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# M&C Fwd: GACS Annual Report for SY 2019-2020

1 message

**Speaker's Office** <speaker@guamlegislature.org> Tue, Nov 3, 2020 at 7:52 AM
To: Clerks Office <clerks@guamlegislature.org>
Cc: Rennae Meno <rennae@guamlegislature.org>

| | | | | | |
|---|---|---|---|---|---|
| 10/30/20 | 6:42 PM | 10/30/20 | Annual Report for SY 2019-2020.* | Guaren Academy Charter School | 35GL-20-2403 |

---------- Forwarded message ---------
From: **Josett Cruz** <jcruz@guahanacademy.org>
Date: Fri, Oct 30, 2020 at 18:42
Subject: GACS Annual Report for SY 2019-2020
To: <vangcepeda26@gmail.com>, <jesse.quenga@gmail.com>, <Speaker@guamlegislature.org>, <senatortcnelson@guamlegislature.org>, Office of Senator Shelton Guam Legislature <officeofsenatorshelton@guamlegislature.org>, <jbsanchez@bankofguam.com>
CC: J Won Pat <cao.jwonpat@guahanacademy.org>, Fe Valencia-Ovalles <feovalles.gacsbot@gmail.com>, <rtainatongo.gacsbot@gmail.com>, Hentrick Eveluck <heveluck.gacsbot@gmail.com>, Lourdes San Nicolas <lsannicolas.gacsbot@guahanacademy.org>, Aristedes Erguiza <aerguiza@guahanacademy.org>

Hafa Adai,

As per GACS CAO Dr. Judith Won Pat, please see attached.

***Please acknowledge receipt of this email.***

Si Yu'us ma'ásí',

*Josett Cruz*
**Administrative Assistant**
**HR/Business Office**
**Guahan Academy Charter School**
**979-1065 ext 5**
***Fax: 473-3701***
***guahanacademy.org***

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--

*Sinseru yan Minagåhet,*

**Office of the Speaker • Tina Rose Muña Barnes**
Committee on Public Accountability, Human Resources & the Guam Buildup

35th Guam Legislature
*I Mina'trentai Singko na Liheslaturan Guåhan*

Guam Congress Building | 163 Chalan Santo Papa | Hagatna, GU 96910
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Gumai pribilehu yan konfedensia este siha na mensåhi. Solo espesiåtmente para hågu ma entensioña pat ma aturisa para unrisibi. Sen prubidu kumu ti un ma aturisa para manribisa, na'setbe, pat mandespåtcha. Yanggen lachi rinisibu-mu nu este na mensåhi , put fabot ago' guatu gi I numa'huyong gi as speaker@guamlegislature.org yan despues destrosa todu siha I kopian mensåhi. Si Yu'os ma'åse'.

**GACS Annual Report SY2019.2020.pdf**
2474K

# ACADEMY CHARTER SCHOOL ANNUAL REPORT

**School Name:** **Guahan Academy Charter School**

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

| Criteria | Page Number in Report |
|---|---|
| **(1) a report on the extent to which the school is meeting its mission and goals as stated in the petition for the Academy Charter School;** | **3** |
| **(2) student performance on any district-wide assessments;** | **5** |
| **(3) grade advancement for students enrolled in the Academy Charter School;** | **30** |
| **(4) graduation rates, college admission test scores, and college admission rates, if applicable;** | **30** |
| **(5) types and amounts of parental involvement;** | **31** |
| **(6) official student enrollment;** | **32** |
| **(7) average daily attendance;** | **35** |
| **(8) annual financial audit and subsequent fiscal year annual financial audits, a financial statement audited by the Public Auditor;** | **36** |
| **(9) a report on school staff indicating the qualifications and responsibilities of such staff; and** | **37** |
| **(10) a list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding Five Hundred Dollars ($500) during the year that is the subject of the report.** | **40** |

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

# SY 2019-2020

# Annual Report

GUAHAN ACADEMY CHARTER SCHOOL

# Board of Trustees

**Fe Valencia-Ovalles**
Chairwoman

**Rosie Tainatongo**
Vice-Chairwoman

**Lourdes San Nicolas**
Member

**Hentrick Eveluck**
Treasurer

**Aristedes V. Erguiza**
Member

**Dr. Judith Won Pat**
Chief Academic Officer
Ex-Officio Member

**Campus Address**
Core Tech Bldgs. C, D & E Mariner Ave
Tiyan, Guam 96913

**Mailing Address**
P.O. Box CS, Hågatña Guam 96932

Phone: (671)979-1066
**www.guahanacademy.org**

**BOARD OF TRUSTEES**

Fe Valencia-Ovalles, *Chairwoman*
Rosie R. Tainatongo, *Vice-Chairwoman*
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Aristedes V. Erquiza, *Trustee*
*Lourdes San Nicolas, Trustee*

GUAHAN ACADEMY CHARTER SCHOOL

Tiyan Campus, Bldgs. C, D and E
P.O. Box CS, Hagatna, Guam 96932
Office: (671) 734-1066
Email: cao.jwonpat@guahanacademy.org
Website: www.guahanacademy.org

*GACS 0820-0001*

October 28, 2020

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

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

The Board of Trustees, Chief Academic Officer, Deans, faculty and staff are pleased to present Guahån Academy Charter School's (GACS) Annual Report.

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

We've responded to all items requested with the exception of the Financial Audit for FY18. The Auditor and the Board of Trustees need to clarify with the Governor, as the Lessor of our campus, for a fair market rental value of the Tiyan campus. As soon as all parties are able to resolve this matter, the Auditor will be able to complete the audit. Additionally, the Auditor has yet to begin the process of auditing our financial statements for FY19.

Should you have any questions regarding the report, please feel free to contact Dr. Judith Won Pat, Chief Academic Officer at 979-1065.

Respectfully submitted,

Fe Valencia--Ovalles
Chairwoman

Cc: Council Members
GACS Board of Trustees

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# GUAHAN ACADEMY CHARTER SCHOOL

## Philosophy

At GACS, we believe that each student can learn and become productive citizens when given resources that support and promote lifelong learning to attain academic and social successes. We understand that learning is an evolving concept. Therefore, given the tools of effective research-based practices, students are offered opportunities to challenge themselves will take ownership of their learning.

## Mission

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

## Vision

Students will become respectful, responsible and resourceful.

## Schoolwide Learner Outcomes

**GACS STUDENTS WILL BE:**

### Goal Oriented

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

### Active Communicators and

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

### Critical Thinkers Who

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

### Strive for Lifelong Success

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



Doc. No. 35GL-20-2403.*

**Charter Law: Section §12107**

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

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

(2) student performance on any district-wide assessments;

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

(4) graduation rates, college admission test scores, and college admission rates, if applicable;

(5) types and amounts of parental involvement;

(6) official student enrollment;

(7) average daily attendance;

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

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

(10) a list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding Five Hundred Dollars ($500) during the year that is the subject of the report.

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

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

The curricula at the elementary, middle, and high school levels align to the Common Core State Standards, the National Social Studies Standards, the Next Generation Science Standards, as well as the Guam Department of Education Standards and Performance Indicators. Direct Instruction methodologies are applied across subject areas with absolute procedures for delivery assessment and tracking of student acquisition of skills and pacing in reading, language arts, and math. Considering the challenges of addressing all standards across grade levels, the faculty is constantly engaged in determining priorities for refinement and tailoring of professional development/training in specific areas of needed improvement. One such way in which this refinement is evident is with the creation of curriculum maps for grades K-12 in all the subject areas that focus on one to two critical grade level and subject area skills per quarter. The faculty is now in the process of refining these maps to ensure uniformity, as well as horizontal and vertical alignment.

The curriculum beyond the four major academic subjects (English-language arts, mathematics, social studies, and science) is focused on the interests and needs of the students (such as graduation requirements), the talents of the various members of the GACS faculty and staff, and the availability of resources in the school and in the island community. At all levels, students are
provided opportunities to explore and develop interests in the visual and performing arts, music, and CHamoru language and culture.

***Elementary***
Reading Instruction: Reading Mastery, Signature Edition, levels K-V provides the core of the reading program. This program effectively combines some techniques from the various reading methodologies (phonics, whole-word, linguistics, etc.), but employs them in their most efficacious manner, as identified through the research.

Consistent with the findings of research studies, the first two levels of the Reading Mastery program have as their primary focus the teaching of phonetic elements and a strategy for applying this knowledge to decode words. Accurate and fluent decoding is facilitated by continuous reinforcement of skills, mastery tests and individual fluency timings. However, for those words that are not phonetically regular, Reading Mastery simply teaches them by whole-word methodology. Vocabulary for story reading is highly controlled and limited to those phonetic elements or irregular words previously taught. Therefore, comprehension initially emerges as a result of being able to accurately and fluently decode.

As per the most recent Schoolwide Action Plan, student schedules are reflecting more time and attention to content area subjects (those outside of English-language arts, reading, and math) in order to prepare students for content specific schedules and learning in the middle school grade levels.

***Middle School***
GACS continues to honor its commitment to ensure that students' progress are at mastery levels and are working towards college and career readiness at the middle school level. The framework for determining students' proficiency will be the attention to the Common Core State Standards, the Next Generation Science Standards, the National Social Studies Standards, as well as the GDOE Content Standards and Performance Indicators.

For those students whose skills are below grade level in the middle school, classes will continue to use the Direct Instruction Reading Mastery, Corrective Reading, Reasoning and Writing, and Connecting Math Concepts instructional programs. As GACS progresses through its 6th year of operation, the number of middle school students requiring remediation will decline as students will enter the 6th through 8th grades with appropriate grade level skills.

***High School***

When students progress into the 9th grade (or new high school students are admitted to GACS), their skill level in reading, writing, and math are considered when placing students into respective subjects. All students will also be enrolled in other high school courses depending on their interests and their backgrounds in various subjects. These include CTE courses, as well as the required classes (credits) students need to complete in order to graduate.

In order to graduate, students at GACS must obtain no less than 24 credits in specific subject areas as well as provide 75 documented and approved hours of Service Learning. Below is a chart that explains the credit breakdown required to graduate:

| **Subject** | **Required Credits** | **Subject** | **Required Credits** |
|---|---|---|---|
| English/Language Arts | 4 | Fine Arts | 1 |
| Math (Algebra required) | 4 | CHamoru Language/Culture | 1 |
| Social Studies | 3 | Science | 3 |
| History Of Guam | 1 | Elective/Career Prep. Courses | 5 |
| Health | 1 | Physical Education | 1 |

**NOTE: Guam Charter Law requires the articulation and acceptance of credits to and from GDOE High Schools*

At Guahan Academy, we aim at mastery and competency advancement of all students. Each course grade and credit earned is awarded based on the traditional school calendar on a per-semester basis (0.5 credits). Final grades are tests, quizzes, participation, independent work or assignments, and a final exam.

***On-Line High School Program - Edgenuity***

Edgenuity, formerly known as Education 2020, is a popular and flexible online distance learning program for students in 6th through 12th grade. Edgenuity has been around since 1998, and has grown in popularity across the nation, being used in all fifty states in over 12,000 school sites by early 2012. A great aspect of Edgenuity is the adaptability of the courses themselves. These are built in options that allow teachers to modify courses to meet the educational needs of individual students, including those with IEPs. This program is used throughout the secondary level courses, but also as a Credit Recovery option

## *(2) student performance on any district-wide assessments (Battery of Assessments)*

### STUDENT PERFORMANCE RESULTS SY 2018-2019

**Summary**

On a yearly basis, Guahan Academy Charter School takes two tests to assess student proficiency in the areas of math, language arts, and reading. The first test is an internal assessment known as the Wide Range Achievement Test -4 (WRAT-4). This test is given to those in grades kindergarten to 12th grade and tests word reading, spelling, math, and sentence comprehension (for grades 1-12). The second test is given through the Guam Department of Education and is called the American College Testing Aspire (ACT Aspire). This test provides data on three subtests in the subjects of reading, English, and math. These scores are analyzed in two parts by the GACS Independent Evaluator. First, is the Preliminary Assessment Report, which presents individual student data and the second is the Final Assessment Report which provides the community with aggregate data by grade level on how well GACS is performing in educating its students. This Final Report focuses on three items: 1. A correlational and comparative analysis of the ACT Aspire and the WRAT-4. 2. An analysis of cohort performance 3. An analysis of grade level performance. The results are as follows:

### Correlational/Comparative Analysis

Degree of Relationship indicated by Correlation Coefficients:

- .85-1.00 High correspondence
- .70-.84 Moderately high correspondence
- .50 -.69 Moderate correspondence
- .30-.49 Moderately low correspondence
- .00-.29 Low correspondence

| Grade | | Correlation | Interpretation |
|---|---|---|---|
| 3rd | WRAT-4 Word Reading ACT/Aspire Reading | .653 | Moderate |
| 4th | | .052 | Low |
| 5th | | .536 | Moderate |

| Grade | | Correlation | Interpretation |
|---|---|---|---|
| 6th | WRAT-4 Word Reading ACT/Aspire Reading | .287 | Low |
| 7th | | .884 | High |
| 8th | | .332 | Moderately Low |

| Grade | WRAT-4 Word Reading ACT/Aspire Reading | Correlation | Interpretation |
|---|---|---|---|
| 9th | | .495 | Moderately Low |
| 10th | | .078 | Low |

When items from both the WRAT-4 and ACT Aspire word reading and reading subtests were compared, the results show a low to moderate correlation with most grade levels. This prompted the faculty and staff to work more closely on bridging the gap between the two tests by requiring more activities in problem solving, specifically word problems, as well as asking students to explain how they arrived at their final answers and to reflect more on their work. More reading comprehension activities are also part of the GACS improvement plan.

