

LAYC CAREER ACADEMY PUBLIC CHARTER SCHOOL



Annual Report: 2017-18 School Year

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Board Chair: Elizabeth Burrell

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School Description

A. Mission Statement

LAYC Career Academy Public Charter School (Career Academy) engages and empowers young people between the ages of 16–24 by providing a college preparatory education, career training in high growth occupations, and college-credit classes.

B. School Program

1. Summary of Curriculum Design and Instructional Approach

Career Academy is an innovative alternative school that provides older youth with literacy skills, college-credit classes, a rigorous but flexible GED and college preparatory curriculum, and career preparation in the high-growth health care and information technology fields. Our target population is “opportunity youth,” young people who have become disconnected from school and work but have the motivation and ability to succeed in college and careers with the necessary encouragement, resources, and supports. After six years of operation, Career Academy has a strong reputation among opportunity youth and their advocates for helping students who face extraordinary challenges make academic gains, secure high school credentials and college credits, and develop the skills needed for success in high-growth career sectors.



Our goal from the beginning has been for every student to leave fully prepared for a career and/or college, and that goal remains the same today. To graduate, students complete one of three Pathways: Medical Assistant (MA) Pathway, Information Technology (IT) Pathway, or College Pathway. Career Academy also helps students develop the literacy skills that are precursors to successful completion of a GED and entry into the school’s Pathway programs. Career Academy staff and faculty strive to infuse every student interaction with

positive youth development principles that foster critical life skills including self-awareness, self-confidence, problem-solving, and resilience. Each trimester, students take the Tests of Adult Basic Education (TABE) exam in reading to assess progress (for returning students) and determine course placements (for new and returning students). Students are placed in courses that align with their reading level. Students who need support acquiring English language skills are placed in an English Language Learners (ELL) cohort, until they earn a score of six or higher on the BEST Literacy exam or four on the TABE. Students seeking a GED are placed into our GED cohort until they pass the exam. Students who have a high school credential but do not read at an 11th grade level also receive additional literacy support and are assigned “Pre-Pathway” status.

Our educational program is flexible, meeting students where they are and enabling them to progress at the pace that works best for them. Career Academy students are older than their peers in traditional high schools, and they are anxious to meet their goals as quickly as possible. At the same time, they often need to balance school with conflicting demands on their time, such as employment, care-giving for a family member, or trying to meet basic needs. Using an evidence-based, blended learning model, “personalized learning,” Career Academy administrators, faculty, and staff tailor individual schedules to meet each student’s needs, using classroom lessons, one-on-one instruction, and online learning tools to support achievement and keep students engaged and motivated.

School faculty and staff also are committed to building community and are intentional in creating and sustaining a school environment in which students feel safe and valued. Career Academy students are supported by a team of student support specialists (also known as S3s), who are adviser-advocates helping youth with non-academic issues as basic as the need for clothing and shelter and issues as complex as parenting or caring for an elderly relative. The school’s College and Career Access Department provides comprehensive professional development and works one-on-one with students to ensure that they will be successful in higher education, work, or both.

2. Parent Involvement

Career Academy students often have little to no educational support in their home environment. Some students have adversarial relationships with their parents, if the parents are still in the students’ lives. Additionally, 81% of our students are over 18, and many live on their own. Despite these challenges, Career Academy encourages all students to involve their family in their educational growth to the extent that this is feasible. During the enrollment process, students are invited to bring a family member or other supportive adult to join the orientation session to provide additional background information on the student’s educational and personal history.

A core Career Academy belief is that all students need at least one supportive adult in their lives, so teachers, administrators, student support staff, and college and career access staff encourage and support students in their efforts to cultivate positive relationships with family members and/or other caring adults. In particular, student support specialists work with students on these relationships by helping them process any trauma they have from

prior negative relationships, giving them tools to repair those relationships when possible, and/or identifying other adults who can provide support. These essential staff members also conduct home visits and invite family members and other adults who play positive roles in our students' lives to school events and activities, in an effort to forge stronger school-family relationships wherever possible.



II. School Performance

A. Performance and Progress

1. Meeting our Mission

Career Academy meets its mission by providing every student with high-quality and accessible academic and occupational programming, non-academic supports essential to success, and college and career preparation. Career Academy enables youth to make significant educational gains while also increasing their confidence; developing critical “soft skills,” such as gaining work experience and college credits; and/or securing marketable IT and health care-related credentials.

Our student body of nearly 140 is racially and ethnically diverse. In our first six years, the majority of students were Latino and African American. Some students come with a high school credential, while others wish to earn a GED. Some want to explore college-level courses, while others are primarily attracted to the MA and IT Pathways. To meet all of these different needs, Career Academy offers students literacy classes, a college preparatory education, career training in high-growth occupations, and the opportunity to take college-credit classes. Our model is built on competency-based graduation and promotion requirements, and our curriculum is aligned with the Common Core State Standards to ensure college and career readiness.

The academic year consists of three trimesters, each of which is divided into two sessions of approximately six weeks. Based on the assessment results for the current student cohort, instructors decide how to level their courses to best align with student needs. Instructors integrate technology into the curriculum to provide more tailored lessons and assignments to each student. They also connect the curriculum to the health care and information technology sectors and students' other interests to make the subject matter more engaging. Instruction is provided in small groups, and teachers collaborate across subject areas, often team-teaching or coordinating lesson plans for a more dynamic and contextualized presentation.

A relevant, contextualized curriculum keeps students engaged by connecting classroom activities to their college and career goals.



