



MAYA ANGELOU PUBLIC CHARTER SCHOOL

SEE FOREVER FOUNDATION

Annual Report SY 2017-2018

District of Columbia Public Charter School Board

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I. SCHOOL DESCRIPTION

A. MISSION STATEMENT

The mission of the Maya Angelou Schools (“Maya Angelou”) is to create learning communities in urban neighborhoods where all students, particularly those who have not succeeded in traditional schools, can grow academically and socially. At Maya Angelou, our students develop the academic, social and employment skills they need to build rewarding lives and promote positive change. Maya Angelou Public Charter Schools (MAPCS) currently operates a high school and a Young Adult Learning Center (YALC) at the Maya Angelou Learning Center (formerly the DCPS “Evans Building”). We provide a comprehensive education in a non-traditional setting to all students—including those who have not been successful in their educational experiences. We achieve this through a demanding academic program, socio-emotional learning support, and a Future Focus program that focuses on the whole child. We empower our students to grow successfully so they can see forever.

We opened the doors of Maya Angelou Public Charter School (“MAPCS”) – Shaw Campus as a comprehensive program for 20 teens, all of whom were committed (or court-involved) to the D.C. Department of Youth and Rehabilitation Services. We grew each year, as students from all over the District of Columbia and from varied academic backgrounds actively sought admission. Some of these young people had been out-of-school, some were doing poorly in traditional school settings, and others were referred to us by government agencies to meet the needs of our growing student population, particularly in the Ward 7 and Ward 8 areas of the District of Columbia, in September we opened a second high-school campus of the Maya Angelou Public Charter School. Our second campus, located in the former District of Columbia Public School (“DCPS”) Evans Middle School, is in the 5600 block of East Capitol Street, NE. (At the end of the 2010-2011 school year, we consolidated these two campuses at the Evans location.) Then, in 2007-2008 we received an amendment to expand our charter to serve a middle school population, and in 2012-2013 we grew once again to open a Young Adult Learning Center for older youth. The aim and primary focus of the Young Adult Learning Center is to provide adults with academic and vocational training and life-skills necessary to achieve success and earn the credentials needed to start a successful career. They achieve this by earning a GED or a high school diploma and gaining their certificate in vocational trades.

Our schools are deeply committed to serving *opportunity youth*. Opportunity youth are those who are disconnected from school and work, and need meaningful opportunities to reconnect them to bountiful futures. 67% of our high students are at high risk for dropping out of school (per PCSB’s alternative accountability criteria): students who are pregnant/parents, have experienced homelessness, have been placed in foster care or receive significant services from Child and Family Services, have been involved in the court system, are over-aged and under-credited, or in need of significant special education services. 98% of students at our Young Adult Learning Center have been disconnected from high school at some point during the academic journey. At Maya Angelou we seek to be a standard-bearer in delivering alternative education in Washington, DC. In 2006, Office of the State Superintendent of Education (“OSSE”) designated MAPCS high school as an alternative education program and in 2012 the District of Columbia Public Charter School Board (“PCSB”) officially determined that our high school served an alternative population. In 2013, OSSE also determined that our

Young Adult Learning Center served an alternative population (98% are disconnected youth and have been out of the school setting for more than 9 weeks), although the school does not have an official designation. In 2016, we received an alternative high school designation from the PCSB for accountability purposes. Our vision for our schools is to offer a life-changing educational experience that ensures that every student in need of an alternative program graduates with the academic and employment skills to be successful – to enable them to see forever. As one of the few alternative options for disconnected youth in Washington, D.C, we have designed our programs to meet the complex and acute needs of our students.

B. SCHOOL PROGRAM

1. Curriculum Design

Curricula for Maya Angelou has been developed according to the school’s guiding principles for course development. In addition, they have been developed to reflect the school’s mission, vision, philosophies, objectives, and core values. Consultants and staff used a three stage, backward design process, modeled after the Understanding by Design framework, when developing curriculum outlines and unit examples. This framework, guided by theoretical research in cognitive psychology and results of student achievement studies, focuses on teaching toward students being able to transfer their learning through authentic performance. Much the same as Maya’s core philosophies around instruction and educating the whole child, the Understanding by Design framework asks teachers to be “coaches of understanding,” acting as facilitators, rather than lecturers.

MAPCS curriculum is designed to be structured, yet flexible to educate our full range of learners. Though not all, many of our students are academically behind their established grade level. For this reason, MAPCS has the two-fold challenge of remediating and accelerating our students in order to be successful. Our curriculum design and our instructional approaches reflect this need.

High School

To better meet the needs of our diverse student population, our high school offered a blended learning program. Our teachers organize their classrooms to deliver a blended approach using the Edgenuity platform. Edgenuity offers standards-aligned video-based curriculum for high school blended learning environments. Our teachers customize the curriculum for their students, and monitor their progress while completing lessons, assessments, and interactive activities.

The Edgenuity Core Curriculum program offers primary and supplemental instruction as well as credit recovery. The curriculum aligns with Common Core State Standards, International Association for K-12 Online Learning guidelines and many other state standards. The courses integrate with assessments including Scantron’s Performance Series and Achievement Series. The NCAA, University of California and College Board’s Advancement Placement division have approved select courses for their programs.

In 2014, Edgenuity launched MyPath for targeted intervention in reading and math for grades six through twelve. The program works with students below, at, and above grade level to strengthen and scaffold areas of

weakness. The program creates an Individualized Learning Path (ILP) for students and offers a pre-quiz for each lesson, so students can place out of lesson topics they have already mastered.

Teachers can customize the program content and format according to individual student needs. We hope to offer our students more rigor, a solid proficiency standard for learning, and a fluid timetable for knowledge acquisition so that they are college and career ready upon high school graduation.

YALC

In 2016-2017, YALC's school leadership and team of teachers, with support from our network instructional team, used student performance data, as well as other resources, to create an updated curriculum for preparation for the 2014 GED specifically. 2017-2018 was the school's first full year of implementation for this new scope and sequence, as well as corresponding resources. In addition to TABE and GED ready assessments, this updated curriculum also includes unit pre and post-tests that are TABE and GED-ready aligned. Of note is the curriculum's careful planning and content to address pre-requisite skills (those that students TABE-ing at lower ABE levels must master) to accelerate our students' readiness for each section of the GED at a much faster pace.

2. Instructional Approaches

In our view, an instructional approach is characterized by certain regularities in the ways in which teachers and students interact with each other and with instructional materials that can be described, evaluated, and replicated. MAPCS adopted Marzano's High Stakes Instructional Strategies that include:

1. Identifying Similarities and Differences
2. Summarizing and Note-taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Cues, Questions, and Advanced Organizers

Drawing from the Marzano approach, teachers use active student engagement, dynamically engaging students with hands-on lessons that require students to use multiple learning skills and higher-order thinking to construct meaning and knowledge. A big challenge for teachers is the imparting of higher-order thinking that we define as the ability to use information to solve problems, analyze arguments, negotiate issues or make predictions. Our goal is to help students develop skills to examine assumptions and values, evaluate evidence, and assess conclusions.

