

# The Excel Center<sup>®</sup>



ADULT CHARTER HIGH SCHOOL

*Annual Report SY 2018-19*



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Board Chair:  
Glen Howard



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# Narrative

## Mission Statement

The mission of **The Goodwill Excel Center** is to transform adult lives through the power of achieving a high school diploma and accessing post-secondary education and careers in growing and sustainable local industries.

In the third year of operation, the Goodwill Excel Center is meeting this mission as detailed in the following school program and performance sections.

## Introduction

The Goodwill Excel Center offers high quality, tuition-free high school education for primarily under-credited adults in the District of Columbia. While the school largely serves individuals over the age of 18, residents who have successfully completed middle school are eligible to enroll. What separates The Goodwill Excel Center from other public charter high schools is that students can earn a high school diploma and industry recognized certifications rather than a General Educational Development (GED) diploma. In addition to the academic curriculum, the Goodwill Excel Center provides a free, on-site, child development center managed by the YMCA for children of enrolled students. Students are also offered transportation assistance and academic and life coaching with the focus on barrier removal and academic success. The school accomplishes all this while emphasizing a school-work-life balance through customized schedules based on student and course availability.

## SCHOOL PROGRAM

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To respond to the needs of adult residents in need of a high school diploma, Goodwill of Greater Washington founded the Goodwill Excel Center in school year 2016-2017. The Goodwill Excel Center is the District's first diploma granting adult charter high school intended to serve residents who previously dropped out of school. The school's education model has three main pillars: (1) an academic philosophy and curriculum that meets the goals and needs of adult students "where they are" with flexible class schedules and individualized graduation plans; (2) a concentrated focus on college and career readiness with students taking industry specific classes that lead to market valuable credentials, and; (3) a coaching platform designed to address barriers that impede students' educational success and facilitates relationships to help student's manage work, life and family concerns as they achieve their educational goals. The school seeks to eliminate as many external barriers to learning as possible by providing needed supports like a child development center on-site, transportation assistance, and an Academic Success Coach for each student. Additionally, the school focuses on celebrating smaller victories that yield to larger successes by hosting awards ceremonies for each of the five, eight-week terms. In school year 18-19, the Goodwill Excel Center enrolled 369 District residents, and graduated 117 students.



### **Core Curriculum Design and Instructional Approach:**

Students begin their educational journey at the Goodwill Excel Center after attending a comprehensive and mandatory iExcel Orientation. During iExcel, students take two assessments to determine their level of high school readiness for mathematics and reading. Students who are not yet high school ready in core academic skills as deemed by assessment scores, are enrolled into a mathematics lab and/or a reading foundations class. In math lab and reading foundations classes, students are able to earn elective credits while acquiring the baseline skills needed to form the foundation for their next level Humanities and STEM courses. During this stage, staff begin to review transcripts of each student to determine the number of remaining credits needed to satisfy graduation requirements mandated by the District of Columbia. Through the assessments and transcript analysis, Academic Success Coaches work with students to create a graduation plan that meets students where they are, while also taking into account other demands adult students face, such as work and family.

Students who are placed into math and/or reading foundation lab classes are required to take both courses until they are assessed to meet their growth goals. Students in these classes focus on building core math and reading skills through specific skill instruction. Once students meet their growth goals, students' progress through a common core aligned, competency-based, high school curriculum. Goodwill Excel Center students fulfill both social studies and high school English credits through embarking on a series of progressive Humanities courses, and satisfy high school mathematics and science requirements through progressive courses that reflect 21st century expectations for science, technology and mathematics. In order to receive high school credit for coursework and move forward to the next course in the Goodwill Excel Center's course progression, students demonstrate mastery of learning standards through formative and summative assessments in each core academic class. The academic model is fast-paced and accelerated, as students have the opportunity to earn full credits in the 8-week term. Due to the accelerated model, attendance is a large focus and critical necessity. Also Goodwill Excel Center students take online courses to satisfy music, art appreciation, and world languages requirements.

