

Academy of Hope

Adult Public Charter School

Excellence in Adult Education Since 1985

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: Karen Leung, U.S. Department of Housing and Urban Development

Annual Report

School Year 2021–2022

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■ School Mission

Academy of Hope Adult Public Charter School's mission is to provide high quality adult education and services that change lives and improve communities.

Academy of Hope (AoH) serves adults ages 18 and older from throughout the District of Columbia, providing a quality education and preparation for a high school diploma through the GED exam or the National External Diploma Program (NEDP), as well as high-level certification training in Healthcare and Information Technology. Throughout all programs, AoH integrates digital literacy, career counseling, and college preparation, and provides essential wraparound student support services.

■ School Program

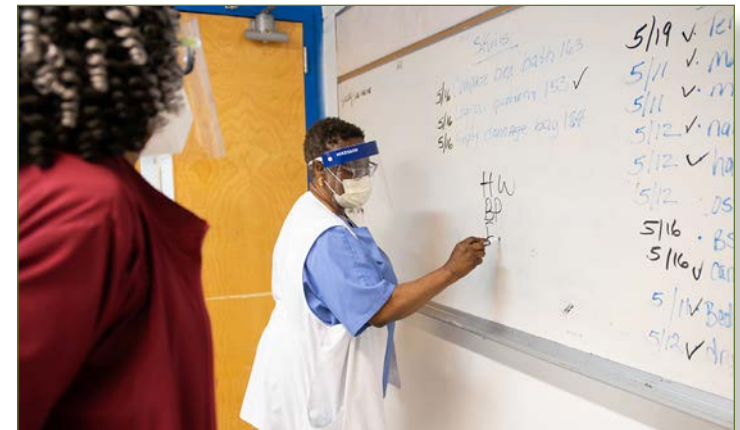
According to Georgetown University's Center on Education and the Workforce, in the near future, entering the middle-class will require at least some education beyond high school. In the District of Columbia, 71 percent of all jobs will require education beyond a high school credential. Yet, more than 60,000 working-age adults in DC 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. District residents need opportunities to build their skills and achieve their educational goals, while also addressing their full spectrum of needs, so they are able to move forward with their lives.

Academy of Hope Adult Public Charter School (AoH) believes that education is the greatest lever for generational change: from increasing wealth-building opportunities to strengthening outcomes for adult learners and their families. At AoH, DC residents build their skills 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, nearly 850 DC residents earned their high school credential at AoH and more than 9,000 improved their 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 the first year of operations under charter status. In SY 2021-22—the eighth year of operations under charter status—AoH served close to 850 students.

In 2020, AoH celebrated its 35th year as a leader in adult education. The organization is more dedicated than ever to address the critical academic and career development needs of DC adult residents. AoH is preparing students to complete career training in high demand industries, secure living-wage jobs, enter post-secondary education, and achieve self-sufficiency for themselves and their families.



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 of the District of Columbia. Ninety-six percent of learners come from households that classify as low income, and 24 percent 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 classes during the day and evening across three terms.

Academy of Hope 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 two in-demand industries: healthcare and information technology. By leveraging integrated education and training, learners receive contextualized academic and workforce training which is critical for success, especially for those who face the most significant barriers to employment and economic success. Through AoH's workforce programs, learners can earn stackable industry-recognized credentials and 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, Trinity University, and Catholic University.

Providing Essential Support for Academic and Career Success

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. AoH's Student Support Services team works closely with learners to identify critical solutions, reduce the impact of these barriers, and ensure that learners can stay in school and successfully continue on their educational and career pathways. Especially against the backdrop of the global health pandemic, AoH's Student Support team is particularly essential, providing intense virtual and in-person support to learners and their families most affected by the COVID-19 crisis.

Additionally, AoH's Career Services team addresses the challenges that learners—especially those with low literacy skills—face in finding, retaining, or advancing in employment. AoH's Employment Specialists assist all learners with discovering viable career pathways, developing career portfolios, and finding meaningful, self-sustaining employment.

“Small, dynamic
classes reach
learners at a range
of levels—from
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■ Curriculum Design and 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, project-based learning activities allow students to actively explore real-world situations and apply learned skills to solve real-world problems.

Teachers also design instructional units of study incorporating 21st Century Worker Competencies. This approach creates a student-driven environment by providing more opportunities for students to build 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 modeling and scaffolding for learners.

In order to meet the educational goals of all learners, AoH ensures all curricula are informed by research and best practices. 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.

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, AoH uses the Institute for Multisensory Education's (IMSE) Orton Gillingham method, an intensive, explicit, and systematic phonics-based reading instruction program. AoH bases its 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.

AoH's mathematical instruction is also based on 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.

Academy of Hope's career training programs are designed with employer partners and based on an Integrated Education and Training model. Through this approach, workforce 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 classes, 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 AoH to meet its mission of changing lives and improving communities through education.

“AoH views teaching as a dialogue, where teachers are learners and learners are teachers.”

■ Parental Involvement Efforts

Many of Academy of Hope's adult learners are parents or guardians of school-age children. During the 2021-2022 school year, almost 50 percent of learners reported having children or dependents. Many more are grandparents, aunts, uncles, or are otherwise significantly involved in a child's life. Research consistently demonstrates the close correlation between parents' educational attainment and the reduction in childhood poverty and with 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.

■ Responding to the COVID-19 Crisis and Its Aftermath

At the start of the COVID-19 pandemic, Academy of Hope expeditiously transitioned from an in-classroom learning environment *augmented* by digital learning tools to a remote learning environment *reliant* on digital learning tools. AoH offers every learner a Chromebook and internet access and employs a robust learning management system to provide an effective and meaningful learning experience. In addition, AoH's database generates and virtually houses an email address and password for every learner, and the Clever platform allows students easy access to over ten learning applications and other digital resources used in classes. In SY 21-22, AoH invested in Cheqroom, an equipment management software that enables AoH to keep track of all distributed hotspots and monitor their functionality. These new tools ensure that a learner's instruction is not interrupted.

