



MAYA ANGELOU PUBLIC CHARTER SCHOOL
SEE FOREVER FOUNDATION

Annual Report SY 2015-2016

District of Columbia Public Charter School Board

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I. SCHOOL DESCRIPTION

A. Mission Statement

The mission of the See Forever Foundation (“See Forever”) and Maya Angelou Schools (“Maya Angelou”) *is to create learning communities in lower income urban areas 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.

Founded in 1995, the See Forever Foundation was created to offer a holistic program to teens involved in the juvenile justice system. At that time, court-involved teens told our co-founders that they wanted to earn money, learn marketable skills, and gain responsibility. When the students returned to school, they also wanted to attend small classes with teachers who cared about them, and they wanted help making hard decisions.

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 2004 the See Forever Foundation 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 located 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 disconnected youth (“opportunity youth”). Opportunity youth are those who have disengaged from school and work and need meaningful opportunities to reconnect them to bountiful futures. 67 percent 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 disconnected from high school for Maya Angelou seeks 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

Curriculum 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. Edgenuity offers standards-aligned video-based curriculum for high school blended learning environments. The program allows educators to customize the curriculum for their students, who monitor their own 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 some state standards. The courses integrate with assessments including the

Northwest Evaluation Association's (NWEA) MAP and Scantron's Performance 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 12. 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

This year the YALC used new curricular guides to help them prepare students for the 2014 GED official exam. While the guides are common core aligned, our teachers worked to make sure that students can confidently pass the 2014 GED. We continue to work with TABE and GED Ready as diagnostics, to help students improve their learning and pass the official GED exam.

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.

Reading and Writing Interventions

High School and YALC

MAPCS uses 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. For example, to address English/Reading achievement goals, we continued the READ 180 lab with a full-time special educator. 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. The Writing Process includes the stages of pre-writing, drafting, revisiting, 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.

Reading and writing did not exist in a vacuum. The link between reading and writing was emphasized cross-campuses. It was vitally important that teachers understood the power between this relationship and the importance of both processes in teaching students how to read and write. Therefore, the approach to reading/language arts instruction was designed to flow together in a seamless fashion. We 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. We have used this data to aid us in placement and instruction for SY 2014-15.

For our self-contained resource classes, we introduced **Strategy Instruction**, which is a student-centered approach to teaching that is supported by years of quality research. Our students with disabilities struggle with developing strategies for learning and remembering, thus two well-trained teachers skilled in introducing the strategy, were identified. Strategy instruction supplies students with the same tools and techniques that efficient learners use to understand and learn new material or skills. With continued guidance and ample opportunities for practice, students learn to integrate new information with what they already know, in a way that makes sense—making easier for them to recall the information or skill at a later time, even in a different situation or setting. Not only does an impressive body of research exist with respect to strategy instruction, but that library of knowledge is also extremely broad and has direct and immediate application to practice in almost every area of the educational curriculum.

In 2013-14, we also used the Learning Strategies Curriculum of SIM. It is a series of interconnected, student-centered strategies designed to transform weak or passive learners into students who know how to learn and apply their knowledge and skills actively across various learning environments. The Learning Strategies Curriculum has seven discrete strands and contains more than 30 strategies to improve skills and performance related to:

- Reading
- Expressive Writing

- Math and Problem Solving
- Studying and Remembering
- Assignments and Test Taking
- Motivation
- Interacting with Others

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 at the high school to ensure that all student needs are accommodated.

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 2015-2016 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

The term "parent involvement" is used broadly at MAPCS. It includes several different forms of participation. In 2009, we began an initiative to help our parents better support their children's schooling by attending school functions and responding to school obligations (parent-teacher conferences, for example). Since 2009, parents have become more involved in helping their children improve their schoolwork--providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework, and actively tutoring their children at home.

Outside the home, parents have served as advocates for the school. They volunteer to help out with school activities or work in the classroom. Some take an active role in the governance and decision making necessary

for planning, developing, and providing an education for the community's children. For example, as required by PCSB, two high school parents serve as board members on the MAPCS Board of Directors. Parents also serve on the campus school improvement teams.

In 2009, we created the Parent Liaison position. The primary role of the Parent Liaison is to empower parents to become active participants in the education of their children. Fostering a partnership between parents and school while targeting those parents/guardians who:

- need help in determining how best to help their children;
- 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 Parent Liaison, in partnership with parents and 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 Parent Liaison provided the following opportunities during the 2014-2015 school year:

- **Facilitated parent-school communication;** (Monthly e-newsletters, weekly voice alerts, emails)
- **Encouraged parent involvement in the school;** (volunteering, participation in school activities such as being judges for Portfolios, chaperoning school trips and/or functions, monthly classes held on Wednesday evenings for parents/guardians)
- **Fostered trust between parents and the educational community;** (quarterly parent/guardian breakfasts where parents/guardians meet to have informal conversations with each other, with teachers and with those in the community; Holiday Feast, May Community Festival, Holiday food baskets for parents/guardians in need)
- **Fostered higher academic achievement through collaboration with school personnel;** (Parent/Teacher conferences and other conferences such as the Senior Social which was an informational event for parents/guardians of seniors, and
- **Re-established the PTO in the high school**

In addition, MAPCS's Parent 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

1. DESCRIPTION OF KEY MISSION-RELATED PROGRAMS

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 Postsecondary Preparation and Support**. The Academic program is discussed throughout. The remaining components, core to our mission, are described below.

