



# RIPOTTEN ISAKKAN FISKÅT

2024 - 2025

**FY2025-2026 Annual Report**



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Report Period

**OCT1, 2024 - SEP 30, 2025**

Academic Year Data

**SY 24-25**

Fiscal Year Data

**THROUGH SEP 30, 2025**

Nina'hålom para I:

- Guam Academy Charter Schools Council
- I Maga'hågan Guåhan (The Governor of Guam)
- I Liheslaturan Guåhan (The Guam Legislature)

# INATAN ENTERU

## EXECUTIVE SUMMARY

### A Historic Milestone for CHamoru Education

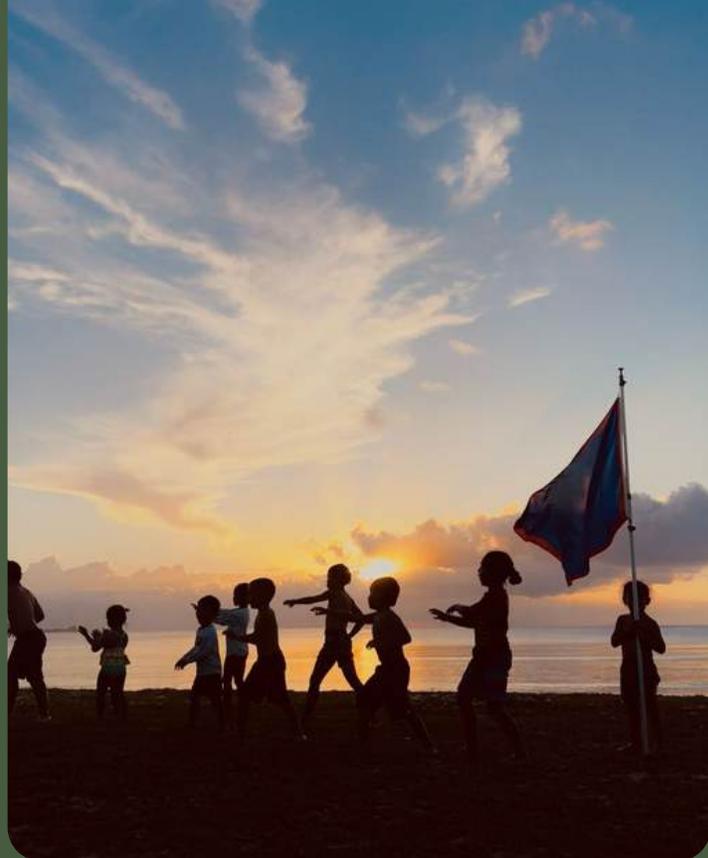
The 2024–2025 academic year marked a turning point in Guam’s history of language and education. Maga’låhen Hurao CHamoru Academy Charter School (MH) became the island’s first CHamoru-Medium immersion charter school, fulfilling a vision two decades in the making: to preserve, protect, and promote the CHamoru language and culture through modern, rigorous education.

MH opened its doors to 91 students in SY2024–2025, expanding to 176 students by September 2025, with 28 students on the waiting list, demonstrating overwhelming community demand for culturally grounded learning. Over the course of the fiscal year, MH grew from a start-up charter to a thriving educational institution anchored in language, values, and excellence.

Maga’låhen Hurao CHamoru Academy Charter School continues to lead in CHamoru language revitalization and culturally rooted education. In SY 2024–2025, the Academy strengthened CHamoru-medium instruction across all grade levels while aligning the curriculum with Guam and international academic standards. This dual-focus approach ensured that students achieved both academic rigor and cultural authenticity.

Student assessments showed steady growth, with 75% meeting or exceeding proficiency benchmarks in English Language Arts and Mathematics, while over 90% demonstrated progress in CHamoru language fluency and cultural competency. Teachers collaborated with cultural practitioners and community elders to create new CHamoru-centered instructional resources and project-based learning experiences that reflected traditional knowledge and modern application.

Family engagement remained strong, with over 85% participation in school-wide cultural events and student showcases. Partnerships with local organizations, universities, community colleges, and language experts expanded opportunities for professional development, resource sharing, and student enrichment.



Maga’låhen Hurao continues to fulfill its mission of nurturing academically capable, culturally grounded, and globally minded CHamoru youth. The school’s success demonstrates that academic excellence and cultural revitalization can thrive together—empowering students to honor their heritage while preparing for the future.

### Key Achievements

- Successful launch: Opened August 2024 serving 91 students (PreK3–5).
- Academic & cultural excellence: 85% school-wide average; 98.9% grade advancement; 9 island-wide awards.
- Operational growth: Recruited and retained 26 staff; established a 7-member Board of Directors.
- Financial stewardship: Operated within appropriation; maintained a positive balance.
- Foundational systems: Implemented curriculum framework, assessment protocols, safety procedures, fiscal controls, and family communications.
- Family & community partnership: Built strong collaborations with families, cultural practitioners, and community organizations.
- Continued demand: Ongoing waitlist indicates community confidence in CHamoru-medium education.

# ACADEMIC SNAPSHOT

Students enrolled in the CHamoru Medium Education program demonstrated measurable academic and linguistic progress by the end of the school year. Assessment data indicate that, on average, students advanced by one full proficiency level in CHamoru language fluency, to include moving from a 70/30 medium approach to 100/100, evidencing increased competence in both oral and written communication. Additionally, approximately 85% of students achieved at or above grade-level performance across assessed content areas. These outcomes reflect the effectiveness of the CHamoru immersion instructional model in fostering bilingual proficiency, academic rigor, and cultural identity development.

| GRADE             | AVERAGE |
|-------------------|---------|
| PRESCHOOL (K3-K4) | 92%     |
| KINDERGARTEN (K5) | 88%     |
| ELEMENTARY (1-5)  | 80%     |

## KEY FINDING:

Students with continuous immersion since PreK achieved as high as 100% mastery. In Kindergarten, students with two years of immersion averaged 89.2% vs. 77% for new entrants – a 12-point advantage indicating program effectiveness.

