



Annual Report 2015-2016

LAYC YouthBuild Public Charter School

3014 14th Street, NW
Washington, DC 20009
202.319.0141
www.youthbuildpcs.org
Board Chair: Mark Jordan

Table of Contents

School Description	16
<i>Mission</i>	<i>3</i>
<i>Core Beliefs.....</i>	<i>3</i>
<i>School Program</i>	<i>3</i>
<i>School Staff.....</i>	<i>9</i>
School Performance.....	10
<i>Evidence of Performance and Progress</i>	<i>10</i>
<i>Lessons Learned and Actions Taken</i>	<i>11</i>
<i>Unique Accomplishments.....</i>	<i>13</i>
Donors and Grantors.....	14
Data	15
Appendices	
<i>Staff Roster & Qualifications.....</i>	<i>Appendix 1</i>
<i>Board Roster.....</i>	<i>Appendix 2</i>
<i>Unaudited Year-end Financials for FY 2015-16.....</i>	<i>Appendix 3</i>
<i>2016-17 Approved Operations Budget.....</i>	<i>Appendix 4</i>

School Description

Mission

YouthBuild Public Charter School (YBPCS) is an alternative high school for young people seeking to transform their lives by re-engaging in their education in a non-traditional school environment. YBPCS prepares students for post-secondary education and the workplace by offering, in English and Spanish, academic, vocational and workforce development programs. YBPCS believes that service to the community is an essential part of the transformative process. Therefore, students serve their community through volunteer projects and by creating housing for low income residents in the Washington, DC metropolitan area.

Core Beliefs

- We believe all young people can learn and transform themselves when engaged in a safe and caring environment with positive values.
- We believe developing leadership skills is essential in order for young people to achieve their career aspirations.
- We believe when young people are held to high expectations they are empowered to perform at high levels and achieve extraordinary outcomes.
- We believe the intelligence of young people should be profoundly respected.
- We believe service to the community builds a sense of connection, ownership and responsibility to others.
- We believe failure is a catalyst for change that leads to success in life and learning.
- We believe success is achieved through rigor, perseverance and commitment to continued development.
- We believe by acquiring a high school credential, young people broaden their opportunities.

School Program

YouthBuild PCS' program is based on the internationally-recognized YouthBuild model. Our school is part of a network of more than 200 YouthBuild schools and programs around the country and across the world.

Student Transformation

Since 2005, YouthBuild Public Charter School (PCS) has played a vital role in District of Columbia, enabling hundreds of students earn their GED and obtain industry-recognized construction certifications. YouthBuild PCS' program provides a crucial alternative path for youth who are out of school and out of work, helping them reengage in their education and prepare for post-secondary success.

While the District of Columbia enjoys relatively low unemployment rates (4.2%) and boasts a highly educated populace (48% have Bachelor's degrees), the numbers only tell a part of the story and substantially mask challenges faced by youth. In 2015, less than two out of three DC students graduated from high school (65%) and one in five high school students was a high school drop-out, considered "educationally disengaged." According to a 2014 Brookings Institution report, "Unacceptably large numbers of low-income young people with lower levels of education— about 8,300, or 9 percent of all young people aged 16 to 24—are 'disconnected,' meaning they are neither in school nor employed." And, the rates for disconnection are highest among Latinos, African Americans and females, groups that also make up the majority of YouthBuild PCS's student population.

With one of out three young people in the DC failing to graduate, YouthBuild PCS' program is essential. Without a secondary credential and job training, youth face a lifetime of poverty. Recent 2015 Department of Labor data show that 96% of jobs in the District *require* a high school diploma or more. YouthBuild PCS provides a critical path for "disconnected youth," giving them the opportunity to earn a secondary credential, while obtaining high-value training and certification in the construction field, one of the District's top-10 fastest growing employment sectors.