Social and Emotional Learning and Mental Health Programming

An essential component of MAPCS programming is the delivery of integrated social and emotional health services. 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 MAPCS 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, Maya Angelou Public Charter School recognizes that incorporating mental health services as an integral part of the school program is critical to the success of our students.

There are four primary goals of the Socio-Emotional Learning Department (SEL):

1. To promote academic, socio-emotional, and vocational skill development
2. To build upon student resiliency and strengths
3. To increase self-efficacy and achievement
4. To strengthen social and emotional competence

To achieve these goals, the SEL department follows a strength-based approach to enable students to achieve the following (5) core Social & Emotional Learning (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.
- Self-Management/Regulation - 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.
- 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.

- Relationship Skills - handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure and negotiation solutions to conflict. This 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.

We believe that mastering these competencies allows students to seek and receive the instruction, support, and guidance required for success at Maya Angelou Public Charter School and beyond. Additionally, more than 80% percent of our high school students report having experienced personal trauma (i.e., experienced violence themselves or in their family, loss of a close friend or relative, family separation, victim of or witness to a crime, etc.). To this end, 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 evidenced-based group interventions. We also utilize one-on-one counseling and each student at both campuses is assigned a mental health clinician.

The SEL Department remains committed to delivering a high level of service and intervention for some of the most at-risk students in the city. Group counseling typically starts within the first few weeks of school and is usually delivered during our Future Focus class. Our students typically receive group counseling once per week. We believe delivering group sessions with fidelity to all of our students, truly optimizes the impact of the clinical intervention and also affords our students a pro-social experience which will keep them safe and help build on their overall social and emotional learning experience. Our students have participated in the following evidenced-based group interventions.

TOP Curriculum

The Teen Outreach Program (TOP) curriculum is an evidenced-based group intervention that that was used with our 9th through 12th grade students this year. Working with our external partners at Sasha Bruce Youthwork, the SEL department was able to support the work being done with the sophomore students around increasing pro-social behavior and reducing the incidence of teen pregnancy. The TOP model also incorporates service learning, civic engagement and also focuses on improving students’ academic outcomes.

On Course Curriculum

On Course is an evidenced-based group intervention that is delivered to the senior students at the high school. The mission specific goal for 12th graders focuses on transitioning students out of our school and into postgraduate school or careers. The program, On Course, was selected for use in this area. It is hypothesized that students who participate in this group would show an improvement in their personal competence. On Course is a group program that emphasizes skills that are important for college and/or career success. The areas included in the program are:

- Discovering self-motivation
- Accepting personal responsibility

- Mastering self- management
- Employing interdependence
- Gaining self-awareness
- Adopting lifelong learning
- Developing emotional intelligence
- Believing one's self

In sum, the SEL department has employed a number of interventions to support the social and emotional needs of our students. We continue to employ our SEL assessment, Resiliency Scales for Children and Adolescents (RSCA) and intensified our engagement with parents and families.

Resiliency Scales for Children and Adolescents (RSCA) Assessment

The SEL Department in both the Middle and High School campuses administered the Resiliency Scales for Children and Adolescents (RSCA) to all students who had not taken the assessment previously. We administered a pretest in September 2013 to gather baseline data for new students to identify students to target for additional supports, and also administered a posttest in May 2014 to assess growth over the course of the year. Returning students completed the post-test survey at the end of the year and we calculated all of the results. As we continue administering this test to returning Maya students, end of year data will serve as their “pre-test” data, and all students will again complete the measure at the end of the school year.

The SEL Department selected the RSCA because it is an instrument designed to measure the types of personal attributes that generally allow some youth to do better than others in the face of adversities. Historically, MAPCS students have presented with a host of risk factors and most of our students rarely have the coping mechanisms to negotiate these stressful life occurrences. To that end, the thrust of our clinical work is rooted in the idea of resiliency, or grit, as the key factor that allows our students to persevere even through the most challenging of circumstances. If we can identify the areas of strength in our students, we can work to enhance these attributes to use in the prevention of later difficulties, all the while working to boost resilience in areas where it may be less developed.

There are three specific areas measured by the Resiliency Scales for Children and Adolescents, each divided into smaller, more specific subscales which give us information about student functioning in a number of areas relevant to their success in school and beyond. The first, Sense of Mastery scale, refers to opportunity to interact with and enjoy cause-and-effect relationships in the environment. There are three personal characteristics which combine to form the Sense of Mastery: Optimism, Self-Efficacy, and Adaptability. Optimism, about life and one's own competence, refers to a positive attitude of the world/life in general and about an individual's life specifically, currently, and in the future. Self-efficacy is the sense that one can master one's environment and is associated with developing problem-solving attitudes and strategies. Finally, Adaptability, or flexibility, examines whether the student is personally receptive to feedback, able to learn from his/her own mistakes, and capable of asking others for assistance.

The second area measured by the Resiliency Scales for Children and Adolescents is the Sense of Relatedness, which describes feeling securely connected to individuals in a social context and includes sense of trust,

perceived access to support, comfort and tolerance. Sense of Trust is defined as the degree to which others are perceived as reliable and accepting, and the degree to which an individual can be authentic in these relationships. Perceived Access to Support examines the student's belief that there are others to whom he or she can turn without dealing with adversity. Comfort is defined as the degree to which an individual can be in the presence of others without discomfort or anxiety. Finally, tolerance looks at the student's belief that he or she can safely express difference within a relationship.