The competitive success in CHamoru language categories at UOG Ina'cha'igen validates the effectiveness of our immersion model, with first-year students successfully competing in public CHamoru language competitions.



# NOTABLE FIRST-YEAR CHALLENGES AND SOLUTIONS

## Balancing Standards and Cultural Revitalization

As an indigenous CHamoru medium education charter school, we overcame the challenge of meeting local and global curriculum standards while indigenizing our instruction to reflect our mission.

### **Solution:**

Through a dual-framework approach, we aligned Guam and international standards within a CHamoru worldview—embedding academic rigor in lessons taught through the CHamoru language and culture.

By working with cultural practitioners, linguists, and elders, we created authentic materials that blend traditional knowledge with modern learning goals. This ensures our students gain globally relevant skills while strengthening their CHamoru identity, language, and sense of belonging. We continue to prove that cultural integrity and academic excellence can thrive together.

## The Use of 100% CHamoru Medium Education

Another major challenge that we addressed was trying to overcome the language barrier in teaching all content areas in a CHamoru Medium approach to newly enrolled second language speakers.

### **Solution:**

We had to consider a 70/30 immersion model to begin the school year and gradually increase the successful use of the target language to 100% by the end of the school year.

## CHamoru Language Instructional Materials

Limited availability of CHamoru-language textbooks and curriculum materials aligned with modern educational standards required extensive translation and adaptation work.

### **Solution:**

Our teaching team collaborated with cultural experts and established partnerships with our elders at the Kumisión i Fino' CHamoru (including UOG Press) to develop original CHamoru-medium materials, creating foundational resources that can benefit language revitalization efforts throughout Micronesia.

## Professional Development in Immersion Pedagogy

Many staff members, while fluent in CHamoru and experienced educators, required additional training in language immersion teaching methodologies.

### **Solution:**

We implemented comprehensive professional development including trauma-informed education training, monthly collaborative planning sessions, and mentorship from experienced language immersion educators.

## Supply and Demand of Qualified CHamoru Medium Educators

It was difficult to meet the supply and demand for qualified CHamoru Medium Educators. Many interviewees did not have the fluency levels necessary to teach and if they were fluent, they did not have the training or experience to teach across all content areas as CHamoru Medium Educators

### **Solution:**

We recruited our fluent students from our established Pineksai Program, whom we nurtured throughout the last 20 years of our existence and hired them and assigned them as understudies in a class to be trained by a Master CHamoru Medium Educator. Additionally, they trained under the Håtsa Hurao Fast Track CHamoru Medium Education Program under Chief Hurao Academy.

## Start-Up Operational Systems

Establishing efficient systems for attendance, student records, family communication, meal services, and other operations required substantial time and iteration.

### **Solution:**

Our administrative team worked collaboratively to refine processes throughout the year, soliciting regular feedback from staff and families. By year's end, key systems were functioning smoothly with only minor adjustments needed for Year 2.



# MANGGE'HELO' SIHA

## BOARD OF DIRECTORS

**RYAN SALAS**  
CHAIRMAN

**JOE NOWELL**  
VICE CHAIRMAN

**JOHN SARMIENTO**  
TREASURER

**FRANK ICHIHARA**  
SECRETARY

**DENA RENDON**  
DIRECTOR

**DERENE FACULO**  
DIRECTOR

**LEE BRANDON CRUZ**  
DIRECTOR

## LEADERSHIP TEAM

**ANNA MARIE B. ARCEO**  
CEO & PRINCIPAL

**MA'INA A. DIEGO**  
CHIEF ACADEMIC OFFICER  
& VICE PRINCIPAL

**ANGELANA S. IRIARTE**  
CHIEF OPERATIONS OFFICER

**MARIANA ARCEO**  
EXECUTIVE OPERATIONS MANAGER



# ORGANIZATIONAL CHART

Board of Directors

CEO/PRINCIPAL

VISION - STRATEGY - PERFORMANCE

Chief Operations Officer

OPS - HR - FINANCE - COMPLIANCE - MARKETING

Admin Staff

Business Manager

Office Manager

Support Staff

Facilities & Logistics

School Aides

CAO/Vice Principal

CURRICULUM - FACULTY - STUDENTS - PROGRAMS

Education Staff

Chamrou Medium Educators

Chamrou Medium Educator Assistants

Executive Ops Manager

LEADERSHIP/OPERATIONS SUPPORT

# MISIÓN YAN RINIKOHEN HINAGO'

*MISSION & GOALS ASSESSMENT*

## I HINAGO'-TA: OUR MISSION

To produce and empower young indigenous and non-indigenous minds through culturally rich and inclusive CHamoru Medium Education, fostering academic excellence, CHamoru values and traditions, cultural pride, and holistic growth.

## I LINI'E'-TA: OUR VISION

Cultivate a learning environment where CHamoru language, culture, and traditions are at the heart of education, empowering children to become proud, knowledgeable stewards of their heritage and compassionate global citizens.

## I HINENGGE-TA: OUR VALUES:

Aguaiya (Love)  
Arespeta (Respect)  
A'adahi (Care)  
Afa'maolek (Reciprocity)  
Amamåhlao (Modesty)  
A'umitde (Humility)  
Ageftao (Generosity)  
Agofli'e' (Empathy)  
A'agradesi (Gratitude)  
A'akudi (Helping without being asked)

These values shaped every interaction, guiding behavior, lesson planning, and relationships within our school.

## WHY WE EXIST: THE URGENT NEED

The CHamoru language faces extinction within two decades. MH exists to reverse this reality—creating fluent speakers and culturally grounded citizens through immersion education.



## IMPACT GOAL:

By 2032, to produce 1,455 fluent CHamoru speakers and engage 2,910 parents in learning.

