Excellence in Adult Education Since 1985

Academy of Hope Adult Public Charter School
www.aohtdc.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: Mark Kutner, American Institutes for Research, Retired
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SCHOOL MISSION

The mission of Academy of Hope Adult Public Charter School (AoH) is to provide high quality adult education and services that change lives and improve our communities. During the 2018–2019 school year, AoH provided core academic instruction, along with workforce training in hospitality, healthcare, and office administration skills. Adult learners also had access to career development, college transition, and supportive services. Our high quality instruction supported adults 18 to 70+ years old across all skill levels—from beginning-to-read to preparing individuals for college. AoH learners not only gained academic skills, high school credentials, and employment—they also gained confidence, increased self-esteem, and improved the quality of their own lives and those of their families.

SCHOOL PROGRAM

According to Georgetown University’s Center on Education and the Workforce, in the near future, entering the middle-class will require at least some education beyond high school. In the District of Columbia, 71% of all jobs will require education beyond a high school credential. 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.

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

Since 1985, AoH has helped more than 800 low-income District of Columbia residents to obtain a high school credential and more than 7,000 to improve basic reading, writing, math, and computer skills. In 2014, AoH transitioned from a community based organization to an adult public charter school, serving more than 300 adults in our first year of operations under charter status. In SY 2018–19—our fifth year of operations under charter status—we doubled that number and served more than 600 students. As a leader in adult education for over 30 years, AoH is dedicated to serving all adult learners, including individuals who are low-income or who have disabilities. Our experiential, Common Core aligned curriculum engages students at all literacy levels in complex academic tasks, critical thinking, and 21st century employment training.
Quality Programming for Adult Learners at All Levels

Academy of Hope’s sites in Ward 5 and Ward 8 serve adult learners from all eight wards in the District of Columbia. Ninety-six percent (96%) of learners come from households that classify as low income, and 24% identify themselves as having a disability. The average adult learner entering AoH has reading, math, and digital literacy skills at the 6th-grade level or below.

Small, dynamic classes reach learners at a range of levels—from beginning literacy to college—and cover reading, social studies, writing, math, science, technology, and career awareness and preparation. Acknowledging the multifaceted dimensions of adult learners’ lives, AoH offers these classes during the day, as well as in the evening, over three terms.

AoH offers two high school credentialing options: the General Education Development (GED) exam and the National External Diploma Program (NEDP). These different options—one a timed exam and the other a competency-based model—allow learners more choice in deciding how they want to demonstrate their academic skills and abilities, thus empowering them to be life-long learners.

AoH also offers multi-level career training programs with a specific focus on three in-demand industries: hospitality, healthcare, and office administration. Our program-wide integrated education and training model provides learners—especially those who face the most significant barriers to employment and economic success—with contextualized academic and workforce training. Through these programs, learners can earn stackable industry-recognized credentials, helping them to build the skills needed for high wage, competitive careers.

In addition, AoH learners also have the opportunity to pursue dual enrollment with the University of the District of Columbia Community College. Through our on-site College Prep and Success and our Internet Core Competency Certification (IC3) courses, AoH learners can earn up to ten credit hours before graduating AoH.

Providing Essential Support for Academic and Career Success

While pursuing their education, AoH learners often face significant challenges, including lack of access to affordable childcare, housing, and transportation, as well as health issues impacting themselves and/or their family members. Our Student Support Services team works closely with learners to identify critical solutions, reducing the impact of these barriers and ensuring that learners can stay in school and successfully continue on their educational and career pathways.

Additionally, our Career Development team address the challenges that learners—especially those with low literacy—face in finding, retaining, or advancing in employment. Our Vocational Evaluator enables learners to go beyond traditional paper-and-pencil assessments and try out real and simulated work tasks for high-demand careers in a safe and supportive environment. Finally, our Job Development Specialists assist all learners with discovering viable career pathways, developing career portfolios, and finding gainful employment.
Curriculum Design

In order to meet the educational goals of all learners, Academy of Hope ensures that our curriculum is informed by research and best practices.