The final area is Emotional Reactivity, which may be viewed as pre-existing vulnerability, arousal, or threshold of tolerance to stimulation prior to the occurrence of adverse events or circumstances. Emotional reactivity measures the degree to which the student's emotional reactivity overwhelms his or her capacity to regulate effectively. It is important to note that this scale doesn't directly measure emotional regulation, but rather the extent to which the student experiences himself/herself maintaining an even keel when emotionally aroused. The Emotional Reactivity Scale incorporates three subscales relating to different aspects of emotional reactivity. Sensitivity is the threshold for reaction and the intensity of the reaction. Recovery is the ability to bounce back from emotional arousal or disturbance of emotional equilibrium. Impairment is the degree to which the youth is able to maintain an emotional equilibrium when aroused.

Additionally, the Resiliency Scales provides two overall indexes, the Resource Index, made up of the aspects of resiliency measured by the Mastery and Relatedness scales, and the Vulnerability Index, which looks at the discrepancy between available resources and emotional reactivity.

We believe the RSCA provides a comprehensive assessment of the student's ability to respond favorably in spite of stressful situations. By using the RSCA, we are able to look at student data comparatively using normative data for Index, Scales, and Subscale scores, as well as examine student growth down to individual items. Additionally, the RSCA manual is designed to help clinicians, teachers, and parents use the data for prevention of problems **before** they occur by assessing student characteristics and providing interventions that build on positive aspects of a student's characteristics. The resiliency scales were developed and normed for use with adolescents, but written at a third grade level, which means that they are appropriate for students whose reading skills are below grade level in many cases. The RSCA was standardized using groups of adolescents and children including representative proportions of each selected demographic variable based on data gathered by the US Bureau of the Census (2002). There are also established norms for clinical samples including Depressive Disorder, Anxiety, and Conduct Disorder.

Residential Program

MAPCS is one of a few D.C. schools offering the advantages of residential/boarding programs to select students. Our residential program provides single sex homes (2 male, 2 female) to students who benefit from the stability of a safe, supportive, and structured environment. Each home is staffed by a caring residential counselor. We strive for the positive development of attitudes and behaviors that will enable our young people to make productive decisions in school and the larger context of the world. During the 2014-2015 school year 24 students participated in this program. The program continues to support student academics and the attendance of the scholars that live in them.

Reasons we encourage students to join the residential program include excessive tardiness/absenteeism, unstable home environments, lack of parental support, etc. 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 that was well-received by the students and the residential counselors who support them.

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 the law firm of Wilmer Hale worked intensively with students on a weekly basis during the 2013- 2014 school year, as they have done for many years. Approximately 20 students participated last year. In addition, mentors and supporters from the BUILD program provided entrepreneurship opportunities and tutoring for students in the evenings.

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, Cheerleading, Drill Team, Modeling and aligned tutoring in reading and mathematics supported by teachers from each academy. Enrichment students demonstrated the skills they learned through a semi- annual community showcase. 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 a summer bridge program for incoming 9th graders and summer school for rising 10th and 12th graders using an online blended learning model. Students had the opportunity to participate in summer exposure opportunities as well. Fourteen students completed 16 courses in the online program.

Postsecondary Success Team —A Testament to our Investment in our Students

Our Office of Postsecondary Success delivers and develops transition and alumni support programs as part of a continuum of services designed to ensure postsecondary success for our students. The office achieves its mission by providing career and college preparation, instruction, direct services, and support to students in grades 9 – 12 and the YALC as well as our alumni.

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, BUILD, DC College Access Program and College Summit. For grades 11– 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.

During the 2013-14 school year, expanded our use of Sasha Bruce's TOPS program in our 9th, 10th, and 11th grade Future Focus classes. In addition, our juniors and seniors worked closely with our College Readiness Coordinator and College Summit 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 2014-15, Future Focus was primarily taught in 11th and 12th grade, while intensive exposure opportunities will be 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. One result of our efforts was to be selected to run a NAF Academy in Hospitality and Tourism to our students. We will spend 2015-16 planning this work-based learning program for our students, so that more can graduate with an industry-recognized credential.

Young Adult Learning Center Services

As the number of YALC graduates grows, we have expanded the number of postsecondary staff to serve them. This year we hired a workforce development counselor and a postsecondary counselor to support and promote our YALC graduates. 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 are most proud to report that ten of our fourteen PACT graduates are working on-site with Forrester Construction or another construction company. We will continue to tailor our support to assist students from the YALC.

Alumni Services

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.

Thanks to the generosity of a funder, 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.

2. GOALS AND ACADEMIC ACHIEVEMENT

Maya Angelou Public Charter School 2016 Annual Report - Goals and Academic Achievement Expectations