During the 2017-18 school year, Career Academy added four elective classes that were directly linked to students' future career interests: information technology GED, business GED, computer science, and human anatomy.

Additionally, a unit was designed for Pre-Pathway and GED students as a precursor for Medical Assistant classes. This unit in human anatomy covered the urinary, endocrine, and reproductive systems and helped to prepare students for the MA Pathway. Students developed 3D models and created PowerPoint presentations that further explained how each system worked.

Another unit was designed for Pre-Pathway students who were on track to pursue the MA Pathway. Pre-Pathway students were given a math curriculum focused on problems related to the medical field. For example, students were learning whole number addition by calculating intake and output totals in milliliters as well as calculating how many patients needed to be contacted during the summer. Future MA Pathway students also learn about fractions using medications, for example, translating a label that says 125 mg per 5 mL into the fraction 125mg/5mL.

Educational technology, direct instruction, hands-on learning activities, field trips, and internships support all types of learners.



When Pre-Pathway students achieve an 11th grade reading level (reflected by a TABE score of six), they are promoted to a Pathway. In this program, students who are interested in information technology pursue an A+ IT technician certification; those seeking health care careers prepare for the Certified Clinical Medical Assistant (CCMA) exam; and those who wish to attend college complete credit-bearing college courses. Students in the MA, IT, and College Pathways are supported by the College and Career Access Department. The curriculum and course schedule are flexible enough to accommodate students at a range of proficiency levels, and while every student is different, it is typical to complete the MA, IT, or College Pathway in one or two years. The amount of time a student spends in the Pre-Pathway varies, depending on their skill level when they enroll, and the pace of their progress.

Overview of the MA Pathway:

In preparation for work as medical assistants, students learn to provide direct services to patients (e.g., how to obtain vital signs, administer an EKG, and perform spirometry and venipuncture). They master autoclave techniques, become CPR- and AED-certified, and develop basic billing and coding skills. Finally, like students in the IT Pathway, they complete an internship—in this case at a local healthcare organization, with hosts like A Plus Medical Center, Community of Hope, Mary’s Center, and Whitman-Walker Health.



Overview of the IT Pathway:

Students learn to install, configure, maintain, and troubleshoot hardware, software, peripheral components of computers and operating systems, including Microsoft Windows, and to install and manage networking software, hardware, and connections. Students graduate with the skills to be successful as IT help desk specialists, one of the fastest growing occupations in the region. Students in the IT Pathway spend their final trimester in an internship, learning to function in a professional environment, manage deadlines, and seek help when needed.



Overview of College Pathway:

Early exposure to college-level classes helps students gain confidence and experience that will enable them to more effectively navigate a college campus and complete college-level coursework. During the 2017-18 school year, students in Career Academy’s College Pathway took college-level courses for credit, through a partnership with the University of the District of Columbia. In addition, College and Career Access Department staff help students research departments and programs within colleges and universities, arrange individual college visits and group tours, and help students apply for financial aid and develop course schedules.



To graduate from Career Academy, a student must: 1) read at an 11th grade level; 2) complete an Internet Core Competency Certification (IC3), a benchmark for basic computer literacy, including operating systems, hardware, software, and networks, or complete a Microsoft Office Specialist (MOS) certification, which proves skills and proficiency with Microsoft computer programs; and 3) complete the IT, Medical Assistant, or College Pathway. Leading up to and after graduation, students and alumni receive help with job placement and other transition services. Top employers include the Advisory Board Company, A Plus Medical, and CareFirst.

2. Meeting our Goals: Academic Expectations and Outcomes

LAYC Career Academy Public Charter School Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Performance Measurement Framework (PMF) goals: Will gain a Tier 1 measure for at least three sections of the PMF, with no score below 40%	Met	
<u>Student Progress</u> (TABE and BEST scores) Tier 1	Met	Career Academy has a Tier 1 (65.7%) score in this measure. Our participation rate is 62.05% (above the target of 60%).
<u>Leading Indicators</u> (attendance and retention) Tier 2	Met	Tier 2 (40.39%) Attendance: 50.9% Retention: 68%
<u>Student Achievement</u> (GED) Tier 1	Met	Tier 1 (65.96%) score in this measure. GED: 12/15 passed GED (80%) Subject test: 50/63 passed (79.37%) Participation rate: 82.2% (above the target of 75%)
<u>Career and College Readiness</u> Tier 1	Met	Tier 1 (97%) Participation rate: 58% (above the target of 50%)
In addition to the PMF goals, the school adopted the following goals: Assessed beginning 2018: 1. The school will adhere to the following data and testing practices:	Met	The school has complied with each of the tasks included in this goal:

<p>a. The school will pre-test every student who meets the PMF Tech Guide's definition of "enrolled" or accept a zero for that student for each applicable measure.</p> <p>b. The school will submit to DC PCSB each student's Pathway designation within 15 days of the student enrolling in the school, or within 15 days of an enrolled student changing Pathways or transitioning from pre-GED to GED candidate.</p> <p>c. The school will administer at least two TABE subtests, one in math and one in reading, to every student.</p> <p>d. The school will provide DC PCSB with the student-level data needed to calculate the mission-specific goals in early September, following DC PCSB's <i>Adult Education PMF Timeline</i>, as published annually on DC PCSB's website each June. The mission-specific goals will be published on the PMF using the business rules described in the Amendment.</p>		<p>a. We followed the PMF technical guide for pre-testing students. We accepted two zeros for students who did not complete pre-testing.</p> <p>b. Our adult entries submissions (Pathway designations) in the Hub were in compliance for the school year. We submitted updates whenever new students enrolled or existing students changed pathways.</p> <p>c. We administered math and literacy pre-tests to 98.5% of students eligible for the student progress measure and accepted zeros for the remaining 1.5% (two students) not tested.</p> <p>d. The first data submission for our mission specific charter goals is due at the beginning of the 2019-20 school year. We submitted our mission specific goals data and documentation for the PMF in the Hub. Although the scores were not displayed on our PMF scorecard because fewer than ten students were in each measure, the data was submitted and validated accurately and in a timely manner as part of our PMF data collection process.</p>
<p>Assessed beginning 2019: 2. Starting with students entering the IT Pathway in SY 2016-17, within two years of entering the Pathway, 50% of students in the IT Pathway will earn an A+ certification.</p>	<p>Met</p>	<p>Of the 4 students who have enrolled in the IT Pathway since SY2016-17, 75% have earned the A+ certification, exceeding our goal of 50%.</p>
<p>3. Starting with students who entered the MA Pathway in SY 2016-17, within two years of entering the Pathway, 50% of students in the MA Pathway will earn a certified clinical medical assistant ("CCMA") credential.</p>	<p>Met</p>	<p>Of the 3 students who have enrolled in the MA Pathway since SY2016-17, 66% have earned the CCMA credential, exceeding our goal of 50%.</p>

4. Starting with students who entered the MA Pathway in SY 2016-17, within two years of entering the Pathway, at least 60% of students in the MA Pathway will complete an internship in MA.	Met	Of the 3 students who have enrolled in the MA Pathway since SY2016-17, 66% have completed an internship, exceeding our goal of 60%.
5. Starting with students who entered the College Pathway in SY 2016-17, within two years of entering the Pathway, at least 60% of students in the College Pathway will earn at least three college credits.	Met	Of the 4 students who have enrolled in the College Pathway since 2016-17, 75% have earned at least three college credits, exceeding our goal of 60%.

3. Meeting Students Where They Are: Lessons Learned/Actions Taken

Changes to Advisories

Advisories are regularly scheduled periods of time when teachers meet with small groups of students to advise them on social/ emotional topics (every other Wednesday at Career Academy). Previously, Advisories were conducted by one teacher with a group of students. Student support specialists joined Advisories in the 2017-18 school year, so that teachers were better supported in this process and students received stronger social/emotional and academic support. As a result, students began to build stronger relationships with the student support specialists, there was an increase in students' self-advocacy, and students felt more comfortable speaking to instructors one-on-one if they had an academic need.

Strengthening Data Practices

During the 2017-18 school year, Career Academy focused its efforts on strengthening data management, record retention, and documentation for data points. To reach this objective, Career Academy adopted a new Student Information System (SIS) database, called eSchoolPLUS. This new system includes improved features that helped Career Academy strengthen its record retention. For example, eSchoolPLUS allows schools to store documents for verification alongside data itself in the SIS. Career Academy can now input data and then upload the verifying documents immediately after the student has achieved the relevant accomplishment. The school has also retained hard copies of all documentation in binders to allow for easy review.

In addition to implementing eSchoolPLUS, Career Academy also worked with a data consultant to strengthen data practices. EmpowerK12 and FOCUS worked with Career Academy to: 1) analyze the school's data processes and make recommendations for improvement; 2) review and strengthen the school's data retention plan; and, 3) make recommendations for data-related professional development opportunities for staff.

The consultant completed work in August 2018. Activities included:

- 1) Interviewing key stakeholders to identify key data metrics for future reports and solutions to reduce current pain points in using data to improve performance.

- 2) Surveying Career Academy staff and leadership for views on how the school is performing on the EmpowerK12 Data-Drive school rubric.
- 3) Reviewing how data is stored in the student information system and other systems (assessment platforms, shared servers, etc.), presenting on findings from preliminary data audit, and working with staff to implement adjustments in system structures or implementation practices.
- 4) Meeting with school leadership to discuss a draft strategic data plan that identifies short-term (by start of the 2018-19 school year) and long-term activities.
- 5) Identifying trainings to support instructor, student support staff, and administrator use of data to improve instruction.
- 6) Creating a wireframe school-level dashboard aligned to school mission and goals to gather feedback from all Career Academy stakeholders.

Career Academy will build on the recommendations of the consultant during the 2018-19 school year. The school is bringing extra capacity to its data management team by contracting with EdOps, a certified B Corporation that assists schools with financial, operational, and compliance aspects of running a school. Career Academy is also implementing an automated swipe system to track student attendance data rather than relying on paper sign-in sheets.

Social/Emotional Learning

During the 2017-18 school year, Career Academy worked with Tripod, a Boston-based organization that serves as the leading provider of classroom-level survey assessments for K-12 education. Tripod surveyed Career Academy students about the effectiveness of teachers and school culture. Tripod also reviewed attendance data, incident reports, and students' reading and math TABE scores. The assessment demonstrated that 1) A student who received more active and focused direct Social Emotional Learning (SEL) instruction saw a positive change in his/her TABE reading scores. And 2) Students whose SEL environment included more breadth and depth of instruction in self-awareness, self-management, social awareness, responsible decision-making, and overall SEL had higher in-seat attendance rates. This information has helped teachers utilize data to inform their instruction and lesson plans.