All English Language Arts (ELA) classes value reading as a complex process and emphasize teaching strategies that help to develop engaged, strategic, and independent readers. To meet the needs of beginning readers, we use the Institute for Multisensory Education’s (IMSE) Orton Gillingham method, an intensive, explicit, and systematic phonics-based reading instruction program. We base our higher-level Reading classes on the National College and Career Readiness Standards (CCRS), which inform both the GED exam and the National External Diploma Program. These classes focus on helping learners develop and hone reading comprehension and higher order reasoning skills.

Like our ELA instruction, AoH’s mathematical instruction is also based on National College and Career Readiness Standards (CCRS), focusing on operations and the number system, algebra, geometry, measurement and data, and statistics and probability. All levels of mathematical instruction—from beginning numeracy to advanced algebra—are designed to promote both conceptual understandings, as well as computational fluency.

AoH’s career training programs are designed with our employer partners and based on an Integrated Education and Training model. Through this approach, Career Pathway learners receive simultaneous instruction in core content, as well as industry training in a meaningful, contextualized approach. In addition, undergirding all classes is the Northeast Resiliency Competency Model, which stresses five competencies critical to college and workplace success: critical thinking, adaptability, self-awareness, reflective learning, and collaboration. By incorporating these competencies into all our classes and at all levels, learners are able to develop and practice key college and career success skills.

As one of the few adult charter schools serving adults at all levels, from beginning readers to college-level readers, AoH is committed to continuing to develop multi-level curricula that encourage all adult learners to understand their worlds in new ways, helping us to meet our mission of changing lives and improving communities through education.

Instructional Approach

Academy of Hope uses a range of instructional approaches that include project-based learning, explicit instruction, critical pedagogy, one-on-one tutoring, technology integration, and cross-curricular approaches.

AoH views teaching as a dialogue, where teachers are learners and learners are teachers. In addition, we plan project-based learning activities, allowing students to actively explore real-world situations and apply learned skills to solve real-world problems.

Instructors also design units of study incorporating 21st Century worker competencies. This approach creates a student-driven environment by providing more opportunities for students to construct knowledge and collaborate with peers. Key competencies in areas of critical thinking, problem-solving, communication, collaboration, creativity and innovation prepare students for increasingly complex life and work environments.

Explicit instructional approaches are also used, ensuring that teachers break content into manageable units when needed and provide adequate modelling and scaffolding for learners.

All instructional planning is guided by the Danielson’s Framework for Teaching, helping to ensure that each lesson—at every level—attends to essential teaching components such as preparation, classroom environment, learner engagement, and formative assessments.
Parental Involvement Efforts

Many of Academy of Hope’s adult learners are parents or guardians of school-age children. During the 2018–2019 school year, 260 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 both the reduction in childhood poverty and children’s success with literacy and school. As AoH 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 AoH.

![Images of students and families]

Permalink to: [Parental Involvement Efforts](#)

PERFORMANCE AND PROGRESS*

<table>
<thead>
<tr>
<th>Academy of Hope PCS – Goals and Academic Achievement Expectations</th>
<th>Goal Met or Unmet</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Hope adopted the adult PMF framework as goals.</td>
<td>Academy of Hope exceeded its charter goal of an overall score of 45 on the Adult PMF. Our overall performance for SY 2018–19 is 52.9%</td>
<td>Tier 2 rating on School Quality Report. Summative Score on Adult PMF is 52.9**</td>
</tr>
<tr>
<td>10 Year Review: Average PMF scores since the five-year review must be equal to or exceed 45%.</td>
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<td></td>
</tr>
<tr>
<td>15 Year Review: Average PMF scores since the five-year review must be equal to or exceed 50%.</td>
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*Academy of Hope Adult Public Charter School acknowledges that DC PCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein

**Pending final approval by DC PCSB
UNIQUE ACCOMPLISHMENTS

Celebrating the Class of 2019

For the first time since our transition to charter in 2014, our graduation celebration was too big for our multipurpose room, so we hosted both our winter and spring graduations at the Capital City Hall of Distinction.

LaShunna Grier (AoH Class of 2015) delivered the keynote remarks during January’s ceremony. Since graduating, LaShunna enrolled in the Frederick County Community College to study teaching. She is currently earning credits toward a major in secondary education and a minor in special education. In her remarks, LaShunna noted that her experience at AoH greatly impacted her career path. She said, “I am now in school to become a teacher after seeing how much the teachers here changed my life. I want to be an influence to my students like AoH was to me.”

