



MAYA ANGELOU PUBLIC CHARTER SCHOOL
SEE FOREVER FOUNDATION

Annual Report SY 2018-2019

District of Columbia Public Charter School Board

Submitted by:
Peter Leone, Ph.D., MAPCS Board Chair
Robert W. Simmons, Ed.D., Chief Executive Officer

Maya Angelou Schools & See Forever Foundation
600 Pennsylvania Avenue SE, Suite 210
Washington, DC 20003
(202)797-8250

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I. SCHOOL DESCRIPTION

A. MISSION STATEMENT

The mission of the Maya Angelou Schools (“Maya Angelou”) is to create learning communities in lower income urban areas where all students, particularly those who have not succeeded in traditional schools, can grow academically and socially. At Maya Angelou, our students develop the academic, social and employment skills they need to build rewarding lives and promote positive change. Maya Angelou Public Charter School (MAPCS) currently operates a high school and a Young Adult Learning Center (YALC) at the Maya Angelou Learning Center (formerly the DCPS “Evans Building”). We provide a relevant and personalized academic program to students who have not been successful in the past. Our approach also includes wraparound services and interventions designed to server the whole child and ensure our students not only graduate, but are prepared for life beyond the diploma.

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

Our schools are deeply committed to serving *opportunity youth*. Opportunity youth are those who are disconnected school and work and need meaningful opportunities to reconnect them to bountiful futures. In 2012 the District of Columbia Public Charter School Board (“PCSB”) officially determined that our high school served a “substantially different” population and in SY2015-16 officially entered the Alternative Accountability Framework. Upon opening in SY2012-13 our Young Adult Learning Center entered the PCSB’s Adult Performance Management Framework. At the tale-end of SY2018-19 both campuses received official designation from the Office of the State Superintendent of Education (“OSSE”) as alternative schools per newly-formed state funding guidelines. These various roles and designations allow us to offer multiple pathways and programs for our students and families. Our vision

for our schools is to offer a life-changing educational experience that ensures that every student in need of an alternative program graduates with the academic and employment skills to be successful – to enable them to see forever. As one of the few alternative options for disconnected youth in Washington, D.C., we have designed our programs to meet the complex and acute needs of our students.

B. SCHOOL PROGRAM

1. Curriculum Design

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

MAPCS curriculum is designed to be structured, yet flexible to educate our full range of learners. Many of our students are academically behind their established grade level. For this reason, MAPCS has the two-fold challenge of remediating and accelerating our students in order to be successful. Our curriculum design and our instructional approaches reflect this need.

High School

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

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

In 2014, Edgenuity launched MyPath for targeted intervention in reading and math for grades six through twelve. The program works with students below, at, and above grade level to strengthen and scaffold areas of weakness. The program creates an Individualized Learning Path (ILP) for students and offers a pre-quiz for each lesson, so students can place out of lesson topics they have already mastered.

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

YALC

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

2. Instructional Approaches

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

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

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

In 2017-2018, in order to continue to increase student engagement in our classrooms and to ensure that content and skills were relevant and meaningful for students, we also worked with an external partner/consultant to pilot a project-based learning ("PBL") unit in each core content area. Teachers and students provided positive feedback regarding both engagement and relevance. This pilot's success culminated in a team of our teachers and school leaders presenting the pilot's design and outcomes at a

national conference in July 2018. Students and teachers continue to have positive feedback about PBL in the classroom, so we continue to build this area of our program.

Reading and Writing Interventions

High School and YALC MAPCS uses early interventions to help low-achieving students improve their reading and writing skills and establish the necessary foundation for effective learning in all other subjects. We also continue the use of Achieve3000's literacy platform in both schools which is integrated into several classes.

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

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

We also made efforts across both the high school and YALC to better integrate reading and writing instruction in our English and Reading-Language Arts courses. It remained vitally important to us that teachers understood the power between this relationship and the importance of both processes in teaching students how to read and write. For example, we conducted professional development sessions to support teachers in facilitating/teaching student writing in response to both literature and informational texts, with an emphasis on teaching students how to articulate an argument about these texts and support their stance with textual evidence. There are writing assessments for each grade level for annual pre and post testing. Unfortunately, we did not post-test as many students as we had hoped. Continued resistance to our writing assessments, as well as writing assignments in regular coursework, indicated to us that we need to continue to [1] address students' adverse attitudes towards writing and [2] build student stamina for more in-depth writing assignments. In 2019-2020, we will adopt new strategies to incorporate multiple opportunities for students to write across all content areas.

