



Academy of Hope

Adult Public Charter School

Excellence in Adult Education

Academy of Hope Adult Public Charter School

www.aohdc.org

Ward 5 Site: 601 Edgewood St. NE, Ste. 25 | Washington, DC 20017 | 202.269.6623

Ward 8 Site: 421 Alabama Ave. SE | Washington, DC 20032 | 202.373.0246

Board Chair: Patrina M. Clark, President

Pivotal Practices Consulting LLC

ANNUAL REPORT

School Year 2014-2015

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SCHOOL MISSION

Academy of Hope Adult Public Charter School's mission is to provide high quality adult basic education in a manner that changes lives and improves our community. During the 2014-2015 school year we provided educational programming integrated with career development and other support services. We provided high quality instruction for adults 18 to 70+ years old at all skill levels, from beginning-to-read to preparing for college. We coupled classes with case management and career services. As a result of these services, adult learners not only gained academic skills and employment, they also gained confidence and increased self-esteem, which improved the quality of their lives and their families. Through our advocacy program, adult learners were able to testify at the DC Council and before the State Board of Education, thereby improving not only their own lives but our community as well. The remaining sections of this report spell out in more detail the programs and methodologies through which Academy of Hope Adult PCS pursued its mission during its 30th year of operation.

SCHOOL PROGRAM

Washington, DC, is a city of extremes in education. It has one of the most highly educated populations in the United States. Its job market ranks number one in the nation in its requirements for higher levels of education. By 2018, 71 percent of all jobs in the District of Columbia will require additional education beyond a high school credential, according to Georgetown University's Center on Education and the Workforce.

Yet more than 21 percent of the District of Columbia's working-age adults—more than 60,000 individuals—lack a high school diploma.

Low literacy and low educational attainment are root causes of poverty, unemployment, homelessness, and poor health. Adults without a high school diploma are more than seven times as likely to live in poverty as are those with a credential. Without the skills necessary to enter the job market, many remain unemployed or underemployed, trapped in a cycle of poverty that can span generations. They need an educational alternative that addresses their full spectrum of needs as they struggle to break out of that cycle.

For hundreds of District of Columbia residents, Academy of Hope Adult Public Charter School is that alternative.

Academy of Hope Adult Public Charter School helps adults in the District of Columbia gain the foundational skills they need to meet their goals and to connect with a career pathway that will support themselves and their families.

Since 1985, Academy of Hope has helped more than 625 low-income District of Columbia residents obtain a high school credential and over 6,000 improve basic reading, writing, math, and computer skills. In 2014, we became an adult public charter school and served over 380 adults in our first year.

Structured to give adult learners a chance

Our campuses in Wards 5 and 8 serve adult learners from all eight wards of the city. More than 90 percent of our learners live below the poverty line. Many have reading, math, and digital literacy skills at 6th-grade level or below.

Our small, dynamic classes represent a range of levels, from beginning literacy to Bridge to College, and cover core academic subjects such as reading, social studies, writing, math, and science, as well as digital literacy.

We offer daytime and evening classes at our Ward 5 location and daytime classes at our Ward 8 location:

- Term 1: September–December
- Term 2: January–March
- Term 3: April–June

At Academy of Hope, students can earn either their GED or their high school credential through the National External Diploma Program (NEDP) in partnership with Ballou STAY High School.

Academy of Hope is one of the few adult education providers in the District of Columbia to give students the opportunity to earn college credit while enrolled in adult basic education or GED classes. We have articulation **agreements** and dual enrollment partnerships with Graduate School USA and the University of the District of Columbia Community College. Students can earn college credits when they pass our College Prep and Success and IC3 certification classes.

Academy of Hope also offers students the opportunity to earn Microsoft certifications (MOS Word, Excel and PowerPoint), ServSafe Certification, and other in-demand certifications.

Services aligned for essential support

Students often face significant challenges while attending classes at Academy of Hope, such as childcare, transportation, housing, and health issues impacting themselves or their family members. Supportive services, such as case management and special education, provide adults critical solutions to help them be successful in their educational pursuits.