# PROGRESS TOWARDS CHARTER GOALS

## YEAR 1 ACHIEVEMENT EVIDENCE

- **CULTIVATE CULTURAL PRIDE**

Daily CHamoru language use, participation in cultural competitions, community-built school hut project, and Lina'la' I Tano land connection activities

- **LANGUAGE REVITALIZATION**

Successful 100% PreK immersion and 50% K-5 immersion achieved; conducted Eskuelan Mañaina (parent classes); competitive success in CHamoru language categories validates immersion effectiveness.

- **COMMUNITY ENGAGEMENT**

Four signature family engagement programs successfully launched in the charter context; generated approximately \$11,000+ in community donations; strong partnerships established (UOG Press, DOAG, Guam Museum, Kumisión i Fino' CHamoru, Åcho' Mariãnas sling sport)

- **EQUITY AND INCLUSION**

Maintained open enrollment regardless of background; implemented trauma-informed and CHamoru values-based practices (Aguaiya, Agofli'e') to promote a welcoming environment for all 176 students (indigenous and non-indigenous)

- **ACADEMIC EXCELLENCE**

Students earned nine competition awards against island-wide schools; rigorous curriculum utilized Hånom Project and GSC Sustainability program; GCC's Young Author's Literacy Program

- **HOLISTIC DEVELOPMENT**

Implemented trauma-informed practices following training by Dr. Laura Sauder and Dr. Samuel Betances; utilized CHamoru values-based behavior management

- **ENVIRONMENTAL STEWARDSHIP**

Incorporated CHamoru ecological knowledge through Lina'la' I Tano activities, DOAG Grant Indigenous tree planting, and the Hånom Project (water stewardship)

- **GLOBAL CITIZENSHIP**

Curriculum integrated global perspectives with CHamoru identity; UOG Press partnership provided place-based resources that prepare students to be culturally grounded and globally competent

**Year 1 data and observations demonstrate that Maga'låhen Hurao CHamoru Academy is successfully implementing its charter mission. We have established a viable educational model that delivers CHamoru-medium instruction while maintaining academic rigor. Strong enrollment, retention, and attendance indicate family confidence in our approach. While challenges remain—particularly in materials development and refining our immersion pedagogy—our first-year foundation positions us to achieve increasingly impressive results in subsequent years. The baseline data established this year will enable meaningful measurement of growth and continuous improvement.**



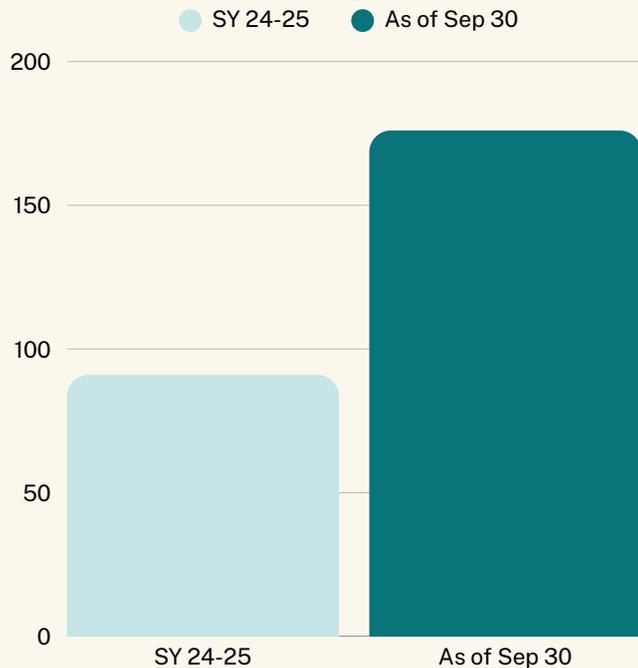


# SINAONAO ESTODIANTE YAN GINAIGE

## STUDENT ENROLLMENT & ATTENDANCE

### Enrollment Overview

Maga'låhen Hurao CHamoru Academy experienced exceptional growth between School Year 2024-25 and School Year 2025-26, expanding from **91 students to 176 students**—a **93.4% enrollment increase**. The academy simultaneously maintained a **92.3% student retention rate**, with 84 of 91 students re-enrolling for the following year.



### Growth

- SY2024–2025: 91 students (PreK3–5th)
- as of Sept 30, 2025: 176 students (PreK3–6th)
- **Increase:** +85 students (+93.4%)

### Grade Level Distribution

| GRADE        | COUNT | PERCENTAGE |
|--------------|-------|------------|
| PRE-K3 - K4) | 57    | 32.4%      |
| KINDERGARTEN | 18    | 10.2%      |
| 1ST-6TH      | 101   | 57.4%      |

### Student Retention Performance

Of the 91 students enrolled during SY 2024-25, **84 students re-enrolled** for SY 2025-26. This retention rate compares favorably with commonly reported charter school ranges and demonstrates strong family satisfaction with the CHamoru language immersion program.

**Retention Rate:** 92.3%

**Withdrawals:** 7 total – 3 off-island relocations, 4 transfers to other schools.

### Attendance

**Average Daily Attendance SY24-25 (ADA):** 83.86%

During School Year 2024-25, Maga'låhen Hurao CHamoru Academy maintained an average attendance rate of 83.86% across 91 enrolled students from September 2024 through May 2025.

- Fall 2024: 76.97%
- Spring 2025: 89.38%
- Highest Month: May (92.24%)

The **83.86% average** attendance rate should be understood within the context of the academy's developmental stage and student population characteristics. As a growing charter school serving a significant proportion of Pre-K and early elementary students, attendance is naturally impacted by factors including childhood illnesses, family obligations in a close-knit island community, and the establishment of consistent attendance habits among first-time school families.