YouthBuild PCS students divide their time between the classroom preparing for the GED—and, if they are English language learners, improving their English literacy skills—and the construction site, where they learn both "hard" construction skills (e.g. safety, construction math, and green design) and "soft" work skills (e.g. teamwork and punctuality). They learn to see themselves as leaders, as they give back to the community by building housing for low-income residents. To prepare for the next step after YouthBuild, students participate in life-skills and post-secondary preparation classes, developing a portfolio to ensure they have tools necessary for post-secondary success.

Leadership through Service

For YouthBuild PCS students, transformation begins at "Mental Toughness," a weeklong orientation that takes place at the start of the school year. During Mental Toughness, students are pushed to demonstrate their work ethic, their approach to teamwork, their willingness to try new things, and their leadership skills. The shared experiences throughout this first week establish a bond between students and also serve as a foundation for a successful school year. To ensure that students continue to build their leadership skills during their time at YouthBuild PCS, we facilitate a Student Leadership Council that provides input and feedback on school programs and plans activities throughout the year.

As a way to ensure that YouthBuild PCS students are able stay in school through the course of the school year, YouthBuild PCS provides students with a bi-weekly stipend of \$8.25 per hour for time on the construction site and \$15.00 per day for time spent in a classroom. This stipend assists with the cost of transportation, breakfast, and lunch. While not a living wage, the stipend relieves some economic pressures for students, and also provides financial assistance to help students offset costs during the school year.

YouthBuild believes that transformation is not only seen in the growth and maturity of our students, but it is also evident in our students' positive engagement in the school community and the community at large. During the 2015-16 school year, students built and renovated several housing units and participated in a number of service projects, providing more than 6,000 hours of service to the DC community.

A New, More Powerful Instructional Approach

Over the past school year, YouthBuild PCS has undergone a transformation of its own.

In June of 2015, recognizing that YouthBuild PCS needed to redesign its program to adapt to the new GED and the DC Public Charter School Board's (PCSB's) Performance Management Framework (PMF) for adult education schools, the YouthBuild PCS Board of Directors partnered with TenSquare, a deeply experienced charter support organization.

The Board appointed a TenSquare Resident School Leader and provided support to restructure YouthBuild's academic and vocational programs, drawing on best-practices from the adult education sector and the YouthBuild network. As a result, YouthBuild PCS has implemented a new instructional and academic support framework.

Learning is Personalized—The 2014 GED requires that students master Common-Core aligned standards of learning that are much more challenging than those covered in the prior GED test. Moreover, the test is computer-based and demands technological proficiency not required by the prior test. While YouthBuild PCS had done work to prepare our students to take and be successful on the new GED prior to the 2015-16 school year—working to strengthen curriculum scopes and sequences, for example, and building more computer-based learning into our curriculum—we found that we needed to do much more to prepare our students for success on the new test. To meet this challenge, we developed and implemented a new blended learning model this year that allows us to personalize learning for students.

Now, when students enter YouthBuild PCS, we assess their math, literacy, and English skills (if they are English language learners), discuss their goals and aspirations, and help them develop a mastery-based individual learning plan. YouthBuild PCS students' learning plans, tracked through the **STEP (Student Learning Education Portal)**, are designed with clear goals and benchmarks. Teachers and case managers work with students to monitor progress toward each goal, providing interventions and supports to enable students to meet benchmarks—to make math and literacy

progress, better prepare for the GED, acquire work-place and college-readiness skills, and earn construction certification.

Every Student has Access to a Laptop to Enhance Learning—To ensure that students acquire both the academic and technological knowledge and skills they need to be successful on the GED and prepare for post-secondary options, each student now has access to a laptop as he or she learns throughout the day. Students improve their mathematics, reading, writing, social studies and science knowledge and skills by participating in direct instruction, dynamic group work, and adaptive computer-based learning programs.

Learning Time is Concentrated and Focused—During the 2015-16 school year, we also changed our educational model to enable students to have more academic learning time. In prior years, students rotated between the worksite and the classroom on a *weekly* basis, building soft skills and learning the construction trade on the worksite, while honing academic skills in the classroom. While this model may have worked in the past, we now find that most students enter our program many years behind in their academic preparation. Some have recently immigrated to the US and may have been out of school for several years. Others have dropped out of school or have been in and out of several schools.