In 2017-2018, in order to continue to increase student engagement in our classrooms and to ensure that content and skills were relevant and meaningful for students, we also worked with an external partner/consultant to pilot

a project-based learning (“PBL”) unit in each core content area. Teachers and students provided positive feedback regarding both engagement and relevance. This pilot’s success culminated in a team of our teachers and school leaders presenting the pilot’s design and outcomes at a national conference in July 2018.

Reading and Writing Interventions

Our high school and YALC use early interventions to help low-achieving students improve their reading and writing skills and establish the necessary foundation for effective learning in all other subjects. We also continue the use of Achieve: 3000 Lab in both schools which is integrated into several classes.

In 2013-14, MAPCS introduced writing as a taught and tested skill as a way to ensure college and career readiness upon graduation from high school. We approached the Writing Process school-wide as a disciplined way of making meaning by generating text and a powerful method used to monitor thinking. We continued to implement the Writing Process with our students, including the stages of pre-writing, drafting, re-visiting, proofreading, and publishing. The process is guided by the following constructs: Writing is recursive - the writer passes through the process many times, emphasizing different stages each time. Writing requires a response - writers learn best when they are encouraged to write and then share the writing with others to discover strengths and needs. Writing is an interaction of content and personal voice with language conventions and grammar.

It is also important to note that at our high school campus, we utilized the “Six Traits” approach to developing our students’ writing skills. All of our rubrics, no matter the type of writing, ensured that students strived to demonstrate proficiency in the following traits: development of ideas, organization, style, word choice, conventions, and sentence fluency. As previously mentioned, since writing is a recursive process, we also implemented a system of regular conferencing at the high school in particular, during which students and teachers discussed feedback and methods for improving their next or final drafts.

We also made efforts across both the high school and YALC to better integrate reading and writing instruction in our English and Reading-Language Arts courses. It remained vitally important to us that teachers understood the power between this relationship and the importance of both processes in teaching students how to read and write. For example, we conducted professional development sessions to support teachers in facilitating/teaching student writing in response to both literature and informational texts, with an emphasis on teaching students how to articulate an argument about these texts and support their stance with textual evidence. We also devised a writing assessment for each grade level and pre-tested students at the beginning of the year and post-tested students at the end. Unfortunately, we did not post-test as many students as we had hoped. Continued resistance to our writing assessments, as well as writing assignments in regular coursework, indicated to us that we need to continue to [1] address students’ adverse attitudes towards writing and [2] build student stamina for more in-depth writing assignments. In 2018-2019, we will systematically incorporate multiple opportunities for students to write across all content areas.

Taken together, these instructional approaches will continue to improve learning outcomes for students entering

the classroom with different learning styles and abilities. When this sort of strategic instruction is coordinated and fully implemented in the resource classrooms, student successes will be even more pronounced!

3. Provisions for Students with Disabilities

MAPCS remains committed to investing resources and efforts to enroll, educate, and empower exceptional children to achieve at the highest levels of academic success.

Student progress is measured by their mastery of goals and objectives on their individual education plan (IEP), as well as by their documented growth in reading and math. To the extent appropriate, special education students participate and receive instruction in an inclusive classroom through curriculum that includes necessary accommodations.

Program Components

MAPCS supports students in the general education curriculum by providing monitoring/consultation services, co-taught classes, and targeted pull aside/pull out services:

1. **Monitoring/Consultation Services:** Students receive whole group instruction within the general education classroom during large group and small group instructional time with accommodations and modifications, as appropriate.
2. **Co-teaching Services:** Students who receive IEP services in this model receive instruction in the general education classroom through co-teaching and co-learning approaches with accommodations and modifications, as appropriate, in English, math, social studies, and science classrooms for all grade levels.
3. **Targeted Pull-Out Services:** Students with special needs are provided instructional support and skill development outside of the general education setting to meet the goals and objectives in the students' IEP. In conjunction with instructional support, services include: transition planning, related services, and consultation regarding accommodations and modifications. We also have counseling and mental health staff on site to provide mandated mental health services. MAPCS also contracts for language/speech therapeutic services and any other related services that students may need to support their academic success in school.

4. Provisions for Limited or Non-English Proficient Students

Our demographic data reveals that we have 0 to 2 students per year in this category. Our services to English Language Learners (ELL) build upon the strengths of the cultural and linguistic backgrounds of those students to enable them to attain English proficiency, and overall academic success. Although we did not have any ELL students for the 2016-2017 school year, we continue to maintain a coordinator at our high school campuses.

The steps in the Maya Angelou Public Charter School ELL Plan include:

1. Completion of the Home Language Survey: Parents complete a Home Language Survey when they enroll their child.
2. English Language Proficiency Assessment: Students who answer YES to any of the first 3 questions will be referred for testing in ACCESS for ELLS (English Language Learners Services). The test can be administered by a trained professional at DCPS or a Literacy Coach at MAPCS.
3. Test results will determine the students' qualifications for ELLS. Based on their language efficiency, they will also be placed in an appropriate ELL Tier.
4. The services and test accommodations will be determined and provided to the ELL students. Depending on level and individual need, students will be provided appropriate supports from the following options:
 - a. Placement in a daily block class focused on language and literacy development
 - b. Accommodations on internal assessments consistent with those on external assessments
 - c. Diploma-track course schedule based on teacher expertise, appropriate content, and student learning needs
 - d. Specialized tutoring with a focus on language development
 - e. Staff consultation with the principal
5. Final spring assessment will be administered to determine students' progress.
6. Services and accommodations are revised in accordance with assessment data.

5. Parent Involvement Efforts

In 2009, we created a part-time Parent Liaison position. Through grant funding we now have a full-time Family and Parent Engagement Liaison. The primary role of the Family and Parent Engagement Liaison is to empower parents and families to become active participants in the education of their children while establishing relationships with the surrounding community. The Parent and Community Liaison also serves as the MKV liaison to students and their families experiencing homelessness.

Fosters a partnership between families and the school while targeting those parents/guardians who:

- need help in determining how best to help their children; who may need a mediator between student and parents, parents and school officials, and at times to mediate between parents and other parents
- are infrequent participants in school activities;
- may need clarification of their role in the educational process;
- need assistance in making connections and accessing services;
- associate schools with past negative experiences.