## Cohort Performance Analysis

| Number of students baselined on SAT-10 Year #1 2014-2015 | | | Year #2 2015-2016 | | Year #3 2016-2017 | | Year #4 2017-2018 | | Year #5 2018-2019 | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Cohort** | Grade | # | Grade | # | Grade | # | Grade | # | Grade | # |
| **A** | K | 75 | 1st | 49 | 2nd | 48 | 3rd | 35 | 4th | 29 |
| **B** | 1st | 70 | 2nd | 53 | 3rd | 42 | 4th | 38 | 5th | 26 |
| **C** | 2nd | 57 | 3rd | 40 | 4th | 31 | 5th | 32 | 6th | 19 |
| **D** | 3rd | 47 | 4th | 42 | 5th | 29 | 6th | 18 | 7th | 15 |
| **E** | 4th | 48 | 5th | 49 | 6th | 24 | 7th | 25 | 8th | 12 |
| **F** | 5th | 45 | 6th | 45 | 7th | 24 | 8th | 33 | 9th | 18 |
| **G** | 6th | 49 | 7th | 49 | 8th | 33 | 9th | 16 | 10th | 12 |
| **H** | 7th | 44 | 8th | 37 | 9th | 16 | 10th | 13 | 11th | 10 |
| **I** | 8th | 43 | 9th | 17 | 10th | 13 | 11th | 19 | 12th | 11 |
| **J** | 9th | 34 | 10th | 22 | 11th | 19 | 12th | 6 | 31 Graduated from GACS | |
| **K** | 10th | 15 | 11th | 10 | 12th | 6 | 10 Graduated from GACS | | | |
| **L** | 11th | 5 | 12th | 3 | 2 Graduated from GACS | | | | | |
| **M** | 12th | 0 | No 12th Grade Enrollment in GACS | | | | | | | |
| | **Total** | 532 | | | | | | | | |
| **N** | 2015-2016 Incoming | | K | 76 | 1st | 53 | 2nd | | 3rd | * |
| **O** | 2016-2017 Incoming | | | | K | 108 | 1st | | 2nd | * |
| **P** | 2017-2018 Incoming | | | | | | K | 59 | 1st | * |
| **Q** | 2018-2019 Incoming | | | | | | | | K | * |

** Pending*

The Cohort Performance Analysis chart highlights:

532 Students were tested in 2014-2015

At the end of the 4 years there were 235 student who are still with GACS

They represent 44% of the 532 who were baselined on the SAT-10

These 12 Cohorts have been studied each year for the last 4 years

Cohort B has the highest retention rate with 38 of 70 students or 54%

Cohort B

Started GACS at 1st Grade

They are currently in the 5th Grade

In the ACT Aspire subtests:

Between 62% to 87% are within the low average or below in English, Reading, and Math based on the ACT/Aspire

Between 3% to 28% are within the above average range in English, Reading, and Math

In the WRAT-4 Word Reading:

56% of Cohort B are at the 50th to 99th percentile (between the 5.0 to 11.0 grade equivalent)

41% of Cohort B is comprehending what they read at the 50th to 99th percentile, with 34% showing reading comprehension at the 5.0 to 8.5 grade equivalent

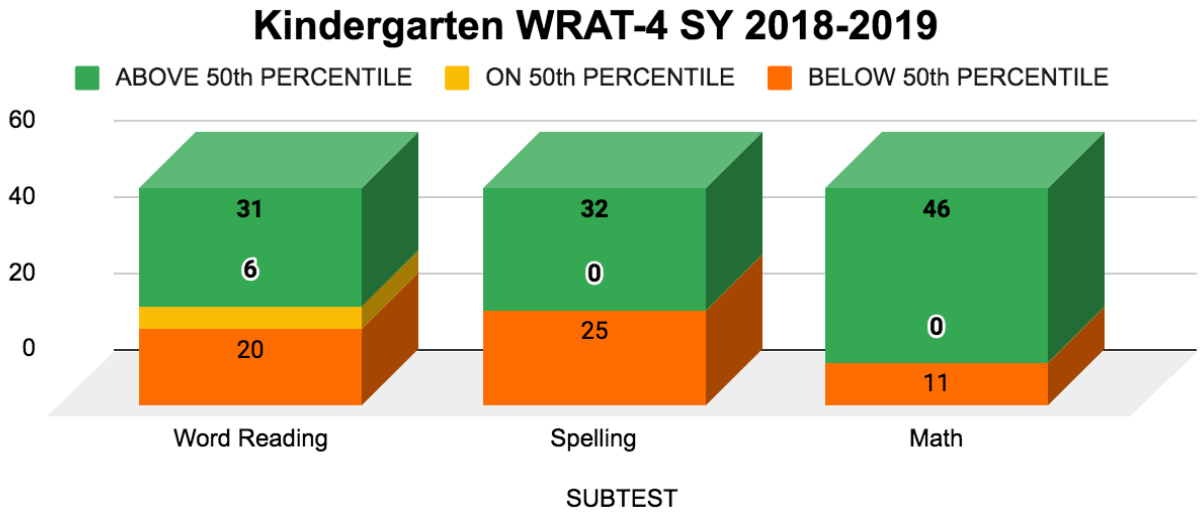
78% of Cohort B is writing and spelling at the 50th to 99th percentile or between 5.5 to 11.6 grade equivalent

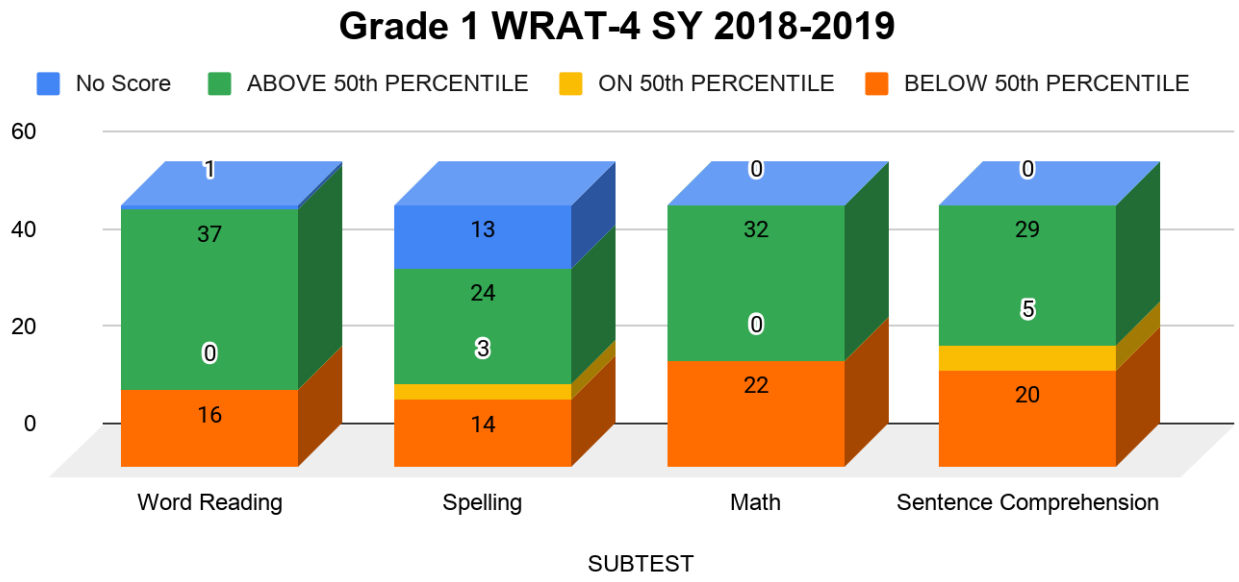
66% of Cohort B are showing math computation skill at the 50th to 99th percentile or between 5.1 to 7.4 grade equivalent

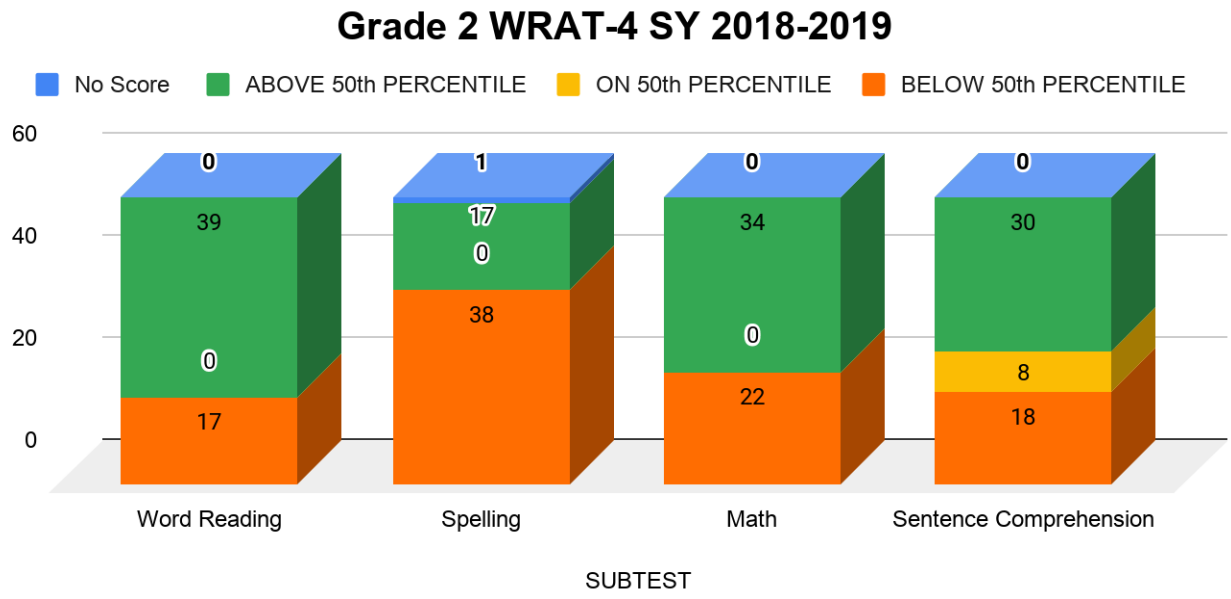
In summary, the longer students are enrolled in GACS, WRAT-4 indicates they are doing better.