### **College and Career Readiness Curriculum Design and Instructional Approach**

The Goodwill Excel Center's goal is for graduates to earn both a high school diploma *and* an industry-recognized credential or college credit. Once students complete the core academic program, which includes humanities, science, mathematics, world language, music and art appreciation courses, students move into the College and Career Readiness ("CCR") courses and curriculum. At this stage, students are "seniors", and prepare for "what's next" which for some is a career, college, or potentially both. All students are first required to take a Senior Seminar, in which students take both personality and professional assessments, and come to understand the rigors, and expectations of post-secondary success in the District of Columbia and its surrounding areas. In Senior Seminar, students create professional portfolios and decide on a college and/or career pathway. The Goodwill Excel Center requires that before selecting either a college or career track, all students enroll in an ACT preparation class and take the ACT. Additionally, all students are required to take a computer applications course. Students who are interested in pursuing a Microsoft Office certification can continue their work from this course. Students have the opportunity to participate in more than one of the career pathways if they so choose, but must take a least one. If as student chooses not to participate in the Hospitality or Security courses, he or she can take a Microsoft Office Certification course.

The Goodwill Excel Center partnered closely with the Workforce Development division of Goodwill of Greater Washington to include its credential bearing training classes in its course



offerings. In school year 2017-2018 students first had the opportunity to enroll in Hospitality courses. In school year 2018-2019, Hospitality programming continued and course offerings were expanded to include Security & Protective Services training. In both the Hospitality and Security & Protective Services courses, students engage in a professional business and communications curriculum and specific industry recognized curricula led by contracted vendors in the sector. The professional business and communications skills portion of the courses is aimed at developing leadership, communication, conflict management, and teamwork skills. This portion of the course involves students expanding what they learned in Senior Seminar. Students engage in team building exercises and personal reflection for their future career pathway. Additionally, students refine their resume and tailor it to their desired sector and prepare for interviews, applications, and broaden their knowledge about the sector of their choice. All students in the Hospitality and Security & Protective Services classes, engage in mock interviews and job application days. Students in these courses also participate in a “Boot Camp” led by the Workforce Development division to prepare them for their mock interviews. Lastly, students in both career pathways participate in a series of guest speakers around skills relevant to the workplace and take professional headshots for LinkedIn profiles.

In the Hospitality course, students have the opportunity to earn three certifications from the American Hotel and Lodging Association (AHLA): Front Desk, Customer Service Gold, and Hospitality and Tourism. In addition, students can earn a TIPs certification for responsible alcohol service training, recognized in 44 States and the District of Columbia. The course material for the certifications are taught by an outside vendor in collaboration with the college and career readiness team. During this portion of the course, Hospitality students engage in deep content related to the Hospitality sector and prepare for their certification exams while also examining all relevant industry sector related careers.

In the Security & Protective Services pathway course, students have the opportunity to earn six certifications that will allow them to become a licensed security guard in DC, Maryland, or Virginia. Students have the ability to earn the following certifications/licenses led by an outside vendor: DC Special Police Officer Authorization (SPO DC), Virginia Department of Criminal Justice Services license (DCJS), Monadnock Expandable Baton Certification, Handcuffing Certification, Aerosol Weapons Certification, and Cardiopulmonary Resuscitation (CPR), First Aid, Automated External Defibrillator (AED) certificate.

### **Student Support Services:**

The Goodwill Excel Center provides comprehensive wrap-around services for all students. Each student is assigned an Academic Success Coach to help identify, navigate, and remove barriers to academic success. The services of the Academic Success Coaches include frequent meetings with faculty to monitor student development and needs. Academic Coaches make referrals for mental health and substance abuse counseling, childcare referrals, transportation subsidy distribution, homeless counseling, and housing to name a few. Students continue to have an Academic Success Coach until they graduate, which allows for a strong relationship to be built and a long-lasting support system to be put in place. As students approach College and Career Readiness (CCR) courses and students take Senior Seminar, students also receive the support of the CCR team who begin to plan and support student’s post-graduation planning. The CCR team is comprised of a Manager of CCR and a CCR Specialist, who work with the students in Senior Seminar and the career certifications courses. Additionally, the CCR team coach and mentor graduates 6-months post-graduation to support them in their post-secondary education and career plans.