Maya Angelou PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
MAPCS – Young Adult Learning Center		
1. Student Progress: 50% of pre and post-testing students will make one or more EFL gains by the end of the program year.	Goal met.	Maya Angelou PCS met this goal. 51% of pre-and post-testing students made one or more EFL gains on the TABE assessment by the end of the program year.
2. Student Achievement: 65% of students will pass the official GED exam.	Goal met.	Maya Angelou PCS met this goal. 71% of students passed the official GED exam.
3. Workforce Readiness: 50% of students exiting a workforce program will attain the relevant credential. N= student who attended for 12 hours or more of instruction.	Goal met.	Maya Angelou PCS met this goal. 85% of students attained the relevant credential.
4. College and Career Readiness: 70% of students successfully attaining a GED or workforce credential and exiting the program will enter the workforce or enter post-secondary education.	Goal met.	Maya Angelou PCS met this goal. 72% of students who successfully attained a GED or workforce credential entered the workforce or postsecondary.
5. Leading Indicator: 65% In-seat attendance (calculated by # present/ # of students enrolled) N= students who attended for 12 hours or more of instruction.	Goal met.	Maya Angelou PCS met this goal. 65% in-seat attendance rate was achieved.
6. Leading Indicator: 60% retention rate of students that pre and post-test.	Goal met.	Maya Angelou PCS met this goal. 71% retention rate of students that pre- and post- tested using the TABE assessment was achieved.
MAPCS – Evans High School		
1. Student Progress: 50% of students in grades 9-10 will meet their assigned growth reading targets in school	Goal met.	Maya Angelou PCS met this goal. 64% of students in grades 9-10

years 1-5, 60% in school years 6-10, 70% in school years 11-15 as measured by the Global Scholar Performance Series spring assessment.		met or exceeded their assigned growth reading targets on the Global Scholar Performance Series spring assessment.
2. Student Progress: 50% of students in grades 9-10 will meet their assigned growth targets in math in school years 1-5, 60% in school years 6-10, and 70% in school years 11-15.	Goal met.	Maya Angelou PCS met this goal. 65% of students in grades 9-10 met or exceeded their assigned growth targets in math on the Global Scholar Performance Series spring assessment.
3. Student Progress: 40% of students in grades 9-10 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. 31% of students in grades 9-10 met or exceeded their assigned growth targets in writing on the PEG Writing spring assessment.
4. Student Achievement: 70% of students will graduate high school in six years.		TBD
5. Student Engagement: 85% in-seat attendance rate 6. 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 not met.	Maya Angelou PCS did not meet this goal. The in-seat attendance rate was 70%.
	Goal met.	Maya Angelou PCS met this goal. 32% 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.
7. Student Engagement: Fewer than 30% of students will receive an out-of-school suspension in years 1-5; fewer than 25% will receive an out-of-school suspension in years 6-15.	Goal met.	Maya Angelou PCS met this goal. 17% of students received an out-of-school suspension.
8. Postsecondary and Career Readiness – Socio-emotional Learning: 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 students will score in the average range or better on at least two of three post-test measures on the RSCA in years 6-15.	Goal not met.	Maya Angelou PCS did not meet this goal. 48% of students scored in the average range or better on at least two of three post-test measures on the RSCA.
9. Postsecondary and Career Readiness- Employment and Enrollment: 75% of exiting graduates will enter the workforce or enter into post-secondary education one year after high school graduation.	Goal met.	Maya Angelou PCS met this goal. 77% of exiting graduates entered the workforce or postsecondary one year after high school.

B. Lessons Learned and Actions Taken

In 2013 after our charter renewal, we created an action plan that we utilized to help us build and structure our schools for success. We began a turnaround of our high school and began to add new programs to better support our new Young Adult Learning Center. The chart below details the changes we implemented this past year, why we made these changes, and what we have learned and adjusted for the upcoming year:

Changes to Our Approach	Completed (June 2015-16)	New for Next Year (June 2016-17)
Leadership <ul style="list-style-type: none"> For 2015-16, we needed an experienced school leader to support our early career principals. This was great support, but we decided that we still needed more in-house support for instruction and school culture. For 2016-17, we hired a chief of schools to coordinate and improve instruction across our three schools. We also determined that we needed a new assistant director of special education to manage compliance issues, so that the director of special education can be more engaged with our co-teaching model. 	<ul style="list-style-type: none"> ✓ New Managing Director of Academics (2015-16) 	<ul style="list-style-type: none"> ✓ Chief of Schools ✓ New Assistant Director of Special Education
Staffing <ul style="list-style-type: none"> Needed high quality HS teachers and specialists in reading, youth development, special education, and instruction These hires were needed; we made few changes for 2016-17 	<ul style="list-style-type: none"> ✓ 7 new student development specialists/managers ✓ 3 fewer teachers ✓ 1 new instructional coach ✓ 1 new reading specialist ✓ 1 new resource teacher 	<ul style="list-style-type: none"> ✓ 2 new network instructional specialists to work with the Chief of Schools
Technology <ul style="list-style-type: none"> Hardware, software, and IT infrastructure required major upgrades at both campuses More laptops were needed to support our blended learning instructional program and all of our 	<ul style="list-style-type: none"> ✓ Chromebooks for all high school students ✓ New laptops for computer lab at YALC ✓ Added monitors for demonstrations and videoconferencing 	<ul style="list-style-type: none"> ✓ We have adequate technology for both schools