Even before they crossed the stage, many of the graduates had already started working on their next educational and career goals. Iris, for example, delivered a final presentation for her AoH Hospitality Academy class just a few weeks before serving as a graduate speaker, and Todd, AoH Graduate and Board Member, was already earning college credit through our dual enrollment program with the University of the District of Columbia by the time his diploma was in hand.
Fast Facts About AoH’s 2018-19 Graduates

- 42 graduates earned their High School Diploma through GED
- 13 graduates earned their High School Diploma through the NEDP
- 34 graduates are female
- 21 graduates are male
- 27 graduates are residents of Wards 7 and 8
- 29% of the graduates are parents
- Graduates’ ages range from 19-64 years old
- 4 graduates earned College Ready Scores on the GED exam and
- 2 students earned college credits as a result of their GED exam scores.

Achieving Tier 1 Status and setting our sights on the next 5 years

For the first time since becoming an adult public charter school, Academy of Hope achieved Tier 1 status under the DC Public Charter School Board’s Performance Management Framework in October 2018.

Additionally, in February 2019, the Public Charter School Board voted unanimously to continue our charter for another five years without condition. At the conclusion of the vote, one board member said, “I always knew you’d be a success, but I didn’t know you’d become an exemplar in the adult charter space so quickly!”

These achievements reflect the hard work and dedication of AoH’s incredibly talented faculty and staff, volunteers, board members, and the adult learners we serve. We’re proud of the work it took to reach this point and look forward to building on our success for years to come.

Earning a credit of our own

Reflecting our commitment to high standards, Academy of Hope underwent the intensive application process for a seven year accreditation through the Middle States Association (MSA). As part of the accreditation process, AoH completed a comprehensive self-study. A planning committee of AoH stakeholders (including staff, teachers, board members, and students) administered the survey, collected and analyzed data, and charted a course for our future. Following this multi-year process, and a site review from a Middle States visiting team, AoH received an Official Notice of Accreditation in fall 2018.
Media
This year, Academy of Hope raised awareness about adult education and AoH’s unique accomplishments in the field through a variety of channels, including:

- A February 6, 2019 segment Circa DC profiling AoH Graduate Todd Campbell
- A June 25, 2019 segment on WAMU on AoH’s June graduation ceremony
- A partnership with GED Testing Service (GED TS) that featured four AoH students sharing their stories via video diary entries on GED TS’s social media platforms

Working toward a more inclusive and equitable community
Academy of Hope expressly embraces people of all races, ethnicities, gender identities, ages, sexual orientations, religions/spirituality, and backgrounds. We strive to create an inclusive environment where race and other identifiers do not predetermine one’s future but rather where everyone is valued and adds value. In SY 2018–19, AoH partnered with Building for Mission to take a closer look at our processes, structures, and practices that may contribute—directly and indirectly, intentionally and unintentionally—to a lack of diversity, equity and inclusion (DEI). Throughout the year, staff had the opportunity to participate in trainings, focus groups, and a Race Equity Task Force. In May 2019, the Task Force unveiled a DEI statement that unequivocally outlines AoH’s commitments to and understanding of diversity, equity and inclusion. In the coming months, that statement will be submitted to our Board of Directors and shared publicly via multiple channels. AoH looks forward to continuing this process of self-reflection and dismantling any of our structures and processes that prevent an inclusive and equitable community for all.

Students taking the lead
“Empowerment” is one of Academy of Hope’s core values. AoH strives to center student voices and encourages learners to take an active role as advocates within the school and beyond.

With the goal of including student voices in high-level decision making, AoH’s senior staff hosted multiple town halls during the 2018–2019 school year to hear directly from learners. Student feedback during those conversations resulted in direct changes to AoH programming and future plans. In the spring, AoH held student elections to elect members to the AoH Board of Directors.