To improve math and literacy skills, and eventually, to pass the GED, students needed more focused learning time and personalized learning support. To provide this support, we changed the YouthBuild PCS' academic/workplace rotation schedule and built more academic learning time into students' overall schedules. At the same time, we built more concentrated learning time into students' workplace schedules as well, so that most students now spend two-three weeks at a time on the worksite when they are not learning in the school building.

Teachers and Staff have Ongoing Support to Improve their Practice—To ensure that that teachers and staff have the supports they need to personalize learning for students, through a partnership with TenSquare, YouthBuild PCS teachers and staff also participate in intense professional development prior to the start of the school year, and they receive ongoing, job-embedded instructional coaching, data analysis, and curriculum support during the year. Experienced TenSquare instructional specialists work with YouthBuild team members to observe instruction (both in the classroom and on the worksite), analyze student data, and tailor instruction and support to meet students' needs and improve students' outcomes.

More Support for Spanish-Speaking Students Leads to Better Outcomes for All Students—YouthBuild PCS is a multicultural school that celebrates the diversity of its students and staff. For many of our students, this year marked not only their first opportunity to work closely with someone of a different race or ethnicity, but also their first opportunity to work with someone who spoke a different language. The YouthBuild PCS model encourages students to work with and learn from each other.

To continue to boost learning outcomes for students with limited English proficiency, we strengthened our Spanish language GED preparation and English as a Second Language (ESL)

instruction as well. English language learners (ELLs) now participate in Spanish GED classes, aligned to the new GED and supported by blended learning tools designed specifically for Spanish-speaking students. ELL students also improve their English skills by participating in onsite (ESL) classes and by reinforcing their English skills on the construction site. This daily combination of ESL classes with English conversation at the worksite results in dramatic improvements in students' speaking and listening abilities. English-speaking students also learn Spanish words and phrases.

A New Special Education Service Delivery System—Validated through PCSB's Qualitative Assurance Review (QAR) Process—Creates Better Supports for Students with Special Needs—To strengthen supports and services for students with disabilities, YouthBuild PCS worked with TenSquare to develop and implement a best-practice aligned Special Education Service Delivery System. To ensure that the model was implemented with fidelity, YouthBuild PCS hired a full-time Special Education Coordinator/Teacher to oversee the Special Education Program.

YouthBuild's Special Education Coordinator provides training and support to general education staff, offers specialized instruction to students (both through push-ins and pullouts), works with service providers to ensure that students receive related services (such as counseling supports), and provides case management for students' IEPs (individual education programs). As a result of this approach, students made demonstrable math and literacy gains, as well as gaining invaluable "soft" and hard construction skills on the worksite.

To validate this work, YouthBuild PCS also conducted a Qualitative Assurance Review (QAR), using PCSB's QAR Protocol to evaluate the new program. We assessed the overall delivery system, as well as supports for behavior, instruction, and operations. Overall, the QAR demonstrated that YouthBuild PCS has best practice supports and services in place. We are using the QAR Action Plan to ensure that we continue to improve this model—implementing a tracking system to improve behavior supports for students, for example.

An Integrated Educational Model

YouthBuild PCS is comprised of four core program areas: Academic Instruction, Career and Technical Training, Transition Services, and Support Services. Collectively, these core programs allow YouthBuild PCS to provide comprehensive instruction, interventions, services, and support to students so they are successfully prepared for the workplace and/or postsecondary education. This year we worked to strengthen each of these core program areas.