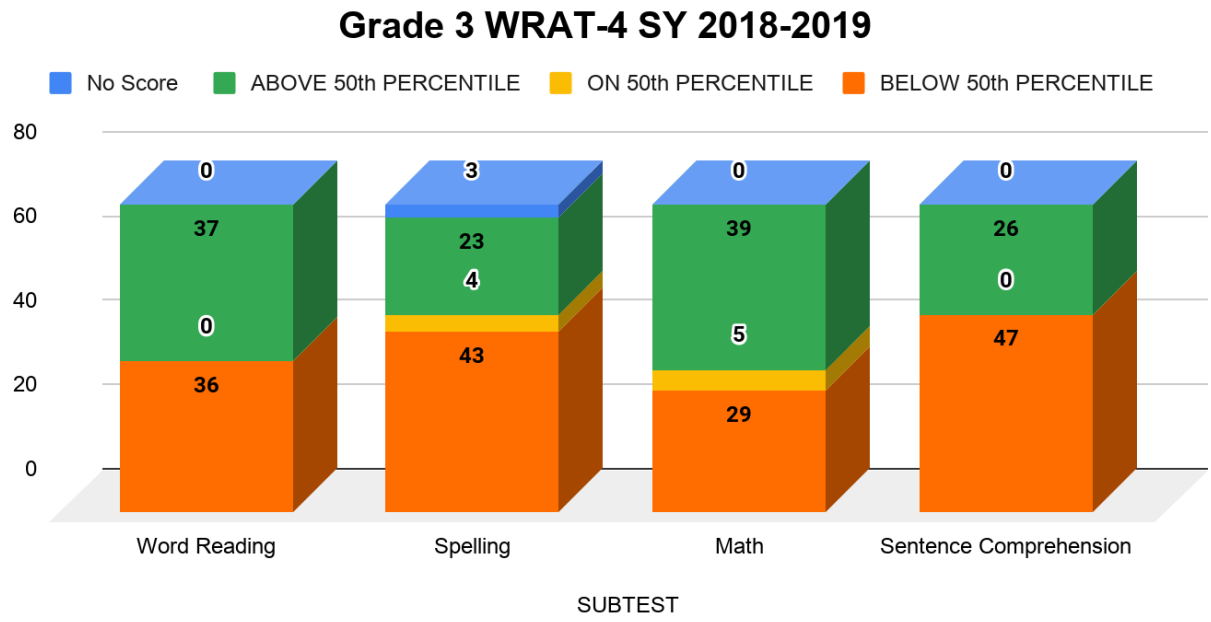
# Grade Level Performance Analysis

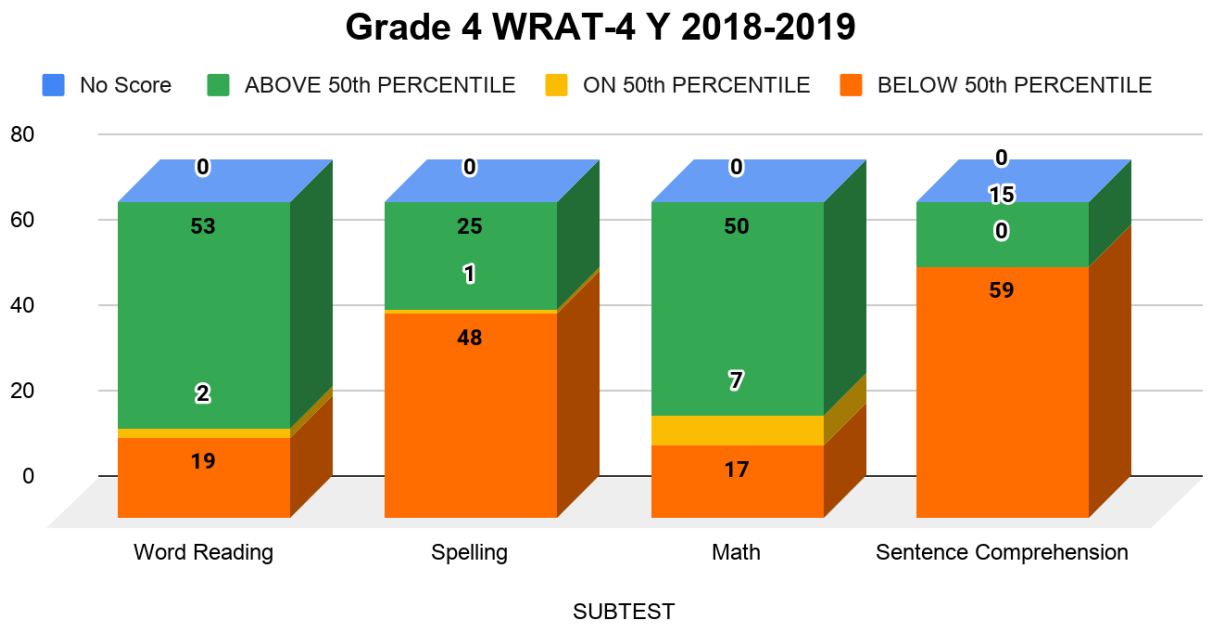
## The WRAT-4

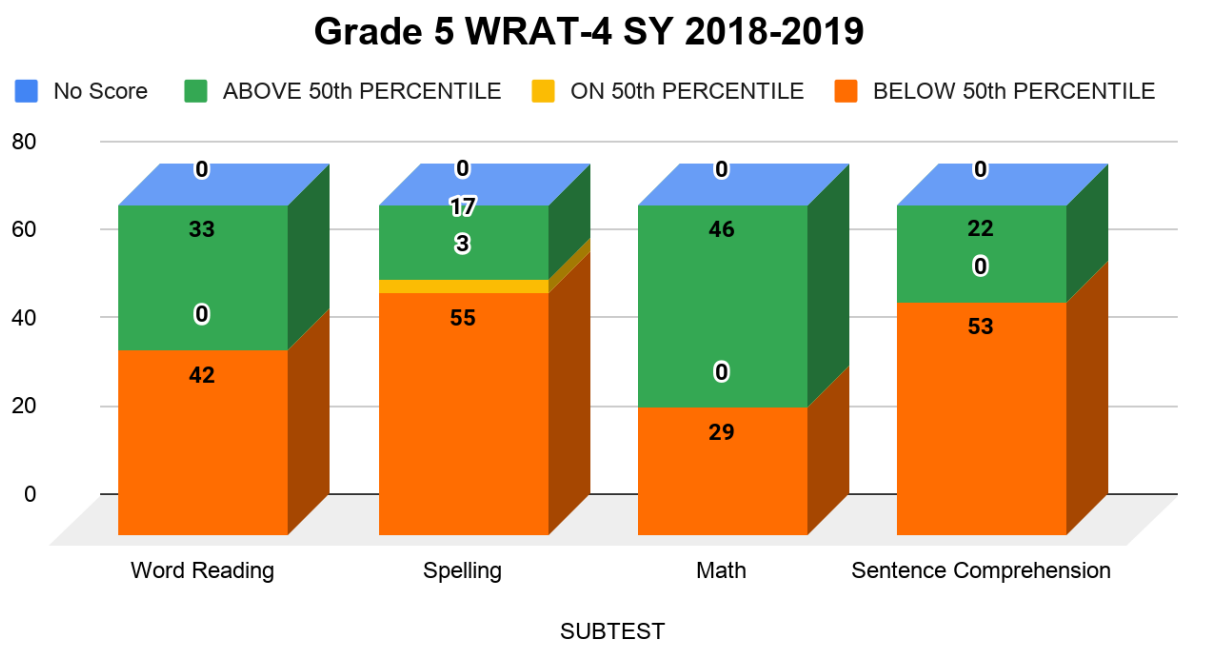


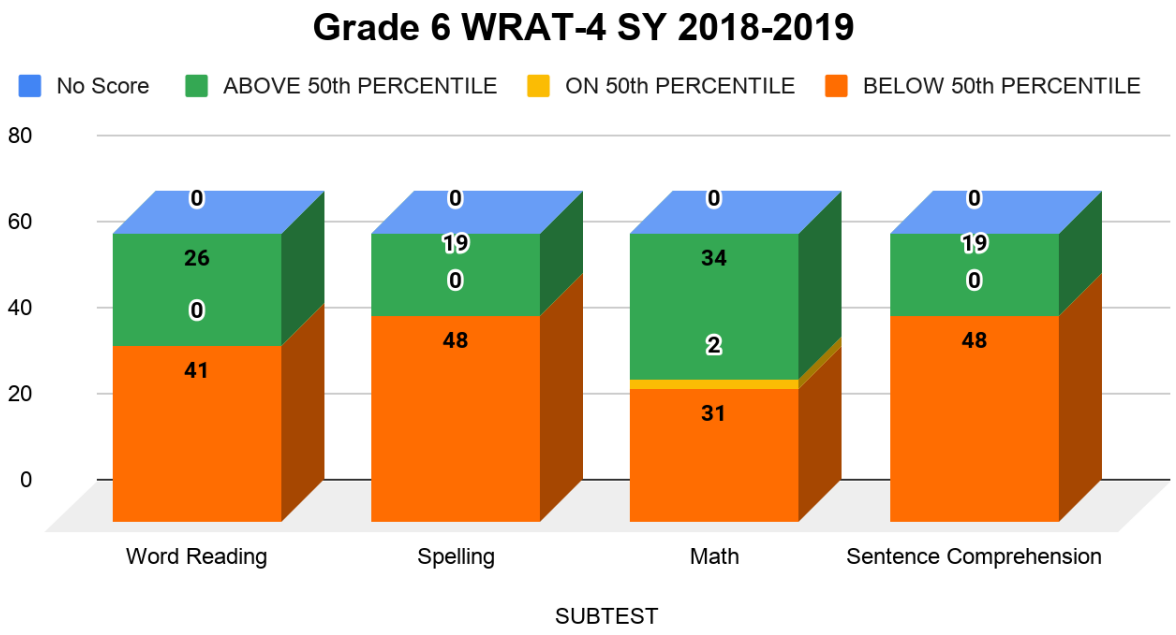



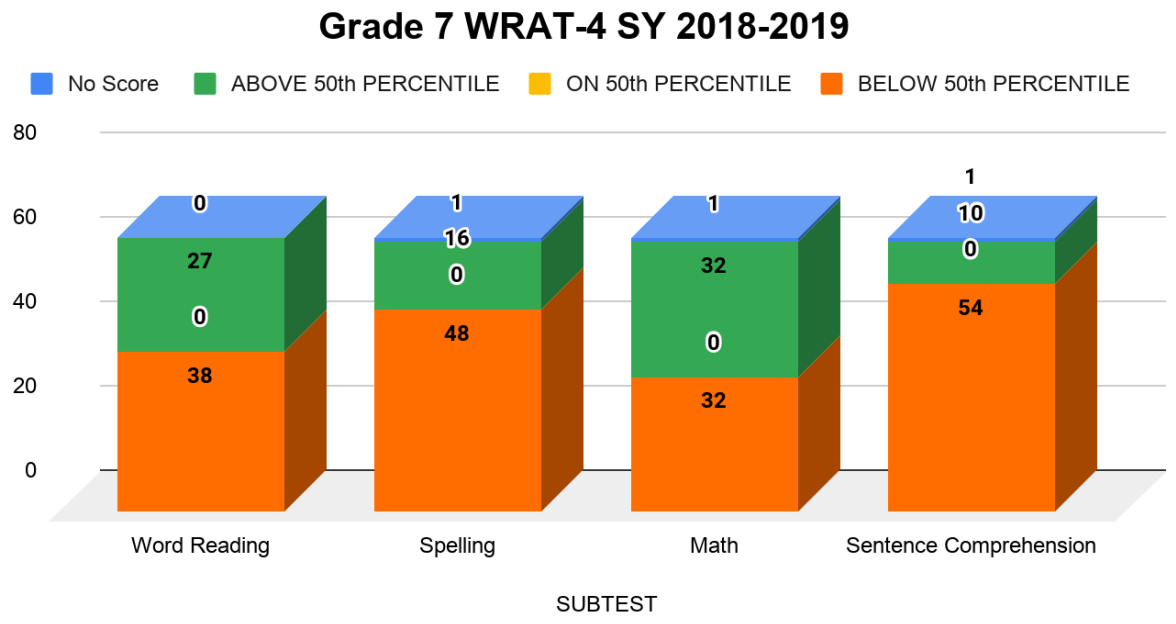

Grade 2 WRAT-4 SY 2018-2019
No Score
ABOVE 50th PERCENTILE
ON 50th PERCENTILE
BELOW 50th PERCENTILE
60
40
20
0
0
39
0
17
1
17
0
38
0
34
0
22
0
30
8
18
Word Reading
Spelling
Math
Sentence Comprehension
SUBTEST

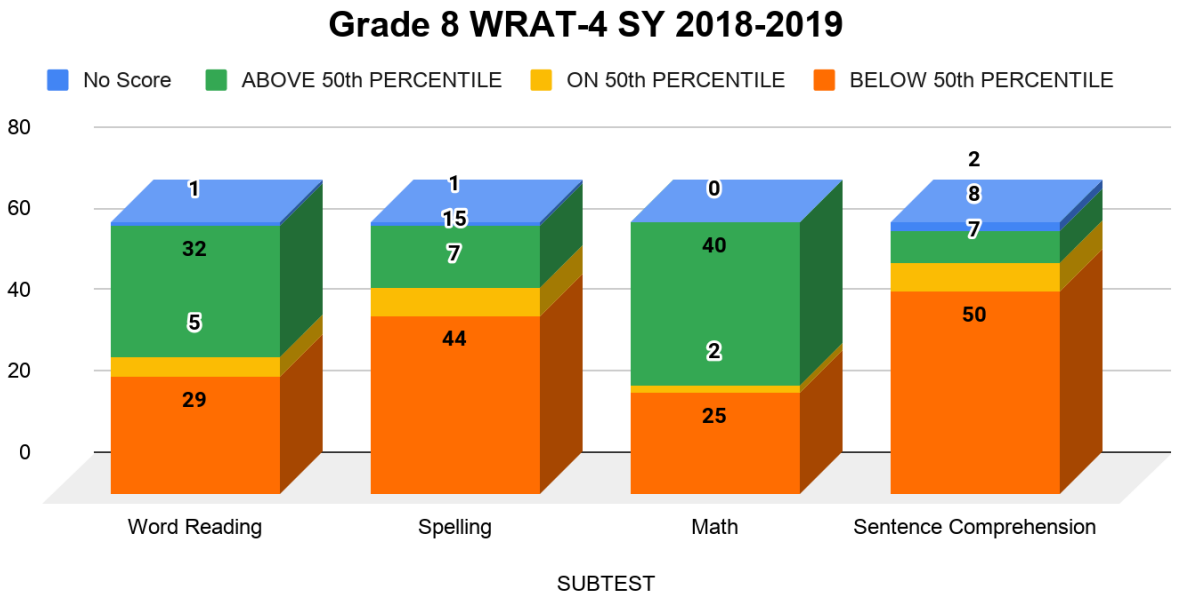

Grade 3 WRAT-4 SY 2018-2019
No Score
ABOVE 50th PERCENTILE
ON 50th PERCENTILE
BELOW 50th PERCENTILE
80
60
40
20
0
0
37
0
36
3
23
4
43
0
39
5
29
0
26
0
47
Word Reading
Spelling
Math
Sentence Comprehension
SUBTEST