The mission of the Family and Parent Engagement Liaison, in partnership with parents and the community, is to foster a commitment to excellence. To this end, our parent liaison strives to improve communication and

student achievement by promoting parent and community involvement in the educational process. The MAPCS Family and Parent Engagement Liaison provided the following opportunities during the 2017-2018 school year:

- Facilitated parent-school communication; (monthly newsletters, weekly voice alerts, emails, and texts).
- Encouraged parent involvement in the school through volunteering and participation in school activities, i.e., chaperoning school trips, “Back to School Night”, “Back to School Cookout”, orientations, parent/teacher conferences, quarterly award ceremonies, “Meet and Greets”, and other school functions.
- Fostered trust between parents and the educational community by coordinating quarterly parent/guardian breakfasts where there is the opportunity to have informal conversations with each other, with teachers, and with members of the community. Also by inviting them to participate in the “Holiday Feast”, “Maya Festival”, and providing holiday food baskets for families in need.
- Fostered higher academic achievement through collaboration with school personnel through parent/teacher conferences and other events, i.e., The Senior Social which is an informational event for parents/guardians of seniors.
- Hosts truancy meetings between families with truant students and school staff.
- Created a food pantry and a clothing closet for students at both the MAPCS and YALC.
- Provide a safe place where parents/guardians can use computers, copy machine, fax, etc.
- Bought regularly needed material resources directly to students (e.g. diapers, baby formula, eyeglasses, and dental assistance).
- Supports a parent-student group.

In addition, the MAPCS Family and Parent Engagement Liaison works with both principals to report NCLB accountability information to our key stakeholders and partners. Print and non-print materials include crucial information related to accountability and student performance. Specifically, we provide letters to parents and students about our AYP status and eligibility for free tutoring through supplemental education services as required by NCLB. We also engage our parents in developing the School Improvement Plans (SIP) at each campus to ensure they have information about our challenges and plans in place to meet the learning needs of our students.

II. SCHOOL PERFORMANCE

A. Performance and Progress

Consistent with our mission, the students we serve have histories of school failure and/or significant academic challenges. As stated earlier, we do this through the comprehensive program that includes Socio-Emotional Learning and Mental Health Programming, Residential Programming, Extended day/Extended year activities, and College and Career Readiness Program. The Academic program is discussed throughout. The remaining components, core to our mission, are described below.

Description of Key Mission-Related Programs

The Maya Angelou Schools are a network of public charter schools and relationship-centered learning communities that utilize a holistic approach in the development of academic and social and emotional skills. Currently, the Maya Angelou Learning Campus serves disconnected youth ranging in age from 14-24. Given these different settings, many of the students that enroll at the Maya Angelou Schools, have been disengaged and disconnected from their respective school experiences. More importantly, more than 70% of the students who attend the Maya Angelou Schools, report they have experienced, and been exposed to, significant trauma—including the death of a close relative/friend, incarceration of a close relative/friend, history of unstable housing/homelessness, victim of abuse, etc.

In response to the various challenges and stressful life events our students are forced to negotiate; the Maya Angelou Schools prides itself on being a trauma-sensitive community which provides a safe and nurturing learning environment for all students. Furthermore, an essential component of the Maya Angelou Schools' programming is the delivery of integrated mental health services. At the Maya Angelou Schools, mental health clinicians provide both group and individual counseling services to all students (and in some cases, family members). Recognizing and committing resources in this area is one of the major differences between the Maya Angelou Schools and many other schools. We believe that every student benefits from having dedicated professionals whose major responsibility is a student's emotional growth and well-being. In order to reach this vision, the Maya Angelou Schools recognize that incorporating mental health services as an integral part of the school program, and is critical to the success of our students.

To achieve these goals, the Social Emotional Learning (SEL) Department follows a strength-based approach to enable students to achieve the following (5) core SEL competencies, as created by the Collaborative for Academic, Social, and Emotional Learning (CASEL):

- Self-Awareness – knowing what we are feeling in the moment; having a realistic assessment of our own abilities and a well-grounded sense of self confidence. This includes identifying emotions and recognizing strengths.
- Social Awareness – understanding what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups. This skill includes perspective taking and appreciating diversity as well as tolerance and empathy.
- Self-Management – handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations. This includes managing emotions rather than emotions managing you and goal setting.
- Relationship Skills – handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed. This area includes effective

- communication, relationship building, negotiation and the ability to say “no”.
- **Responsible Decision Making** – making decisions based on an accurate consideration of all relevant factors and the likely consequences of alternative courses of action, respecting others and taking responsibility for one’s decisions. This area includes analyzing situations, assuming personal responsibility, respecting others and problem solving.

Social and emotional learning (SEL) enhances students’ capacity to integrate skills and attitudes to deal with challenging situations. At the Maya Angelou Schools, SEL provides an opportunity to connect many parts of the programming in a more integrated and culturally-responsive way. We understand that at the Maya Angelou Schools, this approach is critical for all students within the network, considering the risk factors that they often present with. Responding to these risk factors requires social emotional skills that can be easily assumed to be present among most youth. When these skills are not present, students struggle greatly with meeting the basic obligations of school, work and their community.

Social and emotional learning (SEL) consists of the process of developing fundamental social and emotional competencies. Developing these skills is not a short term, quick fix approach that reminds students of skills they already possess but have neglected to use. The SEL Department focuses much of their work on the development of protective factors and building resilience within our students. One critical means of facilitating this growth and development is through the implementation of evidence-based group interventions. The SEL Department used this time to allow students to process emotional challenges and also prosocial skill development. Some of the themes/topics addressed included managing frustrations and emotional dysregulation, negotiating the challenges of transitioning to high school and positive coping strategies to deal with grief and loss. Students who attended regularly and participated in these groups found them enjoyable and a great way to share/process with their classmates.

The SEL Department also engaged a number of community partners to provide targeted interventions to cohorts of students who were identified and during their intake process which included the completion of a clinical psychosocial questionnaire and baseline resiliency assessment. Some of the key community partners who worked with the SEL Department to provide comprehensive clinical services to our students are listed below:

- **The Wendt Center for Loss & Healing**– via the *Resilient Scholars Program*, clinicians provided weekly group counseling to students who were adversely impacted by at least one traumatic event. Despite the intense time and emotional commitment, seven students received a certificate for completing the program!
- **Hillcrest Center for Children & Family Services (Truancy Intervention Program)**– via a grant secured from the *Office of Victim Services and Justice Grants*, licensed clinicians from the TIP program, provided intense case management and therapeutic support to almost 30 of our most chronically truant students. Both students (and families), raved about this intervention

which allowed them to process the barriers to daily school attendance and the perils of academic apathy. The *Positive Action* curriculum encouraged students to identify and utilize coping strategies and remain resilient despite life's challenges. We are excited to have Hillcrest partner with us again in the 2018-2019 SY and encouraged about improving the trajectory of some of our most truant students!