Taken together, these instructional approaches will continue to improve learning outcomes for students entering the classroom with different learning styles and abilities. When this sort of strategic instruction is coordinated and fully implemented in the resource classrooms, student successes will be even more pronounced!

3. Key Mission-Related Programs

Consistent with our mission, MPACS serves the whole child through a comprehensive support program. Below is an overview of key programs related to social-emotional learning and supports, residential programming, extended learning hours, and college and career readiness.

Socio-Emotional Learning and Mental Health Programming

MAPCS serves students have been disengaged and disconnected from prior school experiences. More than 70% of the students' report that they have experienced significant trauma exposure, including the death of a close relative/friend, incarceration of a close relative/friend, history of unstable housing/homelessness, victim of abuse, etc.

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

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

- *Self-Awareness* – knowing what we are feeling in the moment; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence. This includes identifying emotions and recognizing strengths.
- *Social Awareness* – understanding what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups. This skill includes perspective taking and appreciating diversity as well as tolerance and empathy.
- *Self-Management* – handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations. This includes managing emotions rather than emotions managing you and goal setting.
- *Relationship Skills* – handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed. This area includes effective communication, relationship building, negotiation and the ability to say “no”.
- *Responsible Decision Making* – making decisions based on an accurate consideration of all relevant factors and the likely consequences of alternative courses of action, respecting others and taking

responsibility for one's decisions. This area includes analyzing situations, assuming personal responsibility, respecting others and problem solving.

At the Maya Angelou Schools, SEL provides an opportunity to connect many parts of the programming in a more integrated and culturally responsive way. This approach is critical for all students within the network, considering the risk factors that they often present with when enrolling. Supporting a response to these risk factors requires social emotional skills that can be easily assumed to be present among most youth. When these skills are not present, students struggle greatly with meeting the basic obligations of school, work and their community.

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

The Team continues to engage a number of community partners to provide targeted interventions to cohorts of students who are identified and during their intake process. A process that included the completion of a clinical psychosocial questionnaire and baseline resiliency assessment. Some of the key community partners who worked with the Team to provide comprehensive clinical services to our students are listed below:

- **The Wendt Center for Loss & Healing**– via the Resilient Scholars Program, clinicians provided weekly group counseling to students who were adversely impacted by at least one traumatic event. Despite the intense time and emotional commitment, seven students received a certificate for completing the program!
- **Hillcrest Center for Children & Family Services** (Truancy Intervention Program) – via a grant secured from the Office of Victim Services and Justice Grants, licensed clinicians from the TIP program, provided intense case management and therapeutic support to almost 30 of our most chronically truant students. Both students (and families), raved about this intervention which allowed them to process the barriers to daily school attendance and the perils of academic apathy. The Positive Action curriculum encouraged students to identify and utilize coping strategies and remain resilient despite life's challenges. We are excited to have Hillcrest partner with us again in SY2019-2020 and are encouraged about improving the trajectory of some of our most truant students!
- **National Catholic School of Social Service & University of Maryland School of Social Work** – the YALC hosted graduate social work interns who supported the work of the Clinical Services Team and added much needed capacity. These students maintained individual caseloads and also co-

facilitated many of the aforementioned group counseling sessions aimed at improving our students' overall social and emotional competency.

- **Community of Hope** (YALC campus) – licensed clinicians and community support workers provided case management and outreach to our pregnant and parenting students. The outreach and support included the facilitation of parent education classes, group counseling sessions and providing necessary baby supplies.