Budget Advocacy
As the DC Council debated the District’s budget, AoH staff and learners visited the Wilson Building to testify in support of adult education. This advocacy resulted in a number of victories, including:

- Increasing the monthly Adult Learner Transit Subsidy from $50/month to $70/month
- Restoring $1.5 million to the budget for the Career Pathways Innovation Fund, which supports AoH and nine other sub grantees, and increasing the final funding to $2.15 million
- Maintaining $500,000 in funding to support adult education programs serving learners at the lowest literacy levels
Nourishing the Whole Student

Recognizing that access to fresh, healthy and affordable food is extremely limited for many learners, Academy of Hope partnered with Capital Area Food Bank for a second year to expand food access in our community through a monthly mobile market.

In SY 2018–19, the market provided over 4000 members of our community, including roughly 1500 children, with fresh fruits and vegetables and food staples like milk and cereal at no cost. Learners at both AoH sites can benefit from the market, and the market is open to members of our broader community, as well.

Bridging the Gap Between Adult Ed and Workforce: building on-ramps for all learners

Academy of Hope has provided excellence in adult education for the past 34 years. Over the last two years, however, we’ve invested in several initiatives to more intentionally prepare learners for their next step in life—whether that includes college, training, or a career. Much of this work was supported by a new Career Pathways Grant from the Office of the State Superintendent of Education’s Adult and Family Education (OSSE AFE) division and the Workforce Investment Council (WIC).

AoH and the nine other awardees of the Career Pathways Grants were charged with continuing to offer high quality adult education services while also designing, building and implementing workforce training in high-demand sectors. Through the grant, we and our colleagues in DC’s adult ed space are able to offer new programs that seamlessly connect learners’ educational and career goals—something that learners have long requested.

Through our ongoing partnership with the University of the District of Columbia Community College, we also piloted a new, onsite three credit financial literacy course. Learners can earn a total of seven college credits at AoH, and they are also able to earn six additional college credits through dual enrollment.

Importantly, AoH is one of the few recipients of the Career Pathways Grant who serves adults at all levels, from beginning readers to college-ready, and we are particularly proud of our effectiveness in meeting every learner’s academic needs. In our first full year of career pathways programming, we served 153 learners. Over 90% of those participants entered below the 9th grade level in math—the minimum skill level required for many District-run workforce training programs. Of that first class of participants, 73% made an EFL gain. In our second year, we have been even more intentional in making sure any learner can participate and advance. To do so, we built a multi-level program offering several on-ramps into training:

■ **Career Academy**: open to all learners, especially our beginning readers, who want to start a career or get promoted in their current job. This course is contextualized and specifically designed to provide career assessment and exploration services. Learners in these classes explore the career pathways we offer and identify their individual unique skills and interests.

■ **Career Academies 101 or Bridge level**: designed to help learners gain the academic skills needed to advance toward their high school credential while at the same time earning stackable workforce micro-credentials like the ServSafe Certificate and First Aid Certification that will ultimately lead to higher certification.

■ **Career Academies 102 (Occupational Training)**: once learners achieve the necessary academic levels, they are able to transition into specific occupation instruction leading to industry recognized certifications in healthcare (CNA), office administration (Microsoft Outlook and Excel) and hospitality (American Hospitality and Lodging Certification). To ensure that we are effectively preparing learners to launch viable careers, we developed curricula in conjunction with our employer partners, including Hyatt, Hilton, Careers in Nonprofits, and Ingleside.
Early outcomes clearly show we’re on the right track. Both our programs and our learners are gaining momentum. We’ve seen a retention rate of 71% in our bridge level courses, and 51% of participants moved from the bridge to the high-level certification classes. Since the launch of our hospitality pilot last spring, 27 students have completed training, and seven of those learners are now dually enrolled in UDC. We are working closely with learners to assist them with job placement. We’re immensely proud of the programs we’ve built so far, and we’re looking forward to being part of learners’ career pathways for years to come.

STUDENT PROFILES

For much of Angel’s life, school wasn’t the priority. Due to her life circumstances, Angel was focused on life outside of school—where her next meal would come from and how the rent would be paid. At the age of 16 and pregnant with her first child, Angel made the difficult decision to leave school. Nearly 25 years later, Angel enrolled at AoH because she was determined to set an example for the next generation. In May 2019, Angel earned her high school diploma and at the same time—through AoH’s Hospitality Career Academy—became a Certified Hospitality Healthcare Specialist. With an eye on her future, Angel’s goal is to open a catering business either as a food truck or a brick and mortar. In the meantime, she is enrolling at the University of the District of Columbia Community College to begin studying for a degree in business.

