



Excellence in Adult Education

Academy of Hope Adult Public Charter School

www.aohdc.org

Ward 5 Site: 2315 18th Place, NE, Washington, DC 20018, 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 2015-2016

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SCHOOL MISSION

Academy of Hope's mission is to provide high quality education and services that change lives and improve our communities. During the 2015-2016 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.

SCHOOL PROGRAM

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—over 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 over seven times more likely to live in poverty than those with a credential. Without the necessary skills, many remain unemployed or underemployed, trapped in a cycle of poverty that can span generations. They need the opportunity to build their skills and achieve their educational goals, through a place that addresses their full spectrum of needs and empowers them to break out of that cycle and move forward with their lives.

Hundreds of District of Columbia residents find that opportunity at Academy of Hope

Academy of Hope Adult Public Charter School helps District of Columbia residents gain the foundational skills they need to connect to the next step of their career pathways—post-secondary education, training, or a self- and family-sustaining job—and meet their goals.

Since 1985, Academy of Hope has helped 638 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, Academy of Hope became an adult public charter school, serving 390 adults in its first year of operations under charter status and 535 adults in its second.

Structured for adult learners

Academy of Hope's campuses in Ward 5 and Ward 8 serve adult learners from all of the District of Columbia's eight wards. Ninety-five percent come from households that classify as low income, and 26 percent have a disability. The average Academy of Hope adult learner has reading, math, and digital literacy skills at a 6th-grade level or below.

Small, dynamic classes reach learners at a range of levels—from beginning literacy to Bridge to College—and cover reading, social studies, writing, math, and science, as well as digital literacy.

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Small, dynamic classes reach learners at a range of levels—from beginning literacy to Bridge to College—and cover reading, social studies, writing, math, and science, as well as digital literacy.

Daytime and evening classes at both sites are offered over three terms:

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

Students can earn their high school diploma through the General Education Development (GED) exam or 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 that gives students the opportunity to earn college credit while enrolled in adult basic education or GED classes. Students who pass College Prep and Success and Internet Core Competency Certification (IC3) classes earn four credit hours when they enroll at the University of the District of Columbia Community College.

Students also have the opportunity to earn Microsoft certifications (MOS Word, Excel, and PowerPoint), ServSafe® certifications including Food Handler, and certifications for in-demand areas such as customer service.

Essential support for academic and career success

While pursuing their education, Academy of Hope’s learners often face several other significant challenges: lack of access to affordable childcare, housing, and transportation, and health issues impacting themselves and/or their family members. The Student Support Services team, including case managers and a special education coordinator, works closely with students to identify critical solutions that mediate or remove these barriers and help students achieve long-term success.

Academy of Hope’s career development services address the challenges that learners face in finding, retaining, or advancing in their employment. These services include:

- Career exploration
- Assistance with career and college planning
- Job search preparation—from assistance with a resume and interviewing skills to help getting an interview and finding gainful employment

Vocational evaluation services help match adult learners, especially those with low literacy, with appropriate occupations and careers. At Academy of Hope’s new Vocational Evaluation Center, launched in 2015, learners go beyond traditional paper-and-pencil assessments to try out real and simulated work tasks for in-demand careers in a safe and supportive environment.

Earlier this year, Academy of Hope purchased a 30,000 square foot facility for Ward 5 classes and services. This building will enable Academy of Hope to expand career and workforce services as well as serve up to 300 additional learners in the District of Columbia.



CURRICULUM DESIGN

Meeting students where they are—and pushing them higher

As one of the few adult charter schools in the District of Columbia serving beginning-to-college-level readers, Academy of Hope is committed to multilevel curricula that encourage all adult learners to understand the world in new ways and that support the mission of changing lives and improving communities through education.

Academy of Hope's curriculum is informed by educational research and best practices, to meet the educational goals of all learners. For beginning literacy learners, Academy of Hope partners with Literacy Volunteers & Advocates to deliver highly effective Reading Essentials and Reading Apprenticeship classes based on programs developed at nationally recognized institutions (the Institute for Multi-Sensory Education and WestEd) and adapted for adult learners. Reading Essentials classes focus on basic decoding skills, and Reading Apprenticeship classes use the complex process of reading to develop engaged, strategic, and independent readers. These classes are designed to work together to move adults from beginning literacy to 4th grade-level skills within a year. In the 2015-2016 school year, the completion rate for this beginning literacy program was over 83 percent.