Restorative Practices

During the 2017-18 school year, Career Academy launched an initiative to implement restorative practices within the school community. Restorative practices are used in lieu of traditional disciplinary processes and as a prevention strategy, to build community and resolve issues collectively. The International Institute for Restorative Practices describes them as facilitated conversations in which each participant has the opportunity to talk about the incident from their perspective and how it affected them. The approach is rooted in restorative justice, emphasizing repairing harm done to people and relationships. Restorative practices are straightforward problem-solving methods that demonstrate how participants can resolve their own problems when provided with a constructive forum. Staff members formed a restorative practices committee, which included leadership, staff, and two board members. The members of the committee have been trained in restorative practices and provided two all-staff trainings in spring of 2018. The goal of implementing

restorative practices in the school is to better manage incidents and to prevent future behavior incidents from occurring.



B. Unique Accomplishments and Recognition

Career Academy students made great progress towards their goals during the past school year. Overall, there were 20 graduates during the 2017-18 school year: eight completed all of the school's College and Career Ready requirements (securing a GED or high school diploma, achieving an 11th grade reading level, earning six college credits or completing a 300-hour MA or IT Pathway internship, and securing an IC3 or MOS IT certification), and 12 received their GEDs, earning a DC high-school diploma.

In addition, Career Academy students passed 50 GED subject tests, 101 Microsoft certification exams, and 41 IC3 tests, with seven students earning the three-part IC3 certification. Finally, many Career Academy students reached other important milestones over the past school year, completing internships, securing employment, or enrolling in college courses or professional programs.

Medical Assistant (MA) Pathway Outcomes

During the 2016-17 school year, seven students graduated from the MA Pathway, and six received their Certified Clinical Medical Assistant certification (CCMA) during spring/summer 2017. During the 2017-18 school year, one student graduated from the MA Pathway. She is working part time while pursuing a nursing degree at Prince George's County Community College.

Information Technology (IT) Pathway Outcomes

Three students graduated from the IT Pathway during the 2017-18 school year, completing an A+ certification and a 300-hour internship. One of the IT Pathway graduates has a full-time IT job in the federal government. Another is working in construction while seeking an IT job, and a third is enrolling at the University of the District of Columbia in January 2019.

College Pathway Outcomes

During the 2017-18 school year, seven students earned a total of 13 college credits. Four of the seven students participated in the University of the District of Columbia's (UDC) First Year Seminar, an innovative program to help prepare students for success at UDC. Of the seven College Pathway students, three are still enrolled at Career Academy; two are enrolled in college; and two are working full time.

Additional Accomplishments by Students, Faculty, and Staff

Students took advantage of the rich resources of the DC community through field trips aligned with the school curriculum to the Smithsonian National Air and Space Museum, the new National Museum of African American History and Culture, the National Museum of Health and Medicine, Cadena/Univision DC, Comcast, Microsoft, American University, UDC, and other college campuses.

The following Career Academy staff members participated in the CityBridge Breakthrough Schools Fellowship: Sasha Varner, Nicole Carter, Efrain Ramirez, Bernadette Kreh, Nicole Hanrahan, and Jacqueline Fernandez. CityBridge provided a series of workshops on intentional equity, commitment to deep, personal learning, and expansive measures of success.

Principal Jacqueline Fernandez-Romero achieved the following during the school year:

1) Published her first paper in the *Journal for Latinos and Education*: "Undocumented Latino students pursuing degrees in STEM disciplines: Attitudes, perceptions, teacher support, and future views."

<https://www.tandfonline.com/doi/abs/10.1080/15348431.2017.1350582?journalCode=hile20>.

2) Co-authored a blog article: J. Fernandez, & L. McClure. "Every Student has a Dream." TED-Ed Blog. <https://blog.ed.ted.com/2017/09/12/every-student-has-a-dream/>.

3) Received her Ph.D. in curriculum and instruction with a concentration in Science, Technology, Engineering, and Math (STEM) education, in December 2017.

Tatiana Contreras, a student in the IT Pathway, was recently named District of Columbia's Microsoft Champion and competed in Certiport's 2018 Microsoft Office Specialist US National Championship in Atlanta, Georgia. Ms. Contreras earned this honor due to her exceptionally high score on her Microsoft Office Specialist Word 2013 exam.

Career Academy was one of six schools selected to participate in the iSTEM Program through the DC Office of the State Superintendent of Education, with support from the Tiger Woods Foundation. This six-month program provided Career Academy with the tools and resources to enhance integrated STEM learning in the classroom and build a STEM-focused community within the school. Career Academy is receiving STEM materials, continuous direct support, and three onsite coaching visits from a team of STEM development professionals from the Tiger Woods Foundation. Career Academy received a recognition from OSSE and the Tiger Woods foundation for the completion of the iSTEM program.

Interim director of academics & STEM coordinator Sasha Varner completed an internship to master the Java programming language and acquire additional real-world experience in computer science by programming for Bitcoin implementation using blockchain analysis. This internship allowed her to teach our IT students the basics of Java, an in-demand job skill.

Career Academy's basketball team won the Alternative Education League championship!