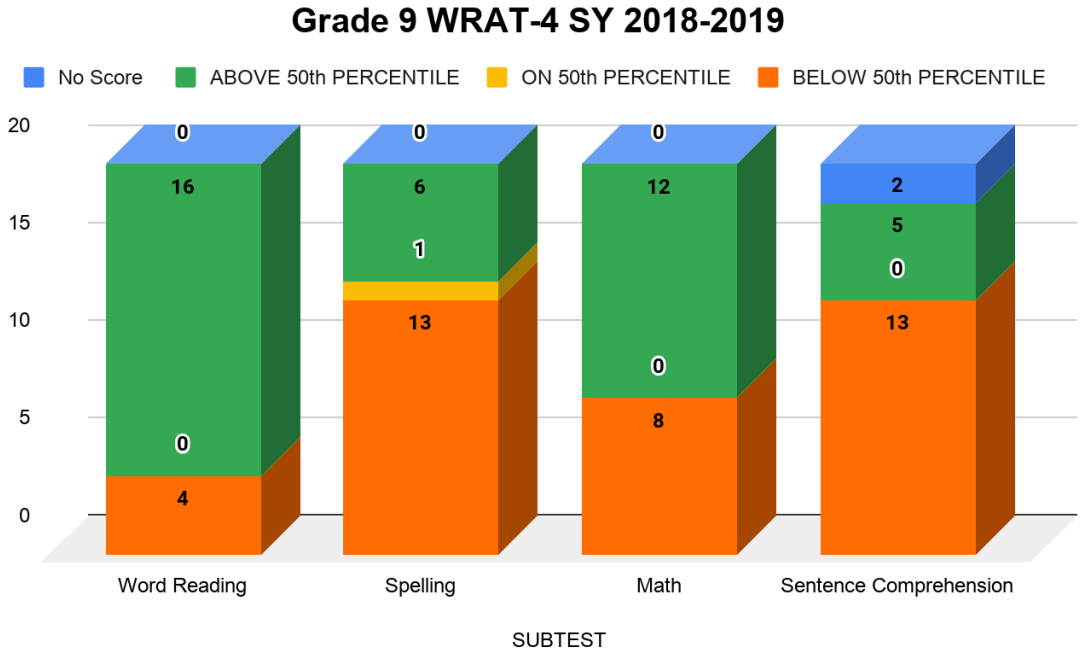

Grade 4 WRAT-4 Y 2018-2019
No Score
ABOVE 50th PERCENTILE
ON 50th PERCENTILE
BELOW 50th PERCENTILE
80
60
40
20
0
0
53
2
19
0
25
1
48
0
50
7
17
0
15
0
59
Word Reading
Spelling
Math
Sentence Comprehension
SUBTEST


Grade 5 WRAT-4 SY 2018-2019
No Score
ABOVE 50th PERCENTILE
ON 50th PERCENTILE
BELOW 50th PERCENTILE
80
60
40
20
0
0
33
0
42
0
17
3
55
0
46
0
29
0
22
0
53
Word Reading
Spelling
Math
Sentence Comprehension
SUBTEST

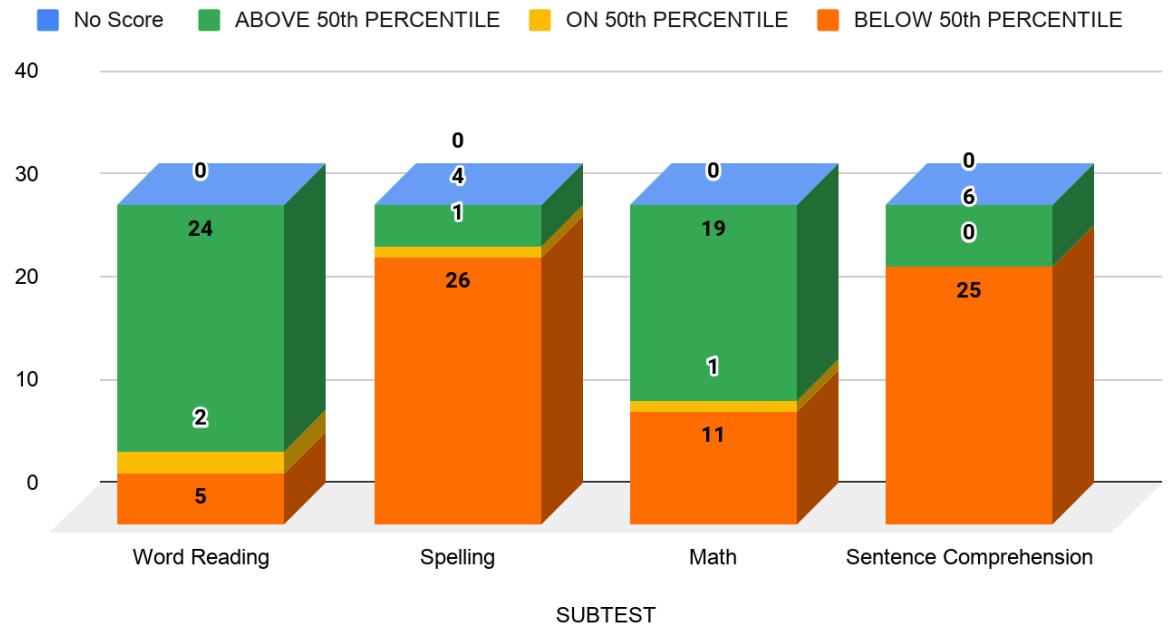

Grade 6 WRAT-4 SY 2018-2019
No Score
ABOVE 50th PERCENTILE
ON 50th PERCENTILE
BELOW 50th PERCENTILE
80
60
40
20
0
0
26
0
41
0
19
0
48
0
34
2
31
0
19
0
48
Word Reading
Spelling
Math
Sentence Comprehension
SUBTEST


Grade 7 WRAT-4 SY 2018-2019
No Score
ABOVE 50th PERCENTILE
ON 50th PERCENTILE
BELOW 50th PERCENTILE
80
60
40
20
0
0
27
0
38
1
16
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48
1
32
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32
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10
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54
Word Reading
Spelling
Math
Sentence Comprehension
SUBTEST

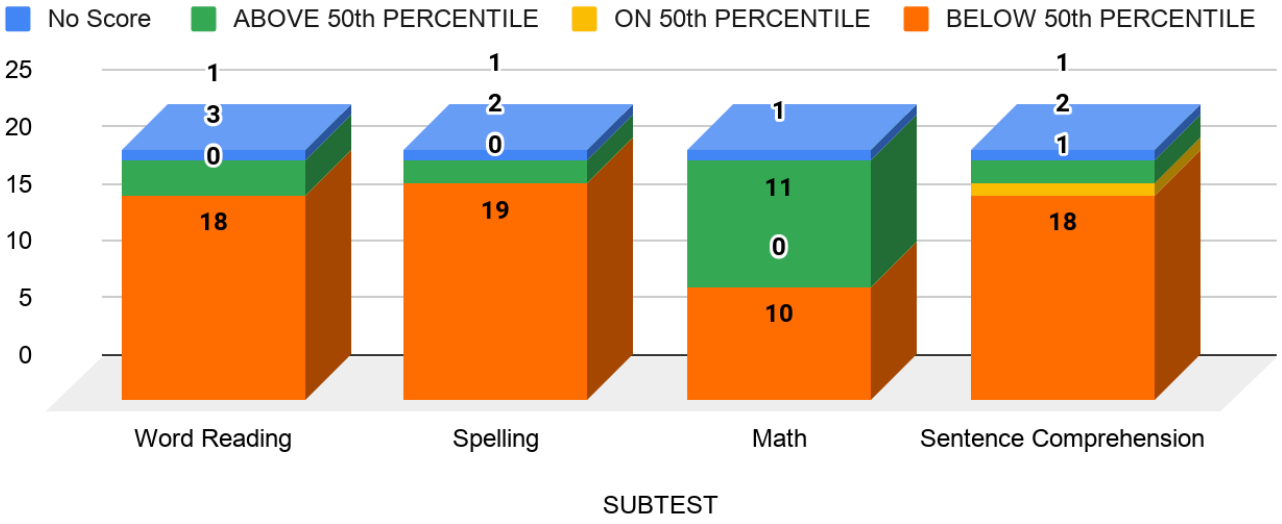

Grade 8 WRAT-4 SY 2018-2019
No Score
ABOVE 50th PERCENTILE
ON 50th PERCENTILE
BELOW 50th PERCENTILE
80
60
40
20
0
1
32
5
29
1
15
7
44
0
40
2
25
2
8
7
50
Word Reading
Spelling
Math
Sentence Comprehension
SUBTEST

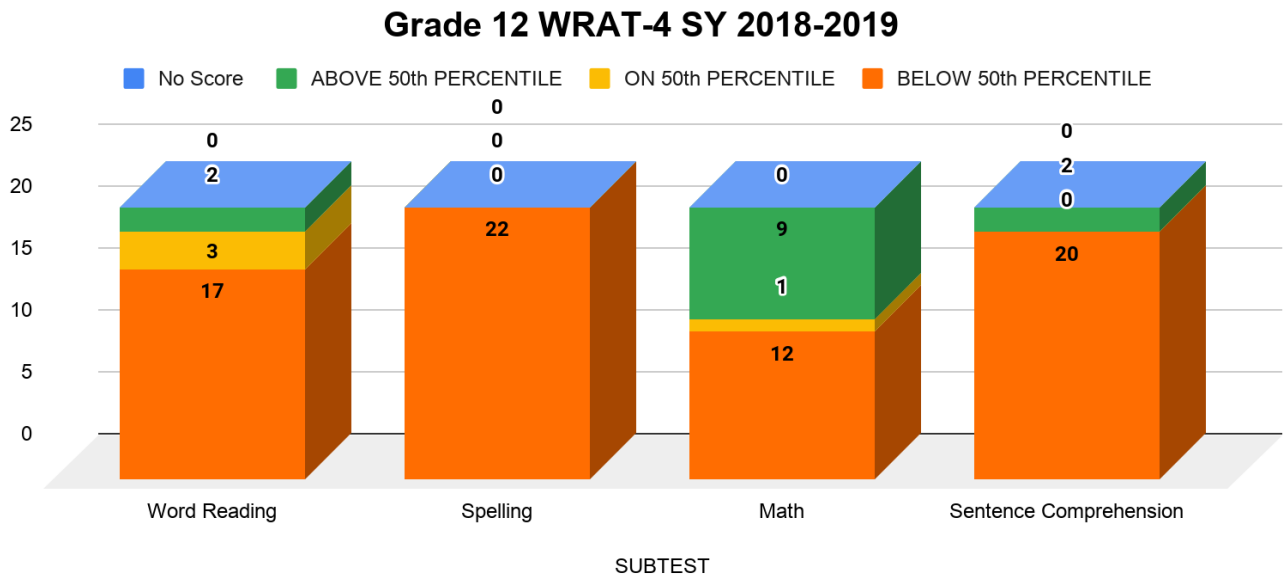

Grade 9 WRAT-4 SY 2018-2019
No Score
ABOVE 50th PERCENTILE
ON 50th PERCENTILE
BELOW 50th PERCENTILE
20
15
10
5
0
0
16
0
4
0
6
1
13
0
12
0
8
2
5
0
13
Word Reading
Spelling
Math
Sentence Comprehension
SUBTEST