Academy of Hope bases its Adult Basic Education (ABE) curricula for reading/social studies, writing, math, and science on the national College and Career Readiness Standards (CCRS) that inform the GED exam and the NEDP. These curricula are designed to engage learners in complex academic tasks and critical thinking, affording them greater access to and participation in democratic processes and the knowledge economy.

During a November 2015 visit, GED Testing Service staff confirmed alignment of Academy of Hope's teaching strategies and curriculum with the CCRS and spoke favorably of the curriculum's yearly sequencing strategy. Other adult education providers say they appreciate Academy of Hope's unique adult literacy curriculum, particularly its focus on meeting students where they are while pushing them towards higher standards. Officials from the U.S. Office of Career, Technical, and Adult Education (OCTAE) and the Office of the State Superintendent of Education (OSSE) observed Academy of Hope's teaching methods and cited these methods as best practices.

INSTRUCTIONAL APPROACH

Encouraging learning across disciplines

Academy of Hope's range of instructional approaches includes project-based learning, explicit instruction, critical pedagogy, and cross-curricular learning.

Project-based learning activities give students the opportunity to actively explore real-world issues. In math class, for example, students work in teams to compare cell phone plans and use math concepts to determine the best plan for each person in the group.

Through explicit instruction, teachers break skills down into specific steps as necessary and give learners access to models and scaffolds.

To cultivate greater understanding of subject matter, Academy of Hope's instructional strategies encourage learners to critically reflect upon and question ideas and knowledge.

The 2015-2016 school year marked the launch of cross-curricular instruction. Language Arts and STEM teams collaboratively introduced reading and writing strategies to enable students to more effectively comprehend and convey course content. Overall, faculty devoted more time to working together, sharing their expertise, and furthering the development of creative and effective teaching strategies.

This year, ABE students analyzed the strengths and weaknesses of the United States Constitution and created a 3D visual model conceptualizing the separation of powers. When they toured the U.S. Capitol, they impressed their tour guide with their "uniquely thoughtful and in-depth questions." Meanwhile, science students designed an experiment on seed germination, math students applied basic operation skills to real-world consumer decisions, and writing students contributed to NPR's StoryCorps and crafted persuasive, evidenced-based essays about the pros and cons of gun control.

Academy of Hope views teaching as a dialogue, where teachers are learners and learners are teachers. During a lesson on the Great Depression, many older learners were able to share family memories of that time, personalizing and deepening historical understanding for both teachers and younger students.

PARENT INVOLVEMENT EFFORTS

Engagement at Home and in the Community

Many of Academy of Hope's adult learners are parents or guardians of school-age children. During the 2015-2016 school year, 245 learners reported having children or dependents. Many more are grandparents, aunts, uncles, or otherwise significantly involved in a child's life.

Research consistently demonstrates the close correlation between parents' educational attainment and the reduction in childhood poverty with children's literacy and school success. As Academy of Hope students build their skills and confidence, their families and children benefit as well. Many adult learners report becoming more involved in their children's homework or school after attending classes at Academy of Hope.

Academy of Hope engages its learners in many ways beyond academics. Two students sit on the board of directors and help guide important decisions. An all-volunteer Student Leadership Council helps learners address challenges and hosts community-building activities, such as canned food and toiletry drives, book clubs, game nights, and neighborhood block parties.

SCHOOL PERFORMANCE

Performance and progress

For the 2015-2016 school year, Academy of Hope's second year as an adult public charter school, goals were to achieve Tier 1 status (65% or more of a weighted range) for at least three indicators and have no indicator fall below Tier 2 status (35%-64% of a weighted range). Academy of Hope is pleased to report "met" or "exceeded" outcomes for three of the four indicators. For the one indicator where Academy of Hope did not meet the overall target, Tier 1 and Tier 2 targets were met for two of the four measures.