Our career development services address the significant challenges that our learners face in finding employment, retaining employment or advancing in their employment. We provide the following career services:

- Career exploration
- Vocational evaluations/assessment of career paths that are a good personality and skills match
- Career and college planning assistance
- Job search preparation, from assistance with a resume and interviewing skills to help getting an interview and finding gainful employment

This year, in partnership with Capital One and Heart of America Foundation, we created a College and Career Resource Center at our Ward 8 location. Students develop individualized career plans for interim employment while in school and for long-term career options after graduation.

Also this year, with support from the Scheidel Foundation and Marpat Foundation, Academy of Hope staff and volunteers launched a new and improved Vocational Evaluation Center. Funding enabled us to purchase new, updated assessment materials—including work samples that reflect current, in-demand careers—as well as furniture, computers, and software.

Our vocational evaluation services help match adult learners, especially those with low literacy, with appropriate occupations and careers. Vocational evaluation goes beyond traditional paper-and-pencil career assessment by giving learners the opportunity to try out (hands-on) real and simulated work tasks in a safe and supportive environment.



The transformed College & Career Resource Center offers working space, computer access, and a library of resources for learners.



Capital One employees celebrate the renovations at Ward 8 site.



Bright hallways and welcoming spaces help make the new center in Ward 8 a vibrant addition to the community.

SUMMARY OF CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

Curriculum design: Custom tailored for adult learners and their instructors

Academy of Hope developed its own curricula based on the National College and Career Readiness Standards for Adults that inform both the GED exam and the National External Diploma Program (NEDP). These standards align with our postsecondary partners' expectations for incoming students. Our curricula also support the development of the essential life and work skills for youth and adults assessed by Comprehensive Adult Student Assessment Systems (CASAS) and used for the National Reporting System for adult education programs.

Presented at conferences nationwide, Academy of Hope's approach to curriculum design focuses on two key areas: the needs of a diverse student population with a larger range of abilities and the rigorous standards of four distinct assessment systems that our learners and their instructors must navigate—GED, CASAS, NEDP, and the Accuplacer (a college placement exam used by many community colleges). Our goal is to create a 21st-century learning environment that incorporates career and college pathways.

The system we use to construct the themes, subjects, and strategies for the school year is based on a multi-level, cross-curricular program of instruction. Classes follow two distinct strands (Language Arts and STEM), cover four academic areas (reading/social studies, writing, science, and math), and align with five skill levels ranging from beginning literacy to high adult secondary education. This approach allows us to individualize instructional programming for each adult regardless of skill level. For instance, a learner may take an advanced course in reading, an intermediate-level writing course, and a basic math class.

The system is designed to help students progress from one skill level to the next and accommodate students who move in and out of the program. Most adults take at least a year to build the skills needed to meet their educational and career goals; however, life circumstances cause many to “stop out” after one or two terms. With this in mind, Academy of Hope has built curriculum units that can stand alone each term, yet which can build on each other to form a year-long sequence.

Instructional approach: Strategies and tools for student success

In adult basic education, as with traditional K-12 schools, instructional strategies are just as important as subject matter. Academy of Hope uses a wide range of strategies, such as self-regulated learning, to give students ownership of the learning experience and peer- assisted learning to promote student motivation.

For historically difficult courses, peer-assisted learning has been shown to be a powerful contributor to improved retention and success. At Academy of Hope, students have the chance to reinforce skills with a classmate first, then with the teacher. Meanwhile, collaborative activities, such as talking about readings with a classmate, comparing notes, and sharing ideas, improve students' retention, self-esteem, and understanding of their own abilities and foster a shared sense of knowledge.

Our instructional strategies accommodate the range of learning styles—such as visual or kinesthetic (i.e., “learning by doing”)—and introduce useful tools such as “math rules” that apply across mathematical concepts. We teach reading strategies for distilling a main idea from complex content and writing strategies for building content knowledge. Techniques such as guided note-taking, “gallery walks,” and thinking aloud enrich the learning experience.

Throughout, students learn how to evaluate their academic behaviors so they can understand their strengths and weaknesses. They also build a toolbox of strategies—such as journal-writing for reflection—for dealing with obstacles in work and life.