C. List of Donors (at the level of \$500 or higher)

Elizabeth Burrell

Kate Brannon

Lori Kaplan

Sunrise Foundation

Greater Washington Community Foundation, Sharing DC Fund

III. Data Report

SY 2017-18 Annual Report Campus Data Report	
LEA Name:	LAYC Career Academy Public Charter School
Grades Served:	Adult
Overall Enrollment:	Audited Enrollment: 136
Enrollment by Grade:	N/A
Total Number of Instructional Days:	198
Suspension Rate:	5.1%
Expulsion Rate:	2.94%
Instructional Time Lost to Out-of-School Suspension Rate:	.34%
Average Daily Attendance:	No action necessary.
Midyear Withdrawals:	Not applicable.
Midyear Entries:	Not applicable.
Promotion Rate:	Not applicable.
College Acceptance Rates:	Not applicable.
College Admission Test Scores:	Not applicable.
Graduation Rates:	Not applicable.
Teacher Attrition Rate:	36%
Number of Teachers:	12
Teacher Salary - Average	\$55,025
Teacher Salary - Range	\$40,000-\$68,184

IV. Appendices

APPENDIX A. Staff Roster for the 2017-18 School Year

LEADERSHIP AND ADMINISTRATIVE STAFF

Executive Director: Nicole Hanrahan

Ms. Hanrahan leads the senior team that manages the school's day-to-day operations and supports the board of directors as it guides the school's overall direction, sets policy, and monitors school performance. Prior to her current role, she was Latin American Youth Center's (LAYC) chief strategy officer, supporting its efforts to grow and deepen its impact for youth in Washington, DC. Before joining LAYC, she served as a director at Community Wealth Ventures, where she helped nonprofits and foundations build capacity and improve sustainability. Prior to that, she ran workforce development programs in New York, Chicago, and Boston. She holds a B.A. in public policy from Brown University and an M.B.A. from the Harvard Business School.

Principal: Dr. Jacqueline Fernandez-Romero

A prominent educator, scientist, and community activist, Dr. Fernandez-Romero taught science at Career Academy for several years and served as its interim principal during summer 2017. She became principal in May 2018. She has received honors and awards for her scientific research, community involvement, and mentorship of minority students in the science, technology, engineering, and math (STEM) fields. Prior to joining Career Academy, she worked in the Space Bio-sciences Division at NASA Ames Research Center and as a teacher in schools in DC and New York. Dr. Fernandez-Romero obtained her B.A. in Raza studies and B.S. in microbiology from San Francisco State University, and she earned a master's in education from Lesley University. In 2017, she completed her Ph.D. in curriculum and instruction with a concentration in STEM education from Texas Tech University Global PRISE (Pragmatic Researchers in STEM Education) Program.

Director of Academics: Ivette Cruz

Ms. Cruz is 25-year veteran educator who began her career in K-12. Ms. Cruz decided to continue growing professionally by entering the field of adult education and bilingualism. She became academic director of Ana G. Mendez University System, where she provided leadership on all academic programs while guiding the implementation of the Discipline-Based Dual-Language Immersion Model. After almost four years in this position, she decided to join Career Academy as the director of academics to continue helping underserved students in their efforts to pursue a GED or career. Ms. Cruz has a bachelor's in child development from the University of Puerto Rico and a master's in educational leadership from the University of Phoenix. She is currently studying for her doctorate in education with a specialization in English as a Second Language. She is a member of Maryland's Teaching English to Speakers of Other Languages (TESOL) board, where she is the chair of the Adult Education interest section, a special interest group that connects members working in this sector.

Director of College and Career Access: Douglas Ierley

Mr. Ierley first joined Career Academy as a teacher before becoming the director of college and career access. Before joining Career Academy, he served as a lawyer in both the legislative and executive branches of the federal government and worked in human rights and international development in the Middle East and Africa. He is also a part-time GED teacher in the Maryland criminal justice system.

Interim Director of Student Support Services: Jonquille Rice

Ms. Rice has worked in education for over 10 years, as a mentor, after-school teacher, camp counselor, and youth center co-director. She currently serves Career Academy students by providing assistance and counseling on a range of issues. She received her B.A. in communication from Bowie State University and certifications in early childhood education and school-age education from Howard University. In her free time, she is active in the DC arts community, where she performs spoken word pieces, plays bass guitar, and plans art events.

Operations Manager: Jeremy Vera

After four years with LAYC, where he managed the Supplemental Education Services tutoring program, Summer Youth Employment Program, and STARS summer camps, Mr. Vera joined Career Academy as its operations manager. He oversees day-to-day operations, supervises implementation of the budget, and ensures compliance with local, state, and federal regulations. Prior to moving to Washington, DC, he served as a Peace Corps volunteer in Guatemala. He holds a B.S. in urban planning from Arizona State University. He is also the marching band assistant director for DC's Different Drummers, playing the French horn and mellophone.

Data Manager: Amber Eby

Ms. Eby brings eight years of experience in education and nonprofit research, program evaluation, and data management to Career Academy. She has led workshops on nonprofit evaluation capacity building, presented research at national and international conferences, and published her research in peer-reviewed journals. Before leaving Texas for Washington, DC, she was an evaluation specialist for the Dallas Independent School District. She also has taught master's-level statistics and research courses at the University of North Texas (UNT). She holds a master's degree in educational psychology with an emphasis on research, measurement, and statistics from UNT.

Recruitment Specialist: Monica Maldonado

Ms. Maldonado graduated summa cum laude with her B.S. in psychology from Berry College in 2016. Currently, she is working on her M.A. in higher education from the University of Maryland. Her focus on advancing post-secondary educational attainment for historically underrepresented communities fueled her work at Career Academy. Through the Ralph George Scholarship grant, she has conducted research and presented a poster on "Addressing the Achievement Gap: How Latinos Form their Educational Expectation" at the 2016 National Conference for Race and Ethnicity in American Higher Education. As a recipient of the 2012 Gates Millennium Scholarship through the Bill and Melinda Gates

Foundation, she understands the value of investing resources in underserved communities for the purposes of educational advancement.