- **Indicator 1 – Student Progress:** Goal not met. (29.7%)
- **Indicator 2 – Student Achievement:** Goal met. (55.2%)
- **Indicator 3 – College and Career Readiness:** Goal exceeded. (79.7%)
- **Indicator 4 – Leading Indicators:** Goal exceeded. 80%



Performance Goal Targets

Goal Targets	Weighted %	Status	Raw %
Student Progress Goal: 65%			
Academy of Hope SY2015-2016 Overall Student Progress Status: Not met Student progress measures learners making educational functioning level gains on the CASAS assessment.	29.7%	Not met	45.7%
ABE1: Beginning Literacy	69.6%	Met (Tier 1)	69.6%
ABE2: Beginning Adult Basic Education	52.1%	Not met (Tier 2)	61.6%
ABE3: Low Intermediate Adult Basic Education	21.4%	Not met (Tier 3)	47.2%
ABE4: High Intermediate Adult Basic Education	0%	Not met (Tier 3)	18.8%
ABE5: Low Adult Secondary Education <i>Note: Academy of Hope had only two learners in this category, below the 10-learner floor.</i>	N/A	N/A	N/A

Goal Targets	Weighted %	Status	Raw %
Overall Student Achievement Goal: 65%	55.2%	Met	55.2%
AoH SY16 Overall Student Achievement Status: Met			
Student achievement measures graduation rates for learners in the GED program and the National External Diploma Program (NEDP).			
GED Graduation Rate	53.8%	Met (Tier 2)	53.8%
NEDP Graduation Rate	56.3%	Met (Tier 2)	56.3%
Overall College/Career Readiness Goal: 65%			
AoH SY16 Overall Career/College Readiness Status: Exceeded	79.7%	Exceeded	N/A
Career and college readiness measures learners entering employment, retaining employment, and entering post-secondary education after leaving AoH.			
<u>Entry into employment/postsecondary education</u> : Percentage of learners who entered the program without a job and either obtained a job during enrollment (and still held a job during the first quarter after program exit), obtained a job after program exit, or enrolled in a postsecondary educational, occupational skills training program, or an apprenticeship training program.	65.7% 55% response rate	Met (Tier 1)	49.3%
<u>Retention of employment/entry into postsecondary education</u> : Percentage of learners who either entered the program with a job and retained employment during the third quarter after program exit or enrolled in a postsecondary educational, occupational skills training program, or an apprenticeship training program.	100% 57% response rate	Exceeded (Tier 1)	92%

Goal Targets	Weighted %	Status	Raw %
<p><u>Entry into postsecondary education</u>: Percentage of learners with a secondary credential who enrolled in a postsecondary educational, occupational skills training, or apprenticeship training program in the prior program year.</p> <p><i>Note: Academy of Hope had only one learner in this category, below the 10-learner floor.</i></p>	N/A	N/A	N/A
<p>Overall Leading Indicators Goal: 65%</p> <p>AoH SY16 Overall Leading Indicators Status: Exceeded</p> <p>Leading indicators measure student attendance and retention.</p>	80.0%	Exceeded	N/A
<p>In-Seat Daily Attendance Rate</p> <p>Retention Rate <i>This is the percentage of students a pre-test assessment and a post-test assessment divided by the total number of students in the program (as defined by taking the pre-test).</i></p>	82.5%	Exceeded (Tier 1)	66.4%
<p>Retention Rate <i>This is the percentage of students a pre-test assessment and a post-test assessment divided by the total number of students in the program (as defined by taking the pre-test).</i></p>	77.5%	Exceeded (Tier 1)	69.2%
<p>Other Mission-Related Goals: 80%</p> <p>AoH SY16 Overall Student Satisfaction Status: Exceeded</p> <p>Student satisfaction is measured by an overall rating of good (4) or above on course and program evaluations, with at least a 50% response rate.</p>	92.1% 52% response rate	Exceeded	92.1%

LESSONS LEARNED AND ACTIONS TAKEN

Academy of Hope's first two years of operations as an adult public charter school have yielded valuable insights—insights which are guiding school-wide improvements.