Although the sudden incorporation of remote teaching and learning was challenging, it also enabled Academy of Hope to realize the long held goal of offering various learning options for adult students. In SY 21-22, learners were able to choose in-person, online, or hybrid classes. AoH will continue to offer these options in SY22-23 and beyond, giving students learning model choices and allowing programming to better fit the realities of adult learners' busy lives.

“As AoH students build their skills and confidence, their families and children benefit as well.”



■ School Performance

During SY 21-22, Academy of Hope Adult Public Charter School fulfilled its mission of providing high quality adult education and services that change lives and improve communities. Through a research-based multi-level academic curriculum, almost 70% of ABE 1 learners and over 60% of ABE 4 learners improved their skills. Twenty five learners earned their high school diploma through AoH's innovative GED and NEDP programs, with several earning college readiness scores and/or college credit through AoH's dual enrollment partnerships.

AoH's career training programs—based on the research-proven Integrated Education and Training (IE&T) model—enabled learners to earn stackable micro-credentials and high-level certifications, enabling them to enter into high-growth jobs. And finally, AoH's strong Student Support team worked with learners to find critical solutions to significant challenges to ensure that learners could successfully continue on their long-term educational and career pathways and improve their own lives, as well as the lives of their family and community members.

Academy of Hope Adult PCS Goals and Academic Achievement Expectations	Goal Met or Unmet	Evidence
Academy of Hope adopted the adult PMF framework as goals. At its ten-year review, obtains an average PMF score for school years 2018-19, 2019-20, 2020- 21, 2021-22, 2022-23	Academy of Hope's Charter Goals were not officially evaluated due to DC PCSB Board's approved COVID-19 Impact Policy.	<p>Self-Reporting Evidence of Goal Completion:</p> <p>Student Progress Indicator: 66% of ABE 1 learners made EFL gains in tracked subject; 60% of ABE 2 learners made EFL gains in tracked subject; 62% of ABE 4 learners made EFL gains in Reading.</p> <p>Student Achievement Indicator: 82% of learners attempting to pass the GED or NEDP passed. In total, AoH graduated 23 learners.</p> <p>College and Career Indicator: 79% of learners surveyed entered employment; 76% of those surveyed retained employment.</p> <p>High-Credential Indicator: 83% of Certified Nursing Assistant learners passed high-level credentialing exam.</p>



■ Student Profiles



Marie B., 55, transferred to Academy of Hope in 2016 from another adult public charter school because she wanted an environment that emphasized one-on-one learning. She says she found exactly that at AoH. A DC native, Marie worked for over 20 years without her high school diploma. Her last position was as a scheduler for the outpatient clinic at the National Rehabilitation Hospital. Marie served as a volunteer at the hospital for two years before they hired her full time. Marie was content in her career but felt as though there was a ceiling because she did not have her high school diploma, and she wanted to move up.

Marie was a leader throughout her time at AoH. She served on AoH's board of directors during SY21-22 and previously participated in things like focus groups and student leadership associations. Marie is also a leader in her community, including in her work as a Food Champion with DC Greens since Spring 2019. In this role she provides support to DC farmers' markets, including providing peer nutrition education and helping people navigate the Produce Plus program.

With her diploma in hand, Marie says, "I'm running back to work. My diploma is my paycheck because a lot of companies and jobs want that high school diploma. They're looking to see whether you have it, and I don't want any barriers to lock me down." Indeed, National Rehabilitation Hospital encouraged Marie to return to school post-graduation.

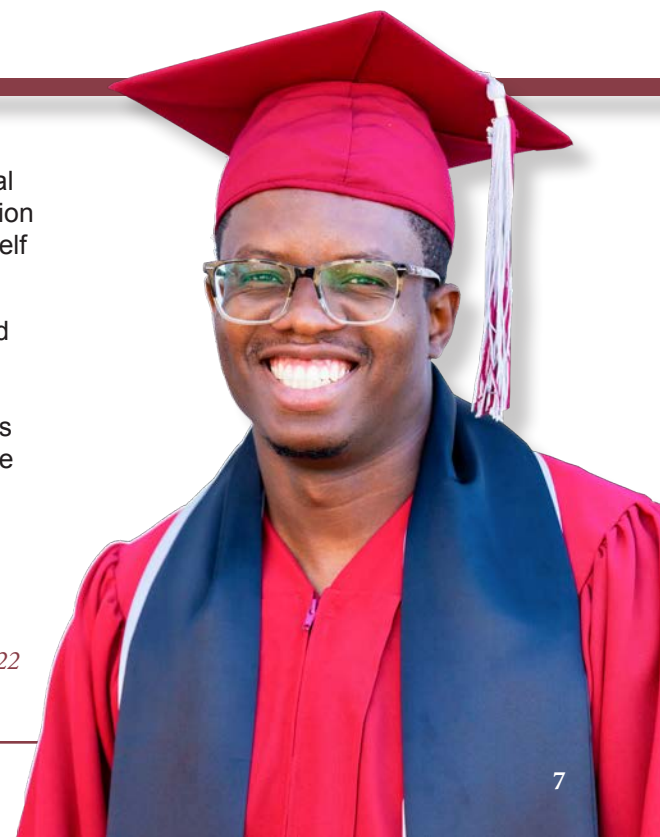
Marie B., AoH Graduate, June 2022

Andre K., age 32, enrolled at Academy of Hope in the Fall of 2020. Andre began his educational journey in Jamaica where he received high marks. Unfortunately, Andre made the difficult decision to leave school prior to earning his high school diploma to begin working and providing for himself and his family--even beginning his own farming business.

Andre's early career in farming eventually brought him to Washington, DC. Andre acknowledged the challenges of advancing his career without higher credentials, and he decided to further his education with the ultimate goal of obtaining a college degree. Andre describes himself as ambitious, outgoing, and determined, and just two years after enrolling at AoH, Andre earned his high school diploma through the National External Diploma Program. In June 2022, Andre spoke on behalf of the graduates and crossed the stage in front of his family, including his infant son, beaming with pride.

