

LAYC CAREER ACADEMY PUBLIC CHARTER SCHOOL



Annual Report: 2018-19 School Year

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Board Chair: Elizabeth Burrell

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I. 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, a college preparatory curriculum, college-credit classes, a State High School Diploma/General Educational Development (GED) program, 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 seven 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.

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, personalized learning model, 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 are also 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 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. All Career Academy staff have been trained in restorative practices and use those principles to build community in and out of the classroom.

2 Parental Involvement Efforts

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, 89% 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 it 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; gaining work experience and college credits; and/or securing marketable IT and health care-related credentials.



Our student body of 129 is racially and ethnically diverse. In our first seven years, the majority of students have been Latino and African American. Additionally, students have varying needs and goals. Some students come with high school credentials, 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 and numeracy 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 designed 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 will 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 for each student. They also connect the curriculum to the health care and IT sectors, as well as 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.

During the 2018-19 school year, Career Academy transitioned the academic program to a standards-based curriculum with a more personalized approach. This entailed a personalized program that is even more data-driven and student-centered. Instructors and students focus on targeting the specific skills students need to work on in order to achieve their long-term academic goals. These skills are identified in score reports from different tests and digital assessments. The reports provide a prescription and a personalized plan where students are offered digital content to work on. This digital practice is tailored to their specific academic needs.

Career Academy was one of six schools that received the iSTEM recognition award from the Tiger Woods Foundation (TGR). As part of the iSTEM program, Career Academy received a stipend for STEM materials, continuous direct support, and three on-site coaching visits from a team of STEM development professionals. Due to the positive impact from iSTEM and the TGR award, Career Academy's STEM teachers began implementing more problem/project-based learning, which lead to our students being more engaged and developing additional skills that are relevant to their future careers. Career Academy also partnered with One World Education and Math Solutions in order to provide additional professional development for our reading and math instructors, which lead to an increase in students' argumentative writing, presentation, and research skills as well as improved learning of mathematics through real-world connections.

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



GED and English Language Learner Programs:

Career Academy helps students develop the literacy skills that are precursors to successful completion of a State High School Diploma/GED and entry into the school's pathway program.

Career Academy faculty and staff 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. They also communicate with students using the principles of restorative practices. Each trimester, students take the Test of Adult Basic Education (TABE) exam in reading and math to assess progress (for returning students) and determine course placements (for new and returning students). Students are placed in courses that align with their levels. Students who need support acquiring English language skills are placed in an English Language Learner (ELL) cohort, until they earn a score of six or higher on the BEST Literacy exam or a 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 receive additional literacy and math support and are assigned “Pre-Pathway” status.

Pre-Pathway:

The Pre-Pathway program is designed for students who have a high school diploma and low literacy and numeracy skills. These students comprise close to 50% of the student body. Without the LAYC Career Academy, pre-pathway students would either end up paying for expensive remedial classes in college or would remain in low-wage jobs because they lack the literacy and numeracy skills to enter the type of training programs that culminate in living wage careers. Pre-pathway students spend their days in a mix of career training classes and those that help build literacy and numeracy skills.

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 schedules 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 at enrollment, 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. Students then spend their final trimester in an internship 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:

IT 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 find successful careers as IT help desk specialists, one of the fastest growing occupations in the region. Like students in the MA Pathway, IT students also complete an internship, giving them the tools to function in a professional environment, manage deadlines, and seek help when needed.



Overview of the 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. College and Career Access Department staff help College Pathway students research departments and programs within colleges and universities, arrange individual college visits and group tours, help students apply for financial aid, develop course schedules, and take dual enrollment classes through a partnership with the University of the District of Columbia.

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.



2. Meeting our Goals: Academic Expectations and Outcomes

LAYC Career Academy Public Charter School Goals and Academic Achievement Expectations	Goal met or unmet	Evidence
For School Year (SY) 2017-18, 2018-19, 2019-20, and 2020-21, LAYC Career Academy Public Charter School will achieve a weighted range score of 65% on at least three out of the four Adult Education PMF indicators with no indicator having a weighted range score below 40%	Met	For SY17-18 and SY18-19, Career Academy had a score of 65% or higher on three measures and 40% or higher on the fourth measure of the Adult Education PMF.
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: 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. 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	Met	a. Career Academy pre-tested every student who met the definition of enrolled or accepted a zero for that student, per the 2017-18 Technical Guide. b. Career Academy submitted each student's Pathways designation and/or GED candidacy per the terms of the condition.