Expanding instruction in reading and math

Building on the success achieved through the Reading Essentials and Reading Apprenticeship basic literacy classes introduced this year, Academy of Hope is now turning its attention to numeracy. This involves launching a Math Essentials class for students who need help mastering basic operations and developing a numeracy class for students who are building their understanding of basic number concepts. The goal is to create a highly effective model of numeracy instruction for adults, which will benefit learners and contribute to the field of adult education.

Strengthening student support

Showing students their progress is imperative for confidence, persistence, and continued growth. Over the past year, Academy of Hope:

- Strengthened advising with a focus on individual progress, next steps, and goals
- Restructured regularly scheduled advising sessions to allow for more one-on-one time
- Provided teachers with more student-focused advising tools

Today, advising conference sessions give students the opportunity to receive class progress reports, discuss the skills they will learn in their next classes, and ask their advisors questions. Students and teachers have responded positively so far, saying that they feel more informed and in control of their education.

Addressing mid-level assessment gaps

The CASAS test identifies reading and math skill levels in a work and life context, which is helpful for learners with beginning-level skills, and the GED Ready and GED tests assess the CCRS skills of higher-level students. However, few adult-focused, CCRS-aligned assessments exist for students in the middle ranges (6th-9th grade levels) for reading and math.

Entering into the 2016-2017 school year, Academy of Hope plans to evaluate in-class and CCRS-aligned assessments for all levels, with a focus on assessments for students at EFL Level 3 and Level 4 (roughly grades 4-9). The aim is to review and implement valid and reliable assessments that acknowledge student abilities.

UNIQUE ACCOMPLISHMENTS

Celebrating student achievements

In June 2016, Academy of Hope celebrated its second class of graduates as an adult public charter school.

Ashley, a member of the Class of 2016, represents one success story from this group of students. She took to the independent nature of NEDP, graduated by the deadline she set for herself, and applied to the University of the District of Columbia Community College, where she will begin classes this fall. After facing a number of personal challenges in pursuit of her education, Ashley says that she hopes that one day, childcare will be “as accessible as a corner store.” That vision is driving her toward the goal of opening her own daycare facility.

Strengthening the capacity to serve

- Academy of Hope made a significant investment in its ability to serve adult learners in Ward 5. The April 16, 2016 purchase of a 30,000 square foot building at 2315 18th Place, NE will enable Academy of Hope to expand career and workforce services, as well as serve up to 300 additional learners in the District of Columbia.
- In the area of data and analytics, Academy of Hope was selected as one of four organizations for the 2016 cohort of Measure4Change. This program of the World Bank Group and Urban Institute works to increase the performance measurement capacity of nonprofits in the District of Columbia. Grant support and technical assistance through Measure4Change will help Academy of Hope advance work and research related to accountability.

Making local, national, and international connections

- At the Ward 8 site, Academy of Hope hosted OCTAE Acting Assistant Secretary Johan Uvin and several OCTAE staff to visit classes, spend time with adult learners, and learn about Academy of Hope’s approach to adult education.
- In May 2016, over 60 officials from the Seoul South Korea School District visited Academy of Hope to learn about the U.S. adult education system.
- At adult education conferences locally and nationally, Academy of Hope teaching staff have presented on the school’s cross-curricular instructional method.

Building a presence as a leader

- In April 2016, *The Atlantic* featured Academy of Hope in an online story about the difficulties and benefits of parents returning to school. The piece, entitled “When Low-Income Parents Go Back to School,” quoted staff and learners.
- Also in spring 2016, Academy of Hope CEO Leicester Johnson joined three other *John Thompson, Jr. Legacy of a Dream* awardees for a conversation on Freedom in the 21st Century. Georgetown University hosted the event to commemorate the District of Columbia’s Emancipation Day.

Advancing literacy, adult basic education, and workforce development

The State Diploma: For over a year, Academy of Hope joined forces with other adult education providers and supporters to advocate for the creation of a State High School Diploma for GED and NEDP graduates. Sixteen Academy of Hope learners testified in writing and in person on the issue, and CEO Leicester Johnson testified at four separate State Board of Education (SBOE) hearings, as well as met individually with several board members. On January 20, 2016, the SBOE approved the State Diploma, bringing the District of Columbia in line with its neighbor Maryland. All adults who have passed the new GED since its launch in January 2014 will receive a State Diploma, and from 2016 on, all adults who pass the GED or complete the NEDP in the District of Columbia will be awarded a State Diploma.

