD
George Washington	June 02, 2017	TBD	TBD
Okkodo HS	June 04, 2017	2PM	UOG
Simon Sanchez	June 06, 2017	TBD	TBD
Tiyan High	June 08, 2017	2PM	UOG
John F. Kennedy	June 09, 2017	TBD	TBD
Southern High	June 10, 2017	TBD	TBD

Objective 1.1: By Year 2020, the GDOE will have a cohort graduation rate of at least 80%.

Activity/Action Item	Outcomes
THE REHABILITATION ACT OF 1973 SECTION 504 A federal law that mandates all agencies receiving federal funding to provide all students with disabilities, equitable access through a variety of programs and opportunities to achieve the standard.	Based on SOP 1200-012: Section 504, the district continues to build capacity with the identification, eligibility determination and implementation of Educational Accommodation Plans (EAPs) for students with disabilities. **TABLE 1.1.1** shows the number of active, inactive/terminated, or pending 504 cases for the district:

TABLE 1.1.1 – Active, inactive/terminated, or pending 504 cases for the district.

Schools	Active	Terminated (*Based on 10/26/16 Audit)	Pending	GREIVANCES
AES		1*	1	
AsTES	2			
DLPES	1	1 (12/27/16)		
BPCES	1			
JQSMES		1*		
LES	1			
MAUES	1			
MMMS	1			
OCPES	2			
PCLES		1*		
HBPES	1			

AIJMS		2*		
AsTMS	1			
FBLGMS		1*		
IMS	2			
JRMS	5			
LPUMS	3			
VBMS	5			
GWHS	4			
JFKHS	6	5*		
OHS	4			
SHS	2	2*		
SSHS	6	1*		
THS	7			1
DISTRICT TOTAL	**55**	**15**	**1**	**1**

DIVISION OF SPECIAL EDUCATION (SPED)
COMMUNITY BASED EDUCATION

Indicator 13 reports Post-Secondary Transition for students with disabilities receiving Special Education services. Transition services include planning and preparing for tertiary-level education, the workforce, and/or training.

Twenty-six (26) students are assigned to a worksite per their post-secondary goals as stipulated by their Individual Education Plan.

There are twenty (20) identified worksites:

1. Yigo Mayor's Office;
2. Kaela's Mart;
3. iCAN Resources;
4. SSHS Cafeteria and CRT Office;
5. Historic Inalahan;
6. Yona Mayor's Office;
7. JFKHS;
8. Blake's Car Rental;
9. Chief Brodie Elementary School;
10. Dededo Mayor's Office;
11. Catholic Social Services;
12. Ordot-Chalan Pago Elementary School;
13. Gain;
14. Guam Police Department;
15. 76 Circle K Gas Station;
16. 16. Price Elementary School;
17. 17. PC Lujan Elementary School;
18. 18. TeeJay's Fish Market;
19. Santa Fe Hotel; and
20. Tumon Cultural Beach.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

IDEA requires that all students with disabilities, aged 16 and above that have IEPs, must have IEPs that include post-secondary Transition plans. This IDEA requirement

82% (460/559) students with IEPs, aged 16 years and above, have post-secondary transition plans outlining academic needs to reach post-secondary goals.

is reported annually in the State Performance Plan/Annual Performance Report (SPP/APR). Based on the January 2017 school report, Guam's performance for Indicator 13: 382 out of 494 students, aged 16 and above with IEPs, meet this requirement.

The status of the remaining students is as follows:

- Eighty-one (81) students, aged 16 and above, have IEPs that are current, but their transition plans do not meet all the required components for Indicator 13, and therefore, will not be included. A more thorough review of these files will be conducted.
- Eight (8) students, aged 16 and above, have IEPs that contain transition plans that meet all the requirements for Indicator 13, but these IEPs are not current, and therefore, will not be included.

Ten (10) students, aged 16 and above with IEPs, have IEPs that contain transition plans that do not meet the Indicator 13 requirements, and are also not current, and therefore, will not be included.

School	Indicator 13 by School (@2.1.17)
GWHS (87/112)	78%
Guam Charter School (3/7)	43%
JFKHS (81/96)	84%
J.P Torres (0/2)	0%
OHS (44/45)	98%
SSHS (94/114)	82%
SHS (96/112)	86%
THS (55/71)	77%
(460/559) TOTAL	**82.29%**

COMPLIANCE MONITORING OFFICE (CMO)

Secondary Transition File Review Verification

The CMO conducted verifications in January 2017. Status: Tiyan HS – corrected noncompliance beyond one year timeline (September 14, 2016). The school was able to correct pending child specific noncompliance for Offsite Data Review and demonstrate correct implementation of Secondary Transition compliance requirements through new Data Files.

GWHS – failed to correct noncompliance beyond one year timeline (September 14, 2016). School was able to demonstrate correct implementation of Secondary Transition compliance requirements through Comprehensive File Review, but was not able to demonstrate correct implementation of Secondary Transition compliance requirement through Offsite Data files.

Next verification is on April 3, 2017.

SERVICE LEARNING

Service Learning Program continues to collect monthly student data to ensure that all graduating students meet the service learning requirements to enable them to graduate on time with their respective cohort.

Note: Please note that **column 3** represents student data of the 2017 Graduation Cohort and only the cohort students are included in this data collection; **column 4** represents the number of students with at least sixty (60) hours of Service Learning as of this month's reporting; the **column 5** represents the number of 2017 Cohort students that are projected to graduate in June 2017 based only on academic graduation requirements; **column 6** data represents the 2017 Cohort with both the academic requirement of 18 hours and the 60 hours of Service Learning.

The data collected every month ensures that the GDOE is doing its best to track graduation requirements for all students to ensure all students graduate from GDOE schools prepared for college and/or careers.

See **TABLE 1.1.2** below.

TABLE 1.1.2 - Service Learning Student Data Report - December 2016

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
No	High School	Total # of 2017 Cohort	Total # of 2017 Cohort with 60 SL Hrs.	2017 Potential Graduates	2017 Number of potential graduating seniors with 18+ credits and 60+ SL Hours
1	GWHS	398	327	289	227
2	JFKHS	437	269	255	207
3	OHS	419	286	270	221
4	SSHS	428	252	279	182
5	SHS	249	184	243	182
6	THS	264	168	131	110
7	JPTAS	149	50	56	15

ESKUELAN PUENGI (NIGHT SCHOOL) (EP)

Planning has begun for *Eskuelan Puengi.* The Personnel Services Office is currently accepting teacher applications for the program. The anticipated start date of the program will be February 2017. The EP Program is designed as a Credit Recovery Program for high school students lacking credit to graduate with their cohort class. Priority is given to Seniors and then Juniors lacking credit towards graduation. Participants have an opportunity to earn 0.5-1 credit towards graduation.

The GDOE continues to provide Credit Recovery Programs to allow students to make-up credits they may be lacking, thereby, increasing district graduation rates.

RESEARCH, PLANNING AND EVALUATION (RP&E) DIVISION

EVERY STUDENT SUCCEEDS ACT (ESSA) DATA REPORTING WORK GROUP

RP&E Administrator Dr. Zeni Natividad took lead among other selected education statistics experts in the nation who are members of the ESSA Data Working Group

The value to Guam is that a clear definition of the data elements will help guide the graduation data quality (as well as other education indicators) that we are working on

working out of the NCES at the USDOE in developing the high level ESSA Data Framework focusing on cohort graduation rate, academic achievement, accountability, teacher quality, education finance, special groups such as homeless, foster status and military dependents, etc.	to achieve. As the RP&E Division is in charge of monitoring and updating the data for the GEB and GDOE State Strategic Plan, (as well as all the key district data reported to the federal thru ED*Facts* and local through the Bureau of Stats and Plans and the Guam Legislature) the ESSA Workgroup guidance on the correct collection and analysis of graduation data will help move forward the agenda towards high level data quality for GDOE.
EDUCATION ACHIEVEMENTS IN RELATION TO THE GOVERNOR'S STATE OF THE ISLAND ADDRESS RP&E Administrator Dr. Zeni Natividad was tasked by Acting Superintendent to help submit a short narrative on education achievements in relation with the Governor's State of the Island Address.	**ATTACHMENT 1.1-1** Fact Sheet No. 7 shows Reduced School Size, Graduation Rate, and Dropout Rate which basically provides data on these three (3) education indicators showing that over the past years when GDOE saw the opening of new schools to reduced overcrowding, GDOE also experience unprecedented increase in graduation rate as well as decrease in graduation rate. While it can be argued that other factors contribute t these aforementioned phenomenon, such as more focused curriculum and interventions, research shows that there is a direct correlation between reduced school size and dropout and graduation rates.

Objective 1.2: By Year 2020, at least 80% of HS students will be proficient in English Language Arts and Math as measured by the Department's State-wide Assessment.

Activity/Action Item	Outcomes
DISTRICT-WIDE ASSESSMENTS **ACT ASPIRE & STANDARDS-BASED ASSESSMENTS (SBA)** A meeting was held on January 19 & 20 with all Test Coordinators to disseminate information regarding the upcoming District-wide Assessment Period. Schools were given the timeline in which test sessions needed to be created. Personal Needs Profiles need to be uploaded, and scheduling of test dates were established as well. SBA materials have arrived, and all other supplies (pencils, sharpeners, etc.) are readily available. Only waiting on ACT Aspire materials at this time A meeting was also held on Tuesday, February 7 with ESL coordinators regarding accommodations for the DWA. Coordinators were informed of the revised	District-wide Assessment Testing will take place between April 3 – May 19, 2017.

documentation needed to be completed by the decision-making team, and the timeline for inputting accommodations in the portal.	
STRIVING READERS COMPREHENSIVE LITERACY (SRCL) PROGRAM A total of 667 students ranging from 5th, 8th and 9th grade have completed the first phase of the Independent Literacy Project. The project aims to target literacy skills through four (4) components: 1) Reader's response through the development of thinking maps/graphic organizers, 2) Art project, 3) written composition, and 4) an oral presentation. Students utilized paperback books/novels provided to the SRCL Program teachers.	Based on the results, the Oral Presentation was the most difficult aspect of the project. Therefore, the numbers indicated in the table reflect only a fraction of those students who have completed this portion of the project. Further analyses of the project reveal that the use of Thinking Maps and Graphic Organizers may not only be more prevalent in the elementary and high school levels, but the level of proficiency at the two (2) levels is representative of more than half the participating students within these respective levels. In terms of the art and written composition portion, it is evident that the high school levels allow for more opportunity in the development of such skills. Nevertheless, the success rate of completion for each section of the project is far more successful in the elementary level as opposed to the middle and high school level. While not all components of the project have been successfully completed at all levels, the data still reveals a great need for students to practice independent reading in order to gauge their comprehension. A second sample of the data will be available toward the end of the second semester in which a comparison will be made with this literacy project. Results of the data are in **TABLE 1.2.1** below.

TABLE 1.2.1

PART 1: READER'S RESPONSE

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	14%	58%	21%	4%	0%
Middle	19%	27%	22%	8%	14%
High	28%	47%	16%	2%	2%

PART 2: ART PROJECT

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	21%	23%	19%	3%	0%
Middle	15%	27%	15%	7%	11%
High	35%	35%	8%	1%	20%

PART 3: WRITTEN COMPOSITION

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	7%	30%	14%	7%	0%
Middle	14%	14%	10%	5%	0%
High	28%	35%	5%	1%	16%

PART 4: ORAL PRESENTATION

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	3%	10%	1%	0%	0%
Middle	0%	2%	0%	0%	0%
High	16%	42%	2%	0%	17%

ISLA: GIHA'
G554WEB

The AIMSweb Winter Benchmark Period started on December 1, 2016 and will continue through March 15, 2017. Students in grades K-8 participate in these interim assessments throughout the year.

Based on assessment results, students may show one of three areas:

- Tier 1: Students who are on benchmark or grade level.
- Tier 2: Students who need support.
- Tier 3: Students in need of immediate interventions.

Results for students who were tested during the Winter 2016-2017 Benchmark period as of 2/8/17 are in **ATTACHMENT 1.2-1**. Students will continue to be tested while the Winter Benchmark period is open. Upon conclusion of the Winter Benchmark period, Fall and Winter benchmark data will be compared to identify tier movement within the district.

Teachers will be able to monitor student progress throughout the year and provide supports and/or immediate interventions to students who need it.

CITW WITH ELL TOT

Classroom Instruction That Works for English Language Learners Trainer of Trainers was conducted on January 23-25, 2017 at the Pacific Star Hotel.

Participants received training on CITW and received detailed explanations about ELL applications in the classroom. Participants also received instruction and certification on how to facilitate training at their school site.

Training participants consisted of:
18 Regular Classroom Teachers (Elementary/Secondary),
11 ESL Classroom Teachers (Elementary/Secondary),
8 ESL Coordinators,
1 Administrator,
2 Instructional Coaches,
3 CRT/TAs.

USING TECHNOLOGY WITH CITW TOT Using Technology with CITW certification training was conducted on January 26-27, 2017 at the Pacific Star Hotel.	Participants received instruction on Instructional Strategies using technology in the classroom, creating formative assessment tools and received instruction and certification on how to facilitate training at their school site. Training participants consisted of: 35 – Teachers, 8 – Instructional Coaches, 2 – Administrators, 2 – Teacher Mentors. The GDOE will have available trainers in participating schools to help train teachers and staff in Using Technology with CITW in the classroom.

Objective 1.3: By Year 2020, at least 80% of HS students will be proficient in Science and Social Studies as measured by the Department's State-wide Assessment.

Activity/Action Item	Outcomes
DISTRICT-WIDE ASSESSMENTS **ACT ASPIRE & STANDARDS-BASED ASSESSMENTS (SBA)** A meeting was held on January 19 and 20 with all Test Coordinators to disseminate information regarding the upcoming District-wide Assessment Period. Schools were given the timeline in which test sessions needed to be created. Personal Needs Profiles need to be uploaded, and scheduling of test dates were established as well. SBA materials have arrived, and all other supplies (pencils, sharpeners, etc.) are readily available. Only waiting on ACT Aspire materials at this time. A meeting was also held on Tuesday, February 7 with ESL coordinators regarding accommodations for the DWA. Coordinators were informed of the revised documentation needed to be completed by the decision-making team, and the timeline for inputting accommodations in the portal.	District-Wide Assessment Testing will take place between April 3 – May 19, 2017.
ISLA: GIHA' **AIMSWEB** The AIMSweb Winter Benchmark Period started on December 1, 2016 and will continue through March 15, 2017. Students in grades K-8 participate in these	Teachers will be able to monitor student progress throughout the year and provide supports and/or immediate interventions to students who need it.

interim assessments throughout the year. Based on assessment results, students may show one of three (3) areas: • Tier 1: Students who are on benchmark or grade Level. • Tier 2: Students who need support. • Tier 3: Students in need of immediate interventions. Results for students who were tested during the Winter 2016-2017 Benchmark period as of 2/8/17 are in **ATTACHMENT 1.2-1**. Students will continue to be tested while the Winter Benchmark period is open. Upon conclusion of the Winter Benchmark period, Fall and Winter benchmark data will be compared to identify tier movement within the district. **USING TECHNOLOGY WITH CITW TOT** Using Technology with CITW certification training was conducted on January 26-27, 2017 at the Pacific Star Hotel.	Participants received instruction on Instructional Strategies using technology in the classroom, creating formative assessment tools and received instruction and certification on how to facilitate training at their school site. Training participants consisted of: 35 – Teachers, 8 – Instructional Coaches, 2 – Administrators, 2 – Teacher Mentors. The GDOE will have available trainers in participating schools to help train teachers and staff in Using Technology with CITW in the classroom.
COLLEGE PATHWAY PROGRAM **STEM TRAIN THE TRAINER** The Guam Department of Education (GDOE), in cooperation with McREL International, trained 80 Science Teacher Leaders and distributed hands-on inquiry science/literacy curriculum during the week of January 9-13, 2017 from 8:00am to 5:00pm at the Hyatt Regency Guam. All representatives completed surveys about the use of the Full Options Science System (FOSS) Kit. The following identifies the training title and grade levels: 1. Second Grade: "Plants and Animals" was conducted on Monday, January 9 and Tuesday, January 10, 2017. 2. Fifth Grade: "Environments" was conducted on	All participating teachers are equipped with the use of the STEM Foss Kits to reinforce the K-5 Science Standards in the area of Life Science. The teachers will also have a wide-range of instructional strategies, such as hands-on learning, inquiry-based learning; and curriculum integration.

Wednesday, January 11 and Thursday, January 12, 2017. 3. FOSS Life Train the Trainer was conducted on Friday, January 13, 2017. **PACIFIC FIRST LEGO LEAGUE COMPETITION** On Saturday, January 21, 2017, one (1) elementary and five (5) middle schools participated in the Pacific First Lego League Competition at the Micronesia Mall.	All participating students are given the opportunity to use their STEM knowledge and skills to participate at a local competition. At the competition, the following are the schools who placed: 2nd place – Benavente Middle School 3rd place – Benavente Middle School Project Award – Astumbo Middle School Rising Star Award – Carbullido Elementary School Robot Design Award – Inarajan Middle School Robot Performance Award - Benavente Middle School Core Values Award – FB Leon Guerrero Middle School

Objective 1.4: By Year 2020, the percentage of public school students testing into remedial reading and math courses at the University of Guam and the Guam Community College will be less than 30%.

Activity/Action Item	Outcomes
ISLA: GIHA' **AIMSWEB** The AIMSweb Winter Benchmark Period started on December 1, 2016 and will continue through March 15, 2017. Students in grades K-8 participate in these interim assessments throughout the year. Based on assessment results, students may show one of three (3) areas: • Tier 1: Students who are on benchmark or grade Level. • Tier 2: Students who need support. • Tier 3: Students in need of immediate interventions. Results for students who were tested during the Winter 2016-2017 Benchmark period as of 2/8/17 are in **ATTACHMENT 1.2-1**. Students will continue to be tested while the Winter Benchmark period is open. Upon conclusion of the Winter Benchmark period. Fall and Winter benchmark data will be compared to identify tier movement within the district.	Teachers will be able to monitor student progress throughout the year and provide supports and/or immediate interventions to students who need it.
STRIVING READERS COMPREHENSIVE LITERACY (SRCL)	

PROGRAM

A total of 667 students ranging from 5th, 8th and 9th grade have completed the first phase of the Independent Literacy Project. The project aims to target literacy skills through four (4) components: 1) Reader's response through the development of thinking maps/graphic organizers; 2) Art project; 3) written composition; and 4) an oral presentation. Students utilized paperback books/novels provided to the SRCL program teachers.

Based on the results, the Oral Presentation was the most difficult aspect of the project. Therefore, the numbers indicated in the table reflect only a fraction of those students who have completed this portion of the project. Further analyses of the project reveal that the use of Thinking Maps and Graphic Organizers may not only be more prevalent in the elementary and high school levels, but the level of proficiency at the two (2) levels is representative of more than half the participating students within these respective levels. In terms of the art and written composition portion, it is evident that the high school levels allow for more opportunity in the development of such skills. Nevertheless, the success rate of completion for each section of the project is far more successful in the elementary level as opposed to the middle and high school level.

While not all components of the project have been successfully completed at all levels, the data still reveals a great need for students to practice independent reading in order to gauge their comprehension. A second sample of the data will be available toward the end of the second semester in which a comparison will be made with this literacy project.

Results of the data are in **TABLE 1.4.1** below.

TABLE 1.4.1

PART 1: READER'S RESPONSE

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
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Middle	19%	27%	22%	8%	14%
High	28%	47%	16%	2%	2%

PART 2: ART PROJECT

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	21%	23%	19%	3%	0%
Middle	15%	27%	15%	7%	11%
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PART 3: WRITTEN COMPOSITION

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	7%	30%	14%	7%	0%
Middle	14%	14%	10%	5%	0%
High	28%	35%	5%	1%	16%

PART 4: ORAL PRESENTATION

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	3%	10%	1%	0%	0%
Middle	0%	2%	0%	0%	0%
High	16%	42%	2%	0%	17%

Objective 1.5: By Year 2016-17 (Year 3), all graduating seniors will score a bronze or higher on the ACT Work Keys Assessment (or equivalent work readiness assessment) with at least 50% scoring Gold or higher.

Activity/Action Item	Outcomes
THE GCC CONTINUING EDUCATION & WORKFORCE DEVELOPMENT (CEWD) The Division of Curriculum & Instruction, in collaboration with GCC Continuing Education/ Workforce Development (CE/WD), continued conducting presentations on the WorkKeys Program to GDOE high schools.	The WorkKeys Assessment was administered to a total of 113 students this month. The breakdown of assessments per school is as follows: • GWHS: 6 Test Sessions; 78 students o January 9 -13 o January 25 • JFKHS: 4 Test Sessions; 35 students o January 9 -12 GCC has delivered National Career Readiness Certificates (NCRCs) for a total of 166 GDOE Teacher Assistants to C&I ISLA Ayudante' Program Coordinators, Kelly Escuadra and Joshua Blas. WorkKeys assessments help prepare our students and Teacher Assistants/Instructional Program Aides to meet goals in GDOE's State Strategic Plan.

Objective 1.6: By School Year 2016-17 (Year 3), at least 50% of the students taking an Advanced Placement (AP) exam will receive a passing score. By SY2019-20 (Year 6), at least 80% will receive a passing score.

Activity/Action Item	Outcomes
ISLA: GIHA' **USING TECHNOLOGY WITH CITW TOT** Using Technology with CITW certification training was conducted on January 26-27, 2017 at the Pacific Star Hotel.	Participants received instruction on Instructional Strategies using technology in the classroom, creating formative assessment tools and received instruction and certification on how to facilitate training at their school site. Training participants consisted of: 35 – Teachers 8 – Instructional Coaches 2—Administrators 2— Teacher Mentors The GDOE will have available trainers in participating schools to help train teachers and staff in Using Technology with CITW in the classroom.

COLLEGE PATHWAY PROGRAM **PACIFIC FIRST LEGO LEAGUE COMPETITION** On Saturday, January 21, 2017, one elementary and five middle schools participated in the *Pacific First Lego League Competition* at the Micronesia Mall.	All participating students are given the opportunity to use their STEM knowledge and skills to participate at a local competition. At the competition, the following are the schools who placed: 2nd place -VBMS 3rd place - BMS Project Award - Astumbo MS Rising Star Award - Carbullido ES Robot Design Award - Inarajan MS Robot Performance Award - BMS Core Values Award - FB Leon Guerrero MS

Goal #2: All Guam Department of Education students will successfully progress from grade to grade and from one level of schooling to another in order to maximize the opportunities to successfully graduate from high school.

Activity/Action Item	Outcomes
ISLA – GIHA **AIMS WEB** The AIMSweb Winter Benchmark Period started on December 1, 2016 and will continue through March 15, 2017. Students in grade K-8 participate in these interim assessments throughout the year. Based on assessment results, students may show one of three areas: • Tier 1: Students who are on benchmark or grade level. • Tier 2: Students who need support. • Tier 3: Students in need of immediate interventions. Results for students who were tested during the Winter 2016-2017 Benchmark period as of 2/8/17 are in **ATTACHMENT 1.2-1**. Students will continue to be tested while the Winter Benchmark period is open. Upon conclusion of the Winter Benchmark period. Fall and Winter benchmark data will be compared to identify tier movement within the district.	Teachers will be able to monitor student progress throughout the year and provide supports and/or immediate interventions to students who need it.
SERVICE LEARNING The Service Learning **Teacher** Summit was held January 18 – 19, 2017. There were approximately seventy (70) participants who attended the summit at the Guam Community College's Multipurpose Room. There were	The teacher participants will be able to integrate Service Learning into the Secondary Social Studies and Science Content Standards and Performance Indicators. They will also be able to facilitate lesson plans that will allow students

also community members such as the National Oceanic and Atmospheric Administration (NOAA), Office of Homeland Security, the Pacific Resources for Education and Learning, and Ayuda Foundation that provided exhibits during the two (2) day summit.	to become more informed about the Service Learning Program and its requirements such as being able to develop solutions for Guam's community needs such as Youth Preparedness and Environmental Stewards.
A Service Learning **Student** Summit was held on Friday, January 20, 2017 at the Westin Hotel. Approximately 144 Middle School Students and twenty (20) Middle School Teachers participated. The summit included guest speakers, panel discussions, hands-on learning and exhibitors that introduced the Service Learning Program.	Middle School students and teachers are more informed about the Service Learning Program and how they can be more prepared prior to being enrolled in high school. Teachers will also be able to develop lesson plans that will allow students to address community needs and develop solutions for them.
CAREER AND TECHNICAL EDUCATION The Career Pathways Program (CPP) has purchased seven (7) mobile iPad tablet carts for each high school, including JP Torres. The CPP has purchased six (6) mobile laptop carts for each high school. Wireless routers for the carts are currently on back order from the vendor and will be delivered soon.	Increased technology in the classroom will help bring our students up to speed with 21st Century College and Career Readiness.
Planning meetings with Department of Labor (DOL) regarding funding opportunities for in-school youths.	Partnerships with Guam DOL will increase CTE opportunities for GDOE students.
GCA TRADES ACADEMY/ALTERNATIVE CTE PROJECT Students from George Washington, Southern, Tiyan, and JP Torres High schools have mostly completed courses at the GCA Trades Academy in their respective NCCER Core Curriculum, Construction Craft Laborer 1, and Construction Craft Laborer 2. The program received federal funds for another cycle of classes for these students. Additionally, a partnership with the Guam Department of Labor has allowed additional students at JP Torres Success Academy to take courses under a grant opportunity with the Department of Labor.	Students taking classes at the Trades Academy receive personalized instruction, hands-on training, and credit recovery. They can take classes at their own pace and can repeat courses until they get a passing grade, without charge. The program has been successful in at-risk student retention.
ISLA: AYUDANTE' **AFTER SCHOOL PROGRAM FOR INSTRUCTIONAL REMEDIATION AND ENRICHMENT (ASPIRE)** 2nd Quarter completed with 609 of students. A total of 369 or 61% were on benchmark. Benchmark meaning they are not in Tier 1 or 2 of Aimsweb. Please note that this information does not include Ordot-Chalan Pago ES, JM Guerrero ES and Inarajan ES (reports still pending). Third Quarter for the ASPIRE Program began on January 13, 2017 for students in grades K-5. There are currently 624 students participating in the program.	The ASPIRE Program is designed to supplement instruction during the regular day providing additional support to struggling students or students who would like to spend additional time working on specific skills.
ESKUELAN PUENGI (NIGHT SCHOOL) (EP) Planning has begun for *Eskuelan Puengi.* The Personnel	The GDOE continues to provide Credit

Office is currently accepting teacher applications for the program. The anticipated start date of the program will be February 2017. The EP Program is designed as a Credit Recovery Program for high school students lacking credit to graduate with their cohort class. Priority will be for seniors and Juniors lacking credit towards graduation. Participants have an opportunity to earn 0.5-1 credit towards graduation.	Recovery Programs to allow students to make-up credits they may be lacking, thereby increasing district graduation rates.
CHAMORU STUDIES DIVISION **CHAMORU STANDARDS BASED ASSESSMENT** Chamoru Studies Division Administrator and CLT Teachers participated in the test administration training on January 20, 2017 provided by C&I Division personnel. Chamoru Studies Division Administrator, SPC, and Admin Sec. conducted a meeting with the School Administrators on January 26, 2017 in regards to the Standards Based Assessment administration. Nine (9) schools were identified and have agreed to administer the Chamoru Standards Based Assessment. CSSPD will create a project timeline for the test sampling and analysis. C& I Provided information and documents needed for the pilot/sampling. Testing materials were picked up from the C&I Testing Team on February 9.	Chamoru Studies Division will conduct a test question sampling of the Chamoru SBA. This will assist the GDOE-CSSPD to gather pertinent data and information on the effectiveness of test administration materials and identify areas of improvement in the Chamorro Language and Culture Assessment materials.
RESEARCH, PLANNING AND EVALUATION (RP&E) DIVISION Invaluable to a dynamic and effective educational system is continuing research on the various aspects of the teaching and learning experiences and their outcomes. Research proposals centered on enhancing student learning experiences and outcomes were thoroughly reviewed by RP&E for alignment with and contribution towards achieving the Goals and Objectives of the State Strategic Plan. Review also included evaluation for soundness of methodology to ensure valid and reliable resources conclusions. After revisions were made by the proponents to incorporate recommended modifications suggested by the Division, the RP&E Administrator, who chairs the DOE Research Review Panel, granted approval to conduct these studies. The UOG SOE faculty in charge of advising these graduate students was in constant and close consultation with Dr. Zeni Natividad in ensuring that the research projects are meaningful and aligned with the	Ten (10) research studies were granted approval in January 2017, as follows: 1. Curriculum Mapping in Guam Public Schools; 2. Effects of a Flipped Classroom on Student Achievement; 3. Grouping Effects on Student Academic Performance in the 6th Grade; 4. Impact of Structured Note Taking on Student Achievement; 5. The Effects of Cooperative Learning on Students' Academic Achievement; 6. The Effects of Grading Styles on Student Achievement & Student Perception; 7. The Effects of Homework on Student Achievement; 8. The Effects of Increasing Writing Opportunities on Students' Reading Comprehension; 9. The Effectiveness of Using a Brief Functional Analysis; 10. The Impact of Collaborative Learning on Student Achievement and Self- Concept.

GDOE priorities. **CENSUS 2020** RP&E provided input and guidance to the Census 2020 questionnaire development. **BUREAU OF STATISTICS DATA BOOK** RP&E provided assistance in updating the Bureau of Statistics Data Book, specifically, grade level enrollment, teacher count, etc.	The impact of the active participation of the RP&E Administrator in this endeavor is that education-related questions for inclusion in the decennial census are examined thoroughly to ensure that Census data will be useful to the Department. Quality education data for planning not just by education institutions but by other GovGuam entities and external agencies that develop plans and programs to improve the quality of life and thereby improving the home, community, and learning environment for the students go a long way in helping students successfully progress from grade level to grade level.

Objective 2.1: By Year 2020, at least 80% of students at each grade level will be proficient in English Language Arts, Math, Science and Social Studies as measured by the Department's State-wide summative assessment.

Activity/Action Item	Outcomes
DISTRICT-WIDE ASSESSMENTS **ACT ASPIRE & STANDARDS-BASED ASSESSMENTS (SBA)** A meeting was held on January 19 & 20 with all Test Coordinators to disseminate information regarding the upcoming District-wide Assessment Period. Schools were given the timeline in which test sessions needed to be created. Personal Needs Profiles need to be uploaded, and scheduling of test dates were established as well. SBA materials have arrived, and all other supplies (pencils, sharpeners, etc.) are readily available. Only waiting on ACT Aspire materials at this time. A meeting was also held on Tuesday, February 7 with ESL coordinators regarding accommodations for the DWA. Coordinators were informed of the revised documentation needed to be completed by the decision-making team, and the timeline for inputting accommodations in the portal.	District-wide Assessment Testing will take place between April 3 – May 19, 2017.
LIBRARY PROGRAM On January 17, 2017, the School Library Program held their Professional Development which focused on the review of the draft School Library Program's School Librarian's Evaluation System.	The district will have an evaluation system to evaluate the effectiveness of library programs in schools.

On January 23, 2017, the School Library Program utilized the School Library Monthly Meeting to continue discussing the draft School Library Program's Librarian's Evaluation System.	
GATE PROGRAM **ACADEMIC CHALLENGE BOWL** Academic Challenge Bowl (Middle): 10 participating schools. Competitions were held on January 11 at Harvest Christian Academy and February 8 at Santa Barbara Catholic School. Sixty plus (60+) students participated. Academic Challenge Bowl (High): 12 participating schools. Competitions were held on January 19 at Father Duenas Memorial School, January 26 at St. John's School and February 2 at Notre Dame High School.	The GDOE will have a program for students that will help reinforce and evaluate educational quality. This program allows students to broaden their knowledge base and measure their mastery of topics while developing higher cognitive and critical thinking skills. 60+ students will participate. PBS recorded competitions on: • January 24 o HCA vs FDMS o VSBMS vs AMS • January 31 o OHS vs AOLG o SBCS vs BBMS
NATIONAL FORENSIC LEAGUE COMPETITION Competition under the National Forensic League was held on January 7 at the Academy of Our Lady of Guam. Over 160 students participated.	The GDOE will have a program for students that promote leadership, cognitive development, and strategic problem solving skills. This program provides students the opportunity to work in teams and compete with other students in the public and private schools.
MUSIC AND ART PROGRAMS The GATE Music teachers provided services to the following elementary schools: Agana Heights Elementary School: • Performance on February 7 at the Southern High School Auditorium. o 41 GATE Honor Choir/Drama Club students. o Approximately 400 AHES students and approximately 100 parents watched the performance. Talofofo Elementary School: • Began auditions and is scheduled for performance on February 14. The GATE Art Teacher completed services at Liguan Elementary School with 14 students. • Art Exhibit was held on February 3 at the LES library.	The GDOE will have a visual arts and music program that will focus on teaching students various art and music curricula during a 30-day course and the courses culminate with a final art or music project to showcase the talents of the students.

The GATE Music and Art program services students for approximately 30 days, ending with performances and exhibit to showcase the students work.	
STRIVING READERS COMPREHENSIVE LITERACY (SRCL) PROGRAM A total of 667 students ranging from 5th, 8th and 9th grade have completed the first phase of the Independent Literacy Project. The project aims to target literacy skills through four components: 1) Reader's response through the development of thinking maps/graphic organizers; 2) Art project; 3) written composition; and 4) an oral presentation. Students utilized paperback books/novels provided to the SRCL program teachers.	Based on the results, the Oral Presentation was the most difficult aspect of the project. Therefore, the numbers indicated in the table reflect only a fraction of those students who have completed this portion of the project. Further analyses of the project reveal that the use of Thinking Maps and Graphic Organizers may not only be more prevalent in the elementary and high school levels, but the level of proficiency at the two (2) levels is representative of more than half the participating students within these respective levels. In terms of the art and written composition portion, it is evident that the high school levels allow for more opportunity in the development of such skills. Nevertheless, the success rate of completion for each section of the project is far more successful in the elementary level as opposed to the middle and high school level. While not all components of the project have been successfully completed at all levels, the data still reveals a great need for students to practice independent reading in order to gauge their comprehension. A second sample of the data will be available toward the end of the second semester in which a comparison will be made with this literacy project. Results of the data are in **TABLE 2.1.1** below.

TABLE 2.1.1

PART 1: READER'S RESPONSE

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	14%	58%	21%	4%	0%
Middle	19%	27%	22%	8%	14%
High	28%	47%	16%	2%	2%

PART 2: ART PROJECT

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	21%	23%	19%	3%	0%
Middle	15%	27%	15%	7%	11%
High	35%	35%	8%	1%	20%

PART 3: WRITTEN COMPOSITION

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	7%	30%	14%	7%	0%
Middle	14%	14%	10%	5%	0%
High	28%	35%	5%	1%	16%

PART 4: ORAL PRESENTATION

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	3%	10%	1%	0%	0%
Middle	0%	2%	0%	0%	0%
High	16%	42%	2%	0%	17%

STRIVING READERS COMPREHENSIVE LITERACY (SRCL) PROGRAM On January 3-5, 2017 Striving Readers teachers were trained on "Integrating Literacy into the Curriculum". There were approximately ten (10) participants ranging from elementary through secondary level. The training focused on the K-12 Language Arts, specifically focusing on Literacy Standards. The training was in partnership with the representatives from the Nikko Hotel.	All participating teachers are informed about teaching to the K-12 Language Arts Content Standards & Performance Indicators as well as gained information on the various instructional practices to prepare students for college and/or career.

Objective 2.2: By Year 2020, at least 80% of students in grades K-8 will reach benchmark in Reading and Math as measured by the Department's Interim assessments.

Activity/Action Item	Outcomes
ISLA: GIHA' – AIMSWEB The AIMSweb Winter Benchmark Period started on December 1, 2016 and will continue through March 15, 2017. Students in grades K-8 participate in these interim assessments throughout the year. Based on assessment results, students may show one of three (3) areas: • Tier 1: Students who are on benchmark or grade Level.	Teachers will be able to monitor student progress throughout the year and provide supports and/or immediate interventions to students who need it.

- Tier 2: Students who need support.
- Tier 3: Students in need of immediate interventions.

Results for students who were tested during the Winter 2016-2017 Benchmark period as of 2/8/17 are in **ATTACHMENT 1.2-1**. Students will continue to be tested while the Winter Benchmark period is open. Upon conclusion of the Winter Benchmark period, Fall and Winter benchmark data will be compared to identify tier movement within the district.

STRIVING READERS COMPREHENSIVE LITERACY (SRCL) PROGRAM

A total of 667 students ranging from 5th, 8th and 9th grade have completed the first phase of the Independent Literacy Project. The project aims to target literacy skills through four (4) components: 1) Reader's response through the development of thinking maps/graphic organizers; 2) Art project; 3) written composition; and 4) an oral presentation. Students utilized paperback books/novels provided to the SRCL Program teachers.

Based on the results, the Oral Presentation was the most difficult aspect of the project. Therefore, the numbers indicated in the table reflect only a fraction of those students who have completed this portion of the project. Further analyses of the project reveal that the use of Thinking Maps and Graphic Organizers may not only be more prevalent in the elementary and high school levels, but the level of proficiency at the two (2) levels is representative of more than half the participating students within these respective levels. In terms of the art and written composition portion, it is evident that the high school levels allow for more opportunity in the development of such skills. Nevertheless, the success rate of completion for each section of the project is far more successful in the elementary level as opposed to the middle and high school level.

While not all components of the project have been successfully completed at all levels, the data still reveals a great need for students to practice independent reading in order to gauge their comprehension. A second sample of the data will be available toward the end of the second semester in which a comparison will be made with this literacy project.

Results of the data are in **TABLE 2.2.1** below.

TABLE 2.2.1

PART 1: READER'S RESPONSE

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	14%	58%	21%	4%	0%
Middle	19%	27%	22%	8%	14%

PART 2: ART PROJECT

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	21%	23%	19%	3%	0%
Middle	15%	27%	15%	7%	11%

High	28%	47%	16%	2%	2%

High	35%	35%	8%	1%	20%

PART 3: WRITTEN COMPOSITION

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	7%	30%	14%	7%	0%
Middle	14%	14%	10%	5%	0%
High	28%	35%	5%	1%	16%

PART 4: ORAL PRESENTATION

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	3%	10%	1%	0%	0%
Middle	0%	2%	0%	0%	0%
High	16%	42%	2%	0%	17%

Objective 2.3 By Year 2020, at least 80% of students will be receiving a passing semester grade in Reading, Language Arts, Math, Science and Social Studies. (Used as an indicator for earned credit in secondary schools, not necessarily achievement)

Activity/Action Item	Outcomes
ISLA: GIHA' **AIMSWEB** The AIMSweb Winter Benchmark Period started on December 1, 2016 and will continue through March 15, 2017. Students in grades K-8 participate in these interim assessments throughout the year. Based on assessment results, students may show one of three areas: • Tier 1: Students who are on benchmark or grade level. • Tier 2: Students who need support. • Tier 3: Students in need of immediate interventions. Results for students who were tested during the Winter 2016-2017 Benchmark period as of 2/8/17 are in **ATTACHMENT 1.2-1**. Students will continue to be tested while the Winter Benchmark period is open. Upon conclusion of the Winter Benchmark period, Fall and Winter benchmark data will be compared to identify tier movement within the district.	Teachers will be able to monitor student progress throughout the year and provide supports and/or immediate interventions to students who need it.
STRIVING READERS COMPREHENSIVE LITERACY (SRCL) PROGRAM A total of 667 students ranging from 5th, 8th and 9th grade have completed the first phase of the Independent Literacy Project. The project aims to target literacy skills through four components: 1) Reader's response through the development of thinking maps/graphic	Based on the results, the Oral Presentation was the most difficult aspect of the project. Therefore, the numbers indicated in the table reflect only a fraction of those students who have completed this portion of the project. Further analyses of the project reveal that the use of

organizers; 2) Art project; 3) written composition; and 4) an oral presentation. Students utilized paperback books/novels provided to the SRCL program teachers.	Thinking Maps and Graphic Organizers may not only be more prevalent in the elementary and high school levels, but the level of proficiency at the two (2) levels is representative of more than half the participating students within these respective levels. In terms of the art and written composition portion, it is evident that the high school levels allow for more opportunity in the development of such skills. Nevertheless, the success rate of completion for each section of the project is far more successful in the elementary level as opposed to the middle and high school level. While not all components of the project have been successfully completed at all levels, the data still reveals a great need for students to practice independent reading in order to gauge their comprehension. A second sample of the data will be available toward the end of the second semester in which a comparison will be made with this literacy project. Results of the data are in **TABLE 2.3.1** below.

TABLE 2.3.1

PART 1: READER'S RESPONSE

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	14%	58%	21%	4%	0%
Middle	19%	27%	22%	8%	14%
High	28%	47%	16%	2%	2%

PART 2: ART PROJECT

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	21%	23%	19%	3%	0%
Middle	15%	27%	15%	7%	11%
High	35%	35%	8%	1%	20%

PART 3: WRITTEN COMPOSITION

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	7%	30%	14%	7%	0%
Middle	14%	14%	10%	5%	0%
High	28%	35%	5%	1%	16%

PART 4: ORAL PRESENTATION

Level	Exceptional/ Advanced	Proficient/ Capable	Developing	Emerging/ Beginning	No Response
Elementary	3%	10%	1%	0%	0%
Middle	0%	2%	0%	0%	0%
High	16%	42%	2%	0%	17%

Goal #3: All Guam Department of Education instructional personnel will meet high standards for qualifications and ongoing professional development and will be held accountable for all assigned responsibilities.

Objective 3.1 By School Year 2015-16 (Year 2), 100% of GDOE Instructional Personnel will be participating in an annual professional development program appropriate to their job duties designed to enhance their current skills as well as to provide opportunities for growth.

Activity/Action Item	Outcomes
TERRITORY AND FREELY ASSOCIATED STATES EDUCATION GRANT (T&FASEG) **BALANCED LEADERSHIP** Balanced Leadership trainer from McREL observed GDOE Balanced Leadership trainers on January 31 and February 1 while they conducted training sessions for newly added administrators, instructional coaches and teacher leaders. These training sessions serve two purposes: - Trainers are working toward certification and the training sessions are part of fulfilling the requirements; and - New administrators, instructional coaches and teacher leaders learn about Balanced Leadership as they did not have the opportunity to participate in McREL led training sessions. Participants extended and refined their knowledge in the following areas: • Knowledge and understanding of case methodology as a process to deepen declarative, procedural, contextual, and experiential knowledge; • Understanding about how coherence of purposes, principles; • Policies, processes, and practices supports a purposeful community; • Knowledge of ways to develop collective efficacy; • Knowledge of the use of all assets, particularly intangibles. Three (3) training sessions were held. Two (2) on January 31 and one on February 1, 2017. Attendance at each session: 27 participants 18 participants 14 participants --- Balanced Leadership trainer from McREL conducted the third Balanced Leadership school site visit on **January 09-13, 2016** as follows: o JFK High School o Okkodo High School o Jose Rios Middle School o Oceanview Middle School	The GDOE will have administrators and teacher leaders who are able to practice effective leadership strategies that will encourage better communication and interaction between school administrations, faculty, and staff, and as a result, will increase student achievement and learning.

○ V Benavente Middle School ○ Astumbo Elementary School ○ CL Taitano Elementary School ○ Carbullido Elementary School Each administrator/leadership team had one-on-one time with the Balanced Leadership trainer. Emphasis was placed on reviewing and discussing school improvement plans while time was provided to ask questions or simply review the fidelity of their implementation of Balanced Leadership principles. **BALANCED LEADERSHIP TRAINING OF TRAINERS** On February 10, Balanced Leadership trainees met with the training from McREL. Focus was on training delivery for the Balanced Leadership framework. This training will result in trainer certification. **POWER WALK THROUGH/ EMPOWER ED** McREL Power Walkthrough trainer met with cohorts comprised of GDOE principals, assistant principals, and instructional coaches to conduct Power Walk Through/Empower Ed training on **running reports and analyzing data.** These training sessions were conducted on February 6 -9, 2017. --- McREL Power Walkthrough trainer met with selected GDOE principals and assistant principals at their school sites to conduct Power Walk Through/Empower Ed practicum visits. These visits were conducted on February 2 & 3, 2017 at the following schools: • Inarajan Elementary School • Juan M. Guerrero Elementary School • JP Torres (Southern High admin joined this session) Visits were based on requests from the school administrator and provided on-site training followed by group discussion to ensure consistency throughout the district when conducting classroom observations.	The GDOE will increase its capacity to train administrators and teacher leaders on effective administration practices that will, subsequently, lead to improved student performance. The GDOE will have a system of conducting effective classroom observations that is able to provide meaningful feedback to teachers that will help to improve teacher effectiveness. The system will incorporate using web-based software and technology.
CHAMORU STUDIES DIVISION **DISTRICT PROFESSIONAL DEVELOPMENT** Chamorro Studies conducted the Professional Development (PD) Training for all Chamorro Language and Culture Program teachers on January 13, 2017 at U.O.G. (presented by FÅYI CADRE) and then on January 17, 2017 at Okkodo High School.	As a result of the professional development, Chamorro Language (CL) and Culture teachers are more knowledgeable about Priority Standards, Consensus Mapping and best practices and will be able to implement them in their classroom.

MES CHAMORU CSSPD coordinated meetings with 2017 Mes Chamoru Ina'chaikak Mamfok committee members on January 25, January 31, and February 7, 2017.	The CL teachers experienced hands on training on weaving and this will allow them to teach the students in the public schools and to compete on Mes Chamoru.
ISLA: AYUDANTE' **ESL PROGRAM** District training for all Elementary ESL teachers was held on January 17, 2017 at Okkodo High School. A total of 51 teachers and coordinators participated in the PD (41 Elementary School, 3 Middle School, and 7 High School). Training topics include: • Best practices. • AIMSweb management and progress monitoring. • SIOP lesson planning. • Using GoogleDocs in the classroom. • Effective instructional strategies.	Teachers will learn strategies that can be implemented in the classroom to increase achievement levels of English Language Learners.
TEACHER AND ADMINISTRATOR EFFECTIVENESS (TAE) PROGRAM **New Teacher Center Training** Provide instructional personnel opportunities to participate in annual professional development appropriate to their job duties. **Instructional Coach Services** Provide instructional coach services specific to the implementation of curriculum, instructional strategies, and assessment practices through small learning communities at the school level and one to one assistance to classroom teachers; coaching serves as a form of professional development **On the Job Training** Provide on the job training to accelerate beginning teacher effective practices and assist with improving job satisfaction among this population	New Teacher Center training was conducted: • January 12-13, 2017- Instructional Coaching 1 • January 17-18, 2017- Professional Learning Series 1 for Teacher Induction Mentors • January 19-20, 2017- Role of School Leaders Training was provided to private non-public and Guam GDOE mentors, coaches, and school administrators. • Provided 20 federally funded instructional coaches (IC) to teachers at 21 elementary schools (1 IC is servicing two schools); professional administrative staff. • Recruited 2 instructional coaches to serve at Adacao and Inarajan Elementary School. • Resumed recruitment of 2 instructional coaches who will be assigned to support Chamorro Language Acquisition teachers. Six (6) teacher mentors supported 74 beginning teachers until the end 1st semester; 37 beginning teachers completed mentorship; 1 resigned for employment with Nova; 1 was detailed outside of the classroom; 1 relocated with military spouse; and

<table>
<tr><td></td><td>46 new beginning teachers began mentorship.
Total of 80 beginning teachers serviced by mentors start of 2nd semester.</td></tr>
<tr><td>SECTION 504 TRAINING
Based on SOP 1200-021: Section 504 Procedural Manual, the District Section 504 Coordinator and Assistant Section 504 Coordinator District Coordinator and the Assistant Coordinator provides all administrators, school counselors, and school health counselors the three- hour Section 504 training throughout the school year.</td><td>• District Coordinator and the Assistant Coordinator continue to provide technical-professional assistance with Section 504 cases throughout the district.
• Table below to view district-wide training activity for SY 14-15 and SY 15-16 (to date).
<table><tr><th colspan="4">SY 16-17</th></tr><tr><th>DATE</th><th>SCHOOL</th><th>NUMBER TRAINED</th><th>Evaluation Results</th></tr><tr><td>8/18/18</td><td>District-wide PD for SCs</td><td>64</td><td>Above Avg.-Excellent</td></tr><tr><td>8/30/16</td><td>Astumbo MS</td><td>20</td><td>Above Avg.-Excellent</td></tr><tr><td>9/9/16</td><td>FES</td><td>24</td><td>Excellent</td></tr><tr><td>10/22/16</td><td>UOG Students</td><td>9</td><td>Excellent</td></tr><tr><td>12/12/16</td><td>MULES</td><td>18</td><td>Excellent</td></tr><tr><td>1/4/17</td><td>Federal Programs Workshop</td><td>82</td><td>Above Avg.-Excellent</td></tr><tr><td>1/17/17</td><td>GATE PD</td><td>43</td><td>Above Avg.-Excellent</td></tr></table></td></tr>
<tr><td>PROFESSIONAL DEVELOPMENT FOR THE SCHOOL HEALTH COUNSELORS AND LICENSED PRACTICAL NURSE</td><td>January 17, 2017 - Attendees from the NASN 2016 presented:
• Health Assessment for School Nurses,
• Engaging parents,
• Nursing and ethical concerns,
• Group presentations.</td></tr>
<tr><td>SHCS & LPNS TEMPORARY RE-ASSIGNMENTS</td><td>LPN Repil from Southern High School reassigned to temporary support JPTSA reviewing health requirements and on call.</td></tr>
<tr><td>JUMP ROPE FOR HEART ACTIVITIES</td><td>• 24/26 Elementary schools participated in the annual activities.
• 3 middle schools and 1 high school is also participating</td></tr>
<tr><td>SOP 1200-012: SECTION 504 PROCEDURAL MANUAL REVIEW AND REVISION
On October 10, 2016 a memo was signed by the Deputy,</td><td>Below illustrates the schedule for the committee to meet.</td></tr>
</table>

ESCL regarding the revision of the SOP based on recent off-island training, current research and stakeholder input over the past year. The committee is made up of 10 GDOE personnel representatives of elementary, middle, high and district levels.

DATES	TIME	VENUES	OUTCOME
2/1/17	8AM – 12PM	JFKHS	COMPLETED: 4 attended the work session where members collaborated on their input for sections assigned.
2/8/17	8AM – 12PM	JFKHS	Committee is scheduled to for work session to continue their input for sections assigned.

POINT IN TIME (PIT) SURVEY TRAINING

All volunteers participating in the annual PIT count and survey of homeless persons living in Guam are required to attend training in preparation of the PIT Survey Event on January 27, 2017. The annual PIT Survey event took place on Friday, January 27, 2017 at 4am – 10pm.

January 20, 2017: Eight (8) SAOs and Attendance Officer Supervisor attended the required training at Catholic Social Services from 8am – 1 pm.

January 27, 2017: SAOs and Supervisor, and SSSD Administrator participated in the PIT Survey Event, 4am – 10pm. Eight (8) SSSD personnel participated in the event along with personnel from GDOE Outreach and Head Start Programs.

INCIDENT COMMAND SYSTEMS (ICS) TRAINING

Standardized approached to the command, control, and coordination of emergency response providing a common order within which responders from multiple agencies can be effective.

January 30 – February 1, 2017: Four (4) SAOs attended the two-day training to enhance their knowledge on ICS structure as first responders. The training was held at Homeland Security.

SCHOOL COUNSELOR'S (SC) MONTHLY WORK TEAM LEADERS MEETING

SSSD facilitates monthly PD for all school counselors in the district. The co-hort has identified four work teams for the following domains: Foundation, Delivery, Management, and Accountability. The work teams continue to develop an evaluation tool for school administrators to use that is consistent with their duties and responsibilities based on SOP1200-021: K-12 Guam's Comprehensive School Counselor Program.

February 1, 2017: Team Leaders presented the SC Job Description and Evaluation at the Principal's Meeting. Principals shared for more collaboration regarding the job description and evaluation between school counselors, SSSD, and administrators. The next steps: DSESCL will schedule collaborative meetings between elementary, middle, and high school administrators, and Team Leaders, and determine funding for the purchase of the American School Counselor Association (ASCA) Model 3 for all school counselors and principals. The collaborative meetings will focus on the following: orientation on ASCA Model 3 and discussion and input to the job description and evaluation.