online testing.		
Space <ul style="list-style-type: none"> • More learning, office and collaboration space was needed so we converted part of our 2nd floor • We also decided to enlarge our family engagement center to accommodate a food pantry, a clothing closet, and computer stations. 	<ul style="list-style-type: none"> ✓ 1 additional HS classrooms ✓ New Family Engagement Center ✓ New office space on 2nd floor 	<ul style="list-style-type: none"> ✓ We have adequate space for both schools
Best practices in alternative education <ul style="list-style-type: none"> • Focused attention and utilization of student growth data • Strong student case management to better support and counsel students • Harness the power of technology to reach non-traditional learners • Move towards core subject mastery • In order to move toward mastery, we needed a longer school day. We will implement a block schedule again in 2016-17. • We continue to struggle with helping our students build resilience – which is one of our charter goals. We will implement a whole school socio-emotional initiative block for 2016-17. 	<ul style="list-style-type: none"> ✓ Non-traditional HS classroom in the form of pupil learning communities (PLCs) ✓ Stronger student case management with student development specialists/YALC counselors use CLAY program ✓ Blended learning en route to competency-based approach known to work better for OA/UC students 	<ul style="list-style-type: none"> ✓ Better implementation of blended learning that relies less on online learning ✓ Focus on key instructional strategies to improve student learning ✓ Longer school day
Professional Development for HS teaching staff <ul style="list-style-type: none"> • Increased support for instructional coaches • Provided targeted PD for teachers • We learned that our blended learning model looked more 	<ul style="list-style-type: none"> ✓ Support from Cambridge ✓ Two instructional coaches trained by Cambridge ✓ Edgenuity (blended learning instructional coach (6 visits next year) 	<ul style="list-style-type: none"> ✓ More direct instruction with rotation models in the classroom

like online learning. We have made major adjustments for 2016-17.	<ul style="list-style-type: none"> ✓ Therapeutic behavioral management training for all staff ✓ TACT 2 training for all staff 	
Postsecondary requirements	<ul style="list-style-type: none"> ✓ All 11th graders take the PSAT ✓ Postsecondary curriculum for GED and workforce students ✓ All GED completers must complete a postsecondary or workforce application 	✓
New career internships	<ul style="list-style-type: none"> ✓ Joined National Academy Foundation to develop Hospitality and Tourism Career Academy for 125 high school students ✓ New SEEDS program and partnership in landscaping for YALC students 	<ul style="list-style-type: none"> ✓ Launched new NAF Academy ✓ New landscaping business ✓ New hydroponics
More curricular offerings at the YALC	<ul style="list-style-type: none"> ✓ Stronger GED program ✓ New Technology program 	<ul style="list-style-type: none"> ✓ Focused carpentry program ✓ New telecommunications and cabling program ✓ New credit recovery high school diploma pilot program

Unique Accomplishments:

NAF Academy for Hospitality and Tourism

The Maya Angelou Schools is the second charter school network to join the DC-CAN NAF Network that builds career academies in schools. We are delighted to launch our NAF Academy for Hospitality and Tourism in 2016-17, as these are evidence-based school models for helping students transition from high school into postsecondary education. We will launch the Academy with eighteen tenth-graders in the Fall.

SEEDS for Success Program

We have worked to improve the retention and attendance of our GED students. We have decided to build a work-and-learn model at the YALC, to help students work and learn at the same time. This year, our YALC recently launched its SEEDS for Success program, which provides professional development, hands-on training in landscaping and the opportunity to participate in a paid internship with the Department of Public Works. The internship is funded by the Department of Employment Services and co-sponsored by Washington Parks and People. This unique partnership with Maya Angelou, a non-profit and two city agencies has been a great success. Thirty-six students entered the program and 17 have completed it and the nine-month paid internship, with four students taking on full-time jobs with the Department of Public Works. Three students completed their GED and three students completed their HBI-Pact Workforce certificate in the first six months of the program. We are planning to expand this program next year!

C. List of Donors

See Forever & Maya Angelou Schools	
2015-2016 Supporters to General Fund	
Name	Gift Amount
Mr. Bruce Bishop	\$500
Mr. Lon Bouknight	\$500
Mr. Henri Carbonneau	\$500
Mr. David Cole	\$500
Mr. and Mrs. Richard Creighton	\$500
Mr. and Mrs. John Freeman	\$500
Mr. and Mrs. Robert Haft	\$500
Mr. William Hassler	\$500
Ms. Tia Johnson	\$500
Mr. Peter Leone	\$500
Professor and Ms. David Luban	\$500
Mr. and Mrs. Scot McCulloch	\$500
Mr. Thomas Mueller	\$500
Mr. and Mrs. Larry Nussdorf	\$500
Mr. Steven Samowich	\$500
Ms. Marla Schnall	\$500
Mr. Robert Sicina	\$500
Ms. Jessica Urban	\$500
Dr. Heather D Wathington	\$500
Mr. and Mrs. Bob Weber	\$500
Mr. Tom White	\$500
Tegan Holtzman	\$710
Mr. and Mrs. Michael Berman	\$1,000
Mr. and Mrs. James M. Cole	\$1,000
Mr. Richard Cullen	\$1,000
Ms. Lisa Greenman	\$1,000
Honorable Eric Holder	\$1,000
Jake Foundation	\$1,000
Mr. James Kuhn	\$1,000
Mr. Steve Langdon	\$1,000
Mr. and Mrs. William Perlstein	\$1,000
Ms. Colleen Shepard	\$1,000
Professor Girardeau A. Spann	\$1,000