## Grade 10 WRAT-4 SY 2018-2019



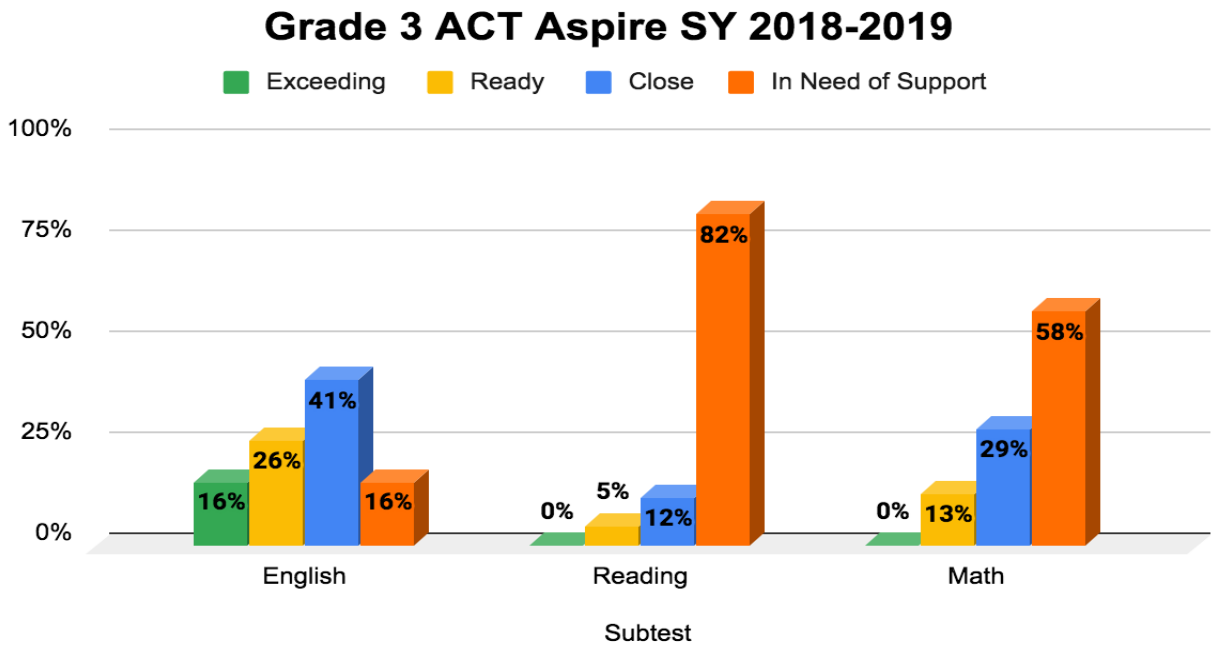

## Grade 11 WRAT-4 SY 2018-2019

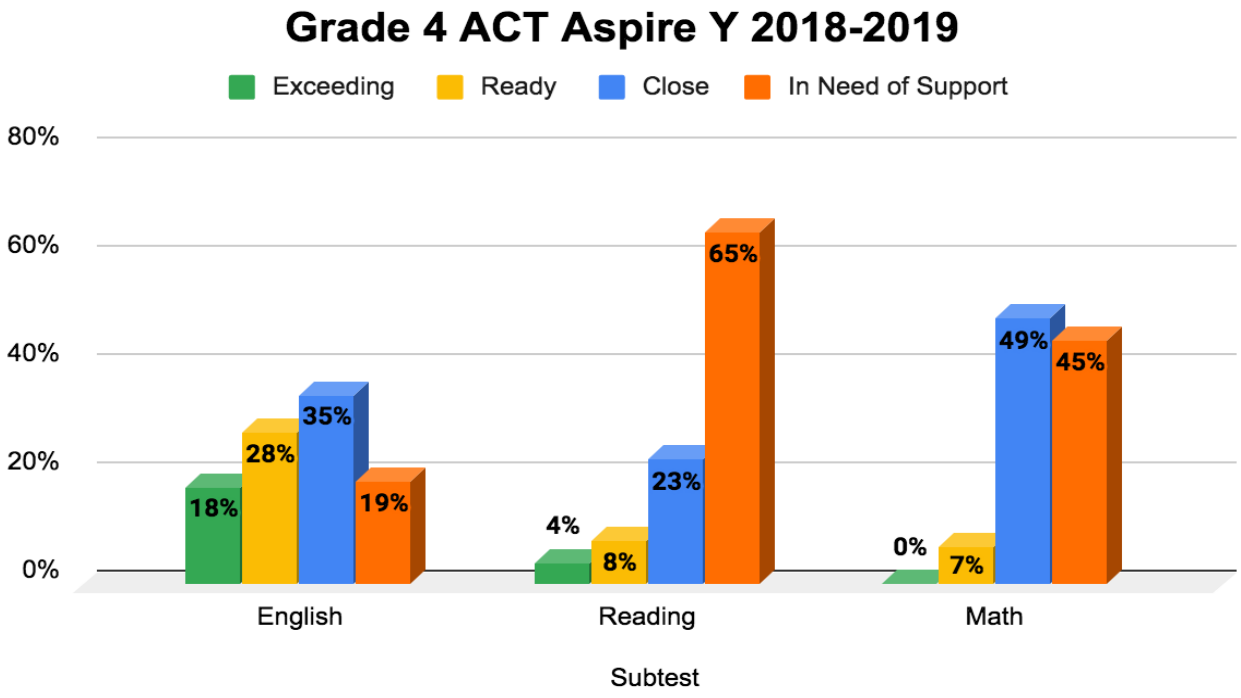


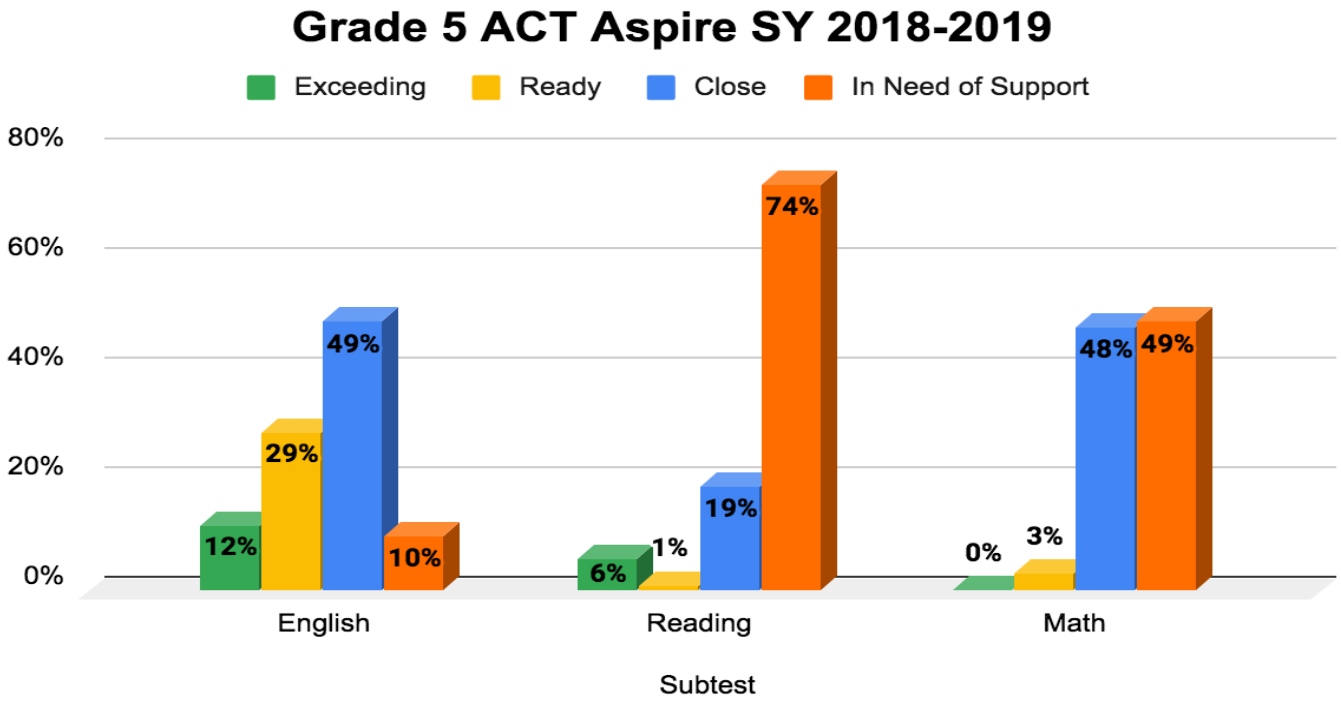


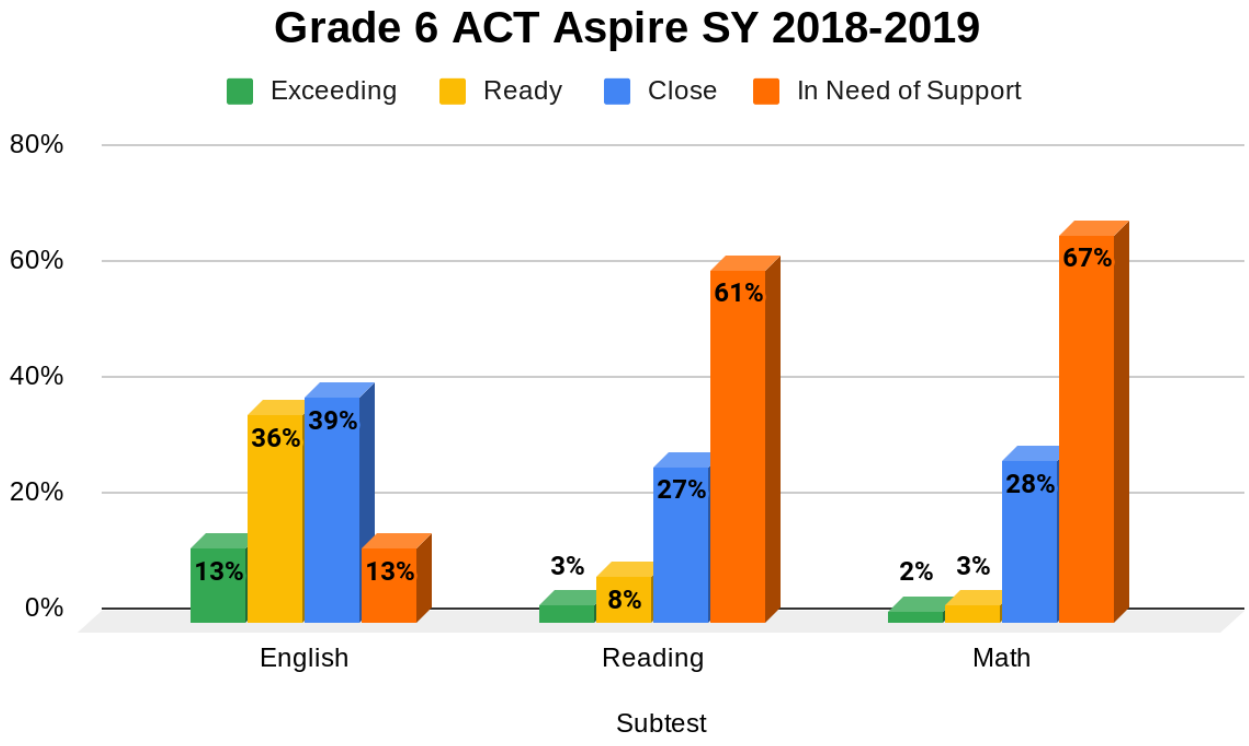

The WRAT-4 results show that in the areas of math and word reading, 61.8% and 55.3% of the students scored on or above the 50th percentile respectively. However, in sentence comprehension and spelling, 67.9% and 64.9% of the students tested below the 50th percentile respectively. As a result, increasing the use of reading comprehension activities and strategies is a part of the school's improvement plan.