MONTHLY SCHOOL COUNSELOR PROFESSIONAL DEVELOPMENT (PD)

The Student Support Services Division (SSSD) facilitates monthly professional development sessions for School Counselors (SCs). The SCs meet regularly and consistently to increase systematic processes for managing student issues directly related to SOP 1200-

February 1, 2017: SC PD was held at Gloria B. Nelson Public Service Building from 9am – 3pm with 58 SCs in attendance. The PD agenda focused on the Student Procedural Manual (SPAM) section on suicide assessments and procedures.

021 Guam Comprehensive School Counseling Program K – 12 and other mandated policies.	
GDOE/GBHWC LIFE LINES CURRICULUM TRAINING The Superintendent has endorsed his support for the full implementation of the Lifelines Curriculum, which is a comprehensive, school wide suicide prevention program for middle and high school students (memorandum dated 9.22.15). The goal of Lifelines is to promote a caring, competent school community in which help-seeking is encouraged and modeled and suicidal behavior is recognized as an issue that cannot be kept secret. Lifelines seeks to increase the likelihood that school staff and students will know how to identify at-risk youth when they encounter them, provide an appropriate initial response, and obtain help, as well as be inclined to take such action.	January 10, 2017: Lifelines Trainers held an Implementation Meeting at OHS. Four (4) lessons will be administered before the end of January 2017. Close-Out Meeting: Schools completed the implementation of curriculum for school year. January 30, 2017: SSHS held its Close-Meeting. Pre-test and post-test data are still pending.
GUAM COALITION AGAINST SEXUAL AND DOMESTIC VIOLENCE (GCASDV) The coalition is non-profit organization whose members are other community-based providers, government allies, and individuals who address sexual assault and family violence issues on Guam. The District Psychologist serves as the Vice Chairperson.	January 24, 2017: District Psychologist presented at the GCASDV Conference held at Pacific Star Hotel. The presentation focused on empathy addressing sexual assault, considering cultural factors, and historical trauma of survivors. The conference audience include program managers and service providers. There were 100 participants.
INADAHI – TOLLIYI MO'NA (BRIDGING THE GAP) October 26, 2015, the Superintendent officially endorsed the agency to agency collaboration of selected GDOE school counselors and social workers from I Famagu'on-ta to form a committee called INADAHI (indigenous Chamoru word for we care). The goal of INADAHI, is to improve the referral process for students in need of TIER II and TIER III supports; improving the referral process to outside agencies, train and strengthen the Wrap Around Approach, and train and implement the Collaborative Problem Solving (CPS) Model.	January 17, 2017: SSSD and GBHWC- I Famaguon-ta provided training to school counselors (SCs) at their scheduled Professional Development. The training focused on the Wrap-Around process for I Famaguon-ta and provided SCs training on what families should expect when schools refer them to the program. There were 55 participants. February 3, 2017: INADAHI trainers (5 GDOE and 2 I Famaguon-ta personnel) provided a 3-hour training on the initiative. Evaluations results from the training was above-average – excellent. There were 14 GBHWC – I Famaguon-ta personnel who participated in the training. February 7, 2017: INADAHI trainers provided a 3-hour training on the initiative during the Assistant Principal for Discipline Training. Thirty-two (32) APs were in attendance.
HEALTH & PHYSICAL EDUCATION Professional Development (PD) courses will be offered once funding is available.	Professional Development classes are being planned to be offered once funding is available. UOG, with funding from HFF, will be offering PD courses to all P.E./Health and interested elementary teachers. The purpose of the course

	is to provide research-based models of various "best practices" instructional programs for teachers in Increasing Physical Activities and Reducing Obesity at all grade levels. Additionally, HFF will pay for all recordation fees so that teachers completing this course will earn three (3) graduate credits towards recertification.
FIRST AID/CPR Provided to GDOE Athletic Directors and Coaches. First Aid/ CPR class is scheduled for the first week of March. Classes continue to be offered on a regular basis throughout the year by ESCL and Student Support Services divisions.	The purpose of this training course is to teach our athletic directors and coaches the knowledge and skills necessary to respond to both life-threatening and common first aid emergencies.
COACHES-OFFICIALS CLINICS Clinics for coaches conducted by Referees are being provided before the beginning of each sports season. Coaches' attendances are mandatory. For 3rd Quarter there were coaches-officials clinics that were conducted on Jan 23 for Boys' Basketball, Jan 25 Girls' Soccer, Jan 26 for Baseball, Jan 27 for Badminton.	The purpose of Coaches-Officials Clinics is to disseminate information, interpretation and application of all rules to coaches. Further, these trainings emphasize game procedures, proper use of equipment and game management and protocol.
SPECIAL EDUCATION Consulting Resource Teacher-Technical Assistants provided training on Autism Awareness and Interventions January 25-26, 2017.	Seventeen (17) teachers and One (1) school aide attended.
Special Education Emotional Disabilities Program personnel conducted Safe Crisis Management (SCM) training on January 25-26, 2017 at Astumbo Middle School.	Five (5) para-educators, nineteen (19) teachers, three (3) school aides, five (5) paraprofessionals and two (2) parents completed the training and evaluation.
Consulting Resource Teacher – Technical Assistants provided training on Individualized Education Program (IEP) planning process on January 17, 2017 at Okkodo High School.	Thirty-Two (32) resource room teachers attended.
Special Education Emotional Disabilities Program personnel conducted Emotional Disability Awareness training on January 23, 2017 at Astumbo Middle School.	Nineteen (19) teachers, three (3) school aides and two (2) guidance counselors.
Off Island Consultants conducted a Statewide Systemic Improvement Plan (SSIP) training "Our Continuous Improvement Road map for Improving Reading Achievement" on January 17, 2017 at Hilton Hotel.	Four (4) School Teams – Chief Brodie ES, Juan M. Guerrero ES, MU Lujan ES, Price ES (106 teachers and administrators).
Off-Island Consultant provided training on Augmentative Alternative Communication on January 17, 2017 at SPED Training Room.	Fifty-Two (52) Service Providers attended.

Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (Guam CEDDERS) in conjunction with Guam Early Intervention Staff (GEIS) provided training on Coaching in Early Childhood on January 27, 2017 at University of Guam, GSAT.	Twenty (20) service providers attended.
RESEARCH, PLANNING AND EVALUATION (RP&E DIVISION) Dr. Zeni Natividad, RP&E Administrator succeeded in securing federal travel funds to participate in the Regional Workshop on Research and Evaluation held in Salt Lake City on January 24-25, 2017.	Dr. Zeni's participation in this off-island workshop at no cost to GDOE nor to GovGuam will continue to ensure that GDOE is on par with the best practices in research and evaluation. Dr. Zeni used the knowledge and skills from this training in improving Guam's methodology in developing a robust Research Agenda that would be used in the Joint Boards Research Agenda Workshop on Feb 6 with the Board members of UOG, GCC, GDOE and DOL, along with high level management of these four (4) institutions.

Objective 3.2 By School Year 2016-17 (Year 3), 100% of GDOE Instructional Personnel will be evaluated through an instrument appropriate to their job duties that allows for both a formative and summative evaluation of their performance.

Activity/Action Item	Outcomes
POWER WALK THROUGH/ EMPOWER ED McREL Power Walkthrough trainer met with cohorts comprised of GDOE principals, assistant principals, and instructional coaches to conduct Power WalkThrough/Empower Ed training on running reports and analyzing data. These training sessions were conducted on February 6 -9, 2017. --- McREL Power Walkthrough trainer met with select GDOE principals and assistant principals at their school sites to conduct Power WalkThrough/Empower Ed practicum visits. These visits were conducted on February 2 & 3, 2017 at the following schools: • Inarajan Elementary School • Juan M. Guerrero Elementary School • JP Torres (Southern High admin joined this session) Visits were based on requests from the school administrator and provided on-site training followed by group discussion to ensure consistency throughout the district when conducting classroom observations.	The GDOE will have a system of conducting effective classroom observations that is able to provide meaningful feedback to teachers that will help to improve teacher effectiveness. The system will incorporate using web-based software and technology.

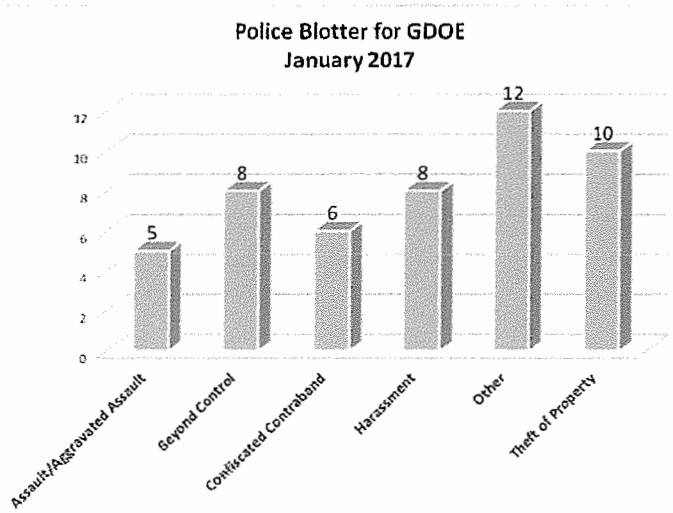
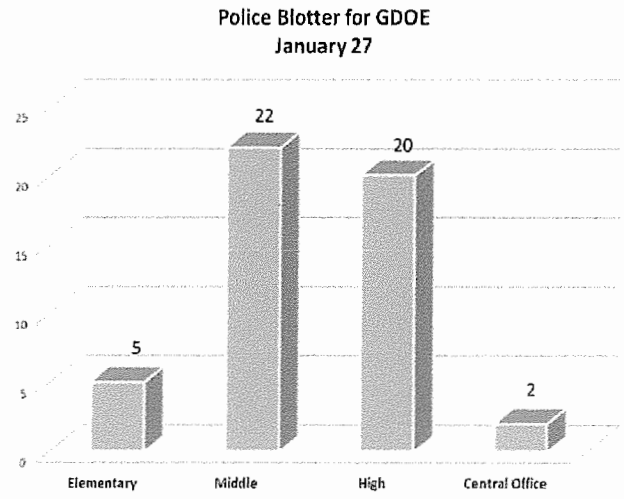
TEACHER & ADMINISTRATOR EFFECTIVENESS (TAE) PROGRAM Provide instructional personnel with effective school leaders who are instrumental in their professional development, such as supporting instructional personnel through an evaluation process.	All Guam DOE school principals were notified of Administrator Mentor positions and related activities in order to develop a framework of an administrator Mentor Program. Thirty-two (32) confirmed receipt of the approved request to fill positions and criteria for selection.
SHC & LPN EVALUATION INSTRUMENT	All SHCs and LPNs are being evaluated by the CH&NSA using the national Association of School Nurses 17 Standards for School Nursing.
HIGH AND MIDDLE SCHOOL ATHLETIC DIRECTORS MEETING High and Middle School Athletic Directors meet at the beginning and end of school year. However, there are times that a special meeting will also be called to discuss issues that arise during the sport season.	The purpose of the meeting was to discuss SOPs, constitutional revisions, facilities, training, updated information, best practices and planning.
FORMULATION OF P.E. AND HEALTH CADRE School Program Consultant (SPC) will be formulating a Cadre of P.E. and Health professionals. Upon identifying individuals within the Department, the Cadre will be meeting once a month. SPC has contacted several educators to be a part of this cadre. Still in the process of finalizing the group.	The purpose of this Cadre is 5 Fold: 1. Take an overall view of the Standards, Assessments, Course Description that guides P.E. and Health Curriculum at all levels. 2. Environmental Scan, in essence, to establish a systematic method of collecting information regarding our programs effectiveness in student's health and wellness. 3. Professional Development for teachers. 4. Resource Development; acquiring supplies and equipment. 5. Assessing the impact of the Cadre.

Objective 3.3 By School Year 2017-18 (Year 4), 100% of GDOE Instructional Personnel will rate satisfactory or better as rated on their respective evaluation tool.

<table>
<tr><th>Activity/Action Item</th><th>Outcomes</th></tr>
<tr><td>GDOE INSTRUCTIONAL PERSONNEL EVALUATIONS
In order to receive an increment, an employee must receive a satisfactory rating or better using the current evaluation tool.</td><td>In the month of January 2017, school administrators and teachers received the following evaluations:
<table>
<tr><th>Rating</th><th>Count</th><th>Percent</th></tr>
<tr><td>School Administrators</td><td></td><td></td></tr>
<tr><td>Highly Effective</td><td>0</td><td>0.00%</td></tr>
<tr><td>Effective</td><td>1</td><td>100.00%</td></tr>
<tr><td>Emerging/Satisfactory</td><td>0</td><td>0.00%</td></tr>
<tr><td>Increment Denied</td><td>0</td><td>0.00%</td></tr>
<tr><td>Total</td><td>1</td><td>100.00%</td></tr>
<tr><td>Teachers</td><td></td><td></td></tr>
<tr><td>Highly Effective</td><td>15</td><td>18.75%</td></tr>
</table>
</td></tr>
</table>

Effective	58	72.50%
Emerging/Satisfactory	6	7.50%
Increment Denied	1	1.25%
Total	80	100.00%

Goal #4: All members of the Guam Department of Education Community will establish and sustain a safe, positive and supportive environment.

Activity/Action Item	Outcomes
POLICE BLOTTER A review of the police reports for the month of January shows that of the forty-nine (49) reports made to the Guam Police Department, forty-two (86%) have come from our secondary schools (both middle and high schools combined inclusive of JPTSA). The top three (3) reported incidents were: Theft of Property (10 reports), Harassment (8 reports) and Beyond Control (8 reports). Other incidents reported for the month of January included three (3) reports each of Child Abuse and Underage drinking, two (2) reports each of Crash/Traffic Accident, and one (1) report each of Criminal Mischief, Damaged Property, Rioting and Stalking.	See **TABLE 4.1** below.
TABLE 4.1  	
RESEARCH, PLANNING AND EVALUATION (RP&E DIVISION)	

Supplemental funds from the federal government supports and strengthens local efforts to provide vital resources needed to focus and sustain educational programs and interventions, as well as for keeping a safe, positive, and supportive environment. Federal mandate requires that a number of data reports be submitted annually to the US Department of Education. This is done through the ED*Facts* Submission System (ESS), an electronic data repository for all education-related data used for planning, policymaking, and management and budget decision-making to improve outcomes for students.	In addition to 17 previously ESS-uploaded electronic data files (ED*Facts* and CCD) at the SEA-, LEA-, and school-levels, following are 4 more ED*Facts* non-IDEA data files uploaded successfully to the ESS for SY15-16: 6. *C086 (Students Involved in Firearms)* - SEA and LEA levels 2. *C094 (Firearm Incidents)* - SEA and LEA levels

Objective 4.1: By SY 2016-17 (Year 3), all schools will have a discipline rate of 15% or less.

Activity/Action Item

SCHOOL ATTENDANCE OFFICERS (SAO)
School Attendance Officer/Special Deputy Marshal Activity Data

Outcomes

School Level	Truancy Referrals	Truancy Petitions Filed in Family Court	Truancy Violations Filed	DAC Hearings Attended
High School	38	2	0	0
Middle School	26	3	1	3
Elementary School	26	1	0	0
December 2016 Totals	90	6	1	3
December 2015 Totals	32	16	8	7

** There are fifty-eight (58) more truancy referrals, ten (10) less petitions, seven (7) less violations, and four (4) less DACS for SY 2016 – 2017 as compared to previous school year.

School Attendance Officer (SAO) School Support
The SAO scope of services continues to evolve in the area of law enforcement and safety. Based on a senior management guidance, SAO are utilized to provide force protection to the schools and district-wide initiatives as first responders.

The following support was provided to schools and district-wide initiatives:

- January 20, 2017: Four (4) SAOs provided assistance to FBLG Middle School regarding students who were intoxicated outside school gate.
- January 24, 2017: Four (4) SAOs provided assistance to Upi Elementary School during a lockdown initiated by

<table>
<tr><td></td><td>the Guam Police Department.
• January 24, 2017: Two (2) SAOs provided force protection at Juan M. Guerrero Elementary School.
• January 27, 2017: Six (6) SAOs and Attendance Officer Supervisor provided force protection at the Point In Time (PIT) Survey Event.
• January 30, 2017: One (1) SAO provided force protection at the Guam Education Board Meeting held at Wettengel Elementary School.</td></tr>
<tr><td>STUDENT CONDUCT MONTHLY REPORT
Student Support Services Division (SSSD) compiles data on discipline and truancy monthly. All schools are required to ensure that data inputted into PowerSchool is accurate at the integrity rate of 95%. The data is compiled and analyzed by RP&E and the District Psychologist. A report is generated and posted on SSSD weblink, https://sites.google.com/a/gdoe.net/studentsupportservices/home/district-discipline-report for public consummation.

DISTRICT DATA FOR POWERSCHOOL WITHDRAWAL CODES
SSSD provides the DSESCL with the monthly total of students who have completely withdrawn from the district as a mechanism to ensure schools are receiving authorization to voluntary and involuntary withdraw students.</td><td>Data Integrity Rates:
• Discipline Data: 99.71%
• Truancy Non-Compulsory Data: 96.10%
• Unexcused Absences for Compulsory Students Data: 99.08%

The District Psychologist is providing recommendations that were discussed regarding ongoing training for identified personnel who work with children/adolescents that have behavior issues (e.g. skipping, truancy, disruptive, defiant, aggression, etc.). The training includes utilizing a behavioral risk and functional assessment, suicide risk assessment, and other assessments to best address the behaviors. Identify children/adolescents who are high risk based on types of infractions and suspensions to attend groups that will focus on skill building facilitated by the School Counselors.

During this reporting period the following was provided:
• Voluntary Withdrawals – 53
• Involuntary Withdrawals – 1
• No Show After Enrollment – 112</td></tr>
<tr><td>DISCIPLINE AND ATTENDANCE TEAM (DATEAM) TRAINING
Each month, SSSD personnel facilitate continuous support and updates and foster accurate data inputting. Each school has a team consisting of three (3) school-level personnel who represent their respective schools; a school administrator assigned to Discipline, school personnel assigned to input incident reporting, discipline, and truancy and one alternate from each school</td><td><table>
<tr><th colspan="3">DATeam Training</th></tr>
<tr><th>DATE</th><th>NUMBER TRAINED by %</th><th>Evaluation Results</th></tr>
<tr><td>12/28-29</td><td>CANCELLED</td><td>N/A</td></tr>
<tr><td>1/24-25</td><td>76% (31 of 41 schools)</td><td>Excellent</td></tr>
</table>
The next monthly training is scheduled for February 27 and 28, 2017 from 1:30pm – 3:30pm. All training material and sign-in sheets can be viewed at: https://sites.google.com/a/gdoe.net/studentsupportservices/home/district-links/disicipline-and-truancy-team</td></tr>
</table>

POSITIVE BEHAVIOR SUPPORTS District-wide Initiative. Based on the State Strategic Plan (SSP) under Goal 4, PBIS is a district-wide initiative and supported by the PBIS Consultant for SSSD and PBIS coaches funded through the Consolidated Grant.	PBIS District Consultant completed a series of training with PBIS coaches (program staff from SPCE project). The training focused on the purpose and use of the Fidelity Tracking tool found in SOP 1200-018: SCPM. The training resulted in the submission of a Fidelity Tracking tool. SSSD continues to communicate with the coaches to ensure that the tool is completed and ready for RP&E administrator at the end of February 2017. January 27, 2017: Meeting took place with SSSD personnel and PBIS Coaches regarding the issue with the SWIS data not matching with the PowerSchool data. The meeting resulted in the understanding that PowerSchool is the primary data system that needs to be used by each school and Coaches monitor discrepancies between the two data systems. Coaches will continue to work with SSSD to ensure that SWIS data is monitored and will present data during monthly DAT Meetings. Nine (9) personnel participated in the meeting. The PBIS District Consultant is working with RP&E Administrator to aggregate data results from all schools in the implementation of PBIS. The data results are from summative and formative assessments that schools complete throughout the year.
CPR & FIRST AID CERTIFICATION CLASSES	American Heart Association donated $20,000 worth of Hands Only CPR and First Aid equipment and supplies. January 31, 2017 GEB issued AHA a Resolution. February 3, 2017 Senator Rodriguez issued AHA a Legislative Certificate of Appreciation at Liguan ES.
Upcoming 3 month follow up TB contact investigation planned for January - February 2017 at CLTES	According to TB Program, there is no need for a 3 month follow up in February 2017.
ACTIVE TB CASE AT AIJMS	Total students and staff identified 61: • Students 34 • SPED bus drivers 7 • Staff 20 Multiple schools involved due to shared SPED transportation: • AIJMS - 13 students • PCLES - 6 students • SSHS - 8 students • LPUMS - 2 students • LES - 3 students

<table>
<tr><td></td><td>

FBLGMS - 1 student and staff
BMS - 1 student

January 31, 2017 TB testing was conducted at all affected schools.

All students and staff tested negative.

AIJMS student did not get TB skin test read.
</td></tr>
<tr><td>BRIEF TOBACCO INTERVENTION PROGRAM
The program serves as a means to address student tobacco behavior and provide a mean of justice while keeping students in school. The program is in collaboration with the Guam Behavioral Health & Wellness Center (GBHWC) and the Department of Public Health and Social Services (DPHSS).</td><td>
<table>
<tr><th colspan="3">BTI PROGRAM (Data YTD)</th></tr>
<tr><td># of Tobacco/ Nicotine Offenses YTD</td><td># of student/parent agreeing to participate in program in lieu suspension</td><td># of students that have benefited from the program</td></tr>
<tr><td>601</td><td>51</td><td>-</td></tr>
</table>
</td></tr>
<tr><td>CPR FIRST AID TRAINING
Cardiopulmonary Resuscitation (CPR) and First Aid Training provide skills to individuals who need training due to work requirements or who want more knowledge to respond to emergencies.</td><td>January 17, 2017: SSSD personnel conducted CPR First Aid Training to 23 staff members at Simon Sanchez High School from 7:00am – 3:00pm.</td></tr>
<tr><td>DISCIPLINE STUDENT CONDUCT COMMITTEE (DSC2)
Discipline Student Conduct Committee (DSC2) The DSC2 is a committee comprised of school administrators for elementary, middle, and high school. Their responsibility is to review protocols, procedures, and policies relative to student conduct and safety. The committee meets monthly.</td><td>January 25, 2017: DSC2 Committee held its monthly meeting:
Agenda focused on the following:

Suspensions for early childhood grades (K-3rd graders.
Training for bus drivers.
PBIS Fidelity Rubrics.

Documents from meetings can be viewed on the SSSD website at the following link:
https://sites.google.com/a/gdoe.net/studentsupportservices/home/data-dictionary-committee/dac-sy-2015-2016</td></tr>
<tr><td>EARLY CHILDHOOD PYRAMID MODEL (EARLY CHILDHOOD PBIS INITIATIVE)
SSSD has identified a SSSD liaison for the Early Childhood Pyramid Model Leadership Team, which is comprised of early childhood programs and who will facilitate the coaching/mentoring for the implementation of the Pyramid Model. The Pyramid Model focuses on support of social emotional development for early childhood, birth to 3rd grade.</td><td>January 26, 2017: Liaison met with Pyramid Model Leadership Team TA to discuss the next steps for the Pyramid Model. The meeting focused on identifying the practice-based coaches, training on the Pyramid Model for ages 3-5 years, and supporting teachers in grades K-3rd grade. There was also discussion on piloting the model in GDOE Preschool classrooms.

January 27, 2017: Liaison participated in a call with Robert Corso, Ph.D., Executive Director for the Pyramid Model Consortium. Dr. Corso provided guidance in the</td></tr>
</table>

	implementation of no-suspension/expulsion policy for students in the early grades (ages 4 – 8 years old) with resources on the crosswalk between EC PBIS (Pyramid Model) and School-wide PBIS. Some highlights from the call include looking into an EC PBIS GDOE Leadership Team and creating a Behavior Support Teams for students who exhibit repeat offenses in the early grades. February 6, 2017: The Pyramid Model Leadership Team met to discuss the next steps for the implementation of the model at GDOE and early childhood programs. The meeting was held at the University of Guam CEDDERS from 1 – 3 pm. February 7, 2017: The Liaison is scheduled to provide Pyramid Model Training to GDOE Pilot Preschool teachers at DSESCL from 3 – 5 pm.
SPECIAL EDUCATION Guam Early Intervention System (GEIS) participated in Healthy Mothers Healthy Babies Health Fair on January 7, 2017 at Micronesian Mall.	Twelve (12) persons visited the presentation table and two (2) service providers provided support.
RESEARCH, PLANNING AND EVALUATION (RP&E) DIVISION **MONTHLY STUDENT CONDUCT REPORT (MSCR)** Providing an overall assessment of student discipline status and behavioral infractions is the *Monthly Student Conduct Report (MSCR)* of GDOE's Student Support Services Division (SSSD). The MSCR helps the Department in monitoring and addressing student conduct problems. RP&E assisted in producing the *August 12, 2016 – January 1, 2017* MSCR. Specifically, the tasks performed were: (1) vetting the accuracy and consistency of student discipline data presented in the report tables; and (2) updating the report narrative to ensure that descriptive statements align with data presented in the tables.	The August 12, 2016 – January 1, 2017 MSCR has been posted in SSSD's webpage.

Objective 4.2: By SY2015-16 (Year 2), all schools and related services will have a perception survey that measures stakeholders' perception of the extent to which they are safe, positive and supportive.

Activity/Action Item	Outcomes
SCHOOL-BASED BEHAVIORAL HEALTH (SBBH) INTERNSHIP The Internship Program is facilitated by the District Psychologist who provides clinical supervision. Clinical	• January 11 and 25, 2017: Clinical supervision meeting held at SSSD Office was provided to 6 interns. The focus

Supervision includes guidance and supervision for school counselors working towards licensure requirements as a Licensed Professional Counselor. The Substance Abuse Intervention (SAI Program) is currently under development and planning stages to be implemented in the district. The initiative will provide substance abuse group/individual therapy to students who have either been or will be adjudicated for offenses involving drugs, alcohol, and inhalants.	was on the following areas: Substance Abuse Intervention Program Curriculum – Adolescent Recovery Plan, importance of processing group sessions, charting group sessions, and the American Society of Addiction Medicine (ASAM), assessment for substance abuse. Also, training continues on clinical skills with Mental Status Examination (MSE). • January 30 and 31 2017: District Psychologist and Program Coordinator for SAI Program were interviewed by KUAM, POST, and PDN an effort to provide community awareness and information about the implementation of the SAI program in GDOE schools. • January 11, 2017: District Psychologist and Program Coordinator for the SAI Program presented the program procedures and curriculum at the Principal's Meeting. Outreach Sessions with school administrators regarding the program implementation in their schools: • January 18, 2017: Southern HS • January 19, 2017: Astumbo MS. ASAM Assessments conducted by District Psychologist and Clinical Interns: • February 3, 2017: Jose Rios MS, 1 – 3 pm, 10 students. • February 6, 2017: Agueda Johnston MS, 8:30am – 12 noon, 13 students.
CONSULTATION FOR DISTRICT PSYCHOLOGIST The consultations continue to increase rapidly based on behavioral issues and concerns from School Guidance Counselors and Administrators for the District Psychologist.	February 1, 2017: District Psychologist led the Crisis Team at Inarajan Middle School in response to the crisis incident addressing a student suicide. The team included 9 other school counselors who responded to the incident and school personnel. The team conducted the Crisis Incident Debriefing, a trauma-informed approached. 102 students and 15 faculty/staff were debriefed. The team also provided assistance to parents. The procedures can be referenced in the SPAM. In addition, District Psychologist briefed school faculty on how to work with students impacted and provided information on signs and symptoms to look for when working with students regarding the incident. February 8, 2017: District Psychologist assessed two (2) students from the crisis incident at IMS at the request of the parents. Assessment focused on behavioral concerns, bullying, and safety. District Psychologist: The following table is designed to demonstrate the work load output of the District

	Psychologist in the areas of referrals for behavioral observations, testing, consultations, individual counseling, home visits, 504 (staffing, consultation, review of EAP) and crisis response/ incident debriefing at the schools. **TABLE 4.2.1** provides YTD breakdown by month.

TABLE 4.2.1

MONTH 2016 – 2017	REFERRALS	OBSERVATIONS	PSYCHOMETRIC TESTING	SBBH CONSULTATIONS									SECTION 504		
				CONSULTATION	ASSESSMENT	TESTING	CLINICAL SUPERVISION	INDIVIDUAL	GROUP (SUBSTANCE	FAMILY	HOME VISITS	CRITICAL INCIDENT	CONSULTATIONS	STAFFING	ASSESSMENT/ TESTING
AUG	5	4	0	27	0	0	0	7	0	0	2	0	0	0	0
SEPT	9	6	3	35	0	0	12	7	13	0	2	1	9	2	0
OCT	13	13	2	44	0	6	4	3	13	0	4	2	11	1	0
NOV	15	15	2	52	4	2	2	7	0	0	4	2	8	2	0
DEC	10	6	5	67	10	5	24	15	0	12	9	0	10	3	3
JAN	15	3	3	88	28	5	24	20	10	16	20	5	10	8	10
TOTALS	**67**	**47**	**15**	**313**	**42**	**18**	**66**	**59**	**36**	**28**	**41**	**10**	**48**	**16**	**13**

STORYTELLING FOR EMPOWERMENT CURRICULUM SSSD has established a partnership with GALA c/o GBHWC-PEACE Partnership for Success grant. The partnership will focus on the implementation of Storytelling for Empowerment curriculum. The endorsement of this project is directly related to the prevention and intervention for students in need of Tier II and Tier III Supports as well as the awareness for non-discriminatory treatment or students based on Title VI. There are a few goal of this project, but the primary goal is bring awareness to the stark reality of the rampant abuse of drug and alcohol within the members of marginalized social groups, specifically, the LGBTQ community. A secondary goal is for us to help to identify students who identify as LGBTQ and students with family and friends who are of the LGBTQ to provide additional support through this unique project.	January 13, 2017: District Psychologist met with Eloise Sanchez from Curriculum & Instruction regarding the alignment of the curriculum to core standards. They are scheduled for a follow-up meeting to discuss more on the alignment.
SPECIAL EDUCATION Guam Advisory Panel for Students with Disabilities (GAPSD), January 11, 2017.	Six (6) parents and Eight (8) agency representatives attended.

Guam Interagency Coordinating Council (GICC), January 9, 2017.	One (1) parent and seven (7) agency representatives attended.
STUDENT PARENT COMMUNITY ENGAGEMENT (SPCE) Referrals completed for the month on (attendance, behavior, interpreter/translator, medical, parent conference, registrations and support services.	485 Referrals completed.
Conduct Program/Student Involvement Activities to empower students/parents to be productive and successful and provide Staff Development trainings for other GDOE personnel and Professional Development sessions.	◦ **1/4 – 6/17** – PBIS Coaches worked with Student Support Services Division Personnel on the review of the PBIS Assessment Tools, inclusive of the Fidelity Rubrics. 1/16/17 – JQSMES Support Services and Outreach (SSO) Team presented at a JQSMES Parent Mini Training. Presenters included: the MongMong-Toto-Maite Mayor, Health, Attendance & Truancy and the SPCE Project. 1/11/17 – PBIS Coaches co-assisted in a SWIFT & SWIS Training for participating high schools and new personnel working with the SWIS data base (6 participating schools). 1/13/17 – BMS SSO Team conducted a program presentation at feeder schools (108 student participants). 1/26/17 – JQSMES SSO Team presented at a PCLES Parent Mini Training. Presenters included: the Micronesian Resource Center and the SPCE Project. Jan 2017 – PBIS team members provided support to school level administrators and school level committees (climate cadres) on the implementation of PBIS.
Program personnel participated in professional development opportunities.	◦ 1/4 – 6/17 Three (3) SSO team members attended the Federal Programs Division – Consolidated Grant Training. All Division presented changes to Standard Operating Procedures and Compliance Concerns. 1/17 & 1/19/17 – SSO team members completed the Guam Homeless Coalition (GHC): Point In Time (PIT) Count Training. Personnel were trained on the use of the Assessment Tool, Interviewing Skills and Safety Tips (21 participants). 1/24/17 – PBIS Coaches and the Social Service Supervisor met with PBIS Technical Consultant (UOG CEDDERS) to plan (PBIS Activities, Training Schedule and Technical Assistance Schedule). ◦ 1/9 – 19/17 – SSO Teams worked with School

Program personnel participated in community partner meeting or other additional projects.	Administrators to organize school level Food Drives to support the GHC: PIT Count. GDOE also supported the efforts by providing Food Commodities for Individuals & Families identified during the count. 1/17/17 – BMS SSO Community Program Aide attended a training on "When and how to complete a Child Protective Services Referral during the District-wide Professional Development. 1/27/17 – SSO Team members supported the GHC: PIT Count helping in the Island-wide effort to identify and support homeless individuals, focusing on the "street homeless". Program personnel were interviewed by local media on the experience.

Objective 4.3: By SY2016-17 (Year 3), all schools and related services will rate at least satisfactory on their respective stakeholder perception survey.

Activity/Action Item	Outcomes
COMPLIANCE MONITORING OFFICE (CMO) DISPUTES for school year 2016-2017	**COMPLAINTS –** As of February 13, 2017, three (3) complaints have been filed: Complaint #2017-004 was filed on January 10, 2017 (John F. Kennedy High School) regarding a personnel matter related to the student's Special Education Driver. Status: This issue did not fall under the jurisdiction of the IDEA. The CMO did not investigate this matter, but informed the Division of Special Education of parent's concern. The Division addressed this issue by reassigning the bus driver. Complaint #2017-005 was filed on January 12, 2017 (Southern High School) regarding: 1. Student's special designed instruction not appropriate to address needs, and has not produced progress in her reading fluency and or comprehension. 2. No appropriate assessment to measure her reading growth. 3. Department needs to make corrective measures that will allow student to achieve transition goals and have the same opportunities as the typical student for post-secondary education. Status: The CMO is within timeline of reviewing this complaint. 60 day timeline – March 13, 2017.

	Complaint #2017-006 was filed on February 3, 2017 (HS Truman Elementary School) regarding failure to provide Occupational Therapy services as required by IEP and overdue Reevaluation. Status: The CMO is within timeline of reviewing this complaint. 60 day timeline – April 4, 2017. **MEDIATIONS – T**he GDOE received a request for a Special Education Mediation on January 19, 2017 (Maria Ulloa Elementary School) regarding Services not delivered for Occupational Therapy effective October 2016. Status: The Mediation meeting was held with parents on February 9, 2017. GDOE and parents are in the process of negotiations to resolve this matter. **DUE PROCESS HEARINGS –** As of February 13, 2017, three requests for due process hearings have been filed: Due process #2017-01 was filed on January 25, 2017 (PC Lujan Elementary School) regarding child not receiving Occupational Therapy 30 minutes per week as required by IEP. Status: Resolution meeting was held with parent and attorney on February 7, 2017. GDOE presented proposed resolution. Pending response from parent's attorney as of February 13, 2017. 30 day timeline to resolve dispute prior to due process hearing – February 24, 2017. Due process #2017-02 was filed on January 25, 2017 (UPI Elementary School) regarding child not receiving Occupational Therapy as required by law. Status: Resolution meeting was held with parent and attorney on February 7, 2017. GDOE presented proposed resolution. Pending response from parent's attorney as of February 13, 2017. 30 day timeline to resolve dispute prior to due process hearing – February 24, 2017. Due process #2017-03 was filed on January 25, 2017 (PC Lujan Elementary School) regarding child not receiving Occupational Therapy as required by law. Status: Resolution meeting was held with parent and attorney on February 7, 2017. GDOE presented proposed resolution. Pending response from parent's attorney as of February 13, 2017. 30 day timeline to resolve dispute prior to due process

ONSITE VERIFICATION	hearing – February 24, 2017. **John F. Kennedy High School** Status: As of February 10, 2017, school was able to correct child specific noncompliance and demonstrate correct implementation of IDEA regulations through new files beyond the one year timeline (May 5, 2016). Although the school addressed the identified noncompliance, the school did not complete the following: 1. Implement improvement activity related to Consultation and Monitoring. As a result of the schools failure to provide consultation and monitoring services, the school was issued findings of noncompliance for failing to provide related services as required by IEPs. 2. Address the areas of concern related to school's Referral list. The CMO will continue to monitor areas related to Consultation and Monitoring and Referral list to ensure that the school is correctly implementing these requirements. Next review will be on March 24, 2017. **Tiyan High School** Status: As of January 30, 2017, the school was able to correct all child specific noncompliance, demonstrate correct, demonstrate correct implementation of IDEA regulations through new files, complete required TA/Training as required by the corrective action plan, implement improvement activities, and address areas of concern within the one year timeline January 25, 2017. **DL Perez Elementary School** Status: The CMO conducted a verification January 23, 2017: School is pending correct implementation through Subsequent files of compliance requirements for alignment, reporting progress on annual goals, and required members for IEP meetings. The CMO will continue to monitor correction through subsequent data files. The next verification is schedule for March 3, 2017. One year timeline is March 8, 2017. **Ordot-Chalan Pago Elementary School** Status: The CMO conducted a verification on January 25, 2017. The school is pending correction in the following areas: 1. Correct implementation through subsequent files of compliance requirement for additional procedures for

Evaluations and Reevaluations.
2. Improvement activity for reporting progress on annual goals.

Next verification is scheduled on March 31, 2017.
One year timeline is May 10, 2017.

B P. Carbullido Elementary School
Status: The CMO conducted a verification on January 26, 2017.
1. The school was able to demonstrate correct implementation of compliance requirement for Reporting Progress on Annual IEP goals.
2. The school is pending correct implementation through subsequent files of compliance requirement for Evaluations and Reevaluations.

Next verification is scheduled on March 31, 2017.
One year timeline is July 22, 2017.

Liguan Elementary School
Status: The CMO conducted a verification on January 24, 2017.
1. All child specific noncompliance has been corrected and required TA/Training have been completed.
2. The school is pending correct implementation through subsequent files of compliance requirement for prior written notice, and reporting progress on annual goals.

Next verification is scheduled on April 3, 2017.
One year timeline is July 29, 2017.

Finegayan Elementary School
Status: The CMO conducted a verification on January 25, 2017. The school is pending correction in the following areas:
1. Correct implementation through subsequent files of compliance requirement for Review of Existing Data and Appropriate members required for Eligibility meeting.
2. Child specific noncompliance for annual goals.
3. *Submission of evidence of TA/Training for the Areas of* Concern – appropriate excusal of IEP members from meetings.

Next verification is scheduled on March 31, 2017.
One year timeline is August 8, 2017.

Juan M. Guerrero Elementary School
The CMO conducted a Focused Monitoring Review on January 18, 2017.

ONSITE MONITORING	1. The school was able to demonstrate correct implementation of compliance requirement for prior written notice through subsequent files and TA/Training has been completed. 2. The Area of Concern related to the school Referral list is still pending. Next verification is scheduled on April 3, 2017. One year timeline is November 10, 2017. **Wettengel Elementary School** The CMO conducted an initial verification on January 26, 2017. 1. The school is pending correction of child specific noncompliance in the following areas: Prior written notice – Procedural Safeguards, PLAAFP, measurable annual goals, alignment, frequency and duration, and reporting progress on annual goals. 2. The school is pending submission of written procedures addressing scheduling students with IEPs, improvement activities, and Areas of Concern. Next verification is scheduled on March 31, 2017. One year timeline is on December 20, 2017. **CL Taitano Elementary School** The CMO conducted a Focused Monitoring on December 6 - 7, 16, 20-21, 2016. A Focused Monitoring Report was issued on January 23, 2017. The report includes: 1. Corrective Action Plan – which includes procedural noncompliance identified from student files review; 2. Improvement Plan – which identify factors from the school's data collection related to procedures to ensure that each school personnel responsible for implementing and reporting on annual goals are informed of their specific responsibility and the provision of consultation and monitoring services; and 3. Areas of Concern which includes an issue related to updating the school's Referral listing for pending assessments and/or action, and IEP file 1523. The school was issued a total of 10 findings of noncompliance in the following areas: -Evaluations and Reevaluations; -Prior written notice; -Alignment; -Reporting progress on annual goals; and -Provision of Related Services (OT) (7 findings of noncompliance issued at the Division Level). Next verification is scheduled on March 17, 2017.
OFFSITE VERIFICATION	

OFFSITE MONITORING	One year timeline is on January 23, 2018. **Division** **Pending Noncompliance for Child Find – 60 day timeline, and Conducting Reevaluations from January 2014 time period** One year timeline for correction: January 15, 2015. Status: The CMO conducted a verification in February. The Division failed to demonstrate correct implementation of compliance requirements for Child Find 60 day timeline and Conducting Reevaluations through new files. Status: Noncompliance in this area is still not corrected. Next verification is scheduled on March 1, 2017. **Pending noncompliance for Related Services** Division – Status: The CMO conducted a verification on February 1, 2017. **Noncompliance in this area has not been corrected within the specified timeline (February 1, 2017).** Although a physical therapist has been hired (information received by the CMO verbally), child specific noncompliance has not been corrected. School reports need to be updated to reflect services now being delivered for Physical Therapy. Next verification is scheduled on March 1, 2017. One year timeline for correction: January 16, 2016. The CMO conducted verification for **Findings of noncompliance through offsite data review (issued in January 15, 2016) on January 27, 2017:** GWHS – Failed to correct noncompliance for Reviewing and Revising IEPs by Annual date and Conducting Reevaluations within one year timeline January 15, 2017. Next verification is scheduled on April 3, 2017. One year timeline: January 15, 2017. The CMO conducted an offsite data review (January 3, 2017) *by schools for compliance with the following requirements:* 1. LRE – Related Services 2. Reviewing and Revising IEPs by annual date 3. Conducting Reevaluations Timely **Findings of noncompliance though offsite data review issued in January 20, 2017:** 1. Inarajan ES – failure to meet compliance requirement for LRE-Related Services (Speech). 2. MU Lujan ES – failure to meet compliance requirement

	for LRE-Related Services (Speech). 3. Ordot-Chalan Pago ES – failure to meet compliance requirement for LRE-Related Services (Speech). 4. TalES - failure to meet compliance requirement for LRE-Related Services (Speech). 5. H.S. Truman ES – failure to meet compliance requirement for Conducting Reevaluations. 6. Upi ES - failure to meet compliance requirement for LRE-Related Services (Speech). 7. Agueda Johnston MS – failure to meet compliance requirements for Reviewing and Revising IEPs by Annual Date, and LRE-Related Services (Speech). 8. Astumbo MS - failure to meet compliance requirements for Reviewing and Revising IEPs by Annual Date, and LRE-Related Services (Speech). 9. Benavente MS – failure to meet compliance requirements for Reviewing and Revising IEPs by Annual Date, and Conducting Reevaluations. 10. F.B. Leon Guerrero MS – failure to meet compliance requirement for LRE-Related Services (Speech). 11. Inarajan MS – failure to meet compliance requirement for Reviewing and Revising IEPs by Annual Date. 12. Jose Rios MS - failure to meet compliance requirements for Reviewing and Revising IEPs by Annual Date, and LRE-Related Services (Speech). 13. Oceanview MS – failure to meet compliance requirement for Reviewing and Revising IEPs by Annual Date. 14. GWHS – failure to meet compliance requirement for LRE-Related Services (Speech). 15. JFKHS – failure to meet compliance requirements for Reviewing and Reviewing IEPs by Annual Date, and Conducting Reevaluations. 16. OHS – failure to meet compliance requirement for LRE-Related Services (Speech). 17. SSHS – failure to meet compliance requirements for Reviewing and Reviewing IEPs by Annual Date, and Conducting Reevaluations. 18. SHS- failure to meet compliance requirements for Reviewing and Reviewing IEPs by Annual Date, and Conducting Reevaluations. 19. THS - failure to meet compliance requirement for Reviewing and Reviewing IEPs by Annual Date. 20. JP Torres AS – failure to meet compliance requirements for Reviewing and Reviewing IEPs by Annual Date, and Conducting Reevaluations. One year timeline: January 20, 2018 Next verification is scheduled on March 31, 2017.

	Commendations were issued on January 20, 2017 for meeting compliance requirements for Reviewing and Reviewing IEPS by Annual Date, Conducting Revaluations, and LRE Related Services: • Adacao ES • Agana Heights ES • Astumbo ES • Carbullido ES • Chief Brodie ES • CL Taitano ES • DL Perez ES • Finegayan ES • JQ San Miguel ES • Juan M. Guerrero ES • LB Johnson ES • Liguan ES • MA Ulloa ES • Machananao ES • Marcial Sablan ES • Merizo ES • PC Lujan ES • Price ES • Tamuning ES • Wettengel ES • Untalan MS **98 findings of noncompliance in the area of LRE-Related Services (Occupational Therapy) though offsite data review issued to Division on February 13, 2017.** One year timeline: February 13, 2018 Next verification is scheduled on April 3, 2017.

Objective 4.4: All schools and divisions will meet the requirements of all regulatory agencies for a safe environment.

Activity/Action Item	Outcomes
WORK ORDERS The MUNIS System contains a work order module that enables schools and divisions to submit work orders to the Facilities and Maintenance Division.	During the month of January 2017, there were 915 new work orders, 30 work orders cancelled, 5 work orders rejected, and 384 completed work orders leaving 866 work orders open at the end of the month. The following disciplines had the largest number of open work orders at the end of January:

	<table><tr><th>Discipline</th><th>Open Work Orders</th></tr><tr><td>Carpentry</td><td>392</td></tr><tr><td>Air Conditioning</td><td>196</td></tr><tr><td>Contractual</td><td>68</td></tr></table> *The following schools had the largest number of open work* orders at the end of December: <table><tr><th>Discipline</th><th>Open Work Orders</th></tr><tr><td>Simon Sanchez High</td><td>125</td></tr><tr><td>MU Lujan Elementary</td><td>70</td></tr><tr><td>George Washington High</td><td>67</td></tr></table> See **ATTACHMENT 4.4-1** for a summary of work orders.
TIYAN HEADQUARTERS The Tiyan Headquarters is scheduled to finish in March 2017.	GDOE has requested the Governor's Office for no cost modification on the Tiyan Lease related to the three (3) warehouses adjacent to the GDOE offices. No response to date. Core Tech recently signed a lease for one of the warehouses; GDOE is working to negotiate a resolution that is acceptable to all parties. Core Tech has suspended the building of the two (2) new warehouses called for in the original lease agreement. Construction of the parking lot adjacent to Tiyan High School is 95% complete. All office furnishing, have arrived and are being installed. Air handler units, fire pump and generator are operational. Water pressure is an issue that may affect occupancy. Core Tech hopes to obtain occupancy permit by March 2017. Building is estimated at 90% complete.
ELEVATOR MAINTENANCE The Department of Public Works has not commissioned any elevator inspectors as of December 31, 2016. GDOE has requested a formal letter to allow the continued use of elevators as a number of permits expired in January; no response as of February 3, 2017.	Below is status of the elevators at February 3, 2017: <table><tr><th>Location</th><th>Notes</th></tr><tr><td>HS Truman Elementary</td><td>Status ongoing, permit expired 9/2017</td></tr><tr><td>Finegayan Elementary</td><td>Passed inspection, replacing solid state controller, permit expired 1/17/17</td></tr><tr><td>George Washington High</td><td>Passed inspection, permit expired 1/17/17</td></tr><tr><td>Jose Rios Middle</td><td>Passed inspection, permit expired 1/17/17</td></tr><tr><td>Tamuning Elementary units A&B</td><td>Passed inspection, permit expired 1/17/17</td></tr><tr><td>Inarajan Middle</td><td>Status ongoing, permit expired 1/17/17</td></tr></table>

	Southern High Building 1000 — Status ongoing, permit expired 1/17/17 **Southern High Buildings 2000 & 4000** — On hold **Southern High Building 3000** — Beyond economical repair **Southern High Building 5000** — Pending door replacement **Southern High Building 7000A,B,C** — Units obsolete, GCC claiming ownership **Southern High, Building 7000D** — GCC replaced unit; claiming ownership **Southern High Auditorium** — Passed inspection, permit expired 1/17/17 **Southern High Auditorium lifts and Gym** — Pending proposal 2017 Purchase Order issued to cover elevator preventive maintenance and repairs.
$100 MILLION CIP BOND Public Laws 32-120 and 32-121 authorize the financing, design, renovation, and construction for thirty-six (36) GDOE schools as outlined In the Army Corps of Engineering assessment. Additionally, provisions for collateral equipment, maintenance and insurance are included. Department of Public Works (DPW), Guam Economic Development Authority (GEDA), the Office of Attorney General and the Office of the Governor have been working with GDOE on this procurement effort.	Department of Public Works issued RFP 730-5-1056-L-YIG on January 25, 2017. Proposals are due on March 9, 2017. However, on February 8, 2017, Core Tech issued a protest halting the procurement.
DOI ABC (ASSESSMENT OF BUILDINGS AND CLASSROOMS) The Governor signed a Memorandum of Understanding (MOU) with the US Department of Interior (DOI) Office of Insular Affairs (OIA) to move forward with Phase III of the DOI ABC. The US Army Corp is working with OIA to manage this project. The Army Corp has contracted with a number of firms to assist. One of the firms, HHF Planners, is working closely with GDOE and has staff embedded in the CIP office. Two (2) years of funding were received by BBMR. The Authorizations to Proceed were issued on February 24, 2016 and April 12, 2016. Funding will be provided as	Milton Yoshimoto, US Army Corp, and Tom Fee, HHF Planners, visited Guam the week of January 23, 2017 to discuss the progress of the projects and confirm projects included in the second year of funding. During this week a briefing was held with the Guam Education Board. *Additionally, a meeting was held with the President of the* Mayor's Council to propose the adoption of a scope of work for maintenance of school grounds. Schools which are 45 years or older must have regulatory agencies approve work contained on the proposed project lists. Letters to the regulatory agencies were distributed on January 27, 2017. Proposed projects will be stalled if approvals are not received timely.

Doc. No. 34GL-17-0216.

invoices are submitted to BBMR. We expect to receive the third year of funding in the near future.	An update to the Governor was also prepared which contained a request for continued support of this project. A contract was issued to the Poly Phase for a fire alarm, sprinkler, intercom and school bell system at Southern High. The notice to proceed was issued on November 2, 2016. The completion date is scheduled for May 1, 2017. At the end of January 2017, the project was 15% complete. *IFB 005-2017 Walkway Canopy Structural Repair for Southern High School* was issued on January 26, 2017. Bids are due on February 15, 2017.
SECURE OUR SCHOOLS ACT PL 32-009, Secure Our Schools Act of 2013, provided $800,000 to secure 35 GDOE schools. The Legislation required that GSA manage the procurement effort. *IFB GSA/DOE-030-15* was issued on February 24, 2015 and G4S was issued the contract. Notice to Proceed was issued on January 5, 2016 with the project completion date of January 5, 2017.	On February 5, 2017, 35 schools have completed installations; one (1) school is awaiting phone lines so system can start reporting. Four (4) schools are pending GDOE inspection. At the end of January, the project was estimated at 99% completion. The CIP team is working with G4S to make sure that the schools get the necessary training and that signs related to the security system are posted.
FEMA FUNDING Approval for funding was received for three projects to repair damages due to Typhoon Halong. The CIP Division is working on developing the IFBs for these projects.	The projects include limited canopy repair at LBJES and WES. Additionally, repair of the JFKHS track will be funded. Approximately $276 thousand has been identified to fund the projects. GDOE must prefund the projects and then request reimbursement. GDOE can add additional canopy or track work as funds allow. The scope for the track is complete and the IFB should be released in February. The work on canopies will be combined with DOI funded projects; awaiting approval from DOI's project manager to move forward. Additionally, GDOE is working on a grant application for storm shutter installation at a number of schools as well as work on the Untalan Middle School ponding basin.
SOLAR PROJECTS PL 32-095 allows GDOE to enter into purchasing agreements for solar energy. While GDOE may work with its leased schools on these projects, GSA has been charged with the procurement related to non-leased schools.	The agreement between GEFF and GDOE to put solar panels at Adacao and Liguan Elementary, Astumbo Middle, and Okkodo High Schools is undergoing review by the Office of the Attorney General (OAG). The OAG met with GDOE to discuss some of the identified concerns. An official response is expected sometime in February.

Doc. No. 34GL-17-0216.