Mr. and Mrs. Roger Warin	\$1,000
Mr. and Mrs. Evan Westerfield	\$1,000
Mr. Jeffrey Zients	\$1,000
Mr. Michael Vu	\$1,474
Mr. Bryan Arling	\$1,500
Mr. and Mrs. Frederick Bollerer	\$1,500
Mr. James Forman, Jr.	\$1,500
Ms. Laura Handman	\$1,500
Mr. and Mrs. Howard Ross	\$1,600
Ms. Deborah L. Harmon	\$2,000
Mrs. Jill Seibert	\$2,000
Mr. Peter Christensen	\$2,500
KBR Foundation	\$2,500
Ms. Mary Kennedy	\$2,500
Ms. Evelina Norwinski	\$2,500
Artemis Real Estate Partners	\$3,000
Mr. and Mrs. Frederick Bollerer	\$5,000
Mr. John Burke	\$5,000
Mr. Charles Crout	\$5,000
Plaza Construction	\$5,000
Mr. and Mrs. Fred Schaufeld	\$5,000
Ms. Lisa Seigel	\$5,000
Mr. and Mrs. Doug Smith	\$5,000
Terra Nova Title	\$5,000
Walton Family Foundation	\$5,000
Mr. and Mrs. Susan Cunningham	\$6,000
Collis Warner Foundation	\$10,000
Ms. Cheryl D. Mills	\$10,000
Ms. Shemin Proctor	\$10,000
Mr. Reid Weingarten	\$15,000
Mr. Jack Davies	\$25,720
DC Commission on the Arts and Humanities	\$29,000
Community Foundation of the National Capital Region	\$30,000
Morris and Gwendolyn Cafritz Foundation	\$50,000
WilmerHale	\$50,000
Faigen Family Foundation, Inc.	\$1,040,000

III. DATA REPORT

A. High School

LEA Name	Maya Angelou PCS
Campus Name	Maya Angelou PCS - High School
Grades Served	9-12
Overall Audited Enrollment	225
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	225
SPED	0
Total number of instructional days 2015-16	181
Student Suspension Rate	17.3%
Student Expulsion Rate	1.3%
Instruction Time Lost to Suspension	0.6%
Average Daily Attendance	Not validated
Midyear Withdrawal Rate	Validated after Annual Report submission date
Midyear Entry Rate	Validated after Annual Report submission date
Promotion Rate	Not applicable
College Acceptance Rate (SY 14-15)	72.1%
College Admission Test Scores (SY 14-15)	20.9%
Graduation Rates (SY 14-15)	52.9%
Teacher Attrition Rate	42.9%
Number of Teachers	47
Average Teacher Salary	\$44,765.00
Minimum Teacher Salary	\$22,006.00

Maximum Teacher Salary \$74,194.00

B. Young Adult Learning Center

LEA Name	Maya Angelou PCS
Campus Name	Maya Angelou PCS - Young Adult Learning Center
Grades Served	Adult
Overall Audited Enrollment	136
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	136
Alternative	0
SPED	0
Total number of instructional days 2015-16	164
Student Suspension Rate	5.9%
Student Expulsion Rate	0.7%
Instruction Time Lost to Suspension	0.2%
Average Daily Attendance	Not validated
Midyear Withdrawal Rate	Validated after Annual Report submission date
Midyear Entry Rate	Validated after Annual Report submission date
Promotion Rate	Not applicable
College Acceptance Rate (SY 14-15)	Not applicable
College Admission Test Scores (SY 14-15)	Not applicable
Graduation Rates (SY 14-15)	Not applicable
Teacher Attrition Rate	0.0%
Number of Teachers	5
Average Teacher Salary	\$55,929.00
Minimum Teacher Salary	\$37,000.00

Maximum Teacher Salary	\$73,998.00
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APPENDIX A. STAFF ROSTER FOR SY 2015-2016

2015-2016 STAFF QUALIFICATIONS (AGGREGATE)

Overall, approximately 83% of staff had a bachelor's degree or higher during the 2015-2016 school year. Staff members without a bachelor's degree were primarily in administrative roles or roles that involved student support without direct instruction. Approximately 38% of staff had a master's degree or higher during the 2015-2016 school year.

STAFF ROSTER 2015-2016

	HS Diploma	16%	
	Certificates	4%	
	Associates	1%	
	Bachelors	46%	
	Masters	33%	
	Doctorate	1%	
Name	Title	Hire Date	Term Date
Bruce Anderson	Student Development Specialist	08/03/2015	
Meron Asrat	SPED Science Teacher	08/03/2015	
Erica Baker	Dedicated Aide	08/26/2015	03/14/2016
Angela Baker	Math Teacher	08/08/2016	08/12/2016
Deonna Ball	Dedicated Aide	03/24/2016	
Devin Barber	Residential Counselor	08/26/2015	
Yolanda Barber	Instructional Coach	01/08/2015	08/07/2016
Deidra Bell	Art Teacher	08/15/2006	
Rukayatu Bello	Special Education Teacher	10/16/2014	
Alexander Berry	Student Development Specialist	08/03/2015	
Tyondra Bolden	Substitute Teacher	09/23/2015	06/14/2016
Yvette Bowman	Server	08/24/2009	
Anthony Briscoe	Residential Counselor	03/23/2015	08/07/2016
Eilanete Brissett	Student Development Specialist	08/03/2015	
Atlantis Browder	Social Studies Teacher	08/23/2010	
Khalilah Brown	English Teacher	04/11/2016	
Katherine Cabieses	Spanish Teacher	08/24/2015	
Haru Carter	Dedicated Aide	08/17/2015	
Sonja Carter	Dedicated Aide	03/29/2016	
Andrea Cofield	Classroom Aide	08/25/2014	06/24/2016