Andre is now working with AoH's college navigator to enroll in classes at the University of the District of Columbia.

Andre K., AoH Graduate, June 2022



■ Unique Accomplishments

Celebrating the Class of 2022

On June 18, 2022, twenty five graduates crossed the stage and accepted their high school diplomas as friends and family watched proudly via livestream from nearby classrooms, across the District and beyond. DC Public Charter School Board member Dr. Ricarda Ganjam welcomed everyone to the ceremony, and Ward 5 Councilmember Kenyan McDuffie delivered keynote remarks.

Fast Facts About AoH's 2021-22 Graduates

- 11 students earned their credential through GED exam
- 14 students earned their credential through the NEDP
- 20 graduates are female, 5 graduates are male
- NEDP graduates were born in the United States, Jamaica, and Nigeria
- NEDP graduates completed the assessment phase in as few as 3 months and as much as 4 years and 9 months
- 2 learners earned College Ready Scores on the GED exams (1 Social Studies GED test, 1 Math GED test)
- 34 students earned 34 microcredentials (including CPR, CPR/Basic Life Support)
- 11 students earned Higher Level Certificates (1 Comptia A+, 2 Comptia ITF, 8 Certified Nursing Assistant)

25

graduates earned
their High School
Diploma

73

The age of the
oldest graduate.
The youngest
was 19

19

students obtained
employment
with AoH staff
assistance in
2021–2022



Pinning Certified Nursing Assistants

AoH first launched its Certified Nursing Assistants (CNA) program in the spring of 2018. It was an innovative and ambitious program—one in which an adult learner can enter one place, complete their high school credential, and prepare for a career at the same time.

The program has grown exponentially in recent years. According to the DC Board of Nursing's latest city-wide report, AoH students' passage rate is the highest among all of the training provider sites in the District. City-wide, 63 percent of exam takers passed the written section, and 48 percent passed the skills exam. Academy of Hope's pass rate for the written section is 100 percent and the skills section is 94 percent.

AoH works diligently with CNA graduates to connect them to high quality employers, including Sibley Hospital, Ingleside and Ascension Services at Carroll Manor. Every graduate from AoH's Fall '21 cohort is fully employed, and AoH continues to receive significant interest in the CNA program.

Reinforcing the Technological Infrastructure

Throughout the pandemic, AoH simultaneously invested in both building its digital infrastructure for distance learning and training teachers to teach within that infrastructure most effectively. For example, since spring 2020, teachers have regularly revised AoH's uniform curriculum to ensure that all learners—regardless of their in-classroom or online learning environments—have equal instructional access.

In addition, teachers have been regularly trained in Schoology, AoH's Learning Management System. By hosting and integrating an array of digital tools, Schoology helps instructors create a complete online classroom. For example, through this platform, AoH instructors can post—in one virtual space—a module's full lesson components: video, notes, practice assignments, and assessments. In addition, learners can upload completed assignments, and instructors are able to both effectively provide feedback to learners and store assessment scores.

And finally, AoH instructors and staff regularly learn from experts, as well as from each other. For example, teachers attend virtual training sessions sponsored by the Ed Tech Center at World Education, and AoH teachers participate in professional learning circles to share insights about how they are navigating AoH's digital infrastructure to effectively develop and deliver their lessons.

Raising Awareness for Adult Education

In SY 21-22, Academy of Hope raised awareness about adult education and AoH's unique accomplishments in the field through a variety of channels. Fox5 and the Washington Informer each featured AoH's CNA pinning ceremony and AoH's role in preparing the next generation of frontline healthcare workers. Both pieces garnered an immediate response from potential learners and partners.



Celebrating 35 years of Excellence in Education

After putting original plans on hold due to the pandemic, AoH celebrated its 35th anniversary with a series of events, including a gala in October 2021 attended by over two hundred learners, alumni, champions, donors and volunteers! With the support of generous donors and sponsors, including the Alice and Eugene Ford Foundation and PNC Bank, AoH raised over \$500,000 to increase the number of learners served, scale its effective teaching model, and expand its career and college services and partnerships. At the event, AoH honored Councilmember Elissa Silverman (Circle of Hope Award), PNC Bank (Corporate Partner Award), Annette Banks (Tom Brown Award), and Doris Decte (Tom Brown Award).

Building 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. AoH strives to create an inclusive environment where race and other identifiers do not pre-determine one's future but rather where everyone is valued and adds value. In SY 2021-22, AoH continued its partnership with Building for Mission and started a new partnership with Equity Through Action to take a closer look at internal 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 participated in trainings, focus groups, and a Race Equity Task Force. AoH looks forward to continuing this process of self-reflection and dismantling any structures and processes that prevent an inclusive and equitable community for all.



Reopening the Doors in Ward 8

Academy of Hope first moved into Ward 8 in 2010 thanks to the generous support of the Alice and Eugene Ford Foundation. The education and employment gaps in Washington, DC are staggering—and these gaps have been made only more significant by the COVID-19 pandemic. Despite this glaring need for support, only two of DC’s nine adult charter schools have locations east of the river. Through the generous support of the AoH community of government, individual, foundation, and corporate funders, AoH raised \$1.5 million dollars to complete Phase I of the renovation in SY 21-22! Special thanks to the lead funders: The Share Fund and OSSE’s Scholarship for Opportunity and Results (SOAR Facility), the Alice and Eugene Ford Foundation and PNC Bank.

The first phase of renovations had a real impact on learners’ experiences, including an elevator to allow learners to easily access classes and programming; a brand new entrance and bright lobby to welcome learners into the space; a new kitchen and lounge so staff and students can take a break and connect with each other; new restrooms, plumbing and HVAC units to ensure a healthy and comfortable learning environment; and, with the generous support of PNC Bank, a new healthcare suite that made it possible for AoH to offer CNA and phlebotomy courses at Ward 8.

AoH is committed to making sure DC residents have access to best-in-class education and workforce training programs in Ward 8, so DC residents can learn and work close to home. AoH is currently developing a 5-year facilities plan that will help determine investments and fulfill that commitment.