<p>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 this Amendment.</p>		<p>c. Career Academy administered at least two TABE tests, one in math and one in reading, to every student.</p> <p>d. Career Academy provided the necessary data for the 2018-2019 mission-specific goals.</p>
<p>Assessed beginning 2019:</p> <p>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>	Met	60% of students entering the IT pathway in SY16-17 earned an A+ certification.
<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>	Met	67% of students entering the MA pathway in SY16-17 earned a CCMA certification.
<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.</p>	Met	67% of students entering the MA pathway in SY16-17 completed an MA internship.
<p>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.</p>	Met	75% of students entering the College Pathway in SY16-17 earned at least three college credits.

B. Unique Accomplishments and Recognition

Two Microsoft Champions!



Career Academy students Bruce Beuzard IV and Tatiana Contreras were named the DC Champions for Microsoft Excel and Powerpoint, respectively, this school year.

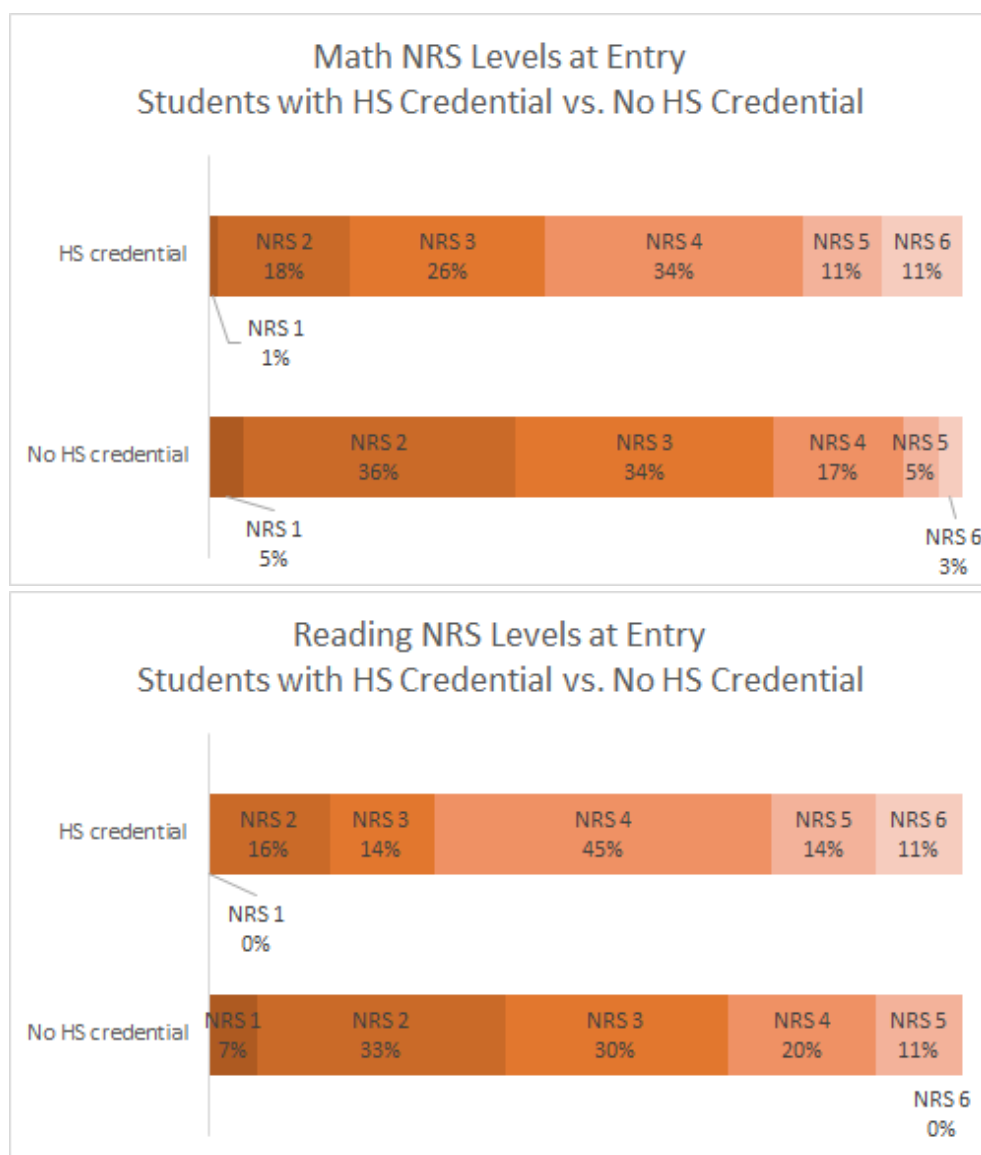
Both students then qualified to participate in the Microsoft National Championship by scoring higher than more than 350,000 students from all over the country on an eligible MOS Exam in the qualifying round. Bruce and Tatiana then joined 160 top ranking finalists in Orlando, FL at the end of June to compete for the winning spots.