PARENT INVOLVEMENT EFFORTS

While Academy of Hope serves people 18 and older, many of our learners are themselves parents and caretakers. During the 2014- 2015 school year, 200 learners reported having children or dependents. Many more are grandparents, aunts, uncles, or involved in a child's life in other ways. When our learners gain the confidence and motivation to learn, this positively affects their families and the children in their lives. In fact, many learners have reported becoming more involved in their child's homework or school after attending classes at Academy of Hope.

Nurturing community among adult learners

Academy of Hope engages its students in many ways beyond academics. Two students sit on our board of directors, guiding us in important decisions. An all-volunteer Student Leadership Council (SLC) helps learners address challenges and hosts community-building activities. This year the SLC hosted a number of activities, such as:

- A field day at both sites with food and teambuilding activities
- Canned food and toiletry drives
- Book clubs
- Game nights
- Neighborhood block parties

SCHOOL PERFORMANCE

Performance and progress

Academy of Hope met or exceeded all but two of our student achievement expectations and came very close to meeting an ambitious student progress goal for beginning literacy learners. Office of State Superintendent of Education (OSSE) Adult & Family Education expects 38 percent of adults entering a sub-grantee’s program at the Beginning Literacy level to complete that level. We set our goal at 70 percent and came within one percentage point of meeting it. Similarly, we set high goals for our adult basic education learners in terms of grade-level gains. We aimed for two grade-level gains, and 48 percent of our adults met this high bar. Almost three-quarters of our adults made one grade-level gain.

Below is a summary of our performance for SY 2015:

- 71% of students who attempted the GED exam passed (against a goal of 70%).
- 77% of students who took the IC3 exam passed (against a goal of 75%).
- 82% of learners entered a postsecondary educational, apprenticeship, or occupational skills training program (against a goal of 75%).
- At 64% daily in-seat attendance for enrolled students, Academy of Hope met the PMF Tier One Target of 62.75%.
- 91% of learners, in a survey with a 53% response rate, rated Academy of Hope as “good” or above (against a goal of 80%).

By August 31, six of 10 NEDP learners in assessment had earned diplomas. A seventh student is on target to earn a diploma by mid- September, which will bring us to our target, of 70 percent. For other performance measures—such as employment retention, promotions, wage increases, and re-enrollment—we will know more as we complete our second year as an Adult Public Charter School.

Performance Goal Targets, Actuals and Assessments

Goal Targets	Actuals	Assessments
Student progress goals:		
70% of Beginning Literacy learners who complete basic literacy instruction will demonstrate readiness for ABE level course work by scoring a 221 on CASAS Reading.	69%	Met
70% of Adult Basic Education students who complete 100 hours or more of instruction increase reading and/or math skills by at least two grade levels as measured by CASAS.	48%	Not met
50% of learners enrolled for 12 or more instructional hours advance at least one National Reporting Standard Educational Functioning Level as measured by CASAS.	70%	Exceeded
Student achievement:		
70% of Adult Secondary students who attempt the GED exam will pass.	71%	Met
70% of NEDP students entering the Assessment Phase of the program will earn a high school diploma within a year.	60%	Not met
75% of students who take the Internet and Computing Core Certification (IC3) exam will pass the exam.	77%	Met
Career/college readiness:		
75% of learners with post-secondary goal will enter a postsecondary educational, occupational skills training program, or an apprenticeship training program.	82%	Exceeded
On an annual basis, 75% of individuals who have the goal of earning a college degree will place into credit-bearing courses at postsecondary institutions.	73%	Met
70% of students who graduate with an employment goal will obtain or retain employment or receive a promotion or wage increases. (N/A: first year as a Public Charter School)	N/A	N/A
Leading indicators:		
The daily in-seat attendance rate for enrolled students will meet or exceed 65%.	63%	Met
65% of students will re-enroll annually until academic or career goals identified in their individual career plan are achieved. (N/A: first year as a Public Charter School)	N/A	N/A
Other mission-related goals:		
AOH will meet the needs of adult learners as indicated by an 80% overall rating of good (4) or above on AOH PCS course and program evaluations (at least a 50% response rate).	91% (53% Response Rate)	Exceeded



Ashley Woodson, NEDP Graduate with son Caleb & Audrey Reese, NEDP Program Manager

* Note: If a performance achievement for a goal falls within -3%/+3% of its target, the goal is marked as having been met. If the performance achievement is below that target range, the goal is marked as not met. And if the performance achievement is above that range, the goal is marked as exceeded.