	Proposal by CapFa for solar panels at JFKhs are stalled due to funding. GSA has not provided an update on the procurement of solar facilities for the non-leased schools.
HEADSTART PLAYGROUND COVERING Headstart received grant funding to replace protective surfaces at the various Headstart playgrounds.	IFB 004-2017 Protective Play Surface Replacement for Various Head Start Program Playground Systems was issued on January 26, 2017. Bids are due on February 15, 2017.
FEDERAL PROGRAMS DIVISION (FPD) **US-ED GRANTS** • Title V-A Consolidated Grant, • Territories & Freely Associated States Education Grant (T&FASEG) discretionary, • Striving Readers Comprehensive Leadership (SCRL) discretionary.	The Teleconference call with Western Educational Equity Assistance Center on January 19, 2017, resulted in training regarding civil rights expected during the week of April 3-7, 2017 to include ESSA updates. The next follow up call prior to their arrival on Guam is for February 28, 2017, at 3:30pm., which is Guam's March 01, 2017 at 8:30am to review and finalize the training schedule and agenda for the week.
• OSEP - IDEA o Part B o Part C	FFY17 Application package available, due May 12, 2017 FFY17 Application package available, due April 21, 2017
TRANSITION Part C- Guam Early Intervention System to Public Health and Social Services	A Memorandum from Terry Aguon (PHSS) to the Governor of Guam requesting for one (1) year transition "GOAL" 2018.
	Human Resources A Memorandum from Terry Aguon (PHSS) to Director of Administration requesting for guidance of transition of 23 employees from GDOE to PHSS.
The State Agency had weekly teleconference meetings with awarded vendor, Primero Edge – CyberSoft. Primero Edge provides technical support to configure GDOE's district-wide student system in order to carry out activities described above. State Agency worked with FSAIS and Primero Edge to determine what student information is needed to capture as many students that are under the direct certification list.	State Agency and Primero Edge plan to pilot primero edge software implementation for three (3) selected GDOE schools that receive student meal applications.
DEPARTMENT OF YOUTH AFFAIRS (DYA) The State Agency conducted an on-site visit in December 2016 to ensure that DYA's menu and food service operations are in compliant with NSLP/SBP meal pattern	The SA will follow up with DYA key staff in February to ensure that efforts and actions to improve program operations are being done.

requirements and food safety regulations. SA met with DYA key staff to provide State officer's observation report. The report provided DYA staff with what areas of their operations need improvements and suggestions on how they can improve their operations.	
DEPARTMENT OF DEFENSE EDUCATION ACTIVITIES (DODEA) USDA Western Region office notified GDOE State Agency (SA) that they will be conducting a Management Evaluation of the Guam State Agency. The evaluation will assess the State Agency Operations that pertain to the DoDEA district's school meals programs. WRO will conduct a school visit at one of the DoDEA schools and observe State Agency on-site portion of the Administrative Review for DoDEA school district. Visit is scheduled for March/April 2017.	State is meeting with and providing on-going technical assistance with DoDEA LEA staff to ensure the district is prepared for the USDA WRO's visit and that NSLP regulations are adhered to.
State Agency (SA) observed DoDEA LEA staff on-site monitoring of school meal program operations at Navy McCool Elementary/Middle School on January 19th.	SA provided technical assistance to the DoDEA LEA on how they can improve their on-site monitoring activities. SA informed DoDEA LEA staff to ensure that the on-site monitoring of all DoDEA schools are conducted prior to Feb.1st 2017.
SA scheduled an entrance meeting with DoDEA LEA staff to officially initiate the off-site review portion of the Administrative Review. Meeting is set for February 6, 2017 at the Federal Programs Division's conference room.	This meeting will provide DoDEA LEA with the Administrative Review's off-site assessment tool. This tool will provide questions that DoDEA must respond to and the State Agency must complete and review to assess DoDEA school meal operations.
NSLP EQUIPMENT GRANT NSLP equipment grant funds awarded shall be used to improve the nutrition, quality and safety of school meals, and to incorporate smarter lunchroom techniques to assist schools in providing nutrition education and to help increase daily participation.	GDOE LEA was awarded the NSLP Equipment grant. LEA notified of award on January 10, 2017. LEA is currently in the process of acquiring equipment specified in application. Teleconference follow up made February 3, 2017 on progress/efforts. Per C. Hadap, the LEA will follow up next week and provide the SA with an update.
DoDEA and GDOE districts submitted equipment grant applications in November. Applications were reviewed by State Agency evaluation committee in December. Grant was awarded to GDOE. Talofofo Elementary and Ordot-Chalan Pago Elementary Schools are the sub-grantees and will receive the equipment that GDOE's Food and Nutrition Services Division will purchase.	GDOE's Food and Nutrition Services Division will able to access funds as soon as accounts are established. GDOE's FNS should purchase and utilize equipment for SY17-18.
USHHS GRANTS **HEADSTART PROGRAM**	Quality Improvement Plan submitted to Region IX and approved for compliance in November.

	Duration Expansion Grant awarded in the amount of $75,464.00. Grant application for 4th year is due April 1, 2017.
PERSONAL RESPONSIBILITY EDUCATION PROGRAM (PREP) DISCRETIONARY	Received Year 2 Grant Award in the amount of $250,000. Request to Establish Accounts has been submitted for processing.
PROMOTING ADOLESCENT HEALTH THROUGH SCHOOL-BASED SURVEILLANCE – YOUTH RISK BEHAVIOR SURVEY (YRBS SURVEY) DISCRETIONARY	Request will be submitted to carryover remaining balance for Year 4.

Goal #5: All GDOE operations activities will maximize the critical uses of limited resources and meet high standards of accountability.

Activity/Action Item	Outcomes
LEARNING RESOURCE CENTER (LRC) The LRC exists to help supplement teachers with their instructional supplies. Upon applying for LRC membership, these registered GDOE teachers are allowed $125 of free supplies and copy services ($25 per quarter & summer) for the year. The LRC collects its revenue from lamination, copy services, registration fees, and paper items for sale. This revenue is used to purchase teacher paper supplies, which are given out for free to members. One of the LRC's goals is to increase its membership every month. Since 2015, the LRC has implemented a recruiting program in which those members who recruit a new member will receive a $5 bonus in additional supplies. This recruiting program has been tracked since its inception and is a great incentive, as well as a great success. Some teachers have recruited at least 4 members. For this monthly reporting period, four (4) additional teachers have been recruited.	The department maximizes resources by providing teachers with access to resources that supplement classroom instruction. See **TABLE 5.1 below.**

TABLE 5.1 - LRC Services /Usage (January 9, 2017 to February 8, 2017)

Purpose	Elem	Middle	High	District	Other (Private/ Home-School/UOG/GCC)	TOTAL
Lamination	6	2	0	2	0	**10**
Paper	41	26	9	5	2	**83**
Copies	7	2	7	0	1	**17**
Die-Cuts	8	2	2	1	1	**14**
Computer	0	0	0	0	0	**0**
Registration	2	0	1	0	0	**3**
Clearance	5	1	0	1	0	**7**
TOTAL	**69**	**33**	**19**	**9**	**4**	**134**

Total Customers Serviced	
ELEMENTARY	**69**
MIDDLE	**33**
HIGH	**19**
DISTRICT	**9**
NON-GDOE	**4**
TOTAL	**134**

Objective 5.1: By SY2015-16 (Year 2), complete a thorough assessment of all financial and administrative functions and develop a management indicator system to regularly rate the overall effectiveness and efficiency of the department's management's practices.

Activity/Action Item	Outcomes
GDOE STAFFING Attached is report for schools and divisions at February 2, 2017, **ATTACHMENT 5.1-1**. Besides the 41 schools, Head Start and Special Education are included as part of the school staffing count.	At February 2, 2017, there were 3,967 filled positions and 136 vacant positions for a total of 4,103 positions:

Positions	Federal	Local	Total
Filled Positions			
School Based	818	2,849	3,667
Division Based	83	217	300
Total Filled	901	3,066	3,967
Vacant Positions			
School Based	45	49	94
Division Based	23	19	42

Total Vacant	68	68	136
Total Positions			
School Based	863	2,898	3,761
Division Based	106	236	342
Grand Total	969	3,134	4,103

Based on a student enrollment of 30,758, there are 8.39 students per position based on filled school based positions.

NEW HIRES

ATTACHMENT 5.1-2 contains a report of the 45 new hires for the month of January 2017. There were:

Description	Local	Federal	Total
Limited Term Part Time	19	10	29
Limited Term Full Time	3	1	4
Full time	9	1	10
Stipend	2		2
Total New Hires	33	12	45

In the month of January 2017, the following positions were filled:

Position	Local	Federal	Total
Board Member	2		2
Bus Driver		1	1
Clerk / Clerk Typist	2	1	3
Heard Start Aide	1	3	4
One to One Aide		5	5
Paralegal	1		1
Personnel Specialist	1		1
Substitute Teacher	12	2	14
Teacher	14		14
Total	33	12	45

TEACHER VACANCIES

ATTACHMENT 5.1-3 is a summary of teacher vacancies as of February 2, 2017.

We continue to process teacher applicants and substitute teaches to cover vacancies and teacher absences. Teachers are also being asked to cover during their prep periods. Additionally, non-classroom teachers are being tasked to cover classes as needed.

The ESCL Deputy has reviewed the master schedules and identified opportunities for maximization.

There are a total of 61 teacher vacancies at February 2, 2017:

Elementary	10
Secondary	23
Special Programs	28
Total	61

DRUG TESTS

Applicants are required to be tested for drugs prior to hiring. Additionally, coaches and volunteers are similarly required to take drug tests.

During the month of January 2017, the following were drug tested:

	<table><tr><th>Type</th><th>Count</th></tr><tr><td>Pre-employment</td><td>43</td></tr><tr><td>Volunteer</td><td>0</td></tr><tr><td>Coach</td><td>9</td></tr><tr><td>Total</td><td>52</td></tr></table> One test was cancelled and all other test results were negative.
FIXED ASSETS INVENTORY The annual Fixed Asset inventory will commence on January 9, 2017.	During the month of January, the Property Management Office completed inventory audits at twenty (20) locations: 16 GDOE divisions, 1 GDOE middle school, 3 Private Non-Public Schools. Reconciliations are ongoing. Preliminary indications are that administrators and property liaisons have improved their preparedness for their inspections. The entire inventory will encompass eighty-seven (87) sites and approximately 21,000 assets. The 2017 Physical Inventory is scheduled to conclude on May 12.
OPERATION BALLE GASGAS II During the summer, a task force was formed to rid schools of unneeded equipment, debris and textbooks. Textbooks removed from the schools were staged in the Warehouse. Teachers are periodically scheduled to look through the Warehouse and take books they are able to use for their classrooms.	In January, ten (10) pallets of surveyed Textbooks were provided to Ayuda for donation to the State Government of Pohnpei Department of Education. On January 25, 2017, the winning GSA salvage bidder loaded 16 pallets of surveyed CPUs (Central Processing Units or computers) into a shipping container and hauled them out of the Receiving Warehouse (RW) yard. What remains at Piti RW are pallets of surveyed computer monitors, desktop printers, computer peripherals, oscillating fans, and other miscellaneous equipment. The number of remaining survey pallets is about 200. We are awaiting the winning GSA bidder to return to pick up the remaining pallets.
SURVEYED PROPERTY During the month of January 2017, the Property Management Office validated eleven (11) new Reports of Survey. Once validated, ED control numbers are assigned to each Report of Survey document.	Of the 11 validated Reports of Survey received in January, four (4) reports of survey have been approved by and properly disposed at GSA.
TPFA UPDATE Attached is Alvarez & Marsal's report for the month ended January 15, 2017, **ATTACHMENT 5.1-4**. Note that the Alvarez & Marsal contract expires in October 2016. RFP 005-2016 was issued to solicit proposals for third party fiduciary and funds management services for all USDOE grants. The procurement process is currently ongoing. In the meantime, a contract extension was issued for a year	TPFA continues to participate in discussions on the Transition Plan activities. TPFA reports that $26.5 million or 25.76% of USDOE grants funds remain available as of January 17, 2017. Funds available in the grants expiring September 30, 2016 will used for payroll expenses. The FFY16 Consolidated Grant has yet to be loaded onto the system.

<table>
<tr><td>with the current vendor.</td><td>The TPFA has been working with GDOE to revise its payment of payroll expenses to improve cash flow. This new procedure should be implemented sometime in January.</td></tr>
<tr><td>FY17 FINANCIAL STATEMENTS
Please see ATTACHMENT 5.1-5 for the Revenues, Expenditures, and Encumbrances Statement as of January 31, 2017.
ATTACHMENT 5.1-6 is a Report of Local Expenditures and Encumbrances Classified by the 14 Points in the Adequate Education Act.</td><td>At January 31, 2017 GDOE spent $68.6 million and encumbered $8.1 million of its FY17 appropriations. BBMR released $82.7 million and DOA provided $52.4 million in cash; these amounts do not include funds to Charter Schools.

The largest category of expenditures and encumbrances as classified by the Adequate Education Act is Certified Teachers, $37 million. The second largest category is 180 Instructional Days at $20.9 million.

At the end of January, reimbursements for USDOE grant expenditures in the amount of $2.2 million were outstanding. This is down from the average $4 million outstanding due to changes in the reimbursement process.</td></tr>
<tr><td>FY18 BUDGET
The FY18 Budget Call was issued on October 5, 2016. Additionally, the FY18 Budget Guidelines were updated and, on October 13, 2016, were circulated to schools and divisions.

The FY18 Budget Committee Members were:
• Chair, Michael Meno, Inarajan Middle Principal
• Vice Chair Dr Rebecca Perez, Upi Elementary Principal
• Sophia Duenas. Tiyan High Principal
• Agnes Guerrero, Untalan Middle Principal
• Yolinda Hernandez-Avilla, GW High Principal
• Evangeline Iglesias, Wettengel Elementary Principal
• Robert Martinez, FB Leon Guerrero Principal
• Carla Masnayon, Sanchez High Principal
• Antonette Muna-Santos, Personnel Services Administrator
• Lourdes Perez, Comptroller
• Dr Asherdee Rosete, Merizo Elementary Principal</td><td>Documents and forms related to the FY18 budget can be found on line at
https://sites.google.com/a/gdoe.net/gdoe-budget/

At a special meeting on January 30, 2017, the GEB approved Resolution 2017-001, formally adopting the FY18 Budget as follows:
<table><tr><th>Category</th><th>Amount</th></tr><tr><td>Certified Teacher</td><td>$139,391,111</td></tr><tr><td>Certified Administrators</td><td>10,811,727</td></tr><tr><td>Certified Counselors</td><td>6,258,483</td></tr><tr><td>Certified Nurses</td><td>3,991,478</td></tr><tr><td>Allied Health Professionals</td><td>1,256,407</td></tr><tr><td>Air Conditioned Classrooms</td><td>6,639,062</td></tr><tr><td>Potable Water</td><td>2,980,685</td></tr><tr><td>Reliable Electricity</td><td>12,235,748</td></tr><tr><td>Proper Sanitation</td><td>6,009,030</td></tr><tr><td>Textbooks</td><td>17,216,156</td></tr><tr><td>Libraries</td><td>4,333,049</td></tr><tr><td>Healthy, Safe, Sanitary Environment</td><td>59,063,347</td></tr><tr><td>180 Instructional Days</td><td>53,192,456</td></tr><tr><td>Bus Transportation</td><td>548,327</td></tr><tr><td>TOTAL</td><td>$323,927,066</td></tr></table>The resolution, the Charter Schools' Budgets and an electronic copy of the Budget Packets of all schools and divisions were transmitted to the Legislature on January 30, 2017. The 20 printed copies requested by the Legislature will be provided by mid-February.</td></tr>
</table>

FEDERAL PROGRAMS **US – ED Grants** **Title V-A Consolidated Grant**	• 1st quarter compliance reports submitted for USEd and discretionary grants. • Jan. 12, 2017 USEd webinar on ESSA Pay for Success. • Jan. 19, 2017 a teleconference between WEEAC and GDOE took place as a follow up for technical assistance that lead to discussions regarding training that WEEAC will provide in early April on Title VI, VII and IX to GDOE. • FY15 grant funds were re-budgeted and re-program ensuring sufficient and adequate funds are available to continue activities as approved in the application and closing out that funding year. • January 23 – 25, 2017 Federal Programs with the GDOE Business Office conduct one-on-one, face-to-face sessions with the LEAs beginning the establishment of the FY16 Consolidated Grant funds and the processes of expending their funds. The LEAs gain the knowledge from the beginning of how you request to establish their program accounts with the Budget Office to establishing a federal staffing roster to their operational accounts and what they need to begin procuring goods and services. o Budget for establishment of accounts. o Procurement covers their processes and address issues regarding procurement and contracts. o Human Resources and Payroll were scheduled for January 27, 2017 to address issues regarding hiring and payroll issues. • GDOE, Federal Programs, and TPFA to discuss payroll reimbursements and changing the workflow to cut down the time GDOE receives funds to cover payroll from a reimbursement to an upfront draw of funds based on the payroll processed for that period and prior to the actual payday. o Quicker cash flow process to GDOE. o Reduction of Payroll Errors and Reconciling timelines reduced. • The Office of Elementary and Secondary Education School Support and Rural Programs overseeing the Consolidated Grant is expected to visit Guam the week of February 19, 2016 – canceled until further notice.
OSEP – IDEA Part B & C	• Special Education – Grant Application received for both Part B and Part C. • FFY2017 IDEA Part B Grant Application package received, due date May 12, 2017. • FFY2017 Part C due April 21, 2017.

Territories & Freely Associated States Education Grant (T&FASEG) Discretionary	No Cost Extension will be sought to complete approved activities.
Striving Readers Comprehensive Leadership (SCRL) discretionary	Planning for the Close out of the final grant funding year in process, grant expiration is July 31, 2017. Transition/sustainability of the project activities is in the process.
USDA – FNS GRANTS **CHILD NUTRITION AND FOOD DISTRIBUTION PROGRAMS** The State Agency is responsible for the Reporting of Programmatic & Fiscal Reports. The reports currently posted online via the internet through the various Federal Reporting Websites, such as, FPRS (USDA FNS) or federalreporting.gov (ARRA). The type of reports vary from providing information on the Total Meals Served within the National School Lunch Program, as reflected on the FPRS for USDA, to the Financial Activities of a Grant as reflected on federalreporting.gov. <u>Reports due for December include:</u> **FNS -10**: Monthly Data of National School Lunch & Breakfast Program Meals Served - 30 Day Report (December 2016) - 90 Day Report (October 2016) **FNS-44**: Monthly Data of Child and Adult Food Care Program Meals Served - 30 Day Report (December 2016) - 90 Day Report (October 2016) **THE EMERGENCY FOOD ASSISTANCE PROGRAM (TEFAP)** TEFAP provides USDA food commodities at no cost to economically challenged families in need of short-term hunger relief. The State Agency manages the TEFAP distribution of food commodities.	The State Agency receives monthly meal count reports and claims for reimbursement from the various CNP Districts & CACFP Sponsors at the beginning of each month. The State Agency will then conduct an edit check, validate meal counts to confirm reimbursement, compile activity reports and report the various Programs' activities via the respective FNS reports and post the reports to USDA's reporting website, FPRS. TEFAP food commodities available for the month of February include: apple juice, milk, chicken boned canned, macaroni, rice, dried whole dates, and raisins.
USHHS GRANTS **Head Start (HS) Program** **Personal Responsibility Education Program (PREP)**	◦ 1st quarter compliance reports submitted for USEd and discretionary grants. ◦ HS will be conducting a Fitness Fair in February. ◦ Pre-registration for next school year will begin in April. HS addressing the waitlist as well as the implementation of eligibility of special education students to the program. ◦ 1st quarter compliance reports submitted for USEd and

discretionary	discretionary grants. • Participant entry and exit surveys will be developed and coordinated with the high schools PREP team.
Promoting Adolescent Health through School-Based Surveillance – Youth Risk Behavior Survey (YRBS Survey) discretionary	• 1st quarter compliance reports submitted for USEd and discretionary grants. • Supplies not received in time to conduct the survey. Schools are coordinating in preparation of the administration of the 2017 YRBSurvey.
Impact Aid	• E-Impact Aid Submission – application for Impact Aid Section 8003 was received on 1/31/17 by US Dept. of Education.

Objective 5.2: By SY2017-18 (Year 4), based on the department's management indicator system, the GDOE will achieve at least a satisfactory or equivalent rating overall. By 2020 (Year 6), the GDOE will receive the highest rating.

<table>
<tr><th>Activity/Action Item</th><th>Outcomes</th></tr>
<tr><td>ACCOUNTS PAYABLES
At January 31, 2017, recorded liabilities were $14,433,452.02.

GDOE would like to pay invoices within sixty days after services have been rendered or products received.</td><td>Vendors are threatening to pull out or refusing to provide additional services or products. Unfunded TEFF balances in FY13, FY14 and FY15 of $16.2 million have exacerbated the situation. Additionally, DOA has taken the position that $5.9 million in FY16 allotments will not be provided to GDOE. Below is a breakdown as of January 31, 2017.

<table>
<tr><th>Days Outstanding</th><th>Amount</th><th>Percent of Total</th></tr>
<tr><td>< 30 days</td><td>$6,768,708.29</td><td>46.90%</td></tr>
<tr><td>30-60 days</td><td>2,843,713.87</td><td>19.70%</td></tr>
<tr><td>60-90 days</td><td>258,271.94</td><td>1.79%</td></tr>
<tr><td>> 90 days</td><td>4,562,757.92</td><td>31.61%</td></tr>
<tr><td>Total</td><td>$14,433,452.02</td><td>100.00%</td></tr>
</table>

Payroll vendor payables are included in the < 30 days totals.

Unposted invoices at January 31, 2017 totaled $2,297,104.04.</td></tr>
<tr><td>DIRECT DEPOSIT
Employees are encouraged to sign up for direct deposits to reduce the number of paper checks, the need to pick up checks, and for individual employees to deposit checks. Employees on direct deposit do not receive hard copies of their payment advices but use Employee Self-</td><td>Of the 3,972 GDOE staff and 7 board members, 3,527 or 88.64% received payment via direct deposit for pay period ending January 21, 2017.

Note that some of the divisions show more than 100% of</td></tr>
</table>

<table>
<tr>
<td>Serve to look up payment details.

Because schools are short staffed, some schools are requiring employees who continue to receive a paper check to pick up their check at Tiyan Central.

GDOE would like to have at least 80% of its employees signed up for direct deposit.</td>
<td>employees on direct deposit. This is because the system tracks where checks are delivered not where the employee is funded. Six divisions and two (2) schools have 100% of their employees on direct deposit.

Of the 3,899 employees and board members who were paid for the January 21, 2016 Pay Period Ending, 90.46% received payment via direct deposit. See ATTACHMENT 5.2-1 for a breakdown by location.

Because of delays in payments of voluntary deductions, we have seen a number of employees cancelling their deductions. This has increased the amount of funds needed for net payroll on payday to over $4 million for locally funded employees. We continue to work with Department of Administration to ensure we have sufficient cash to enable the timely transfer of funds for direct deposits.</td>
</tr>
<tr>
<td>INDIRECT COST AGREEMENT
As a recipient of federal funds, GDOE is required to maintain a current indirect cost rate agreement. Indirect cost agreements should be submitted on an annual basis and are due 6 months after the close of the fiscal year.</td>
<td>On January 20, 2017, GDOE received the approved indirect cost rate for FY2017. The rates provided are as follows:

<table>
<tr><td colspan="2">Unrestricted</td></tr>
<tr><td>FY17</td><td>14.44%</td></tr>
<tr><td>FY18</td><td>12.62%</td></tr>
<tr><td colspan="2">Restricted</td></tr>
<tr><td>FY17</td><td>11.70%</td></tr>
<tr><td>FY18</td><td>8.60%</td></tr>
</table>

The Restricted Rates were approved by USDOE and apply to all Federal Programs which require a restricted rate as defined in 34 CFR 75.563 and 76.563.

The Unrestricted Rate applies to all other programs was negotiated with the Department of Interior.

The rates are applied towards direct salaries and wages.</td>
</tr>
<tr>
<td>EDUCATION FINANCIAL SUPERVISORY COMMISSION (EFSC)
Public Law 30-164 created the EFSC to monitor the financial health of GDOE. The role of the EFSC is to develop and supervise a financial status designation of GDOE finances as well to identify – in advance- any signs of financial distress that may lead to operational deficits.

The EFSC consists of five regular members:
• Director, Bureau of Budget & Management Research (BBMR),
• Director, Office of Finance & Budget (OFB),</td>
<td>The monthly EFSC meeting was held on January 25, 2016 at 3pm at the GDOE Superintendent's Conference Room.

At the meeting, reports were provided from GDOE, DOA, BBMR and OFB.

The EFSC tabled discussion on the December 2016 balances and asked GDOE to review transactions related to water as they appear to be higher than normal.</td>
</tr>
</table>

• Director, Department of Administration (DOA), • Public Auditor, Office of Public Accountability, • Parent of a child current enrolled in a public school. • Guam Department of Education participates as an ex officio member.	There is some confusion as to who will handle requests for allotment transfers between accounts, i.e., DOA or BBMR. GDOE has asked that all the object categories be rolled into the miscellaneous account much like UOG and GCC. DOA has previously stated that TEFF funding will not be provided until sometime in February or March when property tax payments are made; in previous years, DOA provided funding throughout the calendar year.
SPEAK UP 2016 Speak Up is an online national research project that provides an easy way for students, parents, and educators to participate in our decisions about technology, as well as contribute to the national dialogue about educational technology. Since 2003, Project Tomorrow has collected the viewpoints of nearly 4 million students, educators and parents – the Speak Up dataset represents the largest collection of authentic feedback from these key educational stakeholders. As a participant in Speak Up, GDOE will receive free, online access to the aggregated results with state and national comparisons, providing us with valuable data that can be used for our strategic planning, professional development and budgeting plans during the school year.	Surveys were closed on January 27, 2017. Survey data is available on-line from the following categories of respondents: Respondents / Survey Count Grades K-2: 7 Grades 3-5: 231 Grades 6-8: 969 Grades 9-12: 883 Parents: 124 Teachers: 472 Librarians & Media Specialists: 18 District Administrators: 1 School Administrators: 49 Technology Leaders: 2 Community Members & Business Partners: 63 Total: 2,819
POWERSCHOOL PARENT/STUDENT ACCESS PowerSchool allows parents and students to access student data on grades and attendance so that students and parents can monitor progress. GDOE would like to have 30% of its parents using the parent portal on Power School.	During the month of January 2017, students and parents used the mobile application 79,719 times to access 5,574 student records on PowerSchool. Over the same period, there were 38,787 sign ins to the web portal accessing 5,555 student records. Additionally, 2,524 parents are signed up to receive progress reports via email. See **ATTACHMENT 5.2-2** for more details.
FSAIS HELPDESK TICKETS FSAIS has set up a Helpdesk Ticket system to track requests for assistance. The Helpdesk can be reached at: https://helpdesk.gdoe.net/portal	For the month of January 2017, there were 717 Helpdesk tickets entered and 576 closed. The largest category of tickets was *Password Reset* at 226 or 29.50% of the requests, followed by *Security Management Form* at 101 or 13.19% of the requests and *Troubleshoot* at 100 or 13.05% of the requests.

	Of the Helpdesk tickets that identified a location, *John F. Kennedy High* had the largest number of tickets at 32 or 4.18%, followed by *Tiyan High* at 28 at 3.66%. See **ATTACHMENT 5.2-3** for more details.
PDS TROUBLE TICKETS PDS is the contractor providing telephone services. The monthly trouble ticket report is broken up into four (4) categories: • Break Fix – repair or replacement service for network equipment • Telecommunications (Telecom) – service on telephone analog services such as fax, security, analog direct line, analog fail-over • ShoreTel – service on the ShoreTel system • Warranty – warranty service on equipment	Below is a summary of trouble calls for phone service in January 2017. See **ATTACHMENT 5.2-4** for more details. **Task** / **Carry Over** / **New** / **Complete** / **End** **Break Fix**: 0 / 1 / 1 / 0 **Telecom**: 25 / 18 / 35 / 8 **Shoretel**: 3 / 2 / 4 / 1 **Warranty**: 1 / 2 / 1 / 2 **Totals**: 29 / 23 / 41 / 11
DOCOMO TROUBLE TICKETS Beginning in July 2016, Docomo has taken over the monitoring and management of our internet connection.	For the month of January 2017, there were 19 trouble tickets submitted for the Management Information Base System (MIBS). The tickets were all cleared in January. Additionally, 2 trouble tickets from prior months were cleared. There was one (1) Wide Area Network (WAN) trouble ticket submitted in January 2017. The ticket remained outstanding at the end of the month. See **ATTACHMENT 5.2-5** for more details
OCR COMPLAINT The Office of Civil Rights (OCR) received a complaint on February 16, 2016 regarding the accessibility of the GDOE website. GDOE signed a resolution agreeing to: • Have the website audited to identify barriers to access. • Develop a corrective action plan to address these barriers. • Ensure all new content and functionality is accessible to persons with disabilities . • Provide website accessibility training to appropriate personnel. • Post notice on website informing persons with disabilities how to request access to online information or functionality that is inaccessible. • Adopt policies and procedures for online content and functionality.	The RPF for an audit of the GDOE website closed and GDOE has received approval of vendor by OCR. We hope to complete negotiations shortly.
PROCUREMENT STATUS	

Requisitions are entered into either the GDOE or the TPFA system to start the procurement process. The requisitions require various levels of approval depending on funding, the type of services or goods being procured and the amount of the procurement. Requisitions may be in an inbox for a length of time while the procurement process is ongoing, e.g., Request for Proposal, Invitation for Bid, contract signing, end user confirming details.	Attached is a status report of requisitions in process on February 3, 2017, **ATTACHMENT 5.2-6.** In summary: **System** / **Number of Requisitions** / **Amount** / **Average Days Held** **GDOE** / **95** / **$1,843,414.33** / **11** **TPFA** / **22** / **1,319,771.70** / **7** **TOTAL** / **117** / **$3,163,186.03** / **10**
TRANSITION PLAN The TPFA and GDOE have developed a transition plan to identify and move activities currently performed by the TPFA to GDOE staff. Presentations on the plan were provided to the Board and USDOE in February. Ignacio Santos, Federal Programs Administrator, and Taling Taitano, Deputy Superintendent, were appointed as Chairs of this project. A new section was added, bringing the identified work streams to eight (8): • Time Distribution Reports (TDR) • Financial Management System (FMS) • Internal Control • Procurement • Property Management • Standard Operating Procedures (SOPs) • Indirect Costs • Accounting & Reporting	**ATTACHMENT 5.2-7** is the Transition Plan Executive Summary as of January 20, 2017. Below is a summary of the transition team's accomplishments: • Responsibilities transferred to different staff. Based on new process, new tasks will be proposed. • FMIS staff meeting with various Divisions to confirm key staff and develop realistic timelines. • Data from Management Internal Control (MIC) tool collected; currently determining whether to extend period for inputs. • FY16 Audit ongoing. • Additional positions in Procurement and Property included in GEB approved FY18 budget. • SOP updates substantially complete. Internal audit has initiated review of several SOPs. • Indirect Cost Rate Agreement for 9/30/17 and 9/30/18 completed. • Budget team will be working with TFPA to enter budgets on TPFA System.

Objective 5.3: By SY2016-17 (Year 3), all support divisions will rate at least satisfactory on their respective stakeholder perception survey.

Activity/Action Item	Outcomes
HUMAN RESOURCES (HR) CUSTOMER SERVICE SURVEY The HR Division developed a customer service survey for customers who come to the HR window. The survey forms are available at the window and a locked box is provided for the completed forms. Two HR staff open the box and collate the forms.	See **ATTACHMENT 5.3-1** for detailed results of the January 2017 survey. In the month of January 2017, there were 18 completed surveys, 10 or 56% of which were submitted by GDOE employees. In each of the five (5) questions asked, at least 89% were rated satisfactory or outstanding.

Objective 5.4 By School Year 2017-18 (Year 4), 100% of GDOE Support Personnel will rate satisfactory or better as rated on their respective evaluation tool.

Activity/Action Item	Outcomes
GDOE SUPPORT STAFF EVALUATIONS In order to receive an increment, an employee must receive a satisfactory rating or better using the current evaluation tool.	In the month of January 2017, support staff received the following evaluations:

Rating	Count	Percent
Highly Effective	4	10.53%
Effective	31	81.58%
Satisfactory	2	5.26%
Increment Denied	1	2.63%
Total	38	100.00%



GUAM DEPARTMENT OF EDUCATION

FACT SHEET No. 7 : Reduced School Size, High School Graduation Rate and Dropout Rate (SCHOOL YEARS 2011- 2016)

RESEARCH, PLANNING, AND EVALUATION DIVISION(RP&E) DIVISION

REDUCED SCHOOL SIZE, GRADUATION RATE, AND DROPOUT RATE

Overcrowding in GDOE Schools

For many years, Guam has seen overcrowded high schools such as JFKHS and GWHS annually recorded well over 2,500 student enrollments up until SY13-14. (Refer to the Guam Department of Education (GDOE) Official Enrollment SY 11-12 thru SY 15-16 as of September 30 each year). There were attempts to manage the burgeoning class sizes, such as double sessions, class leveling, and other measures. But the glaring fact was obvious: Guam needed to construct new schools. Increases in student population, mainly resulting from the increase of migrants from the Freely Associated States (FAS), as reported in the GDOE Annual State of Public Education Report (ASPER) and the annual submission to the U.S. Department of Interior (USDOI) through the Guam Bureau of Plans and Statistics of the number and cost of providing public school instruction to FAS students.

Table 1. GDOE HIGH SCHOOL OFFICIAL ENROLLMENT FROM SY 11-12 TO SY 16-17

Name of High School	SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17
George Washington	2,622	2,647	2,643	1,842	1,767	1,699
John F. Kennedy	2,347	2,544	2,698	1,958	1,873	1,904
Okkodo	1,370	1,359	1,472	1,693	1,762	1,682
Simon Sanchez	1,876	1,983	1,832	1,857	1,860	1,899
Southern	1,547	1,577	1,466	1,475	1,495	1,486
Tiyan	0	0	0	1,158	1,260	1,313
District	**9,762**	**10,110**	**10,111**	**9,983**	**10,017**	**9,983**

Table 2. GRADUATION RATES and DROPOUT RATES SY 11-12 TO SY 15-16

Name of High School	SY 11-12	SY 12-13	SY 13-14	SY 14-15	SY 15-16
George Washington	497	482	451	377	355
John F. Kennedy	372	396	481	484	365
Okkodo	356	338	376	353	352
Simon Sanchez	269	308	300	304	346
Southern	274	246	257	302	346
Tiyan	0	0	0	144	181
District Total	**1,768**	**1,770**	**1,865**	**1,964**	**1,945**
Graduation Rate	**69%**	**68%**	**73%**	**76%**	**79%**
Dropout Rate	**5.3%**	**3.8%**	**5.3%**	**4.7%**	**2.8%**

New and Refurbished Schools

To alleviate this problem, the Government of Guam (GovGuam) secured funds from the USDOI (Certificates of Participation), and used local appropriations, tax credits, and cash for the construction and/or lease of new schools, including the renovation of old and dilapidated schools. These efforts by the GovGuam led to the opening of Tiyan High School (THS) in SY 14-15 to directly address the overcrowding at JFKHS and GWHS. Prior to that, GDOE opened Okkodo High School (OHS) to reduce the school sizes in Simon Sanchez and JFKHS. In addition, Astumbo Middle School was built while Untalan Middle school was renovated. Through these newly constructed or refurbished schools, GDOE cross-leveled enrollments district-wide.

Ocular inspection of the data shows that through the five year period, from SY11-12 to SY 15-16, the trend of the following high school education indicators are as follows:

1) Cross-leveling of high school enrollment, in particular, school size reduction at GWHS & JFKHS, as students we redistricted to Tiyan High School, while student size steadily increased in Okkodo High School (Table 1)
2) Steady increase of graduation rate (Table 2)
3) A pattern of decreasing dropout rate (Table 2)

For inquiries on this report, please contact Dr. Zenaida Napa Natividad, Administrotor of the Research, Planning and Evaluation (RPE) Division at znnatividad@gdoe.net or call 300-1241.



SY 2016-2017 AIMSweb Data - Winter (Dec. 1, 2016-Mar. 15, 2017)

Grade	Assessment Area	# of Students Tested	# of Students in Tiers			% of Students in Tiers		
			Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
K	Letter Naming	1045	486	224	335	47%	21%	32%
	Letter Sounds	1082	624	203	255	58%	19%	24%
	Number Ident.	1039	567	236	236	55%	23%	23%
	Oral Counting	1011	680	179	152	67%	18%	15%
	Qty. Disc.	1037	548	211	278	53%	20%	27%
	Missing Number	1035	586	190	259	57%	18%	25%
1st	Letter Naming	0						
	Letter Sounds	0						
	Nonsense Words	913	437	175	301	48%	19%	33%
	Phoneme Seg.	841	393	150	298	47%	18%	35%
	Oral Reading	877	267	192	418	30%	22%	48%
	Passage Reading	0						
	Oral Counting	787	593	96	98	75%	12%	12%
	Number Ident.	909	529	179	201	58%	20%	22%
	Qty. Disc.	913	568	133	212	62%	15%	23%
	Missing Number	932	580	133	219	62%	14%	23%
	Math Computation	987	510	227	250	52%	23%	25%
	Spelling	812	334	215	263	41%	26%	32%
	Writing: WSC	718	230	244	244	32%	34%	34%
	Writing: CWS	504	383	121	0	76%	24%	0%
	Writing: TWW	714	264	190	260	37%	27%	36%
2nd	Oral Reading	1154	460	291	403	40%	25%	35%
	Passage Reading	0						
	Math Concepts	1029	381	340	308	37%	33%	30%
	Math Computation	1039	489	277	273	47%	27%	26%
	Spelling	919	337	241	341	37%	26%	37%
	Writing: WSC	744	328	223	193	44%	30%	26%
	Writing: CWS	703	291	183	229	41%	26%	33%
	Writing: TWW	742	276	199	267	37%	27%	36%
3rd	Oral Reading	1208	531	372	305	44%	31%	25%
	Passage Reading	1134	479	335	320	42%	30%	28%
	Math Concepts	1148	389	310	449	34%	27%	39%
	Math Computation	1209	548	367	294	45%	30%	24%
	Spelling	970	456	289	225	47%	30%	23%
	Writing: WSC	646	334	161	151	52%	25%	23%
	Writing: CWS	622	280	167	175	45%	27%	28%
	Writing: TWW	661	259	199	203	39%	30%	31%
4th	Oral Reading	997	429	319	249	43%	32%	25%
	Passage Reading	1044	434	319	291	42%	31%	28%
	Math Concepts	971	327	427	217	34%	44%	22%
	Math Computation	1011	408	299	304	40%	30%	30%
	Spelling	854	488	182	184	57%	21%	22%
	Writing: WSC	669	373	151	145	56%	23%	22%
	Writing: CWS	644	329	165	150	51%	26%	23%
	Writing: TWW	669	310	174	185	46%	26%	28%

As of: November 30, 2016

SY 2016-2017 AIMSweb Data - Winter (Dec. 1, 2016-Mar. 15, 2017)

Grade	Assessment Area	# of Students Tested	# of Students in Tiers			% of Students in Tiers		
			Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
5th	Oral Reading	1080	563	283	234	52%	26%	22%
	Passage Reading	1057	415	342	300	39%	32%	28%
	Math Concepts	996	362	234	400	36%	23%	40%
	Math Computation	1071	504	283	284	47%	26%	27%
	Spelling	897	483	246	168	54%	27%	19%
	Writing: WSC	669	439	127	103	66%	19%	15%
	Writing: CWS	646	369	146	131	57%	23%	20%
	Writing: TWW	671	344	180	147	51%	27%	22%
6th	Oral Reading	556	262	196	98	47%	35%	18%
	Passage Reading	401	114	120	167	28%	30%	42%
	Math Concepts	25	1	3	21	4%	12%	84%
	Math Computation	255	67	98	90	26%	38%	35%
	Spelling	0				#DIV/0!	#DIV/0!	#DIV/0!
	Writing: WSC	0				#DIV/0!	#DIV/0!	#DIV/0!
	Writing: CWS	0				#DIV/0!	#DIV/0!	#DIV/0!
	Writing: TWW	0				#DIV/0!	#DIV/0!	#DIV/0!
7th	Oral Reading	511	249	202	60	49%	40%	12%
	Passage Reading	459	162	154	143	35%	34%	31%
	Math Concepts	14	1	0	13	7%	0%	93%
	Math Computation	125	48	45	32	38%	36%	26%
	Spelling	0				#DIV/0!	#DIV/0!	#DIV/0!
	Writing: WSC	0				#DIV/0!	#DIV/0!	#DIV/0!
	Writing: CWS	0				#DIV/0!	#DIV/0!	#DIV/0!
	Writing: TWW	0				#DIV/0!	#DIV/0!	#DIV/0!
8th	Oral Reading	360	170	94	96	47%	26%	27%
	Passage Reading	221	78	62	81	35%	28%	37%
	Math Concepts	26	9	5	12	35%	19%	46%
	Math Computation	38	14	8	16	37%	21%	42%
	Spelling	0				#DIV/0!	#DIV/0!	#DIV/0!
	Writing: WSC	24	0	0	24	0%	0%	100%
	Writing: CWS	0				#DIV/0!	#DIV/0!	#DIV/0!
	Writing: TWW	24	23	1	0	96%	4%	0%

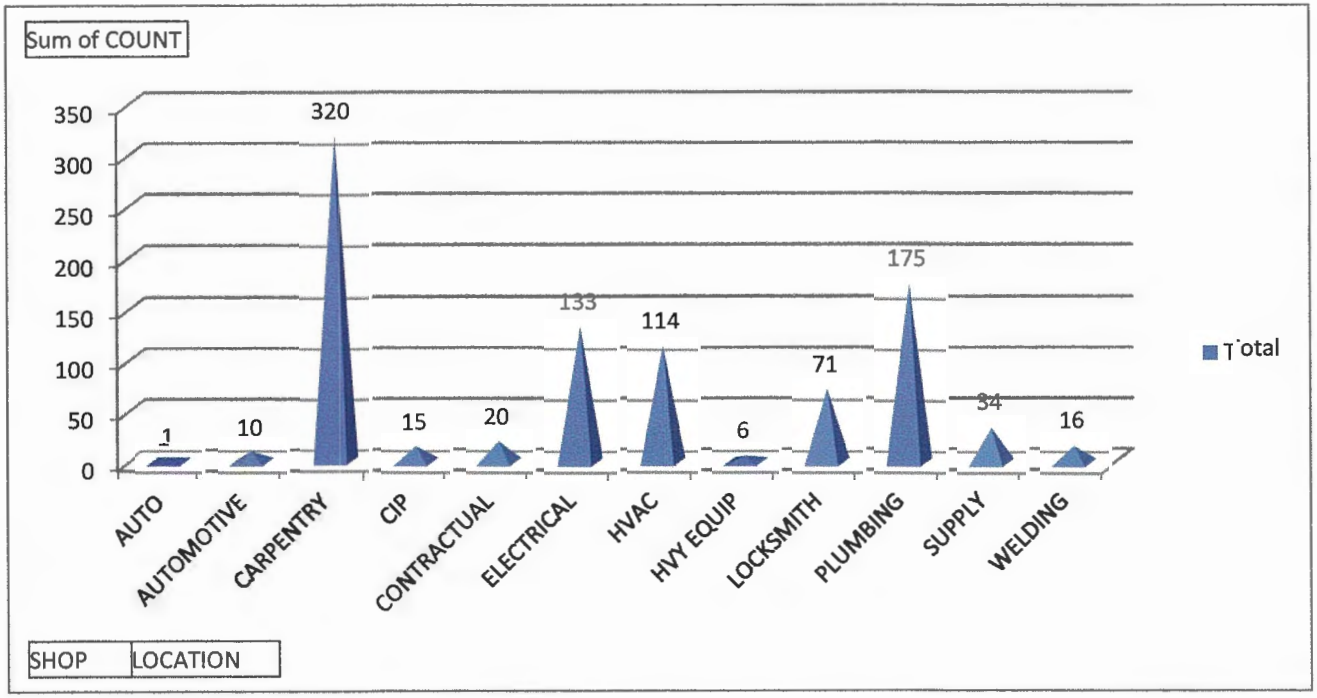
Writing:
WSC – Words Spelled Correctly
CWS – Correct Writing Sequence
TWW – Total Words Written

As of: November 30, 2016

FACILITIES MAINTENANCE DIVISION
MUNIS REPORT JANUARY 2017

TOTAL WORK ORDERS RECEIVED JANUARY 2017

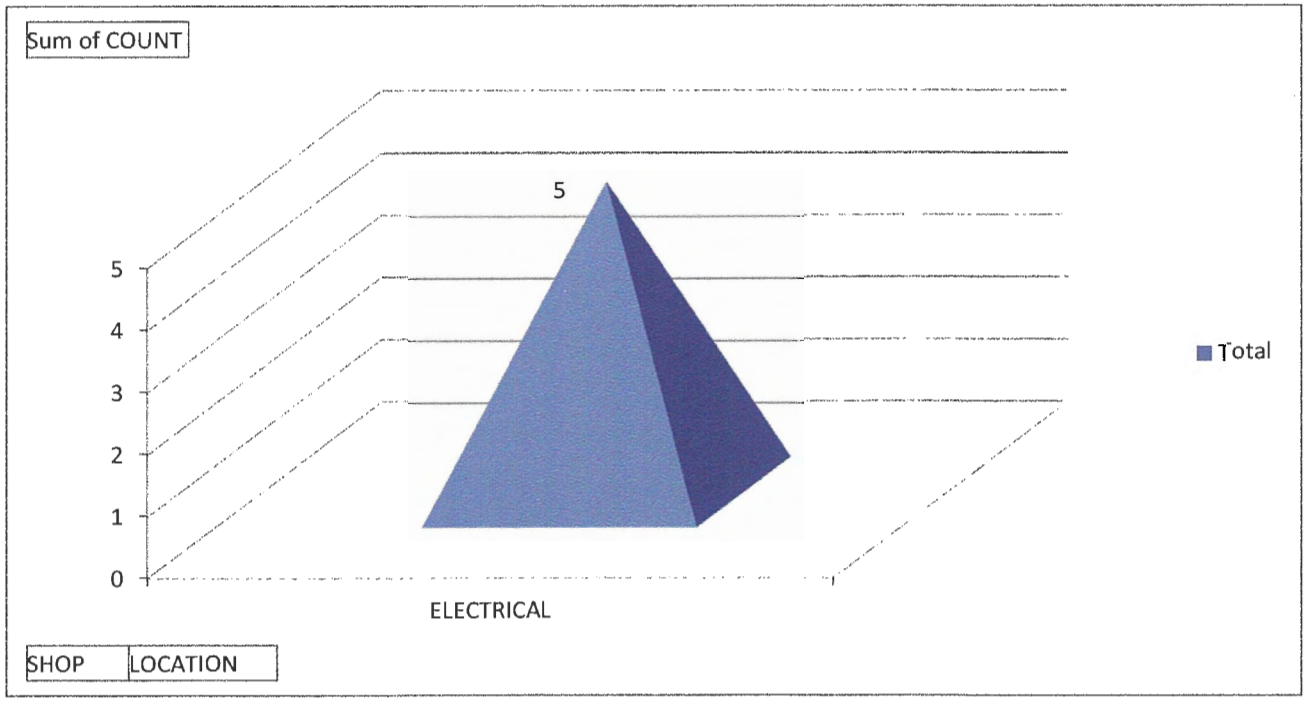
Discipline	Sum of COUNT
AUTO	1
AUTOMOTIVE	10
CARPENTRY	320
CIP	15
CONTRACTUAL	20
ELECTRICAL	133
HVAC	114
HVY EQUIP	6
LOCKSMITH	71
PLUMBING	175
SUPPLY	34
WELDING	16
Grand Total	915



FACILITIES MAINTENANCE DIVISION
MUNIS REPORT JANUARY 2017

TOTAL WORK ORDERS REJECTED JANUARY 2017

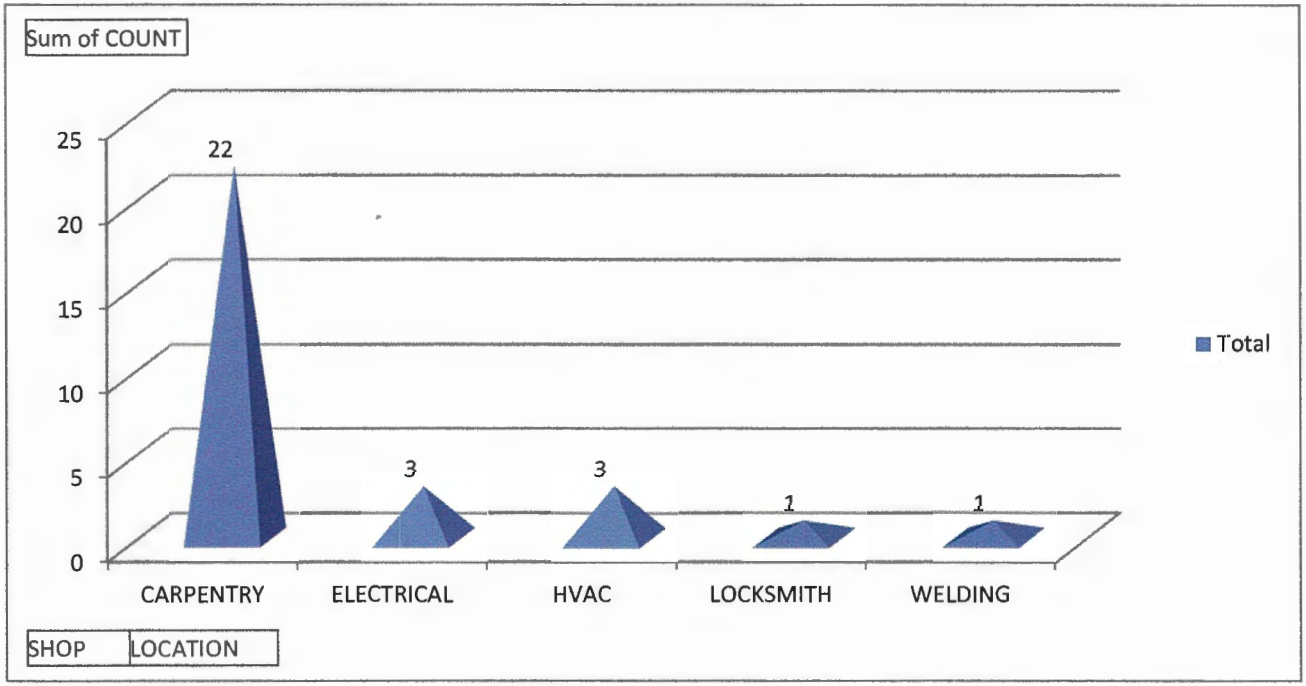
Discipline	Sum of COUNT
ELECTRICAL	**5**
Grand Total	5



FACILITIES MAINTENANCE DIVISION
MUNIS REPORT JANUARY 2017

TOTAL WORK ORDERS CANCELLED JANUARY 2017

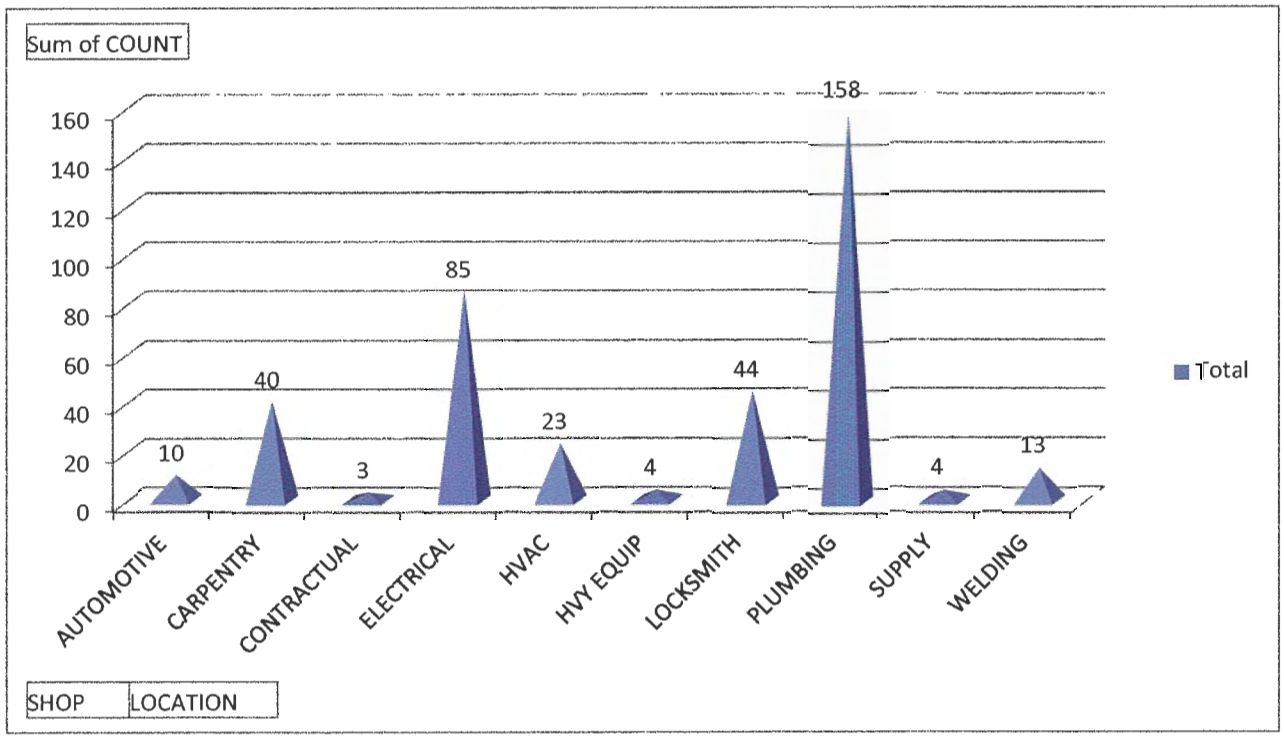
Discipline	Sum of COUNT
CARPENTRY	22
ELECTRICAL	3
HVAC	3
LOCKSMITH	1
WELDING	1
Grand Total	30