Bruce went on to earn first place for Excel at the Microsoft National Championship. He received a \$3,000 cash prize for his first place win and was invited to participate in the World Championship in New York.

Restorative Practices Lead to Zero Expulsions and Suspensions. Over the last two school years, Career Academy has worked to implement restorative practices. This year, our efforts created positive outcomes. Career Academy did not expel or suspend any students during the school year; instead, the school has focused on building community and addressing harm through restorative practices including circles and conferences. Career Academy looks forward to deepening its work in restorative practices in SY19-20 through DC Office of the State Superintendent of Education (OSSE)-supported technical assistance from SchoolTalk.

Helping High School Graduates with Low Literacy and Numeracy Levels. Helping high school graduates with low literacy and numeracy levels is central to Career Academy's mission. Approximately half of Career Academy's students have a high school diploma and half are seeking a GED. Eighty nine percent of entering students with a high school diploma and 97% of those without one do not have high enough math and reading skills to succeed in

college or in career fields like medical assistant and information technology. Our MA and IT textbooks are written at the 11th grade level. Below is the math and reading score data for students upon entry to Career Academy. Note: NRS 6 is 11th grade level, NRS 4 is 6-8th grade/middle school and NRS 1-3 represent elementary school level skills.



Students with a high school diploma who have low literacy levels are eager to advance quickly. They want the education level to match their degree, and improving by just one grade level is not enough. In the 2018-19 school year, LAYC Career Academy served 98 students like this and was able to help 42% of them improve by two or three grade levels.

Accreditation from the Middle States Association. In May 2019, Career Academy officially became an accredited school after more than two years of work. Career Academy's Middle States Association site visit chair, Christina Roy, summed up why she thought the school deserved accreditation. "From the moment we entered the school, we saw and heard that this is a special place. It is a small school, but it is one that was so frequently described as "home"

by students and “family” by staff. In fact, the staff was commonly mentioned as the best part about LAYCCA for their caring, their support, and their ability to procure resources to serve the students....We are also impressed by the uniformity with which the students, the board, and the staff with whom we spoke support the mission of LAYC Career Academy.”

Exceling in Excel (and Microsoft Word, PowerPoint, A+, IC3, and more) In SY18-19, Career Academy had 129 students in its audited enrollment and our students successfully passed 154 IT certifications.

Professional Development. 100 percent of staff participated in internal professional learning communities (PLCs) and outside professional development activities. This included extensive training in restorative practices for both student support and leadership staff. Other notable professional development opportunities include Principal Dr. Jacqueline Fernandez-Romero’s participation in the Harvard Graduate School of Education’s program for new principals.

A New Website. With pro-bono assistance from Bixal, a local communications firm, Career Academy launched a brand new website. Students, parents, potential funders, and employers can visit the new site at: www.laycca.org to learn about school services and opportunities to hire students.

New curricula. Career Academy adopted the National Geographic "World English" curriculum for the ELL program PLCs and created the Career and College Readiness Standards-Based Curriculum Framework for English and math classes.

Community Schools. Career Academy students benefited from our partnership with the Community Schools program through Latin American Youth Center (LAYC). They received free eye glasses, dental visits, food truck lunches, groceries, and more.