Workforce development in the District of Columbia: In November 2015, Academy of Hope; a planning committee of adult education providers, funders, and partners; and representatives from the Office of the Deputy Mayor for Greater Economic Opportunity, the Department of Employment Services, and the Workforce Investment Council hosted two days of conversation around the District of Columbia's State Plan under the Workforce Innovation and Opportunity Act. More than 150 stakeholders participated in the events and provided feedback on plans for the District of Columbia's adult education and workforce development systems.

National Adult Education and Family Literacy Awareness Week: As a founding member of the DC Adult and Family Literacy Coalition (DC AFLC), Academy of Hope began the school year by celebrating National Adult Education and Family Literacy Awareness Week. At the September event's kickoff, Academy of Hope learner Alicia Sullivan served as a panelist in a conversation moderated by CEO Leicester Johnson and featuring entrepreneur and Busboys and Poets founder Andy Shallal, Councilmember Elissa Silverman, Representative Franklin Garcia, and Antoinette Mitchell, OSSE Assistant Superintendent for Postsecondary and Career Education.

Later in the week, the DC Council hosted the first hearing in recent memory solely dedicated to adult education. Over 30 adult learners, adult education providers, partners, and government witnesses testified about the current landscape of services, the barriers adult learners face, and policy solutions that could advance the District of Columbia's adult education and workforce development systems.

Transportation support for adult learners: In a recent survey, 41 percent of District of Columbia adult learners cited the cost of transportation as their biggest concern about their commute. More than a quarter said issues with transportation have caused them to miss school occasionally or often. With these responses in mind, Academy of Hope and DC AFLC advocated that transportation assistance be included in the District of Columbia's FY17 budget. Academy of Hope learner Angela and CEO Leicester Johnson attended a Committee on Education hearing to advocate on the issue, and Johnson followed up individually with a number of councilmembers. Although the District of Columbia's final budget did not include transportation assistance, the Committee on Education did request a report from government agencies on the impact of high transportation costs on school attendance rates and recommendations for policy solutions. Academy of Hope and DC AFLC will continue to focus on this issue in the year ahead.

DONORS (\$500+)

Benjamin Fund Incorporated

Capital One Services, LLC

Patrina Clark

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Jerry Taylor and Nancy Bryant Foundation

John Edward Fowler Memorial Foundation

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Gail Steckler

The Baobab Fund

The Community Foundation of the National
Capital Region

The Morris and Gwendolyn Cafritz Foundation

Washington Area Women's Foundation

APPENDIX 1: SCHOOL YEAR 2015-2016 DATA REPORT

LEA Name	Academy of Hope Adult PCS
Campus Name	Academy of Hope Adult PCS
Grades Served	Adults
Total Audited Enrollment	334

Student Data Points	
Total Number of Instructional Days	175
Suspension Rate	1.80%
Expulsion Rate	0.60%
Instructional Time Lost to Out-of-School Suspension Rate	0.10%
Average Daily Attendance	66.40%
Mid-Year Withdrawals	Not validated yet
Mid-Year Entries	Not validated yet
Promotion Rate	Not applicable
College Acceptance Rates	Not applicable
College Admission Test Scores	Not applicable
Graduation Rates	Not applicable
Faculty and Staff Data Points	
Teacher Attrition Rate	31.80%
Number of Teachers	22
Teacher Salary Average	\$57,087
Minimum Teacher Salary	\$47,200
Maximum Teacher Salary	\$63,000