FACILITIES MAINTENANCE DIVISION
MUNIS REPORT JANUARY 2017

TOTAL WORK ORDERS COMPLETED JANUARY 2017

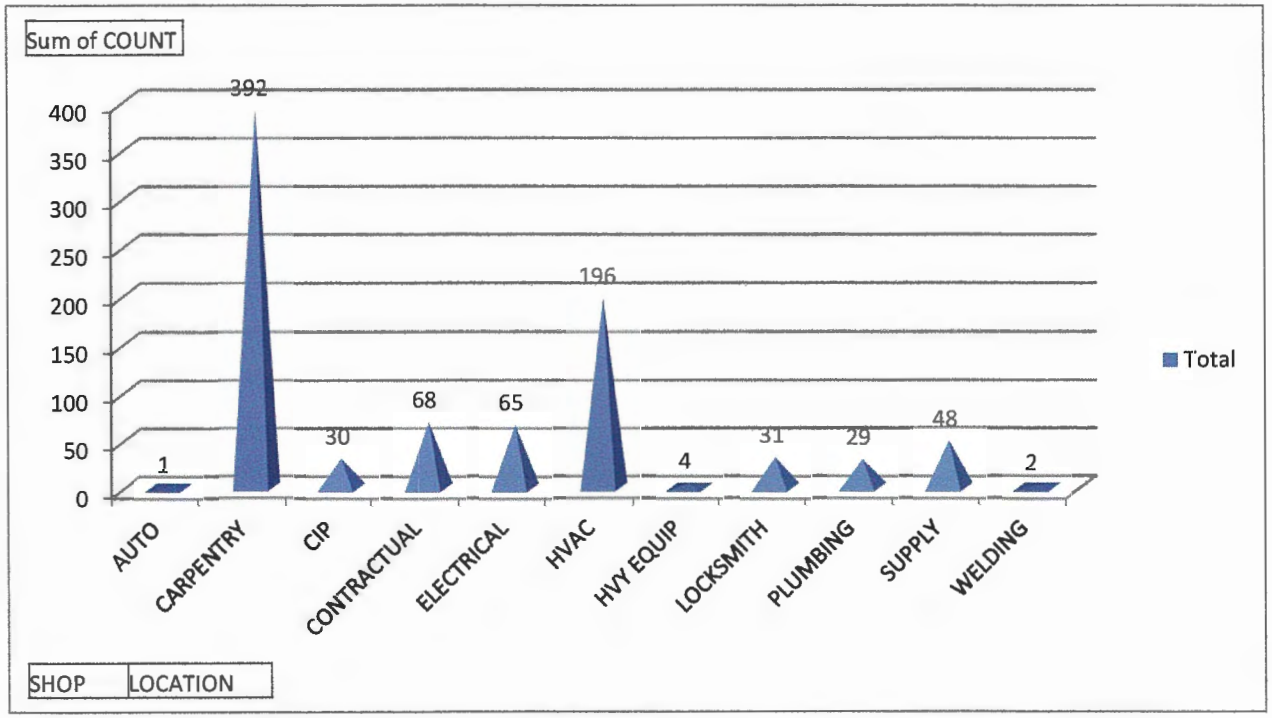
Discipline	Sum of COUNT
AUTOMOTIVE	10
CARPENTRY	40
CONTRACTUAL	3
ELECTRICAL	85
HVAC	23
HVY EQUIP	4
LOCKSMITH	44
PLUMBING	158
SUPPLY	4
WELDING	13
Grand Total	384



FACILITIES MAINTENANCE DIVISION
MUNIS REPORT JANUARY 2017

TOTAL WORK ORDERS ENDING JANUARY 2017

Discipline	Sum of COUNT
AUTO	1
CARPENTRY	392
CIP	30
CONTRACTUAL	68
ELECTRICAL	65
HVAC	196
HVY EQUIP	4
LOCKSMITH	31
PLUMBING	29
SUPPLY	48
WELDING	2
Grand Total	866



Guam Department of Education Staffing Report
As of February 2, 2017

School / Division	Principal / Division Head*			Assistant Principal / Director*			Program Coordinator / School Program Consultant		Administrative Assistant / Officer		Administrative Secretary / Secretary Typist			Library Technician	Clerk/Clerk Typist
	F	L	LV	F	L	LV	F	FV	F	L	F	L	LV	L	F
301 - AGANA HEIGHTS ELEMENTARY		1								1				1	
302 - M.A. SABLAN ELEMENTARY		1								1					
303 - B.P. CARBULLIDO ELEMENTARY		1	1		1					1		1			
304 - C.L. TAITANO ELEMENTARY		1			1					1					
306 - FINEGAYAN ELEMENTARY		1			1					1					
307 - H.S. TRUMAN ELEMENTARY		1								1					
308 - J.M. GUERRERO ELEMENTARY		1			1					1					
309 - INARAJAN ELEMENTARY			1							1					
311 - J.Q. SAN MIGUEL ELEMENTARY					1					1					
312 - L.B. JOHNSON ELEMENTARY					1					1					
313 - M.A. ULLOA ELEMENTARY		1			1					1					
314 - M.U. LUJAN ELEMENTARY		1			1					1				1	
315 - MERIZO MARTYRS ELEMENTARY		1								1					
316 - ORDOT/CHALAN PAGO ELEMENTARY		1								1					
317 - P.C. LUJAN ELEMENTARY		1								1					
318 - H.B. PRICE ELEMENTARY		1			1					1				1	
319 - TALOFOFO ELEMENTARY		1								1				1	
320 - TAMUNING ELEMENTARY		1								1		1			
321 - UPI ELEMENTARY		1			1					1					
322 - WETTENGEL ELEMENTARY		1			1					1					
323 - D.L. PEREZ ELEMENTARY		1			1					1					
324 - CHIEF BRODIE ELEMENTARY		1								1					
325 - ASTUMBO ELEMENTARY		1								1					
327 - MACHANANAO ELEMENTARY		1								1					
328 - LIGUAN ELEMENTARY		1			1					1		1			
329 - ADACAO ELEMENTARY		1			1					1					
430 - A.I. JOHNSTON MIDDLE		1			3					1				1	
431 - V.S.A. BENAVENTE MIDDLE		1			3					1					
432 - F.B. LEON GUERRERO MIDDLE		1			4					1					
433 - INARAJAN MIDDLE		1			3					1					
434 - JOSE L.G. RIOS MIDDLE		1			3					1					
435 - L.P. UNTALAN MIDDLE		1			3					1					
436 - OCEANVIEW MIDDLE		1			2					1		1			
437 - ASTUMBO MIDDLE		1			2					1			1		
438 - J.P. TORRES ALTERNATIVE		2					1		1						3
471 - GEORGE WASHINGTON HIGH		1			4					1		1		1	
472 - JOHN F. KENNEDY HIGH		1			4					1		1			
473 - SIMON A. SANCHEZ HIGH		1			4					1				1	
474 - SOUTHERN HIGH		1			3	1				1		1			
475 - OKKODO HIGH		1			4					1		1			
476 - TIYAN HIGH		1			3					1		1			
GUAHAN CHARTER SCHOOL															
ILEARN CHARTER SCHOOL															
831 - HEADSTART	1			1			1	1	1		1				1
850 - SPECIAL EDUCATION		1					29	5	2		2				3
998 - MILITARY LEAVE OF ABSENCE															
999 - LONG TERM DISABILITY												1			
Grand Total	1	40	2	1	59	1	31	6	4	40	3	10	1	7	7
Locally Funded Filled Positions		40			59					40		10		7	
Locally Funded Vacant Positions			2			1							1		
Federally Funded Filled Positions	1			1			31		4		3				7
Federally Funded Vacant Positions								6							

*May not reflect detailed staff

Guam Department of Education Staffing Report
As of February 2, 2017

School / Division	Clerk/Clerk Typist		Computer Operator / Data Clerk			Psychologist	Social Worker	Community Program Aide			Nurse		Audiologist / Audiometerist		
	L	LV	F	L	LV	F	F	F	FV	L	F	L	F	L	LV
301 - AGANA HEIGHTS ELEMENTARY	1			1								1			
302 - M.A. SABLAN ELEMENTARY	2			1								1			
303 - B.P. CARBULLIDO ELEMENTARY				1								1			
304 - C.L. TAITANO ELEMENTARY	1			1								1			
306 - FINEGAYAN ELEMENTARY	1			1								2			
307 - H.S. TRUMAN ELEMENTARY	1			1								1			
308 - J.M. GUERRERO ELEMENTARY	1			1								1			
309 - INARAJAN ELEMENTARY	1			1								1			
311 - J.Q. SAN MIGUEL ELEMENTARY	1			1								1			
312 - L.B. JOHNSON ELEMENTARY				1								1			
313 - M.A. ULLOA ELEMENTARY	2			1								1			
314 - M.U. LUJAN ELEMENTARY	2			1								1			
315 - MERIZO MARTYRS ELEMENTARY	1			1								1			
316 - ORDOT/CHALAN PAGO ELEMENTARY	1			1								1			
317 - P.C. LUJAN ELEMENTARY	1			1								1			
318 - H.B. PRICE ELEMENTARY	1			1								1			
319 - TALOFOFO ELEMENTARY	1			1								1			
320 - TAMUNING ELEMENTARY	1			1								1			
321 - UPI ELEMENTARY	4			1								1			
322 - WETTENGEL ELEMENTARY	1			1			1					1			
323 - D.L. PEREZ ELEMENTARY	2			1								2			
324 - CHIEF BRODIE ELEMENTARY	1			1								1			
325 - ASTUMBO ELEMENTARY	2				1							1			
327 - MACHANANAO ELEMENTARY	1			1								1			
328 - LIGUAN ELEMENTARY	1			1								1			
329 - ADACAO ELEMENTARY	1			1								1			
430 - A.I. JOHNSTON MIDDLE	2			1								1			
431 - V.S.A. BENAVENTE MIDDLE	4			1								1			
432 - F.B. LEON GUERRERO MIDDLE	4				1							1			
433 - INARAJAN MIDDLE	2			1								1			
434 - JOSE L.G. RIOS MIDDLE	2			1								1			
435 - L.P. UNTALAN MIDDLE	3			1			1					1			
436 - OCEANVIEW MIDDLE	2			1								1			
437 - ASTUMBO MIDDLE	2			1								1			
438 - J.P. TORRES ALTERNATIVE			1			1	1								
471 - GEORGE WASHINGTON HIGH	3	1		1								1			
472 - JOHN F. KENNEDY HIGH	5			1								1			
473 - SIMON A. SANCHEZ HIGH	4			1								1			
474 - SOUTHERN HIGH	4			1			1					2			
475 - OKKODO HIGH	3			1								1			
476 - TIYAN HIGH	4			1								1			
GUAHAN CHARTER SCHOOL															
ILEARN CHARTER SCHOOL															
831 - HEADSTART							2	5	1	3		1			
850 - SPECIAL EDUCATION			2			1	11				1		1	2	1
998 - MILITARY LEAVE OF ABSENCE															
999 - LONG TERM DISABILITY	1														
Grand Total	77	1	3	38	2	2	17	5	1	3	1	44	1	2	1
Locally Funded Filled Positions	77			38						3		44		2	
Locally Funded Vacant Positions		1			2										1
Federally Funded Filled Positions			3			2	17	5			1		1		
Federally Funded Vacant Positions									1						

*May not reflect detailed staff

Guam Department of Education Staffing Report
As of February 2, 2017

School / Division	Speech Language Clinician / Pathologist		Deaf & Hard of Hearing Program Aide		Physical Therapist	Occupational Therapist	Emotionally Disturbed Program Aide	Vision Program Aide	One to One Aide			Gifted And Talented Education Aide		Transition Program Aide	
	F	L	F	L	FV	FV	F	F	F	FV	L	F	L	F	L
301 - AGANA HEIGHTS ELEMENTARY									1						
302 - M.A. SABLAN ELEMENTARY				1					4		1		1		
303 - B.P. CARBULLIDO ELEMENTARY									6				1		
304 - C.L. TAITANO ELEMENTARY				1					5						
306 - FINEGAYAN ELEMENTARY				1					7						1
307 - H.S. TRUMAN ELEMENTARY									8				1		
308 - J.M. GUERRERO ELEMENTARY									7						
309 - INARAJAN ELEMENTARY									1						
311 - J.Q. SAN MIGUEL ELEMENTARY									3						
312 - L.B. JOHNSON ELEMENTARY									1				1		
313 - M.A. ULLOA ELEMENTARY									6						
314 - M.U. LUJAN ELEMENTARY									2				1		
315 - MERIZO MARTYRS ELEMENTARY															
316 - ORDOT/CHALAN PAGO ELEMENTARY									4						
317 - P.C. LUJAN ELEMENTARY			4						10						
318 - H.B. PRICE ELEMENTARY									3		1	2			
319 - TALOFOFO ELEMENTARY									2						
320 - TAMUNING ELEMENTARY									12						
321 - UPI ELEMENTARY									7						
322 - WETTENGEL ELEMENTARY									10						
323 - D.L. PEREZ ELEMENTARY									4						
324 - CHIEF BRODIE ELEMENTARY									3		1				
325 - ASTUMBO ELEMENTARY									4				1		
327 - MACHANANAO ELEMENTARY									3				1		
328 - LIGUAN ELEMENTARY									6						
329 - ADACAO ELEMENTARY									6						
430 - A.I. JOHNSTON MIDDLE			1						10						
431 - V.S.A. BENAVENTE MIDDLE				1					10				1		
432 - F.B. LEON GUERRERO MIDDLE									12		1				
433 - INARAJAN MIDDLE									3						
434 - JOSE L.G. RIOS MIDDLE									6		1		1		
435 - L.P. UNTALAN MIDDLE									19						
436 - OCEANVIEW MIDDLE									8						
437 - ASTUMBO MIDDLE									5						
438 - J.P. TORRES ALTERNATIVE															
471 - GEORGE WASHINGTON HIGH				1					14		1				
472 - JOHN F. KENNEDY HIGH			4						14						
473 - SIMON A. SANCHEZ HIGH									17						
474 - SOUTHERN HIGH							2		12						
475 - OKKODO HIGH									11						
476 - TIYAN HIGH				1					14						
GUAHAN CHARTER SCHOOL									2						
ILEARN CHARTER SCHOOL									1						
831 - HEADSTART															
850 - SPECIAL EDUCATION	12	3			2	5		1	3	13				2	
998 - MILITARY LEAVE OF ABSENCE															
999 - LONG TERM DISABILITY									2						
Grand Total	12	3	9	6	2	5	2	1	288	13	6	2	9	2	1
Locally Funded Filled Positions		3		6							6		9		1
Locally Funded Vacant Positions															
Federally Funded Filled Positions	12		9				2	1	288			2		2	
Federally Funded Vacant Positions					2	5				13					

*May not reflect detailed staff

Guam Department of Education Staffing Report
As of February 2, 2017

School / Division	Instructional Program Aide	Pre-School Aide		Head Start Aide		School Aide			Teacher Assistant	Long Term Substitute	Substitute Teacher		Teacher		
	F	F	L	F	L	F	L	LV	F	L	F	L	F	FV	L
301 - AGANA HEIGHTS ELEMENTARY							3		7	3		2			24
302 - M.A. SABLAN ELEMENTARY							5		7	1		2			27
303 - B.P. CARBULLIDO ELEMENTARY							4		5	1		4			27
304 - C.L. TAITANO ELEMENTARY	1						5		11	1		3			35
306 - FINEGAYAN ELEMENTARY							5		15			5	1		47
307 - H.S. TRUMAN ELEMENTARY							6	1	6			2			25
308 - J.M. GUERRERO ELEMENTARY	1						4	1	13	5		4			35
309 - INARAJAN ELEMENTARY							3		4	2		2	1		14
311 - J.Q. SAN MIGUEL ELEMENTARY							5		9			3			33
312 - L.B. JOHNSON ELEMENTARY							4		2	4		1			14
313 - M.A. ULLOA ELEMENTARY							6		10	1		4			38
314 - M.U. LUJAN ELEMENTARY							4		9	1		3	1		36
315 - MERIZO MARTYRS ELEMENTARY							3		5	3		2			15
316 - ORDOT/CHALAN PAGO ELEMENTARY							3		7	3		2			30
317 - P.C. LUJAN ELEMENTARY		1					6		7			2	1		26
318 - H.B. PRICE ELEMENTARY							8		10			2			41
319 - TALOFOFO ELEMENTARY							4		4	1		1			17
320 - TAMUNING ELEMENTARY		2					5		13	2		3	1		32
321 - UPI ELEMENTARY							5		15	5		4			41
322 - WETTENGEL ELEMENTARY							7		11	3		4			39
323 - D.L. PEREZ ELEMENTARY		1					5		11	1		2			39
324 - CHIEF BRODIE ELEMENTARY							3		6	1		2	1		19
325 - ASTUMBO ELEMENTARY							4		8	2		3			33
327 - MACHANANAO ELEMENTARY							3		6	4		2			25
328 - LIGUAN ELEMENTARY							4		9			3	1		32
329 - ADACAO ELEMENTARY							3		7	1		3			31
430 - A.I. JOHNSTON MIDDLE							8		5			5	1		52
431 - V.S.A. BENAVENTE MIDDLE	1						6		2	6		8	1		71
432 - F.B. LEON GUERRERO MIDDLE							5		7	8		8		1	62
433 - INARAJAN MIDDLE	1						4		6	4		4		1	37
434 - JOSE L.G. RIOS MIDDLE	1						4	1	1	2		5	1		54
435 - L.P. UNTALAN MIDDLE							6		6	1		7		1	73
436 - OCEANVIEW MIDDLE							4		4	2		4		1	33
437 - ASTUMBO MIDDLE			1				5		5	1		3		1	39
438 - J.P. TORRES ALTERNATIVE						3	4	1	5			1	12	3	7
471 - GEORGE WASHINGTON HIGH	1						16	1	6	7		9	1		84
472 - JOHN F. KENNEDY HIGH							16		1	3		8	1		93
473 - SIMON A. SANCHEZ HIGH	1						16		1	6		7			83
474 - SOUTHERN HIGH	1						20		1	9		4		1	71
475 - OKKODO HIGH	1						12		1	9		7			63
476 - TIYAN HIGH	1						10		1	6		6			62
GUAHAN CHARTER SCHOOL															
ILEARN CHARTER SCHOOL															
831 - HEADSTART				25	3						2	1	13		14
850 - SPECIAL EDUCATION						1							1	1	3
998 - MILITARY LEAVE OF ABSENCE							1		1						11
999 - LONG TERM DISABILITY					1		2								5
Grand Total	10	4	1	25	4	4	256	5	270	109	2	157	38	10	1,692
Locally Funded Filled Positions			1		4		256			109		157			1,692
Locally Funded Vacant Positions								5							
Federally Funded Filled Positions	10	4		25		4			270		2		38		
Federally Funded Vacant Positions														10	

*May not reflect detailed staff

Guam Department of Education Staffing Report
As of February 2, 2017

School / Division	Teacher	JROTC		Librarian		Guidance Counselor		Instructional Coordinator / Mentor				Cafeteria Manager	Cook / Baker	Cook's Assistant	
	LV	L	LV	L	LV	L	LV	F	FV	L	LV	L	L	L	LV
301 - AGANA HEIGHTS ELEMENTARY				1		1				2					
302 - M.A. SABLAN ELEMENTARY				1		1		1		1					
303 - B.P. CARBULLIDO ELEMENTARY				1		1		1		1					
304 - C.L. TAITANO ELEMENTARY				1		1		1		1					
306 - FINEGAYAN ELEMENTARY				1		2		1							
307 - H.S. TRUMAN ELEMENTARY				1		1		1							
308 - J.M. GUERRERO ELEMENTARY	1			1		1		1	2						
309 - INARAJAN ELEMENTARY				1		1			1	1					
311 - J.Q. SAN MIGUEL ELEMENTARY					1	1		1		1			1	7	
312 - L.B. JOHNSON ELEMENTARY				1		1									
313 - M.A. ULLOA ELEMENTARY	2			1		2			1						
314 - M.U. LUJAN ELEMENTARY				1		1		1							
315 - MERIZO MARTYRS ELEMENTARY						1		1							
316 - ORDOT/CHALAN PAGO ELEMENTARY				1		1		1				1	2	5	
317 - P.C. LUJAN ELEMENTARY				2			1		1						
318 - H.B. PRICE ELEMENTARY				1		1		1		1					
319 - TALOFOFO ELEMENTARY				1		1		1							
320 - TAMUNING ELEMENTARY				1				1							
321 - UPI ELEMENTARY	2			1		2		2	1						
322 - WETTENGEL ELEMENTARY				1		1		2							
323 - D.L. PEREZ ELEMENTARY				1		1		2				1	1	7	
324 - CHIEF BRODIE ELEMENTARY				1		1		1							
325 - ASTUMBO ELEMENTARY	2			1		1		1		1					
327 - MACHANANAO ELEMENTARY	1			1		1		1							
328 - LIGUAN ELEMENTARY				1		1			1						
329 - ADACAO ELEMENTARY				1		1			1						
430 - A.I. JOHNSTON MIDDLE					1	3		1		1					
431 - V.S.A. BENAVENTE MIDDLE	3			1		3		1							
432 - F.B. LEON GUERRERO MIDDLE	4			1		3		1		1					
433 - INARAJAN MIDDLE	2			1		2				1					
434 - JOSE L.G. RIOS MIDDLE	2			1		3				2					
435 - L.P. UNTALAN MIDDLE	1			1		4		1							
436 - OCEANVIEW MIDDLE				1		2		2		4					
437 - ASTUMBO MIDDLE	1			1		3				1					
438 - J.P. TORRES ALTERNATIVE	1			1		1		1							
471 - GEORGE WASHINGTON HIGH	1	2	1	1		6				4					
472 - JOHN F. KENNEDY HIGH		3		1		7				1					
473 - SIMON A. SANCHEZ HIGH	1	3		1		6				2					
474 - SOUTHERN HIGH		2		1		4		2		2					
475 - OKKODO HIGH	3	2		1		5	1	1		1		1	1	14	1
476 - TIYAN HIGH	2					5				1					
GUAHAN CHARTER SCHOOL															
ILEARN CHARTER SCHOOL															
831 - HEADSTART															
850 - SPECIAL EDUCATION								26		32	1				
998 - MILITARY LEAVE OF ABSENCE															
999 - LONG TERM DISABILITY													1		
Grand Total	29	12	1	38	2	84	2	58	8	62	1	3	6	33	1
Locally Funded Filled Positions		12		38		84				62		3	6	33	
Locally Funded Vacant Positions	29		1		2		2				1				1
Federally Funded Filled Positions								58							
Federally Funded Vacant Positions									8						

*May not reflect detailed staff

Guam Department of Education Staffing Report
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School / Division	Building / Maintenance Custodian / Worker		Bus Driver		Total Filled Positions	Total Vacant Positions	Grand Total	Enrollment at 9/30/16	Student / Filled Positions	Student / Total Positions
	F	L	F	L						
301 - AGANA HEIGHTS ELEMENTARY		1			51	-	51	420	8.24	8.24
302 - M.A. SABLAN ELEMENTARY		1			60	-	60	455	7.58	7.58
303 - B.P. CARBULLIDO ELEMENTARY		1			59	1	60	526	8.92	8.77
304 - C.L. TAITANO ELEMENTARY		2			74	-	74	597	8.07	8.07
306 - FINEGAYAN ELEMENTARY		1			94	-	94	862	9.17	9.17
307 - H.S. TRUMAN ELEMENTARY		1			57	1	58	376	6.60	6.48
308 - J.M. GUERRERO ELEMENTARY		1			79	4	83	700	8.86	8.43
309 - INARAJAN ELEMENTARY		1			35	2	37	263	7.51	7.11
311 - J.Q. SAN MIGUEL ELEMENTARY		1			70	1	71	501	7.16	7.06
312 - L.B. JOHNSON ELEMENTARY		1			34	-	34	259	7.62	7.62
313 - M.A. ULLOA ELEMENTARY		2			77	3	80	734	9.53	9.18
314 - M.U. LUJAN ELEMENTARY					68	-	68	631	9.28	9.28
315 - MERIZO MARTYRS ELEMENTARY		1			36	-	36	250	6.94	6.94
316 - ORDOT/CHALAN PAGO ELEMENTARY		2			67	-	67	507	7.57	7.57
317 - P.C. LUJAN ELEMENTARY		1			65	2	67	388	5.97	5.79
318 - H.B. PRICE ELEMENTARY		1			79	-	79	718	9.09	9.09
319 - TALOFOFO ELEMENTARY		2			40	-	40	296	7.40	7.40
320 - TAMUNING ELEMENTARY		1			79	-	79	615	7.78	7.78
321 - UPI ELEMENTARY		1			92	3	95	844	9.17	8.88
322 - WETTENGEL ELEMENTARY		1			86	-	86	736	8.56	8.56
323 - D.L. PEREZ ELEMENTARY		2			86	-	86	680	7.91	7.91
324 - CHIEF BRODIE ELEMENTARY					44	-	44	342	7.77	7.77
325 - ASTUMBO ELEMENTARY		1			65	3	68	598	9.20	8.79
327 - MACHANANAO ELEMENTARY		1			53	1	54	536	10.11	9.93
328 - LIGUAN ELEMENTARY					64	1	65	555	8.67	8.54
329 - ADACAO ELEMENTARY					59	1	60	590	10.00	9.83
430 - A.I. JOHNSTON MIDDLE		2			99	1	100	788	7.96	7.88
431 - V.S.A. BENAVENTE MIDDLE					123	3	126	1,174	9.54	9.32
432 - F.B. LEON GUERRERO MIDDLE		2			122	6	128	1,106	9.07	8.64
433 - INARAJAN MIDDLE		1			73	3	76	515	7.05	6.78
434 - JOSE L.G. RIOS MIDDLE					91	3	94	870	9.56	9.26
435 - L.P. UNTALAN MIDDLE		2			131	2	133	1,152	8.79	8.66
436 - OCEANVIEW MIDDLE		2			75	1	76	428	5.71	5.63
437 - ASTUMBO MIDDLE					72	3	75	609	8.46	8.12
438 - J.P. TORRES ALTERNATIVE					45	5	50	154	3.42	3.08
471 - GEORGE WASHINGTON HIGH		1			167	4	171	1,699	10.17	9.94
472 - JOHN F. KENNEDY HIGH					166	-	166	1,904	11.47	11.47
473 - SIMON A. SANCHEZ HIGH		2			158	1	159	1,899	12.02	11.94
474 - SOUTHERN HIGH		2			147	2	149	1,486	10.11	9.97
475 - OKKODO HIGH					142	5	147	1,682	11.85	11.44
476 - TIYAN HIGH					119	2	121	1,313	11.03	10.85
GUAHAN CHARTER SCHOOL					2	-	2			
ILEARN CHARTER SCHOOL					1	-	1			
831 - HEADSTART	1				76	2	78	514	6.76	6.59
850 - SPECIAL EDUCATION			14	6	159	28	187			
998 - MILITARY LEAVE OF ABSENCE					13	-	13			
999 - LONG TERM DISABILITY					13	-	13			
Grand Total	1	41	14	6	3,667	94	3,761	30,758	8.39	8.18
Locally Funded Filled Positions		41		6	2,849		2,849			
Locally Funded Vacant Positions						49	49			
Federally Funded Filled Positions	1		14		818		818			
Federally Funded Vacant Positions						45	45			

*May not reflect detailed staff

Guam Department of Education Staffing Report
As of February 2, 2017

School / Division	Superintendent / Deputy*		Division Head		Administrative Assistant / Officer		Administrative Secretary / Secretary Typist		Administrative Aide	Clerk/Clerk Typist			Paralegal	Attorney
	L	LV	F	L	F	L	F	L	FV	F	L	LV	L	L
811 - SUPERINTENDENT OF EDUCATION	3	2		1		5						1	1	2
812 - FEDERAL PROGRAMS			1		3									
815 - RESEARCH, PLANNING & EVAL				1										
816 - FIN, STUDENT & ADM INFO SYS				1		1								
819 - LEARNING RESOURCE CENTER														
820 - CURRICULUM & INSTRUCTION					2	1	1			2				
821 - CHAMORRO STUDIES				1				1			2			
822 - FINANCIAL AFFAIRS				1							1			
823 - HUMAN RESOURCES				1		1								
824 - FACILITIES & MAINTENANCE				1		1					1			
825 - STUDENT SUPPORT SERVICES				1		1		1						
826 - FOOD NUTRITION SERVICE				1		1								
828 - SUPPLY MANAGEMENT				1				1			1			
840 - EDUCATION SUPP & COMM LEARN						1			2					
998 - MILITARY LEAVE OF ABSENCE														
999 - LONG TERM DISABILITY														
Grand Total	3	2	1	10	5	12	1	3	2	2	5	1	1	2
Locally Funded Filled Positions	3			10		12		3			5		1	2
Locally Funded Vacant Positions		2										1		
Federally Funded Filled Positions			1		5		1			2				
Federally Funded Vacant Positions									2					

*May not reflect detailed staff

Guam Department of Education Staffing Report
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School / Division	Teacher			Long Term Substitute	JROTC	Program Coordinator / Examiner / School Program Consultant / Chamorro Specialist				Instructional Coordinator / Mentor			Community Program Aide		
	F	L	LV	L	L	F	FV	L	LV	F	FV	L	F	FV	L
811 - SUPERINTENDENT OF EDUCATION															
812 - FEDERAL PROGRAMS						16	3								
815 - RESEARCH, PLANNING & EVAL						1									
816 - FIN, STUDENT & ADM INFO SYS						2		1							
819 - LEARNING RESOURCE CENTER								1							1
820 - CURRICULUM & INSTRUCTION	1	1	1	1		15		7	1	3		5			
821 - CHAMORRO STUDIES							3	1	1						
822 - FINANCIAL AFFAIRS															
823 - HUMAN RESOURCES															
824 - FACILITIES & MAINTENANCE								5	1						
825 - STUDENT SUPPORT SERVICES								3							
826 - FOOD NUTRITION SERVICE								2	2						
828 - SUPPLY MANAGEMENT								1							
840 - EDUCATION SUPP & COMM LEARN					2	5		1		7	8	1	11	3	
998 - MILITARY LEAVE OF ABSENCE															
999 - LONG TERM DISABILITY															
Grand Total	1	1	1	1	2	39	6	22	5	10	8	6	11	3	1
Locally Funded Filled Positions		1		1	2			22				6			1
Locally Funded Vacant Positions			1						5						
Federally Funded Filled Positions	1					39				10			11		
Federally Funded Vacant Positions							6				8			3	

*May not reflect detailed staff

Guam Department of Education Staffing Report
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School / Division	GATE Aide	Instructional Program Aide	Graphic Artist	Computer Analyst	Computer Technician		Auditor	Management Analyst		Accountant	Accounting Technician		Personnel Assistant / Specialist		Equal Employment Officer / Employee Management Resource
	L	FV	L	L	F	L	L	L	LV	L	L	LV	F	L	L
811 - SUPERINTENDENT OF EDUCATION							5								
812 - FEDERAL PROGRAMS															
815 - RESEARCH, PLANNING & EVAL															
816 - FIN, STUDENT & ADM INFO SYS				4	5	2									
819 - LEARNING RESOURCE CENTER															
820 - CURRICULUM & INSTRUCTION	1	1													
821 - CHAMORRO STUDIES			1												
822 - FINANCIAL AFFAIRS								5	1	7	5	2			
823 - HUMAN RESOURCES													1	11	2
824 - FACILITIES & MAINTENANCE															
825 - STUDENT SUPPORT SERVICES															
826 - FOOD NUTRITION SERVICE															
828 - SUPPLY MANAGEMENT															
840 - EDUCATION SUPP & COMM LEARN															
998 - MILITARY LEAVE OF ABSENCE			1												
999 - LONG TERM DISABILITY															
Grand Total	1	1	2	4	5	2	5	5	1	7	5	2	1	11	2
Locally Funded Filled Positions	1		2	4		2	5	5		7	5			11	2
Locally Funded Vacant Positions									1			2			
Federally Funded Filled Positions					5								1		
Federally Funded Vacant Positions		1													

*May not reflect detailed staff

Guam Department of Education Staffing Report
As of February 2, 2017

School / Division	Chief Payroll Officer / Payroll Supervisor	Payroll Clerk	Nursing Service Administrator	Psychologist		Social Worker			Attendance Officer	Cafeteria Manager	Cook's Assistant	Buyer	Inventory Management Officer / Property Control Officer		Auto Mechanic
	L	L	L	L	LV	F	FV	L	L	L	L	L	L	LV	L
811 - SUPERINTENDENT OF EDUCATION															
812 - FEDERAL PROGRAMS															
815 - RESEARCH, PLANNING & EVAL															
816 - FIN, STUDENT & ADM INFO SYS															
819 - LEARNING RESOURCE CENTER															
820 - CURRICULUM & INSTRUCTION															
821 - CHAMORRO STUDIES															
822 - FINANCIAL AFFAIRS	2	6													
823 - HUMAN RESOURCES															
824 - FACILITIES & MAINTENANCE															1
825 - STUDENT SUPPORT SERVICES				1	1				10						
826 - FOOD NUTRITION SERVICE										2	1				
828 - SUPPLY MANAGEMENT												7	8	1	
840 - EDUCATION SUPP & COMM LEARN			1			7	3	2							
998 - MILITARY LEAVE OF ABSENCE															
999 - LONG TERM DISABILITY															
Grand Total	2	6	1	1	1	7	3	2	10	2	1	7	8	1	1
Locally Funded Filled Positions	2	6	1	1				2	10	2	1	7	8		1
Locally Funded Vacant Positions					1									1	
Federally Funded Filled Positions						7									
Federally Funded Vacant Positions							3								

*May not reflect detailed staff

Guam Department of Education Staffing Report
As of February 2, 2017

School / Division	Building Maintenance Supervisor / Superintendent	Building / Maintenance Custodian / Worker	Carpenter		Electrician	Equipment Operator	Painter	Plumber		Refrigeration Mechanic	Safety Administrator	Storekeeper		Trades Helper
	L	L	L	LV	L	L	L	L	LV	L	LV	L	LV	L
811 - SUPERINTENDENT OF EDUCATION														
812 - FEDERAL PROGRAMS														
815 - RESEARCH, PLANNING & EVAL														
816 - FIN, STUDENT & ADM INFO SYS														
819 - LEARNING RESOURCE CENTER														
820 - CURRICULUM & INSTRUCTION														
821 - CHAMORRO STUDIES														
822 - FINANCIAL AFFAIRS														
823 - HUMAN RESOURCES														
824 - FACILITIES & MAINTENANCE	7	5	11	2	10	2	1	9	1	3	1		1	8
825 - STUDENT SUPPORT SERVICES														
826 - FOOD NUTRITION SERVICE														
828 - SUPPLY MANAGEMENT												3		
840 - EDUCATION SUPP & COMM LEARN														
998 - MILITARY LEAVE OF ABSENCE														
999 - LONG TERM DISABILITY														
Grand Total	7	5	11	2	10	2	1	9	1	3	1	3	1	8
Locally Funded Filled Positions	7	5	11		10	2	1	9		3		3		8
Locally Funded Vacant Positions				2					1		1		1	
Federally Funded Filled Positions														
Federally Funded Vacant Positions														

*May not reflect detailed staff

Guam Department of Education Staffing Report
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School / Division	Warehouse Supervisor	Welder	Total Filled Positions	Total Vacant Positions	Grand Total
	L	L			
811 - SUPERINTENDENT OF EDUCATION			17	3	20
812 - FEDERAL PROGRAMS			20	3	23
815 - RESEARCH, PLANNING & EVAL			2	-	2
816 - FIN, STUDENT & ADM INFO SYS			16	-	16
819 - LEARNING RESOURCE CENTER			2	-	2
820 - CURRICULUM & INSTRUCTION			40	3	43
821 - CHAMORRO STUDIES			6	4	10
822 - FINANCIAL AFFAIRS			27	3	30
823 - HUMAN RESOURCES			16	-	16
824 - FACILITIES & MAINTENANCE	1	3	69	6	75
825 - STUDENT SUPPORT SERVICES			17	1	18
826 - FOOD NUTRITION SERVICE			7	2	9
828 - SUPPLY MANAGEMENT			22	1	23
840 - EDUCATION SUPP & COMM LEARN			38	16	54
998 - MILITARY LEAVE OF ABSENCE			1	-	1
999 - LONG TERM DISABILITY			-	-	-
Grand Total	1	3	300	42	342
Locally Funded Filled Positions	1	3	217		217
Locally Funded Vacant Positions				19	19
Federally Funded Filled Positions			83		83
Federally Funded Vacant Positions				23	23

*May not reflect detailed staff

Guam Department of Education
New Hires Report for the Month of January 2017

	Name	Pay Position Desc	Location Desc	Hire Date	Pay Grade / Step	Pay Hourly Rate	Pay Annual Salary
	NEW HIRES (LOCAL FUNDED) LIMITED TERM PART TIME						
	CHARGUALAF, EVA-LEENA	SUBSTITUTE	B.P. CARBULLIDO ELEMENTARY	01/09/2017	F-HP/1	$ 11.14	$ 23,170.99
	HECITA, DANICA	SUBSTITUTE	C.L. TAITANO ELEMENTARY	01/17/2017	F-HP/1	$ 11.14	$ 23,170.99
	QUICHOCHO, DORIS	TCHR III (OCS)	C.L. TAITANO ELEMENTARY	01/06/2017	K-HP/1	$ 16.30	$ 33,911.07
	OLAGUIR, CHITA	TCHR II (OCS)	L.B. JOHNSON ELEMENTARY	01/05/2017	K-HP/1	$ 16.30	$ 33,911.07
	HECITA, DANALEI	SUBSTITUTE	ORDOT/CHALAN PAGO ELEMENTARY	01/17/2017	F-HP/1	$ 11.14	$ 23,170.99
	TERLAJE, CHRISTINE A.S.	SUBSTITUTE	TAMUNING ELEMENTARY	01/23/2017	F-HP/1	$ 11.14	$ 23,170.99
	CARAANG, DONALD	TEACHER II	D.L. PEREZ ELEMENTARY	01/13/2017	ED2/1	$ 20.47	$ 34,383.00
	TAISIPIC, LANI	SUBSTITUTE	CHIEF BRODIE ELEMENTARY	01/17/2017	F-HP/1	$ 11.14	$ 23,170.99
	LLEGADO, JAIME	TCHR II (OCS)	ADACAO ELEMENTARY	01/09/2017	K-HP/1	$ 16.30	$ 33,911.07
	ALMAZAN, ANALISA	HEAD START AIDE (PT)	HEADSTART	01/09/2017	G-HP/1	$ 11.89	$ 24,728.91
	BARCINAS, HAANE	TCHR II (OCS)	A.I. JOHNSTON MIDDLE	01/05/2017	K-HP/1	$ 16.30	$ 33,911.07
	ADA, JOY	TEACHER II	V.S.A. BENAVENTE MIDDLE	01/12/2017	ED2/1	$ 20.47	$ 34,383.00
	BORJA, APRIL	TEACHER II	F.B. LEON GUERRERO MIDDLE	01/13/2017	ED2/1	$ 20.47	$ 34,383.00
	VENTURA, LEONARD-JOHN	TEACHER I-C	F.B. LEON GUERRERO MIDDLE	01/12/2017	ED1C/1	$ 18.69	$ 31,395.00
	FEJARAN, JESIREE	SUBSTITUTE	JOSE L.G. RIOS MIDDLE	01/09/2017	F-HP/1	$ 11.14	$ 23,170.99
	PEREZ, MYA	TEACHER I-C	JOSE L.G. RIOS MIDDLE	01/16/2017	ED1C/1	$ 18.69	$ 31,395.00
	CRUZ, SHAUN	SUBSTITUTE	L.P. UNTALAN MIDDLE	01/09/2017	F-HP/1	$ 11.14	$ 23,170.99
*	TAITANO, FRANCIS	TEACHER III	SIMON A. SANCHEZ HIGH	01/13/2017	ED3/1	$ 21.46	$ 36,057.00
	SANTOS, ANNIE	SUBSTITUTE	OKKODO HIGH	01/24/2017	F-HP/1	$ 11.14	$ 23,170.99
	NEW HIRES (LOCAL FUNDED) LIMITED TERM PART TIME				19		
	NEW HIRES (LOCAL FUNDED) LIMITED TERM FULL TIME						
	VALENCIA, ARJAY	TEACHER I-C	M.A. ULLOA ELEMENTARY	01/13/2017	ED1C/1	$ 18.69	$ 31,395.00
	VALENTINE, ANGELICA	TEACHER I-C	ASTUMBO MIDDLE	01/13/2017	ED1C/1	$ 18.69	$ 31,395.00
*	HARPER, YVONNE	TEACHER IV	GEORGE WASHINGTON HIGH	01/19/2017	ED4/1	$ 23.07	$ 38,762.00
	NEW HIRES (LOCAL FUNDED) LIMITED TERM FULL TIME				3		
	NEW HIRES (LOCAL FUNDED) FULL TIME						
	GALSIM, CATHERINE	PARALEGAL II	SUPERINTENDENT OF EDUCATION	01/16/2017	L-HP/1	$ 17.84	$ 37,100.00
	MIRAL, KRISTINA	PERSONNEL SPECIALIST II	HUMAN RESOURCES	01/30/2017	M-HP/1	$ 19.60	$ 40,762.00
	PEREZ, SEAN	TEACHER I-C	M.A. ULLOA ELEMENTARY	01/09/2017	ED1C/1	$ 186.88	$ 31,395.00
	ALMONTE, PHILIP XANDER	TEACHER II	P.C. LUJAN ELEMENTARY	01/13/2017	ED2/1	$ 20.47	$ 34,383.00
**	JUAREZ, APRIL	TEACHER III	D.L. PEREZ ELEMENTARY	01/09/2017	ED3/10	$ 23.80	$ 49,499.00
	CALILUNG, PATRICK	TEACHER IV	F.B. LEON GUERRERO MIDDLE	01/09/2017	ED4/1	$ 23.07	$ 38,762.00
	CRUZ, CATHERINE ANN	CLERK TYPIST I	F.B. LEON GUERRERO MIDDLE	01/17/2017	D-HP/1	$ 9.15	$ 19,040.00
	AVILLA, SHANEI	CLERK TYPIST I	L.P. UNTALAN MIDDLE	01/17/2017	D-HP/1	$ 9.15	$ 19,040.00
**	QUINATA, BEN	TEACHER III	SOUTHERN HIGH	01/13/2017	ED3/12	$ 25.33	$ 52,689.00
	NEW HIRES (LOCAL FUNDED) FULL TIME				9		

* Retiree, ** Reemployed, PT = Part Time, OCS = On Call Substitute

Guam Department of Education
New Hires Report for the Month of January 2017

Name	Pay Position Desc	Location Desc	Hire Date	Pay Grade / Step	Pay Hourly Rate	Pay Annual Salary
NEW (LOCAL FUNDED) GUAM EDUCATION BOARD MEMBERS						
LUJAN, JAMES A.C.	BOARD MEMBER	BOARD OF EDUCATION	01/03/2017		$ 250.00	$ 6,000.00
MCNINCH, RONALD	BOARD MEMBER	BOARD OF EDUCATION	01/03/2017		$ 250.00	$ 6,000.00
NEW (LOCAL FUNDED) GUAM EDUCATION BOARD MEMBERS				2		
NEW HIRES (FEDERALLY FUNDED) LIMITED TERM PART TIME						
NAUTA, FRANCINE ROSE	SUBSTITUTE	HEADSTART	01/05/2017	F-HP/1	$ 11.14	$ 23,170.99
ATALIG, JOELEEN TIARA	SUBSTITUTE	HEADSTART	01/17/2017	F-HP/1	$ 11.14	$ 23,170.99
BLAS, JOWINA	HEAD START AIDE (PT)	HEADSTART	01/09/2017	G-HP/1	$ 11.89	$ 24,728.91
TAIJERON, RIA	HEAD START AIDE (PT)	HEADSTART	01/09/2017	G-HP/1	$ 11.89	$ 24,728.91
ALAG, SHEILA LYN	HEAD START AIDE (PT)	HEADSTART	01/09/2017	G-HP/1	$ 11.89	$ 24,728.91
CAMACHO, JOBELLA	ONE TO ONE AIDE	SPECIAL EDUCATION	01/05/2017	E-HP/1	$ 10.14	$ 21,094.94
GUZMAN, BILLI-JO	ONE TO ONE AIDE	SPECIAL EDUCATION	01/09/2017	E-HP/1	$ 10.14	$ 21,094.94
QUIZON, HERBERT	ONE TO ONE AIDE	SPECIAL EDUCATION	01/11/2017	E-HP/1	$ 10.14	$ 21,094.94
FRUTOS, ROBERT	ONE TO ONE AIDE	SPECIAL EDUCATION	01/12/2017	E-HP/1	$ 10.14	$ 21,094.94
LUMBO, ANDREW	ONE TO ONE AIDE	SPECIAL EDUCATION	01/17/2017	E-HP/1	$ 10.14	$ 21,094.94
NEW HIRES (FEDERALLY FUNDED) LIMITED TERM PART TIME				10		
NEW HIRES (FEDERALLY FUNDED) LIMITED TERM FULL TIME						
SAN NICOLAS, MELANNIE JO	CLERK II	CURRICULUM & INSTRUCTION	01/25/2017	D-HP/1	$ 9.15	$ 19,040.00
NEW HIRES (FEDERALLY FUNDED) LIMITED TERM FULL TIME				1		
NEW HIRES (FEDERALLY FUNDED) FULL TIME						
DE DIOS, VERGEL	BUS DRIVER I.W.D.	SPECIAL EDUCATION	01/10/2017	H-HP/1	$ 12.75	$ 26,520.00
NEW HIRES (FEDERALLY FUNDED) FULL TIME				1		
LIMITED TERM PART TIME				29		
LIMITED TERM FULL TIME				4		
FULL TIME				10		
BOARD MEMBERS				2		
TOTAL NEW HIRES				45		
LOCALLY FUNDED				33		
FEDERALLY FUNDED				12		
TOTAL NEW HIRES				45		

* Retiree, ** Reemployed, PT = Part Time, OCS = On Call Substitute

ELEMENTARY TEACHER VACANCIES FOR SCHOOL YEAR 2016-2017
AT FEBRUARY 2, 2017

SCHOOL NAMES	KINDER	1ST	2ND	4TH	5TH	CHAMORRO	LIBRARIAN	GUIDANCE COUNSELOR	GRAND TOTAL
J.M. GUERRERO					1				1
J.Q. SAN MIGUEL							1		1
M.A. ULLOA		1				1			2
P.C. LUJAN								1	1
UPI			1	1					2
ASTUMBO		1	1						2
MACHANANAO	1								1
GRAND TOTAL:	1	2	2	1	1	1	1	1	10

NOTE: Please note that this data is subject to change as Human Resources continues to accept resignations and retirements as well as filling positions with certified teachers.

9 Classroom Instruction, 1 Non-Instructional

REFERRAL IN PROGRESS

LIMITED TERM (FT) ONLY - e.g., Coverage for Long Term Leave, MLOA, or increased student enrollment.

RECOMMENDED/SELECTED APPLICANT - Pending administrative clearances / Personnel Action; Individual has not reported to work

SECONDARY TEACHER VACANCIES FOR SCHOOL YEAR 2016-2017
AT FEBRUARY 2, 2017

SUBJECT/AREA	Agueda Johnston Middle	VSA Benavente Middle	F.B.L.G. Middle	Inarajan Middle	Jose L.G. Rios Middle	L.P. Untalan Middle	Astumbo Middle	G.W. High	Simon Sanchez High	J.P. Alternative School	Okkodo High School	Tiyan High School	GRAND TOTAL
Business Education			1										1
Chamorro Language										1			1
Health				1							1		2
Language Arts		1											1
Reading							1						1
Math			2	1								1	4
Music		1											1
Science		1	1		1	1		1	1		1	1	8
Social Studies					1								1
Consumer Family Science											1		1
School Counselor											1		1
School Librarian	1												1
GRAND TOTAL:	1	3	4	2	2	1	1	1	1	1	4	2	23

NOTE: Please note that this data is subject to change as Human Resources continues to accept resignations and retirements as well as filling positions with certified teachers.

21 - Classroom Instruction; 2 Non-Instructional

REFERRAL IN PROGRESS

LIMITED TERM (FT) ONLY - e.g., Coverage for Long Term Leave, MLOA, and increased of student enrollment.

RECOMMENDED/SELECTED APPLICANT - Pending administrative clearances / Personnel Action; Individual has not reported to work

SPECIAL PROGRAMS TEACHER VACANCIES SCHOOL YEAR 2016-2017
AT FEBRUARY 2, 2017

LOCALLY FUNDED	
Program	**No. of Vacancies**
C&I - GATE (1-Pre-Gate assigned to: Machananao Elem. School)	1
SPECIAL EDUCATION (CRT)	1
TOTAL	**2**

FEDERALLY FUNDED	
Program	**No. of Vacancies**
C&I DIVISION - ESL PROGRAM (ESL COORDINATOR) (J.M. Guerrero Elem. ,M.A. Ullao Elem. & Upi Elem.)	3
DIVISION OF ESCL - OPPORTUNITY RESOURCE TEACHERS (FBLG Middle, Astumbo Middle, Inarajan Middle, Oceanview Middle & L.P. Untalan Middle)	5
J.P. TORRES ALTERNATIVE ED SCHOOL (FEDERAL) (includes Liheng Famaguon (DYA) ESL/SS/BUS MATH)	3
ESCL - TEACHER MENTOR PROGRAM (8 new positions approved)	8
ESCL - INSTRUCTIONAL COACH (P.C. Lujan Elem., Inarajan Elem., Adacao Elem., Liguan Elem., & J.M. Guerrero Elem., 2 New Positions)	5
SPECIAL EDUCATION (Southern High School & Special Ed Division)	2
TOTAL	**26**

TOTAL COMBINED	**28**

NOTE: Please note that this data is subject to change as Human Resources continues to accept resignations and retirements as well as filling positions with certified teachers.

REFERRAL IN PROGRESS

LIMITED TERM (FT) ONLY - e.g., Coverage for Long Term Leave, MLOA, and increased of student enrollment.

RECOMMENDED/SELECTED APPLICANT - Pending administrative clearances / Personnel Action; Individual has not reported to work

Third Party Fiduciary Agent

Guam Department of Education

In partial fulfillment of Contract: 011-2010

Monthly Project Status Report

Report 76

January 15, 2017

Doc. No. 34GL-17-0216.

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Doc. No. 34GL-17-0216.

Overview of Accomplishments and Activities, January 15, 2017

A&M officially started performance on the Third Party Fiduciary Agent (TPFA) contract on September 15, 2010 based upon final signatures (the Notice to Proceed was issued on September 13, 2010). Initiation of progress tracking is based upon initial mobilization and official kick-off with the U.S. Department of Education (USDOE) on September 20, 2010.