### **Special Education and Specialized Instruction:**

To promote success in school, work and life, all students have access to a rigorous specialized instructional program that supports inclusionary practices and meets the needs of all students with exceptionalities. Support for students under the age of 22 with special education needs is provided through the composition of Individual Education Plans (IEP). Students who do not qualify for an IEP may potentially qualify for a 504 plan. The Special Populations Coordinator oversees the services for students with an IEP or a 504 Plan. The Special Education team includes Special Education teachers and a School Psychologist. The Goodwill Excel Center promotes co-teaching best practices and emphasizes the need for small group instruction where applicable. Special Education teachers maintain their assigned caseloads and work with all students to support the needs of all learners in the classrooms. Additionally, the Special Education team works closely with the Academic Success Coaches to collaborate around barrier removal and academic supports needed for students.

### **Parent Involvement:**

A key area of focus for the Goodwill Excel Center is to promote multi-generational education development and positive life outcomes. Staff work to create a learning environment where students feel they are part of a strong, supportive, and caring environment. The goal is to promote students' voices, so they can advocate for their needs and have agency to make decisions that positively impact their education journey at the Goodwill Excel Center and beyond.

For students who are under 18 years old, a small subset of the GEC student population, parents and guardians are given opportunities to engage in their students' academic journey through invitation to the iExcel Orientation, meetings with the Youth Services Academic Success Coach and also during any intervention planning meetings throughout the school year. For adult students opportunities as needed are created in which students can engage their families with their education pathways and choices. Student Support Team (SST) meeting are held for students under 18 years old and over 18 years old when support or intervention is needed for a student. At this time, the parents and/or guardians are engaged as well as other external stakeholders in the students' life to engage in a data driven and solution-oriented meeting about the student and his or her pathway to graduation.

## **SCHOOL PERFORMANCE**

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### **Performance and Progress**

School year 2018-19 is the second year the Goodwill Excel Center operated under alternative accountability goals approved by the DC Public Charter School board in November, 2017. Of the 11 charter goals measured, the Goodwill Excel Center met or exceeded 10 of its 11 goals, an improvement from the previous year when nine of 11 goals were met. Following is a summary of charter goal attainment in SY 18-19.



The Goodwill Excel Center PCS – Goals and Academic Achievement Expectations	Met / Not Met	Progress Toward Goals
<p><i>Achievement</i> 50% of students who graduate by August 25<sup>th</sup> of a calendar year will earn a composite ACT score of at least a level required by the University of the District of Columbia's Flagship Program for admittance. (The ACT cutoff is currently set at 16)</p>	Not Met	Of the 117 graduates, 16.5% scored a 16 or higher on the ACT and 93.2 % of graduates took the ACT.
<p><i>Progress</i> An average of at least 65% of students will earn at least one credit in one of the first four program years, and the average will not fall below 55% in any of the first four program years.</p>	Met	85.1% of students earned at least one credit which was a nine percent increase from SY 17-18 and a 27 percent increase from SY 16-17.
<p><i>Progress</i> Reading Progress - at the end of 2, 8-week terms, at least 65% percent of students who initially test below 1000 Lexile level on the Scholastic Reading Inventory will either grow at least 75 Lexiles or reach the high school ready Lexile level of 1000 as indicated by the <i>Scholastic Reading Inventory</i>.</p>	Met	73% of students who initially tested below 1000 Lexile level on the Scholastic Reading Inventory either grew at least 75 Lexiles or reached the high school ready Lexile level of 1000 as indicated by the Scholastic Reading Inventory, a 5.9% increase from SY 17-18.
<p><i>Progress</i> Math Progress - At the end of 2 8-week terms, at least 60% of enrolled students taking Math Lab A will reach a scale score of 480 as indicated by the iReady math assessment.</p>	Met	87% of enrolled students taking Math Lab A reached a scale score of 480 as indicated by iReady.
<p><i>Progress</i> Math Progress - At the end of 2 8- week terms, at least 60% of enrolled students taking Math Lab B will reach a scale score of 508 as indicated by the iReady math Assessment.</p>	Met	76% of enrolled students taking Math Lab B reached a scale score of 508 as indicated by the iReady math assessment.