The YouthBuild PCS Academic Program equips students with the knowledge and skills needed to obtain a GED (General Education Diploma). Under the new YouthBuild PCS model, students prepare for each section of the GED as they demonstrate readiness, concentrating on math and literacy skills first, then preparing for the science and social studies exams. To evaluate students' readiness, YouthBuild administers the GED Ready Test—a test designed by the GED Testing Service to help students determine preparedness for the GED. Students obtain a score of "Likely to Pass" on each section of the GED Ready before they sit to take that section of the formal GED exam. Classes are taught in both English and Spanish. To ensure that students receive the support they

need, YouthBuild PCS boasts small class sizes, with an average teacher/student ratio of 15:1.

The Career and Technical Education Program is comprised of both on-site construction training and vocational education classes. The two components together provide students with the opportunity to develop employability skills and earn nationally recognized construction certifications that provide a key entry point to high-demand construction careers. This year, our Construction Training Team participated in HBI-PACT (Home Builders Institute-Pre-Apprenticeship Certification Training) training program to ensure that they had the latest certification skills and were prepared to deliver the HBI-PACT curriculum to students in an engaging and purposeful way.

Through partnerships with local non-profit agencies and housing groups, students work on an actual construction site under the supervision of skilled construction trainers. At the sites, the trainers create a “real world” working environment in order to teach and reinforce the development of soft skills—such as punctuality, attendance, preparation, ability to work in a team, and professionalism. Students also gain invaluable service skills, as they see and experience the effect of their work on the community they serve.

To continue to strengthen this program, we also engaged in work with several city and non-profit construction agencies, including the Center for Construction Careers and the CHOICE program, a construction apprenticeship program.

The Transitions Program aims to ensure that students are successfully prepared to enter a career that will provide a living wage and opportunity for advancement. This year, student participated in a College and Career preparation course, where they built a college and career portfolio. Students developed career maps, took the AccuPlacer, completed the FAFSA form, built resumes, gathered reference letters and completed job applications.

Throughout the year we also strive to ensure that a variety of career development activities are offered, including opportunities for students to attend job fairs, college fairs, college tours and presentations, and job shadowing and employer presentations.

The Support Services Program has a singular focus—to assist students with overcoming challenges, barriers and obstacles that impede their ability to be successful in school and ultimately in life. At the beginning of the school year, students meet with case managers, participate in a needs assessment and are linked to the appropriate service providers. We help students obtain whatever supports and services (childcare, substance abuse counseling, housing, medical insurance, etc.) they may need to be successful in school and “present for learning.”

This year, case managers worked closely with our new Dean of School Culture to support student attendance and progress and conduct interventions when necessary. Students also participated in a Life Skills class, helping to boost social-emotional skills, learn about the developing brain, build financial knowledge, and prepare for life after YouthBuild. Through an Alumni Support Program, we ensure that students remain connected and continue to receive the supports they need.

School Staff

A New Leadership Structure

As part of YouthBuild PCS' 2015-16 transformation, the YouthBuild PCS Board of Directors worked with TenSquare to create a new leadership structure for the school to prioritize academic learning. The Board appointed an experienced academic leader, Andrew Touchette, as Resident Leader and brought on a highly-skilled Operations leader, Kia Higgins, to serve as Director of Operations.

In addition to Touchette and Higgins, the larger leadership team was comprised of a new Dean of School Culture; a full-time Special Education Coordinator; a Support Services Coordinator; and a Construction Manager. Together, this team provided guidance and leadership for YouthBuild staff and students.

YouthBuild PCS Students received support and instruction from twelve core teachers this year: six academic instructors, two transitions/life-skills instructors, and four vocational/construction instructors. Overall, YouthBuild PCS team members bring a wide range of experience and education to their positions, with backgrounds in education (mathematics English, ESL, special education, history, and science), construction, business, and various non-profit fields. Many are native Spanish speakers; two are alums (including our receptionist/attendance clerk who is currently pursuing her Bachelor's Degree in Criminal Justice); and all serve as mentors and role models for our students.