The highlights for the month ending January 15, 2017 include the following:

- A&M[i] continues to assist the GDOE on its transition plan to eventually remove it from high risk status.
  - A&M attends weekly GDOE meetings that track the GDOE's transition progress. Written updates are prepared and distributed by the GDOE's Co-Chairs. An executive summary is prepared by the Co-Chairs and is distributed to the acting Superintendent.
  - The acting Superintendent, the Co-Chairs, and A&M generally meet internally on a regular basis to discuss plan progress and potential road-blocks.
  - A&M continues to work with the GDOE to finalize initiatives that have been included in the transition plan and has addressed the possible transfer of certain work-streams currently being performed by the TPFA.
  - The TFPA continues to discuss with the GDOE the possibility of transitioning certain accounting and other reporting activities currently being performed by the TPFA. In addition, the TPFA has offered to provide training in those activities to GDOE personnel.
- The TPFA continues to address concerns based on the latest Inventory Reports with GDOE Property Management Office (PMO). Communication between PMO, Internal Audit, the Deputy Superintendents, and the acting Superintendent continues to focus on missing/stolen USDOE, Local, and Non-USDOE assets and address school site security of fixed assets. PMO has conducted regular trainings with the Property Liaisons and School/Division Administrators to discuss the SOP and improve inventory management. The TPFA regularly attends PMO related workshops and continues to monitor USDOE fixed asset activities and provide extensive training to PMO staff.
- All expiring FY14 grants (Title V, Part A consolidated and Special Education B and C grants) were successfully liquidated by the December 31, 2016 deadline.

Grant Status Highlights and Activity Data

Guam Department of Education

Grant Status Report Executive Summary

Grant Status Report as of 1/17/2017 6:43:24 AM

Grant	Grant Name	Budget	Encumbrances	Requisitions	Actual Expenditures	Available Budget	Available %	Obligated By
F1296	FY12 Project TFASEG	908,222.00	-	-	907,754.00	468.00	0.05%	9/30/2017
F1313	FY13 Striving Readers Compreh Lit.	212,346.00	-	-	212,346.00	-	0.00%	7/31/2017
F1396	FY13 Project TFASEG	948,262.00	-	-	945,969.64	2,292.36	0.24%	9/30/2017
F1413	FY14 STRIVING READERS	270,133.00	216.25	-	258,627.34	11,289.41	4.18%	7/31/2017
F1482	2014 Consolidated Grant - Title V	25,678,150.98	-	-	25,678,150.98	-	0.00%	9/30/2016
F1495	FY2014 SPED Part B	14,096,945.00	-	-	14,096,945.00	-	0.00%	9/30/2016
F1496	FY14 project TFASEG	963,140.00	120,669.99	-	807,630.28	34,839.73	3.62%	9/30/2017
F1513	FY15 Striving Readers	305,298.00	56,803.96	-	150,029.18	98,464.86	32.25%	7/31/2017
F1582	2015 Consolidated Grant - Title V	24,925,098.00	5,202,135.11	1,168,864.96	14,999,457.29	3,554,640.64	14.26%	9/30/2017
F1594	FY2014 Special Education Part C	1,462,924.00	-	-	1,462,924.00	-	0.00%	9/30/2016
F1595	FY2015 SPED Part B	14,096,945.00	572,162.65	106,285.83	7,187,357.20	6,231,139.32	44.20%	9/30/2017
F1596	FY15 PROJECT TFASEG	963,140.00	233,407.27	-	676,218.71	53,514.02	5.56%	9/30/2017
F1682	2016 Consolidated Grant - Title V	0.00	-	-	0.00	-	0.00%	9/30/2017
F1692	16 Impact	0.00	-	-	31,693.09	(31,693.09)	0.00%	9/30/2016
F1694	FY2015 Special Education Part C	1,487,272.00	215,341.06	5,000.00	870,352.81	396,578.13	26.66%	9/30/2017
F1695	FY2016 SPED Part B	14,120,991.00	-	-	0.00	14,120,991.00	100.00%	9/30/2017
F1696	FY16 PROJECT TFASEG	920,548.00	15,215.79	214,800.00	0.00	690,532.21	75.01%	9/30/2017
F1792	17 Impact	0.00	-	-	4,789.77	(4,789.77)	0.00%	9/30/2017
F1794	FY2016 Special Education Part C	1,489,809.00	150,917.00	-	0.00	1,338,892.00	89.87%	9/13/2017
		$102,849,223.98	**$6,566,869.08**	**$1,494,950.79**	**68,290,245.29**	**$26,497,158.82**	**25.76%**	

Statistics for Current Fiscal Year

	December	1st Quarter to Date	Total for FY17 to date
Requisitions Created	21	83	83
Purchase Orders Issued	25	66	66
Funds drawn for Payments	$ 4,857,375	$ 10,672,296	$ 10,672,296
Receipt of Fixed Assets	84	395	395

Performance Plan Evidence of Completion Achievement
2016-17 activities will continue to focus on building collaborative processes with GDOE, advancing the CCAP and controls supporting an overall objective of resolving high risk designation.

Performance Area	Activities	Final Evidence of Completion	Schedule Based upon Updated Performance Plan	Accomplishments To Date and Planned
Infrastructure Installation and Management	Transfer all necessary data from the 3rd party FMIS to GDOE's FMIS, communicating information to GDOE's FMIS contractor and providing feedback to GDOE and the USDOE on GDOE's implementation of the FMIS.	Reconciliation report confirming complete and accurate transfer of 3rd party financial records to GDOE's FMIS **2014-15** Automated transfer of fixed asset data from 3rd party financial records to GDOE's FMIS	By 10th of the month after the first drawdown transaction. **2014-15** Automated data transfers between TPFA and GDOE systems is limited to fixed asset data. Financial data is incorporated into GDOE's system manually by sharing TPFA month-end financial reports.	
Compliance Management	Develop a compliance roadmap equivalent to a Comprehensive Corrective Action Plan	Developed and Approved Comprehensive Corrective Action Plan	Continued quarterly submission of the CCAP **2016-17** Update CCAP as necessary based upon changes to GDOE's administrative structure and/or due to audit or management findings related to the controls environments	CCAP officially accepted by USDOE on Dec 15, 2011. **2016-17** submissions and reconciliation of comments provided by USDOE

Performance Area	Activities	Final Evidence of Completion	Schedule Based upon Updated Performance Plan	Accomplishments To Date and Planned
	Perform quarterly tracking of CCAP	Documented tracking of progress against Plan and incorporation of any required changes based upon new process and/or compliance changes	**2016-17** Continue to manage the coordination of tracking and preparation of the CCAP for review	**2016-17** Support the submission of quarterly reports by GDOE.
External Audit Support	Support for external audits and facilitating information requests, etc.	Provide responses to information requests and meetings set with external auditors. Assist with internal audit department with identification of risk areas.	**2016-17** Single audit support when scheduled with external auditors by the Deputy Superintendent. **2014-15** Reviewed standard operating procedures (SOPs) and department policies to assist in development of audit plan. Assisted with internal audit department with identification of risk areas.	TPFA provided audit support for all audits performed during our engagement with GDOE. TPFA also responds to follow-up requests re: prior year audit findings as requested. **2016-17** TPFA will participate in audit meetings with GDOE, external auditors and Guam Office of Public Accountability to support completion of FY16 audit.
In -Kind Valuation Processes	Determine the basis for valuations related to cost sharing and matching funds for grant reporting	Maintenance of records sufficient to document the basis of in kind valuations through audit reviews		On-going, as needed.

Performance Area	Activities	Final Evidence of Completion	Schedule Based upon Updated Performance Plan	Accomplishments To Date and Planned
Transactional Support/Daily Operations	Perform inventory management	Inventory reconciliation reports		**2016-17** TPFA will provide updated guidance for physical inventory of locally and federally purchased assets.
	Payroll	Clean drawdown request for payroll expenses	On-going	For the period of December 16th thru January 15th, TPFA reimbursed approximately $1.01M for payroll for consolidated and discretionary grants and $1.09M for SPED.
	Payables	Daily transactions listing support each request for a draw of grant funds by the Business Office	Immediately after release of funds by the USDOE And continuing to monitor for effectiveness.	On-going.
	Procurement	Monthly summary of completed purchases and procurement actions	Feb 5, 2011 And continuing to monitor for effectiveness.	On-going.
	Records management	EDGAR compliant transaction document files	Dec 29, 2010	On-going

Performance Area	Activities	Final Evidence of Completion	Schedule Based upon Updated Performance Plan	Accomplishments To Date and Planned
	Cash management	Compliant daily bank balance reports	Dec 29, 2010	On-going.
Payroll systems	Detailed specification of internal control standards and process improvement actions required by CCAP	Checklist of payroll procedure changes to be implemented	Jan 31, 2011 And continuing to monitor for effectiveness	Updated SOPs reflecting updated processes and FMIS capabilities by GDOE personnel. **2016-17** SOPs will continue to be updated as needed to integrate with FMIS.
	Implement compliant payroll processes and system setup	Bi-weekly report of payroll exceptions	Dec 15, 2010 And continuing to monitor for effectiveness **2014-15** Improvements to the general ledger/labor cost analysis and creation of inter-department communication/efficiency.	Activities to improve GDOE payroll and personnel processes are currently underway.
	Document and maintain records appropriately	Publication and external auditor verification of compliance with SOPs	Jan 31, 2011 And continuing to monitor for effectiveness	TPFA uses a three way match to reimburse payroll costs. GDOE is improving their match error rate as a result of the error report reconciliations and emphasis on payroll system improvements at the school and division

Performance Area	Activities	Final Evidence of Completion	Schedule Based upon Updated Performance Plan	Accomplishments To Date and Planned
				levels. Federal Roster and TDR processing is continuing to be the focus on payroll reimbursement processes.
Cash Management	Implement a system of cash management that provides for cash – neutral or limited use of general funds for federal programs.	Daily bank balance reports and completion of test draws arriving in appropriate bank account.	Complete. Monitoring is on-going.	Monthly bank reconciliations are provided to GDOE.
	Confirm that reimbursement requests are supported by appropriate documentation and documentation is maintained for an appropriate period of time.	Monthly report showing grant status by organization, school or program	Complete.	On-going.
	Confirm that account balances are monitored to prevent the failure to timely obligate and liquidate funds and prevent the lapsing of funds.	Grant award status report and monthly reporting	Initial - Jan 10, 2011 And continuing to monitor for effectiveness	On-going.
Procurement operations and systems	Detailed specification of internal control standards and process improvement actions required by CCAP	Checklist of procurement procedure changes to be implemented	Initial - Jan 31, 2011 And continuing to monitor for effectiveness **2012-13** Worked collaboratively with GDOE Supply Management to	On-going. **2016-17** Update internal control associated with CCAP and other policies and procedures.

Performance Area	Activities	Final Evidence of Completion	Schedule Based upon Updated Performance Plan	Accomplishments To Date and Planned
			improve procurement processes	
	Establish contacts and working relationships with prospective vendors that can provide goods and services that GDOE needs under the grants. Enter into contracts with vendors on behalf of GDOE, and, in doing so, must comply with the provisions for procurement.	Review of an authorized vendors list and monthly tracking of procurement actions	Initial - Nov 15, 2010 Continuing to monitor for effectiveness **2012-13** Assisted GDOE in improving overall supplier management processes	Have established numerous relationships with technology and other key vendors based upon planned procurements in grants. Participate in vendor management activities as appropriate. **2016-17** Identify and document improved practices related to supplier management.
	Establish procurement processes and system functions	Publication and external auditor verification of compliance with SOPs	Initial - Jan 31, 2011 **2014-15** Supported enhancements in procurement activities through updates to SOPs based upon organizational, systems and potential compliance requirements.	Complete.
Fixed Assets /Inventory systems	Detailed specification of internal control standards and process improvement actions required by CCAP	Checklist of fixed assets procedure changes to be implemented.	Jan 31, 2011 **2014-15** BMI Scanner workshops and training sessions via web-conferencing were	On-going. **2016-17** TPFA's continued use of scanners in support of inventory and fixed assets

Performance Area	Activities	Final Evidence of Completion	Schedule Based upon Updated Performance Plan	Accomplishments To Date and Planned
			conducted by GDOE's Supply Management Administrator, Tyler Technologies, and BMI. Training included all GDOE warehouse and property management personnel with attendance and assistance from TPFA.	
	Continued oversight of federal funded procurement and inventory, oversee the management of all tangible personal property procured under the grants by the GDOE in accordance with the requirements	Fixed assets inventory reconciliation report	**2014-15** Worked with GDOE to align FA approaches and provide integration with the FMIS FA module.	**2016-17** – Provide ongoing management through the FA module and coordinate with GDOE's FMIS and FA management approach to support transition of data and technical approach.
	Transition to decentralized warehouse management and receiving	Training and operational procedures at school level	August- Jan 31, 2014 **2014-15** Review of receiving operations at school level. Procedures, training and operational practices introduced and implemented across GDOE.	

Performance Area	Activities	Final Evidence of Completion	Schedule Based upon Updated Performance Plan	Accomplishments To Date and Planned
Records Management	Detailed specification of internal control standards and process improvement actions required by CCAP	Checklist of records management procedure changes to be implemented	**2016-17** Work with GDOE Internal Audit team to improve internal controls and identify risk areas.	Ongoing population of TPFA deliverables repository. Materials are updated as standard operating procedures, training documents and other materials are implemented or revised.
	Appropriate records management in compliance with EDGAR requirements and that supporting documentation is maintained for an appropriate period of time. This includes the entry of electronic copies of all supporting documentation into the integrated software system so that it is readily available for audit and or inquiry by various parties including GDOE executive and program offices.	Compliant financial transaction files	Dec 31, 2010, as inclusion in the training materials for GDOE MUNIS users and continuing to monitor for effectiveness.	Electronic record storage will be implemented as part of the FMIS system.
Reporting	Conduct reconciliations on a monthly and quarterly basis.	Reconciliation Reports Monthly and Quarterly	Complete	On-going.
	Define other custom reports as necessary to support operations.	Special reports and analyses	Initial - Sep 15, 2011 Continuing to monitor for effectiveness	On-going.

Performance Area	Activities	Final Evidence of Completion	Schedule Based upon Updated Performance Plan	Accomplishments To Date and Planned
	Program management reporting - Standard monthly reporting will track status of performance results as well as operating information on draw downs, procurement status and other pre-defined status indicators. Reporting will also identify any performance risks and issues. Informal, timely information exchange will also occur to share information, resolve issues and address operational concerns.	Issue memos or emails; monthly program management reports	Monthly	**2016-17** Continue to produce status reports and review with Federal Programs and management.
Performance Improvements	Identified opportunities to streamline processes and increase operational efficiency and improve internal controls.	Provide leadership and support to update all SOPs based upon process changes as part of the FMIS implementation effort	Sept 2013-February 2014	**2014-15** Reviewed fiscal controls and updated SOPs to reflect changes associated with FMIS implementation and identify opportunities to improve performance and compliance.
Procurement Support as an added function	Draft procurement document templates that comply with ARRA and other federal requirements.	Accepted by GDOE Office of Supply Management	Complete. **2014-15** Review required updates and set forth an appropriate schedule for delivery	Complete. Providing additional procurement support and template-updating as necessary.

Performance Area	Activities	Final Evidence of Completion	Schedule Based upon Updated Performance Plan	Accomplishments To Date and Planned
	Augment supply management staff as needed to ensure obligation of expiring grants funds.	Provide additional staffing for surge support for end of year processing.	**Summer 2014** Provided increased staffing as needed to support increased procurement activities.	**2016-17** Review opportunities to improve small procurement and services contracts to increase efficiency of procurement processes.
Local Implementation Support	Facilitate working sessions and provide project management and technical support to address operational risk areas in support of transitioning off high risk status with the U.S. Department of Education. Review of GDOE organizational structure to include human capital assessment.	Project plan, action plan, tracking (activities reports) and support for managing development of a business case. Activities report to include recommendations of best practices on organizational structure, financial operations and staff development.	**2013 – 14** Provided leadership to support goal setting, tracking, and project management. Developed activities reports per functional area identifying target capabilities and gaps.	**2015-16** Continued to expand activities reports and performed tracking based upon GDOE performance against targeted capabilities. **2016-17** Transition activities reports and tracking to GDOE personnel.
Indirect Cost Analysis	Support development of the indirect cost package for submission to U.S. Dept of Education and Interior.	Package for submission and analytical cost model as well as training for GDOE personnel on how to apply	**Summer 2014** Submitted IDC applications for FY13 and FY14.	Received approval of provisional restricted rates for FY13 and FY14 from U.S. Dept of Education. Submitted FY15 application.

Internal Audit Interim Support	Support development and application of the Management Internal Control (MIC) Plan and identification, evaluation and implementation of appropriate internal controls in SOPs	Updated MIC and ongoing support, SOP review and development support, and involvement in other internal audit responsibilities as agreed.		Reviewed departmental SOPs and provided recommendations for improvements.
Optional Tasks	To be reviewed based upon GDOE's requirements.			
Facilities Management Planning and Operational Support	Provide leadership support from a Superintendent's viewpoint	Operational performance measures and facilities management guidance	**2013-14** Tom Brady visited GDOE schools and warehouse to assess current facilities. Subsequently, he met with Superintendent Fernandez to discuss long-range facilities planning.	Completed.
Budget Diagnostic	Conduct a Department wide budget analysis to determine opportunities for cost control, implement budget policies & practices to support sustained management and control.	Budget presentation, budget financial model, draft policies and procedures		Not Started per direction of the Superintendent.



Immediate Areas Requiring GDOE/TPFA Attention

The following critical activities and actions require attention:

- Continue to work toward finalizing the remaining implementation action items for the FMIS including:
  - Finalizing and testing reports such as the staffing pattern, personnel action forms and time distribution reports.
  - Automation of the fixed asset data transfer between TPFA and GDOE MUNIS systems.
- Continue work on the transition plan for getting off high risk including feedback to GDOE on progress of standard operating procedures.
- Continue to work to address security concerns at both the warehouse and school sites.
- Finalize modifications to the payroll reimbursement-related processes with the objective of achieving quicker reimbursement turnaround times. GDOE to take corrective action to address concerns related to veracity of time distribution reports to ensure accurate and fair allocation of time to federal activities.
- GDOE federal programs team and program directors continue to review FY14, FY15, and FY16 payroll error reports in order to resolve errors.

[i] Note: In this report, we use "TPFA" when we are referring to work performed as part of our contract in accordance with the statement of work and "A&M" when referring to out of scope work.

GUAM DEPARTMENT OF EDUCATION
Unaudited Statement of Revenues, Expenditures, and Encumbrances for Fiscal Year 2017
January 31, 2017

A	B	C	D	E	F	G	H	I	J
FY 2016 GDOE Appropriation	Original Appropriation	Adjustments	Total Appropriations /1 (B + or - C)	BBMR Unallotted Balances	BBMR Release	GDOE Expenditures	GDOE Encumbrances	Available Balance (F - G - H)	Cash Received
General Fund - Operations	200,177,066	-	200,177,066	128,001,568	72,175,498	61,806,854	1,281,191	9,087,453	63,900,407
Textbooks	1,500,000	-	1,500,000	750,000	750,000	-	-	750,000	-
Chamoru Studies	401,207	-	401,207	238,306	162,901	90,471	-	72,430	-
Y'Kuentan Salappe Prinsepat	1,081,000	-	1,081,000	540,500	540,500	41,749	67,444	431,307	-
1st Generation Trust Fund	100,000	-	100,000	100,000	-	-	-	-	-
Guahan Academy Charter School	4,810,000		4,810,000	-	-	-	-	-	-
iLearn Academy Charter School	3,250,000		3,250,000	-	-	-	-	-	-
subtotal	**211,319,273**	**-**	**211,319,273**	**129,630,374**	**73,628,899**	**61,939,074**	**1,348,635**	**10,341,190**	**49,493,300**
SPECIAL REVENUE FUNDS									
TEFF-GDOE Operations	15,950,831	-	15,950,831	7,967,265	7,983,566	6,472,551	6,584,210	(5,073,195)	2,571,840
PLRF - Public Library Resources Fund	907,668	-	907,668	605,112	302,556	19,011	39,068	244,477	-
HHF - Interscholastic Sports Fund /7	520,000	-	520,000	260,000	260,000	109,006	150,994	(0)	130,000
HHF - Busing /7	92,000	-	92,000	46,000	46,000	73,239	-	(27,239)	23,000
HHF - Health & Physical Education	279,754	-	279,754	139,877	139,877	-	-	139,877	139,877
SPORTS FACILITY (LIMITED GAMING)	633,936		633,936	316,968	316,968	-	-	316,968	-
School Meals Cash Collection /2	1,095,091	-	1,095,091	-	-	-	-	-	-
subtotal /3	**19,479,280**	**-**	**19,479,280**	**9,335,222**	**9,048,967**	**6,673,807**	**6,774,273**	**(4,399,112)**	**2,864,717**
TOTAL GDOE APPROPRIATION /1	**230,798,553**	**-**	**230,798,553**	**138,965,596**	**82,677,866**	**68,612,881**	**8,122,908**	**5,942,077**	**52,358,017**
GENERAL BOND OBLIGATIONS	**26,135,977**	**-**	**26,135,977**	**-**	**-**	**25,863,545**	**-**	**272,432**	**23,756,550**
TEFF - JFK MAINT. & CAP. Add'l Rent /4	**1,568,000**	**-**	**1,568,000**	**-**	**1,568,000**	**1,568,000**	**-**	**-**	**1,568,000**
ADEQUATE EDUCATION TRUST /6	**106,217**	**33**	**106,250**	**-**	**-**	**-**	**-**	**106,250**	**106,250**
FEDERAL GRANTS /5	**99,400,178**	**-**	**99,400,178**	**-**	**-**	**17,642,419**	**14,643,077**	**67,114,682**	**16,172,594**

NOTES

/1 Report based on current year funding activities. As of January 2017, cash allotment balances owed to GDOE totaled $16,254,864.

/2 School Meals Collection is $1,095,091 due to significant decrease of the implementation of Community Eligibility Program (CEP) for 21 pilot schools.

/3 School Lunch/Child Nutrition Meals Reimbursements, which is included in Federal Grants

/4 JFK Capfa payment of $1,568,000 in rental payment, was recorded against TEFF - GDOE Operations account on behalf of GDOE.

/5 USDOE Accounts Receivable is $2,170,782 (Payroll $2,143,138; Travel is $147,941)

/6 Adequate Education Trust Account indicated a balance of $ 106,250 (adjustment due to interest).

/7 Combined total for HHF $612,000 (includes Interscholastic Sports and Busing)

Source: Unaudited Financial Statements
Prepared by: Lourdes R. Perez, Comptroller
Date : 2/12/17

Guam Department of Educaton
14 Points Report
January 31, 2017

14 POINTS	DESCRIPTION	YTD EXPENDED	ENCUMBRANCES	TOTAL
01	CERTIFIED TEACHERS	37,012,531	-	37,012,531
02	CERTIFIED PROFESSIONAL ADMINISTRATORS	3,228,497	-	3,228,497
03	CERTIFIED GUIDANCE COUNSELORS	1,741,529	-	1,741,529
04	CERTIFIED SCHOOL HEALTH COUNSELORS	1,095,984	-	1,095,984
05	CERTIFIED ALLIED HEALTH PROFESSIONALS	130,510	-	130,510
06	AIR CONDITIONED OR PROPERLY VENTILATED CLASSROOMS	537,247	610,800	1,148,047
07	POTABLE WATER	1,842,085	-	1,842,085
08	RELIABLE ELECTRICITY	3,955,803	-	3,955,803
09	PROPER SANITATION	1,028,016	817,167	1,845,183
11	LIBRARIES	843,638	39,068	882,706
12	HEALTHFUL, SAFE SANITARY LEARNING ENVIRONMENT	2,041,410	787,739	2,829,149
13	180 INSTRUCTIONAL DAYS	15,063,681	5,868,134	20,931,814
14	REGULAR, TIMELY SCHOOL BUS TRANSPORTATION	91,950	-	91,950
	Grand Total	68,612,881	8,122,908	76,735,789

Guam Department of Education
Direct Deposit Report for January 2017

Location	Work Location	PPE 01/07/17	PPE 01/21/17	Employee Count 02/01/17	Percent at 02/1/17
301	AGANA HEIGHTS ELEMENTARY	41	47	53	88.68%
302	M.A. SABLAN ELEMENTARY	52	57	59	96.61%
303	B.P. CARBULLIDO ELEMENTARY	50	53	58	91.38%
304	C.L. TAITANO ELEMENTARY	63	66	73	90.41%
306	FINEGAYAN ELEMENTARY	81	90	93	96.77%
307	H.S. TRUMAN ELEMENTARY	51	55	56	98.21%
308	J.M. GUERRERO ELEMENTARY	60	76	79	96.20%
309	INARAJAN ELEMENTARY	29	33	35	94.29%
311	J.Q. SAN MIGUEL ELEMENTARY	61	65	71	91.55%
312	L.B. JOHNSON ELEMENTARY	30	33	35	94.29%
313	M.A. ULLOA ELEMENTARY	59	71	78	91.03%
314	M.U. LUJAN ELEMENTARY	59	62	68	91.18%
315	MERIZO MARTYRS ELEMENTARY	32	36	36	100.00%
316	ORDOT/CHALAN PAGO ELEMENTARY	52	64	68	94.12%
317	P.C. LUJAN ELEMENTARY	42	51	65	78.46%
318	H.B. PRICE ELEMENTARY	67	69	78	88.46%
319	TALOFOFO ELEMENTARY	36	39	40	97.50%
320	TAMUNING ELEMENTARY	55	68	78	87.18%
321	UPI ELEMENTARY	66	83	93	89.25%
322	WETTENGEL ELEMENTARY	73	85	86	98.84%
323	D.L. PEREZ ELEMENTARY	73	79	85	92.94%
324	CHIEF BRODIE ELEMENTARY	39	42	42	100.00%
325	ASTUMBO ELEMENTARY	54	62	66	93.94%
327	MACHANANAO ELEMENTARY	44	52	53	98.11%
328	LIGUAN ELEMENTARY	54	60	63	95.24%
329	ADACAO ELEMENTARY	48	53	57	92.98%
430	A.I. JOHNSTON MIDDLE	79	92	100	92.00%
431	V.S.A. BENAVENTE MIDDLE	83	98	122	80.33%
432	F.B. LEON GUERRERO MIDDLE	92	109	123	88.62%
433	INARAJAN MIDDLE	63	70	72	97.22%
434	JOSE L.G. RIOS MIDDLE	76	82	92	89.13%
435	L.P. UNTALAN MIDDLE	90	104	125	83.20%
436	OCEANVIEW MIDDLE	45	49	73	67.12%
437	ASTUMBO MIDDLE	59	68	72	94.44%
438	J.P. TORRES ALTERNATIVE	40	41	46	89.13%
471	GEORGE WASHINGTON HIGH	122	134	166	80.72%
472	JOHN F. KENNEDY HIGH	139	151	165	91.52%
473	SIMON A. SANCHEZ HIGH	126	150	159	94.34%
474	SOUTHERN HIGH	110	128	149	85.91%
475	OKKODO HIGH	111	125	141	88.65%
476	TIYAN HIGH	89	108	117	92.31%

Guam Department of Education
Direct Deposit Report for January 2017

Location	Work Location	PPE 01/07/17	PPE 01/21/17	Employee Count 02/01/17	Percent at 02/1/17
810	BOARD OF EDUCATION	5	5	7	71.43%
811	SUPERINTENDENT OF EDUCATION	21	19	17	111.76%
812	FEDERAL PROGRAMS	20	21	20	105.00%
815	RESEARCH, PLANNING & EVAL	2	2	2	100.00%
816	FIN, STUDENT & ADM INFO SYS	16	15	16	93.75%
819	LEARNING RESOURCE CENTER	1	1	2	50.00%
820	CURRICULUM & INSTRUCTION	36	37	40	92.50%
821	CHAMORRO STUDIES	8	8	6	133.33%
822	FINANCIAL AFFAIRS	27	27	27	100.00%
823	HUMAN RESOURCES	13	14	16	87.50%
824	FACILITIES & MAINTENANCE	51	51	69	73.91%
825	STUDENT SUPPORT SERVICES	16	16	17	94.12%
826	FOOD NUTRITION SERVICE	8	7	7	100.00%
828	SUPPLY MANAGEMENT	19	19	22	86.36%
831	HEADSTART	36	46	76	60.53%
840	EDUCATION SUPP & COMM LEARN	35	35	38	92.11%
850	SPECIAL EDUCATION	144	149	178	83.71%
998	MILITARY LEAVE OF ABSENCE	-	-	14	0.00%
999	LONG TERM DISABILITY	-	-	13	0.00%
	TOTALS	3,152	3,527	3,979	88.64%
	EMPLOYEES PAID	3,392	3,899		
	PERCENT DIRECT DEPOSIT	92.92%	90.46%		

Counts in the PPE column include employees who are physically at the school or division but are charged elsewhere causing some percentages to go over 100%.

School: District Office Term: 16-17 Semester 2

Parent/Student Access Statistics

01/01/2017 - 01/31/2017

District Office

Parent/Student Mobile App Stats	
Total sign ins by parents:	15,610
Total sign ins by students:	64,109
Total sign ins by parents and students combined:	79,719
Number of students whose records were accessed:	5,574 / 30,059 (18.54%)
Avg. number of parent sign ins per day:	503.55
Avg. number of student sign ins per day:	2068.03
Avg. number of parent and student sign ins per day combined:	2571.58

Parent/Student Web Portal Stats	
Total sign ins by parents:	10400
Total sign ins by students:	28387
Total sign ins by parents and students combined:	38787
Number of students whose records were accessed:	5555 / 30212 (18.3%)
Avg. length of parent visit (minutes):	6.0
Avg. length of student visit (minutes):	3.2
Avg. number of parent sign ins per day:	335.5
Avg. number of student sign ins per day:	915.7
Avg. number of parent and student sign ins per day combined:	1251.2

Progress Reports Emailed to Parents	
Number of parents signed up to receive progress reports via email:	2524 (31.9%)
Number of reports sent out during specified period:	--

Doc. No. 34GL-17-0216.

GUAM DEPARTMENT OF EDUCATION FSAIS HELP DESK TICKETS
FOR THE MONTH OF JANUARY 2017

Category	Ticket Count
COMPUTER LOG IN	34
EMAIL	10
HARDWARE	26
HARDWARE INSTALLATION	19
HARDWARE REQUEST	5
INTERNET ACCESS	40
LAPTOP	5
MOBILE CART	19
MUNIS	7
MUNIS AUDIT	13
NETWORK	4
OTHER	6
PASSWORD RESET	226
POWERSCHOOL	30
PRINTER	6
PROMETHEAN BOARD	7
REPORT/FILE	1
SECURITY MANAGEMENT FORM	101
SOFTWARE	7
SOFTWARE INSTALLATION	29
TELEPHONE PROBLEM	12
TRAINING	1
TRANSCRIPT REQUEST	15
TROUBLESHOOT	100
UNSPECIFIED	5
WEBSITE	1
WIFI PROBLEM	14
WORKFLOW	2
XEROX	21
Grand Total	**766**

GUAM DEPARTMENT OF EDUCATION FSAIS HELP DESK TICKETS
FOR THE MONTH OF JANUARY 2017

Location	Ticket Count
OCEANVIEW MS	13
OKKODO HS	9
ORDOT/CHALAN PAGO ES	8
PAYROLL SERVICES DIVISION	3
PEDRO C. LUJAN ES	10
PERSONNEL SERVICES DIVISION	13
PROPERTY OFFICE	2
RESEARCH PLANNING & EVALUATION	2
SIMON A. SANCHEZ HS	15
SOUTHERN HS	22
SPECIAL EDUCATION	8
STUDENT SUPPORT SERVICES	10
SUPERINTENDENT'S OFFICE	14
SUPPLY MANAGEMENT	5
TALOFOFO ES	4
TAMUNING ES	22
TIYAN HS	28
UPI ES	2
VICENTE S.A. BENAVENTE MS	23
WETTENGEL ES	15
UNSPECIFIED	139
MULTIPLE	1
Grand Total	**766**

PDS Telecommunciations Trouble Ticket Log
For the Month of January 2017

TROUBLE TICKET OPEN		Trouble Ticket Number	Reported Issue	School Site	Location (Room No. / School Wing	TROUBLE TICKET CLOSED	
Date	Time					Date	Time
9/2/2016	15:39	11431	SET UP DID TO NEW ANALOG EXT	MERIZO ES	CAFETERIA	1/31/2017	14:25
9/19/2016	11:21	11447	NO DIALTONE	TIYAN HS	RM 101B	2/1/2017	15:49
9/23/2016	8:18	11455	NO DIALTONE	TIYAN HS	RM D204	1/26/2017	14:13
9/30/2016	9:00	11461	NO DIALTONE	TIYAN HS	RM F101	1/27/2017	9:14
10/5/2016	11:53	11465	PHONE ISSUES	LINDEN B JOHNSON ES	RM K3/MAIN OFFICE	1/24/2017	11:32
10/17/2016	11:56	11474	D-CHANNEL DOWN ON PDS MONITORING	JQ SAN MIGUEL ES			
10/19/2016	10:07	11484	NO DIALTONE	INARAJAN MS	ELEVATOR	1/26/2017	14:10
10/21/2016	9:35	11485	NO DIALTONE	BP CARBULLIDO ES		1/31/2017	11:37
11/7/2016	8:36	11491	NO DIALTONE	TIYAN HS	RM 101B	1/26/2017	9:47
11/15/2016	16:10	11498	PHONE ISSUES	CHIEF BRODIE ES	SPECIAL EDUCATION	2/1/2017	15:54
11/22/2016	11:12	11504	UNABLE TO CALL OUT	SOUTHERN HS		1/31/2017	15:10
11/23/2016	10:25	11510	PHONES DOWN	JQ SAN MIGUEL ES	CAFETERIA	1/27/2017	9:14
11/30/2016	8:57	11513	PHONE DOWN	ORDOT CHALAN PAGO ES		1/31/2017	9:20
11/30/2016	15:33	11514	INET DOWN	PRICE ES	RM A	1/31/2017	13:21
12/1/2016	11:18	11515	PHONES DOWN	INARAJAN ES	PRINCIPAL & RM C109	1/31/2017	14:59
12/5/2016	10:32	11518	AP DOWN	JOSE RIOS MS	LIBRARY	1/26/2017	14:15
12/6/2016	10:08	11520	REQUEST TO CHECK FOR DIALTONE	JQ SAN MIGUEL ES	SECURITY LINE	1/31/2017	9:19
12/13/2016	8:20	11521	PHONES DOWN	FB LEON GUERRERO MS		1/31/2017	9:22
12/13/2016	10:21	11522	PHONES DOWN	FINEGAYAN ES		1/31/2017	9:22
12/13/2016	10:53	11523	MAIN PHONE LINE DOWN	SOUTHERN HS	MAIN OFFICE	1/31/2017	14:24
12/14/2016	11:13	11524	PRI DOWN	JQ SAN MIGUEL ES		1/24/2017	11:44
12/14/2016	12:00	11525	PHONE ISSUES	MARIA A ULLOA ES		1/26/2017	14:18
12/16/2016	14:34	11531	3 LINES DOWN	LINDEN B JOHNSON ES	MAIN OFFICE / NURSE		
12/19/2016	10:11	11532	UNABLE TO RECEIVE CALLS	FINEGAYAN ES	RM 118	1/31/2017	10:38
12/27/2016	12:07	11534	STATIC ON LINES	ASTUMBO ES	MAIN OFFICE	1/26/2017	14:23
1/4/2017	14:46	11536	NO DIALTONE	UNTALAN MS	A105/C113/D104/D105/D106/D107/E101		
1/6/2017	9:55	11539	UNABLE TO RECEIVE CALLS	AGANA HEIGHTS ES			
1/10/2017	12:44	11540	UNABLE TO RECEIVE CALLS	OCEANVIEW MS			
1/10/2017	12:45	11541	PHONE DOWN	TIYAN HS	J105/J106	1/26/2017	9:46
1/10/2017	12:46	11542	PHONE DOWN	TAMUNING ES	ELEVATOR	1/26/2017	11:08
1/12/2017	11:13	11543	BOX DOWN	SOUTHERN HS	RM424/CRT	1/24/2017	11:55
1/12/2017	16:01	11544	PHONE DOWN	GDOE	PROCUREMENT OFFICE	1/26/2017	8:59
1/13/2017	16:13	11545	PHONE DOWN	MU LUJAN	RM204	1/23/2017	9:06
1/20/2017	9:59	11548	UNABLE TO RECEIVE CALLS	BP CARBULLIDO ES		1/20/2017	16:29
1/23/2017	9:07	11549	PHONE DOWN	MU LUJAN	RM204	1/26/2017	14:31
1/23/2017	11:01	11550	NO POWER TO OPS SYSTEM	LINDEN B JOHNSON ES			
1/24/2017	12:43	11551	NO DIALTONE	TIYAN HS	RMD104		
1/25/2017	13:01	11553	PHONES DOWN	SOUTHERN HS			

PDS Telecommunciations Trouble Ticket Log
For the Month of January 2017

TROUBLE TICKET OPEN		Trouble Ticket Number	Reported Issue	School Site	Location (Room No. / School Wing	TROUBLE TICKET CLOSED	
Date	Time					Date	Time
1/26/2017	16:06	11554	PRI DOWN	JQ SAN MIGUEL ES		1/26/2017	16:07
1/26/2017	16:21	11555	PHONES DOWN	GDOE	BUILDING E	1/26/2017	16:46
1/31/2017	8:17	11556	INCOMING CALLS RECEIVE FAST BUSY	ADACAO ES		2/1/2017	8:22
1/31/2017	8:36	11558	NO DIALTONE	TIYAN HS	RM101B	2/1/2017	15:51
1/31/2017	9:37	11559	UNABLE TO RECEIVE CALLS	MERIZO ES		2/1/2017	8:39

TICKETS OPENED IN MONTHS OTHER THAN JANUARY
OPEN TICKETS IN DECEMBER REPORT THAT HAVE BEEN CLOSED

TOTAL NUMBER OF TICKET(S) OPEN:	**8**
TOTAL NUMBER OF TICKET(S) CLOSED:	**35**

PDS Trouble Ticket Log
For the Month of January 2017

BREAK FIX

TROUBLE TICKET OPEN		Trouble Ticket Number	Reported Issue	School Site	Location (Room No. / School Wing	TROUBLE TICKET CLOSED	
Date	Time					Date	Time
1/17/2017	14:46	11547	UPS TRIPPLITE - NO POWER	TALOFOFO ES		1/26/2017	9:01

TOTAL NUMBER OF TICKET(S) OPEN:	0
TOTAL NUMBER OF TICKET(S) CLOSED:	1

SHORETEL

TROUBLE TICKET OPEN		Trouble Ticket	Reported Issue	School Site	Location (Room No. / School Wing	TROUBLE TICKET CLOSED	
Date	Time					Date	Time
12/16/2016	12:37	11527	RECEIVING CALLS FOR OTHER SCHOOLS	SOUTHERN HIGH SCHOOL		1/31/2017	14:25
12/16/2016	12:40	11528	ISSUES WITH ST COMMUNICATOR	GDOE		1/24/2017	11:45
12/16/2016	13:58	11530	VOICEMAIL LINE STATIC	CHIEF BRODIE ES	SPECIAL EDUCATION	2/1/2017	15:55
1/4/2017	15:57	11537	VOICEMAIL SERVICE ISSUE		ASTUMBO AREA		
1/16/2017	17:20	11546	VOICEMAIL PASSWORD RESET	MERIZO ES	MAIN OFFICE	1/16/2017	17:21

TOTAL NUMBER OF TICKET(S) OPEN:	1
TOTAL NUMBER OF TICKET(S) CLOSED:	4

WARRANTY CLAIMS

TROUBLE TICKET OPEN		Trouble Ticket	Reported Issue	School Site	Location (Room No. / School Wing	TROUBLE TICKET CLOSED	
Date	Time					Date	Time
12/15/2016	14:09	11526	HDD ISSUE	FSAIS		2/1/2017	8:31
1/24/2017	15:10	11552	LAPTOP FOR REPAIR	PC LUJAN ES			
1/31/2017	8:35	11557	NO BOOT DEVICE ERROR ON LAPTOP	INARAJAN MS			

TOTAL NUMBER OF TICKET(S) OPEN:	2
TOTAL NUMBER OF TICKET(S) CLOSED:	1

OPEN TICKETS IN DECEMBER REPORT THAT HAVE BEEN CLOSED

Docomo Trouble Tickets
For the Month of January 2017

Ticket Number	School Name	Ticket Date Created	Ticket Date Resolved	Status	Issue Reported	Ticket Comment
MIBS						
30120	Jose L.G. Rios MS	11/30/2016	1/9/2017	Resolved	AP in the library is down	Correction with ticket details: Requesting for PDS to take down equipment and submit to FSAIS for DPAC to pick up and troubleshoot AP. Will RMA equipment if needed.
30138	F.B. Leon Guerrero MS	12/22/2016	1/9/2017	Resolved	Rooms C3, J6, E12 - No Internet	Received a message from FBLG Room C3, J6, and E12 no internet connection. For more information please contact Carol Quintanilla 653-2080 ext 3759 Other various location has no internet connection. Room H3, D1, C7, H2, and F1
30139	Simon Sanchez HS	1/4/2017	1/11/2017	Resolved	COMPUTER - UNABLE TO GET ONLINE	CUSTOMER WOULD WANTS A TECH TO CHECK COMP AND CONNECTIONS. PER CST, HAD ALREADY RE-SECURED ETHERNET CABLE. WHEN RUNNING DIAGNOSTICS, SHOWING TO RE-SECURE CONNECTIONS OR POWER CYCLE ROUTER
30140	D.L. Perez ES	1/9/2017	1/10/2017	Resolved	IDF RM 39	Changed from C.I. taitano to D.L. Perez
30141	George Washington HS	1/10/2017	1/10/2017	Resolved	RM C112 No internet	RM C112 No internet
30142	Talofofo ES	1/10/2017	1/19/2017	Resolved	Room 20,21,22,23,24, and 25 is down since Frid	PDS Escalation: Please see attached work order form, work completed. UPS batteries replaced.

Docomo Trouble Tickets
For the Month of January 2017

Ticket Number	School Name	Ticket Date Created	Ticket Date Resolved	Status	Issue Reported	Ticket Comment
30143	Tamuning ES	1/10/2017	1/10/2017	Resolved	IDF RM A208	Please troubleshoot IDF in Room A208 at Tamuning Elementary School. Noise from IDF is disrupting classroom instruction. POC: Louise Cruz 646-8058 / 8059
30144	F.B. Leon Guerrero MS	1/10/2017	1/10/2017	Resolved	Rooms J6, C3,C7, H3, D1, C7, H2, F1, and E Wing	No Internet in Room J6, C3,C7, H3, D1, C7, H2, F1, and E Wing. POC iS Carol QUintanilla. Contact # 653-2080 ext 3759
30145	Vicente S.A. Benavente MS	1/12/2017	1/12/2017	Resolved	Principal Office - Main Office	LAN port in the Principal's office tested okay. Issue is with the Ethernet port on the laptop, unable to detect Ethernet cable.
30146	F.B. Leon Guerrero MS	1/12/2017	1/19/2017	Resolved	No Internet	Visited site and found that IP scheme in B and C Wing was not matching gdoe local IP scheme. Did a scan of the are wings and found routers connected to them that is giving 192 IP also the rooms that are having issue with connection fall under that odd IP scheme . Will email results at italert@gdoe email.
30147	Vicente S.A. Benavente MS	1/18/2017	1/19/2017	Resolved	Annex A & B - Internet Issue	Visited Site and found no issues with internet connection. Possible cause of intermittent maybe from island wide power outages and fluctuation the day before. Did multiple speed test at different areas of school and found issues with download around the IDF's located A,B, Fastrack and annex areas that where getting 4mbps download speed but the main MDF has no issues with download and upload. Did a network scan and found multiple IP's that was hitting high ping response time and possible rouge router(s) connected. Scan info will be sent to italert@gdoe email address.

Docomo Trouble Tickets
For the Month of January 2017

Ticket Number	School Name	Ticket Date Created	Ticket Date Resolved	Status	Issue Reported	Ticket Comment
30148	C.L. Taitano ES	1/19/2017	1/24/2017	Resolved	IDF AP SWITCH	AP switch was rebooted and AP connectivity was restored.
30149	M.U. Lujan ES	1/20/2017	1/23/2017	Resolved	Internet Unstable - RM 314	Visited site and found that the patch cord at IDF wa loose due to RJ 45 modular head clip broken. Replaced using spare patch cord i had on hand.
30150	M.U. Lujan ES	1/23/2017	1/23/2017	Resolved	No connection- AA Office	Visited site and found that patchord fc the port located in the AA office was not clipped on all the way in the patch panel due to locking clip. Adjusted locking clip and re inserted patchcord. Services up and running. Verified by Ms. Ronnie.
30151	F.B. Leon Guerrero MS	1/23/2017	1/25/2017	Resolved	Room 16 - No Internet	Numerous none FSAIS approved wireless routers were connected to LAN. Ms. Carol from the Admin office has been advised of the wireless router situation. Please see attached images of SSIDs being broadcasted in the E Wing building.
30152	Liguan ES	1/24/2017	1/24/2017	Resolved	A-Wing 101-105 no connection	Internet connectivity restored. Issue was caused by a loop back at room 101. Please see attached image.
30153	Tiyan HS	1/24/2017	1/24/2017	Resolved	E Wing - No Connection	update sorry got mixed up with liguan loop and tiyan so as per Ben loop back connection was determined on their side
30154	Southern HS	1/25/2017	1/26/2017	Resolved	No Internet	hours: 6am to 2pm contact#: 300-4858 POC: Leona

Docomo Trouble Tickets
For the Month of January 2017

Ticket Number	School Name	Ticket Date Created	Ticket Date Resolved	Status	Issue Reported	Ticket Comment
30155	George Washington HS	1/25/2017	1/26/2017	Resolved	IDF RM D101	Visited site and found Triplite UPS was off and also found that rear door was not secured and a foot print on top of the UPS as if someone had stepped on it. press the power button on UPS and it powered up stayed for a few minutes to monitor the unit if any faults would occur. Equipment and services up and running.
30156	C.L. Taitano ES	1/25/2017	1/26/2017	Resolved	No Internet	library is good...it was a switch that went bad connected computer direct . please see attached
30158	L.P. Untalan MS	1/30/2017	1/30/2017	Resolved	Room A101-A - Not Internet	Patch cable was switched to another port on the brocade switch. Internet connectivity to laptop was restored.
WAN						
47803	E-Rate	1/30/2017		Pending	port down as of 1520hrs 1/30	GPA confirms no power issues in area.

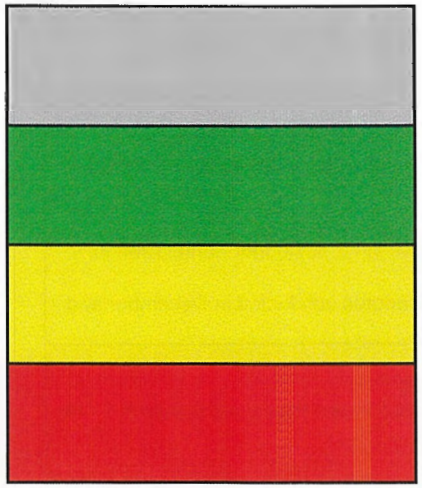
Guam Department of Education
Requisitions in Progress Report
As of February 3, 2017

	Current Inbox	Requisition Count	Amount	Average Days Held
	GDOE			
	AGNES A. GUERRERO	1	$ 1,165.19	3
*	BARBARA S. QUINTANILLA	43	$ 103,935.57	6
	CARLA BENITA D. MASNAYON	1	$ 5,448.00	1
*	CARMEN T. CHARFAUROS	3	$ 595.84	2
	DAISY G. RAMIREZ	4	$ 9,996.50	4
	DARLENE C. CASTRO	2	$ 552.65	8
	EVANGELINE E. IGLESIAS	3	$ 2,098.26	5
	ISABEL DSA. LUJAN	1	$ 307.74	38
	JOSEPH LM. SANCHEZ	2	$ 31,380.00	2
*	KATHRINA O. BAYSON	12	$ 1,525,021.09	35
	NANCY W. DIAZ	1	$ 2,919.40	4
*	RONALD M. V. EVARISTO	17	$ 149,983.11	16
	SHANNON B. BUKIKOSA	2	$ 1,919.98	2
	SOPHIA SN. DUENAS	2	$ 7,583.06	4
	YOLANDA GABRIEL	1	$ 507.94	4
	Total GDOE	**95**	**$ 1,843,414.33**	**11**
	TPFA			
*	A&M FINAL APPROVER	2	$ 654.95	1
	ARLITA MABINI	1	$ 43,200.00	0
	DIANA D. GUEVARRA	2	$ 510,665.00	50
	IKE SANTOS	1	$ 179,998.50	1
	ISABEL LUJAN	1	$ 89.13	2
	JOE SANCHEZ	2	$ 4,935.89	2
*	LEGAL/CONTRACTING	4	$ 513,521.64	8
*	TAMARA FLORES / HYEMI KWAK / ALYSSA LUJAN	5	$ 23,630.74	1
*	TAMARA S. FLORES	2	$ 37,548.00	4
	VINCENT DELA CRUZ	2	$ 5,527.85	1
	Total TPFA	**22**	**$ 1,319,771.70**	**7**
	Grand Total	**117**	**$ 3,163,186.03**	**10**

* Procurement Processing

GDOE Transition Plan
Bi-Weekly Status Report Status Key and Gantt Chart
as of January 20, 2017

Status Color



Status Interpretation

Grey: Denotes completion.

Green: Denotes progress as planned and on track to meet target completion date.

Yellow: Denotes progress may be hindered if measures are not addressed and target completion date may be missed.

Red: Denotes progress has stopped, immediate measures need to be taken and target completion date will be missed.

Gantt Chart

**** Blue Shaded sections reflect proposed transition work plans / periods.

**** Dates / Periods directly after the blue shaded sections denote that objective / milestone target dates have been complete. At this point it is up to the GDOE to determine if they feel as though adequate progress has been made to request reconsideration of the Special Conditions imposed by the USDOE.