Lessons Learned and Actions Taken

Adapting services to student realities

The adults who come to Academy of Hope see education as a long-term solution to their personal and economic goals, yet many face formidable near-term challenges, such as homelessness or other unstable life circumstances. Many adults returning to school anticipate rejection and failure. And many grappling with basic literacy have issues with decoding and comprehension.

To address these needs, Academy of Hope revamped its case management system and curricula. Using volunteers and technology (School Messenger), we developed more sophisticated systems for tracking each stage of the application, registration, and enrollment process. This new approach also enabled us to intervene quickly at any sign of trouble.

For our basic literacy learners, we developed additional classes that addressed their decoding and comprehension challenges. In SY2014-2015, literacy-level learners spent three hours in a literacy course. These learners now participate in all courses available at Academy of Hope, including math and career development.

When attendance data and student feedback revealed that adult learners were struggling to integrate the career training class schedule with their daily life needs, we modified our approach. We developed career workshops, offered every other week, and expanded the hours of student support services staff for one-on-one or small group work. We also incorporated an initial career assessment, My Vocational Situation, as part of our orientation for new learners.

Strengthening support for the new GED

Our most pressing concern is adequately preparing learners with low literacy for the new GED exam. The new exam is entirely computer-based and significantly more difficult than previous versions. Preparing adults to pass the new GED requires much more time from adult learners and much more training for their instructors. As with many other adult education providers in the city, our numbers of GED graduates are much lower now than in years prior to 2014.

During our first year as an Adult Public Charter School, we made significant investments in teacher training and curriculum development as well as in our infrastructure and data reporting tools. As we move into our second year, we will turn more of our attention to deepening our student support services, integrating digital literacy more fully into all of our courses, and deepening business engagement.

Revising curricula to meet standards and challenges

- After study of the Common Core Standards (particularly as they relate to adults), the GED 2014, and the newly updated National External Diploma Program, we have updated our curricula to include inquiry-based critical thinking across subjects that reflect Webb's Depth of Knowledge.
- We revised our math curriculum based on principles developed by Steve Hinds,ⁱ
- All instructors have been trained in Universal Design for Learning (UDL) principles, with one-on-one coaching for teachers with special-needs learners.
- In alignment with new research, Academy of Hope beginning literacy learners now receive a full schedule of literacy instruction rather than just a few hours a week of specific literacy work.

Assisting learners with residency requirements

Proving residency for many of our learners proved to be a major challenge. Many learners do not have stable housing or regular employment and require home visits to verify residency. To assist learners and keep up with verifications, our staff conducted 50 home visits in our first year. We are developing additional methods to support learners in their efforts to prove residency.

Increasing volunteer support and engagement

Volunteers have always played a critical role in fulfilling Academy of Hope's mission. Volunteers bring dedication, professional expertise, and a wide range of experiences to our classrooms. As we entered into our first year as an Adult Public Charter School, we soon realized that changes we were implementing in the classroom necessitated increased support for our volunteers. To engage them more fully in the classroom, we:

- Redefined volunteer positions and requirements
- Strengthened our screening and placement process. We now use phone and email applications and surveys to match volunteer interests to instructional needs.
- Expanded training and orientation to include classroom observations, webinars on co-teaching, and training by staff teachers on teaching strategies and the curricula used in class.

Unique Accomplishments

Celebrating student achievements

We celebrated our first class of graduates as an Adult Public Charter School on June 6, 2015. These graduates had overcome obstacles ranging from severe impaired mobility to refugee status. Most are preparing to enter or are entering college classes at institutions including University of the District of Columbia and the Graduate School USA. One graduate is on track to take college classes through her employer, Starbucks, and its College Achievement Plan. Several achieved this milestone while caring for and supporting children, parents, even grandparents. Their career ambitions are as varied as their life paths: to open an in-home daycare center, to enter law enforcement, to be a social worker, and more.