Students Taking the Lead

“Empowerment” is one of Academy of Hope’s core values. Academy of Hope 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 staff hosted multiple town halls during the 2021-2022 school year to hear directly from learners. Student feedback during those conversations resulted in direct changes to AoH programming and future plans. Two AoH students serve on the AoH board of directors and continue to ensure learners’ voices, concerns and needs are always part of the decision-making process.

“‘Empowerment’ is one of
Academy of Hope’s core values.”



■ List of Donors \$500+

Susan Able	Canva Development	The Greater Washington Community Foundation
Rona & Jeffrey Abramson Foundation	Mary Clark	Felecia Greer
Sarah Alexander	Patrina Clark	Scott Hallworth
The Alice and Eugene Ford Foundation	Columbia National Real Estate Finance LLC	Kerry-Ann Hamilton
Michelle Althuis	Cynthia Condyles	Jeffrey Holtzman
Anonymous via Catalogue for Philanthropy*	Sara Cormeny and Peter Miller	Horning Brothers
Anonymous via Catalogue for Philanthropy*	Pauline Crytzer	Drew and Dr. Faith Hubbard
Arent Fox LLP	Hazel Denton	Brandi Humphries
April Arnold	The District of Columbia Workforce Investment Council	The Institute for Public Health Innovation
Bethanne Barnes	Michael Doyle	William and Deborah Iwig
David Barrosse	Doyle Construction Company	The Jack R. Anderson Foundation
Ellen Barrosse	The Eugene & Agnes E. Meyer Foundation	Walter Jacob
Laura Barrosse-Antle	Rachel Evans	Jermaine Johnson
Susan Basile	Matthew Evans	Leicester Johnson
Lauralyn Beattie Lee	The Fidelity Charitable Gift Fund	Angela Joyner
Maddy Beckwith	Mary Ford	Barbara Jumper
John Begert	Eugene Ford	Annie Karabell
The Benevity Community Impact Fund	Michael Ford	Kenneth Keller
Bonstra Haresign Architects LLP	John Freeman	Andrew Knox
Michael Bosley	The Galena – Yorktown Foundation	Timothy J Koegel
Michael Braeuninger	Suzette Gardner	Mark Kutner
Frank Burgess	Gates Ventures LLC	Janet Leno
Lillian Burke	Earl Genous	Alexis Leonard
Kenton Campbell	The George Washington University	Karen Leung

Mark Lewis and Rachel Kronowitz

Stephen Lilienthal

Kenneth Lore

Keith Martin

Marissa McKeever

Brian McNamee

Barbara Meeker

Julie Meyer

Michael Meyer

Lawrence Meyer

Kate Moore

Rashad and Natalie Moore

The Morgan Stanley Gift Fund

Morgan Stanley/E*Trade

The Morris and Gwendolyn Cafritz
Foundation

MRP Realty

Kate Neeper

New Columbia Solar

Office of the State Superintendent of
Education

David Ottenbreit

The PNC Foundation

Anand Radhakrishnan

William Reynolds

Thomas Rollins

Duane H Rosenberg

David Rosenberg

Carolyn Rudd

Terry Salinger

Samek, Werther, and Mills LLC

Anne Savage

Les Silverman

The Smigel Foundation

Charisse Smith

Nathan and Bella Speight

Stoiber and Associates, PC

Paul Suijk

The Share Fund

William & Virginia Wells

Elizabeth Winn Bowman

Rachel Zinn

**This donor is anonymous to Academy of Hope*



■ Appendix 1

School Year 2021-2022 Annual Report Data Report

Source	Data Point
PCSB	LEA Name: Academy of Hope Adult PCS
PCSB	Campus Name: Academy of Hope Adult PCS
PCSB	Grades served: Adult
PCSB	Overall Audited Enrollment: 540

Student Data Points

School	Total number of instructional days: 179
PCSB	Suspension Rate: 0.20%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Discipline: 0.01%
PCSB	In-Seat Attendance: 59.30%
PCSB	Average Daily Attendance: Not Applicable
PCSB	Midyear Withdrawals: Not Applicable
PCSB	Mid-year Entries: Not Applicable
PCSB	Promotion Rate (LEA): Not Applicable
PCSB (SY20–21)	Graduation Rates: Not Applicable
PCSB (SY20–21)	College Acceptance Rates: Not Applicable
PCSB (SY20–21)	College Admission Test Scores: Not Applicable



Teacher Data Points

Teacher Attrition Rate Number of teachers retired/resigned/outplaced between October 5, 2021 and the first day of school in 2022 <hr/> (number of teachers employed as of October 5, 2019) x 100	21.74
Number of Teachers “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher	23
Teacher Salary Average: Range Minimum: Range Maximum:	\$67,776.05 \$54,621 \$82,795
Executive Compensation Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-2022	\$225,000 \$155,304 \$133,750 \$133,750