GDOE Transition Plan
Executive Summary: Bi-Weekly Status Report
as of January 20, 2017

Label	Initiative Description	Leader	Previous Status	Current Status	Comments/Notes
1	TDR	Dina Lorenzo			• Transferred responsibilities to CCarrington & Internal Audit • Proposed new process will result in new tasks
2	FMIS	Jackie Mesa			•Reviewing projects and priorities for upcoming year
3	Internal Controls	Franklin Cooper-Nurse			• MIC deployed and data collected; determining whether additional time should be provided to obtain additional inputs • FY16 Audit ongoing
4	Procurement "OSM"	Carmen Taitano			• Contract manager included in FY18 Budget Submission to Board • End user training on procedures conducted in December and January
5	Property Mgmt	Marc Pido			•Physical inventory ongoing • Reoganization and request for warehouse supervisor in FY18 Budget request to Board
6	SOP's	Franklin Cooper-Nurse			• Work on updating SOPs ongoing • Various SOP training held in December and January
7	Indirect Costs	Jackie Mesa			• Received indirect cost agreement for years ended 9/30/17 & 9/30/18 and transmitted signed agreement to USDOI
8	Accounting & Accounts Payable	Lourdes Perez			• New grants entered by GDOE budget with oversite by TPFA • Late liquidation transition in discussion

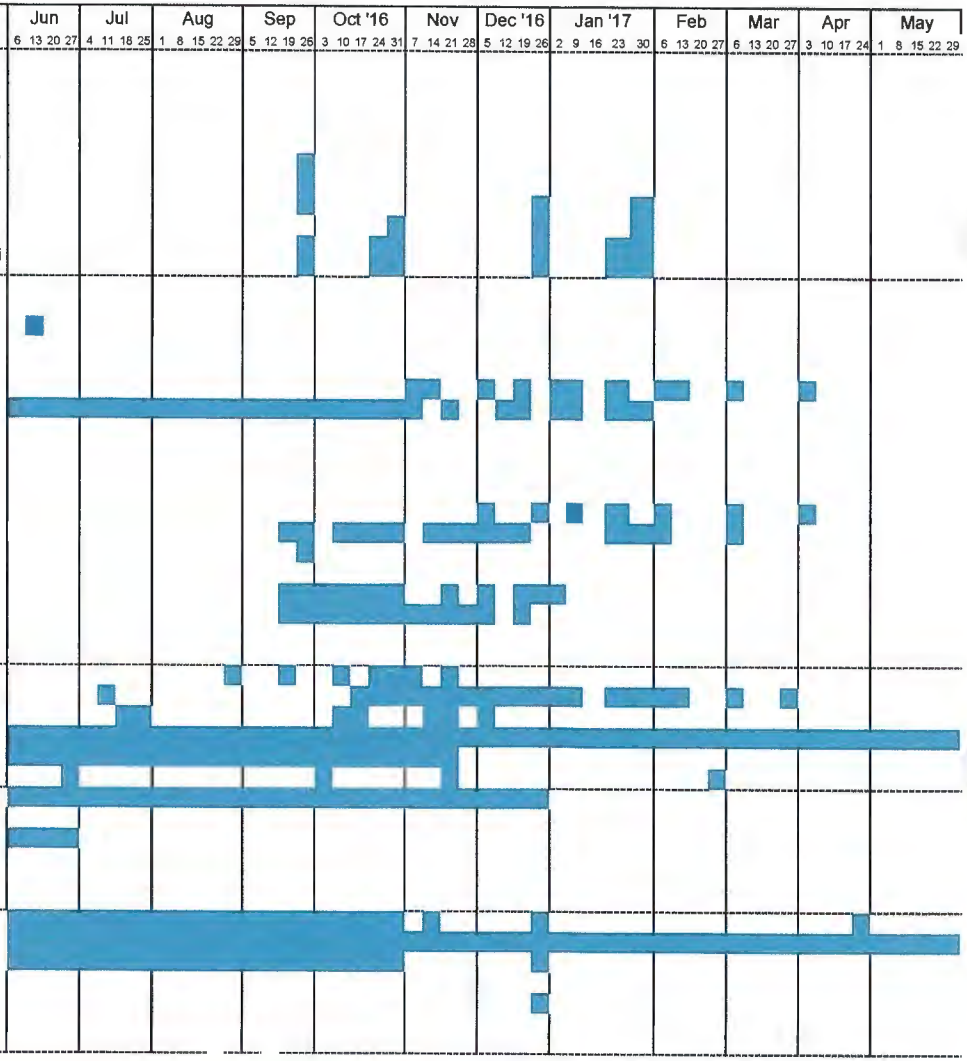
Notes/Issues:	1/20/2017
Risks (and mitigation strategies, if applicable): •	

Guam Department of Education

Master Transition Workplan - GANTT Summary - as of January 20, 2017

at Objective Level

Tag	Initiative	Objective	POC
1.L	TDR	Meeting with FMIS to discuss Manual TDR process to Employee Tracking System	DSNL / J. Mesa
1.M		Meeting with DSFAS on staffing list and structure of account set-up between Budget, HR and Payroll regarding Employee Time Tracker > A87	DSNL / J. Mesa
1.N		Re-Test Workflow Process	DSNL / J. Mesa
1.O		Re-Test Verification of Disadvantages	Fed Prog / Budget / HR / PR / FMIS
1.P		Re-edit TDR SOP Procedures incorporating A-87	DSNL
1.Q		Training	DSNL / J. Mesa
1.R		Payroll Reimbursement Process	Chris C./Carmela Vi
2.A	FMIS	REPORTING	JPM
2.B		FINALIZE MUNIS TDR FORM	DSNL/JPM
2.C		STAFFING PATTERN REPORT	JPM
2.D		BILLING	AGM/JPM
2.E		SALARY AND BENEFIT PROJECTION	IDSAL/JPM
2.F		BID MANAGEMENT	CTC/JPM
2.G		EMPLOYEE EXPENSE (In ESS)	AGM/JPM
2.H		CONTRACT MANAGEMENT (DATA)	CTC/TSA
2.I		VENDOR SELF SERVICE	CTC/TSA
2.J		ELECTRONIC BANK RECONCILIATION	HL/JPM
2.K		Build FMIS Section	JPM
2.L		GRANT / PROJECT MASTER/ GRANT MANAGER	NS/CR/JPM
2.M		ESS LEAVE REQUEST	JRSNS / AMS
2.N		PA PILOT	AMS/JPM
2.O		MUNIS STUDENT ACTIVITIES	TSA/CV
2.P		MAINTENANCE SERVICE REQUESTS	YD/JPM
2.Q		FIXED ASSETS	MP/TSA
2.R		TYLER CONTENT MANAGER (TCM)	TSA
2.S		TRANSITION	TPFA
3.A	Internal Controls	Rebuild Internal Audit Office	FCN
3.B		Risk Assessment of GDOE	FCN/JB
3.C		Develop a Three-Year Audit Plan	IAO Staff
3.D		Establish Internal Controls Framework (COSO)	Divisions
3.E		SEFA Reconciliation	LRP
3.F		Timely Completion of GDOE's Financial and Single Audit	CTC/IAO Staff
4.A	Procurement "OSM"	Rebuild/Staff Augmentation of Procurement Office	CTC/FC/LB
4.B		Training	CTC/FC/LB
4.C		Quality Control & Compliance	CTC/FC/LB
4.D		Reporting & Accountability	CTC/FC/LB
4.E		SOP's for Procurement	CTC/FC/LB
4.F		Procurement Transition	TPFA
5.A	Property Mgmt	Tagging of USDOE-funded assets	MYP
5.B		Annual Physical Inventory	MYP
5.C		Staff training on BMI software, Munis fixed assets module, computer skills.	MYP
5.D		Standard Operating Procedures	MYP
5.E		Receiving assets (warehouse & schools)	MYP
5.F		Training of property liaisons	MYP
5.G		Staff Augmentation of PMO Property Management Office	MYP

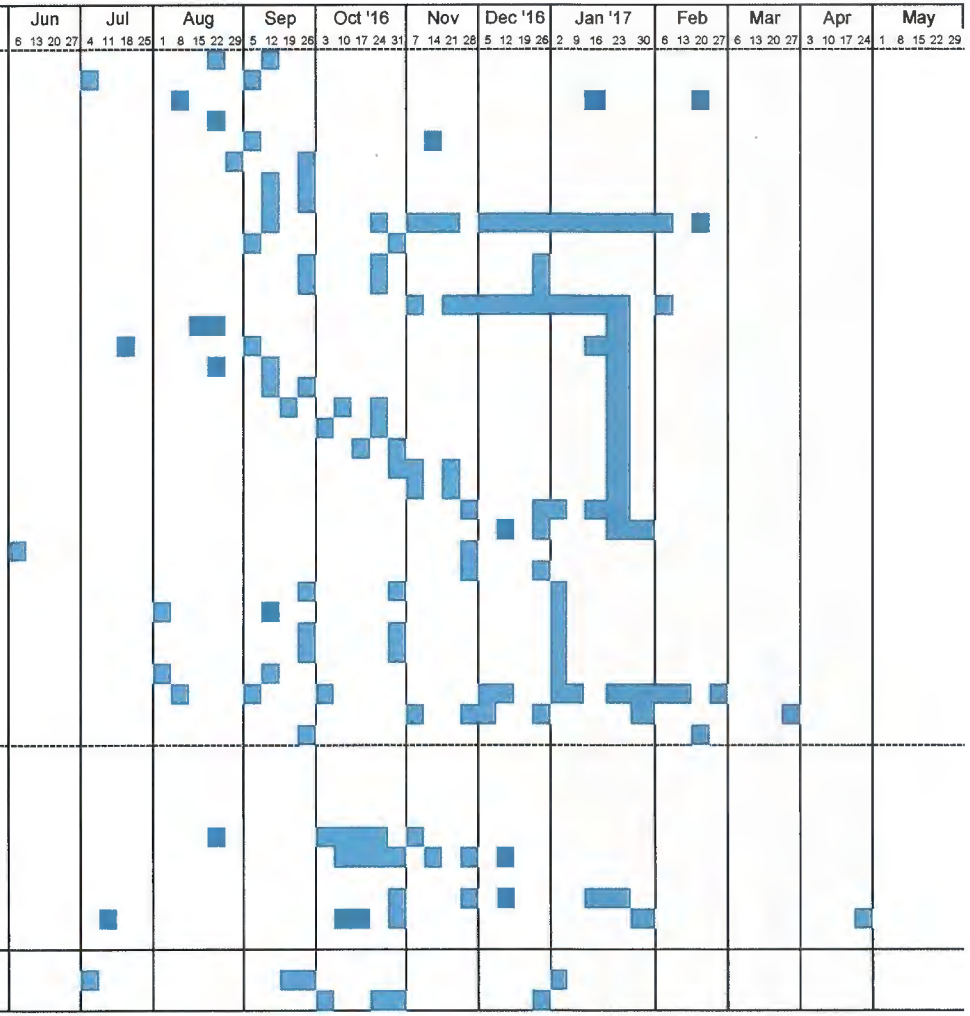


Guam Department of Education

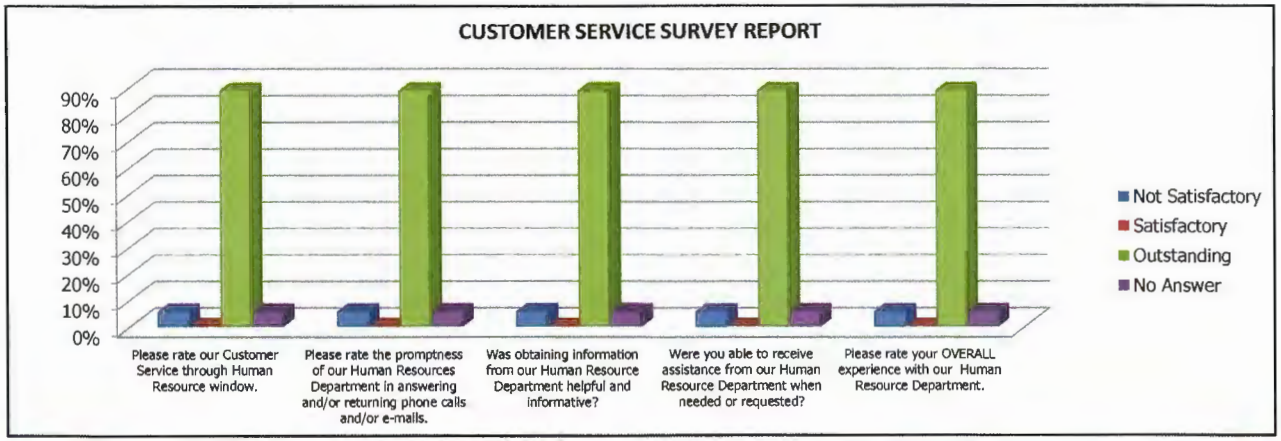
Master Transition Workplan - GANTT Summary - as of January 20, 2017

at Objective Level

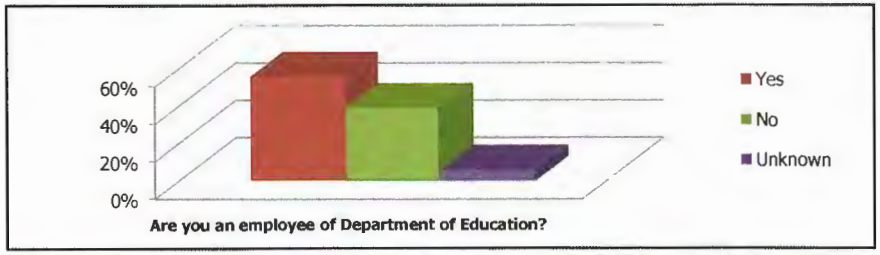
Tag	Initiative	Objective	POC
6.A	SOP's	SOP 200-016: Capital Assets Accounting and Reporting	LRP
6.B		SOP 200-017: Month End and Year End Closing Policy	LRP
6.C		SOP 200-021: Off-Island Travel Procedures	LRP
6.D		SOP 200-022: Bank Reconciliation Procedures	LRP
6.E		SOP 200-028: General Ledger Policy and Procedures	LRP
6.F		SOP 200-029: Local Mileage Reimbursement	LRP
6.G		SOP 200-034: Accounts Payable and Cash Disbursement	LRP
6.H		SOP 200-039: Federal Grants Accounts Receivable	LRP
6.I		SOP 200-041: School Meals Collection	LRP
6.J		SOP 200-042: Revenue Control and Management Policy	LRP
6.K		SOP 200-015: Fixed Asset Management for Property Management Office and Central Receiving Warehouse	MP
6.L		SOP 200-019: Fixed Asset Management for Schools and Divisions	MP
6.M		SOP 200-018: Sole Source Procurement	CTC
6.N		SOP 200-020: Open Purchase Order Monitoring and Reporting	CTC
6.O		SOP 200-025: Procedures for Maintaining the Procurement File	CTC
6.P		SOP 200-026: Competitive Sealed Bidding - IQBs	CTC
6.Q		SOP 200-027: Competitive Sealed Bidding - IFBs	CTC
6.R		SOP 200-030: Emergency Procurement	CTC
6.S		SOP 200-031: Competitive Selection Procedures for Services - RFPs	CTC
6.T		SOP 200-033: Competitive Multi-Step Sealed Bidding	CTC
6.U		SOP 200-036: Request for Information Procedures	CTC
6.V		SOP 200-037: Requisition Entry	CTC
6.W		SOP 200-040: Protest / Appeal Procedures	CTC
6.X		SOP 200-023: Budget Preparation Process - Local Appropriation	JR/TT
6.Y		SOP 200-024: Budget Entry Process	TT
6.Z		SOP 800-006: Request to Fill Position(s) for Recruitment	AMS
6.AA		SOP 800-007: Employee Name Change Request	AMS
6.AB		SOP 800-008: Transfer and Voluntary Demotion	AMS
6.AC		SOP 800-009: Reclassification of Teachers	AMS
6.AD		SOP 800-010: Salary Increments and Detailed Differential Pay	AMS
6.AE		SOP 900-020: Time Distribution Report	DSNL
6.AF		SOP 900-: Grant Procedure Manual	DSNL
6.AG		SOP 1500-006: Payroll Processing	JSN
7.J	Indirect Costs	Review FY16 app with DOI/USDE	TWS
7.K		Finalize FY16 negotiations	JPM
7.L		Collect data for FY17 app	JPM/TSA
7.M		Perform internal review of FY17 app	JPM/TSA
7.N		Review FY17 app with DOI/USDE	JPM/TSA
7.O		Finalize FY17 negotiations	JPM/TSA
7.P		IDC reimbursement allocations	JPM/TSA
7.Q		Revisit Indirect Cost Manual	JPM/TSA
7.R		Indirect Cost True-ups and Reimbursement Requests	JPM/TSA
7.S		Indirect Cost Strategy	
8.A	Accounting & Accounts Payable	Accounts Payable	Eloise
8.B		Reporting & Accountability	
8.C		Accounting / GL	TPFA



DEPARTMENT OF EDUCATION
HUMAN RESOURCES DIVISION
JANUARY 1, 2017 TO JANUARY 31, 2017



	Not Satisfactory	Satisfactory	Outstanding	No Answer
Please rate our Customer Service through Human Resource window.				
Amount	1	0	16	1
Percentage	6%	0%	89%	6%
Please rate the promptness of our Human Resources Department in answering and/or returning phone calls and/or e-mails.				
Amount	1	0	16	1
Percentage	6%	0%	89%	6%
Was obtaining information from our Human Resource Department helpful and informative?				
Amount	1	0	16	1
Percentage	6%	0%	89%	6%
Were you able to receive assistance from our Human Resource Department when needed or requested?				
Amount	1	0	16	1
Percentage	6%	0%	89%	6%
Please rate your OVERALL experience with our Human Resource Department.				
Amount	1	0	16	1
Percentage	6%	0%	89%	6%



	Amount	Percentage
DOE Employee:	10	56%
Non DOE Employee:	7	39%
Unknown:	1	6%
Total Completed Surveys:	18	

Verified By: Ramon T. Lizama	02/01/17
Prepared By: Darlene Cruz	02/01/17

14 POINTS

Superintendent's Report

February 2017

Reporting for January 01-31, 2016

Doc. No. 34GL-17-0216.

14 Points - February 2017
(Reporting for January 1-31, 2016)

POINT 1

Name of School	Current Student Enrollment			POINT 1 CERTIFIED TEACHERS						
	Male	Female	Total	TOTAL	Certified	Special Contract	Emergency Certified	Uncertified	Vacant	COMMENT
ADACAO ELEMENTARY	292	298	590	35	34	0	0	1	1	GATE
AGANA HEIGHTS ELEMENTARY	217	195	412	27	27	0	3	0	0	
ASTUMBO ELEMENTARY	290	300	590	39	39	2	2	0	0	
B.P. CARBULLIDO ELEMENTARY	259	269	528	30	29	0	0	1	1	2nd Grade
C.L. TAITANO ELEMENTARY	283	249	532	37	37	2	0	0	0	
CHIEF BRODIE ELEMENTARY	161	145	306	21	20	3	0	1	0	
D.L. PEREZ ELEMENTARY SCHOOL	329	309	638	44	43	0	2	1	0	
FINEGAYAN ELEMENTARY	427	402	829	51	51	1	0	0	0	
H.B. PRICE ELEMENTARY	362	320	682	42	42	1	0	0	0	
H.S. TRUMAN ELEMENTARY	204	169	373	29	29	0	0	0	0	
INARAJAN ELEMENTARY	117	126	243	17	15	0	0	2	0	
J.Q. SAN MIGUEL ELEMENTARY	282	216	498	34	34	3	0	0	0	
JUAN M. GUERRERO ELEMENTARY	352	322	674	42	37	0	4	5	2	VACANCIES: (1) ESL Coordinator-Federally Funded (1) 5th grade teacher
L.B. JOHNSON ELEMENTARY	129	134	263	21	18	0	0	3	0	Uncetified: Selective Factors
LIGUAN ELEMENTARY	289	281	570	36	33	2	1	3	0	These are Certified Teachers and On-Call Substitute Teachers teaching in the classroom with students.
M.A. ULLOA ELEMENTARY	376	329	705	41	39	0	2	2	2	1 Vacant Chamorro-recommended an applicant still awaiting HR process/1 Vacant ESL Coordinator
M. U. LUJAN ELEMENTARY	306	303	609	42	40	3	2	2	0	1 Chamorro teacher and 1 kinder teacher certification expired. Headstart teacher limited term certification, accounted for under emergency certified
MACHANANAO ELEM. SCHOOL	245	302	547	32	25	1	0	7	1	*1 LTFT TEACHER FOR REASONABLE ACCOMODATION FOR CHAMORRO TEACHER EFFECTIVE 09.06.16; 1 VACANT 5TH GRADE (01/13/17) PENDING PA

MARCIAL SABLAN ELEMENTARY	237	222	459	33	31	1	0	2	0	1 temporary coverage for Mr. Alvin King who is on long term medical leave for SY16-17. 1 certified pre-school teaching 4th grade (reassigned from Talofofo Elem.)
MERIZO ELEMENTARY	143	110	253	18	15	1	2	3	0	Uncertified is OCS for ESL,GATE & 3rd grade
ORDOT CHALAN PAGO ELEMENTARY	287	222	509	33	32	0	2	1	1	ESL Coordinator
P.C. LUJAN ELEMENTARY	198	162	360	30	30	0	0	0	0	
TALOFOFO ELEMENTARY	147	121	268	20	19	1	0	1	0	
TAMUNING ELEMENTARY	353	268	621	27	23	1	0	4	0	Uncertified: 2=LTPT, 2=LTFT
UPI ELEMENTARY	419	403	822	49	49	2	8	0	3	4th (Vice: Monaghan (Military Leave) 2nd Grade (Vice: Galvez) ESL (Vice: Lee)
WETTENGEL ELEMENTARY	358	342	700	43	43	1	3	0	0	EMERGENCY CONTRACT 3RD -2 ; 4TH - 1; SPECIAL: CHAMORRO- 1;
AGUEDA JOHNSTON MIDDLE	402	382	784	55	54	6	5	1	2	TEACHER 1C (OCS): HB VACANT: MATH TEACHER WC RESIGNED 10/27/16 LIBRIARIAN RESIGNED 11/23/16
ASTUMBO MIDDLE	296	301	597	41	40	2	0	1	0	Unclassified: 1 selective factor/ 1 long term substitute
F.B. LEON GUERRERO MIDDLE	616	494	1110	78	70	1	5	8	3	2MATH; 1 SCIENCE TEACHERS RETIREMENT EFFECTIVE JANUARY 6, 2017
INARAJAN MIDDLE	289	235	524	46	46	3	4	0	2	Math - 7th/8th Combo; Health 6th Grade
JOSE L.G. RIOS MIDDLE	454	408	862	65	64	7	2	1	1	LIMITED TERM: JOY BAZA, MYA PEREZ, TEACHER 1C (OCS): RAYMOND GIBSON, BRETT BURNHAM (RESIGNED 12/23/2016) MRS. AURORA REYES SUBMITTED HER LETTER OF RESIGNATION JANUARY 13, 2017. Two vacant positions as of 01/13/2017 (1 science-1 social studies)
LP UNTALAN MIDDLE SCHOOL	613	525	1138	74	74	1	2	0	1	Vacancies: EIF Teacher - 1 (Federal position) and Science Teacher - 1
OCEANVIEW MIDDLE	216	214	430	36	34	0	2	2	0	NO VACANT

VICENTE BENAVENTE MIDDLE	602	577	1179	74	72	1	6	2	1	1 - Choir
GEORGE WASHINGTON HIGH	902	763	1665	106	106	10	3	0	2	SCIENCE (1), JROTC (1)
JOHN F. KENNEDY HIGH	985	915	1900	97	94	1	3	3	1	Language Arts
OKKODO HIGH	882	789	1671	82	81	4	12	1	3	
SIMON SANCHEZ HIGH	1043	832	1875	90	84	1	2	6	1	Released 1 Science Teacher 1/9/17, RFP submitted to fill vacancy. HR confirms no candidate at the moment.
SOUTHERN HIGH	801	668	1469	81	67	0	7	14	1	
TIYAN HIGH	711	583	1294	71	71	6	16	0	1	Science
J.P. TORRES SUCCESS ACADEMY	96	52	148	15	15	1	4	0	2	1 - Social Studies , 1 - Chamorro Culture , Waiting to be processed by HR
(DYA) Youth Corrections Facility	26	5	31	8	8	0	0	0	3	1 - Math; 1 - ESL; 1 - PE
(DYA) Talofofo Cottage Homes	6	1	7							
TOTAL>>>>>>>>>>>>>>>>>>>>	**16002**	**14263**	**30265**	**1892**	**1814**	**69**	**104**	**78**	**35**	

14 Points - February 2017
(Reporting for January 1-31, 2016)

POINT 2

Name of School	Current Student Enrollment			POINT 2 CERTIFIED ADMINISTRATOR				
	Male	Female	Total	TOTAL	Certified	Uncertified	Vacant	COMMENT
ADACAO ELEMENTARY	292	298	590	2	2	0	0	
AGANA HEIGHTS ELEMENTARY	217	195	412	1	1	0	0	
ASTUMBO ELEMENTARY	290	300	590	1	1	0	0	
B.P. CARBULLIDO ELEMENTARY	259	269	528	2	2	0	0	
C.L. TAITANO ELEMENTARY	283	249	532	2	2	0	0	
CHIEF BRODIE ELEMENTARY	161	145	306	1	1	0	0	
D.L. PEREZ ELEMENTARY SCHOOL	329	309	638	2	2	0	0	
FINEGAYAN ELEMENTARY	427	402	829	2	2	0	0	
H.B. PRICE ELEMENTARY	362	320	682	2	2	0	0	
H.S. TRUMAN ELEMENTARY	204	169	373	1	1	0	0	
INARAJAN ELEMENTARY	117	126	243	1	1	0	0	
J.Q. SAN MIGUEL ELEMENTARY	282	216	498	2	2	0	0	
JUAN M. GUERRERO ELEMENTARY	352	322	674	2	2	0	0	
L.B. JOHNSON ELEMENTARY	129	134	263	2	2	0	0	
LIGUAN ELEMENTARY	289	281	570	2	2	0	0	
M.A. ULLOA ELEMENTARY	376	329	705	2	2	0	0	
M. U. LUJAN ELEMENTARY	306	303	609	2	2	0	0	
MACHANANAO ELEM. SCHOOL	245	302	547	1	1	0	0	
MARCIAL SABLAN ELEMENTARY	237	222	459	1	1	0	0	
MERIZO ELEMENTARY	143	110	253	1	1	0	0	
ORDOT CHALAN PAGO ELEMENTARY	287	222	509	1	1	0	0	

P.C. LUJAN ELEMENTARY	198	162	360	1	1	0	0	
TALOFOFO ELEMENTARY	147	121	268	1	1	0	0	
TAMUNING ELEMENTARY	353	268	621	2	2	0	0	
UPI ELEMENTARY	419	403	822	2	2	0	0	
WETTENGEL ELEMENTARY	358	342	700	2	2	0	0	
AGUEDA JOHNSTON MIDDLE	402	382	784	5	4	1	0	EXTENDED MEDICAL LEAVE FOR AL COVERED BY DETAILED ADMIN. BS
ASTUMBO MIDDLE	296	301	597	3	3	0	0	
F.B. LEON GUERRERO MIDDLE	616	494	1110	4	3	1	0	
INARAJAN MIDDLE	289	235	524	3	3	0	0	
JOSE L.G. RIOS MIDDLE	454	408	862	4	4	0	0	
LP UNTALAN MIDDLE SCHOOL	613	525	1138	4	4	0	0	
OCEANVIEW MIDDLE	216	214	430	3	3	0	0	
VICENTE BENAVENTE MIDDLE	602	577	1179	4	4	0	0	
GEORGE WASHINGTON HIGH	902	763	1665	5	5	0	0	
JOHN F. KENNEDY HIGH	985	915	1900	5	5	0	0	(1) Detailed-Maria Grace Acosta
OKKODO HIGH	882	789	1671	5	5	0	0	
SIMON SANCHEZ HIGH	1043	832	1875	5	5	0	0	
SOUTHERN HIGH	801	668	1469	5	4	0	1	Vacant: 1 - Assistant Principal
TIYAN HIGH	711	583	1294	4	4	0	0	
J.P. TORRES SUCCESS ACADEMY	96	52	148	1	1	0	0	
TOTAL>>>>>>>>>>>>>>>>>>>>	**15970**	**14257**	**30227**	**67**	**64**	**2**	**1**	

14 Points - February 2017
(Reporting for January 1-31, 2016)

POINT 3

Name of School	Current Student Enrollment			POINT 3 CERTIFIED GUIDANCE COUNSELOR						
	Male	Female	Total	TOTAL	Certified	Special Contract	Emergency Certified	Uncertified	Vacant	COMMENT
ADACAO ELEMENTARY	292	298	590	1	1	0	0	0	0	
AGANA HEIGHTS ELEMENTARY	217	195	412	1	1	0	0	0	0	
ASTUMBO ELEMENTARY	290	300	590	1	1	0	0	0	0	
B.P. CARBULLIDO ELEMENTARY	259	269	528	1	1	0	0	0	0	
C.L. TAITANO ELEMENTARY	283	249	532	1	1	0	0	0	0	
CHIEF BRODIE ELEMENTARY	161	145	306	1	1	0	0	0	0	
D.L. PEREZ ELEMENTARY SCHOOL	329	309	638	1	1	0	0	0	0	
FINEGAYAN ELEMENTARY	427	402	829	2	2	0	0	0	0	
H.B. PRICE ELEMENTARY	362	320	682	1	1	0	0	0	0	
H.S. TRUMAN ELEMENTARY	204	169	373	1	1	0	0	0	0	
INARAJAN ELEMENTARY	117	126	243	1	1	0	0	0	0	
J.Q. SAN MIGUEL ELEMENTARY	282	216	498	1	1	0	0	0	0	
JUAN M. GUERRERO ELEMENTARY	352	322	674	1	1	0	1	0	0	
L.B. JOHNSON ELEMENTARY	129	134	263	1	1	0	0	0	0	
LIGUAN ELEMENTARY	289	281	570	1	1	0	0	0	0	
M.A. ULLOA ELEMENTARY	376	329	705	2	2	0	0	0	0	
M. U. LUJAN ELEMENTARY	306	303	609	1	1	0	0	0	0	
MACHANANAO ELEM. SCHOOL	245	302	547	1	1	0	0	0	0	
MARCIAL SABLAN ELEMENTARY	237	222	459	1	1	0	0	0	0	
MERIZO ELEMENTARY	143	110	253	1	1	0	0	0	0	
ORDOT CHALAN PAGO ELEMENTARY	287	222	509	1	1	0	0	0	0	
P.C. LUJAN ELEMENTARY	198	162	360	1	0	0	0	0	0	

TALOFOFO ELEMENTARY	147	121	268	1	1	0	0	0	0	
TAMUNING ELEMENTARY	353	268	621	1	1	0	0	0	0	
UPI ELEMENTARY	419	403	822	2	2	0	0	0	0	
WETTENGEL ELEMENTARY	358	342	700	1	1	0	0	0	0	
AGUEDA JOHNSTON MIDDLE	402	382	784	3	3	0	0	0	0	
ASTUMBO MIDDLE	296	301	597	3	3	0	0	0	0	
F.B. LEON GUERRERO MIDDLE	616	494	1110	3	3	0	0	0	0	
INARAJAN MIDDLE	289	235	524	2	2	0	0	0	0	
JOSE L.G. RIOS MIDDLE	454	408	862	3	3	0	0	0	0	
LP UNTALAN MIDDLE SCHOOL	613	525	1138	4	4	0	0	0	0	
OCEANVIEW MIDDLE	216	214	430	2	2	0	0	0	0	
VICENTE BENAVENTE MIDDLE	602	577	1179	3	3	0	0	0	0	
GEORGE WASHINGTON HIGH	902	763	1665	6	6	0	0	0	0	
JOHN F. KENNEDY HIGH	985	915	1900	7	7	0	0	0	0	
OKKODO HIGH	882	789	1671	4	3	1	0	0	0	
SIMON SANCHEZ HIGH	1043	832	1875	6	6	0	0	0	0	
SOUTHERN HIGH	801	668	1469	4	4	0	0	0	0	
TIYAN HIGH	711	583	1294	5	5	0	0	0	0	
J.P. TORRES SUCCESS ACADEMY	96	52	148	1	1	0	0	0	0	
TOTAL>>>>>>>>>>>>>>>>>>>>	**15970**	**14257**	**30227**	**85**	**83**	**1**	**1**	**0**	**0**	

14 Points - February 2017
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POINT 4

Name of School	Current Student Enrollment			POINT 4 CERTIFIED SCHOOL HEALTH COUNSELOR		
	Male	Female	Total	TOTAL	Vacant	COMMENT
ADACAO ELEMENTARY	292	298	590	1	0	
AGANA HEIGHTS ELEMENTARY	217	195	412	1	0	
ASTUMBO ELEMENTARY	290	300	590	1	0	
B.P. CARBULLIDO ELEMENTARY	259	269	528	1	0	
C.L. TAITANO ELEMENTARY	283	249	532	1	0	
CHIEF BRODIE ELEMENTARY	161	145	306	1	0	
D.L. PEREZ ELEMENTARY SCHOOL	329	309	638	2	0	1 LPN
FINEGAYAN ELEMENTARY	427	402	829	1	0	
H.B. PRICE ELEMENTARY	362	320	682	1	0	
H.S. TRUMAN ELEMENTARY	204	169	373	1	0	
INARAJAN ELEMENTARY	117	126	243	1	0	
J.Q. SAN MIGUEL ELEMENTARY	282	216	498	1	0	
JUAN M. GUERRERO ELEMENTARY	352	322	674	1	0	
L.B. JOHNSON ELEMENTARY	129	134	263	1	0	
LIGUAN ELEMENTARY	289	281	570	1	0	
M.A. ULLOA ELEMENTARY	376	329	705	1	0	
M. U. LUJAN ELEMENTARY	306	303	609	1	0	
MACHANANAO ELEM. SCHOOL	245	302	547	1	0	
MARCIAL SABLAN ELEMENTARY	237	222	459	1	0	
MERIZO ELEMENTARY	143	110	253	1	0	
ORDOT CHALAN PAGO ELEMENTARY	287	222	509	1	0	

P.C. LUJAN ELEMENTARY	198	162	360	1	0	
TALOFOFO ELEMENTARY	147	121	268	1	0	
TAMUNING ELEMENTARY	353	268	621	1	1	
UPI ELEMENTARY	419	403	822	1	0	
WETTENGEL ELEMENTARY	358	342	700	1	0	
AGUEDA JOHNSTON MIDDLE	402	382	784	1	0	
ASTUMBO MIDDLE	296	301	597	1	0	
F.B. LEON GUERRERO MIDDLE	616	494	1110	1	0	
INARAJAN MIDDLE	289	235	524	1	0	
JOSE L.G. RIOS MIDDLE	454	408	862	1	0	
LP UNTALAN MIDDLE SCHOOL	613	525	1138	1	0	
OCEANVIEW MIDDLE	216	214	430	1	0	
VICENTE BENAVENTE MIDDLE	602	577	1179	1	0	
GEORGE WASHINGTON HIGH	902	763	1665	1	0	
JOHN F. KENNEDY HIGH	985	915	1900	1	0	
OKKODO HIGH	882	789	1671	1	0	
SIMON SANCHEZ HIGH	1043	832	1875	1	0	
SOUTHERN HIGH	801	668	1469	1	0	
TIYAN HIGH	711	583	1294	1	0	
J.P. TORRES SUCCESS ACADEMY	96	52	148	0	0	Request to Fill in FY18 Budget
TOTAL>>>>>>>>>>>>>>>>>>>>	**15970**	**14257**	**30227**	**41**	**1**	

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POINT 5

Name of School	POINT 5		
	CERTFIED ALLIED HEALTH PROFESSIONAL *(Input provided by Special Education)*		
	Total	Vacant	COMMENT
Speech Langauge Pathologist	12	0	
Speech Language Clinician	11	0	
Psychologist	1	0	
Occ Therapist I	0	2	
Occ Therapist II	0	1	
Occ Therapist Asst.	0	1	
Physical Therapist I	0	1	
Physical Therapist II	0	1	
Audiologist	1	0	
TOTAL >>>>>>>>>>>>>>>>>>	**25**	**6**	

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POINT 6

Name of School	Current Student Enrollment			POINT 6 PROPERLY VENTILATED CLASSROOM			
	Male	Female	Total	# OF CLASSROOM	PROPERLY VENTILATED	NOT PROPERLY VENTILATED	COMMENT
ADACAO ELEMENTARY	292	298	590	32	32	0	
AGANA HEIGHTS ELEMENTARY	217	195	412	24	23	1	
ASTUMBO ELEMENTARY	290	300	590	37	37	0	
B.P. CARBULLIDO ELEMENTARY	259	269	528	28	28	0	
C.L. TAITANO ELEMENTARY	283	249	532	39	39	0	
CHIEF BRODIE ELEMENTARY	161	145	306	22	22	0	
D.L. PEREZ ELEMENTARY SCHOOL	329	309	638	56	48	8	AC YORK units in Rm. 8 & 15 not working; classrooms have only 1 AC unit operational. Rheem AC unit in Room 7 and York AC unit in Room 27 are beyond econmical repairs. Rooms 7 & 27 have only 1 AC unit operational. York AC Units in Rooms 26, 28 & 30 not working; each classroom has only 1 AC unit operational. 5-Ton AC Unit in Rm. 37 not working.
FINEGAYAN ELEMENTARY	427	402	829	60	54	6	105A, 315, 130, 133, 211, 308
H.B. PRICE ELEMENTARY	362	320	682	46	45	1	C6A- put into Munis
H.S. TRUMAN ELEMENTARY	204	169	373	30	30	0	
INARAJAN ELEMENTARY	117	126	243	30	27	3	INPUTTED TO MUNIS B109,A103,C103
J.Q. SAN MIGUEL ELEMENTARY	282	216	498	39	39	0	
JUAN M. GUERRERO ELEMENTARY	352	322	674	45	45	0	
L.B. JOHNSON ELEMENTARY	129	134	263	21	21	0	
LIGUAN ELEMENTARY	289	281	570	32	32	0	All working
M.A. ULLOA ELEMENTARY	376	329	705	43	42	1	RM 30 1 UNIT ISNT ENOUGH
M. U. LUJAN ELEMENTARY	306	303	609	40	35	5	115, 203,206,119,130
MACHANANAO ELEM. SCHOOL	245	302	547	27	27	0	
MARCIAL SABLAN ELEMENTARY	237	222	459	50	50	0	
MERIZO ELEMENTARY	143	110	253	18	16	7	WORK ORDER #'S 47640,48861, 48860,48641,48332, 48331, 47641

ORDOT CHALAN PAGO ELEMENTARY	287	222	509	31	30	1	Room 9 Westinghouse A/C not working
P.C. LUJAN ELEMENTARY	198	162	360	43	43	0	
TALOFOFO ELEMENTARY	147	121	268	24	20	4	Rooms 21,22,26,28 A/C not working Reported on MUNIS
TAMUNING ELEMENTARY	353	268	621	45	45	0	
UPI ELEMENTARY	419	403	822	50	49	1	Library
WETTENGEL ELEMENTARY	358	342	700	43	33	10	MUNIS RM: 12,14,18,36,37, 41, 43,44,46
AGUEDA JOHNSTON MIDDLE	402	382	784	49	45	4	QUAD UPSTAIRS CLASSROOMS 44-45-46-47
ASTUMBO MIDDLE	296	301	597	46	46	0	
F.B. LEON GUERRERO MIDDLE	616	494	1110	74	72	2	2 Rooms B6 No working AC WO# 48158 A6 No working AC WO# 47566
INARAJAN MIDDLE	289	235	524	48	48	0	
JOSE L.G. RIOS MIDDLE	454	408	862	52	50	2	WO#:43829/48851 AC'S NOT COOLING
LP UNTALAN MIDDLE SCHOOL	613	525	1138	77	71	6	Rm A108 both inoperable/D110 1 unit down. Temporary classrooms not utilized: Rms. C126 & C127 A/C not working (classrooms partitioned), C124 both units and E107.
OCEANVIEW MIDDLE	216	214	430	36	35	1	Cultural Dance (Band Room@ Gym) AC Not cooling
VICENTE BENAVENTE MIDDLE	602	577	1179	75	75	0	
GEORGE WASHINGTON HIGH	902	763	1665	100	89	11	A106, B106, B207,E102,E103,E104,E105,E107,E108,GYM, AC not working
JOHN F. KENNEDY HIGH	985	915	1900	108	108	0	
OKKODO HIGH	882	789	1671	80	76	4	A/C for the following classrooms down: H6, H9, H11, H12, & G7; W/O has been submitted and is currently being worked on.contractor working A/C's
SIMON SANCHEZ HIGH	1043	832	1875	83	79	4	Weight Room 1 AC, Ping Pong Room, 212, 116
SOUTHERN HIGH	801	668	1469	142	126	19	AC Down in Gym (3 classrooms) 1101,1106,1107,1108,1109,2204,3204,4203,5108,5109,5110, 5201,5202,5203,5204,5205
TIYAN HIGH	711	583	1294	79	79	0	
J.P. TORRES SUCCESS ACADEMY	96	52	148	17	17	0	
TOTAL>>>>>>>>>>>>>>>>>>>>	**15970**	**14257**	**30227**		**1928**	**101**	

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POINT 7

Name of School	Current Student Enrollment			POINT 7 ADEQUATE SAFE DRINKING WATER														
				Water Fountains				Sinks (Male Restrooms)				Sinks (Female Restrooms)				Sinks (Common Restrooms)		
	Male	Female	Total	Public Health Requirement Ratio (1:75)	Total	Not Working	COMMENT	Public Health Requirement Ratio (Elem: 1:60) (Sec: 1:100)	Total	Not Working	COMMENT	Public Health Requirement Ratio (Elem: 1:60) (Sec: 1:100)	Total	Not Working	COMMENT	Total	Not Working	COMMENT
ADACAO ELEMENTARY	292	298	590	8	8	0		5	8	0		5	8	0		36	0	
AGANA HEIGHTS ELEMENTARY	217	195	412	5	8	0		4	7	0		3	8	0		32	0	
ASTUMBO ELEMENTARY	290	300	590	8	14	2	Back of Gwing water fountain leaking & front panel needs repair. In back of H102 hallway water fountain drainage pipe need replacing or repair. Dwing RRm front side electrical outlet for water fountain needs a cover.	5	8	0		5	12	0		32	0	
B.P. CARBULLIDO ELEMENTARY	259	269	528	7	11	0		4	16	0		4	16	0		24	0	
C.L. TAITANO ELEMENTARY	283	249	532	7	10	0	Rm 6, 27, 31, 32 & Cafeteria Some fountains work but are in disrepair and need to be	5	11	0		4	14	0		19	0	
CHIEF BRODIE ELEMENTARY	161	145	306	4	10	0		3	6	0		2	6	0		14	0	
D.L. PEREZ ELEMENTARY SCHOOL	329	309	638	11	13	0		7	18	0		6	22	0		2	0	Nurse's Office & Cafeteria
FINEGAYAN ELEMENTARY	427	402	829	11	16	0		7	17	0		7	17	0		105	0	
H.B. PRICE ELEMENTARY	362	320	682	9	11	2	1-D1 1 E wing between boys and girls RR upstairs	6	15	0		6	19	0		10	0	
H.S. TRUMAN ELEMENTARY	204	169	373	5	11	0	All fountain have water just not cold	3	5	0		3	5	0		4	0	
INARAJAN ELEMENTARY	117	126	243	3	8	0		2	9	0		2	9	0		9	0	
J.Q. SAN MIGUEL ELEMENTARY	282	216	498	7	9	0		5	8	0		4	10	0		36	0	
JUAN M. GUERRERO ELEMENTARY	352	322	674	9	14	0		6	8	0	1 in faculty RR	5	8	0	1 in faculty RR	19	0	Nurse office RR sink located outside by the RR door
L.B. JOHNSON ELEMENTARY	129	134	263	4	7	0		2	10	0		2	10	0		31	0	
LIGUAN ELEMENTARY	289	281	570	8	8	0	All Working	5	7	0	All working	5	7	0	All working	11	0	Common Restrooms include Kindergarten Classrooms, SPED Classroom, ESL Classrooms, Main office, Nurse office, lounge, and Cafeteria Kitchen Restroom.
M.A. ULLOA ELEMENTARY	376	329	705	9	17	0		6	24	0		5	26	0		16	0	
M. U. LUJAN ELEMENTARY	306	303	609	8	10	0		5	7	0		5	7	0		36	0	

MACHANANAO ELEM. SCHOOL	245	302	547	7	14	0		4	9	0		5	13	0		13	0	
MARCIAL SABLAN ELEMENTARY	237	222	459	6	11	1	Electrical outlet for the water fountain is not working near the primary boy's restroom.	4	11	0	Includes Cafeteria and Library. Does not include classroom sinks.	4	14	0	Includes Cafeteria and Library. Does not include classroom sinks.	2	0	Main office, does not include classroom sinks
MERIZO ELEMENTARY	143	110	253	3	9	0		2	10	0		2	9	0		8	0	
ORDOT CHALAN PAGO ELEMENTARY	287	222	509	7	8	0		5	5	0	4 outside, 1 in main office	4	7	0	6 outside, 1 in main office	16	0	Room 1-13, Room 30, Nurse's office, cafeteria
P.C. LUJAN ELEMENTARY	198	162	360	9	17	0		6	13	0		5	13	0		15	0	
TALOFOFO ELEMENTARY	147	121	268	4	9	1	Pending parts	2	5	0		2	6	0		31	0	Classrooms, Office, Nurse, Café. & other areas
TAMUNING ELEMENTARY	353	268	621	8	16	0		6	12	0		4	18	0		7	0	
UPI ELEMENTARY	419	403	822	11	16	5	A Quad H-Quad, G Quad, Cafeteria (x2)	7	18	0		7	19	0		60	0	
WETTENGEL ELEMENTARY	358	342	700	9	12	0		6	9	0		6	9	0		32	0	
AGUEDA JOHNSTON MIDDLE	402	382	784	10	14	1	C-WING NEAR 30	8	33	0		4	16	0		3	0	
ASTUMBO MIDDLE	296	301	597	8	9	0		3	9	0		3	9	0		6	0	1 in Classroom
F.B. LEON GUERRERO MIDDLE	616	494	1110	15	18	0		11	10	0		5	10	0		19	0	
INARAJAN MIDDLE	289	235	524	7	12	0		3	26	0		2	26	0		10	0	
JOSE L.G. RIOS MIDDLE	454	408	862	11	12	0		5	14	0		4	16	0		12	0	36 (1), 378 (1), nurse (1), lounge (3), art rm (2), café (1), 19 (1), 1 (1), 2 (1)
LP UNTALAN MIDDLE SCHOOL	613	525	1138	15	16	0		6	17	0		5	16	0		5	0	
OCEANVIEW MIDDLE	216	214	430	6	13	1	1 In E Wing is NOT working	2	8	0		2	8	0		3	0	
VICENTE BENAVENTE MIDDLE	602	577	1179	16	20	1	Water fountain in front of room 20 is missing spout. Wo submitted.	6	39	3	3 sinks in boys restroom A bldg. downstairs closed due to fire. Work Request submitted.	6	39	0		1	0	
GEORGE WASHINGTON HIGH	902	763	1665	22	37	1	B-205 bubbler missing	9	30	0		8	32	0		16	0	
JOHN F. KENNEDY HIGH	985	915	1900	25	34	0		10	72	0		9	26	0		11	0	
OKKODO HIGH	882	789	1671	22	28	0		9	23	0		8	25	0		10	0	
SIMON SANCHEZ HIGH	1043	832	1875	25	19	0	Note: Short 6 water fountains	10	14	0		8	19	0		0	0	
SOUTHERN HIGH	801	668	1469	20	43	0		8	43	0		7	48	0		3	0	
TIYAN HIGH	711	583	1294	17	29	3	Work Requet Submitted.	7	12	0		6	14	0		9	0	
J.P. TORRES SUCCESS ACADEMY	96	52	148	2	3	0		1	5	0		1	3	0		1	0	
TOTAL>>>>>>>>>>>>>>>>>>>>	**15970**	**14257**	**30227**		**604**	**18**			**631**	**3**			**619**	**0**		729	**0**	

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POINT 8

Name of School	Current Student Enrollment			POINT 8 RELIABLE ELECTRICITY		
	Male	Female	Total	YES	NO	COMMENT
ADACAO ELEMENTARY	292	298	590	√		
AGANA HEIGHTS ELEMENTARY	217	195	412	√		
ASTUMBO ELEMENTARY	290	300	590	√		
B.P. CARBULLIDO ELEMENTARY	259	269	528	√		
C.L. TAITANO ELEMENTARY	283	249	532	√		
CHIEF BRODIE ELEMENTARY	161	145	306	√		
D.L. PEREZ ELEMENTARY SCHOOL	329	309	638	√		
FINEGAYAN ELEMENTARY	427	402	829	√		
H.B. PRICE ELEMENTARY	362	320	682	√		
H.S. TRUMAN ELEMENTARY	204	169	373	√		
INARAJAN ELEMENTARY	117	126	243	√		
J.Q. SAN MIGUEL ELEMENTARY	282	216	498	√		
JUAN M. GUERRERO ELEMENTARY	352	322	674	√		
L.B. JOHNSON ELEMENTARY	129	134	263	√		
LIGUAN ELEMENTARY	289	281	570	√		
M.A. ULLOA ELEMENTARY	376	329	705	√		
M. U. LUJAN ELEMENTARY	306	303	609	√		
MACHANANAO ELEM. SCHOOL	245	302	547	√		
MARCIAL SABLAN ELEMENTARY	237	222	459	√		
MERIZO ELEMENTARY	143	110	253	√		
ORDOT CHALAN PAGO ELEMENTARY	287	222	509	√		

P.C. LUJAN ELEMENTARY	198	162	360	√		
TALOFOFO ELEMENTARY	147	121	268	√		
TAMUNING ELEMENTARY	353	268	621	√		
UPI ELEMENTARY	419	403	822	√		
WETTENGEL ELEMENTARY	358	342	700	√		
AGUEDA JOHNSTON MIDDLE	402	382	784	√		
ASTUMBO MIDDLE	296	301	597	√		
F.B. LEON GUERRERO MIDDLE	616	494	1110	√		
INARAJAN MIDDLE	289	235	524	√		
JOSE L.G. RIOS MIDDLE	454	408	862	√		
LP UNTALAN MIDDLE SCHOOL	613	525	1138	√		
OCEANVIEW MIDDLE	216	214	430	√		
VICENTE BENAVENTE MIDDLE	602	577	1179	√		
GEORGE WASHINGTON HIGH	902	763	1665	√		
JOHN F. KENNEDY HIGH	985	915	1900	√		
OKKODO HIGH	882	789	1671	√		
SIMON SANCHEZ HIGH	1043	832	1875	√		
SOUTHERN HIGH	801	668	1469	√		
TIYAN HIGH	711	583	1294	√		
J.P. TORRES SUCCESS ACADEMY	96	52	148	√	√	Electrical wiring in D Wing needs to be upgraded.
TOTAL>>>>>>>>>>>>>>>>>>>>	**15970**	**14257**	**30227**			

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POINT 9

Name of School	Current Student Enrollment			POINT 9										
				PROPER SANITATION										
				TOILETS										
				Male				Female				Common Restrooms		
	Male	Female	Total	Public Health Requirement Ratio (Elem: 1:60) (Sec: 1:100)	Total	Not Working	COMMENT	Public Health Requirement Ratio (Elem: 1:35) (Sec: 1:45)	Total	Not Working	COMMENT	Total	Not Working	COMMENT
ADACAO ELEMENTARY	292	298	590	5	5	0		9	12	0		10	0	
AGANA HEIGHTS ELEMENTARY	217	195	412	4	7	0		6	13	0		32	0	
ASTUMBO ELEMENTARY	290	300	590	5	11	1	D-Wing Boys Rroom Toilet Bowl loose in last stall. Screws are missing. Inputted in Munis	9	20	0		11	1	D-Wing Boys Rroom Toilet Bowl loose in last stall. Screws are missing. Inputted in Munis
B.P. CARBULLIDO ELEMENTARY	259	269	528	4	8	0		8	11	0		7	0	
C.L. TAITANO ELEMENTARY	283	249	532	5	9	0		7	16	0		18	0	
CHIEF BRODIE ELEMENTARY	161	145	306	3	9	0		4	16	0		8	0	
D.L. PEREZ ELEMENTARY SCHOOL	329	309	638	5	15	0	1 toilet stall in BRR, Y-Wing, renovated to be ADA Compliant. Still pending materials needed for completion.	9	32	0		2	0	
FINEGAYAN ELEMENTARY	427	402	829	7	12	0		11	21	0		56	0	
H.B. PRICE ELEMENTARY	362	320	682	6	15	0		10	34	0		8	0	
H.S. TRUMAN ELEMENTARY	204	169	373	3	5	0	Boys Restroom	5	6	0	Girls Restroom	25	1	Classrooms-22 Nurse-1 Office-2
INARAJAN ELEMENTARY	117	126	243	2	8	0		4	1	0		4	0	
J.Q. SAN MIGUEL ELEMENTARY	282	216	498	5	6	0		6	11	0		9	0	
JUAN M. GUERRERO ELEMENTARY	352	322	674	6	4	0	1 in faculty RR	9	10	0	1 in faculty RR	20	0	1 in the nurse's office
L.B. JOHNSON ELEMENTARY	129	134	263	2	10	0		4	13	0		22	0	

LIGUAN ELEMENTARY	289	281	570	5	5	0	All working	8	12	0	All working	12	0	Common Restrooms with toilets include Kindergarten classrooms, SPED Classroom, Main office, Cafeteria kitchen, Lounge, and Nurse office
M.A. ULLOA ELEMENTARY	376	329	705	6	14	0		9	28	0		13	0	
M. U. LUJAN ELEMENTARY	306	303	609	5	5	0		9	7	0		36	0	
MACHANANAO ELEM. SCHOOL	245	302	547	4	13	0		9	20	0		14	0	
MARCIAL SABLAN ELEMENTARY	237	222	459	4	10	0	Includes library and cafeteria	6	22	0	Includes library and cafeteria	2	0	Main Office
MERIZO ELEMENTARY	143	110	253	2	5	0		3	7	0		8	0	
ORDOT CHALAN PAGO ELEMENTARY	287	222	509	5	7	0		6	11	0		17	0	
P.C. LUJAN ELEMENTARY	198	162	360	6	1	0		9	20	0		13	0	
TALOFOFO ELEMENTARY	147	121	268	2	5	0		3	7	0		5	0	Office, Nurse, Café., 14
TAMUNING ELEMENTARY	353	268	621		19	0		8	33	0		7	0	
UPI ELEMENTARY	419	403	822	7	18	0		12	32	0		14	0	
WETTENGEL ELEMENTARY	358	342	700	6	7	0		10	15	0		32	0	
AGUEDA JOHNSTON MIDDLE	402	382	784	4	22	0		8	34	0		3	0	MO, RM8A, KITCHEN AREA
ASTUMBO MIDDLE	296	301	597	3	8	0		7	15	0		6	0	
F.B. LEON GUERRERO MIDDLE	616	494	1110	7	22	0		11	29	0		11	0	
INARAJAN MIDDLE	289	235	524	3	16	0		5	26	0		5	0	
JOSE L.G. RIOS MIDDLE	454	408	862	5	13	0		9	26	0		5	0	café (1), lounge (2), nurse (1) 36 (1), 37 (1)
LP UNTALAN MIDDLE SCHOOL	613	525	1138	6	15	0		12	20	0		5	0	Main office, Cafeteria, C114, Teachers' Lounge
OCEANVIEW MIDDLE	216	214	430	2	5	0		5	8	0		5	0	