Angel H., AoH Graduate, June 2019

Todd, 52, interrupted his education to take care of an ailing father. Several years later, he was the owner and manager of a successful trash collection business. Unfortunately, Todd’s business fell victim to the 2008 recession. Todd soon found that his employment options were severely limited without a high school diploma. Todd entered Academy of Hope in 2016 and worked diligently to complete the National External Diploma Program in the fall of 2018. During the 2018–19 school year, Todd served as a dedicated member of AoH’s Board of Directors. He recently enrolled at the University of the District of Columbia Community College to begin his work toward degrees in business and international business. He has plans to eventually reopen the doors of his own business.

Todd C., AoH Graduate, January 2019
LIST OF DONORS $500+

Anonymous Family Foundation*
Patty Abramson and Les Silverman Fund
Jack R. Anderson Foundation
The A. James and Alice B. Clark Foundation
The Alice and Eugene Ford Foundation
Michelle Althuis
America’s Charities
Franklin Burgess and Diana P. Martin
Laura Barrosse-Antle
Lauralyn Beattie
The Benevity Community Impact Fund
The Both Family Fund
Lillian Burke
The Morris and Gwendolyn Cafritz Foundation
Kenton Campbell
Capital One Bank
The Carnegie Corporation of New York
The Christ House
Nadine Cohodas
Comcast Financial Agency Corporation
Terri Copeland
Carolyn Corwin
Darrell Darnell
Carol Duvall and Friends
E*Trade
Michael Edney
Anne Fleming and Gordon Peterson
Diane Folckemmer
Allen and Janelle Goetheus
Noel Gunther
Scott Hallworth
Thomas Hannon
The Herb Block Foundation
William and Deborah Iwig
Kermit Kaleba
Andrew Knox
Mark Kutner
Janet Leno
Steve Lilienthal
The Lincoln Property Company
The Lore Family Fund
The J. Willard and Alice S. Marriott Foundation
Keith Martin
Michael Meers
Lawrence Meyer
Eugene and Agnes E. Meyer Foundation
Kate Moore
Dorothy Moss
Fitzhugh Mullan
Carol and David Pensky
Laurence Platt
The PNC Foundation
Gina Polidoro
Anand Radhakrishnan
Deborah Rose
Duane H. Rosenberg
Neal Rothleder
Anne Savage
Amy Sawyer
The Share Fund
Paul Suijk
Torti Gallas Urban, Inc.
The United Way of the National Capital Area
Vanguard Charitable
William and Virginia Wells
Judy Woodruff
Rachel Zinn
John Zoltner

*Please inquire with school for details
## APPENDIX 1

### School Year 2018-2019 Data Report

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<td>LEA Name: Academy of Hope Adult PCS</td>
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<td>PCSB</td>
<td>Campus Name: Academy of Hope Adult PCS</td>
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<td>PCSB</td>
<td>Grades served: Adult</td>
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<td>PCSB</td>
<td>Overall Audited Enrollment: 461</td>
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### Enrollment by grade level according to OSSE’s Audited Enrollment Report

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<th>PK3</th>
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<th>KG</th>
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<td>Student Count</td>
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<td>Alternative</td>
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<td>0</td>
<td>461</td>
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*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.*
## Student Data Points

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<th>School</th>
<th>Total number of instructional days: 180</th>
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<td>PCSB</td>
<td>Suspension Rate: 1.1%</td>
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<tr>
<td>PCSB</td>
<td>Expulsion Rate: 0.65%</td>
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<tr>
<td>PCSB</td>
<td>Instructional Time Lost to Discipline: 0.05%</td>
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<tr>
<td>PCSB</td>
<td>In-Seat Attendance: 68.8%*</td>
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<tr>
<td>PCSB</td>
<td>Average Daily Attendance: Not Applicable</td>
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<tr>
<td>PCSB</td>
<td>Midyear Withdrawals: Not Applicable</td>
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<td>PCSB</td>
<td>Mid-year Entries: Not Applicable</td>
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<td>PCSB</td>
<td>Promotion Rate (LEA): Not Applicable</td>
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<td>PCSB (SY17–18)</td>
<td>College Acceptance Rates: Not Applicable</td>
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<td>PCSB (SY17–18)</td>
<td>College Admission Test Scores: Not Applicable</td>
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<tr>
<td>PCSB (SY17–18)</td>
<td>Graduation Rates: Not Applicable</td>
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*The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