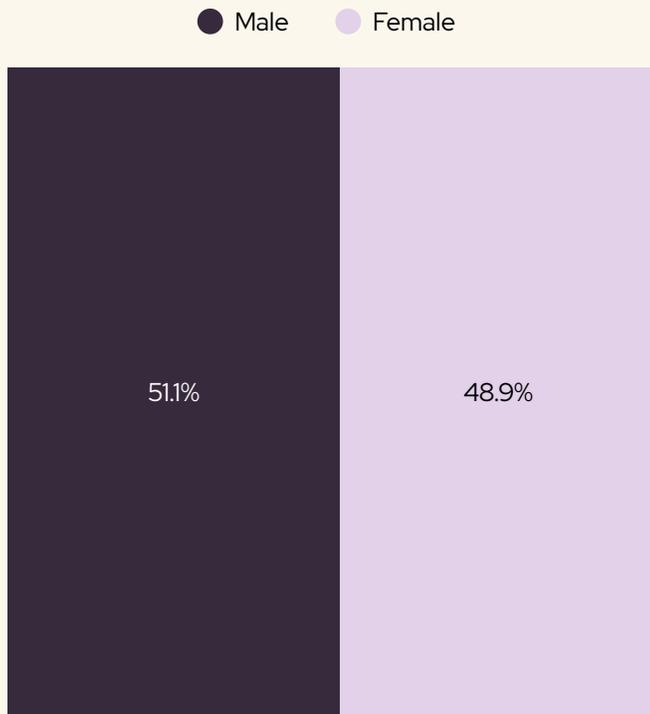
# Student Demographics

As of Sep 30, 2025

TOTAL STUDENTS: 176

## Gender

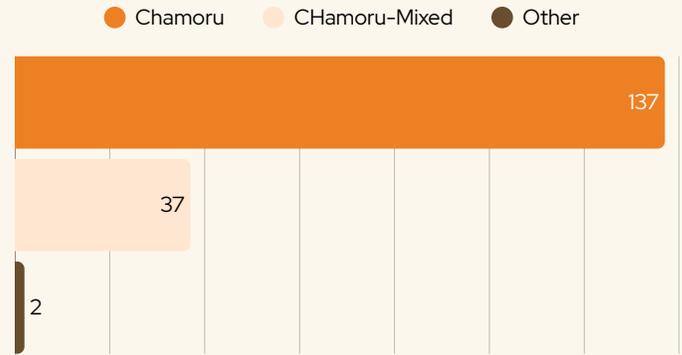
90 male (51%), 86 female (49%)



## Heritage

The ethnic composition of the student body directly reflects the school's mission to preserve and promote CHamoru language and culture. **An overwhelming 98.9% of students (174 out of 176) have CHamoru heritage, with 137 students (77.8%) identifying as CHamoru only and 37 students (21.0%) representing mixed CHamoru heritage.**

The significant presence of mixed heritage students—including CHamoru combinations with Filipino, Caucasian, Hispanic, Korean, Japanese, and other Pacific Islander backgrounds—demonstrates the school's inclusive approach while maintaining its cultural focus. This diversity reflects the authentic composition of modern CHamoru families in Guam and validates the academy's role in cultural preservation across multi-ethnic households.



## Geographic Reach

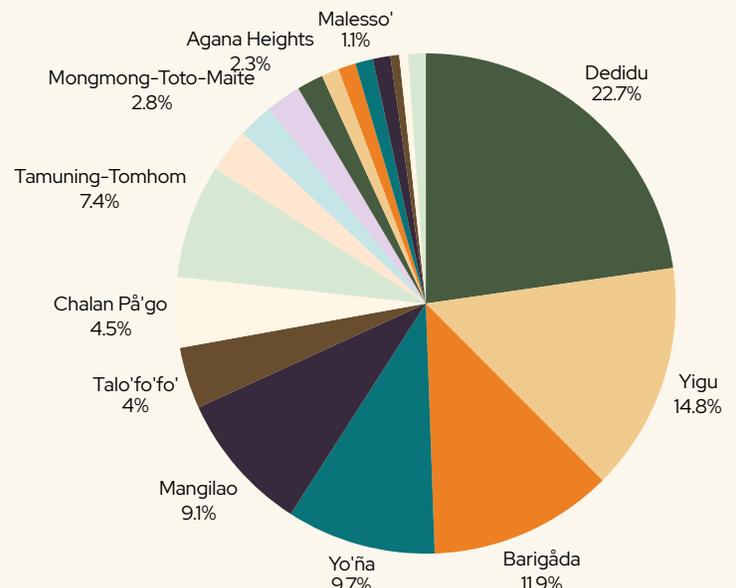
Students represent **23 different villages** across Guam, demonstrating the school's island-wide appeal and families' commitment to CHamoru language education.

Families from northern and central villages represent more than 60% of enrollment, reflecting island-wide demand for CHamoru immersion education.

Regional Distribution:

- Northern Villages (Dededo, Yigo): 66 students (37.5%)
- Central Villages (Barrigada, Mangilao, Tamuning areas): 43 students (24.4%)
- Southern Villages (Yona, Agat, Talo'fo'fo, etc.): 27 students (15.3%)
- Other Villages: 40 students (22.7%)

The geographic diversity indicates that families are willing to travel significant distances to access CHamoru language immersion education, underscoring the unique value proposition of the academy.



# ESTAO FINA'NÁ'GUEN FOTMÁT

## ACADEMIC PERFORMANCE

### Understanding Our Baseline

As a first-year immersion program, we focused on establishing baseline academic data through rigorous, teacher-created summative assessments aligned with curriculum standards, conducted entirely in CHamoru. Standardized testing results were not yet administered during SY 2024-2025 as the academy focused on establishing internal assessment baselines aligned to GDOE standards.