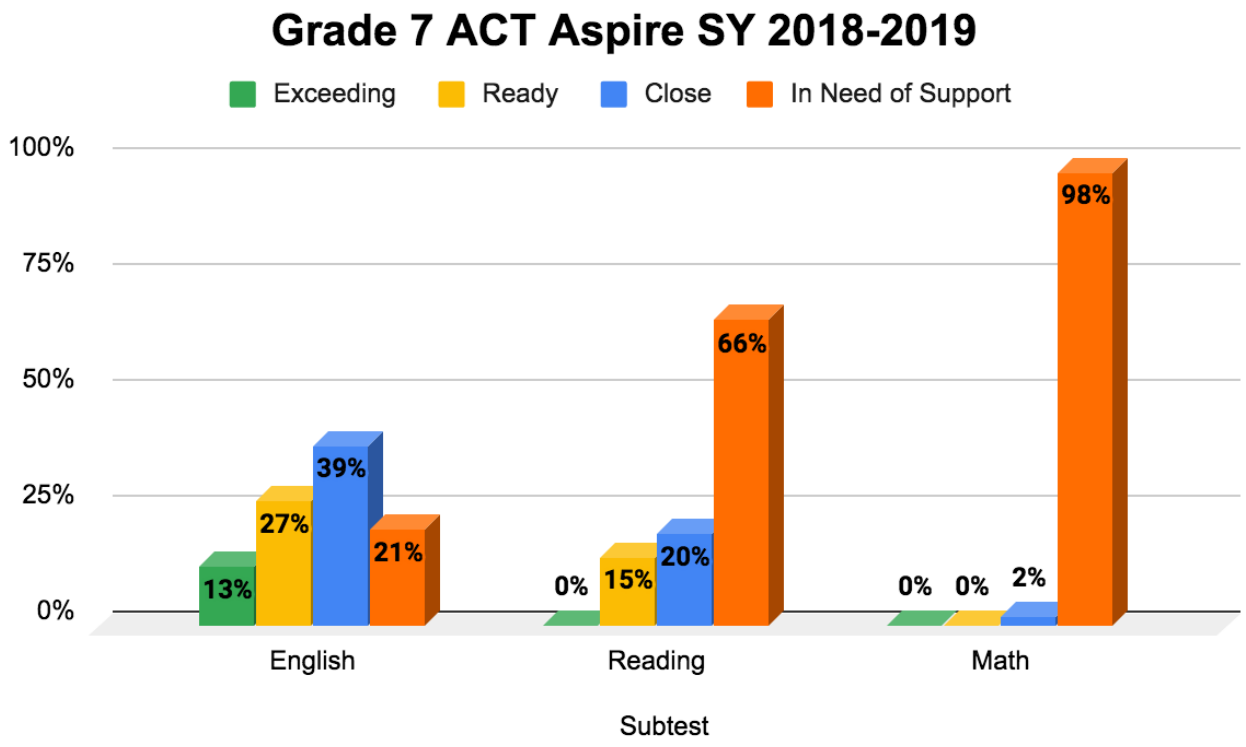
## The ACT Aspire

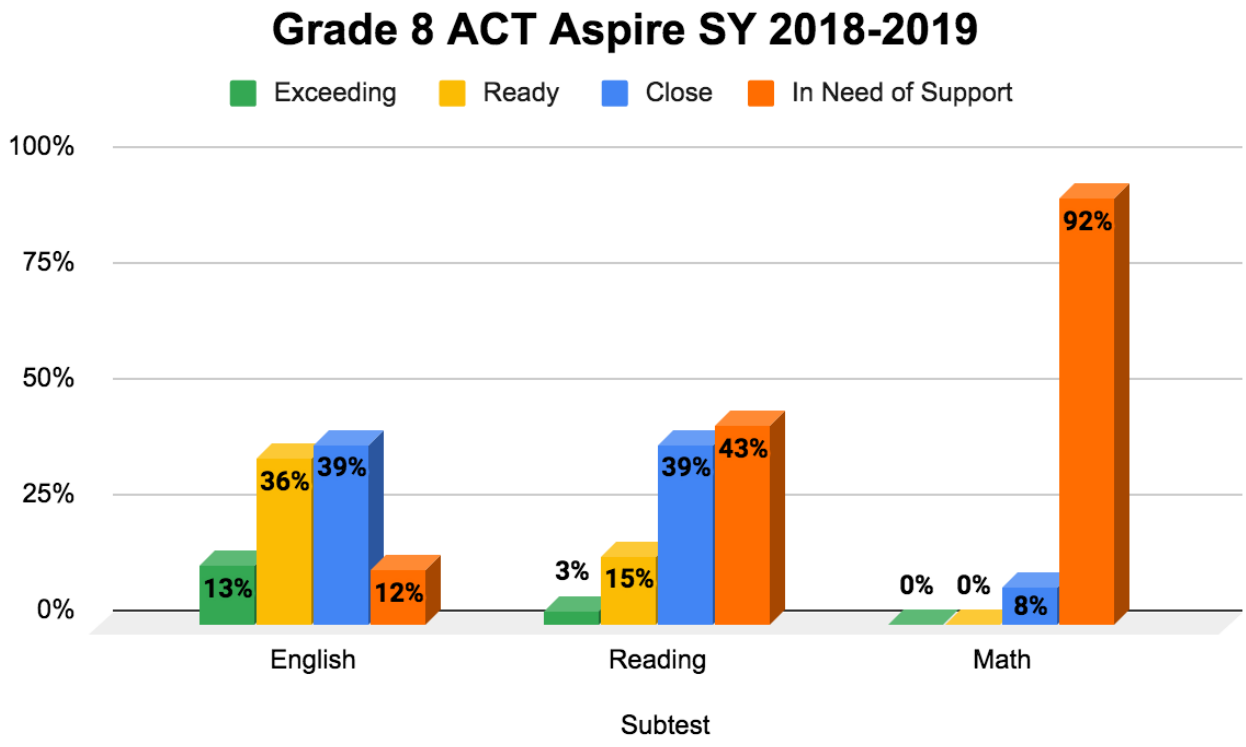


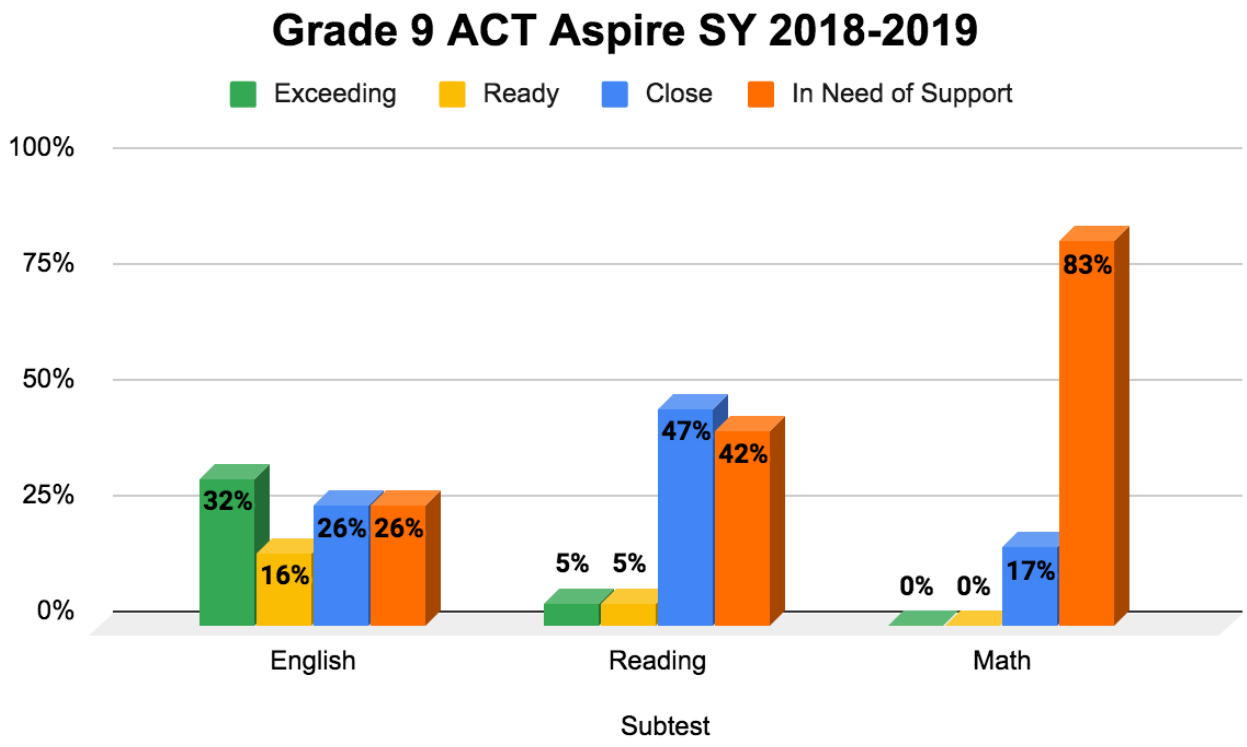



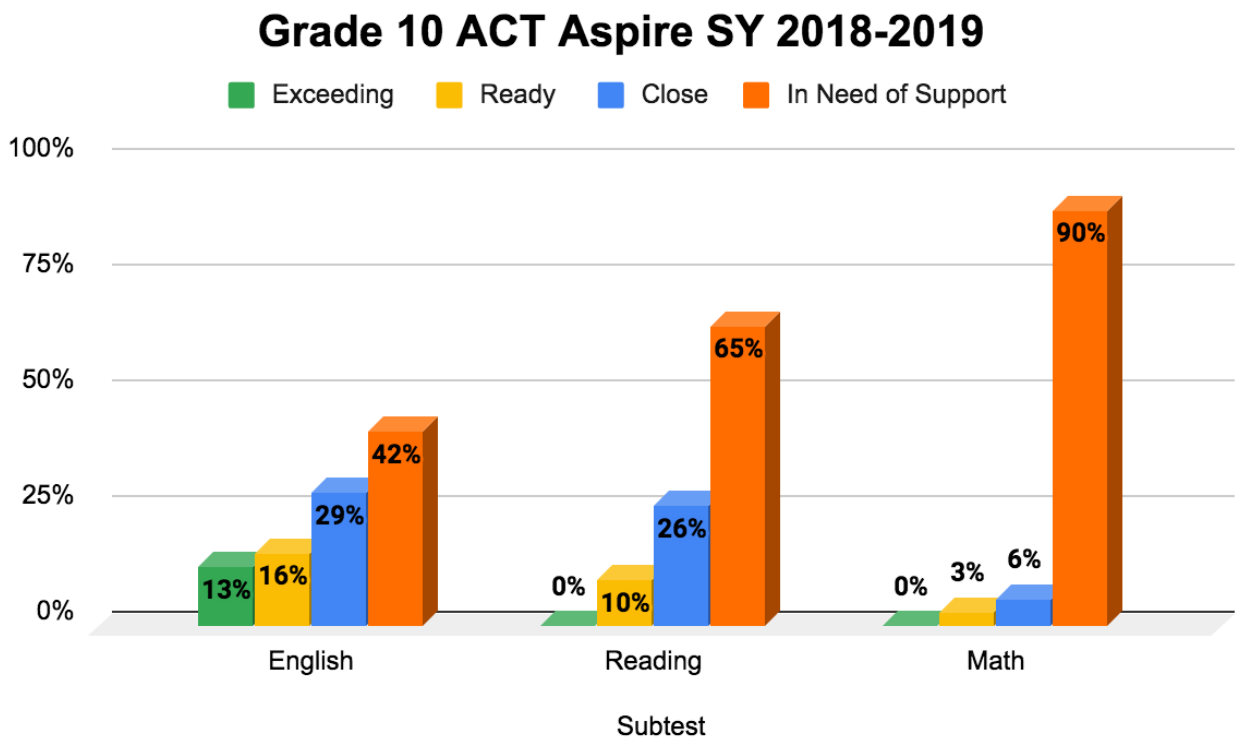

Grade 5 ACT Aspire SY 2018-2019
Exceeding
Ready
Close
In Need of Support
80%
60%
40%
20%
0%
12%
29%
49%
10%
6%
1%
19%
74%
0%
3%
48%
49%
English
Reading
Math
Subtest


Grade 6 ACT Aspire SY 2018-2019
Exceeding
Ready
Close
In Need of Support
80%
60%
40%
20%
0%
13%
36%
39%
13%
3%
8%
27%
61%
2%
3%
28%
67%
English
Reading
Math
Subtest


Grade 7 ACT Aspire SY 2018-2019
Exceeding
Ready
Close
In Need of Support
100%
75%
50%
25%
0%
13%
27%
39%
21%
0%
15%
20%
66%
0%
0%
2%
98%
English
Reading
Math
Subtest


Grade 8 ACT Aspire SY 2018-2019
Exceeding
Ready
Close
In Need of Support
100%
75%
50%
25%
0%
13%
36%
39%
12%
3%
15%
39%
43%
0%
0%
8%
92%
English
Reading
Math
Subtest




The ACT Aspire results highlight a strength in the English subtest, which has been historically consistent at GACS. Overall, only 18% of the students who took the test scored in the "In need

of support" category, while the remaining 82% were in the "exceeding", "ready", and "close" categories. However, in reading, 64% percent of the total tested students scored in the "in need of support" category; 24% were "close"; 9% were "ready" and 3% exceeding. In the math subtest, 4% scored in the "ready" category; 26% in the "close" category; and 69% in the "in need of support" category. From these results, it was even more evident that the focus of the faculty and staff would need to be on improving math problem solving skills, as well as reading comprehension abilities, which are both major components of the school's improvement plan.

## COMPARISON STUDIES: ACT/ASPIRE-GDOE AND GACS

When the first GACS *Final Assessment Report for 2015-2016* came out on March 30, 2016, the report finding that got the most press attention was the comparison studies that showed GACS 1st, 2nd, and 3rd graders outperformed the GDOE 1st, 2nd, and 3rd graders, on the Stanford Achievement Test-10 (SAT10). The following year, GACS was overwhelmed with the number of students who wanted to attend GACS. GACS increased their enrollment to accommodate as many as they could, unfortunately it exceeded enrollment caps outlined in the legislation and had to cut back enrollment the following year. So what is the purpose of any comparison studies with GDOE? Who does it serve? Why do any comparison studies at all? The immediate answer: To determine if the first Charter School on Guam is doing better than, or as well as the public schools.

In that spirit, this section compares GACS to GDOE on the ACT/Aspire tests (Grades 3rd to 10th) over a 2 year period using the data reported in GDOE's 2018-2019 *Annual State of Public Education Report (ASPER)* available on line at: https://files.eric.ed.gov/fulltext/ED603558.pdf

Below is the interpretation of each of the ACT/Aspire proficiency levels.

**EXCEEDING:** Indicates student surpassed the ACT Readiness Benchmark and has higher likelihood of college course success.

**READY**: Indicates student met the ACT Readiness Benchmark and on target for 50% or higher likelihood of college course success by Grade 11.

**CLOSE**: Indicates student scored below but near the ACT Readiness Benchmark.

**IN NEED OF SUPPORT**: Scored substantially below the ACT Readiness Benchmark

In Table 78 below, the percentage of students tested and proficiency categories for both GDOE and GACS. The yellow highlights in Table 78 indicates an anchor of 40% or more, of students at the particular proficiency level and content area. **GACS had a larger percentage of students at the EXCEEDS proficiency category than GDOE in all but 3 areas: GDOE did better than GACS in 7th, 8th, and 9th grade Math**. GDOE had a higher percentage in the EXCEEDS category in only 4 areas: 8th grade English, 9th grade Math, and 10th grade Reading. GDOE also had a higher percentage of students at the IN NEED OF SUPPORT proficiency level. From 7th to 12th Grades, GACS shows a larger percentage of students in the CLOSE proficiency level in reaching benchmark levels or higher, with a significant 40% to 43% of 8th grade students in the READY or EXCEEDS proficiency levels in the English and Readings tests, as compared to GDOE.