<p><i>College and Career Readiness - Credentials by the end of program year</i></p> <p>By the end of academic school year 2017-18, 65% of the students who have graduated that academic year will have earned at least 3 college credits (through at least one three-credit college level class) OR an industry recognized credential during the program year.</p>	Met	100% of graduates earned an industry recognized credential during the school year.
<p><i>College and Career Readiness – College or job placement within 6 months</i></p> <p>By the end of at least one of the following school years, at least 65% of graduates will enroll in college or be employed within 6 months of graduation, as indicated by follow-up surveys with at least a 50% response rate, and at least 50% of graduates annually will enroll in college or be employed within 6 months of graduation, as indicated by follow-up surveys with at least a 50% response rate.</p>	Met	71.7% of July 2018 / January 2019 graduates contacted were employed and or enrolled in school within 6 months based on follow up surveys collected.
<p><i>Gateway Indicator</i></p> <p>Graduation - In at least one of the following years, at least 25% of Goodwill Excel PCS's verified enrolled students will graduate by the end of the academic year and the percent of verified enrolled students who graduate by the end of the academic year will not fall below 10% in any of the following years: SY 2017-18, 2018-19, 2019-20.</p>	Met	31.7% of the school's verified enrolled students graduated by the end of the academic school year, up 6.5% from SY 17-18.
<p><i>Leading indicators</i></p> <p>During the school year, the average re-enrollment from term to term is 75%, excluding the students who have graduated.</p>	Met	76.8% of students on average re-enrolled term to term
<p><i>Leading indicators</i></p> <p>The school's annual cumulative audited enrollment rate will not go below 70%.</p>	Met	The Goodwill Excel Center achieved a cumulative audited rate of 90.2% up 4.1% from SY 17-18.
<p><i>Leading Indicators</i></p> <p>The annual in-seat attendance rate will be 60%.</p>	Met	The ISA for SY18-19 was 62.3%, up 9.9% from SY 17-18 and 14.3% from SY 16-17.

### **PARCC Performance**

In School Year 18-19, the Goodwill Excel Center Charter High School administered the Partnership for Assessment of Readiness for College and Career's (PARCC) standardized assessment. In the school's first two years of operation, the PARCC assessment was administered; however, the number of eligible students taking the assessment fell below 10 individuals and as a result results were not reported. As a result of OSSE's modified *Districtwide Assessments Participation and Performance Policy*, all students enrolled in tested subjects were required to participate in statewide testing, regardless of age. As a result, a larger number of



students were eligible for testing in school year 18-19. Following is a summary of the testing results from school year 18-19.

Subject	1	2	3	4	Did not take test	Total tested (participation rate)
ELA	17	1	2	0	2	20 (91%)
Math	5	3	0	0	1	8 (89%)

#### KEY

- 1 - Did not meet expectations
- 2 - Partially met expectations
- 3 - Approached expectations
- 4 - Met expectations

#### **Lessons Learned and Action to be taken:**

In School year 18-19, the Goodwill Excel Center staff achieved growth in nearly every charter goal, demonstrating a culture of continuous quality improvement and student focused planning. As the charter goal performance chart illustrates, the Goodwill Excel Center realized growth in student achievement through improved credit attainment and reading growth. Additionally, the school experienced growth in student engagement as evidenced by a nine percent increase in attendance and a cumulative audited enrollment rate increase of four percent. One hundred percent of graduates continue to earn an industry recognized credential prior to graduation. While the college or job placement within 6 months of graduation has decreased from the previous year (while still remaining above the charter goal expectation), engagement with graduates post-graduation increased considerably (27.1%), reflecting a stronger connection with graduates that will help inform continuous improvements in this area of the school. With the number of graduates increasing in school year 18-19 (117 in SY 18-19, a 26 graduate increase from the 91 graduates in SY 17-8), the need for increased support for students and alumni follow-up has become evident. As a result, in SY 19-20, another College and Career Readiness Specialist will be added to the staff to address this need.