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

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

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

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

- Self-awareness and Career Assessment (i.e. emotion, thought, and mood identification, and career exploration)
- Self-management and Work Life Balance (i.e. mood regulation, behavior management, and goal setting)
- Social awareness, and Social media and Labor Market Research (i.e. understanding diversity, and empathy building)
- Communication skills and Relationship Building (i.e. healthy relationships)
- Positive decision-making (i.e. problem solving)

Residential Programming

Residential Programming at the Maya Angelou Schools is one of a few D.C. schools offering the advantages of residential/boarding programs to select students. 2019-2020 marks the opening of our sixth house! Our residential program provides single sex homes (3 male, 3 female) to students who benefit

from the stability of a safe, supportive, and structured environment. Students often self-refer or are often referred to the residential program due to excessive tardiness/absenteeism, unstable home environments, lack of parental support, etc. Each home is staffed by a caring residential counselor who provides a family environment in the evenings and also spends 10-15 hours/week during the day, visiting their students' teachers and support team. During the 2018-2019 school year, almost 30 students participated in this program. Due to the increased need and overwhelming positive response of students and families, we are excited to open the sixth house and serve more students with this unique intervention.

Extended Learning Hours

As a part of extended learning opportunities beyond the regular school day, MAPCS high school students participate in evening tutorials two days a week as well as Saturday School. As a part of these sessions, faculty members and community partners provide intensive support for students with specific literacy and numeracy needs. Volunteers from the law firm of WilmerHale have continued to work intensively with students on a weekly basis during the 2018-2019 school year, as they have done for many years. As a part of extended learning opportunities for our high school students, we also offer enrichment activities. At the high school level, our Enrichment program provides our students with access to engaging extracurricular activities such as Flag Football, Girls' Volleyball, Basketball, Baseball, Softball, our first ever chapter of the National Society of Black Engineers, and aligned tutoring in reading and mathematics supported by teachers from each department.

This past year, the YALC piloted an evening Twilight Program that catered to students whose life circumstances and responsibilities do not support attending the day program. Specifically, students who are not able to attend GED classes at the YALC during the traditional school day have an opportunity to do so during evening hours. This school year, the Twilight Program will run from 4pm to 7pm nightly. Students will have access to all of the same academic and socio-emotional supports that are offered to students who attend the day program.

College and Career Readiness

A testament to our investment in our students, our Director of Post-Secondary Programs delivers and develops transition and alumni support as part of a continuum of services designed to ensure postsecondary and career success for our students. We achieve this portion of our mission by providing career and college preparation, instruction, direct services, and support to students in grades 9 – 12, students at the YALC, as well as our alumni. We do this through a three-tiered approach: we begin with exposure activities, preparation work, and then providing access through and to careers and postsecondary education.

Exposure, Preparation, and Access Framework Overview

High School		YALC
Grades 9/10 Underclassmen	Grades 11/12 - Upperclassmen	Students in GED Preparation or Credential Programming Only
Career interest assessment, My Career project, College tour, college/career fair,	Career interest assessment, My Career project, College tour, college/career fair, Employer presentations	Career assessments, Workforce & Wellness Wednesdays, Next Step brown bags, Employer presentations
AOHT, Business Admin, SYEP, Summer Exposure programs, Spring Break Internship Program, PSAT	AOHT, Business Admin, SAT Prep, PSAT/SAT, SYEP, Summer Exposure programs, Spring Break Internship Program	Referral for resume development, mock interview, Seeds for Success internships, Seeds landscaping, UDC hoop house training
OSSE Scholars, Ward 7&8 Scholars	Senior CCS portfolio, dual enrollment, summer bridge opportunities, Urban Alliance, OSSE Scholars, Ward 7&8 Scholars, OSSE College Conversations	Interview scheduling, Employer matching, UDC-CC WFD or enrollment; Referrals to external partner organizations for WFD and for students to obtain industry-recognized credentials that we do not currently offer

High School Services

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

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

This year, we enacted our third full year of our NAF-sponsored Academy of Hospitality and Tourism. Students continued to be educated in cohorts with linked classes, additional case management, and work-based learning experiences. Students also took classes in hospitality and customer service. We had a very successful third year with three cohorts (Year 1 – 9th grade, Year 2 – 10th grade and Year 3 – 11th) students participating in a summer internship and moved to the next phase in the program’s sequence of preparatory courses and assessments. Students in the program have stronger attendance and better grades; we evaluate the program quarterly and look forward to expanding the program to 60 students next year.