Paul Cook	Athletic Director and PE/Health Teacher	09/03/2014	
Robin Crawford	Systems Specialist	01/18/2011	
Irvin Cunegin	Speech Language Pathologist	11/01/2013	
Shari Daniel	Student Development Specialist	08/03/2015	08/07/2016
Natalie Elder	High School Enrollment Specialist	04/19/2016	
Betty Ellison	Server	12/03/2010	
Jacqueline Farrell	Server	08/24/2009	
Steven Foster	Vice Principal	01/27/2009	06/30/2016
Tameika Freeman	Principal	07/31/2014	
AbdurRazaq Gbadamosi	IT Specialist	09/28/2015	
Joy Gregory	Dean of Students	08/11/2014	06/30/2016
Josseline Gisele Grobly	Dedicated Aide	01/12/2015	
Jasmine Groce	English Teacher	08/03/2014	
June Hall	Dedicated Aide	09/02/2014	08/07/2016
Marvin Harden	Managing Director	02/18/2013	
Shanee Harrington-Young	English Teacher	08/10/2009	09/28/2015
Felecia Hayward-Lawson	Director of Special Education	08/06/2012	
Tuesday Hince	Dean of Student Engagement and Culture	08/16/2002	
Heather Hesslink	Operations Manager	01/04/2016	
L'Tanya Holley	Parent and Family Liaison	08/24/2009	
Robin Holt	Attendance and Discipline Clerk	12/04/2014	
Delano Jefferson	Special Education Teacher	03/23/2015	
Ellen Johnson	Finance and HR Associate	02/02/2009	06/30/2016
Katia Jones	Post-Secondary Transition Counselor	08/16/2004	
Samantha Koonce	Science Teacher	08/15/2013	08/07/2016
Lauren LaRussa	Music Teacher	08/03/2014	
Louis Laws	Case Manager	09/27/2010	06/30/2016
Thea Littlepage	Student Development Specialist	08/03/2015	
Fabian Manning	Math Teacher	08/03/2015	
Monica Mason	Math Teacher	08/03/2014	08/07/2016
Sean Massey	Science Teacher	08/03/2015	
Almeta McCannon	Academic Counselor	08/03/2015	08/05/2016
Dante McEast	Security Coordinator	08/17/2015	
Samantha Meyer	History Teacher	08/11/2015	
Alyssa Miller	Dedicated Aide	11/02/2015	08/05/2016
Brian Moore	Dedicated Aide	09/14/2015	03/25/2016
Jeran Moultrie	Student Development Specialist	08/03/2015	05/26/2016

Pamela Muhammad	Office Manager	07/15/2014	
Shawn Murry	Social Studies Teacher	02/17/2015	08/07/2016
Ali Najjar	Testing Coordinator	09/08/2014	02/05/2016
Lauren Nelson-Smith	Registrar	08/04/2014	03/18/2016
Mary Okowi	Career Academy Coordinator	04/28/2014	
Melanie Parker	Math Teacher	08/03/2014	08/07/2016
Dareck Parks	Special Education Teacher	08/03/2015	06/24/2016
Blondeen Philemond	School Data Manager	04/27/2016	
Jennifer Piechoski	Academic Counselor	02/11/2015	
Lenard Pitts	Media Specialist	02/23/2015	06/30/2016
Joyce Rainey	Residential Counselor	08/25/2005	
Carmaline Rennie	English Teacher	08/31/2015	
Angela Richmond	Dedicated Aide	11/16/2015	08/07/2016
Ernest Robbins, Jr.	Dedicated Aide	01/18/2016	
Adriana Rodriguez	Director of Data, Analysis, and Evaluation	08/14/2002	
Christina Sampler	Dedicated Aide	08/31/2015	08/07/2016
Justin Samples	Operations Manager	07/01/2012	11/25/2015
Nora Shetty	Evaluation Specialist	03/31/2015	
William Simmons	Student Development Specialist	08/03/2015	08/07/2016
Jesse Sneed	Residential Counselor	08/20/2012	
Samantha Southall	Special Education Teacher	03/02/2015	08/09/2016
Deborah Squire	Special Education Specialist	01/14/2013	
Ebony Squire	Human Resources Assistant	05/26/2015	10/09/2015
Alexandra Swe	Clinical Counselor	08/10/2015	
Maria Sweetney	Lead Behavior Technician	07/01/2015	02/25/2016
Jason Taylor	Student Development Specialist	08/03/2015	
Reia Tobias	Clinical Counselor	09/21/2015	
Laura Uhl	Dean of Academics	08/03/2014	
Michael Walker	Director of Post-Secondary Success	06/03/2013	
Shardae Washington	Dedicated Aide	12/07/2015	
Malcolm Welles	Teacher - Special Education	09/08/2015	
Alexis Wescott	Special Education Teacher	08/03/2014	
Latresea White	Dedicated Aide	10/01/2014	08/07/2016
De'Andre Williams	Dedicated Aide	01/12/2015	09/01/2015
Leslie Wilmer	Reading Teacher	08/03/2015	
Colbretta Wright	Dedicated Aide	03/29/2016	
Kamal Wright-Cunningham	Director of Socio-Emotional Learning	08/15/2005	

Shantelle Wright-Cunningham	Network Instructional Specialist	08/03/2014	
Akoshia Yoba	Director of the Career Academy	01/04/2016	