In School Year 19-20, Goodwill Excel Center staff will be focused on ensuring progress in an area of continued need- ACT achievement. The Goodwill Excel Center's ACT team, led by the Lead Instructors, analyzed ACT data from the ACT class and ACT exams in SY 17-18 to drive instructional needs and planning strategies for SY 18-19. To increase student performance on the ACT, improvements were made in the ACT class curriculum and implementation. ACT standards were spiraled throughout the core curriculum and were introduced during the core class progressions and beginning in the first level courses. Additionally, the ACT class was co-taught by both STEM and Humanities Instructors and had a more narrowed focus on content review and test-taking strategies. Also, there was an increased focus on scheduling students for both the ACT class and the ACT exam at a time when students were still in their core curriculum classes so they would be more engaged in key content material on the exam. Lastly, the school



secured two on site ACT test dates at the Goodwill Excel Center so that students could take the test in an environment that was familiar to them, helping to alleviate test anxiety and ensure high participation rates. These strategies worked as evidenced by the large increase in participation (16.5% increase).

While many of the strategies implemented improved the ACT participation rate, unfortunately graduates did not make whole-school gains towards this charter goal. The Goodwill Excel Center team will put an intensive focus on increasing the depth of ACT standards in all Humanities and STEM courses and improved test taking skills at the beginning level in all Humanities and STEM courses. The Goodwill Excel Center will also revamp its ACT curriculum and have both Math, Science, and Humanities teachers lead the instruction in the co-taught class. Additionally, the Goodwill Excel Center will continue to put an emphasis on scheduling students to take the ACT when it aligns with their ACT course and relevant coursework.

## Unique Accomplishments

The Goodwill Excel Center celebrated many unique accomplishments in its third year of operation.

- A significant goal of the Goodwill Excel Center in School Year 18-19 centered on improving attendance. The school exceeded its in seat attendance charter goal and was honored multiple months in a row by the Office of the Deputy Mayor for Education's Monthly Attendance Recognition Program, "Every Day Counts." For the months of January to June the Goodwill Excel Center had the most improved attendance among alternative campuses. As a result students were awarded certificates from the Deputy Mayor of Education's office and various prizes ranging from gift cards, pizza lunches, sporting event tickets, and t-shirts and laptops to celebrate attendance growth and improvement from month to month.
- The YMCA of the National Capital Region operates a fully licensed Child Development Center in the school, to serve children of students enrolled in the school. At any given time, twenty-four children are able to take advantage of childcare services at no cost to the student. In SY 18-19, 100 children were served in the center and 10 children had parents who graduated from the Goodwill Excel Center.
- In SY 2018-19 the Goodwill Excel Center welcomed over 15 guest authors to speak with Humanities classes about their books and engage in book talks and author discussions. The guest authors were coordinated with organizations such as Perry Hooks Books and The Pen Faulkner Writers in the Classroom Program. Through the guest author series, students were given the opportunity to read texts and meet the authors.
- All Goodwill Excel Center graduates (117) graduated with at least one industry-recognized career certification. Additionally, the school expanded its industry-recognized career certification pathways and had its first Security & Protective Services classes.
- The Goodwill Excel Center hosted two "Excel Expos," which were events centered on college, career, and resource opportunities to all Excel Center students. The first Excel



Expo took place in November, 2018 and staff hosted the second Excel Expo in June, 2019. Both Expos had over 20 vendors on site and generated student energy and excitement around postsecondary career and education pathways as well as community resources available to them as DC residents. The Expos were held close to the two graduations to engage seniors with post-secondary planning.

## Success Stories

Following are three stories of graduates that showcase the success graduates move on to achieve after graduating from the Goodwill Excel Center:

- **Johnajia Foster-El:** January, 2019 graduate – Johnajia graduated with certifications from the Hospitality course. Her son graduated from the YMCA at the same time and just recently turned two years old. After graduation, Johnajia was promoted in her job to Team Lead of the McDonalds branch where she was working during her time at GEC. Currently, Johnajia is enrolled part-time at UDC earning credits towards her Associates Degree in Early Childhood Development. She is also working part-time as an event staff with Contemporary Services Corporation.
- **Laura Baylis-Tribble:** July, 2018 graduate – Laura graduated with certifications from the Hospitality course. Since graduation she has been working at CVS and was on the team that opened the new CVS store around the corner from the Goodwill Excel Center. She was recently promoted to be a store manager and aspires to enroll in a Pharmacy Tech program in the future through CVS. Her husband recently enrolled at the Goodwill Excel Center.
- **Shidana Edwards:** July, 2018 graduate – Shidana graduated with her certification in Microsoft Office. She pursued her interest in becoming a security guard and graduated from Goodwill of Greater Washington's security program in December, 2019. She works full-time for Allied Universal as a Special Police Officer (SPO) at the Renwick Museum, which is one block away from the Goodwill Excel Center. Her son recently enrolled as a student at the Goodwill Excel Center.