■ Appendix 2

Staff Roster 2021-2022

Koya Bakare
Instructional Manager

Shaquierra Baker
Student Support Specialist

Annette Banks
Teacher — NEDP Assessor/Advisor

Florenda Bates
Teacher— ELA

Ezell Battle
Adjunct Teacher- ELA

Joy Bentley-Phillips
Chief Advancement Officer

Kenae Black
Adjunct Teacher — Writing

Na’Quesha Booker
Operations Assistant

Michael Braeuninger
Director for Development

Mirvlyne Brice
Senior Individual Giving Officer

Sandra Brown
Teacher — Reading

Jenaine Butler
Director of GED and College Services

Mary Cabriele
Director of Career and Workforce Services

Candice Caldwell
Adjunct— Teacher — ELA

Felicia Cave
Adjunct — Teacher — Math

Jaclyn Claiborn
Adjunct — Teacher — Math

Carl Clemons
Executive Assistant to CEO

DaNelle Cook
Lead Math Teacher

Isabel Cortez
Registrar

Vanessa Dorse
Adjunct — Teacher

Jocelyn Drakeford
Adjunct — Teacher — ELA

Jerry Dudley
Teacher — Math

Michael Durant
Chief Academic Officer

Elizabeth Early
Teacher — Math

Coretta Edwards
Student Support Specialist

Jocelyn Elmore
School Administrative Assistant

Jamie Fragale
Director of Advocacy and Communications

Christian Fretty
School Administrative Assistant

Ingrid Garcia
Teacher — ELA

Traci German
Director of Student Support Services

Tiffany Godbout
Chief Operations Officer

Kamila Goldin
Teacher- Math

Lakeyia Gollman
Instructional Manager

Kiesha Graham
Registrar

Brandon Hamilton
Assistant Director of Admissions

Cheryl Harrison
Adjunct Teacher — Mathematics

Shatyra Henry
Student Support Specialist

Dianna Hicks
Teacher — Reading

Christylyn Hogan
Facilities Attendant

Isaac Hudson
Information Technology Specialist

Jermia Huff
Instructional Manager

Ruweda Hussein
Finance and Compliance Manager

Sheila Izlar
Director of Human Resources

Porsha James
Student Support Specialist

Dorothy Jenkins
Lead Teacher — Technology

Christie Joesbury
Data Support Specialist

Leicester Johnson
Chief Executive Office

Jamal Jones
Teacher — NEDP Assessor/Advisor

Jennifer Jordan
Teacher — NEDP Assessor/Advisor

Eun Ah Kim
Director Finance and Operations

Charise Kitchen
Adjunct CNA — Instructor

LaWanda Konate
Registrar

Wallace Lane
Adjunct — Teacher — ELA

Jamie Lee
School Administrative Assistant

Tonisha Lewis
Student Recruitment Manager

Ali Lindsay
Facilities Engineer

Alexandra Lotas
Director of Research and Evaluation

Jamela Love
GED Services and Testing
Coordinator

Julius Martin
Director of Admissions

Toni McGhie
Teacher — Math

Tim McLaurin
Adjunct — Teacher — Math

Maria McLean
Marketing Associate

Mary Mickey
CNA Instructor

Deneen Miller
Senior Employment Specialist

Lateefah Montague
Teacher — Reading

Darren Murray
Teacher - Math

Oladapo Olalude
Adjunct Instructor

Sean O'Loughlin
Teacher — Math

Richmond Onokpita
Principal

Flora Opara
Adjunct — Teacher — Math

Tracy Pearye
Finance and Accounting Analyst

Graciano Petersen
Director of Curriculum, Instruction
and Assessment

Jerry Peterson
Adjunct — Teacher — ELA

Deborah Prence
Lead Math Teacher

Audrey Reese
Managing Director of Student
Services

Daniel Robinson
Grants and Operations Manager

Katherine Shrout
Teacher — Reading

Charisse Smith
Donor Relations and Special Events
Coordinator

Dwayne Smith
School Information Systems
Specialist

Jamala Smith
Manager of Enrollment and
Registration

Kwelli Sneed
Adjunct — Teacher — Math

Ayinde Spradley
Adjunct — Teacher — Reading

Nathaniel Swinson
Student Support Specialist

Charles Thomas
Teacher

Monique Vaughn
Employment Specialist

Alicia Waldon
Principal

Ayaba Walker
Assistant Director of Student Support
Services

William Walker
Teacher — Math

Thomas Webb
College Navigator

Ayanna Welsh
HR Assistant

Everette White
Adult Learning Support Specialist

G. Vernon White
Adjunct Teacher — ELA

Dawn Williams
Lead Teacher — NEDP Assessor/
Advisor

Fredrick Willis
Adjunct — Teacher — Math

No Degree 12%

Associates 2%

Bachelors 38%

Masters 44%

PhD 4%

■ Appendix 3

Board of Directors 2021-2022

Members

Nora Abramson*

Marie Brown

Cynthia R. (Cindy) Condyle

Madi Ford

Drew Hubbard

Kermit Kabela*

Mark Lewis*

Julie Meyer*

Lawrence Meyer*

Fontella Young**

Rachel Zinn

Staff

Leicester Johnson

Carl William Clemons II

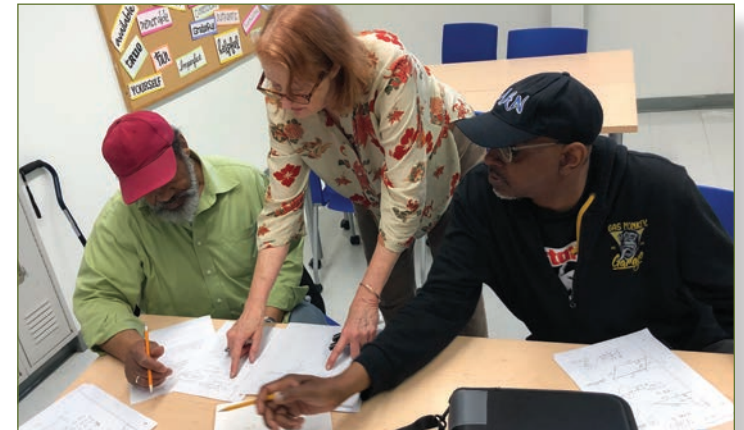
**Indicates DC residency*

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Chair

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Vice Chair

Rashad L. Moore
Treasurer

Tamara Wilds Lawson, Ph.D.*
Secretary



■ Appendix 4: Unaudited Year-end 2021–2022 Financial Statement

Income Statement — July 2021 through June 2022

Income Statement	Year-to-Date		
	Actual	Budget	Variance
Revenue			
State and Local Revenue			
4000 · Per-pupil alloc	5,637,438	5,704,116	(66,678)
4100 · Per-pupil facility alloc	1,840,320	1,864,176	(23,856)
4200 · Local grants	441,669	0	441,669
Total State and Local Revenue	7,919,427	7,568,292	351,135
Federal Revenue			
5009 · ARP Facilities Grant	160,828	0	160,828
5011 · COVID-19 Schoolbased Testing	58,219	0	58,219
5030 · Competitive federal grants	645,585	448,390	197,195
5037 · Other competitive government grants	104,819	1,111,050	(1,006,231)
Total Federal Revenue	969,451	1,559,440	(589,989)
Private Grants and Donations			
6010 · Corporate/ business grants	45,000	150,000	(105,000)
6020 · Foundation grants	952,795	300,000	652,795
6200 · Individual contributions	299,004	250,000	49,004
6210 · Corporate contributions	17,150	200,000	(182,850)
6220 · Foundation Contributions	0	0	0
6221 · Religious Contributions	0	20,000	(20,000)
6230 · Special event contributions	136,110	150,000	(13,890)
6235 · Board Contributions	12,620	10,000	2,620
Total Private Grants and Donations	1,462,679	1,080,000	382,679