APPENDIX 2: STAFF ROSTER FOR 2015-2016

Shazma Aftab

Adjunct

Lesia Alleyne-Lamorell

Office Administrator

George Altshuler

Adjunct

Lindsey Anderson

Director of Student Support

Derrick Anderson

Adjunct

Adaobi Anyiwo

Adjunct

Annette Banks

NEDP Advisor/Assessor

Reginald Black

Career Navigator

Kenae Black

Adjunct

Deborah Bloch

Adjunct

Kenisha Boone

Case Manager

Traci Branch

Case Manager

Jenaine Butler

Program Manager

Mary Cabriele

Volunteer Coordinator

Jaclyn Claiborne

Adjunct

Julia Conte

Data systems Specialist

Stevonna Cordova

SPED Coordinator

Patricia DeFerrari

Chief Program Officer

Pernell Douglass

Adjunct

Danielle Durham

Adjunct

Summer Ellis

Lead Teacher

Jayne Epstein

Teacher

Patrick Eubanks

Front Desk Assistant

Patrice Felton

Adjunct

Yolanda Fortune

Adjunct

Nicole Gerber

Adjunct

Benita Gordon

Adjunct

Daquanna Harrison

Director of Instruction

Melissa Hensel

Vocational Evaluator

Denise Hill

Teacher

Sheila Izlar

Human Resources Specialist

Precious James

Adjunct

Megan Janicki

Teacher

Dorothy Jenkins

Lead Teacher

Lecester Johnson

Chief Executive Officer

Taihra Jones

Adjunct

Jamie Kamlet

Director of Advocacy and Communications

Alexandra Lotas

Research Coordinator

Jennifer Mack

Adjunct

Annette Makle-Dearing

Registrar

Michelle Mann

Adjunct

Gabriel Martinez

Deputy Chief Program Officer

JoVon McCalester

Adjunct

Niketha McKenzie

Adjunct

Brian McNamee
Chief Operations Officer

Traci Milton-Porter
Program Manager

Vanessa Mitchell
Front Desk Assistant

Sean Nix
Senior Program Manager

Richmond Onokpite
Lead Teacher

Marcos Pantelis
Accountability Director

Sarah Pendergast
Adjunct

Marisha Pennington
Adjunct

Deborah Prence
Teacher

Krystal Ramseur
Director of Finance and Operations

Audrey Reese
NEDP Manager

Charlie Riebeling
Information Systems Manager

Adi Salinas-Ferreira
NEDP Advisor/Assessor

Katherine ShROUT
Supplemental Instruction and Alumni
Coordinator

Richard Singer
Adjunct

Jamala Smith
Registrar

Justin Smith
Adjunct

Kwelli Sneed
Adjunct

Daniel Turk
Adjunct

Adrian Turner
Office Administrator and Assistant to
the CEO

William Walker
Teacher

Catherine Walsh
Interim NEDP Manager

Ronald Whipple
Front Desk Assistant

Dawn Williams
NEDP Advisor/Assessor

Trakela Wright
Adjunct

Sade Young
Program Manager

Hira Zeb
Lead Teacher

Note on teacher qualifications: 62% of teachers have a Master's Degree.

APPENDIX 3: BOARD ROSTER FOR 2015-2016

Arthur Budich, Member

Manager, Calibre CPA Group

Term: 2/2011 - 8/2017

Patrina Clark, Board Chair

President, Pivotal Practices Consulting LLC

Term: 2/2011 - 8/2017

Hazel Denton, Secretary *

Adjunct Faculty, Georgetown University

Term: 12/2010 - 8/2016

Thomasenia (Tommie) Duncan, Member *

Panel Executive, United States Judicial Panel on Multi-District Litigation

Term: 9/2015 - 8/2018

Diane Folckemmer, Chair of Governance Committee *

Managing Consultant, Navigant

Term: 2/2011 - 8/2017

Scott Hallworth, Member

Senior Vice President, Capital One

Term: 12/2012 - 8/2018

Mark Kutner, Treasurer and Chair of Finance Committee,
Chair of Development Committee

Senior Vice President, American Institutes for Research

Term: 12/2014 - 8/2017

Terry Salinger, Vice Chair and Chair of Program Committee *

Senior Fellow, American Institutes for Research

Term: 4/2012 - 4/2018

Maurice Taylor, Member *

Academy of Hope Learner

Term: 12/2014 - 12/2015

Jessica Venegas, Member *

Director of Strategic Partnerships,
Community Solutions, Inc.