- **Project Alert/Love-more Movement** – under the direction of Dr. Bruce Purnell, the Love-More movement worked almost exclusively with a cohort of our young men about the importance of building with Healthy, Healing, Loving, Safe, Resilient, Thriving, Cultural and Drug Free Communities. The students responded favorably and particularly enjoyed Dr. Purnell's trauma-centered approach to changing the narrative in underserved communities.
- **National Catholic School of Social Service & University of Maryland School of Social Work** – the Maya Angelou Learning Center hosted graduate social work interns who supported the work of the SEL Department and added much needed capacity. These students maintained individual caseloads and also co-facilitated many of the aforementioned group counseling sessions aimed at improving our students' overall social and emotional competency.
- **Community of Hope (YALC campus)** – licensed clinicians and community support workers provided case management and outreach to our pregnant and parenting students. The outreach and support included the facilitation of parent education classes, group counseling sessions and providing necessary baby supplies.

In addition to the school-based and community partners who were committed to ensuring a comprehensive clinical experience for all of our students, the SEL Department also administers the Resiliency Scales for Children and Adolescents (RSCA) twice during the year to measure our students' resiliency growth. The RSCA measures personal attributes which may promote a student's ability to recover from adverse life experiences. The instrument consists of the following three global scales:

- **Sense of Mastery (MAS)** – measures the student's self-efficacy and feeling of being rewarded by their environment.
- **Sense of Relatedness (REL)** – measures the student's feelings of having firm relationships and connections to others.
- **Emotional Reactivity (REA)** – measures the degree to which the student's emotional state overwhelms his/her capacity to regulate effectively.

Historically, our students present with a host of risk factors and many of them rarely have the coping strategies to negotiate these stressful life occurrences. To that end, the thrust of our clinical work is rooted in the idea of resiliency and using a strength-based approach to identify resources within our students.

In reviewing the findings from this year, the length of each student’s tenure at Maya Angelou appeared to impact student scores on the RSCA scales. There was a general upward trend, comparing the first two years to subsequent years. For the students in the school for one or two years, less than half met the designated goal. Fourth year students also had half of their student fail to meet the goal, with these student having the poorest scores on the *Sense of Mastery* and *Sense of Relatedness* scales, though they had the best performance on the *Emotional Reactivity* scale. While no cohort met the charter goal of 60%, the results make a strong case for our continued efforts to hold on to our students and continue working with them to improve their resiliency. More information is listed below:

Years at MAPCS	N	Sense of Mastery	Sense of Relatedness	Emotional Reactivity	Met Goal
1	44	60%	29%	63%	45%
2	32	59%	24%	61%	47%
3	28	67%	32%	64%	54%
4	10	50%	18%	90%	50%
5	11	58%	36%	58%	55%
6+	16	65%	59%	53%	56%

The YALC has designated a weekly in-class time for group sessions, and for use in case of student crisis. On **Wellness Wednesdays**, the School Social Worker pushed into all classes to facilitate sessions in collaboration with the Workforce Development team. The sessions took place on alternating Wednesdays and addressed the following topics:

- ❖ Self-awareness and Career Assessment (i.e. emotion, thought, and mood identification, and career exploration)
- ❖ Self-management and Work Life Balance (i.e. mood regulation, behavior management,

and goal setting)

- ❖ Social awareness, and Social media and Labor Market Research (i.e. understanding diversity, and empathy building)
- ❖ Communication skills and Relationship Building (i.e. healthy relationships)
- ❖ Positive decision-making (i.e. problem solving)

Residential Programming

The Maya Angelou Schools offers the advantages of a residential program to select students. Our residential program provides single sex homes (2 male, 3 female) to students who benefit from the stability of a safe, supportive, and structured environment. Students often self-refer or are often referred to the residential program due to excessive tardiness/absenteeism, unstable home environments, lack of parental support, etc. Each home is staffed by a caring residential counselor who provides a family environment in the evenings and also spends 10-15 hours/week during the day visiting their students' teachers and support team. During the 2017-2018 school year, almost 30 students participated in this program. Due to the increased need and overwhelming positive response of students and families, we plan to expand the residential program in the 2018/2019 and open a sixth house.

To help students with transitioning into the semi- independent/independent lifestyles, we have refined our Life Skills activities to include real world hypothetical situations and hands on practice to prepare them for situations such as landlord/tenant issues, time management and household planning, household tasks, budgeting, balancing a checkbook, bill paying methods, roommate disagreements, etc. Frequent communication between residential counselors, school staff, and parents allows for increased student progress and growth. The students in our program are encouraged to develop the academic, social, and life skills needed to be upstanding, responsible citizens. We continue to offer one night of group counseling in each of the residences. Additionally, they engage in a number of exposure and community-building activities.

Extended Day/Extended Year Learning Opportunities

At MAPCS, we offer an extended school day and summer exposure opportunities. For example, as a part of extended learning opportunities beyond the regular school day, MAPCS high school students participate in evening tutorials two days a week as well as Saturday School. As a part of these sessions, faculty members and community partners provide intensive support for students with specific literacy and numeracy needs. Volunteers from WilmerHale (DC based law firm) worked intensively with students on a weekly basis during the 2017-2018 school year. Approximately 25 students participated last year.

As a part of extended learning opportunities for our high school students, we also offer enrichment activities. At the high school level, our enrichment program provides our students with access to engaging extracurricular activities such as Flag Football, Girls' Volleyball, Basketball, Baseball, Softball, Cheerleading, Dance, as well as our first chapter of the National Society of Black Engineers. Throughout all of these additional opportunities to engage our students, we ensure that all aligned tutoring in reading and mathematics is supported by teachers from each department. We also phased in a graduation requirement around health, technology, and language to

fill gaps in student academics and development. Finally, this summer we offered an academic and team-building “bootcamp” for incoming 9th graders and summer school for 11th and 12th graders using an online blended learning model. Students had the opportunity to participate in summer exposure opportunities as well.

College and Career Readiness Team

A testament to our investment in our students is our College and Career Readiness Team (CCR). This team delivers and develops transition and alumni support programs as part of a continuum of services designed to ensure postsecondary and career success for our students. This year we renamed the office to include an explicit focus on career preparation. The office achieves its mission by providing career and college preparation, instruction, direct services, and support to alumni, currently enrolled students in grades 9 – 12, as well as those at the YALC. We do this through a three-tiered approach: we begin with exposure activities, preparation work, and then providing access through and to careers and postsecondary education.