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

Kate Brannon
Elizabeth Burrell
Larry E. Evans
CityBridge Foundation
Greater Washington Community Foundation – Fund for Children, Youth, and Families
Greater Washington Community Foundation – Sharing DC
International Youth Foundation
Lori Kaplan
Stephen Marcus
Richard E. & Nancy P. Marriott Foundation
Sunrise Foundation
Tiger Woods Foundation

III. Data Report

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: LAYC Career Academy PCS
PCSB	Campus Name: LAYC Career Academy PCS
PCSB	Grades served: Adult
PCSB	Overall Audited Enrollment: 129

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	129	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: 200
PCSB	Suspension Rate: 0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 55.0%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals (MYW): Not Applicable
PCSB	Midyear Entries (MYE): Not Applicable
PCSB	Promotion Rate (LEA): Not Applicable
PCSB (SY17-18)	College Acceptance Rates: Not Applicable

PCSB (SY17-18)	Graduation Rates: Not Applicable
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Faculty and Staff Data Points

School	Teacher Attrition Rate: 60%
School	Number of Teachers: 10 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$62,454 2. Range -- Minimum: \$36,000 Maximum: \$85,000
School	Executive Compensation Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY18-19. 1. Executive Director: \$123,000 2. Principal: \$110,000

***Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Invalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

Disclaimer: Career Academy acknowledges that DC PCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.

IV. Appendices

APPENDIX A. Staff Roster for the 2018-19 School Year

LEADERSHIP AND ADMINISTRATION 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 LAYC's 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 directed workforce development programs in New York, Chicago, and Boston. Ms. Hanrahan holds a B.A. in public policy from Brown University and an M.B.A. from the Harvard Business School.

Principal: 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 starting in summer 2017 through April 2018. 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 Biosciences Division at NASA's Ames Research Center and as a teacher at schools in DC and New York. Dr. Fernandez-Romero obtained a B.A. in La Raza studies and a 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's University Global PRISE (Pragmatic Researchers in STEM Education) Program.

Director of Academics: Ivette Cruz

Ms. Cruz is a 25-year veteran educator who began her career in K-12 schools. 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, Ms. Cruz 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 Student Support: Dedria Harrod

Ms. Harrod began working with Career Academy in September 2018. Over the past 25 years, Ms. Harrod has worked with several agencies, including education, corrections, mental health and housing, that have assisted youth with special needs in the Greater DC area, Illinois and Indiana. Ms. Harrod began her career working with special needs children in Prince George's County, MD as a behavior/crisis intervention specialist. She then moved to the Midwest and worked with the Regional Office of Education as a safe & drug coordinator, school guidance counselor and finally a juvenile correctional facility therapist. Since returning to the DC area in 2007, Ms. Harrod has worked as a school guidance counselor, youth services program director for a housing agency and as a student support specialist. Ms. Harrod holds a master's of science in community psychology and a bachelor's of science degree in Psychology.

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 ten 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: Steven Blanco

Mr. Blanco was raised in Hyattsville, Maryland. After high school, Mr. Blanco enrolled in a nursing assistant program and, upon graduating, he was quickly promoted to the nursing staff coordinator within six months. After working in multiple five-star skilled nursing facilities for seven years, he decided that he wanted to explore another passion. Mr. Blanco worked as a mentor to Hyattsville youth in his role as a football and wrestling coach in Prince George's county. During this time he realized that education and mentorship aligned more with his core values. Mr. Blanco got his start in education in 2016 after completing the resident teacher program in Prince George's County. After serving as the head football and wrestling coach in Prince George's Country for eight years, he decided to step down and pursue a career in digital marketing. In 2018 he joined the LAYC Career Academy team as a recruitment specialist and is a member of the marketing team.

Academic Support Coordinator: Bernadette Kreh

Bernadette Kreh is an area local who calls Silver Spring, Maryland home. She is a first-generation American of Filipino descent. Ms. Kreh attended Towson University where she majored in communication studies. After spending nearly a decade away from the DC area, she returned home in search of a more fulfilling career. She found her sense of fulfillment at Career Academy, where she started as a special education paraprofessional. Eager to make a difference at the school, she quickly ascended to academic support coordinator and later assumed the role of marketing manager. Ms. Kreh thoroughly enjoys project management, which is why leadership decidedly tasked her with managing the school's accreditation process through the Middle States Association. After over a year of hard work and dedication, she successfully led the school to its very first accreditation.