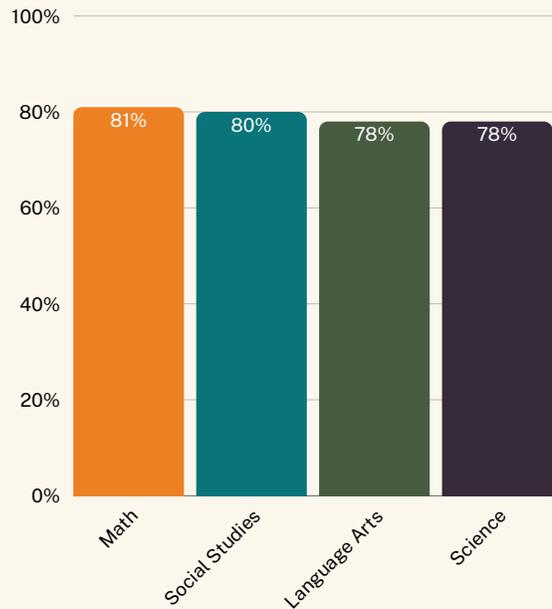
Maga'láhen Hurao completed its inaugural year serving 91 students across seven grade levels (Preschool through 5th Grade). All assessments were conducted in Chamoru using teacher-created summative assessments aligned to curriculum standards, demonstrating our commitment to indigenous language revitalization through rigorous academic instruction.

### Performance Snapshot

The table below summarizes overall performance by program level during SY 2024-2025.

| Program Level           | Students | Average Performance | Key Notes   |
|-------------------------|----------|---------------------|---|
| PreK (TULU & FATFAT)    | 29       | 92-100%             | Full immersion success; FATFAT cohort achieved 100% mastery.                |
| Kindergarten            | 15       | 88%                 | 2-year immersion students scored 12 points higher than new entrants.        |
| Elementary (Grades 1-5) | 47       | 80%                 | Performance range 66-96%; continuous immersion cohort sustained excellence. |
| School-wide Average     | 91       | 85%                 | Foundational academic strength established.                                 |

### Content Area Results



- Math - Solid comprehension; goal to deepen application.
- Social Studies - High engagement through local place-based units.
- Language Arts - Strong performance for multi-year immersion students.
- Science - Further integration of CHamoru ecological lens planned.

# ESTAO FINA'NÁ'GUEN FOTMÁT

## ACADEMIC PERFORMANCE

### CHamoru Language Proficiency Growth

While standardized assessments measure English language academic skills, our primary instructional focus is CHamoru-medium education. As we finalize our draft of the formal CHamoru language proficiency assessments for implementation, multiple indicators suggest positive language development:

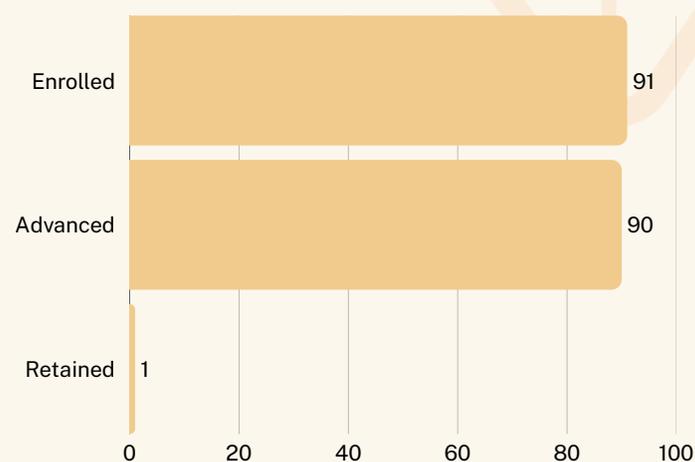
- Teacher observations and formative language assessments document students' increasing use of CHamoru in academic discussions
- Student ability to understand and respond to complex academic content delivered in CHamoru
- Family reports of children using CHamoru vocabulary and phrases at home
- Student performances at cultural events demonstrating CHamoru language skills
- Student interactions with one another using CHamoru as their language of communication

### Grade Advancement

Maga'láhen Hurao CHamoru Academy achieved an overall grade advancement rate of **98.9%** in School Year 2024-25, with 90 of 91 students successfully advancing to the next grade level.

- **Grade Advancement Rate:** 98.9% (90 of 91 students).
- **Students Retained:** One 3rd grade student was retained to ensure mastery of foundational competencies.
- **Retention Milestones:** The academy achieved 100% retention at critical transition points: the first K4 graduating class (14 students) all continued to Kindergarten, and the first 5th grade graduating class (7 students) all enrolled in the newly launched 6th grade middle school program. This demonstrates strong family satisfaction and commitment to the CME pathway.

### Content Area Results



### Academic Standards

Students advanced based on demonstrated proficiency in:

- CHamoru language across all domains (listening, speaking, reading, writing)
- Grade-level mathematics and literacy standards
- Social-emotional readiness for progression
- Comprehensive teacher assessment and family collaboration

The strategic retention of one student demonstrates that advancement decisions are based on genuine readiness and individualized support rather than automatic promotion.

# ACADEMIC ANALYSIS

## YEAR 1 ACHIEVEMENT EVIDENCE

### Diverse Entry Points & Baseline Context

Maga'låhen Hurao CHamoru Academy Charter School serves two distinct student populations: (1) students enrolled continuously from preschool, and (2) students transferring from English-medium schools at various elementary grades. Performance data reflects this diversity, with continuous enrollment students achieving 88-100% and transfer students showing more variable outcomes (66-96%) depending on grade level and prior academic preparation.

Critically, as a first-year charter school, we lack pre-assessment data for transfer students. Current performance levels represent baseline starting points, not program outcomes. We cannot determine whether lower performance in some grades reflects incoming achievement gaps, adjustment to immersion instruction, or program curriculum needs without knowing students' proficiency upon enrollment. This underscores the importance of implementing beginning-of-year assessments in SY 25-26 to measure actual student growth attributable to our instruction.

### Evidence-Based Path Forward

This baseline data provides actionable intelligence for continuous improvement. We have confirmed the effectiveness of our early childhood foundation, identified specific curriculum areas requiring attention (elementary mathematics and upper-grade science), and established clear performance benchmarks.

Our commitment remains dual-focused: revitalizing CHamoru language through educational excellence while ensuring every student masters rigorous academic content. This inaugural year establishes the foundation for both.

### Next Steps

- Introduce standardized testing SY25–26.
- Launch CHamoru proficiency assessments.
- Strengthen upper-grade math and science scaffolding.
- Introduce additional language resource program for new students.