APPENDIX B. BOARD ROSTER FOR SY 2015-2016

Prefix	First	Last	DC Resident	Board Role	Board Term
Ms.	Jane	Dimyan-Ehrenfeld	No	Board Chair	Term expires 2016
Mr.	David	Domenici	Yes	Founding Member See Forever Foundation & Maya Angelou Schools	Emeritus
Mr.	Josh	Edelman	Yes	Board Member	Term expires in 2018
Mr.	James	Forman, Jr.	No	Founding Member See Forever Foundation & Maya Angelou Schools	Emeritus
Dr.	Julie	Johnson	Yes	Board Member	Term expires 2018
Mr.	Duane	Scott	No	Board Member	Term expires 2016
Mr.	Michael	Vu	Yes	Vice Board Chair	Term expires 2017
Dr.	Heather	Wathington	No	Chief Executive Officer See Forever Foundation & Maya Angelou Schools	N/A
Ms.	Sharnice	Anderson	Yes	Parent Member	Parent Board Member
Mr.	Kenny	Hooks	Yes	Parent Member	Parent Board Member

APPENDIX C. UNAUDITED YEAR-END 2015-2016 FINANCIAL STATEMENT

Maya Angelou PCS

Income Statement (unaudited)

July 1, 2015 - June 30, 2016

	Actuals	Revised Budget	Variance
SUPPORT AND REVENUE			
Support:			
In-kind Contributions	24,339	0	
Grants and Foundations & Other	7,506	0	7,506
Total Support	31,845	0	7,506
Revenue			
Per pupil allocation	8,891,769	9,046,712	(154,943)
Other Government	933,710	865,603	68,107
Total Revenue	9,825,479	9,912,315	(86,836)
TOTAL SUPPORT AND REVENUE	9,857,324	9,912,315	(79,330)
EXPENSES			
Personnel (salaries, taxes)	6,672,703	6,743,482	(70,779)
Other Operating	3,778,951	3,724,222	54,729
TOTAL EXPENSES	10,451,655	10,467,704	(16,049)
CHANGE IN NET ASSETS	(594,330)	(555,389)	(63,281)
NET ASSETS, as of 06/30/15	11,303,183	11,303,183	
6/30/2016	10,708,853	10,747,794	

APPENDIX D. APPROVED 2016-2017 BUDGET

Maya Angelou PCS

Annual Budget FY16-17

As of June 1, 2016

Annual Budget

SUPPORT AND REVENUE

Support:

Corporate Donations	0
Individual Donations	0
Grants and Foundations	0
Total Support	0

Revenue

Per pupil allocation	10,418,491
Other Government	0
Total Revenue	10,418,401

TOTAL SUPPORT AND REVENUE	10,418,491
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EXPENSES

Personnel (salaries, taxes)	6,757,130
Other Operating	3,083,028
TOTAL EXPENSES	9,840,158

CHANGE IN NET ASSETS	(244,042)
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Appendix E: High School PARCC Results from SY15/16 Administration

During the 2015-16 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:

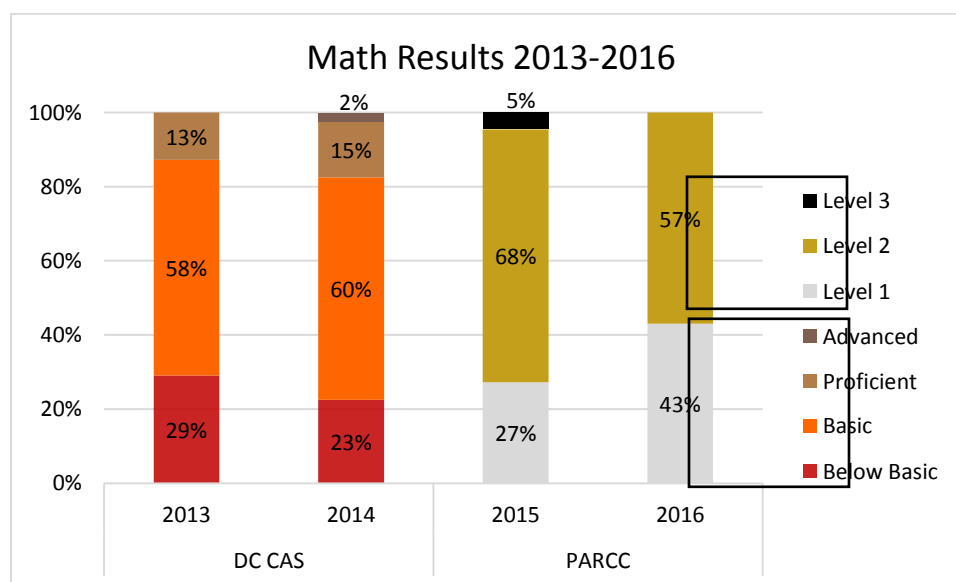
- Level 1- Did not yet meet expectations
- Level 2- Partially met expectations
- Level 3- Approached expectations
- Level 4- Met expectations
- Level 5- Exceeded expectations

While PARCC is not directly comparable to the previously administered DC CAS assessment, the results from both assessments are presented below in order to view student performance on standardized assessments over time.

Overall Math Results

DC CAS	Below Basic	Basic	Proficient	Advanced
2013	29%	58%	13%	0%
2014	23%	60%	15%	2%

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



Overall English/Reading Results*

DC CAS	Below Basic	Basic	Proficient	Advanced
2013	18%	60%	20%	2%
2014	15%	56%	29%	0%

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

* DC CAS measured student performance in Reading and Composition in separate sections, whereas PARCC measured performance within a single English section. For purposes of comparison, the PARCC English results are presented with DC CAS Reading results.