Student Board representatives: During the 2014-2015 school year, Academy of Hope added two students to our board of directors. The story of one, Mary Zrara, demonstrates how dramatically lives can change when determined individuals are given the opportunity and support to succeed.

Mary Zrara spent her early years as a refugee escaping the conflicts of South Sudan. When she arrived in the District of Columbia in 2006, she found work in a hotel but dreamed of a professional career. Improving her English was key. She says her limited English affected her ability to visit her daughter's school, speak in front of people, and even get service in the bank. In 2014, she started classes at Academy of Hope. "Now I like to talk to groups, because Academy of Hope gives me courage," she says. An entrepreneurship class provided more inspiration. Ms. Zrara began a small business selling pens, coffee mugs, and bracelets to help others. "You are making a difference in our lives," she says.

Maurice Taylor has been an active student at our Ward 8 site since August 2014. The father of three, he has been employed with Blue Line Security as a Special Police Officer for eight years. His classwork toward a high school diploma and career advancement sparked a personal interest in further learning as well as in developing ways to help students feel more joy and engagement in their learning. He brings first-hand knowledge of Academy of Hope learner experience, the challenges that learners face, and their strong motivation to provide for their families.

Strengthening our capacity to serve

- Through a Sparks! Ignition grant through the Institute of Museum and Library Services, we collaborated with the Adult Literacy Resource Center (ALRC) at the District of Columbia Public Library to create a GED Institute of preparation classes for the new GED exam. The scripts, agendas, handouts, and video content we helped develop are available online for use by paid and volunteer teachers and GED tutors.
- Academy of Hope staff have been accepted to speak at an event by the Commission on Adult Basic Education and Project Literacy at UCLA.

Advancement of literacy and adult basic education in the District of Columbia and beyond

Academy of Hope serves as a leading member of the DC Adult & Family Literacy Coalition (DC AFLC), a coalition that played a critical role in the DC Council's establishment of an Adult Career Pathways Taskforce and mandate that the taskforce pay special attention to connecting adults with very low levels of literacy to services and Career Pathways. Similarly, DC AFLC members advocated for funds to be set aside for learning disability assessments for adults as well as an innovation fund to be administered by the Workforce Investment Council.

Over the past 12 months, Academy of Hope has been involved in several activities that increased awareness of the importance of adult basic education in the District of Columbia and beyond.

Highlights include:

- A national public television appearance by CEO Leicester Johnson on PBS NewsHour; Gwen Ifill interviewed her about the impact of GED changes. (January 6)
- Receipt of the 2015 Amtrak Pioneer Award by Academy of Hope's Chief Executive Officer, Leicester Johnson, which honors African Americans in the Washington, D.C., metropolitan area who have made outstanding contributions to their community.
- Broadcast of a piece by WAMU's Kavitha Cardoza, "[How D.C. Became a Leader in Adult Charter Schools](#)," featuring Academy of Hope's Chief Executive Officer, Leicester Johnson. (October)

- Two forums hosted by Academy of Hope. The first on education’s role in preventing crime and recidivism rate another on opportunities and threats presented by the recent passage of the Workforce Innovation and Opportunity Act. (July, September)
- Community discussion with partners in the District of Columbia Adult and Family Literacy (DC-AFLC) Best Practices Committee on developing a national strategy for adult education, designed to create a stronger relationship with the U.S. Department of Education’s Office of Career, Technical, and Adult Education. The OCTAE cited the event in its February report, “Making Skills Everyone’s Business: A Call to Transform Adult Learning in the United States.” (September)
- Mayoral candidate forum for six candidates to discuss adult literacy and workforce development; more than 200 attended, including media. (March)
- Contributed to a policy brief and recommendations on WIOA in collaboration with adult education and workforce development partners. (published February 9)
- Roundtable discussion with members of the Bowser administration, including the deputy mayor for planning and economic development and directors of DOES and the Department of Human Services. (March 17)
- Four Academy of Hope learners testified before the DC State Board of Education in support of the creation of a State Diploma for GED recipient. An additional 12 learners submitted written testimony. (July)

ⁱMore Than Rules College Transition Math Teaching for GED Graduates at The City University of New York, Steve Hinds, 2009.