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 information hub for Career Academy. She attended 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 happy contributing to her community through working with opportunity youth.

ACADEMIC PROGRAM STAFF**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 education and career paths. At Career Academy, he assists ELL students in language acquisition and enjoys working with immigrant populations.

Special Education Services Instructor/Coordinator: Martha Sanchez

Ms. Sanchez attended George Washington University and earned a master's degree in curriculum and instruction with a concentration in English as a second language and bilingual special education. She started her career in education working with DC Public Schools as a special education teacher. Since then, she has worked in the field of special education, as a teacher, as a transitions counselor and as a consultant for several charter schools in the DC area. During the time she has worked in special education, she has found that working with students with disabilities and their families is very rewarding. She understands that the special education process can be an overwhelming experience, and because of this she is committed to ensuring that students receive all the support they need to be successful.

Writing, Social Studies, and GED Instructor: Victoria James

Ms. James is Career Academy's writing, social studies, and GED Instructor. Before she joined the school, she taught high school English in Prince George's County Public Schools. Ms. James holds a bachelor's from Virginia Tech University, a master's degree from John's

Hopkins University, and has completed fellowships and certificates from Stanford University and the University of Pennsylvania. Ms. James speaks English, Spanish, Portuguese and German.

Special Education Paraprofessional: Corey Stevens

Mr. Stevens serves Career Academy's students with disabilities by providing them with one-on-one assistance in the classroom. Before joining the school, he worked in corporate training and customer service. Mr. Stevens is passionate about Career Academy because of his personal interest of introducing students to careers in Information Technology. Mr. Stevens is originally from Waldorf, MD and attended the College of Southern Maryland in LaPlata.

Math and Science Instructor: Nicolas Matheus

Mr. Matheus was born at Shady Grove Hospital in Maryland. He is the first generation American of two immigrant parents from Venezuela and Italy. He graduated with an associate's degree from Montgomery College and then earned a bachelor's in English focused on communication and technology from University of Maryland, Baltimore County. Mr. Matheus has worked in different parts of DC and Maryland for the past eight years. Before officially starting at Career Academy, Mr. Matheus spent two years substituting and contracting for the school, where he instructed Math classes using a personalized learning plan for students. He also created his own lesson plans for elective classes such as Journalism, Film and Literature, and Poetry. Today, Mr. Matheus teaches science, math, and grammar/composition, aiding students with his knowledge in each area and aiding ELL students with his knowledge of the Spanish language.

Reading, Social Studies and ELL Instructor: Florenda Bates

Ms. Bates is proud to be a teacher at Career Academy where she primarily works with ELL students. Prior to her work at Career Academy, Ms. Bates worked as a teacher in Maryland, Virginia and New York. She holds a bachelor's degree from Howard University and a master's degree from New York University.

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 the University of Maryland, Baltimore County.

CAREER TRAINING STAFF

Medical Assistant Program Coordinator: Brian Sevier

Dr. Sevier, a DC metropolitan area native, has spent the last 21 years serving the medical community. His medical career began while serving in the U.S. Army, with the fabled 160th SOAR Night Stalkers, as a Special Operations Paramedic. While on his second tour in Afghanistan, Dr. Sevier received his master's degree in health care administration from Texas Tech University Health Science Center. After an exemplary and highly decorated military career, Dr. Sevier left the Army for a life in the private sector. He first taught didactic courses to nursing students at Vanderbilt University in Nashville, TN, and then moved on to become the first Black safety and environmental director at Trinity Industries, the world's largest makers of inland barges. After a short stint, Dr. Sevier returned to his roots and became the director of education of radiation oncology at Georgetown University Hospital. During his tenure, he received his doctorate of health administration from Johns Hopkins University. Since obtaining his degree, Dr. Sevier has helped write health care policy for six US senators and has served the last two presidents as a health care policy analyst. Finally landing at Career Academy, he has been instrumental in revitalizing the medical assisting program.

Information Technology Program Coordinator: Abner Soto-Henry

Mr. Soto-Henry started his career as a technology education instructor at the Workforce Development Center (Centro de Formación y Capacitación Portuaria) in Costa Rica, after graduating from Universidad Interamericana de Costa Rica in San José 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 the Career Technical Education Educator of the Year by the DC Office of the State Superintendent of Education.