Program Assistant/Registrar: Ashley McQueen

Prior to joining Career Academy, Ms. McQueen worked for LAYC for five years as a job coach with the Summer Youth Employment Program and as an academic adviser for the Upward Bound program. In her current position, she is the hub of all information in Career Academy's building. She attended college at Bennett College for Women in Greensboro, NC, where she studied biology. She has future plans to finish her degree and begin a career in health care, but for now she is most happy contributing to her community through working with at-risk youth.

ACADEMIC PROGRAM

English as Learned Language (ELL) Paraprofessional: Ariel Berroa

Mr. Berroa was born in Santo Domingo, Dominican Republic, came to the US at the age of 19, and quickly learned English and earned his GED. He was an AmeriCorps volunteer from 2013-2015, working with middle school students, facilitating health education workshops, coaching a soccer team, and providing ELL support. During this time, he found his passion for working with youth, using his own experience to encourage them to find their paths. At Career Academy, he assists ELL students in language acquisition and enjoys working with immigrant populations.

Special Education Services Coordinator: Amber Church

Ms. Church ensures the school is compliant with special education laws and regulations and that students receive the appropriate services and supports as required by their Individualized Education Plans. She also consults with teachers and staff to support learning for students with special needs. Prior to moving to Washington, DC, she taught computer science to students with special needs at Houston Community College. She holds a bachelor's in sociology from the University of Houston, a master's in sociology from Prairie View A&M University, and a master's in education from the George Washington University.

Writing, Social Studies, and GED Instructor: Jerri Fuller

Ms. Fuller has been with Career Academy since January 2014. She teaches writing and GED social studies. She attended Wake Forest University and Pennsylvania State University Dickinson School of Law. She practiced law in the DC metropolitan area for seven years before beginning a new phase in her life by becoming a full-time teacher.

Special Education Paraprofessional: Alicia Leva

As the special education paraprofessional, Ms. Leva works directly with students across various educational settings and needs. Prior to coming to Career Academy, she worked with LAYC through the AmeriCorps program. She received her bachelor's in education from the University of Florida in 2014 and holds a master's degree in international training and education from American University. Her personal interests include dancing, travelling, and enjoying the great outdoors.

Special Education Instructor: Carolyn Jackson

Ms. Jackson graduated from Morgan State University with a Bachelor of Science degree in music education. She also holds a M.Ed. with a concentration in special education from George Mason University and is currently attending Virginia Union University, working on her master's degree in divinity. As special education instructor, Carolyn works directly with students with a variety of needs, delivering instruction with various educational settings. In addition, outside of Career Academy, Carolyn is also a music teacher and plays the trumpet, among other instruments.

ELL Instructor and Coordinator of Services: Tiffany Garcia

Ms. Garcia oversees the services of our English Language Learners, ensuring that their needs and ELL standards are met. She also oversees daily instruction. Tiffany holds a bachelor's of science degree in social science and a master's degree in TESOL education. She spent many years teaching abroad before coming back to the US, and enjoys working with English Language Learners.

Math and Science Instructor: Alonso Llerena

Mr. Llerena was born in Peru and moved the US as a child. He attended the University of Maryland College Park but did not find his passion for teaching until he started substituting in charter schools in Ward 4. He taught at various public charter schools in DC before coming to Career Academy. As math and science instructor, he loves challenging his students and using restorative justice practices in the classroom.

Reading and Social Studies Instructor: Jessica Reed

Ms. Reed has a strong passion for language arts, social justice, and equality. It is this passion that brought her to Career Academy as reading and social studies instructor. She holds a bachelor's degree in history and psychology from Heidelberg University in Ohio and also participated in a study abroad program in Seville, Spain.

ELL Instructor: Ian Stone

Mr. Stone's background is in teaching English as a Second or Other Language (ESOL), community/political organizing, and organizational management. Mr. Stone has a B.A. in political science from the University of New Mexico with a minor in Spanish, a graduate certificate in TESOL, and an M.A. in intercultural service leadership & management from the School for International Training in Vermont. Currently, Mr. Stone is working on an Ed.D. in curriculum and instruction at the George Washington University. He has taught ESOL for over eleven years and is very passionate about empowering people to access the language they need to make the world a better place.

Math Instructor: Sasha Varner

Ms. Varner has more than a decade of experience in education and library science project management. As a math instructor, she prides herself on making difficult concepts easy to understand. Before joining Career Academy, Ms. Varner worked as a math teacher at Job Corps and in the Baltimore City Schools. She has a bachelor's degree in psychology with a minor in anthropology from University of Maryland, Baltimore County.

CAREER TRAINING

Medical Assistant Program Coordinator: Nicole Carter

Ms. Carter is a registered Medical Assistant and brings over a decade of clinical and teaching experience to Career Academy. While working towards her B.S. from the University of the District of Columbia, she obtained a position at DC General Hospital in the Department of Pathology. Based on this experience, her interest shifted to health care; she became a certified nursing assistant and a certified medical assistant. After several years in the field, she became certified as a medical assistant instructor and began teaching at Everest College in Washington. There, she taught phlebotomy, CPR, OSHA and HIPAA compliance, and other clinical and administrative skills. She has led the Medical Assistant Pathway since 2012. She demonstrates compassion and dedication to her students as she introduces them to the world of healthcare and allied services.

Information Technology Program Coordinator: Abner Soto-Henry

Mr. Soto-Henry started his career as a technology education instructor at the Workforce Development Center in Costa Rica (Centro de Formación y Capacitación Portuaria), after graduating from Universidad Interamericana de Costa Rica in San José, Costa Rica, in 1995. After coming to the US, he worked as a computer instructor at LAYC for over a decade before transitioning to Career Academy. In 2016, he was named Career Technical Education Educator of the Year by the DC Office of the State Superintendent of Education.