DONORS (\$500+)

American Institutes for Research	Georgetown University	Diane Martin	Anand Radhakrishnan
Bank of America Charitable Foundation	Stephanie E. Gerard	Patrick McCabe	Rapoport Foundation
Pat Brackley	Scott Hallworth	Elizabeth McCague	Rotary Foundation
Kenton Campbell	Martha H. Hanrott	MCN Build, LLC	Terry Salinger
Capital One	Herb Block Foundation	Meyer Foundation	Scheidel Foundation
Patrina M. Clark	Timothy Horan	Laurence & Florence Meyer	Schwab Charitable Fund
Clark-Winchcole Foundation	David and Mary Gabriele Hudson	Kristopher Miller	Colleen Scott
Roberta & Douglas Colton	William Iwig	Kate Moore	Anshu Sheth
Corina Higginson Trust	Jerry Taylor and Nancy Bryant Foundation	Moriah Fund	Richard Singer
D.C. Local Initiatives Support Corporation	Lecester Johnson	Network for Good	Krista Stark
Lisa DeFerrari	Michael & Erna Kerst	Daniel Norton	Charles Taylor
Hazel Denton	Timothy J. Koegel	Office of the State Superintendent of Education – Adult and Family Literacy	The City Fund
E*Trade Bank	Robert Kurkjian	Sarah Oldmixon	The Community Foundation for the National Capital Region
Eighth Day Faith Community	Gail Kutner	David Ottenbreit	The Morris & Gwendolyn Cafritz Foundation
Jerome & Jayme Epstein	Mark Kutner	Pew Charitable Trust	TJX Foundation
Diane O'Hara Folckemmer	Lassiter & Associates, LLC	Philip Graham Fund	United Way Community Impact Grant
Lynne Ford	Philip & Nicole Leibovitz	Pivotal Practices Consulting LLC	US Airways
Evan & Leman Fotos	Kerry Lenahan	Laurence and Herington Clare Platt	Washington Area Women's Foundation
Fowler Foundation	Janet Leno	PNC Foundation	
Fradian Foundation	Lincoln Property Company	Porter Family Charitable Foundation	
Diane Garfield	Marpat Foundation, Inc.		

APPENDIX 1: DATA REPORT FOR 2014-2015

LEA ID	178
LEA Name	Academy of Hope Adult PCS
Campus Name	Academy of Hope Adult Public Charter School
Adult Ages Served	18 and older
Total Audited Enrollment	256
Adult	256
Total number of instructional days 2015-16	180
Student Suspension Rate	0.8
Student Expulsion Rate	0.39
Instruction Time Lost to Suspension	0
Promotion Rate	-
In-Seat Attendance Rate	64% (To be confirmed)
Midyear Withdrawal Rate	Not yet validated - Intentionally blank
Midyear Entry Rate	Not yet validated - Intentionally blank
Teacher Attrition Rate	12%
Number of Teachers	25
Average Teacher Salary	\$50,448
Minimum Teacher Salary	\$43,500
Maximum Teacher Salary	\$58,000