College and Career Access Coordinator: Andrea Elganzoury

Dr. Andrea Elganzoury was born in Kitchener, Ontario, Canada, but spent her formative years in Orlando, FL. She attended Florida State University in Tallahassee, FL, and earned a B.A. and M.A. in international affairs. In pursuit of learning Arabic, she spent a year living in Cairo, Egypt with family members. After returning to the US, Dr. Elganzoury fulfilled her dream of living in NYC and spent five years working in an education nonprofit in Manhattan. She relocated to Washington, DC to earn her PhD in sociocultural anthropology with a focus on forced migration. In order to write her dissertation, she spent a year researching female Iraqi refugees in Amman, Jordan. Dr. Elganzoury brings over 10 years of experience in teaching ESL and working with immigrants and youth in various settings to Career Academy. In her spare time, she enjoys being part of a trivia team and planning her next trip out of town.

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: 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. At Career Academy, Mr. Ramirez is primarily the student support specialist for ELL and recently arrived immigrant students, providing support to students who are navigating a complex and complicated immigration system.

Student Engagement Specialist: 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.

APPENDIX B. Board Roster for the 2018-19 School Year

Elizabeth Burrell, Chair (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 LAYC.

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. Ms. Brannon 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 U.S. 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, Alumnus Board Member (2015 – 2019)

DC Resident: Yes

Mr. Fairchild is a 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.

Ana Hageage, Board Member (2018 – present)

DC Resident: Yes

Ms. Hageage is a program director for the National Fund for Workforce Solutions where she leads their race equity initiatives and manages a portfolio of grants aimed at scaling effective practices and building the capacity of partner communities. She is a workforce development professional with over a decade of experience working across the local and national spectrum. Prior to the National Fund, she served as a policy advisor at the U.S. Department of Labor where she was responsible for rolling out the Workforce Innovation and Opportunity Act (WIOA). She was intimately involved in crafting technical assistance and guidance aimed at engaging diverse populations in the public workforce system. Ms. Hageage has also served in various roles at LAYC; leading the organization's Workforce Investment Department which incorporated adult basic education, job readiness training, sector-focused certifications, and employment and wrap-around services. Before joining LAYC, Ms. Hageage managed the Escalera Program, a national college bridge program, at Unidos U.S. She worked closely with corporate foundations to develop, implement, and monitor grants for national affiliates, developed a data collection system and authored a publication on the program's promising practices and policy recommendations. Ms. Hageage holds a B.A. in cultural anthropology from the University of Maryland.

Lori Kaplan, Vice Chair (2012 – present)

DC Resident: Yes

Ms. Kaplan retired as president & CEO of LAYC in June 2018 after leading the organization 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 Public Charter School (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.

Linda Moore, Secretary (2017 – present)

DC Resident: Yes

Ms. Moore is the founder of the Elsie Whitlow Stokes Community Freedom PCS, 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.

Juan Carlos Pereira, Board Member (2019 – present)

DC Resident: No

Mr. Pereira is a principal investment officer at the International Finance Corporation (IFC) where he works with private sector clients, governments, local stakeholders and other partners to promote sustainable economic development and create economic opportunities in developing countries. Before joining IFC, he co-founded and led ProNicaragua, Nicaragua's investment promotion and economic development agency, and worked in M&A advisory and telecommunications in the U.S. and Europe. He holds a BSc in Economics from Santa Clara University and a master's degree in business administration from Harvard Business School. He speaks Spanish, French, and Italian and is conversant in Portuguese.

Lesly Zelayandia-Lopez, Alumna Board Member (2019 – present)

DC Resident: Yes

Ms. Zelayandia-Lopez is honored to serve on the board of directors for Career Academy. She is a graduate of Career Academy and is presently a junior studying criminal justice at Trinity Washington University.