### Program Achievements

#### Early Childhood Excellence

Our preschool program achieved 92% overall performance with FATFAT students demonstrating 100% mastery of developmental competencies. This establishes a strong foundation for language acquisition and academic readiness.

#### Validated Immersion Model

Students with continuous enrollment from preschool maintained high performance through elementary grades (88-100%), demonstrating that CHamoru-medium instruction successfully supports academic growth while developing indigenous language proficiency.

#### Measurable Program Impact

The 12-percentage-point performance gap between kindergarteners with 2 years of immersion (89%) versus new students (77%) provides quantitative evidence of program effectiveness within a single grade level.

#### Content Mastery in Second Language

Elementary students averaging 78-81% across all content areas demonstrates successful engagement with grade-appropriate academic material through Chamoru medium instruction, validating our pedagogical approach.

#### First-Year Baseline Established

Comprehensive assessment data across all grade levels provides critical benchmarks for measuring year-over-year growth, program refinement, and accountability to stakeholders. Students with sustained immersion (2+ years) achieved up to 12% higher performance, validating immersion effectiveness. Early childhood and lower-elementary cohorts established academic and linguistic benchmarks for future years.



## OTHER PROGRAMS AND CURRICULUM

MH implemented unique, culturally relevant programs:

- **Hånom Project** (Water Protectors): 2nd-5th graders participated in a program focusing on water testing, conservation practices, and environmental stewardship.
- **GSC Sustainability & Growing Food Program:** 3rd-5th grades completed a program teaching sustainability practices, growing food, and traditional agriculture methods in partnership with Guam Green Growth.
- **UOG Press Partnership:** Provided place-based children's books and curriculum resources, including CHamoru language storybooks, to enhance instruction by connecting students to Guam's places, history, and culture.
- **Enrichment Programs:** Four specialized teachers provided weekly instruction in Art, Lina'la' (Cultural Practices/Home Economics), Baila yan Kånta, and Neni Music, directly supporting cultural education and competitive success (e.g., choir and art wins).
- **GCC Young Authors Program:** Each student wrote their own books by class themes in 100% CHamoru producing 65 CHamoru storybooks to add to our library collection.
- **DOAG Grant Partnership:** Tree planting and beautification Initiative to teach our students about the importance of planting and caring for indigenous trees and taking care of our land.
- **Lina'la' I Tano'** (Life of the Land) : every other week, on Friday. This is where our students have an activity day that connects them back to culture and our land. Activities include cooking, weaving, dancing, chanting, fishing, slinging, carving, etc.

## OTHER ACADEMIC ACHIEVEMENTS

MH students earned 9 awards at UOG Ina'cha'igen (Oratory, Storytelling, Choir) and 1st Place at World Architecture Day. (Student names withheld in public documents for privacy.)

- **UOG Ina'cha'igen CHamoru Competitions (March 2025):**
  - 1st Place: Oratory & Storytelling
  - 3rd Place: Choir (K-2 and 3-5 Divisions)
  - Total: 9 awards across categories
- **World Architecture Day Competition - Island-wide Art Competition**
  - 1st Place (5th Grade)

Proof of Excellence MH students excelled in island-wide competitions, validating the quality of instruction and language proficiency.

Success in the CHamoru language categories (Umestoria and Sinangan) is especially significant, demonstrating that first-year immersion students can successfully compete in public CHamoru language competitions.

# SINAONAO FAMILIA YAN I KUMUNIDÁT

## FAMILY & COMMUNITY ENGAGEMENT

At Maga'låhen Hurao, family and community engagement are not optional—they are essential to revitalizing language and culture. Grounded in the CHamoru values of Chenchule' (reciprocity) and Inafa'maolek (interdependence), MH families were deeply involved from the start.

Family and community partnership contributed 400+ volunteer hours and \$11,000+ in fundraising, directly supporting cultural programming, learning materials, and campus improvements.

Parent participation in Eskuelan Mañaina correlated with improved home language use (as reported in teacher notes and parent feedback).

### Signature Family Programs

| Program  | Description  |
|--|--|
| <b>Puengan Mañaina</b>                               | Intimate meetings designed for parents and teachers to work together, strengthening parent-teacher relationships and collaboration.                              |
| <b>Eskuelan Mañaina</b>                              | These classes directly involve parents in learning the language their children are acquiring, supporting the implementation of CHamoru language use at home.     |
| <b>Ha'ånen<br/>Familia/Ha'ånen<br/>Setbisio Days</b> | These events bring families and staff together for community activities outside of school, building strong school-family-community bonds.                        |
| <b>Lina'la' I Tano'</b>                              | Monthly activities connect students and families back to CHamoru culture and the land, fostering environmental stewardship and traditional ecological knowledge. |

### Major Volunteer Contributions

- **School Hut Construction:** Families led the project to build a traditional school hut. This involved communal effort (weaving, gathering raw materials) and embodies CHamoru values like A'akudi (helping each other). The hut is now used for cultural learning.
- **Fundraising Events:** Families supported events such as Kåttan Påsgua (Christmas Fundraiser) and the Manlinangitan Na Famalao'an - Mother's Day Event, raising funds that enhanced student experiences and materials.
- **Community Partnerships:** Partnerships with entities like the University of Guam Press, DOAG (Arbor Day tree planting), Guam Green Growth, Guam Museum, and Valley of the Latte provided resources, cultural immersion, and expertise.
- **Dinanña' Mariånas:** A Maga'låhen Hurao Signature Event that promotes unity with our fellow CHamoru of the Northern Mariåna Islands.