Exposure, Preparation and Access Framework for MAPCS

MAPCS		YALC
Gr. 9/10 - Underclassmen	Gr. 11/12 - Upperclassmen	Students in GED Preparation; Students in Credential Programming Only
Career interest assessment, My Career project, College tour, college/career fair,	Career interest assessment, My Career project, College tour, college/career fair, Employer presentations	Career assessments, Workforce & Wellness Wednesdays, Next Step brown bags, Employer presentations
AOHT, Business Admin, SYEP, Summer Exposure programs, Spring Break Internship Program, PSAT	AOHT, Business Admin, SAT Prep, PSAT/SAT, SYEP, Summer Exposure programs, Spring Break Internship Program	Referral for resume development, mock interview, Seeds for Success internships, Seeds landscaping, UDC hoop house training
CSF Achievers, OSSE Scholars	Senior CCS portfolio, CSF Achievers, dual enrollment, summer bridge opportunities, Urban Alliance, OSSE Scholars, OSSE College Conversations	Interview scheduling, Employer matching, UDC-CC WFD or enrollment; Referrals to external partner organizations for WFD and for students to obtain industry-recognized credentials that we do not offer currently

MAPCS High School Services

The entire high school participates in college and career visits, information sessions, and fairs as well as programming provided by our college access partners: College Success Foundation, New Futures, DC College Access Program and College Summit. For grades 11 through 12 we also offer a required Future Focus course to help students get ready and gain the necessary skills for the pathway they choose after high school. Employment and work is a pathway most of us face therefore, during their 11th and 12th grade year students are required to complete a paid internship or attend a paid Career Prep course once a week.

In addition, our juniors and seniors worked closely with our College Readiness Coordinator and the College Access Program to prepare for the transition into post-secondary options upon graduation. We believe that persistence and success in high school and postsecondary is grounded in socio-emotional learning. We are working closely with the campus' SEL department to assess, develop and promote positive social, emotional and behavioral development across the campuses for all students.

In 2017-18, Future Focus, our anchor resource for college and career preparation, was primarily taught in 11th and 12th grade, while intensive exposure opportunities were offered to 9th and 10th graders. We worked to strengthen our internship program, our relationships with organizational partners, and the development of a cohort program where Maya graduates will primarily matriculate to select colleges that have the full complement of resources to support their postsecondary journey. We also enacted our second full year of our NAF-sponsored Academy of Hospitality and Tourism with 36 students. Students continued to be educated in cohorts with linked classes, additional case management, and work-based learning experiences. Students also took classes in hospitality and customer service. We had a very successful second year with two cohorts (Year 1 – 10th grade and Year 2 – 11th grade) students participating in a summer internship and moved to the next phase in the program's sequence of preparatory courses and assessments. Students in the program have stronger attendance and better grades; we evaluate the program quarterly and look forward to expanding the program to 60 students next year.

Young Adult Learning Center Services

As the number of YALC graduates grows, we have expanded the number of college and career opportunities. Postsecondary planning and college exposure visits are a part of each student's plan. Some of our YALC students decided to pursue two-year college opportunities, while the majority chose work. We were pleased to enact another round of the Seeds for Success Landscaping Program. Fifteen (15) of our students participated in this work-based learning program with the Department of Public Works for 9 months.

We continued our partnership with Washington Parks and People to enact this job readiness program for our students. Students learned about landscaping and urban forestry/parks and we imparted important job readiness skill in this particular domain. After three weeks, the Department of Employment Services funded students to work 24 hours per week, while also attending the YALC to earn a secondary credential. Students worked for half the day and attended the YALC for the other half of the day. The Department of Public Works had the students work on crews and they completed various projects around the city. We intend to offer this program again in 2018-19.

Alumni Services – High School and YALC

Finally, we support students after they graduate from high school and the YALC. We provide direct student support to graduates by visiting them at college, providing case management, and plan workshops of high-interest for our alumni (e.g. financial planning, interviewing, etc.). We also sponsor college tours for alumni seeking to enroll in college, and provide emergency funds to alumni who find themselves in crisis. We work tirelessly to stay connected with our graduates. Our Alumni Support Coordinator endeavors to contact each alumna between three to six times per year. We seek them out in order to support them in their own endeavors and throughout all of life's challenges. All are eligible to receive career and college advising as well as referral coordination to a variety of community based resources.

We have established an alumni portal on our website in order to stay better connected with our alumni. Whether a student is pursuing employment or education, our Alumni Coordinator supports each individual in creating a

unique action plan and provides follow-up and encouragement as alumni strive towards their goals. For our alumni who pursue postsecondary credential we provide and refer students to academic, financial, and socio-emotional resources. We continue to foster the Maya Way, develop all of our students to their maximum potential, and keep the family spirit well after graduation has passed.

Of note is our strategic effort to support students matriculating to specific colleges and universities in clusters, so that alumni can also support one another as a mini-community on campuses. We will continue to expand this strategy in 2018-19.

**Maya Angelou Public Charter School
 2018 - Goals and Academic Achievement Expectations**

Maya Angelou PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Adult Education		
Student Progress: 50% of pre and post tested students will make 1 or more EFL gain by the end of the program year.	Goal met.	Maya Angelou PCS met this goal. 58% of pre-and post-testing students made one or more EFL gains on the TABE assessment by the end of the program year.
Student Achievement: 65% of students will pass the official GED exam.	Goal met.	Maya Angelou PCS met this goal. 79% of students passed the official GED exam.
Work-force Readiness: 50% of students exiting a workforce program will retain the relevant credential. N= student who attended 12 hours or more of instruction.	Goal met.	Maya Angelou PCS met this goal. 52% of students attained the relevant credential.
College and Career Readiness: 70% of students successfully attaining a GED or workforce credential and exiting the program will enter the workforce or enter into post-secondary education.	Goal met.	Maya Angelou PCS met this goal. 74% of students who successfully attained a GED or workforce credential entered the workforce or postsecondary.
65% In-Seat Attendance	Goal not met.	Maya Angelou PCS did not meet this goal. 51% in-seat attendance rate was achieved.
60% retention rate of students who pre- and post-test	Goal met.	Maya Angelou PCS met this goal. 81% retention rate of students that pre- and post-tested using the TABE assessment was achieved.
High School		
Student Progress: 50% of students in grades 9 and 10 will meet their assigned reading targets in school years 1-5, 60% in school years 6-10, 70% in school	Goal met.	Maya Angelou PCS met this goal. 77% of students in grades 9-10 met or exceeded their assigned growth reading targets on the Global Scholar Performance Series spring assessment.

Maya Angelou PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
years 11-15, as measures by the Global Scholar Performance Series, spring assessment.		
Student Progress: 50% of students in grades 9 and 10 will meet their assigned math targets in school years 1-5, 60% in school years 6-10, 70% in school years 11-15, as measures by the Global Scholar Performance Series, spring assessment.	Goal met.	Maya Angelou PCS met this goal. 79% of students in grades 9-10 met or exceeded their assigned growth targets in math on the Global Scholar Performance Series spring assessment.
40% of students in grades 9 and 10 will meet their assigned growth targets in writing in school years 2-5, 60% in school years 6-10, 70% in school years 11-15.	Goal not met.	Maya Angelou PCS did not meet this goal. 24% of students in grades 9-10 met or exceeded their assigned growth targets in writing on the PEG Writing spring assessment.
Student Achievement: 70% of students will graduate high school in 6 years.	Goal not met.	Maya Angelou PCS did not meet this goal. 56% of students graduated high school within six years.
Student Engagement: 85% student in-seat attendance rate	Goal not met.	Maya Angelou PCS did not meet this goal. The in-seat attendance rate was 69%.
Student Engagement: 20% of truant students and/or students with a history of truancy will be re-engaged to attend MAPCHS or the Maya Adult Charter School.	Goal met.	Maya Angelou PCS met this goal. 55% of truant students and/or students with a history of truancy were re-engaged to attend Maya High School or the Young Adult Learning Center.
Fewer than 30% of students will receive an out of school suspension in years 1-5; fewer than 25% in years 6-15.	Goal met.	Maya Angelou PCS met this goal. 22% of students received an out-of-school suspension.
Post-Secondary and Career Readiness: At least 60% of students will score in the average range or better on at least two of three post-test measures on the RSCA in years 1-5; 65% of	Goal not met.	Maya Angelou PCS did not meet this goal. 51% of students scored in the average range or better on at least two of three post-test measures on the RSCA.