Term: 08/2012 - 8/2018

Mary Zrara, Member *

Academy of Hope Learner

Term: 6/2015 - 6/2016

Leicester Johnson, Chief Executive Officer

Academy of Hope

APPENDIX 4: UNAUDITED YEAR-END 2015-2016 FINANCIAL STATEMENT

Revenue						
	01. Per Pupil Charter Payments	2,870,719			44. Depreciation Expense	218,362
	02. Per Pupil Facilities Allowance	1,043,416			45. Interest Payments	32,808
	04. Other Government Funding/Grants	469,087		Net Income		367,996
	05. Private Grants and Donations	547,130				
	06. Activity Fees	4,383		Cash Flow		
	07. Other Income	42,531		Statement		
	Total Revenue	4,977,266		Net Income		367,996
Ordinary Expenses				Cash Flow		
	15. Other Staff Salaries	2,343,236		Adjustments		
	16. Employee Benefits	506,637			Financing Activities	4,131,706
	17. Contracted Staff	627,380			Investing Activities	-4,790,845
	18. Staff Development Expense	51,567			Operating Activities	488,707
	19. Textbooks	10,653			Total Cash Flow Adjustments	-170,432
	20. Student Supplies and Materials	15,249		Change in Cash		197,564
	22. Student Assessment Materials	20,688				
	24. Miscellaneous Student Expense	58,733				
	25. Rent	293,061				
	26. Building Maintenance and Repairs	3,772				
	27. Utilities	12,189				
	29. Contracted Building Services	4,206				
	30. Office Supplies and Materials	45,899				
	31. Office Equipment Rental and Maintenance	11,760				
	32. Telephone/Telecommunications	113,835				
	33. Legal, Accounting and Payroll Services	85,778				
	34. Printing and Copying	4,339				
	35. Postage and Shipping	4,528				
	36. Other	38,342				
	37. Insurance	9,680				
	38. Transportation	936				
	40. Administration Fee (to PCSB)	45,346				
	42. Other General Expense	50,285				

APPENDIX 5: APPROVED 2015-2016 BUDGET

Revenue			Total Office Expenses	
Per Pupil Charter Payments	3,531,838		Postage and Shipping	9,081
Per Pupil Facilities Allowance	1,265,220		Total Office Expenses	199,008
Other Government Funding/Grants	360,466		Insurance	26,166
Private Grants and Donations	1,028,600		Transportation	28,200
Activity Fees	5,468		Food Service	12,496
Other Income	65,238		Administration Fee (to PCSB)	52,282
Total Revenue	6,256,829		Interest Expense	153,822
			<u>Other General Expense</u>	<u>175,903</u>
			Total General Expenses	448,869
			Total Ordinary Expenses	5,682,322
Operating Expense			Depreciation	
Salaries	3,019,760		Depreciation Expense	347,110
Employee Benefits	630,328		<u>Total Depreciation</u>	<u>347,110</u>
Contracted Staff	623,299		Total Expenses	6,029,432
Staff Development Expense	91,997		Net Income	227,397
Total Personnel Salaries and Benefits	4,365,385			
			Cash Flows	
				227,397
Textbooks	23,620		Add Depreciation	345,059
Student Supplies and Materials	10,700		(Increase)/Decrease in Current Assets	-
Student Assessment Materials	23,740		Increase/(Decrease) in Current Liabilities	192,211
Contracted Student Services	30,000		Cash Flows from Operations	764,668
Miscellaneous Student Expense	60,985			
Total Direct Student Expense	149,045		Purchase of property, plant and equipment	-720,780
			Other investing activities	1,262
Rent	243,005		Cash Flows from Investing	-719,518
Building Maintenance and Repairs	27,500			
Utilities	123,850			-37,646
Contracted Building Services	125,660		Proceeds from loans / Repayment of loans	-37,646
Total Occupancy Expenses	520,016		<u>Cash Flows from Financing</u>	<u>7,503</u>
Office Supplies and Materials	22,208			
Office Equipment Rental and Maintenance	11,840			
Telephone/Telecommunications	37,455			
Legal, Accounting and Payroll Services	109,423			
Printing and Copying	9,000			