# RIPOTTEN EMPLEHAO

## STAFFING REPORT

(as of Sept 30, 2025)

Total Staff: 26

- Leadership: 4
- Admin: 2
- Education: 9
- Education Support: 7
- Support Staff: 4

Qualifications:

- 85% hold or are pursuing certification.
- 70% proficient in CHamoru; 100% culturally trained.

| Executive Leadership Team              | Inetnon Mangigiha                                      | QTY |
|--|--|-----|
| Chief Executive Officer/Principal      | Maga'hâga/Maga'linahyan Umeyak                         | 1   |
| Chief Operations Officer               | Maga'kinalamten Linahyan Umeyak                        | 1   |
| Chief Academic Officer/Vice Principal  | Maga'kinalamten Fina'nâgue/Huguan Maga'linahyan Umeyak | 1   |
| Executive Operations Manager           | Maga'minanehan Kinalamten I Inetnon Manggigiha         | 1   |
| Administrative Staff                   | Inetnon Ufisina  |     |
| Business Manager                       | Manmanehan Kinalamten Fondon Salâppe'                  | 1   |
| Office Manager                         | Manmanehan Ufisina                                     | 1   |
| Education Staff                        | Inetnon Fina'nâgue                                     |     |
| CME-CHamoru Medium Educator I (PreK 3) | Pipeksai I   | 9   |
| Education Support Staff                | Inetnon A'akuden Fina'nâgue                            |     |
| CMEA-Chamoru Medium Educator Assistant | A'akuden Pipeksai I                                    | 6   |
| Music Teacher                          | Pipeksai Dândan yan Baila                              | 1   |
| Support Staff                          | Inetnon A'akuden Linahyan Umeyak                       |     |
| Facilities and Logistics Coordinator   | Inesgaihon Lugât yan Kinalamten Plinaneha              | 1   |
| School Aide                            | A'akuden Linahyan Umeyak                               | 3   |

## Professional Development

- Hâtsa Hurao Fast Track CHamoru Medium Education Program (Chief Hurao Academy)
- Trauma-Informed Practices (Dr. Laura Sauder & Dr. Samuel Betances)
- Language Immersion Pedagogy workshops (monthly)
- Curriculum integration sessions with UOG Press

# INATAN ENTERU FONDON SALÁPPE'

## FINANCIAL OVERVIEW

### Audit Status:

The FY2024-2025 financial audit is currently underway by an authorized firm and is expected to be completed in **January 2026**. The complete audited financial statements will be submitted to the Council upon completion and made available to the public.

### Maga'láhen Hurao — Statement of Activities

For the Year Ended September 30, 2025 (FY25)

| REVENUES                                   | FY25 Amount         |
|--|---------------------|
| Per Pupil Allocation                       | 1,093,040.86        |
| Donations                                  | 0.00                |
| Grants                                     | 2,500.00            |
| Parent Contributions / Fees                | 3,680.00            |
| Fundraising                                | 1,133.58            |
| Other/Misc                                 | 1.18                |
| Interest                                   | 0.00                |
| <b>TOTAL REVENUES</b>                      | <b>1,100,355.62</b> |
| EXPENSES                                   |                     |
| Instructional                              | 606,314.87          |
| Operations & Maintenance                   | 188,112.95          |
| Support Services                           | 119,882.93          |
| Student Services                           | 53,470.75           |
| Depreciation                               | 0.00                |
| <b>TOTAL EXPENSES</b>                      | <b>967,781.50</b>   |
| Change in Net Assets (Surplus/Deficit)     | 132,574.12          |
| Beginning Net Assets (Oct 1, 2024) — INPUT | 0.00                |
| <b>ENDING NET ASSETS (Sep 30, 2025)</b>    | <b>132,574.12</b>   |

### Fiscal Accountability

- Compliant with Guam Procurement Law.
- Monthly reconciliation and Board oversight in place.
- Transitioning to digital accounting and reporting systems.

# INATAN ENTERU FONDON SALÁPPE'

## FINANCIAL OVERVIEW

### Maga'láhen Hurao — Statement of Financial Position

As of September 30, 2025 (FY25)

FY25

#### ASSETS

##### Current Assets

|                                      |                   |
|--------------------------------------|-------------------|
| Cash - Appropriation Account         | 125,609.54        |
| Cash - Federal/Grant Account         | 2,500.00          |
| Cash - NAF                           | 4,464.58          |
| Petty Cash                           | 0.00              |
| Accounts Receivable - DOE Allocation | 529,392.94        |
| Accounts Receivable - Federal Grants | 0.00              |
| Prepaid Expenses                     | 0.00              |
| <b>Total Current Assets</b>          | <b>661,967.06</b> |

##### Non-Current Assets

|                                     |             |
|-------------------------------------|-------------|
| Furniture & Equipment (Cost)        | 0.00        |
| Less: Accumulated Depreciation      | 0.00        |
| <b>Net Property &amp; Equipment</b> | <b>0.00</b> |

#### TOTAL ASSETS

661,967.06

#### LIABILITIES AND NET ASSETS

##### Current Liabilities

|   |                   |
|---|-------------------|
| Accounts Payable                          | 382,180.18        |
| Accrued Salaries / Payroll Liabilities    | 59,584.10         |
| Due to Employees / Reimbursements Payable | 0.00              |
| Deferred Revenue (Unspent Grants)         | 0.00              |
| <b>Total Current Liabilities</b>          | <b>441,764.28</b> |

##### Long-Term Liabilities

|                               |                   |
|-------------------------------|-------------------|
| Loans Payable / Capital Lease | 218,795.10        |
| <b>TOTAL LIABILITIES</b>      | <b>660,559.38</b> |

#### NET ASSETS (FUND BALANCE)

|  |                   |
|--|-------------------|
| Without Donor Restrictions — INPUT                                     | 1,407.68          |
| With Donor Restrictions — INPUT  |                   |
| <b>Total Net Assets</b>  | <b>1,407.68</b>   |
| <b>TOTAL LIABILITIES &amp; NET ASSETS</b>                              | <b>661,967.06</b> |
| <b>Balance Check (Assets - Liabilities - Net Assets) — should be 0</b> | <b>0.00</b>       |