## List of Donors

1. L&R England Foundation
2. Hilton Supply Management
3. Anonymous Donor (individual)\*
4. Anonymous Donor (individual)\*

\*Inquire with school for additional details.



## Data Report

### SY 2018-19 Annual Report Campus Data Report

LEA Name:	Goodwill Excel Center PCS
Campus Name:	Goodwill Excel Center PCS
Grades served:	Alternative
Overall Audited Enrollment:	369

### Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alt.	Adult	SPED*
Student Count	0	0	294	0	0	75	0	0	0

\*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

Total number of instructional days:	152
Suspension Rate:	3.3%
Expulsion Rate:	0.0%
Instructional Time Lost to Out-of-School Suspension Rate:	0.16%
In-Seat Attendance:	62.1%*
Average Daily Attendance:	No action necessary.
Midyear Withdrawals:	58% (214 students)**
Midyear Entries:	46.9% (181 students)**



Promotion Rate:	48.4%
College Acceptance Rates:	Not Applicable
College Admission Test Scores:	Not Applicable
Graduation Rates:	6.9%***

\* 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.

\*\*Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY18-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

\*\*\* The graduation rate listed above represents the four-year adjusted cohort graduation rate for school year 17-18. The traditional adjusted cohort graduation rate is problematic for the Goodwill Excel Center for several reasons. Given the older ages of the student body, the vast majority of students are not factored in the calculation. Only 29 students are factored in this calculation. Moreover, many of these same students are unable to graduate within their cohort window because they enroll with low credit attainment and significant reading and math skills gaps requiring remediation courses before graduation credit bearing courses can be taken.

Faculty and Staff Data Points	
Teacher Attrition Rate:	33.33%
Number of Teachers:	18
Teacher Salary	
1. Average	\$80,795
2. Range	
Minimum	\$61,000
Maximum	\$99,500
Executive Salaries	Chelsea Kirk, School, Director, \$123,000 Lawrence Hopkins, Manager Student Support, \$107,640 Vershaun Terry, Special Populations Coordinator, \$107,640



# Appendices

## Staff Roster

Teachers and Staff Working Directly With Students SY 2018-19	
Name	Job Title
Abdul-Rahim, Amina	Registrar
Anderson, Jeffery Andrew	Technology Resource Teacher
Baker, Roshawnda	Instructor/Teacher (Humanities)
Chambers-Turner, Ruth	Lead Instructor (STEM)
Covington, Tyra Rena	Instructor/Teacher (Mathematics)
Daniels, Janae D.	Academic Success Coach
Doherty, Rebecca	Instructor/Teacher (Humanities)
Garnett, Kenjuan	Youth Services Success Coach
Gbondo, Yema Margaret	Academic Success Coach
Hall, Stephanie	Special Education Instructor (Mathematics)
Hall, Tantalia A.	Instructor/Teacher (Science)
Hardt, Kellie	Instructor/Teacher (Mathematics/Science)
Hopkins, Lawrence W.	Manager, Student Support Services
Jacobs, Zain	College and Career Readiness Specialist
Jones, Brittney	Instructor/Teacher (Humanities)
Keeks, Dillon Sean	Instructor/Teacher (Humanities)
Kirk, Chelsea J.	Director, Excel Center
McDonald, Joseph	Manager, College and Career Readiness
Murphy, Kelly A.	Special Education Instructor (Reading)
Parker, Marcel Donte	Academic Success Coach
Pengelly, Thomas	Lead Instructor (Humanities)
Purvis, Mark Ty	Instructor/Teacher (Mathematics)