# Comparison Studies: ACT/Aspire by Proficiency Levels 2018-2019

Table 78. GDOE & GACS Academic Achievement 2018-2019 by Proficiency Levels

Anchor of 40% or more

| Grade Grade Level | ACT/Aspire Test 2018-2019 | Guam DOE Number Tested: Between 16,203-16,235 | | | | GACS Number Tested: 459 When totals do not equal 100% it indicates missing students not included in the percentages | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | In Need of Support | Close | Ready | Exceeds | In Need of Support | Close | Ready | Exceeds |
| 3rd Grade | English | 13% | 41% | 28% | 18% | 34% | 19% | 21% | 21% |
| | Reading | 78% | 15% | 6% | 2% | 78% | 16% | 1% | 4% |
| | Math | 46% | 36% | 15% | 3% | 67% | 7% | 12% | 12% |
| 4th Grade | English | 17% | 41% | 28% | 15% | 11% | 42% | 16% | 28% |
| | Reading | 67% | 22% | 8% | 2% | 50% | 20% | 18% | 12% |
| | Math | 35% | 49% | 15% | 1% | 30% | 34% | 30% | 7% |
| 5th Grade | English | 12% | 41% | 31% | 16% | 14% | 53% | 14% | 25% |
| | Reading | 63% | 25% | 7% | 4% | 25% | 28% | 36% | 10% |
| | Math | 39% | 54% | 6% | 1% | 28% | 63% | 1% | 3% |
| 6th Grade | English | 16% | 34% | 32% | 18% | 5% | 35% | 22% | 32% |
| | Reading | 63% | 25% | 9% | 3% | 25% | 35% | 27% | 12% |

| Grade Grade Level | ACT/Aspire Test 2018-2019 | Guam DOE Number Tested: Between 16,203-16,235 | | | | GACS Number Tested: 459 When totals do not equal 100% it indicates missing students not included in the percentages | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | In Need of Support | Close | Ready | Exceeds | In Need of Support | Close | Ready | Exceeds |
| | Math | 48% | 42% | 8% | 2% | 23% | 68% | 5% | 3% |
| 7th Grade | English | 16% | 33% | 32% | 19% | 8% | 43% | 13% | 35% |
| | Reading | 53% | 26% | 19% | 1% | 29% | 35% | 13% | 21% |
| | Math | 79% | 16% | 4% | 2% | 37% | 60% | 0 | 0 |
| 8th Grade | English | 11% | 31% | 35% | 24% | 4% | 25% | 30% | 40% |
| | Reading | 44% | 30% | 20% | 5% | 10% | 37% | 43% | 9% |
| | Math | 80% | 15% | 4% | 2% | 10% | 75% | 10% | 0 |
| 9th Grade | English | 33% | 29% | 21% | 17% | 0 | 47% | 16% | 37% |
| | Reading | 56% | 26% | 13% | 5% | 10% | 32% | 47% | 10% |
| | Math | 84% | 11% | 3% | 1% | 5% | 58% | 32% | 0 |
| 10th Grade | English | 30% | 27% | 24% | 19% | 0 | 45% | 39% | 16% |
| | Reading | 58% | 25% | 15% | 2% | 3% | 47% | 39% | 10% |
| | Math | 89% | 6% | 4% | 2% | 10% | 71% | 16% | 3% |

From: Fernandez, J.P. (Oct., 2019). Annual State of Public Education Report, SY 2018-2019
From: GACS ACT/Aspire, 2018-2019

From 3rd to 5th Grades, GDOE and GACS show similar patterns in outcomes based on the 2018-2019 proficiency levels in Table 78. GACS has a larger percentage of students who are IN NEED OF SUPPORT in Math. On the other hand, GACS has a larger percentage of students in grades 3rd to 5th in the READY and EXCEEDS proficiency categories compared to GDOE. From 6th grade to 12th grade, GACS has a larger percentage of students who are CLOSE to benchmark levels, compared to GDOE. Based on these results, GDOE and GACS show similar patterns of proficiency levels from 3rd to 5th grade, but from Middle to High School grades (6th to 10th), GACS has a larger percentage of students who are close to benchmark or are in the READY or EXCEEDS proficiency levels.

## COMPARISON OF GDOE TO GACS ACT/ASPIRE 2017-2018

The GDOE and GACS 2017-2018 ACT/Aspire results are compared and again show similar patterns from 3rd to 5th grade. The percentage of GACS students who are READY or in the EXCEEDS proficiency category, is higher for GACS than GDOE except in 8th and 9th grade math and 10th grade reading. In Table 79 the pink highlighted areas indicate the unit with the larger percentage of students in the IN NEED OF SUPPORT category, while the blue highlighted areas indicate which unit has the higher percentage of students in the EXCEEDS category.

Table 79. GDOE & GACS Academic Achievement 2017-201 by Proficiency Levels

| **3rd GRADE** | | | | | |
|---|---|---|---|---|---|
| **UNIT** | **ENGLISH BENCHMARK: 413** | | | | |
| | **Total Students Tested** | **Percentage of Students** | | | |
| | | **In Need of Support** | **Close** | **Ready** | **Exceeds** |
| **GACS** | 76 | 30% | 21% | 7% | 42% |
| **GDOE** | 2,098 | 15% | 39% | 27% | 20% |
| | **READING BENCHMARK: 415** | | | | |
| **GACS** | 74 | 69% | 24% | 3% | 4% |
| **GDOE** | 2,098 | 75% | 16% | 7% | 2% |

| | MATH BENCHMARK: 413 | | | | |
|---|---|---|---|---|---|
| **UNIT** | **Total Students Tested** | Percentage of Students | | | |
| | | In Need of Support | Close | Ready | Exceeds |
| **GACS** | 74 | 54% | 26% | 12% | 8% |
| **GDOE** | 2,098 | 48% | 33% | 16% | 2% |

## 4th GRADE

| **UNIT** | **ENGLISH BENCHMARK: 417** | | | | |
|---|---|---|---|---|---|
| | **Total Students Tested** | **Percentage of Students** | | | |
| | | **In Need of Support** | **Close** | **Ready** | **Exceeds** |
| **GACS** | 61 | 11% | 39% | 8% | 28% |
| **GDOE** | 2,259 | 17% | 40% | 29% | 14% |
| | **READING BENCHMARK: 417** | | | | |
| **GACS** | 61 | 46% | 30% | 7% | 15% |
| **GDOE** | 2.259 | 64% | 24% | 8% | 3% |
| | **MATH BENCHMARK: 416** | | | | |
| | **Total Students Tested** | Percentage of Students | | | |

| UNIT | | In Need of Support | Close | Ready | Exceeds |
|---|---|---|---|---|---|
| GACS | 61 | 26% | 59% | 5% | 3% |
| GDOE | 2,259 | 33% | 53% | 13% | 1% |

| 5th GRADE | | | | | |
|---|---|---|---|---|---|
| UNIT | ENGLISH BENCHMARK: 419 | | | | |
| | Total Students Tested | Percentage of Students | | | |
| | | In Need of Support | Close | Ready | Exceeds |
| GACS | 53 | 6% | 40% | 6% | 47% |
| GDOE | 2,257 | 14% | 45% | 29% | 12% |
| | READING BENCHMARK: 420 | | | | |
| GACS | 53 | 36% | 53% | 2% | 38% |
| GDOE | 2,257 | 65% | 24% | 8% | 4% |
| | MATH BENCHMARK: 418 | | | | |
| GACS | 53 | 15% | 83% | 0 | 2% |
| GDOE | 2,257 | 38% | 55% | 6% | 1% |

| 6th GRADE | | | | | |
|---|---|---|---|---|---|
| **UNIT** | **ENGLISH BENCHMARK: 420** | | | | |
| | **Total Students Tested** | **Percentage of Students** | | | |
| | | **In Need of Support** | **Close** | **Ready** | **Exceeds** |
| **GACS** | 70 | 4% | 49% | 24% | 23% |
| **GDOE** | 2,049 | 17% | 33% | 32% | 18% |
| | **READING BENCHMARK: 421** | | | | |
| **GACS** | 70 | 17% | 69% | 3% | 10% |
| **GDOE** | 2,049 | 62% | 25% | 10% | 3% |
| | **MATH BENCHMARK: 420** | | | | |
| **UNIT** | **Total Students Tested** | Percentage of Students | | | |
| | | In Need of Support | Close | Ready | Exceeds |
| **GACS** | 70 | 16% | 79% | 1% | 3% |
| **GDOE** | **2.049** | 44% | 43% | 11% | 2% |

| 7th GRADE | | | | | |
|---|---|---|---|---|---|
| **UNIT** | **ENGLISH BENCHMARK: 421** | | | | |
| | **Total Students Tested** | **Percentage of Students** | | | |
| | | **In Need of Support** | **Close** | **Ready** | **Exceeds** |
| **GACS** | 48 | 2% | 31% | 36% | 25% |
| **GDOE** | 2,046 | 13% | 34% | 31% | 21% |
| | **READING BENCHMARK: 423** | | | | |
| **GACS** | 48 | 13% | 63% | 2% | 21% |
| **GDOE** | 2.046 | 55% | 28% | 17% | 2% |
| | **MATH BENCHMARK: 422** | | | | |
| **UNIT** | **Total Students Tested** | Percentage of Students | | | |
| | | In Need of Support | Close | Ready | Exceeds |
| **GACS** | 48 | 33% | 58% | 2% | 4% |
| **GDOE** | 2.046 | 76% | 18% | 4% | 2% |

| 8th GRADE | | | | | |
|---|---|---|---|---|---|
| **UNIT** | **ENGLISH BENCHMARK: 422** | | | | |
| | **Total Students Tested** | **Percentage of Students** | | | |
| | | **In Need of Support** | **Close** | **Ready** | **Exceeds** |
| **GACS** | 54 | 2% | 37% | 39% | 22% |
| **GDOE** | 2,092 | 11% | 33% | 33% | 24% |
| | **READING BENCHMARK: 424** | | | | |
| **GACS** | 52 | 6% | 69% | 7% | 15% |
| **GDOE** | 2,092 | 45% | 29% | 22% | 5% |
| | **MATH BENCHMARK: 425** | | | | |
| **UNIT** | **Total Students Tested** | Percentage of Students | | | |
| | | In Need of Support | Close | Ready | Exceeds |
| **GACS** | 52 | 24% | 67% | 0 | 6% |
| **GDOE** | 2,092 | 79% | 16% | 4% | 1% |

| 9th GRADE | | | | | |
|---|---|---|---|---|---|
| **UNIT** | **ENGLISH BENCHMARK: 426** | | | | |
| | **Total Students Tested** | **Percentage of Students** | | | |
| | | **In Need of Support** | **Close** | **Ready** | **Exceeds** |
| **GACS** | 24 | 0 | 67% | 0 | 33% |
| **GDOE** | 2,169 | 34% | 29% | 20% | 16% |
| | **READING BENCHMARK: 425** | | | | |
| **GACS** | 24 | 4% | 58% | 13% | 21% |
| **GDOE** | 2,169 | 56% | 27% | 13% | 5% |
| | **MATH BENCHMARK: 428** | | | | |
| **UNIT** | **Total Students Tested** | Percentage of Students | | | |
| | | In Need of Support | Close | Ready | Exceeds |
| **GACS** | 24 | 8% | 92% | 0 | 0 |
| **GDOE** | 2,169 | 85% | 11% | 3% | 2% |

| 10th GRADE | | | | | |
|---|---|---|---|---|---|
| **UNIT** | **ENGLISH BENCHMARK: 428** | | | | |
| | **Total Students Tested** | **Percentage of Students** | | | |
| | | **In Need of Support** | **Close** | **Ready** | **Exceeds** |
| **GACS** | 20 | 0 | 65% | 5% | 30% |
| **GDOE** | 1,674 | 32% | 25% | 25% | 18% |
| | **READING BENCHMARK: 428** | | | | |
| **GACS** | 20 | 0 | 80% | 20% | 0 |
| **GDOE** | 1,674 | 60% | 23% | 14% | 3% |
| | **MATH BENCHMARK: 432** | | | | |
| **UNIT** | **Total Students Tested** | Percentage of Students | | | |
| | | In Need of Support | Close | Ready | Exceeds |
| **GACS** | 20 | 0 | 90% | 0 | 0 |
| **GDOE** | 1,674 | 88% | 8% | 3% | 2% |

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

| | Beginning Count SY 19-20 | Ending count SY 19-20 | No. Students promoted | Advancement Rate |
|---|---|---|---|---|
| **K** | 57 | 50 | 50 | 100% |
| **1st** | 70 | 67 | 67 | 100% |
| **2nd** | 59 | 58 | 58 | 100% |
| **3rd** | 63 | 57 | 57 | 100% |
| **4th** | 80 | 75 | 75 | 100% |
| **5th** | 84 | 82 | 82 | 100% |
| **6th** | 78 | 72 | 72 | 100% |
| **7th** | 71 | 72 | 72 | 100% |
| **8th** | 58 | 55 | 55 | 100% |
| **9th** | 49 | 51 | 51 | 100% |
| **10th** | 24 | 24 | 24 | 100% |
| **11th** | 30 | 28 | 28 | 100% |
| **12th** | 17 | 14 | 14 | 100% |
| | 740 | 705 | 705 | |