Maya Angelou PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
students will score in the average range or better in at least 2 of 3 post-test measures on the RSCA in years 6-15.		
75% of existing graduates will enter the work force or enter into post-secondary education one year after high school graduation.	Goal met.	Maya Angelou PCS met this goal. 78% of exiting graduates entered the workforce or postsecondary one year after high school.

B. Unique Accomplishments

For the Maya Angelou Public Charter School Class of 2018, we welcomed 35 graduating seniors into the alumni ranks of the Maya Angelou Schools. Additionally, a significant number of the graduating class was accepted to college, receiving collectively \$200,000 in scholarships. At our Young Adult Learning Center, many of our students earned their GED, therefore pushing our GED pass rate to one of the highest in Washington, DC.

- Our 2017-2018 school year marked the Maya Angelou Schools 20th year of serving at-risk youth in Washington, DC. While our school has changed in size and programming to meet the changing needs of our students, our mission to see that all students, regardless of past mistakes or circumstances, have the support and resources they need to succeed. Through the relentless belief in our students, our school has transformed the lives of so many youths who needed a second chance to succeed. At Maya, we provided that second chance, and continue to do so. As one of the longest serving charter schools in DC, we are grateful to fill this much needed gap to serve the most underserved youth in our nation's capital.
- We officially launched our Maya Angelou Landscaping Business. The goal of the business is to provide customers with high-quality, professional lawn care and grounds maintenance services, exceeding the expectations of its customers all while building rewarding lives, promoting positive change, and improving the technical and social skills of our Maya student employees. Since the launch of the new venture, we have worked closely with our partners at the University of the District of Columbia, to complete the construction of our hoop house, which we will use hydroponics to grow vegetables, herbs and landscaping ground cover for the business.

C. List of Donors

Name	Donation Amount
Mr. Bruce Bishop	\$500
Mr. Lon Bouknight	\$500
Mr. and Mrs. Don Brown	\$500
Mr. Andre Churchwell	\$500
Judge Linda Kay Davis	\$500
Ms. Jessica Drake	\$500
Mr. David Fragale	\$500
Ms. Terra Fulham	\$500
Mr. Lewis Goss	\$500
Professor Daniel Halberstam	\$500
Ms. Laura Handman	\$500
Ms. Musetta Johnson	\$500
Ms. Jennifer Klein	\$500
Mr. David Luban	\$500
Ms. Suzanne Miyamoto	\$500
Mr. Thomas Mueller	\$500
Neal & Harwell, PLC	\$500
Patient First	\$500
Ms. Cornelia T. L. Pillard	\$500
Ms. Valerie Rivers-Bethel	\$500
Mr. Jonathan Silver	\$500
Mr. John Tan	\$500
Mr. and Mrs. Bob Weber	\$500
Ms. Jill Fields	\$540
Mr. John Campbell	\$600
Mr. Kim Forde-Mazrui	\$600
Mr. John Payne	\$600
Ms. Lisa Raymond	\$600
Ms. Veronica Vivas	\$600
Blue Ocean New Energy LLC	\$650
Ms. Lisa Greenman	\$700
Next Step Public Charter School	\$750
Bill & Melinda Gates Foundation - Matching Gifts	\$930
Mr. Raul Ayala	\$1,000
Mrs. Eileen Bramlet	\$1,000
Mr. and Mrs. James M. Cole	\$1,000
Dr. Johnnetta B. Cole	\$1,000

Ms. Michelle Asha Cooper	\$1,000
Mr. Casey Cooper	\$1,000
Mr. and Mrs. Chris Donatelli	\$1,000
Mr. Miles F. Ehrlich	\$1,000
Dr. James Forman, Jr.	\$1,000
Mr. and Mrs. Robert Haft	\$1,000
Jake Foundation	\$1,000
Dr. Anne Kendall	\$1,000
Mr. James Kuhn	\$1,000
Ms. Gilda Lambert	\$1,000
Ms. Ed S. Lieberman	\$1,000
Mr. and Mrs. Scot McCulloch	\$1,000
Mr. Michael Miller	\$1,000
Ms. Stacey Miller Metcalfe	\$1,000
Mr. Charles Mitchell	\$1,000
Ms. Lissa Muscatine	\$1,000
Ms. Evelina Norwinski	\$1,000
Ms. Renee Peres	\$1,000
Mr. Karl A. Racine	\$1,000
Mr. David Reiser	\$1,000
Mrs. Jill Seibert	\$1,000
Professor Girardeau A. Spann	\$1,000
University of Michigan	\$1,000
US Kosovo Foundation	\$1,000
Mr. and Mrs. Evan Westerfield	\$1,000
Mr. Josh Marks	\$1,100
Mr. Peter Christensen	\$1,300
Dr. Peter Leone	\$1,300
Brustein & Manasevit, PLLC	\$1,500
Forrester Construction	\$1,500
Mr. Nate Gorence	\$1,500
Mr. Nicholas Abid	\$2,000
Mr. Mark J. Rochon	\$2,000
Mr. Tom White	\$2,000
Mr. and Mrs. Frederick Bollerer	\$2,500
Hotel Association of Washington DC	\$2,500
KBR Foundation	\$2,500
Ms. Mary Kennedy	\$2,500
Suntrust Foundation	\$2,500
Mr. and Mrs. Stephen Wilson	\$3,000
Artemis Real Estate Partners	\$5,000
ASAP Cleaners	\$5,000
Mr. Scott Brickman	\$5,000