Rhodes, Dawn Y	Office Manager
Samuel, Monica W.	School Psychologist
Smith, Ian	Instructor/Teacher (Mathematics/Science)
Taliaferro, Latia C	Lead Academic Success Coach
Tecle, Esther	Special Education Instructor (STEM)
Terry, Vershaun O.	Special Populations Coordinator
Tyler, Demetri M.	Data Performance Manager
White, Chanelle	Administrative Coordinator
Womack, Audrienne Roberts	Instructor (Reading)

## Teacher and Staff Qualifications

Six and half percent of the Goodwill Excel Center teachers and staff who work with students regularly have post-doctorate degrees, 61 percent have master's degrees and 26 percent have bachelor's degrees. The remaining six and a half percent of staff have completed some college coursework.

## BOARD ROSTER

Name	Role	DC Resident	Date of Appointment	Date Appointment Expires
<b>Scott Bess</b>	<b><i>Member</i></b>	No	4/14/16	12/1/19
<b>Edward Dyson</b>	<b><i>Student Member</i></b>	Yes	3/20/18	6/30/19
<b>Michelle D. Gilliard, Ph.D.</b>	<b><i>Member</i></b>	No	6/15/15	12/1/21
<b>Glen S. Howard</b>	<b><i>Chair</i></b>	Yes	6/15/15	12/1/21
<b>Elizabeth (Betsy) Karmin</b>	<b><i>Secretary</i></b>	Yes	6/15/15	12/1/21



<b>Sancha Lee</b>	<b><i>Student Member</i></b>	Yes	3/20/18	6/30/19
<b>Elizabeth Lindsey</b>	<b><i>Member</i></b>	Yes	3/22/16	12/1/19
<b>Catherine Meloy</b>	<b><i>Ex Officio/ President &amp; CEO (Non-voting)</i></b>	No	N/A	N/A
<b>Lisa Mallory</b>	<b><i>Member</i></b>	Yes	3/19/19	12/1/22
<b>April Young</b>	<b><i>Treasurer</i></b>	No	6/15/15	12/1/21

**NOTE:** The Goodwill Excel Center acknowledges that the DC Public Charter School Board's review and publication of this annual report does not imply concurrence or disagreement with the content herein.



The Excel Center®  
ADULT CHARTER HIGH SCHOOL



↑ Class of January 2019

↓ Class of July 2019





**THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL**  
**STATEMENT OF FINANCIAL POSITION - UNAUDITED**  
**June 30, 2019**

**ASSETS**

**Current Assets**

Cash and cash equivalents	\$ 5,181,418
Receivables	31,245
Prepaid expenses	<u>121,818</u>

Total Current Assets 5,334,481

Deposits	189,775
Property and equipment, net	<u>2,053,555</u>

TOTAL ASSETS \$ 7,577,811

**LIABILITIES AND NET ASSETS**

**Liabilities**

**Current Liabilities**

Accounts payable and accrued expenses	\$ 329,325
Deferred rent and lease incentive, current portion	<u>166,475</u>

Total Current Liabilities 495,800

Deferred rent and lease incentive, net of current portion 1,703,680

TOTAL LIABILITIES 2,199,480

**Net Assets**

Without donor restrictions	5,353,331
With donor restrictions	<u>25,000</u>

TOTAL NET ASSETS 5,378,331

TOTAL LIABILITIES AND NET ASSETS \$ 7,577,811



**THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL**  
**STATEMENT OF ACTIVITIES - UNAUDITED**  
**For the Year Ended June 30, 2019**

	Without Donor Restriction	With Donor Restriction	Total
REVENUE AND SUPPORT			
Per pupil allocation	\$ 7,228,434	\$ -	\$ 7,228,434
Private grants and contributions	28,173	25,000	53,173
Federal grants	34,879	-	34,879
Interest income	62,886	-	62,886
	<u>7,354,372</u>	<u>25,000</u>	<u>7,379,372</u>
TOTAL REVENUE AND SUPPORT			
EXPENSES			
Program Service:			
Adult Education	5,559,679	-	5,559,679
Supporting Service:			
Management and general	439,537	-	439,537
	<u>5,999,216</u>	<u>-</u>	<u>5,999,216</u>
TOTAL EXPENSES			
CHANGE IN NET ASSETS	1,355,156	25,000	1,380,156
NET ASSETS, BEGINNING OF YEAR	3,998,175	-	3,998,175
NET ASSETS, END OF YEAR	<u>\$ 5,353,331</u>	<u>\$ 25,000</u>	<u>\$ 5,378,331</u>



**THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL**  
**STATEMENT OF FUNCTIONAL EXPENSES - UNAUDITED**  
**For the Year Ended June 30, 2019**

19

	Program Service Adult Education	Supporting Service Management and General	Total
Personnel, Salaries and Benefits:			
Contracted labor	\$ 2,992,179	\$ 105,084	\$ 3,097,263
Professional development	52,624	-	52,624
Other contracted labor-related expense	3,620	-	3,620
Total Personnel, Salaries and Benefits	3,048,423	105,084	3,153,507
Direct Student Costs:			
Child development center	509,659	-	509,659
Student transportation stipends	163,655	-	163,655
Student recruiting	82,209	-	82,209
Student books and learning material	55,957	-	55,957
Computer support	52,426	-	52,426
Other students costs	48,615	-	48,615
Student assessments	29,516	-	29,516
Supplies, materials and snacks	31,578	-	31,578
Total Direct Student Costs	973,615	-	973,615
Occupancy:			
Rent	466,223	-	466,223
Depreciation and amortization	289,871	73,842	363,713
Utilities and garbage removal	63,474	-	63,474
Maintenance and repairs	49,345	-	49,345
Other occupancy expenses	25,165	-	25,165
Janitorial supplies	181	-	181
Total Occupancy	894,259	73,842	968,101
Office Expenses:			
Telecommunications	-	55,155	55,155
Printing and copying	4,023	39,727	43,750
Office supplies	-	28,840	28,840
Other	-	7,104	7,104
Postage	-	2,418	2,418
Total Office Expenses	4,023	133,244	137,267
General Expenses:			
Professional and consulting fees	632,029	5,643	637,672
Accounting, auditing and payroll	-	46,293	46,293
Dues, fees, licenses and fines	-	45,200	45,200
Insurance	-	20,367	20,367
Other	7,330	9,864	17,194
Total General Expenses	639,359	127,367	766,726
TOTAL EXPENSES	\$ 5,559,679	\$ 439,537	\$ 5,999,216



**THE GOODWILL EXCEL CENTER, PUBLIC CHARTER SCHOOL**  
**Approved Budget**  
**For the Year Ending June 30, 2020**

**Revenue**

04 · State and Local Revenue	
400 · Per-Pupil Operating Revenue	\$ 5,924,636
410 · Per-Pupil Facility Revenue	1,167,175
Total 04 · State and Local Revenue	<u>7,091,811</u>
05 · Federal Revenue	
500 · Federal Grants	20,000
Total 05 · Federal Revenue	<u>20,000</u>
06 · Private Revenue	
Total 06 · Private Revenue	<u>-</u>
<b>Total Revenue</b>	<b><u>7,111,811</u></b>

**Operating Expense**

07 · Staff-Related Expense	
700 · Curricular Contracted Labor	2,214,152
720 · Supplemental Contracted Labor	1,629,414
760 · Professional Development	30,000
770 · Other Contracted Labor	163,677
780 · Other Contracted Staff Expense	28,532
Total 07 · Staff-Related Expense	<u>4,065,775</u>
08 · Occupancy Expense	
800 · Occupancy Rent Expense	498,996
810 · Occupancy Service Expense	115,300
Total 08 · Occupancy Expense	<u>614,296</u>
09 · Additional Expense	
900 · Direct Student Expense	957,469
910 · Office Expense	242,253
920 · Business Expense	763,134
930 · Dues, Fees, & Losses	46,492
990 · Operating Contingency & Other Expense	8,731
Total 09 · Additional Expense	<u>2,018,079</u>
<b>Total Operating Expense</b>	<b><u>6,698,150</u></b>

**Net Operating Income** **413,661**

Interest, Depreciation	
11 · Depreciation & Amortization	346,008
<b>Net Income</b>	<b><u>\$ 67,653</u></b>





*Annual Report SY 2018-19*