## Techer/Admin Data Points

<table>
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<th>School</th>
<th>Teacher Attrition Rate: 5.26%</th>
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<td>School</td>
<td>Number of Teachers: 19</td>
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<td>School</td>
<td>Teacher Salary</td>
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<td>1. Average: $60,123</td>
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<td>2. Range—Minimum: $50,367/Maximum: $74,300</td>
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<td>School</td>
<td>Executive Salaries</td>
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<td>$130,027</td>
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<td>$172,658</td>
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</table>
APPENDIX 2

Lesia Alleyne-Lamorell
Office Manager and Executive Assistant to the CEO

Nebhet Annan
Adjunct Teacher–ELA

Jessica Austin de Vides
Teacher–Social Studies

Koya Bakare
Instructional Manager

Shaquiera Baker
Student Support Specialist

Annette Banks
NEDP Assessor/Advisor

Ezell Battle
Adjunct Teacher–ELA

Tajala Battle
Adjunct Teacher–Hospitality

Joy Bentley Phillips
Chief Development Officer

Kenae Black
Adjunct Teacher–Writing

Deborah Bloch
Adjunct Teacher–Mathematics

Na’Quesha Booker
Front Desk Assistant

Mirvlyne Brice
Individual Giving Officer

Sandra Brown
Teacher–Reading

Jenaine Butler
GED Services Testing Coordinator

Mary Cabriele
Director of Career and Workforce Services

Felicia Cave
Adjunct Teacher–Math

Hazel Cherry
Teacher–Reading

Julia Conte
Digital Literacy Teacher

Michael DuBose
Adjunct Teacher–Digital Literacy

November DuBose
Job Development Specialist

Danielle Durham
Adjunct Teacher–Writing

Elizabeth Early
Teacher–Math

Summer Ellis
Associate Principal

Patrice Felton
Adjunct Teacher–Math

Krista Ford
Student Recruitment Manager

Yolanda Fortune
Adjunct Teacher–Social Studies

Jamie Fragale
Director of Advocacy and Communications

LaShaun Franklin
Adjunct Teacher–ELA

Christian Fretty
Front Desk Assistant

Tiajuan Fullwood
Front Desk Assistant

Traci German
Director of Student Support Services

Kamila Goldin
Teacher–Math

LaKeyia Gollman
Teacher–Math

Lionel Gore
Facilities Attendant

Cheryl Harris
Adjunct Teacher–Mathematics

Shatyra Henry
Student Support Specialist

Melissa Hensel
Vocational Evaluator

Dianna Hicks
Teacher–Reading

Sheila Izlar
HR Generalist

Dorothy Jenkins
Lead Teacher–Technology

Christie Joesbury
Data Support Specialist

Lecester Johnson
Chief Executive Officer

Matthew Layton
Chief Academic Officer

Alexandra Lotas
Director of Research and Evaluation

Jamela Love
Teacher–Reading

Jo Von McCalester
Adjunct Teacher–Writing

Kargsia McDuffie
Teacher–Reading

Tim McLaurin
Adjunct Teacher–Math

Brian McNamee
Chief Operations Officer

Deneen Miller
Senior Employment Specialist

Winston Miller
Adjunct–Digital Literacy
Lateefah Montague  
Teacher–Reading

Rustin Moore  
Adjunct–Hospitality

Sharon Myers  
Teacher–Reading

Richmond Onokpite  
Instructional Coach

Graciano Petersen  
Teacher–Science

Deborah Prencce  
Lead Math Teacher

Krystal Ramseur  
Director of Finance and Operations

Lisa Rascoe  
Adjunct Teacher–Writing