Digital Literacy Instructor: Corey White

After graduating from University of Maryland, Eastern Shore in 2010, where he received a bachelor's degree in English with a minor in telecommunications, Mr. White worked for the Prince George's County Office of Information Technology in Maryland. At Career Academy, he provides information technology instruction and supports students who are working towards A+ and IC3 IT certifications.

STUDENT SUPPORT TEAM

Student Support Specialist: N'Kosi Ayize

Mr. Ayize is a third-generation Washingtonian who was Career Academy's fitness professional for three years before assuming the post of a student support specialist. He has extensive background in youth programs, supports, and services and enjoys the benefits of being a certified personal trainer, martial arts master/instructor, productivity specialist, and avid origami artist. He truly works to personify the Capoeira philosophy of "facing confrontation with a smile."

Student Support Specialist: Cindy Ezcurra

Ms. Ezcurra holds a bachelor's in family and human services from Towson University and is working towards her master's of education in school counseling at Liberty University. She has a passion for education, counseling, and working with youth populations, which is what drives her as a student support specialist. She hopes to become a licensed clinical social worker in the future.

Student Support Specialist: Larita Massey

Before coming to Career Academy, Ms. Massey worked at Shaw Middle School as a teacher's assistant and at New Community for Children as a photography teacher. She joined Career Academy's team as a student support specialist in 2013. She has been a professional photographer for 10 years and is also a member of the five-piece Original Rock & Soul Band from the DMV. She holds a B.A. in sociology from Saint Augustine's University.

Student Support Specialist: Efrain Ramirez

Mr. Ramirez was born and raised in New York City's El Barrio. He is the son of a Mexican immigrant housekeeper and is the first in his family to attend college. After receiving a bachelor's degree from American University in Latino studies and urban studies, he was an AmeriCorps member in 2013-2014. He is also a photographer, videographer, and music producer. Mr. Ramirez continues to explore storytelling through media and dreams of using these tools to empower youth.

APPENDIX B: Board Roster for 2017-18 School Year

Elizabeth Burrell, Chairperson (2011-present)

DC Resident: Yes

Ms. Burrell has spent her career in secondary education, working in urban, suburban, and rural high schools. She began as a high school guidance counselor, an experience that informed her views on the importance of providing strong academic programs to all students, so all are prepared for post-secondary education and meaningful careers. After 10 years as a school counselor, she became an assistant principal at one of the largest suburban high schools in upstate New York. Her responsibilities included designing the school's master schedule and supervising the English department, special education, and counseling and student services. After 10 years, she relocated to the Washington, DC, area and continued her work in Howard and Montgomery Counties in Maryland, serving as assistant principal of Albert Einstein High School before retiring. She holds an M.S. in school administration and policy studies, an M.S. in guidance and school counseling, and a B.A. in English literature. Ms. Burrell also serves on the board of Latin American Youth Center.

Kate Brannon, Treasurer (2014-present)

DC Resident: No

Ms. Brannon is the director of finance at the George Washington University Graduate School of Education and Human Development. She has served in a variety of finance positions throughout her 15-year tenure at the university, including the director of finance for the School of Nursing. She provides leadership and strategic direction as it relates to managing GW's \$23 million budget. Her expertise includes budget development, strategic planning, forecasting, establishing internal controls, and overall financial oversight of the school. Kate holds a bachelor's degree in accounting from Elon University and an M.B.A. from the George Washington University.

Emmanuel Caudillo, Board Member (2015-present)

DC Resident: Yes

Mr. Caudillo is a special advisor to the White House Initiative on Educational Excellence for Hispanics. In this role, he oversees the operational duties of the initiative, outreach to Hispanic-serving institutions, and youth engagement activities. Previously, he was a policy analyst at the US Department of Education from 2009 to 2012. He has also held research positions at Abt Associates and the National Council on Teacher Quality. Mr. Caudillo holds a bachelor's degree from the University of Southern California and a master's in public policy from the George Washington University.

Joshua Fairchild, Student/Alumnus Board Member (2015-present)

DC Resident: Yes

Mr. Fairchild is a 23-year-old former student who completed Career Academy's IT Pathway and is now working full-time in the IT department of the Advisory Board Company. Mr. Fairchild attended several schools prior to Career Academy, including Washington Math, Science, and Technology Public Charter School and Montgomery College. He took full

advantage of his time at Career Academy, earning over a dozen IT-related certificates and participating in an internship at the Advisory Board Company.

Lori Kaplan, Board Member (2012-present)

DC Resident: Yes

Ms. Kaplan retired as President & CEO of Latin American Youth Center in June 2018 after leading LAYC for 30 years. Ms. Kaplan is continuing her involvement with LAYC as special projects advisor to support the leadership transition. In addition, Ms. Kaplan was the original executive director of the Next Step PCS, which she founded in 1996, and a major force in the development of LAYC YouthBuild PCS and LAYC Bilingual Montessori PCS. She also serves on the board of Youth Radio, an award-winning media production company that trains diverse young people in digital media and technology.

Precious Martin, Student/Alumna Board Member (2017-present)

DC Resident: Yes

Ms. Martin is proud to serve as an alumna board member and to be a graduate of both the IT and College Pathways. While studying at Career Academy, she received her GED, earned 18 IT certifications, compiled 12 college credits, and completed an internship at Community IT, where she provided help desk support to nonprofit organizations around the DC metro area. She is now a student at the University of the District of Columbia, where she is working on her bachelor's degree in engineering. After completing college, Ms. Martin plans to pursue a master's degree in robotics from Carnegie Mellon.