APPENDIX 2: STAFF ROSTER FOR 2014-2015

Brittany Albrecht
Lead Teacher

George Altschuler
Teacher

Lindsey Anderson
Special Education Coordinator

Annette Banks
NEDP Manager/Assessor

Reginald Black
Career Navigator

Jim Bogden
Adjunct Teacher

Kenisha Boone
Registrar

Patricia Brackley
Teacher

L'Tanya Buck
Case Manager

Jenaine Butler
Registrar

Mary Cabriele
Volunteer Coordinator

Jacklyn Claiborn
Adjunct Teacher

Leigh Creighton
Teacher

Patricia DeFerrari
Chief Programs Officer

Jayne Epstein
Lead Teacher

Geriell Ettienne-Modeste
Adjunct Teacher

Daquanna Harrison
Director of Instruction

Denise Hill
Adjunct Teacher

Shawn Jegede
Program Manager

Dorothy Jenkins
Lead Teacher

Lecester Johnson
Chief Executive Officer

William Kanagy
Intern Teacher

Jamie Kamlet
Advocacy Manager

Darryl Kornegay
Case Manager

Lesia Aleyne-Lamorell
Front Desk Assistant

Michelle Mann
Adjunct Teacher

Yuris Martinez
Administrative Assistant

Brian McNamee
Chief Financial Officer

Vanessa Mitchell
Front Desk Assistant

Sean Nix
Program Manager

Richmond Onokpite
Lead Teacher

Jorge M Pantelis
Director of Accountability

Sarah Pendergast
Adjunct Teacher

Celita Pope
Teacher

Debra Prence
Teacher

Krystal Ramseur
Operations Manager

Audrey Reese
NEDP Assessor/Manager

Caroline Riebeling
Data Support Specialist

Katherine Shroul
Director of Student Support
Services

Beverly Simms
Intern

Richard Singer
Lead Teacher

Meghan Snyder
Teacher

Alyssa Sutherland
Adjunct Teacher

Dan Turk
Adjunct Teacher

Eduard Waisanen
Data Support Specialist

William Walker
Lead Teacher

Catherine Walsh
NEDP Assessor

Monique Walters
Teacher

Erik Wesley
Adjunct Teacher

Ronald Whipple
Front Desk Assistant

Sade Young
Program Manager

Note on teacher qualifications: 68% of teachers have a Master's Degree.

APPENDIX 3: BOARD ROSTER FOR 2014-2015

Patrina M. Clark, Chair
Pivotal Practices Consulting LLC

Terry Salinger, Vice Chair (*)
American Institutes for Research

Kate L. Moore, Treasurer
Academy of Hope Educator

Diane Folckemmer, Member
Navigant

Hazel Denton, Secretary (*)
Georgetown University

**Lecester Johnson, Ex-Officio,
Chief Executive Officer**
Academy of Hope

Arthur Budich, Member
Calibre CPA Group

Scott Hallworth
Capital One

Mark Kutner, Member
American Institutes for Research

Kerry Lenahan, Member (*)
Beaconfire Consulting

Anshu Sheth, Member
AFL-CIO

Jessica Venegas (*)
Community Solutions

Kim R. Ford, Member (*)
UDC Community College

Maurice Taylor, Member (*)
Student Representative

Mary Zrara, Member (*)
Student Representative

(*) Indicates Board Member is a D.C. Resident.

APPENDIX 4: UNAUDITED YEAR-END 2014-15 FINANCIAL STATEMENT

REVENUE	Amount		
Per Pupil Charter Payments	2,162,657		
Per Pupil Facilities Allowance	786,432		
Other Government Funding/Grants	530,779		
Private Grants and Donations	727,479		
Activity Fees	3,708		
Other Income	114,533		
TOTAL REVENUES	4,325,588		
ORDINARY EXPENSE			
Personnel Salaries and Benefits		Office Expenses	
Salary & Wages	1,988,533	Office Supplies and Materials	23,344
Volunteer Stipends	30,681	Office Equipment Rental and Maintenance	11,318
Employee Bonuses	26,156	Telephone/Telecommunications/IT Services	102,283
Employee Benefits	388,517	Legal and Accounting Services	57,527
Contracted Staff	494,528	Printing and Copying	8,107
Staff Development Expense	72,359	Postage and Shipping	7,164
Subtotal: Personnel Expense	3,000,775	Subtotal: Office Expenses	209,744
Direct Student Expense		General Expenses	
Textbooks	35,643	Insurance	9,646
Student Supplies and Materials	16,934	Transportation	3,186
Student Assessment Materials	13,588	Administration Fee (to PCSB)	34,129
Miscellaneous Student Expense	37,405	Other General Expense	68,565
Subtotal: Direct Student Expense	103,570	Subtotal: General Expenses	115,526
Occupancy Expenses		TOTAL ORDINARY EXPENSES	
Rent	248,797		3,704,945
Utilities	4,281	NET ORDINARY INCOME	620,643
Janitorial Services	3,149	Depreciation Expense	128,385
Moving Expense	7,202	Interest Payments	1,234
	11,902	NET OPERATING INCOME	491,023
Subtotal: Occupancy Expenses	275,331	Bad Debt	3,592
		Loss on Disposal of Assets	3,225
		NET INCOME	484,207