School Performance

Evidence of Performance and Progress

YouthBuild PCS demonstrated notable academic progress this year. Highlights include:

- The number of YouthBuild PCS GED passers increased substantially. This year, 12 YouthBuild PCS students— 75% of students who took all four sections of the GED— received their GED. This number represents more than 10% of our overall student population.
- YouthBuild PCS students also made gains on several others indicators of student success:
 - Student Progress, as measured by the PMF, improved by more than eight percentage points from 2014-15 to 2015-16
 - The In-Seat Attendance rate improved by almost two percentage points
 - Student success on both indicators for College and Careers Readiness met Tier I benchmarks, and
 - Student Retention Rates improved by almost 20 percentage points as well.
- The number of YouthBuild PCS students receiving long-term Industry-Recognized Construction Certifications increased as well, compared to the 2014-15 school year.

New Charter Goals and Achievement Expectations

As part of YouthBuild PCS' charter review process in 2014-15, YouthBuild PCS agreed to narrow and focus its charter goals and achievement expectations (many were original to the school's founding and had not been measured in several years) and to better align the goals and expectations with the PCSB's Performance Management Framework (PMF). YouthBuild PCS Board and Staff leaders worked closely with the PCSB to develop new, measurable goals and achievement expectations.

The table below summarizes 2015-16 progress toward YouthBuild PCS goals and academic achievement expectations.

We met five of six charter goals and achievement expectations, and as indicated above, made *substantial progress overall*. Though we did not meet our Student Progress goal, it should be noted that unlike the PMF which only measures students' progress in their *lowest* scoring area (math or reading in the case of English-speaking students), this goal is designed to measure and support students' progress in all areas—math, reading, and English language learning. We were just a few percentage points shy of meeting this goal.

Progress Toward Goals

YouthBuild PCS - Goals and Academic Achievement Expectations	Met/Not Met	Evidence
1. 50% of Pre and Post Test ABE and ESL students' scores will increase by one or more National Reporting System Educational Functioning Levels by the end of the program year.	Not Met	Our student information system shows that 45.6% of eligible student scores met this goal.
2. 65% (+/-2 percentage points) of test takers who earn a "Likely to Pass" on the GED Ready exam in a subject area will earn a passing score on the GED exam in that subject area.	Met	Our student information system shows that 70.9% of eligible test-takers met this goal.
3. The percent of exiting students who enter employment or enter post-secondary education, first quarter after exit will be at least 48.8%.	Met	Our student information system shows that 62.5% of eligible students met this goal.
4. The percent of exiting students who retain employment or enter post-secondary education, third quarter after exit will be at least 59.3%.	Met	Our student information system shows that 79.2% of eligible students met this goal.
5. The in-seat attendance rate (ISA) for YouthBuild PCS will be at least 62.8%.	Met	Validated attendance data show that our SY15-16 attendance rate was 69.1%.
6. The YouthBuild PCS retention rate will reach 60% in two of the five years between SY 15-16 and SY 19-20, and it will not fall more than two points below the baseline result of 55% in SY 2014-15.	Met	TABE and validated enrollment data show that our SY 15-16 retention rate was 73.8%.

Lessons Learned and Actions Taken

We learned several lessons this year that we will use to guide continual improvement in the years to come.

- **While YouthBuild PCS made significant gains in student progress this year, we still have work to do to continue to boost student progress in math, literacy and English language learning.** Like many public charter schools serving young adults in DC, we use the Test of Adult Basic Education (the TABE) to measure student progress. Though the test provides a

way to benchmark student mathematics and literacy gains for accountability purposes, students do not earn high school “credit” for taking the test, nor does it have any inherent meaning for them—other than serving as a way of externally validating their progress. As a result, this year many of our students reported being unmotivated to take the test seriously. “Why am I taking this test? How will it help me prepare for the GED?,” were some of the questions students posed to us.