Income Statement	Year-to-Date		
	Actual	Budget	Variance
Earned Fees			
6500 · Short-term investments	100	0	100
6530 · Realized gains/losses	(28,032)	0	(28,032)
6560 · Miscellaneous revenue	4,226	0	4,226
Total Earned Fees	(23,706)	0	(23,706)
Total Revenue	10,327,851	10,207,732	120,119
Expenses			
			Salaries
7000 · Leadership salaries	310,876	289,556	(21,320)
7010 · Teacher salaries	1,213,538	1,252,974	39,436
7013 · Specials salaries	279,035	332,123	53,088
7030 · Other curricular salaries	241,907	289,922	48,015
7090 · Curricular bonuses	33,545	119,000	85,455
7100 · Student support salaries	375,073	384,911	9,838
7130 · Business, operations salaries	639,388	659,830	20,442
7131 · IT staff salaries	64,755	64,600	(156)
7160 · Other service salaries	388,441	447,931	59,490
7210 · Program staff salaries	260,795	307,927	47,132
7300 · Executive salaries	648,169	642,520	(5,650)
7310 · Development salaries	392,006	392,934	928
Total Salaries	4,847,528	5,184,227	336,699
Benefits and Taxes			
7400 · Retirement plan contributions	109,055	92,000	(17,055)
7410 · Health insurance	477,686	459,660	(18,026)
7420 · Life and disability insurance	27,586	35,000	7,414

Income Statement — July 2021 through June 2022

Income Statement	Year-to-Date		
	Actual	Budget	Variance
Benefits and Taxes (continued)			
7460 · Workers' comp insurance	15,681	22,000	6,319
7500 · Social security and medicare	358,666	370,535	11,868
7510 · State unemployment tax	27,514	32,670	5,156
7520 · Universal Paid Leave tax	30,113	28,000	(2,113)
7600 · Staff development (non-travel)	106,679	81,710	(24,969)
7610 · Staff development travel	6,178	1,000	(5,178)
Total Benefits and Taxes	1,159,159	1,122,574	(36,585)
Contracted Staff			
7700 · Substitute contract staff	0	10,400	10,400
7711 · Curricular contract staff	415,474	279,500	(135,974)
Total Contracted Staff	415,474	289,900	(125,574)
Staff-Related Costs			
7800 · Staff recruiting	9,286	10,000	714
7810 · Staff background checks	3,728	2,500	(1,228)
7820 · Staff meals, events and awards	50,758	34,000	(16,758)
7830 · Staff travel (non-development)	968	10,000	9,032
Total Staff-Related Costs	64,741	56,500	(8,241)
Rent			
8000 · Rent	474,408	307,324	(167,084)
Total Rent	474,408	307,324	(167,084)

Income Statement	Year-to-Date		
	Actual	Budget	Variance
Occupancy Service			
8100 · Utilities and garbage removal	143,824	171,000	27,176
8110 · Contracted building services	456,044	371,200	(84,844)
8120 · Maintenance and repairs	78,843	30,000	(48,843)
8130 · Janitorial supplies	6,294	8,000	1,706
8140 · Facility consulting fees	3,480	0	(3,480)
Total Occupancy Service	688,486	580,200	(108,286)
Direct Student Expense			
9000 · Student supplies/snacks	42,212	37,650	(4,562)
9010 · Student assessment materials	18,641	26,675	8,034
9020 · Student textbooks	52,259	33,550	(18,709)
9040 · Library and media materials	127	0	(127)
9050 · Contracted instruction fees	7,401	10,000	2,599
9051 · Contracted SpEd instruction	405,274	250,000	(155,274)
9060 · Food service fees	0	0	0
9070 · Student field trips	236	0	(236)
9074 · Student buses	27,664	24,000	(3,664)
9080 · Student recruiting	41,124	29,000	(12,124)
9085 · Student events	31,347	46,050	14,703
9090 · Other student expenses	231,306	162,271	(69,036)
9094 · COVID19	144,758	234,000	89,242
Total Direct Student Expense	1,002,349	853,196	(149,152)

Income Statement — July 2021 through June 2022

Income Statement	Year-to-Date		
	Actual	Budget	Variance
Office and Business Expense			
9100 · Office supplies	51,724	44,700	(7,024)
9110 · Copier rental & services	18,530	20,800	2,270
9120 · Telephone and telecommunications	65,267	50,579	(14,688)
9130 · Postage, shipping, delivery	1,137	8,800	7,663
9140 · External printing	10,992	5,000	(5,992)
9200 · Business insurance	31,154	30,597	(557)
9210 · Authorizer fees	74,906	73,000	(1,906)
9230 · Accounting, auditing, payroll	211,233	162,462	(48,771)
9240 · Legal fees	20,867	37,000	16,133
9260 · Computer support fees	270,508	252,305	(18,203)
9270 · Fundraising fees	125,109	130,000	4,891
9280 · Other professional fees	405,169	99,600	(305,569)
9290 · Other expenses	3,964	1,150	(2,814)
9300 · Dues, fees, and fines	30,570	24,278	(6,292)
Total Office and Business Expense	1,321,129	940,271	(380,858)
Total Expenses	9,973,273	9,334,192	(639,081)
Operating Income	354,579	873,540	(518,962)
Extraordinary Expenses			
Interest			
12000 · Interest payments	145,457	149,296	3,839
12020 · Amortization of deferred financing	5,598	6,000	402
Total Interest	151,056	155,297	4,241