Audrey Reese  
Director of NEDP

Daniel Robinson  
Development and Volunteer Associate

Shaun Ross-Turner  
Registrar

Adi Salinas  
NEDP Assessor/Advisor

Siby Samuel  
Adjunct Teacher–Science

Marisabel Santiago  
Student Support Specialist

Antonio Scott  
Front Desk Assistant

Nicole Short  
Adjunct Teacher–ELA

Katherine Shout  
Teacher–Reading

Dwayne Smith  
School Information Systems Specialist

Jamala Smith  
Lead Registrar

Kweli Sneed  
Adjunct Teacher–Math

Monique Vaughn  
Job Development Specialist

William Walker  
Teacher–Science

Thomas Webb  
Student Support Specialist

Ricky West  
Adjunct–Digital Literacy

G. Vernon White  
Adjunct Teacher–ELA

Joshua Wiley  
Adjunct Teacher–Math

Dawn Williams  
NEDP Assessor/Advisor

Hope Witherspoon  
Associate Principal

Trakela Wright  
Instructional Manager

Hira Zeb  
Instructional Coach

---

59% of teachers hold a master's degree or higher.
### APPENDIX 3

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mark Kutner</strong></td>
<td>Board Chair</td>
<td>12/2014–8/2020</td>
</tr>
<tr>
<td></td>
<td>American Institutes of Research, Retired</td>
<td></td>
</tr>
<tr>
<td><strong>Y.K. Karen Leung</strong></td>
<td>Vice Chair</td>
<td>7/2016–6/2019</td>
</tr>
<tr>
<td></td>
<td>Neighborhood and Community Investment Specialist, US Department of Housing</td>
<td></td>
</tr>
<tr>
<td><strong>Barbara Jumper</strong></td>
<td>Treasurer and Chair of Finance Committee</td>
<td>3/2017–6/2020</td>
</tr>
<tr>
<td></td>
<td>Senior Financial Management Specialist, US Department of Transportation</td>
<td></td>
</tr>
<tr>
<td><strong>Lawrence Meyer</strong></td>
<td>Chair of Development Committee</td>
<td>7/2016–6/2019</td>
</tr>
<tr>
<td></td>
<td>Self Employed</td>
<td></td>
</tr>
<tr>
<td><strong>Rachel Zinn</strong></td>
<td>Secretary and Chair of Governance</td>
<td>7/2016–6/2019</td>
</tr>
<tr>
<td></td>
<td>Budget Management Analyst, City of Baltimore</td>
<td></td>
</tr>
<tr>
<td><strong>Todd L. Campbell</strong></td>
<td>Student, Academy of Hope Adult Public Charter School</td>
<td>7/2018–7/2019</td>
</tr>
<tr>
<td><strong>Darrell Darnell</strong></td>
<td>Senior Associate Vice President for Safety and Security, The George Washington University</td>
<td>7/2018–6/2021</td>
</tr>
<tr>
<td><strong>Madi Ford</strong></td>
<td>Vice President and General Counsel, MidCity Financial Corporation</td>
<td>7/2018–6/20201</td>
</tr>
<tr>
<td><strong>Kermit Kaleba</strong></td>
<td>Federal Policy Director, National Skills Coalition</td>
<td>7/2018–6/2021</td>
</tr>
<tr>
<td><strong>Julie Meyer</strong></td>
<td>Nonprofit Consultant and Educator</td>
<td>7/2018–7/2021</td>
</tr>
<tr>
<td><strong>Joe Mitchell</strong></td>
<td>Student, Academy of Hope Adult Public Charter School</td>
<td>7/2018–7/2019</td>
</tr>
<tr>
<td><strong>Paul Suijk</strong></td>
<td>President and CEO, The Teaching Company</td>
<td>7/2018–6/2021</td>
</tr>
<tr>
<td><strong>John Zoltner</strong></td>
<td>Senior Director for ICT4D and Technology Innovation, Save the Children</td>
<td>7/2016–6/2019</td>
</tr>
<tr>
<td><strong>Lecester Johnson</strong></td>
<td>Chief Executive Officer, Academy of Hope Adult Public Charter School</td>
<td></td>
</tr>
</tbody>
</table>