To address this concern, we have taken several steps to improve student progress for the 2016-17 school year, including:

- Helping students to understand how the TABE is used to place students in our program, help them move through the program, and ultimately earn their GED;
 - Further aligning our curriculum resources and supports—to ensure that progress on the TABE is aligned, as much as possible, to GED readiness; and
 - Providing meaningful incentives to students that will help them take the TABE seriously.
- **Student readiness for the GED goes beyond academic preparation.** We discovered that some students, though demonstrating readiness on the GED Ready, could not take actual sections of the GED because they lacked approved, government-issued identification—interestingly, this was the case for a number of our English-speaking students. To ensure that students are fully prepared to take the GED, we will now work with them at the beginning of the year to apply for and obtain a valid government-issued ID.
- **Student testing environment matters.** Students take the GED off-site at the Office of the State Superintendent (OSSE). The change in setting increases student test anxiety and for some, impacts motivation to test. To address this challenge, we are continuing to improve our YouthBuild simulated testing environment, to make it as realistic as possible. Additionally, we plan to work with students on techniques for reducing anxiety. Finally, we have also worked with OSSE to bring its Mobile GED Testing Site to YouthBuild PCS.
- **Focused CTE program results in greater program alignment.** Additionally, we learned that as we had grown over the years and begun to offer more vocational/career and technical (CTE) preparation options for students, it became difficult for us to adequately staff and support these options, while at the same time providing students with the academic support they needed. Our school is not large enough to support these options—especially given our emphasis on work-based learning. To address this challenge, we narrowed our CTE options this year, focusing primarily on the heart of our program, preparing students for construction and related occupations. We found this approach to be more successful. To continue to strengthen our CTE program, we will deepen construction and related technical preparation and career support in the 2016-17 school year, offering additional construction-related training, apprenticeship, and certification programs for students.
- Finally, this past year was focused on improving outcomes for students, by 1) restructuring school leadership to bring in academic support, and 2) rethinking our educational model

and implementing a new personalized instructional approach. Now that these elements are firmly in place, we will continue to deepen our support for students, ensuring that they become leaders in their own lives and in their communities by, offering a) additional opportunities for leadership and service; b) emphasizing and modeling professionalism and urgency; and c) continuing to build and deepen partnerships with industry, city and other non-profit partners to provide more post-secondary and workplace opportunities for our students.

Unique Accomplishments

YouthBuild PCS was Fully Accredited by the Middle States Association (MSA) of Colleges and Schools. After completing a 200+ page Self-Study, developing Objectives for Improvement, and building a Plan for Growth, YouthBuild PCS hosted a Visiting Accreditation Team of educators representing the MSA in November 2015. The MSA Team met with students, staff, and Board members; conducted interviews with various members of the YouthBuild PCS team; read the Self-Study and Plan for Growth; visited the construction sites; observed classroom instruction; and examined supporting evidence to assess whether YouthBuild PCS met the 12 Middle States Standards for Accreditation (representing best-practice and excellence in education). The Visiting Team determined that we met the Standards for Accreditation and recommended that YouthBuild PCS receive accreditation without condition. The MSA subsequently awarded YouthBuild PCS full accreditation for seven years in April 2016.

The Federal Department of Labor (DOL) awarded YouthBuild PCS a Three-Year \$1.1 Million Grant—Recognizing YouthBuild PCS' work to serve as a model YouthBuild program—providing outstanding academic, service, and career and technical educational preparation activities for our students, the Federal Department of Labor selected YouthBuild PCS from YouthBuild programs across the United States to receive a prestigious DOL YouthBuild Grant. This grant will enable us to provide key academic, vocational, and case management supports; provide stipends for our students; and provide training and support for our staff as well to continue to improve their practice.

YouthBuild PCS was also selected by YouthBuild USA to receive a Three-Year YouthBuild AmeriCorps Grant—This grant enables our students to participate in the national AmeriCorps program—performing service activities in their community and earning educational awards of more than \$1000 each to support post-secondary learning after students complete the YouthBuild program.

YouthBuild AmeriCorps Students Were Selected for the Public Allies and Vista Programs—Two of our 2015-16 graduates, Ashley Griffith and Yolanda Torres, applied for and were accepted to become a Public Ally and a Vista Volunteer, respectively. This are prestigious post-secondary appointments for both of our students, promising to open many doors for them.