Income Statement	Year-to-Date		
	Actual	Budget	Variance
Depreciation and Amortization			
11000 · Operating asset depreciation	353,731	341,639	(12,092)
11010 · Facility asset amortization and depreciation	174,580	184,590	10,010
Total Depreciation and Amortization	528,311	526,229	(2,082)
Total Extraordinary Expenses	679,367	681,525	2,159
Net Income	(324,788)	192,015	(516,803)
Cash Flow Statement			
Net Income	(324,788)	192,015	(516,803)
Cash Flow Adjustments			
Add Depreciation			
1700 · Accum Depr FF&E	43,939	40,606	3,333
1720 · Accum Depr Computers	236,263	232,045	4,218
1740 · Accum Depr Vehicles	8,737	8,737	0
1750 · Accum Amort Capital Leases	164	14,351	(14,187)
1760 · Accum depr other oper assets	44,317	45,900	(1,583)
1900 · Accum Depr Buildings	86,707	90,225	(3,518)
1910 · Accum Amort Lease Imp	87,872	94,365	(6,492)
Total Add Depreciation	508,001	526,229	(18,228)
Operating Fixed Assets			
1600 · FF&E	(101,034)	(27,061)	(73,973)
1620 · Computers	(353,431)	(260,440)	(92,991)

Income Statement — July 2021 through June 2022

Income Statement	Year-to-Date		
	Actual	Budget	Variance
Operating Fixed Assets (continued)			
1640 · Vehicles	0	0	0
1650 · Capital Leases	(69,784)	0	(69,784)
1660 · Other operating assets	0	(30,000)	30,000
Total Operating Fixed Assets	(524,249)	(317,501)	(206,748)
Building			
1800 · Land	0	0	0
1810 · Buildings, building improvement	(16,715)	(10,000)	(6,715)
Total Buildings	(16,715)	(10,000)	(6,715)
Other Operating Activities			
1100 · Accounts Receivable	(179,332)	0	(179,333)
1400 · Prepaid Expenses	(18,472)	0	(18,472)
1410 · Deposits	39,250	0	39,250
1598 · Remove from operations	0	0	0
2000 · Current payable	(170,162)	0	(170,162)
2121 · Capital One Spark Business 0085	1,055	0	1,055
2200 · Accrued Salaries	(43,268)	13,322	(56,590)
2210 · Accrued vacations	41,471	0	41,471
2215 · Payroll Tax Liabilities	640	0	640
2231 · Health Savings Account	412	0	412
2232 · Aflac	116	0	116
2234 · SmartBenefits	1,110	0	1,110
2235 · 403b Liability	595	0	595
2240 · Other Accrued Expenses	42,282	0	42,282

Income Statement	Year-to-Date		
	Actual	Budget	Variance
2299 · Garnishments	0	0	0
2350 · Payable for Scholarships (7,987)		0	(7,987)
2390 · Manual Checks	(1,175)	0	(1,175)
2391 · Deferred Rent Expense	167,084	0	167,084
2440 · Unearned Private Revenue	0	0	0
2510 · Line of Credit	202,500	(12,644)	215,145
2520 · Current portion, long term debt	71,673	0	71,673
Total Other Operating Activities	147,792	678	147,114
Per-Pupil Adjustments			
2400 · Unearned Per-Pupil Revenue	0	0	0
Total Per-Pupil Adjustments	0	0	0
Suspense			
2900 · Suspense	(1,565)	0	(1,565)
Total Suspense	(1,565)	0	(1,565)
Restricted Equity			
3100 · Use Restricted	(608,808)	0	(608,808)
Total Restricted Equity	(608,808)	0	(608,808)
Unrestricted Equity			
3010 · Unrestricted net asset	0	0	0
Total Unrestricted Equity	0	0	0
Facilities Project Adjustments			
1599 · Add to facilities	0	0	0

Income Statement — July 2021 through June 2022

Income Statement	Year-to-Date		
	Actual	Budget	Variance
Facilities Project Adjustments (continued)			
1820 · Construction in progress	1,452,342	0	1,452,342
1830 · Leasehold Improvements	(1,578,982)	0	(1,578,982)
2600 · Senior Debt	(145,504)	(140,442)	(5,063)
2610 · Sub Debt	(14,821)	(13,745)	(1,076)
2650 · Capital lease lia-oper. asset	87,638	(14,559)	102,197
2700 · Senior debt cost	5,598	6,000	(402)
Total Facilities Project Adjustments	(193,729)	(162,746)	(30,983)
Total Cash Flow Adjustments	(689,273)	36,660	(725,933)
Change in Cash	(1,014,061)	228,675	(1,242,736)



■ Appendix 4: Unaudited Year-end 2021–2022 Financial Statement

Balance Sheet — As of June 30, 2022

Balance Sheet Assets	6/30/21 Last Year	6/30/22 Current	6/30/22 Year End
Assets			
Current Assets			
Cash			
1000 · Operating	1,696,523	694,607	1,682,032
1005 · Morgan Stanley Wealth Mgmt	938,390	938,363	0
1006 · Capital One — Savings 3699	1,147	1,026	0
1010 · Federal Grants	10,032	10,035	0
1099 · AnyBill Transfer	50,000	38,000	0
Total Cash	2,696,092	1,682,032	1,682,032
Accounts Receivable			
1100 · Accounts Receivable	452,001	631,334	631,334
Total Accounts Receivable	452,001	631,334	631,334
Other Current Assets			
1400 · Prepaid Expenses	71,427	89,899	89,899
1410 · Deposits	169,108	129,858	129,858
Total Other Current Assets	240,535	219,757	219,757
Intercompany Transfers			
1598 · Remove from operations	0	0	0
1599 · Add to facilities	0	0	0
Total Intercompany Transfers	0	0	0
Total Current Assets	3,388,628	2,533,122	2,533,122