APPENDIX C. Unaudited Year-End 2018-19 Financial Statement

LAYC Career Academy Public Charter School
SY 2018-19 Unaudited Income Statement

	Year to Date	
	Actual	Budget
REVENUE		
Per Pupil Charter Payments - General Education	1,979,829	1,964,544
Per Pupil Charter Payments - Categorical Enhancements	262,603	283,239
Per Pupil Facilities Allowance	421,531	417,664
Federal Funding	146,559	126,000
Private Grants and Donations	94,781	132,000
Other Income	1,680	3,000
TOTAL REVENUES	2,906,984	2,926,447
FUNCTIONAL EXPENSES		
<i>Personnel Salaries and Benefits</i>		
Principal/Executive Salary	233,000	217,667
Teachers Salaries	398,280	429,472
Special Education Salaries	108,341	121,000
Other Education Professionals Salaries	197,196	192,000
Business/Operations Salaries	162,393	146,796
Administrative/Other Staff Salaries	274,783	256,803
Employee Benefits and Payroll Taxes	214,161	262,539
Subtotal: Personnel Expense	1,588,153	1,626,276
<i>Direct Student Expense</i>		
Educational Supplies and Textbooks	37,548	57,000
Student Assessment Materials/Program Evaluation	12,258	18,150
Contracted Student Services	103,235	156,380
Food Service	59,187	52,000
Other Direct Student Expense	79,878	38,200
Subtotal: Direct Student Expense	292,107	321,730
<i>Occupancy Expenses</i>		
Rent	499,477	564,375
Building Maintenance and Repairs	150,988	149,920
Subtotal: Occupancy Expenses	650,466	714,295
<i>General and Administrative Expenses</i>		
Office Supplies and Materials	24,176	20,000
Office Equipment Rental and Maintenance	5,128	5,000
Telephone/Telecommunications	28,149	28,000
Legal, Accounting and Payroll Services	94,638	81,000
Insurance	26,411	22,000
Transportation	-	17,000
Professional Development	22,102	25,000
PCSB Administrative Fee	18,112	40,000
Management Fee	188,002	190,000
Depreciation and Amortization (non-facility)	45,362	90,000
Other General Expense	47,604	55,000
Subtotal: General Expenses	499,685	573,000
TOTAL EXPENSES	3,030,410	3,235,301
NET INCOME	(123,427)	(308,854)

APPENDIX D. Board-Approved 2019-20 Budget

	2019-20
Revenues	
NSLP claims	\$ 20,000
OSSE Instruct Per Pupil	\$ 2,023,450
SPED	\$ 152,232
ELL	\$ 154,770
Facilities	\$ 430,187
Summer School	
ESY	
At Risk	
Grants Earned	\$ 156,000
To Be Raised	\$ 180,000
Individual Contributions	\$ 10,000
Total Revenues	\$ 3,126,638
Expenses	
Staff Salaries	\$ 1,434,971
Employee Benefits	\$ 185,829
Well+Trans	\$ 27,600
Retirement Contributions	\$ 14,154
Depreciation Expense	\$ 45,000
Insurance	\$ 22,000
Food service	\$ 52,000
Administrative (PCSB)	\$ 28,706
CMO Fee	\$ 167,253
Office Supplies	\$ 10,000
Office Equipment	\$ 5,000
Legal/ Accounting	\$ 81,000
Printing and Copying	\$ 4,000
Postage and Shipping	\$ 1,000
Other General	\$ 18,000
Rent/ Lease/ Mortgage	\$ 545,563
Utilities/Maintenance/Security/Cleaning	\$ 149,920
Telephone/ Communications	\$ 25,000
Contractors/Consultants	\$ 4,000
ED Budget	\$ 3,000
Principals Budget	
Staff Development/ PD / Staff Incentives	\$ 23,000
Staff IT	\$ 5,000
Discretionary	\$ 9,000
Student Incentives	\$ 7,000
Electives	\$ 5,000
Academic Dept	
Books	\$ 15,000
Academic Supplies	\$ 10,300
Instructional Technology	\$ 10,000
IT Instruction Supplies	\$ 20,000
Assessments	\$ 15,000
Medical Assistant Supplies	\$ 10,000
Field Trips	\$ 10,000
Substitute Teachers	\$ 6,000
SPED Coord & Services	\$ 70,000
Student Support Department	
Student supplies	\$ 5,000
SSD staff supplies	\$ 5,000
Transportation	\$ 10,000
Uniforms	\$ 5,000
Advisory	\$ 2,500
Celebration months	\$ 1,600
Marketing and Recruitment	\$ 20,000
Data	\$ 20,900
College and Career Services	\$ 10,000
Total Expenses	\$ 3,119,296
Total Profit/Loss	\$ 7,342