# RINIKOKNISAN CHENCHULE' YAN, NINA'EN FONDON SALAPPE'

## *DONOR & GRANTOR RECOGNITION*

The academy received approximately \$10,000 in community donations from families, businesses, and community members. Donors contributing monetary or in-kind donations having a value equal to or exceeding Five Hundred Dollars (\$500) include:

| <b>Donor/Organization</b> | <b>Type</b> | <b>Contribution</b> | <b>Impact</b>               |
|---------------------------|-------------|---------------------|-----------------------------|
| <b>Peter Santos</b>       | In-kind     | \$1,200             | A/C units, cultural décor   |
| <b>Joe Nowell</b>         | In-kind     | \$5,000+            | Teacher and Office Supplies |
| <b>Veroni Sablan Art</b>  | In-kind     | \$500               | Cultural art pieces         |
| <b>Community Families</b> | Mixed       | \$1,133.58          | Fundraising proceeds        |

*SI YU'OS MA'ÅSE' TO EVERY SUPPORTER WHOSE GENEROSITY STRENGTHENS OUR MISSION  
AND KEEPS THE CHAMORU LANGUAGE ALIVE IN EDUCATION.*

# INATAN TATTE

## YEAR 1 REVIEW

### What Year 1 Taught Us

Successfully launching Guam's PreK-5 CHamoru Medium Education charter school was challenging but provided invaluable lessons.

| Challenge Category                    | What We Learned  | How We Will Improve   |
|---------------------------------------|--|---|
| <b>Staffing Immersion Teachers</b>    | The pool of qualified, CHamoru-speaking educators who also meet certification requirements is limited. We learned the critical importance of balancing cultural qualifications with certifications.                                      | Initiate ongoing recruitment and strengthen professional development partnerships (e.g., CHA, UOG, GCC, teacher prep) to cultivate our own talent pipeline. |
| <b>Curriculum Development</b>         | Limited availability of dedicated CHamoru language curriculum materials aligned with content standards required teachers to create resources while teaching, demanding significant time.   | Allocate dedicated summer curriculum development time and deepen community partnerships for more published place-based materials.                           |
| <b>Language Proficiency Variation</b> | Students entered with a wide range of CHamoru exposure, requiring intense differentiation in mixed-proficiency classrooms. We learned that Eskuelan Mañaina (parent classes) are essential to extending language learning into the home. | Implement more targeted language instruction, small group support, and enhance parent classes.  |
| <b>Operational Systems</b>            | Building all systems (enrollment, attendance, communication, scheduling) from zero required extensive iteration and resulted in a learning curve.  | Refine administrative procedures, document processes clearly, and strengthen data collection/analysis systems to inform instruction systematically.         |

# INATAN MO'NA

## YEAR 2 OUTLOOK

Our focus will be on deepening CHamoru language proficiency, advancing our WINHEC accreditation process, and continuing to build the infrastructure for sustainable CHamoru language revitalization.

Building on lessons from our inaugural year, Year 2 focuses on institutionalizing systems, scaling our language model, and deepening community partnerships to ensure sustainability.

### Expansion Plans (On-Going)

- Grade Levels: Added a second PreK3 and PreK4 class and launched the first 6th grade class.
- Enrollment: Growth from 91 students to a target enrollment of 176 students.
- Staffing: Increased staff from 18 to 26 to accommodate growth.
- Facility: Planned facility expansions underway.

### Academic Goals

- Language Proficiency Advancement: Increase CHamoru instruction for Kindergarten-5th grade from the Year 1 level to 90%.
- Standardized Testing: Implement a standardized testing framework in Year 2 to provide quantitative measures of academic growth alongside language acquisition.
- Curriculum Enhancement: Launch new initiatives, further connecting students with community knowledge keepers. Expand the use of community resources, including the place-based textbooks being developed.

### Accreditation Plans (WINHEC)

- Maga'låhen Hurao CHamoru Academy Charter School has completed the Eligibility Application and will continue the process of seeking accreditation from the World Indigenous Nations Higher Education Consortium (WINHEC). Year 2 milestones include maintaining WINHEC membership, and beginning the Self-Study process. WINHEC accreditation is pursued to validate MH's CHamoru-centered educational approach.

### Anticipated Challenges

| Challenge                                       | Mitigation Strategy  |
|---|--|
| Shortage of certified CHamoru-speaking teachers | Early recruitment, PD stipends, language scholarship exploration |
| Limited facility capacity                       | Strategic sublease expansion; modular classrooms                 |
| Sustaining rapid growth                         | Process documentation, parent communication systems              |
| Balancing rigor & revitalization                | Curriculum pacing guides and language integration training       |



# HINASSON HINICHOM

## CLOSING REFLECTION

Our progress affirms that CHamoru Medium Education is academically rigorous, culturally transformative, and community-driven. With every lesson taught in our native language, we plant the seeds of a thriving future for our island.

Maga'låhen Hurao CHamoru Academy Charter School remains steadfast in its mission to revitalize the CHamoru language and culture through rigorous, culturally grounded education. By aligning academic excellence with indigenous values, we continue to nurture students who are confident, capable, and proud of their identity.

Our journey affirms that cultural integrity and academic achievement can thrive together. As we look ahead, we remain guided by the wisdom of a higher power and our ancestors and inspired by the strength of our students—committed to ensuring that the CHamoru language, culture, and spirit endure for generations to come.

We are deeply grateful to I Liheslaturan Guåhan, the Guam Academy Charter Schools Council, our families, and our community for supporting this vital work. Year 1 exceeded our expectations and proved that CHamoru Medium Education can thrive when community, culture, and academic excellence unite. Si Yu'os ma'åse'

**"Hasso yu', fana'gue yu',  
nå'i yu' ni' iyo-ku."**

**Remember me, teach  
me, give me what is  
mine.**

*This report was compiled in part by Anna Marie Arceo, CEO/Principal; Angelana Iriarte Chief, Operations Officer; Donna Cruz, Business Manager; and Veroni Sablan, Office Manager.*

*This report respectfully submits all required data and documentation in accordance with 17 GCA §12107 (n).*