Building Hope	\$5,000
Caged Bird Legacy, LLC	\$5,000
CityBridge Foundation	\$5,000
Mr. David Domenici	\$5,000
Lumina Foundation for Education	\$5,000
Plaza Construction	\$5,000
Vincent Wilkinson Foundation	\$5,000
Ms. Deborah L. Harmon	\$6,000
Mr. and Mrs. Susan Cunningham	\$7,000
Mr. Mario Morino	\$10,000
Terra Nova Title	\$10,000
OSSE - McKinney Vento Homeless Children and Youth Program	\$11,750
Mr. Michael Vu	\$11,964
Mr. Reid Weingarten	\$15,000
Greater Washington Community Foundation	\$20,000
Mr. Jack Davies	\$27,000
Morris and Gwendolyn Cafritz Foundation	\$50,000
WilmerHale	\$50,000
DC Commission on the Arts and Humanities	\$98,160
DC Department of Employment Services	\$100,000
Ms. Lisa Seigel	\$100,915
OSSE - Perkins Career and Technical Education Grant	\$105,395
OSSE - SOAR Act - Public Facilities Grant	\$571,703
Private Family Foundation (Anonymous) *Inquire with MAPCS for additional details	\$1,280,225

III. DATA REPORT

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Maya Angelou PCS
PCSB	Campus Name: Maya Angelou PCS - High School
PCSB	Grades served: Ungraded (HS Curriculum)
PCSB	Overall Audited Enrollment: 170

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	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	170	0	0

*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

School	Total number of instructional days: 180
PCSB	Suspension Rate: 22.4%
PCSB	Expulsion Rate: 0.59%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.88%
PCSB	In-Seat Attendance: 68.7%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.
PCSB	Midyear Withdrawals: 12.9% (22 students)*
PCSB	Midyear Entries: 25.9% (44 students)*
PCSB	Promotion Rate (LEA): 81.9%
PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB (SY16-17)	College Admission Test Scores: Not Applicable
PCSB (SY16-17)	Graduation Rates: 50.7%

Faculty and Staff Data Points

School	Teacher Attrition Rate: 30%
School	Number of Teachers: 20
School	Teacher Salary Average: \$55,430 Range -- Minimum: \$25,000 (Part-time) Maximum: \$71,400

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Maya Angelou PCS
PCSB	Campus Name: Maya Angelou PCS - Young Adult Learning Center
PCSB	Grades served: Adult
PCSB	Overall Audited Enrollment: 136

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	Altern-ative	Adul t	SPED*
Student Count	0	0	0	0	0	0	0	136	0

*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

School	Total number of instructional days: 201
PCSB	Suspension Rate: 2.2%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.12%
PCSB	In-Seat Attendance: 50.6%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school’s average daily membership.

APPENDICES

APPENDIX A: STAFF ROSTER FOR SY 2017-2018

First name	Last name	Job Title	Highest Degree Earned
Gregory	Aiken	Social Studies Teacher	Bachelors
Meron	Asrat	SPED Science Teacher	Bachelors
Deonna	Ball	Performing Arts Instructor	High School Diploma
Devin	Barber	Residential Counselor	Bachelors
Alexander	Berry	Program Support Specialist	Bachelors
William	Blake	Principal	Doctorate
Yvette	Bowman	Server	High School Diploma
LaTasha	Byrd	Residential Counselor	High School Diploma
Kwiecia	Cain	English Teacher	Bachelors
Kenza	Carrington	Teaching Assistant	High School Diploma
Sonja	Carter	Paraeducator	Bachelors
Takeeda	Council	Paraeducator	Bachelors
Irvin	Cunegin	Speech Language Pathologist	Masters
Erica	Davis	Clinical Counselor	MSW
Natalie	Elder	Academic Counselor	Masters
Betty	Ellison	Server	Other
Jacqueline	Farrell	Server	Other
Brittany	Fleming	Math Teacher	Masters of Science
Tamika	Gaskins	Office Manager	High School Diploma
Crawneshia	Gilmore	Residential Counselor	Bachelors
Jasmine	Groce	English Teacher	Bachelors
Felecia	Hayward-Lawson	Director of Special Education	Masters
Tuesday	Hence	Student Development Manager	Bachelors
L'Tanya	Holley	Family & Community Engagement Specialist	High School Diploma
Robin	Holt	Office Assistant	Bachelors
Chimere	Jackson	Alumni Support Coordinator	Bachlors
Delano	Jefferson	Special Education Teacher	Masters
Katia	Jones	Director of Post-Secondary Transitions	Bachelors
Alice	Keaney	Clinical Counselor	Masters
Thea	Littlepage	Student Development Manager	Bachelors
Fabian	Manning	Science Teacher	Masters
Michael	Marmol	Americorp VISTA	Bachelors
Sean	Massey	Science Teacher	Bachelors
Farnel	Maxime	Student Recruitment Specialist	Bachelors
Dante	McEast	Security Coordinator	High School Diploma
Clarisse	Mendoza	Chief of Schools	Masters
Samantha	Meyer	Intervention Teacher	Bachelors

Jayme	Morrison	Math Teacher	Bachelors
Keisha	Nelson	Performing Arts Instructor	Masters
Cleveland	Nelson	Performing Arts Instructor	Bachelors
Kennisha	Nelson	Paraeducator	Bachelors
Vincent	Norman-Morris	Paraeducator	High School Diploma
Mary	Okowi	Career Academy Coordinator	Bachelors
Naomi	Ortiz	Paraeducator	Certificate
Reginald	Pearson	Special Education Teacher and Case Manager	Bachelor with Some Grad Courses
Svetlana	Pimkina	Math Teacher	Masters
Sunita	Premysler	Americorp VISTA	Bachelors
Mike	Presendieu	Americorp VISTA	Bachelors
Joyce	Rainey	Residential Counselor	High School Diploma
Ernest	Robbins Jr.	Paraeducator	High School Diploma
Tahon	Ross	Assistant Principal	M.Ed.
Rodney	Sanders	Substitute Server	Associates
Tiarra	Smith	Paraeducator	Bachelors
Deborah	Squire	Special Education Specialist	Other
Denean	Stevens	Enrollment Specialist	Master
Jacqueline	Stevens	Academic Counselor	Bachelors
Jason	Taylor	Student Development Manager	Bachelors
Laura	Uhl	Dean of Academics	Masters
Jorge	Venancio Hernandez	Spanish Teacher	Bachelor's
Michael	Walker	Director of Education & Career Programming	Masters
Jacqueline	Walker	High School Clinical Counselor	Masters
Russell	Waller	Assistant Director of Special Education	Bachelors
Andre	Warren, Sr.	Paraeducator	Bachelors
Shardae	Washington	Paraeducator	High School Diploma
Courtney	Watkins	Special Education Teacher and Case Manager	BS
Alexis	Wescott	Special Education Teacher	Bachelors
Leslie	Wilmer	PE/Health Teacher	Bachelors
Rashod	Woods	English Teacher	Bachelors
Shantelle	Wright-Cunningham	Assistant Principal of Instruction	Masters
Kamal	Wright-Cunningham	Director of Clinical Services	Doctorate
Brittany	Yarbaugh	AOHT Instructor	Bachelors of Science in Hospitality Management
Akoshia	Yoba	Director, Career Academy	Bachelors