Donors and Grantors
July 1, 2015-June 30, 2016
Donations equal to or exceeding \$500

In alphabetical order

Community Foundation for the National Capital Region
Corporation for National Service, AmeriCorps Program—through YouthBuild USA
FOCUS
Jackson Shaw
Laurence Platt and Clare Herrington
Noel and Patricia Bravo
Office of State Superintendent of Education (OSSE)
U.S. Department of Labor—Education and Training Administration, Federal YouthBuild Grant

YouthBuild PCS Data Table
2015-16 SCHOOL YEAR

Category	Number or Percentage
LEA ID	131
LEA Name	YouthBuild PCS
Campus Name	YouthBuild PCS
Adult Ages Served	16-24
Total Audited Enrollment	116
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	116
Special Education	14
Total number of instructional days 2015-16	180
Student Suspension Rate	0.86%
Student Expulsion Rate	2.5%
Instruction Time Lost to Suspension	0.10%
Promotion Rate	N/A
In-Seat Attendance Rate	69.14%
Midyear Withdrawal Rate	N/A
Midyear Entry Rate	N/A
College Acceptance Rate (SY 13-14)	N/A
College Admission Test Scores (SY 13-14)	N/A
Graduation Rates (SY 13-14)	N/A
Teacher Attrition Rate	42.8%
Number of Teachers	7
Average Teacher Salary	\$54,727
Minimum Teacher Salary	\$44,500
Maximum Teacher Salary	\$74,495

Appendix 1

Staff Roster

Administrative Team
Andrew Touchette, Resident Head of School—BA, History, M.Ed.
Kia Higgins, Director of Operations—BA, Politics, JD, MPA-Urban Policy and Management
Wellington Crutchfield, Dean of School Culture – BA
Phil Lasser, Data Analyst/Education Pioneer Fellow – BA, Politics; MPP, Education Policy
Karla Gant, Business Manager
Adelaide Appiah, Vista Volunteer/Development Specialist, BA
Iris Mata, Registrar/Office Manager
Maria Sanchez, Student Attendance Specialist/Receptionist—YouthBuild PCS Alumnus
Academic Team
Ligia Arreaga, Spanish GED Instructor – BA, Education; MA, Pedagogy & Science of Education
Bessy Cuellar, GED Instructor, ESL Instructor – BA, Mathematics and Physics Education
Brandi Morgan, GED Instructor – BS, Biology
Mark Purvis, GED Instructor – BS, Economics
Eugenia Reyes, GED Instructor – BA, Education; MA, Curriculum, Instruction & Assessment
Pushaen Gunasinghe, Special Education Coordinator/Teacher—MEd Special Education/Administration
Career and Technical Education
Jeffrey Palacios, Vocational Education Instructor – BS, Managerial Law & Public Policy; HBI Certified
John Collier, Construction Manager – OSHA Instructor Certified, GAF & Master Roofer Certification; HBI Certified
Antoine Clipper, Construction Trainer — YouthBuild PCS Alumnus, HBI Certified
Andrew Arenas, Construction Trainer – MS, Physics; HBI Certified
Student Support Services
Eva Camacho, Student Supportive Services Coordinator – BA in Psychology; MA in Counseling; PLC
Gina Fognani, Case Manager – MSW
Makuti Lee, Case Manager – MA, Human Services
Emma Subramaniam, Case Manager – BA, Sociology
Transitions Staff
Marili Alvarado, Placement Specialist – MA, International Studies
Melissa Mercado, AmeriCorps, Post-Secondary Program Associate – BA, International Relations

Appendix 2

Board Roster

Name and Title	Title	DC Resident
Mark Jordan	Chair	Yes
Nolan Smith	Secretary	Yes
Noel Bravo	Treasurer	Yes
Antoine Edwards	Alumnus	Yes
Elizabeth Grant	Board Member	Yes
Steve Lanning	Board Member	Yes
Shawn Woodyard	Board Member	Yes