VICENTE BENAVENTE MIDDLE	602	577	1179	6	29	5	Café Toilets closed off for safety reasons. Total toilets available is 27. This meets the requirement of 1 toilet for each 100 males. Restroom will only be opened for assemblies and other special occasions. Bathroom in downstairs in A Bldg. with 3 toilet stalls closed due to fire in boys restroom. Work Request submitted.	13	48	4	Café Toilets closed off for safety reasons. Total toilets available is 44. This meets the requirement of 1 toilet for each 45 females. Restroom will only be opened for assemblies and other special occasions.	1	0	
GEORGE WASHINGTON HIGH	902	763	1665	9	30	0		17	58	0		16	0	
JOHN F. KENNEDY HIGH	985	915	1900	10	20	0		20	77	0		12	0	
OKKODO HIGH	882	789	1671	9	26	0	INCLUSIVE OF AUTO/CARPENTRY SHOP (UNISEX)	18	46	0	INCLUSIVE OF AUTO/CARPENTRY SHOP (UNISEX)	10	0	
SIMON SANCHEZ HIGH	1043	832	1875	10	12	0		18	17	0		0	0	
SOUTHERN HIGH	801	668	1469	8	56	0		15	68	0		3	0	
TIYAN HIGH	711	583	1294	7	9	0		13	33	0		8	0	
J.P. TORRES SUCCESS ACADEMY	96	52	148	1	5	0		1	10	0		1	0	
TOTAL>>>>>>>>>>>>>>>>>>>>	**15970**	**14257**	**30227**		**521**	**6**		**363**	**945**	**4**		**496**	**2**	

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(Continuation) POINT 9

Name of School	Current Student Enrollment			POINT 9 PROPER SANITATION																
				Urinals							Clean Restrooms			Classrooms			Cafeteria Rating "B" or Better			
				Male				Common Restrooms												
	Male	Female	Total	Public Health Requirement Ratio (1:30)	Total	Not Working	COMMENT	Total	Not Working	COMMENT	YES	NO	COMMENT	YES	NO	COMMENT	YES	NO	Indicate Rating	COMMENT
ADACAO ELEMENTARY	292	298	590	10	10	0		10	0		√			√			√		A	
AGANA HEIGHTS ELEMENTARY	217	195	412	10	11	0		0	0		√			√			√		A	
ASTUMBO ELEMENTARY	290	300	590	10	12	0		12	0		√			√			√		A	
B.P. CARBULLIDO ELEMENTARY	259	269	528	10	9	0		0	0		√			√			√		A	
C.L. TAITANO ELEMENTARY	283	249	532	9	11	0		0	0			√		√			√		A	
CHIEF BRODIE ELEMENTARY	161	145	306	5	14	0		0	0		√			√			√		A	
D.L. PEREZ ELEMENTARY SCHOOL	329	309	638	11	22	0		2	0		√			√			√		A	
FINEGAYAN ELEMENTARY	427	402	829	14	10	0		12	0		√			√			√		A	
H.B. PRICE ELEMENTARY	362	320	682	12	18	0		12	0		√			√			√		A	
H.S. TRUMAN ELEMENTARY	204	169	373	7	3	0		0	0			√			√		√		A	
INARAJAN ELEMENTARY	117	126	243	4	8	0		8	0		√			√			√		A	
J.Q. SAN MIGUEL ELEMENTARY	282	216	498	9	9	0		0	0		√			√			√		A	
JUAN M. GUERRERO ELEMENTARY	352	322	674	12	14	0		0	0		√			√		T2 &T4 not utilized/closed-off due to roof leaks/ water damaged floors	√		A	
L.B. JOHNSON ELEMENTARY	129	134	263	4	4	0		0	0		√			√			√		A	
LIGUAN ELEMENTARY	289	281	570	10	10	0	All working	0	0		√			√			√		A	
M.A. ULLOA ELEMENTARY	376	329	705	13	19	0		1	0		√			√			√		A	

M. U. LUJAN ELEMENTARY	306	303	609	10	3	0		0	0		√			√		Issues with work being done by custodial contractor. Addressed daily	√		A	
MACHANANAO ELEM. SCHOOL	245	302	547	8	12	0		0	0		√			√			√		A	
MARCIAL SABLAN ELEMENTARY	237	222	459	8	13	0	Includes Cafeteria	0	0		√			√			√		A	
MERIZO ELEMENTARY	143	110	253	5	5	0		0	0		√			√			√		A	
ORDOT CHALAN PAGO ELEMENTARY	287	222	509	10	8	0		17	0		√			√			√		A	
P.C. LUJAN ELEMENTARY	198	162	360	12	20	0		0	0		√			√			√		A	
TALOFOFO ELEMENTARY	147	121	268	5	5	0		0	0		√			√			√		A	
TAMUNING ELEMENTARY	353	268	621		18	0		1	0		√			√			√		A	
UPI ELEMENTARY	419	403	822	14	17	0		0	0		√			√			√		A	
WETTENGEL ELEMENTARY	358	342	700	12	18	1	D WING 1EA NEEDS REPLACEMENT	18	1	D WING 1EA NEEDS REPLACEMENT	√			√			√		A	
AGUEDA JOHNSTON MIDDLE	402	382	784	13	23	0		0	0		√			√			√		A	
ASTUMBO MIDDLE	296	301	597	10	14	0		0	0		√			√			√		A	
F.B. LEON GUERRERO MIDDLE	616	494	1110	22	11	0		11	0		√			√			√		A	
INARAJAN MIDDLE	289	235	524	10	19	0		5	0		√			√			√		A	
JOSE L.G. RIOS MIDDLE	454	408	862	15	18	0		0	0		√			√			√		A	
LP UNTALAN MIDDLE SCHOOL	613	525	1138	20	23	0		1	0	lounge	√			√			√		A	
OCEANVIEW MIDDLE	216	214	430	7	8	0		1	0		√			√			√		A	

VICENTE BENAVENTE MIDDLE	602	577	1179	20	27	5	Café Toilets closed off for safety reasons. Total toilets available is 27. This meets the requirement of 1 toilet for each 100 males. Restroom will only be opened for assemblies and other special occasions. Bathroom in downstairs in A Bldg. with 3 urinals closed due to fire in boys restroom. Work Request submitted.	0	0		√			√			√		A	
GEORGE WASHINGTON HIGH	902	763	1665	30	38	0		11	0		√			√		Submit weekly GDOE custodial checklist to John Flores	√		A	
JOHN F. KENNEDY HIGH	985	915	1900	33	57	0		0	0		√			√			√		A	
OKKODO HIGH	882	789	1671	29	25	0		6	0		√		Req to have one custodial crew strictly for emergencies and r/r, water cooler	√		PER CONTRACT CLASSROOM5 ONLY CLEANED ONCE A WEEK	√		A	
SIMON SANCHEZ HIGH	1043	832	1875	35	25	0		0	0		√		Issues are regularly communicated directly to the GCM supervisor via text	√		Issues are regularly communicated directly to the GCM supervisor via text	√		A	
SOUTHERN HIGH	801	668	1469	27	52	0		0	0		√			√			√		A	
TIYAN HIGH	711	583	1294	24	42	0		0	0		√			√			√	√		Not rated
J.P. TORRES SUCCESS ACADEMY	96	52	148	3	4	0		0	0		√			√			√		A	
TOTAL>>>>>>>>>>>>>>>>>>>>	**15970**	**14257**	**30227**																	

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POINT 10

Name of School	Current Student Enrollment			POINT 10 ADOPTED TEXTBOOKS		
	Male	Female	Total	YES	NO	COMMENT
ADACAO ELEMENTARY	292	298	590		√	Lacking Math (K-3rd), Science (K-2/4th/5th), Social Studies (2nd/5th)
AGANA HEIGHTS ELEMENTARY	217	195	412	√		
ASTUMBO ELEMENTARY	290	300	590		√	4th Grade Reading text books not available.
B.P. CARBULLIDO ELEMENTARY	259	269	528		√	Refer to previous month comments
C.L. TAITANO ELEMENTARY	283	249	532		√	
CHIEF BRODIE ELEMENTARY	161	145	306	√		
D.L. PEREZ ELEMENTARY SCHOOL	329	309	638		√	FINE ARTS K-5 = 42, Teacher Edition = 52; HEALTH Edition = 41; SCIENCE K-5 = 663, Teacher Edition = 207 ; SOCIAL STUDIES K-5 = 1433, Teacher Edition = 190 ; READING K-5 = 888, Teacher Edition = 81; LANGUAGE ARTS K-5 = 532, Teacher Edition = 208 ; Total = 8679
FINEGAYAN ELEMENTARY	427	402	829		√	LACKING IN THE FOLLOWING: Health (3rd - 5th grade workbooks);Math (k-3rd text & wkbks, 4th & 5th workbooks); Science (k-5th workbooks & teacher editions); Social Studies (K-5th workbooks); Reading (k-5th workbooks); Spelling (1st & 4th text) Language Arts (k-2nd workbooks)
H.B. PRICE ELEMENTARY	362	320	682		√	1st Grade: Reading 1.1 (24), 1.2 (16), 1.3 (16), 1.4 (16), 1.5 (26), Music (30), Art (49); 2nd Grade: Math (45), Music (15), Art (45); 3rd Grade: Language Arts (4), Math (5), Music (36), Art (36); 4th Grade: Music (45), Art (45); 5th Grade: Music (30), Art (30)
H.S. TRUMAN ELEMENTARY	204	169	373		√	
INARAJAN ELEMENTARY	117	126	243	√		
J.Q. SAN MIGUEL ELEMENTARY	282	216	498		√	need Math -Kinder thru Third,
JUAN M. GUERRERO ELEMENTARY	352	322	674		√	Textbooks &/or workbooks lacking in subject areas. Not enough class sets.
L.B. JOHNSON ELEMENTARY	129	134	263		√	*No new adopted Science/Math/Reading/Language Arts
LIGUAN ELEMENTARY	289	281	570		√	We only have adopted Reading Books for K - 3rd grade, none for 4th & 5th grade. Lacking Math and Language Books for all grade levels.
M.A. ULLOA ELEMENTARY	376	329	705		√	
M. U. LUJAN ELEMENTARY	306	303	609	√		Reading: Kdg./4th/5th - Using Old Reading Books. 2nd (20 students w/out books.) Math: Kdg. Using out of adoption books.

MACHANANAO ELEM. SCHOOL	245	302	547		√	Math- 3 &5 not enough textbooks; Music-not enough textbooks for all students in all grade levels; Science - no textbooks for all grade levels;
MARCIAL SABLAN ELEMENTARY	237	222	459		√	LA, reading, vocabulary/spelling, Social studies, science, health (shortage in some grade areas)
MERIZO ELEMENTARY	143	110	253		√	Math(K,1,2,3,4,5) Health(3) , English (1,4), Spelling (1st) Science (k-5) Reading(K,1,3,4,5)
ORDOT CHALAN PAGO ELEMENTARY	287	222	509	√		
P.C. LUJAN ELEMENTARY	198	162	360	√		
TALOFOFO ELEMENTARY	147	121	268		√	Kinder: Art (39), Math (39), Science (39), English (39), Reading (39); (13); 2nd Grade: Art (57), Math (57), Music (20), Science (57), English (57), Reading 2.1 (11); 3rd Grade: Art (47), Math (15), Music (47), Science (47), English (15),; 4th Grade: Art (45), Music (45), Science (45); 5th Grade: Art (49), Music (49), Science (49)
TAMUNING ELEMENTARY	353	268	621	√		
UPI ELEMENTARY	419	403	822	√		
WETTENGEL ELEMENTARY	358	342	700		√	FINE ARTS/HEALTH/SOCIAL STUDIES/READING/LANG. ARTS AND MATH SHORTAGE
AGUEDA JOHNSTON MIDDLE	402	382	784		√	
ASTUMBO MIDDLE	296	301	597		√	Lacking books for Fine Arts 6-8, All Music, All Chamorro, All Sciences (General, Physical, Life, & Earth) 6-8 (Not enough books for class set). All others class set only.
F.B. LEON GUERRERO MIDDLE	616	494	1110		√	Class set only
INARAJAN MIDDLE	289	235	524	√		
JOSE L.G. RIOS MIDDLE	454	408	862		√	not enough class sets for: 7/8 grd Art, business career Ed. Computer science, 7 grd intro wld studies, 6 grd history of our wld, 6/7/8 grd. Science, 6/7 grd common core reading, 7/8 grd. Everyday spelling, 7/8 grd. Grammar.
LP UNTALAN MIDDLE SCHOOL	613	525	1138		√	
OCEANVIEW MIDDLE	216	214	430	√		
VICENTE BENAVENTE MIDDLE	602	577	1179	√		
GEORGE WASHINGTON HIGH	902	763	1665	√		
JOHN F. KENNEDY HIGH	985	915	1900	√		
OKKODO HIGH	882	789	1671	√		
SIMON SANCHEZ HIGH	1043	832	1875		√	There are classes that we are using class sets. We need additional Guam History Books*, School To Works
SOUTHERN HIGH	801	668	1469	√		

TIYAN HIGH	711	583	1294		√	Not all students have adopted textbooks
J.P. TORRES SUCCESS ACADEMY	96	52	148	√		
TOTAL>>>>>>>>>>>>>>>>>>>>	**15970**	**14257**	**30227**			

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POINT 11

Name of School	Current Student Enrollment			POINT 11 LIBRARY MEETS STANDARDS		
	Male	Female	Total	YES	NO	COMMENT
ADACAO ELEMENTARY	292	298	590	√		
AGANA HEIGHTS ELEMENTARY	217	195	412	√		
ASTUMBO ELEMENTARY	290	300	590	√		
B.P. CARBULLIDO ELEMENTARY	259	269	528	√		
C.L. TAITANO ELEMENTARY	283	249	532	√		
CHIEF BRODIE ELEMENTARY	161	145	306	√		
D.L. PEREZ ELEMENTARY SCHOOL	329	309	638	√		
FINEGAYAN ELEMENTARY	427	402	829	√		
H.B. PRICE ELEMENTARY	362	320	682	√		
H.S. TRUMAN ELEMENTARY	204	169	373	√		
INARAJAN ELEMENTARY	117	126	243	√		
J.Q. SAN MIGUEL ELEMENTARY	282	216	498	√		
JUAN M. GUERRERO ELEMENTARY	352	322	674	√		
L.B. JOHNSON ELEMENTARY	129	134	263	√		
LIGUAN ELEMENTARY	289	281	570	√		
M.A. ULLOA ELEMENTARY	376	329	705	√		
M. U. LUJAN ELEMENTARY	306	303	609	√		
MACHANANAO ELEM. SCHOOL	245	302	547	√		
MARCIAL SABLAN ELEMENTARY	237	222	459	√		

MERIZO ELEMENTARY	143	110	253	√		Automation complete
ORDOT CHALAN PAGO ELEMENTARY	287	222	509	√		
P.C. LUJAN ELEMENTARY	198	162	360	√		
TALOFOFO ELEMENTARY	147	121	268	√		
TAMUNING ELEMENTARY	353	268	621	√		
UPI ELEMENTARY	419	403	822	√		
WETTENGEL ELEMENTARY	358	342	700	√		
AGUEDA JOHNSTON MIDDLE	402	382	784	√		
ASTUMBO MIDDLE	296	301	597	√		
F.B. LEON GUERRERO MIDDLE	616	494	1110	√		
INARAJAN MIDDLE	289	235	524	√		
JOSE L.G. RIOS MIDDLE	454	408	862	√		
LP UNTALAN MIDDLE SCHOOL	613	525	1138	√		
OCEANVIEW MIDDLE	216	214	430	√		
VICENTE BENAVENTE MIDDLE	602	577	1179	√		
GEORGE WASHINGTON HIGH	902	763	1665	√		
JOHN F. KENNEDY HIGH	985	915	1900	√		
OKKODO HIGH	882	789	1671	√		
SIMON SANCHEZ HIGH	1043	832	1875	√		
SOUTHERN HIGH	801	668	1469	√		
TIYAN HIGH	711	583	1294		√	
J.P. TORRES SUCCESS ACADEMY	96	52	148		√	Needs to be furnished and stocked
TOTAL>>>>>>>>>>>>>>>>>>>>	**15970**	**14257**	**30227**			

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POINT 12

Name of School	Current Student Enrollment			POINT 12 BUIDLING RATING "B" OR BETTER			
	Male	Female	Total	YES	NO	Indicate Rating	COMMENT
ADACAO ELEMENTARY	292	298	590	√		A	
AGANA HEIGHTS ELEMENTARY	217	195	412	√		A	
ASTUMBO ELEMENTARY	290	300	590	√		A	
B.P. CARBULLIDO ELEMENTARY	259	269	528	√		A	
C.L. TAITANO ELEMENTARY	283	249	532	√		A	
CHIEF BRODIE ELEMENTARY	161	145	306	√		A	
D.L. PEREZ ELEMENTARY SCHOOL	329	309	638	√		A	
FINEGAYAN ELEMENTARY	427	402	829	√		A	
H.B. PRICE ELEMENTARY	362	320	682	√		A	
H.S. TRUMAN ELEMENTARY	204	169	373	√		A	
INARAJAN ELEMENTARY	117	126	243	√		A	
J.Q. SAN MIGUEL ELEMENTARY	282	216	498	√		A	
JUAN M. GUERRERO ELEMENTARY	352	322	674	√		A	
L.B. JOHNSON ELEMENTARY	129	134	263	√		A	
LIGUAN ELEMENTARY	289	281	570	√		A	
M.A. ULLOA ELEMENTARY	376	329	705	√		A	
M. U. LUJAN ELEMENTARY	306	303	609	√		A	

MACHANANAO ELEM. SCHOOL	245	302	547	√		A	
MARCIAL SABLAN ELEMENTARY	237	222	459	√		B	
MERIZO ELEMENTARY	143	110	253	√		A	
ORDOT CHALAN PAGO ELEMENTARY	287	222	509	√		A	
P.C. LUJAN ELEMENTARY	198	162	360	√		A	
TALOFOFO ELEMENTARY	147	121	268	√		A	
TAMUNING ELEMENTARY	353	268	621	√		A	
UPI ELEMENTARY	419	403	822	√		A	
WETTENGEL ELEMENTARY	358	342	700	√		A	
AGUEDA JOHNSTON MIDDLE	402	382	784	√		A	
ASTUMBO MIDDLE	296	301	597	√		A	
F.B. LEON GUERRERO MIDDLE	616	494	1110	√		A	
INARAJAN MIDDLE	289	235	524	√		A	
JOSE L.G. RIOS MIDDLE	454	408	862	√		A	
LP UNTALAN MIDDLE SCHOOL	613	525	1138	√		A	
OCEANVIEW MIDDLE	216	214	430	√		B	
VICENTE BENAVENTE MIDDLE	602	577	1179	√		A	
GEORGE WASHINGTON HIGH	902	763	1665	√		A	
JOHN F. KENNEDY HIGH	985	915	1900	√		A	
OKKODO HIGH	882	789	1671	√		A	
SIMON SANCHEZ HIGH	1043	832	1875		√	C	Last follow up inspection for the exterior walls was conducted 9/13/16
SOUTHERN HIGH	801	668	1469	√		A	

TIYAN HIGH	711	583	1294		√			Not rated
J.P. TORRES SUCCESS ACADEMY	96	52	148	√			A	
TOTAL>>>>>>>>>>>>>>>>>>>>>>>>	**15970**	**14257**	**30227**					

14 Points - February 2017
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POINT 13

Name of School	Current Student Enrollment			POINT 13 180 INSTRTNL DAYS		
	Male	Female	Total	YES	NO	COMMENT
ADACAO ELEMENTARY	292	298	590	√		
AGANA HEIGHTS ELEMENTARY	217	195	412	√		
ASTUMBO ELEMENTARY	290	300	590	√		
B.P. CARBULLIDO ELEMENTARY	259	269	528	√		
C.L. TAITANO ELEMENTARY	283	249	532	√		
CHIEF BRODIE ELEMENTARY	161	145	306	√		
D.L. PEREZ ELEMENTARY SCHOOL	329	309	638	√		
FINEGAYAN ELEMENTARY	427	402	829	√		
H.B. PRICE ELEMENTARY	362	320	682	√		
H.S. TRUMAN ELEMENTARY	204	169	373	√		
INARAJAN ELEMENTARY	117	126	243	√		
J.Q. SAN MIGUEL ELEMENTARY	282	216	498	√		
JUAN M. GUERRERO ELEMENTARY	352	322	674	√		
L.B. JOHNSON ELEMENTARY	129	134	263	√		
LIGUAN ELEMENTARY	289	281	570	√		
M.A. ULLOA ELEMENTARY	376	329	705	√		
M. U. LUJAN ELEMENTARY	306	303	609	√		
MACHANANAO ELEM. SCHOOL	245	302	547	√		
MARCIAL SABLAN ELEMENTARY	237	222	459	√		

MERIZO ELEMENTARY	143	110	253	√		
ORDOT CHALAN PAGO ELEMENTARY	287	222	509	√		
P.C. LUJAN ELEMENTARY	198	162	360	√		
TALOFOFO ELEMENTARY	147	121	268	√		
TAMUNING ELEMENTARY	353	268	621	√		
UPI ELEMENTARY	419	403	822	√		
WETTENGEL ELEMENTARY	358	342	700	√		
AGUEDA JOHNSTON MIDDLE	402	382	784	√		
ASTUMBO MIDDLE	296	301	597	√		
F.B. LEON GUERRERO MIDDLE	616	494	1110	√		
INARAJAN MIDDLE	289	235	524	√		
JOSE L.G. RIOS MIDDLE	454	408	862	√		
LP UNTALAN MIDDLE SCHOOL	613	525	1138	√		
OCEANVIEW MIDDLE	216	214	430	√		
VICENTE BENAVENTE MIDDLE	602	577	1179	√		
GEORGE WASHINGTON HIGH	902	763	1665	√		
JOHN F. KENNEDY HIGH	985	915	1900	√		
OKKODO HIGH	882	789	1671	√		
SIMON SANCHEZ HIGH	1043	832	1875	√		
SOUTHERN HIGH	801	668	1469	√		
TIYAN HIGH	711	583	1294	√		
J.P. TORRES SUCCESS ACADEMY	96	52	148	√		
TOTAL>>>>>>>>>>>>>>>>>>>>	**15970**	**14257**	**30227**			

14 Points - February 2017
(Reporting for January 1-31, 2016)

POINT 14

Name of School	Current Student Enrollment			Point 14 TIMELY BUS TRANSPORTATION					
				Morning Busing			Afternoon Busing		
	Male	Female	Total	Yes	No	COMMENT	Yes	No	COMMENT
ADACAO ELEMENTARY	292	298	590	√				√	2nd Trip-2 Buses Bus 85 (Sub. B77) and Bus 125. Last bus 3:25pm
AGANA HEIGHTS ELEMENTARY	217	195	412	√			√		
ASTUMBO ELEMENTARY	290	300	590	√				√	Double Run in the afternoon.
B.P. CARBULLIDO ELEMENTARY	259	269	528	√				√	Every day in January 2017 has at least two second trips
C.L. TAITANO ELEMENTARY	283	249	532	√				√	For 14 days at least one bus was late.
CHIEF BRODIE ELEMENTARY	161	145	306	√			√		
D.L. PEREZ ELEMENTARY SCHOOL	329	309	638	√				√	Week of 01/23/17, 1st bus arrives between 3pm - 3:05pm. Last bus arrives between 3:20pm - 3:30pm.
FINEGAYAN ELEMENTARY	427	402	829	√			√		
H.B. PRICE ELEMENTARY	362	320	682	√			√		5 busses 1st trip, 3-4 busses 2nd trip
H.S. TRUMAN ELEMENTARY	204	169	373	√				√	Busses arrive on time but 1 bus does back to back. DPW-3 Sped-1
INARAJAN ELEMENTARY	117	126	243	√				√	30-35 MIN LATE DUE SHORTAGE OF BUSS DRIVERS
J.Q. SAN MIGUEL ELEMENTARY	282	216	498	√				√	Double Trips
JUAN M. GUERRERO ELEMENTARY	352	322	674	√				√	Late arrival of buses with double backs/2nd trips.
L.B. JOHNSON ELEMENTARY	129	134	263	√				√	A total of 5 buses service LBJ Elem. with 2 of them returning for 2 different areas for pick up after 3:20pm.
LIGUAN ELEMENTARY	289	281	570	√		1 bus arrival on time in the morning 7 am - 7:15 am		√	2 Busses are needed, 1st trip bus driver does a 2nd trip to transport remaining students home, no changes as of January 31, 2017

M.A. ULLOA ELEMENTARY	376	329	705	√			√		
M. U. LUJAN ELEMENTARY	306	303	609	√			√		As of 9/19/16
MACHANANAO ELEM. SCHOOL	245	302	547	√			√		
MARCIAL SABLAN ELEMENTARY	237	222	459	√			√		
MERIZO ELEMENTARY	143	110	253	√				√	Buses late. At times last bus leaves school at 3:20 p.m.
ORDOT CHALAN PAGO ELEMENTARY	287	222	509	√				√	Busses arrive 5-20 minutes after dismissal time
P.C. LUJAN ELEMENTARY	198	162	360	√				√	Busses arrives 3:01 - 3:15 pm Lalo and BH area
TALOFOFO ELEMENTARY	147	121	268	√			√		
TAMUNING ELEMENTARY	353	268	621	√			√		2- second trips ending @3:20pm.
UPI ELEMENTARY	419	403	822	√				√	2nd Trip
WETTENGEL ELEMENTARY	358	342	700	√				√	2ND TRIPS LATE PICK UP
AGUEDA JOHNSTON MIDDLE	402	382	784	√		SPED Bus late in the morning		√	LATE PICK-UP FOR SINAJANA AND ORDOT/CHALAN PAGO AREAS (3 BUSES)
ASTUMBO MIDDLE	296	301	597	√			√		
F.B. LEON GUERRERO MIDDLE	616	494	1110	√		For Month of January SPED bus has been arriving 10-15 minutes late		√	Month of January busses would arrive late, last bus arrives about 4:00pm
INARAJAN MIDDLE	289	235	524	√				√	

JOSE L.G. RIOS MIDDLE	454	408	862		√	01/09/2017 SPED BUS: ARRIVED 8:27AM, 01/10/2017 SPED BUS@8:23AM, BUS#99@8:28AM, 01/11/2017 SPED BUS@ 8:30AM, 01/17/2017 SPED BUS@8:25AM, 01/18/2017 SPED BUS@8:35AM GPO, 01/19/2017, SPED BUS @8:25AM, 01/23/2017 SPED BUS@8:30AM, BUS#103@8:20AM, 01/24/2017 SPED BUS@8:17AM, BUS#143 @8:17AM, 01/25/2017 SPED BUS@ 8:26AM, 01/26/2017 SPED BUS @8:28AM, 01/27/2017 SPED BUS@ 8:20AM, 01/30/2017 SPED BUS @8:30, 01/31/2017 SPED BUS @8:26AM.		√	01/06/2017 BUS#148 DEPARTED 3:42PM-BUS#13@3:44PM-BUS#103@3:50-BUS#98@3:53-BUS#92@3:54, 01/10/2017 BUS#13@3:52-BUS#98@3:52-BUS#34@3:53, 01/11/2017 BUS#34@3:52-BUS#98@3:53, 01/12/2017 BUS#148@3:53-BUS#34@3:54-BUS#103@3:56-BUS#98@3:57, 01/13/2017 BUS#138@3:56-BUS#34@3:56-BUS#98@3:56-BUS#92@3:57-BUS#13@4:00, 01/24/2017 BUS#92@3:52-BUS#98@3:56-BUS#5@3:59, BUS#5@3:54-BUS#13@3:54-BUS#92@3:54-BUS#111@3:57-BUS#103@3:57, 01/25/2017 BUS#92@3:54-BUS#98@3:56-BUS#103@3:58, 01/26/2017 BUS#92@3:54-BUS#98@3:56-BUS#103@3:58, 01/27/2017 BUS#98@3:53-BUS#13@3:55-BUS#34@3:58-BUS#103@4:00,
LP UNTALAN MIDDLE SCHOOL	613	525	1138		√	A total of 14 DPW/regular buses expected in the morning and NO late DPW/regular buses. A total of 2 SPED buses expected in the morning and only 1 SPED bus late arriving at 8:30am latest.		√	A total of 14 DPW/regular buses expected in the afternoon and out of the 14 only 6 buses late. The last DPW/regular bus pick up time improved to 4:00 pm. Total of 2 SPED buses expected in the afternoon and no late SPED buses.
OCEANVIEW MIDDLE	216	214	430	√			√		
VICENTE BENAVENTE MIDDLE	602	577	1179	√				√	Average 4 Late buses everyday. Area's are Revival, Fine Store, Bello Road, GHURA 501. Latest bus to arrive is @ 4:05. These late buses are all 2nd trips.
GEORGE WASHINGTON HIGH	902	763	1665	√				√	Double trip for Chalan Pago & Sinajana 10-15 late daily
JOHN F. KENNEDY HIGH	985	915	1900	√				√	(21) Buses. Concern: Buses double back afterschool.
OKKODO HIGH	882	789	1671	√			√		
SIMON SANCHEZ HIGH	1043	832	1875	√			√		
SOUTHERN HIGH	801	668	1469	√				√	Double back with last bus leaving at 2:15pm
TIYAN HIGH	711	583	1294	√			√		
J.P. TORRES SUCCESS ACADEMY	96	52	148	√			√		
TOTAL>>>>>>>>>>>>>>>>>>>>	**15970**	**14257**	**30227**						

Doc. No. 34GL-17-0216.

Head Start Report

Joseph L. M. Sanchez
Superintendent of Education: Acting

GUAM HEAD START PROGRAM
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Catherine M. Schroeder
Program Director, Head Start

Guam Head Start Program
Program Director's Report
February 2017

In accordance with Section 642 (d)(2) of the Head Start School Readiness Act of 2007 (P.L. 110-134), the DOE Guam Head Start Program is required to report specific information to the Guam Education Board and the Guam Head Start Policy Council on a monthly basis.

Financial Statement(s): (Attachment A)

As of January 31, 2017 the program expended 51.59%% of its budget.

Enrollment Information / Reports: (Attachment B)

The attendance rate for the month of January was 84.22% which is below the 85% goal. The year to date attendance was 85.63% which meets the 85% program requirement. Teachers and family service staff continue to work with families to improve attendance.

Enrollment status of Children with Disabilities: The program currently has 52 (9.9%) children with disabilities attending class. This past month one child moved off island and the vacancy was filled with another child with a disability.

Meal Report: (Attachment C)

January report is attached

Program Information:

A. Program Design and Management

Grant Review and Approval: Next year's grant application is due April 1.

There have been two work sessions to look at the budget and make proposals for next year. Policy Council will review and finalize their proposals to be forwarded to the Guam Education Board for final approval on February 15.

The grant write up, the request for enrollment reduction, a request for a class size waiver,

and identification of the pilot expanded day classrooms will need a joint work session.

The approvals of the grant package will be needed at the March meetings. The management team will be off island for the GEB March meeting on the 21st.

I wish to request a joint work session late February, early March to insure each body has a chance to review, recommend, and discuss the contents in preparation for the vote to approve the grant application.

Federal Review: CLASS (CLassroom Assessment Scoring System): The Federal Review was conducted during the week of January 30. The reviewers visited 21 of the 27 centers. The report of findings is expected in 2-3 months.

Staffing: The classrooms are fully staffed with a teacher and a teacher aide as mandated by the performance standards. The interview for the Social Services Supervisor / Family and Community Partnership Manager will be conducted February 15. The Community Development Program Aide position interview will be conducted February 16. The only position open at this time is for a Head Start Aide.

Parent Meetings: the management team meet with each Center Level Parent Group to answer questions regarding social media and news reports. The team will have details of the number of parents who attended the meetings. The feedback as of this report has been extremely positive and supportive of the program.

B. Child Development and Health

Health Services is assisting Public Health Dental Services with the 2nd classroom fluoride varnishing.

The results of the winter child assessments will available to the parents during the Head Start Parent Teacher Conference on February 16. The comparative progress report will be available at that time.

C. Family/Community Partnerships

Eligibility, Recruitment, Selection, Enrollment, Attendance (ERSEA)

The program continues to recruit families for this school year. At this point in time the program is providing services to 12 homeless families, 6 foster children, and one active duty military family.

The program has received the new Federal Income Guidelines and is preparing the flyer for registration. Current waitlisted children who do not meet the kindergarten age requirement and children with disabilities will be given appointments for registration. Mass registration is expected to begin in April.

Children will be enrolled in a classroom through the month of April.

Community Partnerships: Program staff continue to be active participants with the Early Childhood Community projects and committees.

5. Communications: Office of Head Start (Attachment D)

The only correspondence received since the last meeting is the Federal Poverty Guidelines.

6. Program Calendar and Announcements: February 10, 2017- March 15, 2017

Date(s):	Event
February 11	Annual Fitness Fair, Venue TBA
February 15	Policy Council Meeting: 6:30 – 8:00 Asan Senior, Youth, and Head Start Resource Room
TBA	Joint Work Session: grant application, enrollment reduction of 54 students, pilot extended day sites.

7. Program request (dates, time, and location to be announced)
Joint Work Session: Grant proposal with enrollment reduction of 54 students.

Submitted: February 10, 2017

Catherine M. Schroeder: Program Director

2·13·17

Sylvia Calvo: Acting Deputy Superintendent of C&II

Joseph L. M. Sanchez: Superintendent of Education: Acting

Basic Grant (+ COLA, Duration Expansion start up, Program Improvement)

Row Labels	Sum of ORIGINAL APPROP	Sum of REVISED BUDGET	Sum of YTD EXPENDED	Sum of MTD EXPENDED	Sum of ENCUMBRANCE/REQ	Sum of AVAILABLE BUDGET	% USED	% AVAILABLE
32010								
0111 FTE salary	1,476,141.00	1,495,150.00	783,168.98	104,477.05	-	711,981.02	52.38%	47.62%
0113 Substitute	20,000.00	20,000.00	389.90	389.90	-	19,610.10	1.95%	98.05%
0114 PTE salary	247,696.00	247,696.00	112,028.92	11,781.89	-	135,667.08	45.23%	54.77%
0121 Benefits	668,052.00	674,480.00	332,240.37	44,126.20	-	342,239.63	49.26%	50.74%
0222 Mileage	6,200.00	6,200.00	1,417.77	133.38	-	4,782.23	22.87%	77.13%
0230 Contractural	64,179.00	299,179.00	16,695.52	250.00	200,725.00	81,758.48	72.67%	27.33%
0240 Supplies	52,336.00	84,190.00	17,492.65	12,670.28	7,315.53	59,381.82	29.47%	70.53%
0250 Equipment	9,300.00	17,910.00	-	-	8,497.78	9,412.22	47.45%	52.55%
0290 Reimburse pare	350.00	350.00	-	-	-	350.00	0.00%	100.00%
32010 Total	**2,544,254.00**	**2,845,155.00**	**1,263,434.11**	**173,828.70**	**216,538.31**	**1,365,182.58**	52.02%	47.98%

Training and Technical Assistance Grants

32030								
0221 Off island trave	20,000.00	45,000.00	13,208.88	-	-	31,791.12	29.35%	70.65%
0230 Contractural	24,600.00	24,600.00	6,964.00	1,198.00	3,472.00	14,164.00	42.42%	57.58%
0240 Supplies	1,394.00	1,394.00	799.80	799.80	-	594.20	57.37%	42.63%
32030 Total	**45,994.00**	**70,994.00**	**20,972.68**	**1,997.80**	**3,472.00**	**46,549.32**	34.43%	65.57%
Grand Total	**2,590,248.00**	**2,916,149.00**	**1,284,406.79**	**175,826.50**	**220,010.31**	**1,411,731.90**	51.59%	48.41%

09CH9160 - GUAM DEPARTMENT OF EDUCATION

End-Of-Month Enrollment - January 2017

Head Start

	Operated this month	*Last day of services provided*	*All clases/options in session*	*Reported Enrollment*	*Funded Enrollment*	*Status*
	Yes	Jan 31, 2017	Yes	534	534	Reported
Initially Reported:	On 02/01/2017 by Enrico Pegarido					
Last Updated:	On 02/01/2017 06:28:13 PM, EST by Enrico Pegarido					
Grantee Comments:	Total Enrolled in Class: 528 Total Vacancies Within 30 Days: 6 Total Vacancies Over 30 Days: 0 Total Vacancies Replaced Over 30 Days: 0					

Doc. No. 34GL-17-0216.

Guam Head Start Program

2301 - Average Daily Attendance

Program Term: HS Program Year 51, Enrollment Status: Enrolled Attendance Date: 1/1/2017 - 1/31/2017

Guam Head Start Program

	Attendance Records			Operating Days	ADA [1]	Funded Enrollment		Actual Enrollment	
	Present [5]	Absent [6]	Neither [7]			Count	% Attendance	Count [2]	% Attendance [3]
Adacao Elementary School									
Adacao	266	34	0	15	17.73	20	88.67%	20.00	88.67%
Site Total	**266**	**34**	**0**	**15.00 (avg)**	**17.73**	**20**	**88.67%**	**20.00**	**88.67%**
Astumbo Elementary School									
Astumbo	250	50	0	15	16.67	20	83.33%	20.00	83.33%
Site Total	**250**	**50**	**0**	**15.00 (avg)**	**16.67**	**20**	**83.33%**	**20.00**	**83.33%**
C.L.Taitano Elementary School									
C.L.Taitano I	256	44	0	15	17.07	20	85.33%	20.00	85.33%
C.L.Taitano II	236	64	0	15	15.73	20	78.67%	20.00	78.67%
Site Total	**492**	**108**	**0**	**15.00 (avg)**	**32.80**	**40**	**82.00%**	**40.00**	**82.00%**
Carbullido Elementary School									
Carbullido I (AM)	230	39	0	15	15.33	20	76.67%	17.93	85.50%
Carbullido II (PM)	217	83	0	15	14.47	20	72.33%	20.00	72.33%
Site Total	**447**	**122**	**0**	**15.00 (avg)**	**29.80**	**40**	**74.50%**	**37.93**	**78.56%**
Chief Brodie Elementary School									
Chief Brodie I	242	48	0	15	16.13	20	80.67%	19.33	83.45%
Chief Brodie II	248	52	0	15	16.53	20	82.67%	20.00	82.67%
Site Total	**490**	**100**	**0**	**15.00 (avg)**	**32.66**	**40**	**81.67%**	**39.33**	**83.05%**
D.L.Perez Elementary School									
D.L.Perez I	263	37	0	15	17.53	20	87.67%	20.00	87.67%
D.L.Perez II	266	34	0	15	17.73	20	88.67%	20.00	88.67%
Site Total	**529**	**71**	**0**	**15.00 (avg)**	**35.26**	**40**	**88.17%**	**40.00**	**88.17%**
Finegayan Elementary									
Finegayan	268	32	0	15	17.87	20	89.33%	20.00	89.33%
Site Total	**268**	**32**	**0**	**15.00 (avg)**	**17.87**	**20**	**89.33%**	**20.00**	**89.33%**
H.S.Truman Elementary School									
Truman	192	63	0	15	12.80	17	75.29%	17.00	75.29%
Site Total	**192**	**63**	**0**	**15.00 (avg)**	**12.80**	**17**	**75.29%**	**17.00**	**75.29%**
Inarajan Elementary School									
Inarajan	230	55	0	15	15.33	20	76.67%	19.00	80.70%
Site Total	**230**	**55**	**0**	**15.00 (avg)**	**15.33**	**20**	**76.67%**	**19.00**	**80.70%**
J.M.Guerrero Elementary School									
J.M.Guerrero	274	18	0	15	18.27	20	91.33%	19.47	93.84%
Site Total	**274**	**18**	**0**	**15.00 (avg)**	**18.27**	**20**	**91.33%**	**19.47**	**93.84%**
M.Sablan Elementary School									
M.Sablan	211	89	0	15	14.07	20	70.33%	20.00	70.33%
Site Total	**211**	**89**	**0**	**15.00 (avg)**	**14.07**	**20**	**70.33%**	**20.00**	**70.33%**

1. ADA for each clasroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P), Tardy(T), Left Early(LE), Tardy and Left Early(TLE)
6. Statuses counted as Absent: Absent(A), Excused(E), Unexcused(U)
7. Statuses counted as Neither: No Class (-), Best Interest Day (B), Not Scheduled (N)

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Guam Head Start Program

2301 - Average Daily Attendance

Program Term: HS Program Year 51, Enrollment Status: Enrolled Attendance Date: 1/1/2017 - 1/31/2017

Guam Head Start Program

	Attendance Records			Operating Days	ADA [1]	Funded Enrollment		Actual Enrollment	
	Present [5]	Absent [6]	Neither [7]			Count	% Attendance	Count [2]	% Attendance [3]
M.U.Lujan Elementary School									
M.U.Lujan	260	40	0	15	17.33	20	86.67%	20.00	86.67%
Site Total	**260**	**40**	**0**	**15.00 (avg)**	**17.33**	**20**	**86.67%**	**20.00**	**86.67%**
M.Ulloa Elementary School									
M.Ulloa I	256	38	0	15	17.07	20	85.33%	19.60	87.07%
M.Ulloa II	246	54	0	15	16.40	20	82.00%	20.00	82.00%
Site Total	**502**	**92**	**0**	**15.00 (avg)**	**33.47**	**40**	**83.67%**	**39.60**	**84.51%**
Machananao Elementary School									
Machananao	245	55	0	15	16.33	20	81.67%	20.00	81.67%
Site Total	**245**	**55**	**0**	**15.00 (avg)**	**16.33**	**20**	**81.67%**	**20.00**	**81.67%**
Merizo Martyrs Elementary School									
Merizo	272	28	0	15	18.13	20	90.67%	20.00	90.67%
Site Total	**272**	**28**	**0**	**15.00 (avg)**	**18.13**	**20**	**90.67%**	**20.00**	**90.67%**
P.C.Lujan Elementary School									
P.C.Lujan	235	24	17	15	15.67	20	78.33%	17.27	90.73%
Site Total	**235**	**24**	**17**	**15.00 (avg)**	**15.67**	**20**	**78.33%**	**17.27**	**90.73%**
Price Elementary School									
Price I (AM)	236	57	0	15	15.73	20	78.67%	19.53	80.55%
Price II (PM)	264	36	0	15	17.60	20	88.00%	20.00	88.00%
Site Total	**500**	**93**	**0**	**15.00 (avg)**	**33.33**	**40**	**83.33%**	**39.53**	**84.32%**
Talofofo Elementary School									
Talofofo	228	27	0	15	15.20	17	89.41%	17.00	89.41%
Site Total	**228**	**27**	**0**	**15.00 (avg)**	**15.20**	**17**	**89.41%**	**17.00**	**89.41%**
Upi Elementary School									
Upi	253	47	0	15	16.87	20	84.33%	20.00	84.33%
Site Total	**253**	**47**	**0**	**15.00 (avg)**	**16.87**	**20**	**84.33%**	**20.00**	**84.33%**
Wettengel Elementary School									
Wettengel I (AM)	246	54	0	15	16.40	20	82.00%	20.00	82.00%
Wettengel II (PM)	244	41	0	15	16.27	20	81.33%	19.00	85.61%
Site Total	**490**	**95**	**0**	**15.00 (avg)**	**32.67**	**40**	**81.67%**	**39.00**	**83.76%**
Guam Head Start Program	**6,634**	**1,243**	**17**	**15.00 (avg)**	**442.26**	**534**	**82.82%**	**525.13**	**84.22%**
Report Totals	**6,634**	**1,243**	**17**	**15.00 (avg)**	**442.26**	**534**	**82.82%**	**525.13**	**84.22%**

1. ADA for each clasroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P), Tardy(T), Left Early(LE), Tardy and Left Early(TLE)
6. Statuses counted as Absent: Absent(A), Excused(E), Unexcused(U)
7. Statuses counted as Neither: No Class (-), Best Interest Day (B), Not Scheduled (N)

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GOVERNMENT OF GUAM
GUAM DEPARTMENT OF EDUCATION
STATE AGENCY FOR CHILD NUTRITION & FOOD DISTRIBUTION PROGRAMS
FEDERAL PROGRAMS DIVISION
THE CHILD AND ADULT FOOD CARE PROGRAM (CACFP)
FISCAL YEAR 2017

MONTHLY SUMMARY OF MEAL ACTIVITY & REIMBURSEMENTS

January-17

SCHOOL	BREAKFAST		SNACKS		LUNCH		TOTAL MEAL REIMBURSEMENT AMOUNT	CASH-IN-LIEU		GRAND TOTAL (REIMBURSEMENT)
	MEALS SERVED	REIMB AMOUNT	MEALS SERVED	REIMB AMOUNT	MEALS SERVED	REIMB AMOUNT		MEALS SERVED	REIMB AMOUNT	
	@ 1.71		@ 0.86		@ 3.16			@ 0.23		
MARCIAL SABLAN ELEM	206	352.26		-	211	666.76	1,019.02	211	48.53	$ 1,067.55
BP CARBULLIDO ELEM	244	417.24	202	173.72	446	1,409.36	2,000.32	446	102.58	$ 2,102.90
CL TAITANO ELEM	487	832.77		-	490	1,548.40	2,381.17	490	112.70	$ 2,493.87
FINEGAYAN ELEM	268	458.28		-	268	846.88	1,305.16	268	61.64	$ 1,366.80
HS TRUMAN ELEM	189	323.19		-	187	590.92	914.11	187	43.01	$ 957.12
JM GUERRERO ELEM	279	477.09		-	279	881.64	1,358.73	279	64.17	$ 1,422.90
INARAJAN ELEM	241	412.11		-	241	761.56	1,173.67	241	55.43	$ 1,229.10
MA ULLOA ELEM	500	855.00		-	502	1,586.32	2,441.32	502	115.46	$ 2,556.78
MU LUJAN ELEM	251	429.21		-	254	802.64	1,231.85	254	58.42	$ 1,290.27
MERIZO ELEM	271	463.41		-	269	850.04	1,313.45	269	61.87	$ 1,375.32
PC LUJAN ELEM	235	401.85		-	219	692.04	1,093.89	219	50.37	$ 1,144.26
HB PRICE ELEM	269	459.99	231	198.66	495	1,564.20	2,222.85	495	113.85	$ 2,336.70
TALAFOFO ELEM	228	389.88		-	228	720.48	1,110.36	228	52.44	$ 1,162.80
UPI ELEM	253	432.63		-	253	799.48	1,232.11	253	58.19	$ 1,290.30
WETTENGEL ELEM	261	446.31	229	196.94	489	1,545.24	2,188.49	489	112.47	$ 2,300.96
DL PEREZ ELEM	529	904.59		-	527	1,665.32	2,569.91	527	121.21	$ 2,691.12
CHIEF BRODIE ELEM	486	831.06		-	484	1,529.44	2,360.50	484	111.32	$ 2,471.82
ASTUMBO ELEM	250	427.50		-	249	786.84	1,214.34	249	57.27	$ 1,271.61
MACHANAO ELEM	244	417.24		-	245	774.20	1,191.44	245	56.35	$ 1,247.79
LIGUAN ELEM		-		-		-	-	0	0.00	$ -
ADACAO ELEM	256	437.76		-	264	834.24	1,272.00	264	60.72	$ 1,332.72
TOTAL	5,947	10,169.37	662	569.32	6,600	20,856.00	$ 31,594.69	6,600	1,518.00	$ 33,112.69

Prepared by: Elaine E. Cabrera 2/6/17
Program Coordinator I — Date:

Verified by: — Date: 2/6/17
FNS Administrator

Verified by: — Date:
State Program Officer

[Federal Register Volume 82, Number 19 (Tuesday, January 31, 2017)]
[Notices]
[Pages 8831-8832]
From the Federal Register Online via the Government Publishing Office [www.gpo.gov]
[FR Doc No: 2017-02076]

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Office of the Secretary

Annual Update of the HHS Poverty Guidelines

AGENCY: Department of Health and Human Services.

ACTION: Notice.

SUMMARY: This notice provides an update of the Department of Health and Human Services (HHS) poverty guidelines to account for last calendar year's increase in prices as measured by the Consumer Price Index.

DATES: Effective Date: January 26, 2017 unless an office administering a program using the guidelines specifies a different effective date for that particular program.

ADDRESSES: Office of the Assistant Secretary for Planning and Evaluation, Room 404E, Humphrey Building, Department of Health and Human Services, Washington, DC 20201.

FOR FURTHER INFORMATION CONTACT: For information about how the guidelines are used or how income is defined in a particular program, contact the Federal, state, or local office that is responsible for that program. For information about poverty figures for immigration forms, the Hill-Burton Uncompensated Services Program, and the number of people in poverty, use the specific telephone numbers and addresses given below.

For general questions about the poverty guidelines themselves, contact Suzanne Macartney, Office of the Assistant Secretary for Planning and Evaluation, Room 422F.3, Humphrey Building, Department of Health and Human Services, Washington, DC 20201--telephone: (202) 690-6143--or visit http://aspe.hhs.gov/poverty/.

For information about the percentage multiple of the poverty guidelines to be used on immigration forms such as USCIS Form I-864, Affidavit of Support, contact U.S. Citizenship and Immigration Services at 1-800-375-5283.

For information about the Hill-Burton Uncompensated Services Program (free or reduced-fee health care services at certain hospitals and other facilities for persons meeting eligibility criteria involving the poverty guidelines), contact the Health Resources and Services Administration Information Center at 1-800-275-4772. You also may visit http://www.hrsa.gov/gethealthcare/affordable/hillburton/.

For information about the number of people in poverty, visit the Poverty section of the Census Bureau's Web site at http://www.census.gov/hhes/www/poverty/poverty.html or contact the Census Bureau's Customer Service Center at 1-800-923-8282 (toll-free) or visit https://ask.census.gov for further information.

SUPPLEMENTARY INFORMATION:

Background

Section 673(2) of the Omnibus Budget Reconciliation Act (OBRA) of 1981 (42 U.S.C. 9902(2)) requires the Secretary of the Department of Health and Human Services to update the poverty guidelines at least annually, adjusting them on the basis of the Consumer Price

[[Page 8832]]

Index for All Urban Consumers (CPI-U). The poverty guidelines are used as an eligibility criterion by the Community Services Block Grant program and a number of other Federal programs. The poverty guidelines issued here are a simplified version of the poverty thresholds that the Census Bureau uses to prepare its estimates of the number of individuals and families in poverty.

As required by law, this update is accomplished by increasing the latest published Census Bureau poverty thresholds by the relevant percentage change in the Consumer Price Index for All Urban Consumers (CPI-U). The guidelines in this 2017 notice reflect the 1.3 percent price increase between calendar years 2015 and 2016. After this inflation adjustment, the guidelines are rounded and adjusted to standardize the differences between family sizes. In rare circumstances, the rounding and standardizing adjustments in the formula result in small decreases in the poverty guidelines for some household sizes even when the inflation factor is not negative. In cases where the year-to-year change in inflation is not negative and

the rounding and standardizing adjustments in the formula result in reductions to the guidelines from the previous year for some household sizes, the guidelines for the affected household sizes are fixed at the prior year's guidelines. As in prior years, these 2017 guidelines are roughly equal to the poverty thresholds for calendar year 2016 which the Census Bureau expects to publish in final form in September 2017.

The poverty guidelines continue to be derived from the Census Bureau's current official poverty thresholds; they are not derived from the Census Bureau's Supplemental Poverty Measure (SPM).

The following guideline figures represent annual income.

2017 Poverty Guidelines for the 48 Contiguous States and the District of Columbia

Persons in family/household	Poverty guideline
1	$12,060
2	16,240
3	20,420
4	24,600
5	28,780
6	32,960
7	37,140
8	41,320

For families/households with more than 8 persons add $4,180 for each additional person.