APPENDIX B: BOARD ROSTER FOR SY 2017-2018

Prefix	First	Last	DC Resident	Board Role	Board Term
Mr.	Benjamin	Safran	DC	Board Member	Term expires 2020
Ms.	Cheryl	Mills	DC	Founding Member	Lifelong
Mr.	Christopher	Shorter	No	Board Member	Term expires 2019
Mr.	Darren	Cambridge	Yes	Board Member	Term expires 2020
Mr.	David	Domenici	Yes	Founding Member See Forever Foundation & Maya Angelou Schools	Lifelong
Ms.	Gretchen	Veira	Yes	Parent Board Member	Term expires 2020
Dr.	James	Forman, Jr.	No	Founding Member See Forever Foundation & Maya Angelou Schools	Lifelong
Dr.	Julie	Johnson	Yes	Board Chair	Term expires 2021
Mr.	Michael	Vu	Yes	Vice-Board Chair	Term expires 2020
Dr.	Peter	Leone	No	Board Member	Term expires 2019
Mr.	Robby	Gregg	Yes	Board Member	Deceased 12/2018
Mr.	Ross	Weingarten	No	Board Member	Term expires 2020
Ms.	Sharnice	Anderson	Yes	Parent Board Member	Term expires 2018
Mr.	Thomas	White	No	Board Member	Term expires 2020

APPENDIX C: UNAUDITED YEAR-END 2016-2017 FINANCIAL STATEMENT

Income Statement					
Maya Angelou Public Charter School					
July 2017 through June 2018					
Income Statement			Actual	Budget	Variance
Revenue					
	State and Local Revenue		8,190,085	11,677,152	(3,487,068)
	Federal Revenue		1,057,854	1,135,178	(77,324)
	Private Grants and Donations		1,870,376	2,034,962	(164,586)
	Earned Fees		15,726	326,850	(311,124)
	Donated Revenue		0	40,000	(40,000)
	Total Revenue		11,134,041	15,214,142	(4,080,101)
Expenses					
	Salaries		5,220,263	7,644,394	2,424,131
	Benefits and Taxes		1,123,451	1,639,332	515,881
	Contracted Staff		22,204	1,000	(21,204)
	Staff-Related Costs		74,138	95,949	21,811
	Rent		809,352	866,594	57,242
	Occupancy Service		1,093,089	1,180,703	87,614
	Direct Student Expense		1,377,176	1,505,346	128,170
	Office & Business Expense		738,562	1,624,390	885,828
	Contingency		0	100,000	100,000
	Total Expenses		10,458,235	14,657,709	4,199,474
	Operating Income		675,806	556,433	119,373
Extraordinary Expenses					
	Interest		199,088	219,859	20,770
	Depreciation and Amortization		907,932	1,280,048	372,115
	Total Extraordinary Expenses		1,107,021	1,499,907	392,886

Net Income				(431,215)	(943,473)	512,259
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APPENDIX D: APPROVED 2018-2019 BUDGET

REVENUE		
	State and Local Revenue	9,695,297
	Federal Revenue	483,198
	Private Grants and Donations	750,000
	Earned Fees	167,194
	Donated Revenue	47,748
	Revenue Total	11,143,437
Expenses		-
	Salaries	5,575,846
	Benefits and Taxes	1,168,505
	Contracted Staff	26,858
	Staff-Related Costs	83,978
	Rent	825,618
	Occupancy Service	1,039,615
	Direct Student Expense	1,328,185
	Office & Business Expense	858,922
	Expenses Total	10,907,529
NET ORDINARY INCOME		235,908
Extraordinary Expenses		-
	Depreciation and Amortization	896,448
	Interest	188,147
	Extraordinary Expenses Total	1,084,595
TOTAL EXPENSES		11,992,124
NET INCOME		(848,687)

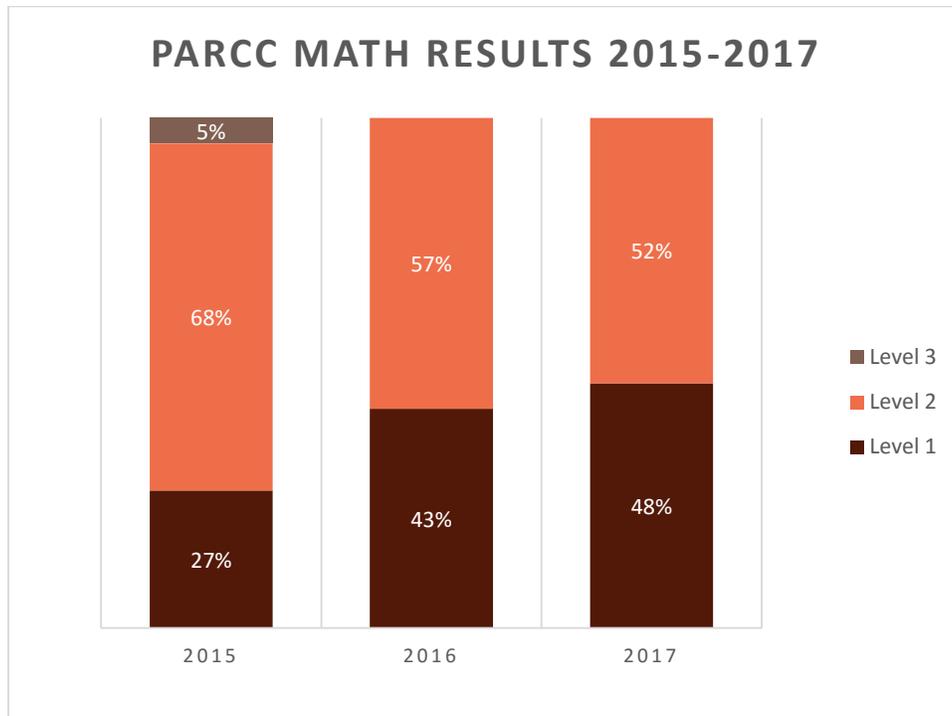
APPENDIX E: HIGH SCHOOL PARCC RESULTS FROM SY17/18 ADMINISTRATION

During the 2017-18 academic year, the Maya Angelou Public Charter High School administered the Partnership for Assessment of Readiness for College and Career's (PARCC) standardized assessment. Within PARCC, student performance in Math and English is categorized as:

- Level 1- Did not yet meet expectations
- Level 2- Partially met expectations
- Level 3- Approached expectations
- Level 4- Met expectations
- Level 5- Exceeded expectations

Overall Math Results

PARCC	Level 1	Level 2	Level 3	Level 4	Level 5
2015	27%	68%	5%	0%	0%
2016	43%	57%	0%	0%	0%
2017	48%	52%	0%	0%	0%



Overall English/Reading Results

PARCC	Level 1	Level 2	Level 3	Level 4	Level 5
2015	64%	29%	7%	0%	0%
2016	71%	23%	6%	0%	0%
2017	85%	13%	2%	0%	0%