Appendix 3

YBPCS 2015-16 Year-End Financials

	Year-To-Date (YTD)			
Income Statement	Actual	Budget	Over	%Over
Revenue				
01. Per Pupil Charter Payments	1,958,602	1,738,156	220,446	13%
02. Per Pupil Facilities Allowance	359,260	370,185	-10,925	-3%
04. Other Government Funding/Grants	579,955	683,915	-103,960	-15%
05. Private Grants and Donations	77,520	45,000	32,520	72%
07. Other Income (please describe in footnote)	5,930	13,205	-7,275	-55%
Total Revenue	2,981,267	2,850,461	130,806	5%
Expenses				
08. Principal/Executive Salary	197,181	396,069	198,888	-50%
09. Teacher Salaries	392,709	321,938	-70,772	22%
12. Business/Operations Salaries	125,830	90,598	-35,232	39%
13. Clerical Salaries	38,177	88,112	49,935	-57%
15. Other Staff Salaries	524,255	647,121	122,866	-19%
16. Employee Benefits	248,487	278,561	30,074	-11%
17. Contracted Staff	22,154	7,500	-14,654	195%
18. Staff Development Expense	3,954	35,000	31,047	-89%
19. Textbooks	14,187	10,000	-4,187	42%
20. Student Supplies and Materials	30,696	15,500	-15,196	98%
21. Library and Media Center Materials	1,545	0	-1,545	N/A
22. Student Assessment Materials	10,748	5,600	-5,148	92%
23. Contracted Student Services	44,999	63,850	18,851	-30%
24. Miscellaneous Student Expense **	261,668	359,200	97,532	-27%
25. Rent	320,061	319,086	-975	0%
26. Building Maintenance and Repairs	4,188	5,000	812	-16%
27. Utilities	10,157	11,100	943	-8%
29. Contracted Building Services	40,458	38,894	-1,564	4%
30. Office Supplies and Materials	6,052	8,500	2,448	-29%
31. Office Equipment Rental and Maintenance	15,539	11,820	-3,719	31%
32. Telephone/Telecommunications	16,871	5,032	-11,839	235%
33. Legal, Accounting and Payroll Services	78,504	69,437	-9,067	13%
34. Printing and Copying	2,187	2,600	413	-16%
35. Postage and Shipping	1,052	2,192	1,140	-52%
36. Other	24,374	29,700	5,326	-18%
37. Insurance	13,974	15,000	1,026	-7%
38. Transportation	367	750	383	-51%
40. Administration Fee (to PCSB)	29,775	27,456	-2,319	8%
42. Other General Expense	745,475	335,325	-410,150	122%
44. Depreciation Expense	18,637	32,880	14,243	-43%
Total Expenses	3,244,261	3,233,820	-10,441	0%
Net Income	-262,994	-383,359	120,366	-31%

Appendix 4

YouthBuild Public Charter School 2016-2017 Operations Budget

REVENUE

District of Columbia

Per Pupil Funding	2,334,941	76.9%
-------------------	-----------	-------

Public Grants

Department of Labor	520,000	17.1%
Corp National Community Service	60,000	2.0%
DC Office State Superintendent	46,625	1.5%
	626,625	20.6%

Private Revenue

Foundations and Corporations	50,000	1.6%
Board of Trustees	5,000	0.2%
Individuals and Other	20,000	0.7%
	75,000	2.5%

TOTAL REVENUE

\$	3,036,566	100.0%
-----------	------------------	---------------

EXPENSES

Personnel	1,215,910	40.4%
Employee Benefits and Related Expenses	282,324	9.4%
Staff Development & Other Expenses	3,000	0.1%
Occupancy Expense	304,702	10.1%
Direct Student Expense	373,500	12.4%
Office Expense	44,536	1.5%
Business Expense	788,367	26.2%

TOTAL EXPENSES

3,012,339	100.0%
------------------	---------------

Depreciation	24,000
--------------	--------

NET INCOME / (LOSS)

228