2017 Poverty Guidelines for Alaska

Persons in family/household	Poverty guideline
1	$15,060
2	20,290
3	25,520
4	30,750
5	35,980
6	41,210
7	46,440
8	51,670

For families/households with more than 8 persons, add $5,230 for each additional person.

2017 Poverty Guidelines for Hawaii

Persons in family/household	Poverty guideline
1	$13,860
2	18,670
3	23,480
4	28,290
5	33,100
6	37,910
7	42,720
8	47,530

For families/households with more than 8 persons, add $4,810 for each additional person.

Separate poverty guideline figures for Alaska and Hawaii reflect Office of Economic Opportunity administrative practice beginning in the 1966-1970 period. (Note that the Census Bureau poverty thresholds--the version of the poverty measure used for statistical purposes--have never had separate figures for Alaska and Hawaii.) The poverty guidelines are not defined for Puerto Rico or other outlying jurisdictions. In cases in which a Federal program using the poverty guidelines serves any of those jurisdictions, the Federal office that administers the program is generally responsible for deciding whether to use the contiguous-states-and-DC guidelines for those jurisdictions or to follow some other procedure.

Due to confusing legislative language dating back to 1972, the poverty guidelines sometimes have been mistakenly referred to as the ``OMB'' (Office of Management and Budget) poverty guidelines or poverty line. In fact, OMB has never issued the guidelines; the guidelines are issued each year by the Department of Health and Human Services. The poverty guidelines may be formally referenced as ``the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. 9902(2).''

Some federal programs use a percentage multiple of the guidelines (for example, 125 percent or 185 percent of the guidelines), as noted in relevant authorizing legislation or program regulations. Non-Federal organizations that use the poverty guidelines under their own authority in non-Federally-funded activities also may choose to use a percentage multiple of the guidelines.

The poverty guidelines do not make a distinction between farm and non-farm families, or between aged and non-aged units. (Only the Census Bureau poverty thresholds have separate figures for aged and non-aged one-person and two-person units.)

Note that this notice does not provide definitions of such terms as ``income'' or ``family,'' because there is considerable variation in defining these terms among the different programs that use the guidelines. These variations are traceable to the different laws and regulations that govern the various programs. This means that questions such as ``Is income counted before or after taxes?'', ``Should a particular type of income be counted?'', and ``Should a particular person be counted as a member of the family/household?'' are actually questions about how a specific program applies the poverty guidelines. All such questions about how a specific program applies the guidelines should be directed to the entity that administers or funds the program, since that entity has the responsibility for defining such terms as ``income'' or ``family,'' to the extent that these terms are not already defined for the program in legislation or regulations.

Dated: January 26, 2017.
Norris Cochran,
Acting Secretary of Health and Human Services.
[FR Doc. 2017-02076 Filed 1-27-17; 11:15 am]
BILLING CODE 4150-05-P

Doc. No. 34GL-17-0216.

Unfinished Business

Doc. No. 34GL-17-0216.

New Business

SC413HP
Pre-Engineering



Presented by
Helen L.S. Addie
B.S. 2nd Ed/Biology/Chemistry, MMSE, MBA, Six Sigma Black Belt/Master Black Belt
Teacher V (Science, Mathematics)

1

SC413HP
Pre-Engineering Honors

- Pilot Period: 08/2015 – current
- Students: SY 2015-16 – 15 students; SY 2016-17 – 21 students
- Class-makeup: SY 2015-16 - 5 girls, 10 boys; SY 2016-17 – 11 girls, 10 boys
- Scheduled last period of the day on A Day
- Requirements: Successfully completed Physics ('B' or better) or concurrently enrolled in Physics
- Credit for a Science requirement
- STEM-Based Class

2

Textbooks (Teacher copy, Elmo)

- *Pre-Engineering* by Henry R. Harms
- *Engineering Fundamentals* by Saeed Moaveni

3

Objectives of Pre-Engineering



Objective #1

- Increase presentation skills

  Each engineering team designed and built models to meet defined requirements.

  - Demonstrated models to classes who acted as customers
  - Explained and defended their designs; responded to questions and feedback, both positive and negative

  Helped students to experience what engineers do

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Objectives of Pre-Engineering

Objective #2

- Describe engineering practices such as modeling, GD&T, error analysis, interpreting engineering drawings, statistics, and graphing techniques.
  - Learned to interpret symbols on engineering drawings
  - Viewed a caliper, watched a video of the manufacture of a car (Ferrari) and learned how important it was to produce parts that were per the drawing in order for the parts to meld together. Generated, graphed and interpreted experimental data.

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Objectives of Pre-Engineering

Objective #3

- Define the criteria and constraints for an engineering problem to achieve success; evaluate competing designs against the design criteria
  - Packaging Engineering Product: Each team given a task to construct a packaging container that met specific requirements.
  - Learned about packaging design, materials, equipment, and systems used to manufacture packaging materials
  - Learned how different designs can meet the requirement.

6

Activities





7

Objectives of Pre-Engineering

Objective #4

Be more aware of career options for engineers and applied scientists.

Several engineering disciplines were discussed:

Design Engineering	Aerospace Engineering
Mechanical Engineering	Manufacturing Engineering
Biomedical Engineering	Software Engineering
Civil Engineering	Quality Engineering
Packaging Engineering	Electrical Engineering
Environmental Engineering	Automotive Engineering

Guest engineers as speakers. Projects per discipline.

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Objectives of Pre-Engineering

Objective #5

- Perform hands-on activities such as GD&T, prepare drawings after developing a project idea, explain their drawing/concept to other teams, build models; become excited about engineering.
  - Built models, prepared drawings as part of projects, formed the Okkodo High School Engineering Society, participated in competitions (Harold Dean Gillham Bridge Design/Build Competition and 2016 Green Dream Home)

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Instructional Strategies Used

- Students, as groups of engineers, were given a task with defined requirements. It was up to them to fulfill the requirement. This approach utilized cooperative learning, problem solving techniques involving critical thinking, and always active, problem-based learning.
- Case method and discussion
- Writing assignments
- Lecture
- Integrating technology
- Student-centered learning – used throughout the class and typical of STEM-centered classes. Students are responsible for their learning with the teacher as facilitator.
- Guest Speakers
- Student participation in competitions

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Assessment

- Development of models to meet stated engineering requirements. Engineers work in teams and so do the pre-engineering students. Models were presented and assessment was done on whether requirements were fulfilled. One to two quizzes given per semester.
- 2015 Quiz on Materials Engineering - one of the most difficult engineering disciplines (because of the vocabulary & requirements) and also one of the highest paid: grades varied from 51% (1 student) to 100%.
- 2016 Quiz on Design Engineering – one of the disciplines that transcends others; grades varied from 80% to 98%
- *Quizzes resembled a first year college pre-engineering assessment (no multiple choice-all short answer or problems).*

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Assessment Cont'd

- Worksheets-one on Stress, ex. Grades ranged from 60% (1 student) to 100%. One on developing bar codes. Grades ranged from 95% to 100%.
- Observation – non-intrusive. Not all are good team players; engineers must work as team members.
- 2017 Semester 1: Overall, grades varied from 93% to 100% prior to addition of 10 points (Honors Class)
- The students in Pre-Engineering are the brightest, most talented students OHS has. The majority are self-motivated, ambitious, creative and curious.

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Successes with Implementation

- More students are interested in pursuing an Engineering career after high school!
- Students have grown in confidence as evidenced by how they give presentations inside and outside of school, how they organize to work on projects and how they integrate other disciplines into problem solving.
- Opportunity to have engineer guest speakers
- Formed the OHS Engineering Society
- Increased participation in science/engineering competitions for OHS.

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Challenges

- Getting the word out that the pilot course was available, what were the requirements and how it would be of benefit to a student.
- Writing detailed lesson plans
- Ensuring all members of the team contribute
- Determining a product or project for each discipline
- Obtaining equipment

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Conclusion

- Based on feedback from students, parents and other teachers, SC413HP Pre-Engineering has been successful.
- Interest is high among students in taking the class SY 2017-2018.
  - Class number is determined by room size.

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Recommendations for Improvement

- Include more guest speakers, including a representative from UOG's Pre-Engineering Program
- Explore concept of internships with companies for students. This would improve the college and career readiness of students.

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Student Written Comments: 2016-17

- "I have learned communication, critical thinking, team work and budget (one of 8 universal resources)"
- "Pros: learn importance of team work, develop critical thinking skills, enhance creativity. Cons: NONE"
- "I learned the importance of being open-minded and thinking outside the box. It's also a good thing to know how to voice your opinions and ideas to others."
- "challenges your creativity"
- "Learned about presenting to a customer and…to be quick-witted."
- "I have learned how to build and plan out projects."
- "We learn how to design and create things with the resources available."

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A Look at 2016-17 to Date









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PRE AP OCEANVIEW MIDDLE SCHOOL



Presentation to the Guam Education Board

Curriculum, Special Education and Textbook SubCommittee

Presenters:

- Mary Vigilante & Grace Palmares
- Reading: Gabrielle P. Mesa
- Language Arts: Malia Abulencia
- Math: Rose Herrera
- Social Studies: Tiara Terlaje for David Macaluso
- Surveys: Mary Anne Angeles
- FAQs: Jenny Barcinas

AGENDA:

I. Introduction
II. What is Pre AP?
III. Rationale
IV. Expectations
V. Pre AP Curriculum
VI. Data:
   i. Pre AP Reading 6,7,8
   ii. Pre AP Language Arts 6,7
   iii. Pre AP Math 6,7
   iv. Pre AP Social Studies 6,7
   v. Student/Parent Perception Survey
VII. FAQs

What is Pre AP?

- Pre-Advanced Placement classes are on-grade level academically advanced courses designed to challenge motivated students to understand rigorous content. The coursework requires students to engage in independent and analytical assignments.

OMS History: Why Pre AP?

- SY 2013-2014 Accelerated Math 6th, 7th, 8th (106 students)
  - Accelerated Reading 8th grade
  - OMS increased enrollment in accelerated classes.
  - OMS existing Remedial & Accelerated courses
  - OMS increases in SAT-10
- SY 2014-2015 Pre AP Pilot
  - Pre-AP 8th grade Math, Language Arts, Science, & Social Studies
- SY 2015-2016 Pre AP Courses were approved by GEB
  - Pre-AP 8th grade Math, Language Arts & Social Studies
- SY 2015-2016 Pre AP Pilot
  - 6th, 7th, & 8th grade Reading
  - 6th & 7th grade Language Arts, Math. & Social Studies
- April 2016: Pre AP Pilot courses were approved by the Joint Curriculum Textbook Committee

Rationale: Pre AP Program

- College Board and OMS believe, "we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. Addressed effectively, the middle and high school years can provide a powerful opportunity to help all students acquire the knowledge, concepts, and skills needed to engage in a higher level of learning."

www.apcentral.collegeboard.com

Rationale:
Guam Department of Education
State Strategic Plan

Goal #1: All Guam Department of Education students will graduate from high school prepared to pursue post-secondary education on- or off-island or to assume gainful employment within the public or private sector.

Objective 1.6: By School Year 2016-17 (Year 3), at least 50% of the students taking an Advanced Placement (AP) exam will receive a passing score. By SY2019-20 (Year 6), at least 80% will receive a passing score.

Rationale:
Why should my child take Pre AP?

- Pre AP middle school courses are designed to prepare students for high school Advanced Placement Courses
- Pre AP courses introduce AP skills, concepts, and assessment methods
- Incorporates inquiry oriented/problem based teaching strategies
- Involves vertical alignment between middle school and high school
- Aligns with the Middle School Concept

Program Expectations:
Students enrolled in Pre AP

ARE EXPECTED TO...

- Be hard workers, independent learners, self motivated, with a strong work ethic
- Have strong communication skills
- Actively participate in cooperative learning activities
- Recognize the importance of a college education
- Participate in and successfully demonstrate completion of above-grade level readings, projects, and activities and
- Always be prepared with materials and assignments.

The classes are intended to be challenging, but the benefits to students are well worth the extra work.

Pre AP Curriculum

According to the College Board Advanced Placement Program…

The Pre AP Curriculum is one that is different

- in pace,
- depth,
- breadth, and/or
- complexity.

All students are taught in accordance with the GDOE Curriculum Maps which are aligned with the CCSS

Pre AP Curriculum

Differing pace means…

- moving through the content at a more rapid pace
- compacting the curriculum
- providing needed knowledge by testing and/or projects

Pre AP Curriculum

Differing in depth means…

- exploring further into the content by going past facts and concepts into generalizations, principles, theories, and laws
- analyzing from the concrete to the abstract, from the familiar to the unfamiliar, known to unknown
- investigating layers within a discipline through patterns, trends, unanswered questions, and ethical considerations

Pre AP Curriculum

Differing in breadth means...

- extending the content through higher-order thinking activities at the introductory or guided level,
- seeing the broader picture
- extending the content through learning centers, bulletin boards, and enrichment activities
- building comprehension by designing content-related extension projects

Pre AP Curriculum

Differing complexity means...

- extending content in, between, and across disciplines through the study of themes, problems, and issues
- seeing relationships between and among ideas in and within the topic, discipline, and disciplines
- examining relationships in, between, and across disciplines over time, and from multiple points of view

PRE AP READING GRADE 6, 7, & 8 2015-2016

Gabrielle P. Mesa

Pre AP Reading

- Pre AP Reading is an on-grade level academically advanced course designed to challenge motivated students to understand rigorous content.
- The curriculum consists of comprehending, interpreting, analyzing, evaluating, and appreciating literary and expository texts in several of genres by using a variety of classroom strategies including:
  - -independent study
  - - group work
  - - peer assignments
  - - think/pair/share

Pre AP Reading

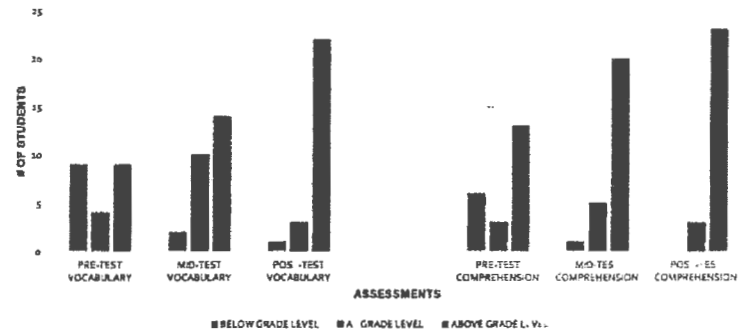
Assessment and Data:

- Gates-MacGinitie Reading Tests Level 6 and Level 7/9 provided by the JHTD consultants.
- AIMSweb Oral Fluency Assessment is a GDOE district-wide assessment.
- Both assessments are administered:
  - Pre-test is in August 2015
  - Mid-test is in January 2016
  - Post-test is in May 2016

6TH GRADE DATA
for
Gates MacGinitie and AIMSWeb

Gates MacGinitie

6th Grade Gates MacGinitie Results for SY15 -16

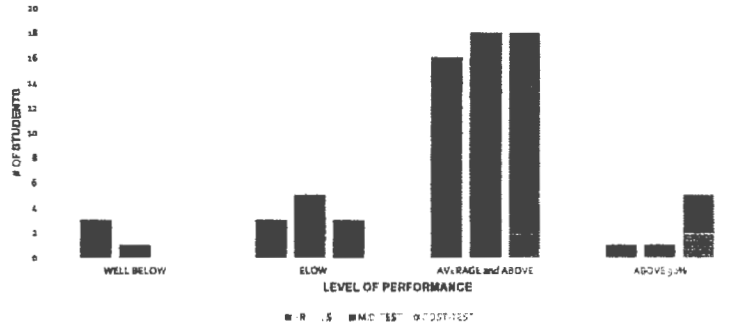


# of Students (1st Sem: 23 students & 2nd Sem: 26 students)

	PRE-TEST VOCABULARY (1 abs)	MID-TEST VOCABULARY	POST-TEST VOCABULARY	PRE-TEST COMPREHENSION (1 abs)	MID-TEST COMPREHENSION	POST-TEST COMPREHENSION
BELOW GRADE LEVEL	9	2	1	6	1	0
AT GRADE LEVEL	4	10	3	3	5	3
ABOVE GRADE LEVEL	9	14	22	13	20	23

AIMSweb

6th Grade AIMSweb Oral Fluency Results SY15-16



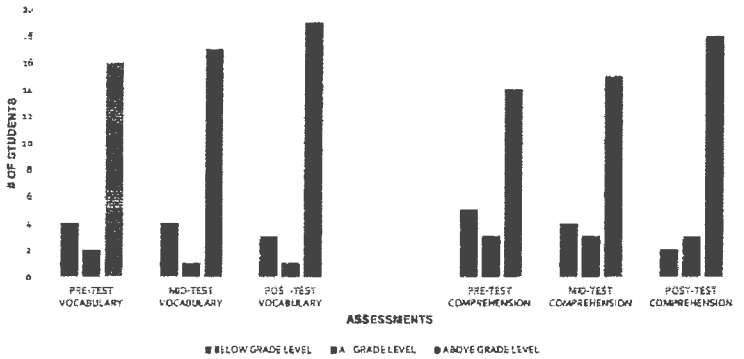
# of Students (1st Sem: 23 students & 2nd Sem 26 students)

	PRE-TEST	MID-TEST	POST-TEST
WELL BELOW	3	1	0
BELOW	3	5	3
AVERAGE and ABOVE	18	18	18
ABOVE 90%	1	1	5

7TH GRADE DATA
for
Gates MacGinitie and AIMSWeb

Gates MacGinitie

7th Grade Gates MacGinitie Results SY15-16

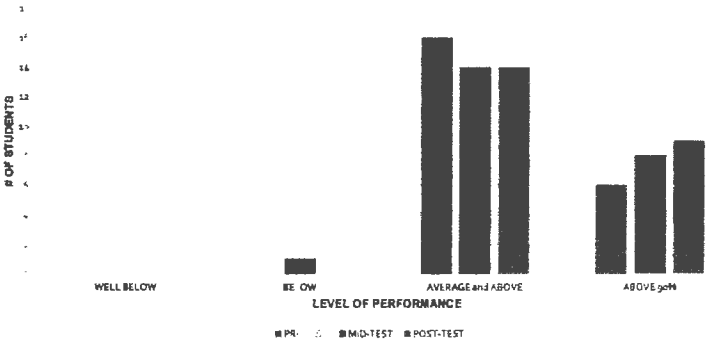


# of Students (23)

	PRE-TEST VOCABULARY	MID-TEST VOCABULARY (1 abs)	POST-TEST VOCABULARY	PRE-TEST COMPREHENSION	MID-TEST COMPREHENSION (1 abs)	POST-TEST COMPREHENSION
BELOW GRADE LEVEL	4	4	3	5	4	2
AT GRADE LEVEL	2	1	1	3	3	3
ABOVE GRADE LEVEL	16	17	19	14	15	18

AIMSweb

7th Grade AIMSweb Oral Fluency Results SY15-16

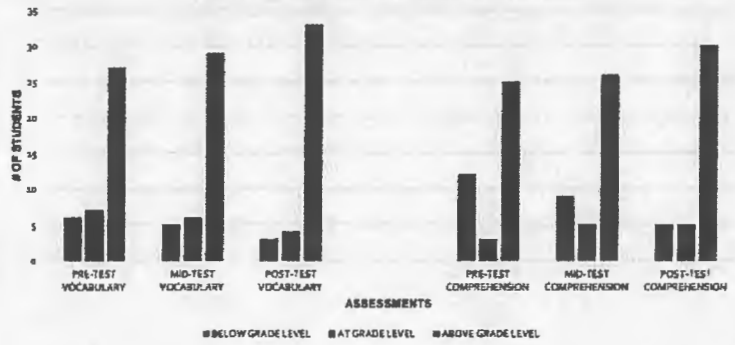


# of Students (23)

	PRE-TEST (1 abs)	MID-TEST	POST-TEST
WELL BELOW	0	0	0
BELOW	0	1	0
AVERAGE and ABOVE	15	14	14
ABOVE 90%	6	8	9

8TH GRADE DATA
for
Gates MacGinitie and AIMSweb

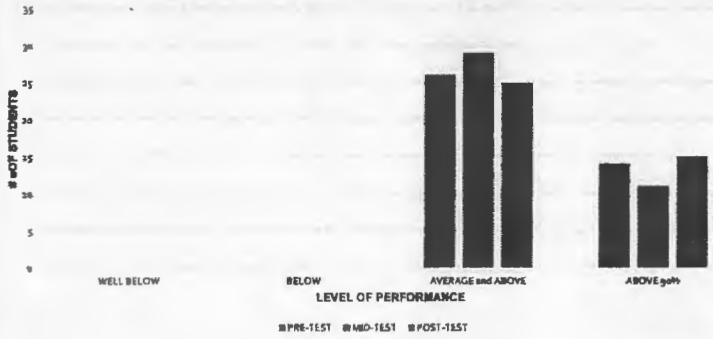
Gates MacGinitie



# of Students (40)

	PRE-TEST VOCABULARY	MID-TEST VOCABULARY	POST-TEST VOCABULARY	PRE-TEST COMPREHENSION	MID-TEST COMPREHENSION	POST-TEST COMPREHENSION
BELOW GRADE LEVEL	6	5	3	12	9	5
AT GRADE LEVEL	7	6	4	3	5	5
ABOVE GRADE LEVEL	27	29	33	25	26	30

AIMSweb



# of Students (40)

	PRE-TEST	MID-TEST	POST-TEST
WELL BELOW	0	0	0
BELOW	0	0	0
AVERAGE and ABOVE	26	29	25
ABOVE 90%	14	11	15

PRE AP ELA GRADE 6 & 7 2015-2016

Malia Abulencia

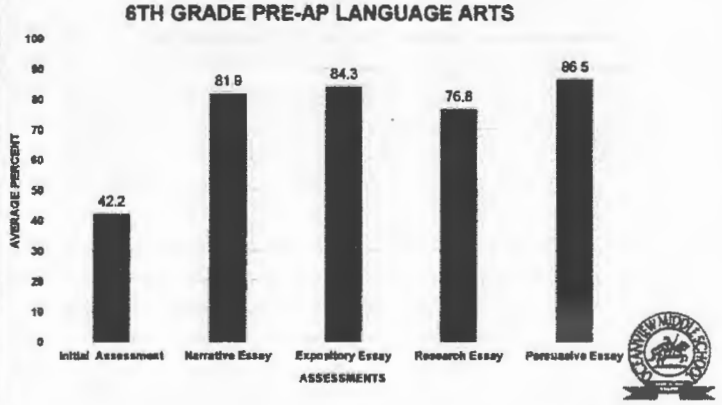
Pre AP Language Arts

- Pre AP Language Arts students will be expected to demonstrate mastery of both the reading and writing process and use that knowledge to create innovative projects, participate in in-depth discussions, and compose essays in a variety of modes.
- The curriculum for this course does comprise of the adopted Common Core standards for ELA in conjunction with any pertinent GDOE standards not specifically addressed in Common Core.
- The rigor of the texts used and the vocabulary is higher in the Pre AP Language Arts class than in general education classes.

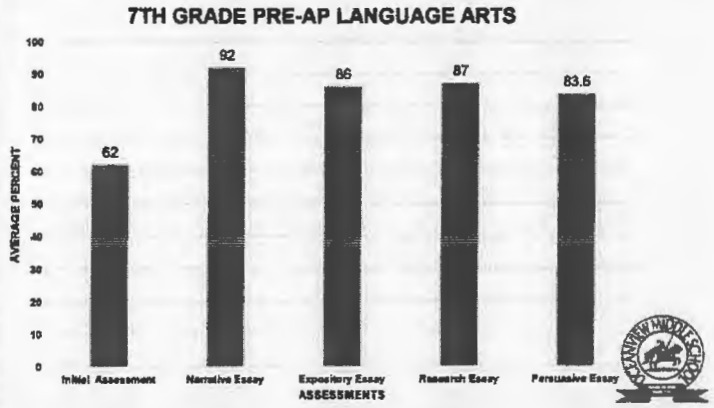
Essay Grading Rubric

	4	3	2	1
Introduction	The main idea is clearly presented and previews what is to follow.	The main idea is fairly clear and gives the reader some idea of what is to follow	The main idea is presented, but it is not clear and focused.	The main idea is not clear or is not presented.
Development of Ideas (Details and Elaboration)	Very clear and well presented facts and details that clearly and consistently support the main idea. Ideas in the paper are logically organized and presented in a way that clearly supports the controlling idea	Facts and details are provided to support the controlling idea, but important information is either unclear or left out. Ideas in the paper are mostly logical, although at times the organizational structure of the paper is weak.	Facts and details are present, but they don't really support the controlling idea. The ideas are not presented in a logical manner, and the organizational structure of the paper is often confusing	Very few facts or details present in the paper. No evidence to support the controlling idea is provided There is no organizational structure in the way the ideas are presented in the paper
Conclusion	The main idea and supporting details are summarized and the conclusion is logical There are no new details.	The main idea summarized and the conclusion is somewhat logical. There is one new detail	The main idea is summarized and the conclusion is a little hard to understand. There are 2-3 new details	The main idea is not summarized or the conclusion is impossible to understand.
Use of Language	Writer's word choice and language is clear, concise, and appropriate to the writing task	Writer's word choice and language is mostly clear and unambiguous, and the tone of the paper is appropriate	Writing is formulaic and simple, and the tone is not appropriate to the writing task.	Writing is vague and confusing. Sentences are simple and awkward.
Conventions (Grammar, Spelling, & Punctuation)	There are no errors in spelling, punctuation, or grammar in the final draft.	There is one spelling, punctuation or grammatical error in the final draft	There are 2-3 spelling, punctuation, and grammatical errors in the final draft	The final draft has more that 3 spelling, punctuation, and grammatical errors.

Pre AP Language Arts: 6th Grade Initial and Quarterly Assessments (SY15-16)



Pre AP Language Arts: 7th Grade Initial and Quarterly Assessments (SY15-16)



PRE AP MATH GRADE 6 & 7 2015-2016

Rose D. Herrera

Pre AP Mathematics

- Pre AP Mathematics 6th grade & 7th grade encompasses grade level mathematics and beyond to include Algebra and Geometry skills.
- Instructional Strategies practiced include the wide array of common classroom instructional strategies plus strategies learned from the following:
  - The College Board for Pre-Advanced Placement Mathematics
  - STEM (Science, Technology, Engineering, and Mathematics)
  - Johns Hopkins Talent Development Middle Schools
  - GDOE professional developments: Common Core State Standards, Classroom Instruction That Works, and Subject Area Mathematics PDs, as well as in school professional developments, mini-PDs, and PLCs.

Pre AP Mathematics

- Goal: Paced curriculum of 1.5 years of math into 1 year
- 6th grade Pre AP covers all of 6th grade and about half of 7th grade curriculum.
- 7th grade Pre AP covers half of 7th grade and most of the 8th grade curriculum.
- 8th grade Pre AP mathematics covers 8th grade curriculum & most of Algebra I.

Pre AP Mathematics

Assessments and Data:

- AIMSweb Math Concepts and Applications (M-CAP) &
- AIMSweb Math Computation (M-COMP)
- iSucceed Assessment provided by the JHTD consultants.

Pre AP Mathematics

AIMSweb

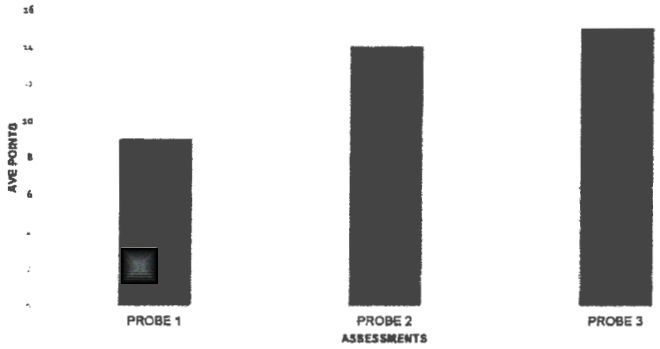
Math Concepts and Applications (M-CAP) &

Math Computation (M-COMP)

- Implemented SY14-15 in GDOE district-wide.
- Probe 1 (Sept 2015), Probe 2 (Jan.2016), Probe 3 (May 2016)
- 6th & 7th Grade Main Focal Points:
  - Is a brief standardized test of elements of the typical math curriculum at grades 2 through 8, with national norms for grades 2 through 12.
  - M-CAP: Timed Tests (28 problems in 8 minutes)
  - M-COMP: Timed Tests (40 problems in 10 minutes)

AIMSweb M - CAP

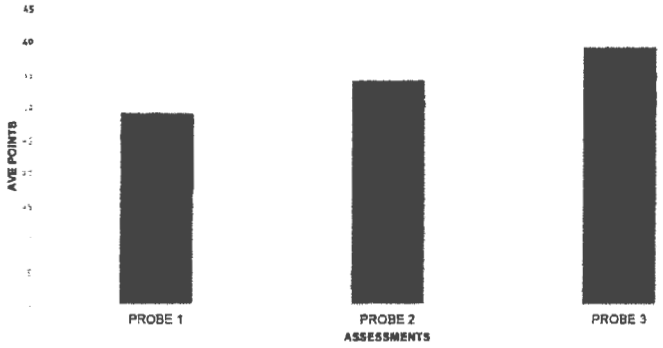
6TH GRADE AIMSWEB M-CAP RESULTS SY15-16



	PROBE 1	PROBE 2	PROBE 3
PRE-AP 6TH GRADE	9	14	15

AIMSweb M - COMP

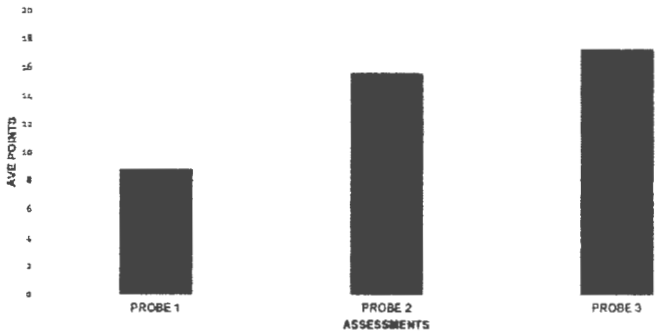
6th Grade AIMSweb M-COMP Results SY15-16



	PROBE 1	PROBE 2	PROBE 3
PRE-AP 6TH GRADE	29	34	39

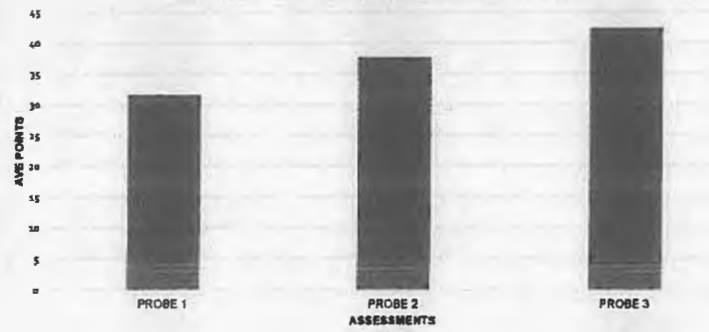
AIMSweb M - CAP

7th Grade AIMSweb M-CAP Results SY15-16



	PROBE 1	PROBE 2	PROBE 3
PRE-AP 7TH GRADE	8 8	15.56	17.23

AIMSweb M - COMP



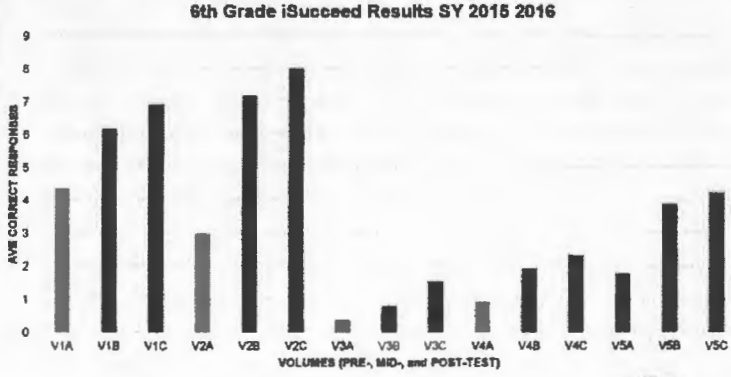
	PROBE 1	PROBE 2	PROBE 3
PRE-AP 7TH GRADE	31.538	37.68	42.42

Pre AP Mathematics: 6th & 7th grade

iSUCCEED

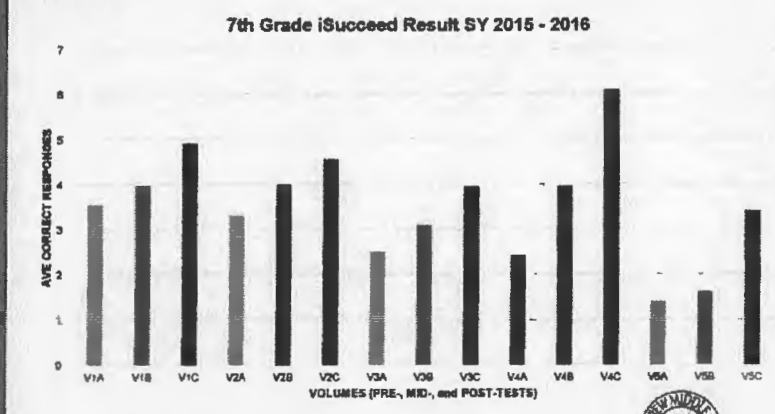
- First implemented at OMS SY 2011-2012, JHTD program.
- Timed Test (6th grade: 59 problems in 60 minutes)
- Timed Test (7th grade: 61 problems in 60 minutes)
- Consists of math problems divided into 5 volumes.
  - I. Place value and Basic Number Skills
  - II. Decimals, Fractions, and Other Rational Numbers
  - III. Ratios, Rates, and Percent
  - IV. Expressions and Equations
  - V. Measurement and Geometry

ISUCCEED



	V1A	V1B	V1C	V2A	V2B	V2C	V3A	V3B	V3C	V4A	V4B	V4C	V5A	V5B	V5C
PRE-AP 6TH GRADE	4.36	6.18	6.92	3	7.18	8	0.36	0.79	1.52	0.93	1.93	2.32	1.78	3.89	4.24

iSUCCEED



	V1A	V1B	V1C	V2A	V2B	V2C	V3A	V3B	V3C	V4A	V4B	V4C	V5A	V5B	V5C
PRE-AP 7TH GRADE	3.54	3.99	4.91	3.31	4	4.55	2.5	3.09	3.95	2.42	3.99	8.09	1.39	1.61	3.41

PRE AP SOCIAL STUDIES GRADE 6TH & 7TH 2015-2016

Tiara Terlaje

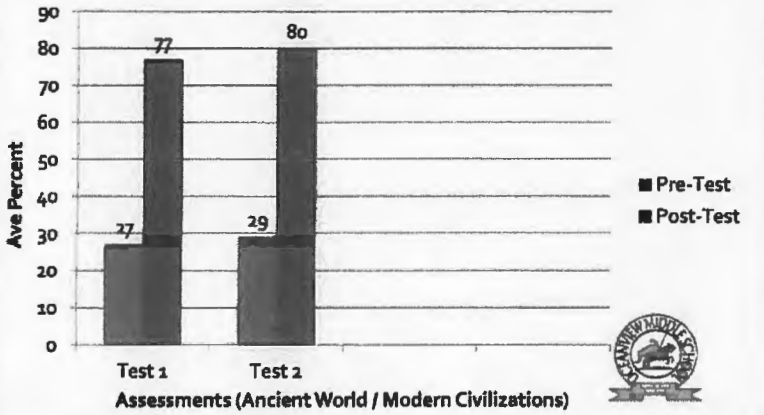
for

David Macaluso

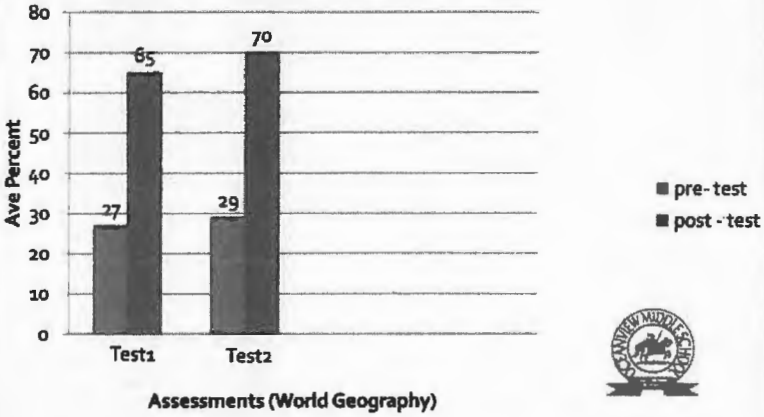
Pre AP Social Studies

- The 6th and 7th grade Pre AP Social Studies courses are based on the AP U.S. History Course curriculum. The Pre/Post tests for these Pre AP courses were created to match the A.P. World History and World Geography Exams, modified to fit the GDOE 6th and 7th Grade curriculum and standards.
- The most important part for these Pre AP Social Studies courses are to analyze historical primary and secondary sources to construct essays.
- Students are required to read independently, take notes from historical books or other sources to understand and reinforce what is covered in class.

6th Grade Pre-AP Social Studies Pre and Post Test (26 students)



7th Grade Pre-AP Social Studies Pre and Post Test (23 students)



Pre AP 6th and 7th grade Social Studies Pre and Post Test Results: Conclusions

- Pre-AP Social Studies students are expected to maturely discuss topics in relation to historical events and different cultures, more quickly grasp the content and move into higher-order thinking skills in writing and discussion. In addition, Tests and quizzes were structured to incorporate more essay responses.
- Pre AP Social Studies students learned to analyze primary sources and write a timed essay using those sources as evidence for their thesis.
- Pre AP Social Studies students learned to analyze a primary source and apply background knowledge to that source when answering multiple choice questions and essays.

PRE AP STUDENT/PARENT PERCEPTION SURVEY

Mary Anne M. Angeles

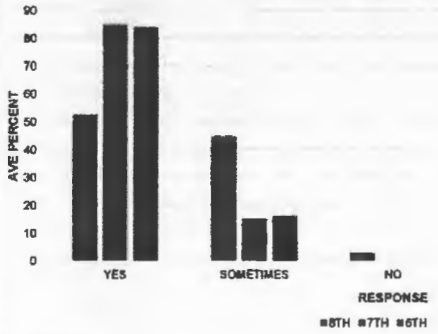
Pre AP Student Perception Survey

SURVEY QUESTIONS	RESPONSE	ADDITIONAL COMMENTS
1. Do you feel that the Pre AP program has adequately prepared you for higher level courses?	YE ETIMES N	
2. Do you think the Pre AP workload was appropriate?	ETIMES	
3. After taking Pre AP classes, do you plan on taking AP classes in high school?	E M BE	
4. Overall, rate your experience in the Pre AP program: POOR OUTSTANDING	I t pe	
5. Overall, rate how challenged you felt in the Pre AP program? NOT AT ALL EXTREMELY CHALLENGED	I rate my hallenge leve as a :	

6. Describe ways in which the Pre AP program differed from regular non-Pre AP program

STUDENT SURVEYS

1. Do you feel that the PreAP program has adequately prepared you for higher level courses?

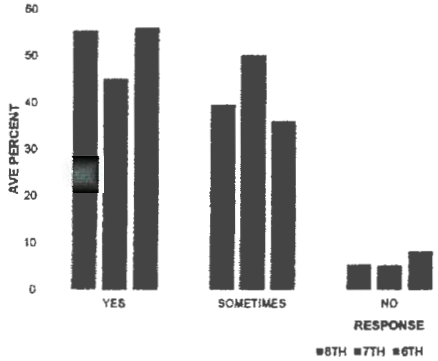


(% of students)

	YES	SOMETIMES	NO
8TH	53	45	3
7TH	85	15	0
6TH	84	16	0

STUDENT SURVEYS

2. Do you think the PreAP workload was appropriate?

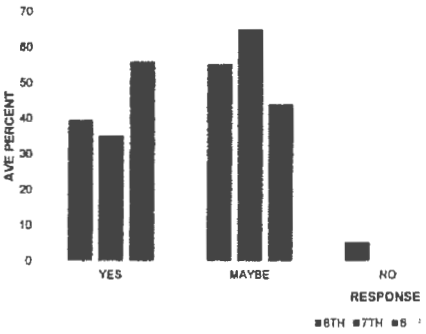


(% of students)

	YES	SOMETIMES	NO
8TH	55	39	5
7TH	45	50	5
6TH	56	36	8

STUDENT SURVEYS

3. After taking PreAP classes, do you plan on taking AP classes in high school?

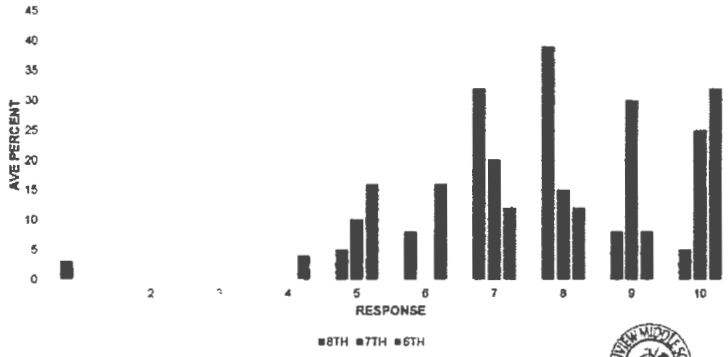


(% of students)

	YES	MAYBE	NO
8TH	39	55	5
7TH	35	65	0
6TH	56	44	0

STUDENT SURVEY

4. Overall, rate your experience in the PreAp program: 1(Poor) to 10 (Outstanding)

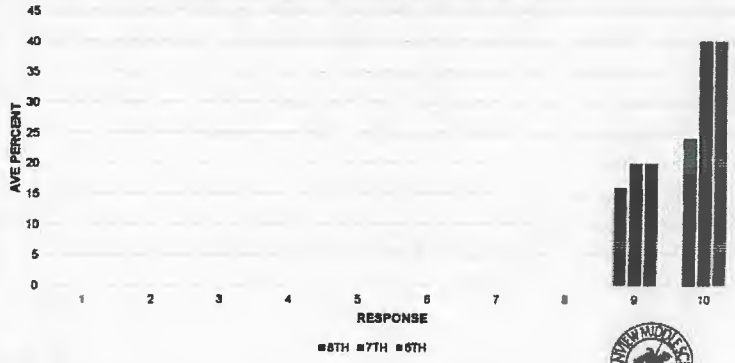


(% of students)

	1	2	3	4	5	6	7	8	9	10
8TH	3	0	0	0	5	8	32	39	8	5
7TH	0	0	0	0	10	0	20	15	30	25
6TH	0	0	0	4	16	16	12	12	8	32

STUDENT SURVEYS

5. Overall, rate how challenged you felt in the PreAP program? 1 (Not at all) to 10 (Extremely Challenged)

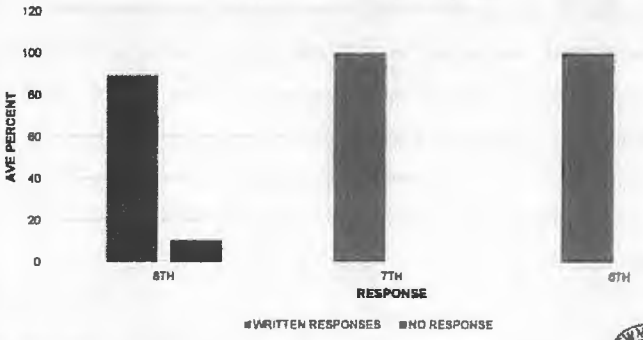


(% of students)

	1	2	3	4	5	6	7	8	9	10
8TH	0	0	0	0	0	0	0	0	16	24
7TH	0	0	0	0	0	0	0	0	20	40
6TH	0	0	0	0	0	0	0	0	20	40

STUDENT SURVEYS

6. Describe ways in which the PreAP program differed from a regular non-PreAP program.



(% of students)

	WRITTEN RESPONSES	NO RESPONSE
8TH	89	11
7TH	100	0
6TH	100	0

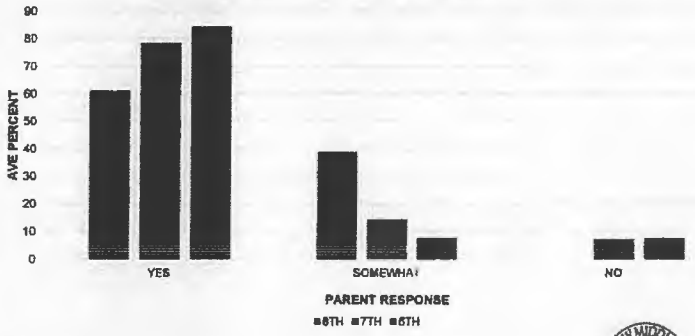
PRE AP Parent Survey

SURVEY QUESTIONS	RESPONSE	ADDITIONAL COMMENTS
1. Do you feel that the Pre AP program has adequatelyprepared your child for higher level courses?	YES SOMEWHAT NO	
2. Do you think the Pre AP workload was appropriate?	YES SOMEWHAT NO	
3. Do you feel the Pre AP teachers were available for extra academic support?	YES SOMEWHAT NO	
4. Was there ample opportunities for communication with teachers to discuss student progress?	YES SOMEWHAT NO	
5. Would you recommend the Pre AP program to other parents?	YES NO	

6. As this school years 2014-2015 and 2015 - 2016 was the pilot year for the Pre AP program at Oceanview Middle School, please provide comments / suggestions for improvement.

PARENT SURVEYS

1. Do you feel that the PreAP program has adequately prepared your child for higher level courses?

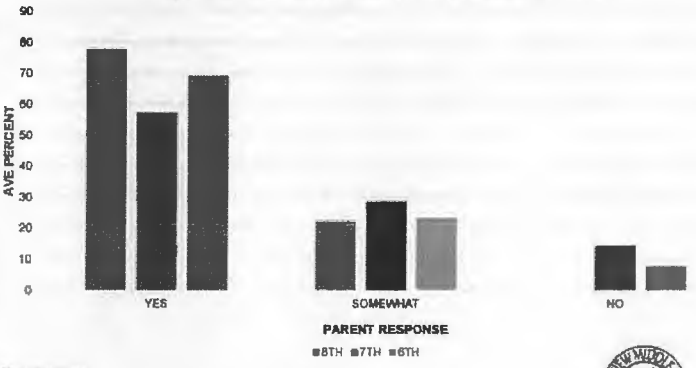


(% of parents)

	YES	SOMEWHAT	NO
8TH	61	39	0
7TH	79	14	7
6TH	85	8	8

PARENT SURVEYS

2. Do you think the PreAP workload was appropriate?

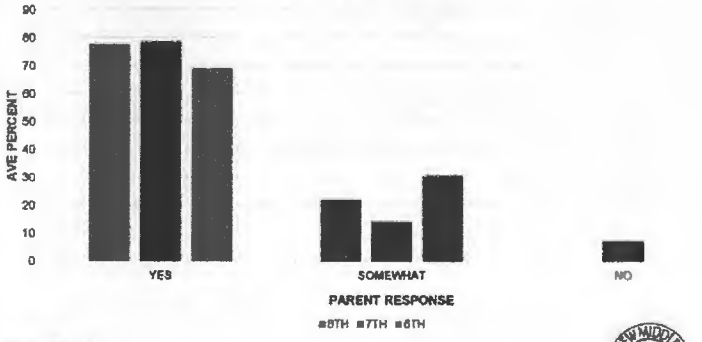


(% of parents)

	YES	SOMEWHAT	NO
8TH	78	22	0
7TH	57	29	14
6TH	69	23	8

PARENT SURVEYS

3. Do you feel the Pre AP teachers were availabe for extra academic support?

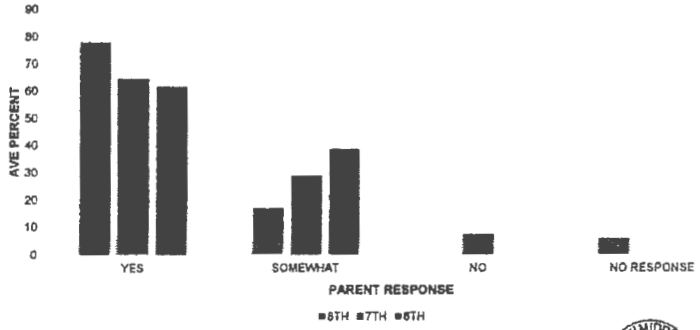


(% of parents)

	YES	SOMEWHAT	NO
8TH	78	22	0
7TH	79	14	7
6TH	69	31	0

PARENT SURVEYS

4. Were there ample opportunities for communication with teachers to discuss student progress?

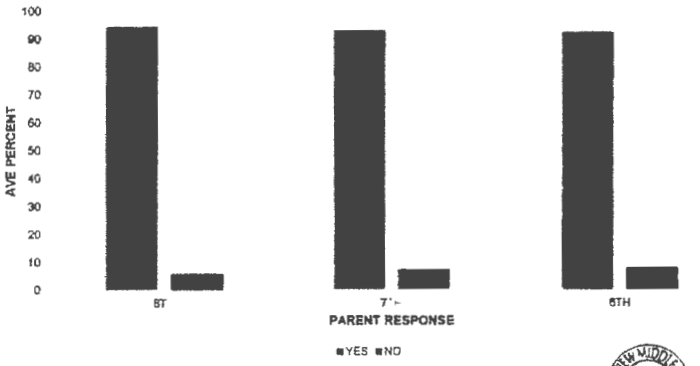


(% of parents)

	YES	SOMEWHAT	NO	NO RESPONSE
8TH	78	17	0	6
7TH	64	29	7	0
6TH	62	38	0	0

PARENT SURVEYS

5. Would you recommend the Pre AP program to other parents?

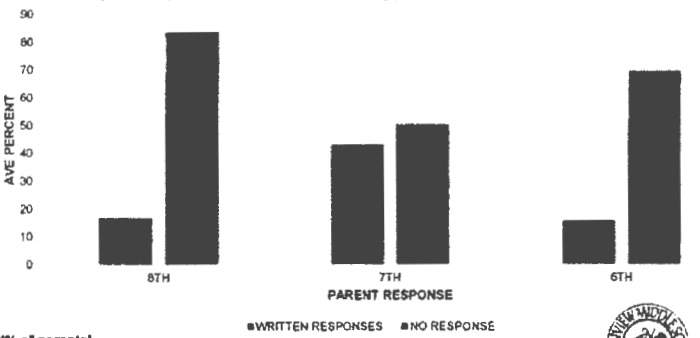


(% of parents)

	YES	NO
8TH	94	6
7TH	93	7
6TH	92	8

PARENT SURVEYS

6. As school years 2014 - 2015 and 2015 - 2016 were the pilot years for the Pre AP program at Oceanview Middle School, please provide comments / suggestions for improvement.



(% of parents)

	WRITTEN RESPONSES	NO RESPONSE
8TH	17	83
7TH	43	50
6TH	15	69

FREQUENTLY ASKED QUESTIONS

Frequently Asked Questions

1. Are there any special qualifications for taking a Pre AP course?

   No. Pre AP courses are open enrollment. We do recommend that students and parents make informed decisions about engaging in advanced academic courses.

Frequently Asked Questions

2. Can my student make a schedule change if he/she determines that a Pre AP course is too difficult?

   Schedule changes are at the discretion of the school and parents and are kept at a minimum. Some circumstances may warrant a schedule change, but we encourage students and teachers to work together for student success in our Pre AP Program.

Frequently Asked Questions

3. What is the difference between Pre AP and General Education Classes (GE)?

The curriculums for both Pre AP and GE courses are built on the core academic curriculum outlined in the GDOE Curriculum Maps. Students enrolled in Pre AP should expect a faster class pace, more depth, breadth and/or complexity in classroom discussion, increased amount of reading, and overall greater academic expectations on assignments and time management.

Frequently Asked Questions

4. Do Pre AP classes have more homework than general education courses?

Pre AP classes may have more homework than general education courses. They typically require more reading, more writing, and more independent practice with the goal of developing advanced skills in those courses.

Frequently Asked Questions

5. How might taking advanced placement courses affect my student's grades?

Advanced placement courses may have an effect on GPA because the general levels of excellence are set very high. Our experiences lead us to believe that participation in advanced placement courses is a stronger indicator of future success rather than GPA. We encourage parents to focus on the high-level thinking skills, responsibilities, and study habits students acquire.

Q & A

Thank You

Doc. No. 34GL-17-0216.

Executive Session