Balance Sheet Noncurrent Assets	6/30/21 Last Year	6/30/22 Current	6/30/22 Year End
Noncurrent Assets			
Facilities, Net			
1800 · Land	1,660,000	1,660,000	1,660,000
1810 · Buildings, building improvement	3,498,380	3,515,094	3,515,094
1820 · Construction in progress	1,452,342	0	0
1830 · Leasehold Improvements	227,056	1,806,038	1,806,038
1900 · Accum Depr Buildings	(455,261)	(541,968)	(541,968)
1910 · Accum Amort Lease Imp	(193,419)	(281,291)	(281,291)
Total Facilities, Net	6,189,098	6,157,873	6,157,873
Operating Fixed Assets, Net			
1600 · FF&E	348,973	450,007	450,007
1620 · Computers	453,044	806,475	806,475
1640 · Vehicles	61,162	61,162	61,162
1650 · Capital Leases	71,755	141,538	141,538
1660 · Other operating assets	221,588	221,588	221,588
1700 · Accum Depr FF&E	(250,958)	(294,897)	(294,897)
1720 · Accum Depr Computers	(162,385)	(398,649)	(398,649)
1740 · Accum Depr Vehicles	(23,300)	(32,037)	(32,037)
1750 · Accum Amort Capital Leases	(40,661)	(40,825)	(40,825)
1760 · Accum depr other oper assets	0	(44,317)	(44,317)
Total Operating Fixed Assets, Net	679,217	870,045	870,045
Total Noncurrent Assets	6,868,315	7,027,918	7,027,918
Total Assets	10,256,944	9,561,040	9,561,040

Balance Sheet — As of June 30, 2022

Balance Sheet Liabilities and Equity	6/30/21 Last Year	6/30/22 Current	6/30/22 Year End
Current Liabilities			
Accounts Payable			
2000 · Current payable	471,404	301,242	301,242
2121 · Capital One Spark Business	00851,987	3,043	3,043
Total Accounts Payable	473,391	304,285	304,285
Other Current Liabilities			
2231 · Health Savings Account	(450)	(38)	(38)
2232 · Aflac	(594)	(478)	(478)
2234 · SmartBenefits	(445)	665	665
2235 · 403b Liability	(0)	595	595
2240 · Other Accrued Expenses	4,448	46,729	46,729
2299 · Garnishments	0	0	0
2350 · Payable for Scholarships	7,987	0	0
2390 · Manual Checks	0	(1,175)	(1,175)
2391 · Deferred Rent Expense	245,021	412,105	412,105
2400 · Unearned Per-Pupil Revenue	0	0	0
2440 · Unearned Private Revenue	0	0	0
2510 · Line of Credit	0	202,500	202,500
2520 · Current portion, long term debt	168,718	240,392	240,392
2900 · Suspense	0	(1,565)	(1,565)
Total Other Current Liabilities	424,686	899,731	899,731
Accrued Salaries and Benefits			
2200 · Accrued Salaries	107,378	64,110	64,110
2210 · Accrued vacations	135,095	176,566	176,566
2215 · Payroll Tax Liabilities	8,740	9,380	9,380
Total Accrued Salaries and Benefits	251,213	250,056	250,056
Total Current Liabilities	1,149,290	1,454,071	1,454,071

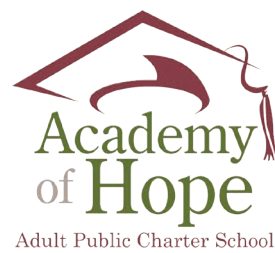
Balance Sheet Liabilities and Equity	6/30/21 Last Year	6/30/22 Current	6/30/22 Year End
Equity			
Unrestricted Net Assets			
3010 · Unrestricted net asset	1,706,448	1,706,448	1,706,448
3900 · Retained Earnings	1,944,716	2,971,450	2,971,450
Total Unrestricted Net Assets	3,651,164	4,677,898	4,677,898
Net Income			
Net Income	1,026,734	(324,788)	(324,788)
Total Net Income	1,026,734	(324,788)	(324,788)
Temporarily Restricted Net Assets			
3100 · Use Restricted	608,808	0	0
Total Temporarily Restricted Net Assets	608,808	0	0
Total Equity	5,286,706	4,353,110	4,353,110
Long-Term Liabilities			
Senior Debt			
2600 · Senior Debt	3,827,004	3,681,499	3,681,499
Total Senior Debt	3,827,004	3,681,499	3,681,499
Subdebt			
2610 · Sub Debt	20,016	5,195	5,195
Total Subdebt	20,016	5,195	5,195
Other Long-Term Liabilities			
2650 · Capital lease lia-oper. asset	17,315	104,952	104,952
2700 · Senior debt cost	(43,388)	(37,789)	(37,789)
Total Other Long-Term Liabilities	(26,073)	67,163	67,163
Total Long-Term Liabilities	3,820,947	3,753,858	3,753,858
Total Liabilities and Equity	10,256,944	9,561,040	9,561,040

■ Appendix 5

Approved SY 2022-23 Budget

Appendix Profit and Loss Changes		SY21-22	SY 22-23
Income Statement			
Revenue			
	State and Local Revenue	7,575,758	7,777,479
	Federal Revenue	1,479,328	1,285,900
	Private Grants and Donations	1,564,428	1,200,000
	Earned Fees	2,774	10,000
	Donated Revenue	—	—
Total Revenue		10,622,288	10,273,379
Operating Expense			
	Salaries	4,861,215	5,154,045
	Benefits and Taxes	1,162,354	1,173,753
	Contracted Staff	344,900	337,400
	Staff-Related Costs	57,000	37,250
	Rent	474,408	474,408
	Occupancy Service	655,200	523,100
	Direct Student Expense	878,503	823,755
	Office & Business Expense	1,253,633	828,118
	Donated Expense	—	—
	Contingency	—	—
Total Operating Expense		9,351,829	9,351,829
Net Operating Income		935,076	921,550
Interest, Depreciation			
	Depreciation and Amortization	510,869	692,819
	Interest	155,334	148,884
Total Expenses		10,353,415	10,193,532
Net Income		268,873	79,847





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