## (*4) 2019-2020 Graduation*

Total number of students who graduated in June of 2020: **15**

*14 students in the 12th Grade
*1 student in the 11th Grade

Total number of students who pursued a higher education: **4**
UOG: 1

GCC: 2

Guam Mariana's Training Center: 1

Total number of students who are employed: **7**

## *(5) Types of Parental Involvement*

a. PTO -Meetings are every 2nd Thursday of the month averaging 70 parents signing in at each meeting.
b. Parents actively participated in our Annual Carnival as campus chaperones, clean up committee, and also hosted the talent show/entertainment
c. Parents chaperone during fieldtrips and other school activities
d. Parents and the community volunteer time and resources for school clean ups, performances, etc.
e. Monitor and update a PTO FB page for parent and community communication/involvement.
f. Parents serve on our accreditation teams and provide input.
g. Parents were interviewed and played an active role in GAC's accreditation process
h. PTO/Parents are also involved in
    - Christmas program
    - Chamorro programs
    - End of the year activities
    - Promotional activities
    - Providing equipment for various school events
    - Participating in Parent Teacher Conferences
    - Donating prizes for each grade level

## *(6) Official Student Enrollment*

| Student Enrollment SY 19-20 | |
|---|---|
| K | 57 |
| 1st | 70 |
| 2nd | 59 |
| 3rd | 63 |
| 4th | 80 |
| 5th | 84 |
| 6th | 78 |
| 7th | 71 |
| 8th | 58 |
| 9th | 49 |
| 10th | 24 |
| 11th | 30 |
| 12th | 17 |
| **TOTAL** | **740** |

| Wait List SY 19-20 | |
|---|---|
| K | 9 |
| 1st | 5 |
| 2nd | 7 |
| 3rd | 12 |
| 4th | 8 |
| 5th | 10 |
| 6th | 10 |
| 7th | 11 |
| 8th | 11 |
| 9th | 12 |
| 10th | 11 |
| 11th | 4 |
| 12th | 9 |
| **TOTAL** | 119 |

# Citizenship and Village Count

| Citizenship | Count |
|---|---|
| CNMI | 3 |
| FSM | 34 |
| Hong Kong | 2 |
| Japan | 4 |
| Republic Of Philippines | 2 |
| Russian | 2 |
| US | 686 |
| No answer | 7 |
| **TOTAL** | **740** |

| Village | Count |
|---|---|
| Agana/Hågatña | 53 |
| Agat | 15 |
| Asan | 8 |
| Barrigada/Tiyan | 83 |
| Chalan Pago | 13 |
| Dededo | 155 |
| Harmon | 6 |
| Inarajan | 2 |
| Latte Heights | 2 |
| Maina | 9 |
| Maite | 11 |
| Mangilao | 83 |
| Merizo | 3 |
| Mongmong/ MTM | 24 |
| Ordot | 2 |
| Piti | 2 |
| Santa Rita | 19 |
| Sinajana | 14 |
| Talofofo | 10 |
| Tamuning | 53 |
| Toto | 37 |
| Tumon | 5 |
| Yigo | 84 |
| Yona | 27 |
| No answer | 20 |
| **TOTAL** | **740** |
| | |

# Gender, Ethnicity and Language Count

| SY 2019-2020 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Grade** | **Count** | **Gender** | | **Ethnicity** | **Count** | **Language** | **Count** |
| | | **Female** | **Male** | Chamorro | 388 | English | 406 |
| | | | | Chuukese | 190 | Chuukese | 191 |
| K | 57 | 24 | 33 | Filipino | 46 | Tagalog | 46 |
| 1st | 70 | 35 | 35 | Pohnpeian | 31 | Pohnpeian | 31 |
| 2nd | 59 | 27 | 32 | Japanese | 18 | Japanese | 18 |
| 3rd | 63 | 38 | 25 | Yapese | 17 | Yapese | 17 |
| 4th | 80 | 34 | 46 | Palauan | 16 | Palauan | 16 |
| 5th | 84 | 41 | 43 | Caucasian | 6 | Cantonese | 3 |
| 6th | 78 | 43 | 35 | African American | 4 | Carolinian | 3 |
| 7th | 71 | 34 | 37 | Chinese | 4 | Korean | 2 |
| 8th | 58 | 32 | 26 | Other | 4 | Kosrean | 2 |
| 9th | 49 | 21 | 28 | Carolinian | 3 | Russian | 2 |
| 10th | 24 | 14 | 10 | Samoan | 3 | Chamorro | 1 |
| 11th | 30 | 13 | 17 | Armenian | 2 | Chinese | 1 |
| 12th | 17 | 6 | 11 | Korean | 2 | Spanish | 1 |
| | | | | Kosrean | 2 | | |
| **TOTAL** | **740** | **362** | **378** | Tahitian | 2 | **TOTAL** | **740** |
| | | | | German | 1 | | |
| Elementary | 413 | 199 | 214 | Hispanic | 1 | | |
| Middle | 207 | 109 | 98 | | | | |
| High School | 120 | 54 | 66 | **TOTAL** | **740** | | |

## *(7) Average Daily Attendance*

| Grade Level | Days Present in % | # OF STUDENTS |
|---|---|---|
| KINDER | 91% | 57 |
| GRADE 1 | 90% | 70 |
| GRADE 2 | 90% | 59 |
| GRADE 3 | 94% | 63 |
| GRADE 4 | 94% | 80 |
| GRADE 5 | 92% | 84 |
| GRADE 6 | 93% | 78 |
| GRADE 7 | 95% | 71 |
| GRADE 8 | 95% | 58 |
| GRADE 9 | 92% | 49 |
| GRADE 10 | 94% | 24 |
| GRADE 11 | 95% | 30 |
| GRADE 12 | 92% | 17 |
| | **93% Average** | Total: 740 |

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

Report to be submitted once completed.*

*Please see memo written by Board of Trustees Chairwoman Fe Valencia-Ovalles.

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

| Employee Category | Employee Title | Number of Employees | Qualifications | Major Job Responsibility |
|---|---|---|---|---|
| **Chief Administrator** | Chief Academic Officer | **1** | Master's Degree in School Administration, Business or Education | Oversees direct operations of the school; supervises elementary and secondary deans. This position reports directly to the Board of Trustees. |
| | Chief Financial Officer | **1** | Master's Degree in Business or related field | Oversees the budget, procurement, accounting and other business operations. This position reports directly to the Board of Trustees |
| | Executive Director | **1** | Bachelor's Degree or equivalent with a minimum of five or more years senior nonprofit management experience | The Executive Director is responsible for overseeing the administration, programs and strategic plan of the organization. Other key duties include fundraising, marketing, and community outreach.<br>The position reports directly to the Board of Trustees |
| **Administrators** | Dean of Elementary | **1** | Master's Degree in School Administration/ Supervision or Educational Leadership | Oversees the needs of school facilities; supervises, coordinates, evaluates faculty and staff and carries out supervisory responsibilities; Reports directly to CAO |
| | Dean of Secondary | **1** | Master's Degree in School Administration/Supervision or Educational Leadership | Oversees the needs of school facilities; supervises, coordinates, evaluates faculty and staff and carries out supervisory responsibilities; Reports directly to CAO |
| **Staff** | Accountant | **1** | Bachelor's degree and a minimum 2 years experience | Provides management with financial information by researching and analyzing accounts, preparing financial statements; keeps a record of all accounts in accordance with rules, regulations and laws. |
| | Procurement Officer | **1** | High School Diploma with Minimum of 2 years' experience | Follows and enforces policies and procurement law for the purchasing of materials, equipment and services. Responsible for the management of the daily procurement, RFQ, delivery of goods, works and services. |
| | Personnel Officer | **1** | High School Diploma and a minimum of 2-year experience | The Personnel Officer is responsible for providing support in the various human resource functions, which include recruitment, |

| Employee Category | Employee Title | Number of Employees | Qualifications | Major Job Responsibility |
|---|---|---|---|---|
| | | | | staffing, training and development, performance monitoring and employee counseling |
| **Staff** | Child Nutrition Administrator | **1** | High School Diploma with a minimum of 2-year experience in clerical work | Responsible for the child nutrition program and services and prepares reports of daily activities. Plans, evaluates, develops and implements services in compliance with established guidelines. |
| | IT Coordinator | **1** | Bachelor's Degree and 5 years minimum experience in IT design and systems | Design procedures for the use of IT resources, plan and executive training on the use of systems and networks. Keeps and updates data collection. |
| | Computer Technician | **1** | Bachelor's Degree in Computer or related field and 2 years minimum experience in computer hardware or technology | Installs and configures computer hardware, software, systems, networks, printers and scanners. |
| | Administrative Assistant | **1** | High School Diploma with a minimum 3 years of clerical experience | Provides administrative support to the CAO in carrying out the operations of the day inclusive of answering phones, taking messages, directing calls, coordinating general school office operations, greeting and attending to school visitors, staff, parent and student requests. |
| | Special Assistant | **1** | High School Diploma with some clerical and administrative office work | Provides administrative support to the Deans in the operations of the office, inclusive of answering phones, taking messages, directing calls, coordinating general school operations greeting and attending to school visitors, staff, parent and student requests |
| | Office Clerk | **1** | High School Diploma or equivalent | Assists the Registrar in a variety of duties and responsibilities involved in enrolling and transferring community school students; creating and maintaining student records; providing student services and related duties. |
| | Attendance Officer | **1** | High School Diploma with a minimum of 2 years' experience with school age children | An Attendance Officer, under the direction of the Chief Academic Officer and/or designee, is responsible for enforcing the rules and policies of the school for proper school attendance. |
| | Discipline /Safety Officer | **1** | High School Diploma and | Enforces school-wide behavior management and reward system; develops and implements |

| Employee Category | Employee Title | Number of Employees | Qualifications | Major Job Responsibility |
|---|---|---|---|---|
| | | | Experience in student support; knowledgeable of health and safety standards | rules, routines, and celebrations that ensure a culture of academic success; develops and implements professional development for staff to create and maintain a positive learning environment |
| | Registrar | **1** | High School Diploma and experience in clerical work in a school environment | Performs a variety of duties and responsibilities involving student enrollment and transfers of students; maintains student records; provides student services. |
| | Custodian | **2** | High School Diploma or equivalent | Responsible for the cleaning, sweeping, mopping, stripping and waxing of classrooms, restrooms, grounds and facilities; accountable for storage areas, equipment and supplies |
| | Teacher Assistant | **11** | High School Diploma with minimum 1-year experience working with school age children | Supports teachers and administrators in the preparation, implementation, and delivery of curriculum. |
| | School Aide | **3** | High School Diploma | Provides support to the administrators and teachers for a smooth operation of the school day. |
| | On Call Substitute | **3** | High School Diploma with some experience working with school age children | An On-Call Substitute Teacher will support the Teachers and Deans in the preparation, implementation, and execution of the ongoing curriculum in the absence of a teacher. |
| **Faculty** | Curriculum Coordinator | **1** | Bachelor's degree and 5 years' experience in education | Supports the teachers and Deans in the preparation, implementation, and ongoing curriculum of the school model |
| | School Nurse | **1** | Bachelor's Degree or Certificate in Practical Nursing | Identifies and treats minor health disorders among students, faculty and staff, provides instruction in the maintenance of good health and disease prevention. Evaluates the physical conditions of students and makes referrals to appropriate resources as needed. |
| | Curriculum Resource Teacher (CRT) | **1** | Bachelor's Degree preferably in Special Education or related field | Supports the Deans in the preparation, implementation, and ongoing curriculum of the school model. Provides technical support and resources to teachers who work with students with a wide range of learning, mental, |

| Employee Category | Employee Title | Number of Employees | Qualifications | Major Job Responsibility |
|---|---|---|---|---|
| | | | Experience in working with special needs children | emotional, and physical disabilities. Teaches basic skills, such as literacy and communication techniques, to students with severe disabilities. Promotes an organizational culture that fosters passion for the mission, cooperation, open and frequent communication, teamwork, and a common organizational vision. |
| | Counselor | **2** | Master's Degree in Guidance and Counselling | Provides support, counseling and guidance to the children, faculty and staff. Assists Deans in the preparation, implementation, and ongoing counseling program of the school as described below. |
| | Elementary Teachers | **19** | Bachelor's Degree in Elementary Education<br><br>Experience in teaching Direct Instruction | Provides direct instruction, follow the DI Curriculum to fidelity; creates and maintains an atmosphere<br>conducive to learning and achievement of all students ensuring equality of opportunity for all. Keeps accurate records of both grades and attendance; confers with parents and counselors on all aspects of the student's life. |
| | Secondary Teachers | **18** | Bachelor's Degree in a specific discipline; Experience in Direct Instruction for the middle grade level. | Delivers instruction to students in the content areas and DI in the MS; applies blended learning with the use of Edgenuity; creates and maintains an atmosphere conducive to learning and achievement of all students ensuring equality of opportunity for all. Keeps accurate records of student progress, grades and attendance; confers with parents and counselors on all aspects of the student's life. |
| | Chamorro Teacher | **3** | High School Diploma<br><br>Proficient in speaking, reading, and writing in CHamoru | Delivers instruction to students in CHamoru. Keeps accurate records of student progress, grades and attendance; confers with parents and counselors on all aspects of the student's life. |

## *(10) Donor and Grantors*

1. Private Donor- $300.00 in services to GACS
2. Private Donor-$700.00 in Office Furniture
3. Private Donor-$300.00 in Books and Shelves
4. Private Donor-$1,300.00 in Assorted Furniture and Books