Linda Moore, Secretary (2017- present)

DC Resident: Yes

Ms. Moore is the founder of the Elsie Whitlow Stokes Community Freedom Public Charter School, which opened in 1998 with 35 students in a rented space in a church basement in Ward 1. Today, the school owns its building in Ward 5 and serves 350 students in grades PK3 to 6. It became a Tier 1 school in 2012 and operates with a bilingual education model, with at least half of each students' education conducted in French or Spanish. Ms. Moore has served on the DC Charter School Association Board of Directors and as the chairperson of the DC Special Education Cooperative. She was inducted into the National Alliance for Public Charter Schools' Hall of Fame in 2013.

APPENDIX C. Unaudited Year-End FY18 Financial Statements

	<u>Year to Date</u>	
	Actual	Budget
REVENUE		
Per Pupil Charter Payments - General Education	2,491,232	2,600,146
Per Pupil Charter Payments - Categorical Enhancements	-	-
Per Pupil Facilities Allowance	434,211	478,950
Federal Funding	-	-
Other Government Funding/Grants	239,281	479,842
Private Grants and Donations	23,375	-
Activity Fees	-	-
In-kind revenue	-	-
Other Income	60,900	7,000
TOTAL REVENUES	3,249,000	3,565,938
FUNCTIONAL EXPENSES		
<i>Personnel Salaries and Benefits</i>		
Principal/Executive Salary	174,912	228,005
Teachers Salaries	401,266	608,193
Special Education Salaries	30,867	59,511
Other Education Professionals Salaries	82,311	85,783
Business/Operations Salaries	164,622	354,710
Administrative/Other Staff Salaries	512,479	157,151
Employee Benefits and Payroll Taxes	227,640	281,981
Subtotal: Personnel Expense	1,594,097	1,775,334
<i>Direct Student Expense</i>		
Educational Supplies and Textbooks	47,432	165,650
Student Assessment Materials/Program Evaluation	889	15,000
Contracted Student Services	224,241	228,500
Food Service	59,445	50,000
Other Direct Student Expense	13,001	44,000
Subtotal: Direct Student Expense	345,009	503,150
<i>Occupancy Expenses</i>		
Rent	544,606	615,055
Depreciation (facilities only)	-	-
Interest (facilities only)	-	-
Building Maintenance and Repairs	100,445	-
Contracted Building Services	-	-
Other Occupancy Expenses	-	-
Subtotal: Occupancy Expenses	645,050	615,055
<i>General and Administrative Expenses</i>		
Office Supplies and Materials	53,706	31,250
Office Equipment Rental and Maintenance	39,723	33,000
Telephone/Telecommunications	25,028	15,000
Legal, Accounting and Payroll Services	21,678	25,000
Insurance	23,405	22,500
Transportation	4,825	11,250
Professional Development	3,694	18,750
PCSB Administrative Fee	-	30,000
Management Fee	334,851	234,014
Interest Expense (non-facility)	-	-
Depreciation and Amortization (non-facility)	85,769	80,000
Other General Expense	53,943	48,200
Subtotal: General Expenses	646,621	548,963
TOTAL EXPENSES	3,230,778	3,442,503

Appendix D. Board-Approved FY2019 Budget

Revenues	
NSLP claims	\$ 20,000
OSSE Instruct Per Pupil	\$ 2,609,160
SPED	\$ 304,185
ELL	\$ 182,770
Facilities	\$ 554,710
Summer School	
ESY	
At Risk	
Grants Earned	\$ 103,000
Grants Probable	
Individual Contributions	\$ 7,000
To Be Raised	
Total Revenues	\$ 3,780,825
Expenses	
Staff Salaries	\$ 1,558,186
Employee Benefits	\$ 233,728
Well+Trans	\$ 33,600
Retirement Contributions	\$ 24,378
Depreciation Expense	\$ 90,000
Insurance	\$30,000
Food service	\$ 55,000
Administrative (PCSB)	\$ 40,000
CMO Fee	\$ 243,000
Office Supplies	\$ 20,000
Office Equipment	\$ 10,000
Legal/ Accounting	\$ 90,000
Printing and Copying	\$ 10,000
Postage and Shipping	\$ 2,000
Other General	\$ 38,000
Rent/ Lease/ Mortgage	\$ 564,375
Utilities/Maintenance/Security/Cleaning	\$ 152,920
Telephone/ Communications	\$ 35,000
Contractors/Consultants	\$ 59,000
ED Budget	\$ 10,000
Principals Budget	
Staff Development/ PD / Staff Incentives	\$ 25,000
Staff IT	\$ 8,000
Discretionary	\$ 12,000
Student Incentives	\$ 7,000
Electives	\$ 5,000
Academic Dept	
Books	\$ 18,000
Academic Supplies	\$ 11,600
Instructional Technology	\$ 16,000
IT Instruction Supplies	\$ 30,000
Assessments	\$ 18,150
Medical Assistant Supplies	\$ 28,000
Field Trips	\$ 10,000
SPED Coord & services	\$ 91,000
Student Support Department	
Student supplies	\$ 5,000
SSD staff supplies	\$ 5,000
Transportation	\$ 17,000
Uniforms	\$ 15,000
Marketing and Recruitment	\$ -
Public Ally/AmeriCorps	\$ 36,000
College and Career Services	\$ 28,700
Total Expenses	\$3,691,637