PART 1 OF 2

APPENDIX 4: UNAUDITED YEAR-END 2014-15 FINANCIAL STATEMENT

ASSETS

Current Assets

Cash Operating Accounts	313,259
Cash Reserves	440,534
Accounts Receivable	262,400
Other Current Assets	46,555
Total Current Assets	1,062,748

Fixed Assets

Fixed Assets (Net of Accumulated Depreciation)	480,282
Total Fixed Assets	480,282

Other Assets

16,432

TOTAL ASSETS **1,559,462**

LIABILITIES

Current Liabilities

Accounts Payable	74,275
Payroll Liabilities	
Accrued Vacation	95,570
Accrued Salary & Wages	38,627
Benefits Payable	(142)
Health Savings Account	-
Aflac	-
SmartBenefits	400
403b Liability	2,170
Garnishments	1
Deferred Rent Expense	3,125
Total Current Liabilities	214,027

Long-term liabilities

Capital Lease	40,133
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TOTAL LIABILITIES **254,159**

NET ASSETS

Unrestricted	944,755
Temporarily Restricted	360,548
TOTAL NET ASSETS	1,305,303

TOTAL LIABILITIES AND NET ASSETS **1,559,462**

PART 2 OF 2

APPENDIX 5: APPROVED 2015-16 BUDGET

Revenue

01. Per Pupil Charter Payments	2,787,800
02. Per Pupil Facilities Allowance	1,013,760
03. Federal Entitlements	-
04. Other Government Funding/Grants	362,950
05. Private Grants and Donations	1,005,965
06. Activity Fees	9,900
07. Other Income	43,166

Total Revenue **5,223,541**

Operating Expense

08. Principal/Executive Salary	-
8B. Salary Expense	2,350,428
09. Teachers Salaries	-
10. Teacher Aides/Assistance Salaries	-
11. Other Education Professionals Salaries	-
12. Business/Operations Salaries	-
13. Clerical Salaries	-
14. Custodial Salaries	-
15. Other Staff Salaries	-
16. Employee Benefits	552,562
17. Contracted Staff	578,119
18. Staff Development Expense	58,941

Total Personnel Salaries and Benefits **3,540,049**

19. Textbooks	38,200
20. Student Supplies and Materials	12,511
21. Library and Media Center Materials	-
22. Student Assessment Materials	16,600
23. Contracted Student Services	-
24. Miscellaneous Student Expense	53,100

Total Direct Student Expense **120,411**

25. Rent	291,805
26. Building Maintenance and Repairs	3,750
27. Utilities	16,000
28. Janitorial Supplies	-
29. Contracted Building Services	58,000

Total Occupancy Expenses **369,555**

30. Office Supplies and Materials	20,846
31. Office Equipment Rental and Maintenance	18,960
32. Telephone/Telecommunications	73,407
33. Legal, Accounting and Payroll Services	100,475
34. Printing and Copying	11,500
35. Postage and Shipping	7,271
36. Other	33,355

Total Office Expenses **265,815**

37. Insurance	15,560
38. Transportation	18,500
39. Food Service	-
40. Administration Fee (to PCSB)	38,115
41. Management Fee	-
42. Other General Expense	72,658
43. Unforeseen Expenses	-

Total General Expenses **144,833**

Total Ordinary Expenses **4,440,663**

Interest, Depreciation

44. Depreciation Expense	197,600
45. Interest Payments	5,000

Total Interest, Depreciation **202,600**

Total Expenses **4,643,263**

Net Income **580,278**

Adjustments To Cash Flow

580,278

(211,197)

125,203

-

494,284