*Indicates DC resident
### Unaudited Year-end 2018–19 Financial Statement

<table>
<thead>
<tr>
<th>Income Statement</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
</tr>
<tr>
<td>State and Local Revenue</td>
<td>5,941,112</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>514,674</td>
</tr>
<tr>
<td>Private Grants and Donations</td>
<td>867,413</td>
</tr>
<tr>
<td>Earned Fees</td>
<td>28,062</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>7,351,261</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries</td>
<td>3,388,772</td>
</tr>
<tr>
<td>Benefits and Taxes</td>
<td>632,635</td>
</tr>
<tr>
<td>Contracted Staff</td>
<td>488,027</td>
</tr>
<tr>
<td>Staff-Related Costs</td>
<td>38,610</td>
</tr>
<tr>
<td>Rent</td>
<td>336,350</td>
</tr>
<tr>
<td>Occupancy Service</td>
<td>436,656</td>
</tr>
<tr>
<td>Direct Student Expense</td>
<td>309,143</td>
</tr>
<tr>
<td>Office and Business Expense</td>
<td>746,927</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>6,577,119</td>
</tr>
<tr>
<td><strong>Operating Income</strong></td>
<td>774,142</td>
</tr>
<tr>
<td><strong>Extraordinary Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td>185,587</td>
</tr>
<tr>
<td>Depreciation and Amortization</td>
<td>245,755</td>
</tr>
<tr>
<td><strong>Total Extraordinary Expenses</strong></td>
<td>431,342</td>
</tr>
<tr>
<td><strong>Net Income</strong></td>
<td>342,800</td>
</tr>
</tbody>
</table>

### Balance Sheet   6/30/2019

<table>
<thead>
<tr>
<th>Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Assets</strong></td>
</tr>
<tr>
<td>Cash</td>
</tr>
<tr>
<td>Accounts Receivable</td>
</tr>
<tr>
<td>Other Current Assets</td>
</tr>
<tr>
<td>Intercompany Transfers</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
</tr>
<tr>
<td><strong>Noncurrent Assets</strong></td>
</tr>
<tr>
<td>Facilities, Net</td>
</tr>
<tr>
<td>Operating Fixed Assets, Net</td>
</tr>
<tr>
<td>Rental Deductions</td>
</tr>
<tr>
<td><strong>Total Noncurrent Assets</strong></td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
</tr>
</tbody>
</table>
## APPENDIX 5

### 2019-20 Budget

<table>
<thead>
<tr>
<th>Revenue</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>State and Local Revenue</td>
<td>6,608,295</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>501,432</td>
</tr>
<tr>
<td>Private Grants and Donations</td>
<td>1,166,000</td>
</tr>
<tr>
<td>Earned Fees</td>
<td>1,295</td>
</tr>
<tr>
<td><strong>Revenue Total</strong></td>
<td><strong>8,277,022</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>4,067,859</td>
</tr>
<tr>
<td>Benefits and Taxes</td>
<td>1,095,122</td>
</tr>
<tr>
<td>Contracted Staff</td>
<td>528,875</td>
</tr>
<tr>
<td>Staff-Related Costs</td>
<td>37,109</td>
</tr>
<tr>
<td>Rent</td>
<td>121,119</td>
</tr>
<tr>
<td>Occupancy Service</td>
<td>381,678</td>
</tr>
<tr>
<td>Direct Student Expense</td>
<td>291,820</td>
</tr>
<tr>
<td>Office and Business Expense</td>
<td>1,059,712</td>
</tr>
<tr>
<td><strong>Expenses Total</strong></td>
<td><strong>7,583,294</strong></td>
</tr>
</tbody>
</table>

| **Net Ordinary Income**              | **693,728** |

<table>
<thead>
<tr>
<th>Extraordinary Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Depreciation and Amortization</td>
<td>269,071</td>
</tr>
<tr>
<td>Interest</td>
<td>182,574</td>
</tr>
<tr>
<td><strong>Extraordinary Expenses Total</strong></td>
<td><strong>451,645</strong></td>
</tr>
</tbody>
</table>

| **Total Expenses**                   | **8,034,939** |

| **Net Income**                       | **242,083** |