Young Adult Learning Center Services

As the number of YALC graduates grows, we have expanded the number of college and career opportunities. Postsecondary planning and college exposure visits are a part of each student's plan. Some of our YALC students decided to pursue two-year college opportunities, while the majority chose work.

Alumni Services

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

Of note is our strategic effort to support students matriculating to specific colleges and universities in clusters, so that alumni can also support one another as a mini-community on campuses. We will continue to expand this strategy in 2019-20.

5. Parent Involvement Efforts

The primary role of the Family and Community Engagement Director works to empower parents and families to become active participants in the education of their children while establishing relationships with the surrounding community. The Family and Community Director also serves as the MKV liaison for the LEA. Parents/guardians are involved in regular, two-way meaningful communication about student academic progress and other school activities;

- ✓ Families play an integral role in assisting their child's education
- ✓ Families are encouraged to be active/involved in their child's educational progress
- ✓ Families are partners in their child's education and are included, as appropriate, in decision-making and on parent focal groups (ex. School-wide Plan Input & Development sessions (SIP), Family Engagement Improvement Plan Input & Developing Sessions)
- ✓ Fosters a partnership between families and the school while targeting those parents/guardians who:
 - need help in determining how best to help their children; who may need a mediator
 - between student and parents, parents and school officials, and at times to mediate
 - Between parents and other parents
 - are infrequent participants in school activities;
 - may need clarification of their role in the educational process;
 - need assistance in making connections and accessing services;

- associate schools with past negative experiences.

The mission of the Family and Parent Engagement Director, in partnership with parents and the community, is to foster a commitment to excellence. To this end, our parent liaison strives to improve communication and student achievement by promoting family and community involvement in the educational process. The MAPCS Family and Parent Engagement Director provides the following opportunities during the school year:

- ✓ Facilitated parent-school communication; (weekly voice alerts, emails, and texts. Monthly mailings with monthly calendars included).
- ✓ Encouraged parent involvement in the school through volunteering and participation in school activities, i.e., chaperoning school trips, “Back to School Night”, orientations, parent/teacher conferences, quarterly award ceremonies, “Meet and Greets”, and other school functions.
- ✓ Fostered trust between parents and the educational community by coordinating quarterly parent/guardian activities where there is the opportunity to have informal conversations with each other, with teachers, and with members of the community. Also by inviting them to participate in the “Holiday Feast”, “Maya Fest”, and providing holiday food baskets for families in need.
- ✓ Fostered higher academic achievement through collaboration with school personnel through parent/teacher conferences and other events, i.e., The Senior Social (which is an informational event for parents/guardians of seniors), Financial Aid workshops.
- ✓ Hosts truancy meetings between families with students and school staff.
- ✓ Created a food pantry and a clothing closet for students at both campuses.
- ✓ Provide a safe place where parents/guardians can use computers, copy machine, fax, etc. (Family & Community Engagement Center)
- ✓ Supports a parent-student group.
- ✓ Provide resources

In addition, the MAPCS Family and Parent Engagement Director works with both principals and the Chief of Schools to report school accountability information to our key stakeholders and partners. Print and non-print materials include crucial information related to accountability and student performance. Specifically, we provide letters to parents and students about our School Support Designation status and eligibility academic supports as required by ESSA.

The Maya Angelou School agrees to implement requirements to:

1. Involve parents in the joint planning and development of the district’s Title I plan through representation on the Maya Angelou PCS Board of Directors and participate in quarterly meetings.
2. Involve parents in a Review meeting of the Title I Program and use the results of the Annual Review to address any identified barriers to parental participation. The Title I review will take place at the beginning of the school year during New and Returning Family Orientation. Involve parents in the development, implementation, and review of the Parent-Student School Handbook. The handbook is discussed and signed during New and Returning Family student orientation. The Family-Student handbook is also posted on the school’s website.

3. Involve parents in the planning and development of effective parent involvement activities or in the Parent Focal Committee. Committee meetings will be scheduled flexibly with the scheduling needs of parents in mind.

Build the schools' and parents' capacity for parent involvement by:

- ✓ Providing families with information on state standards, assessments, Title I, monitoring their child's progress, and working with educators.
- ✓ Information will be provided during quarterly progress notices, at parent-teacher conferences, in the newsletter, and on our website.
- ✓ Provide materials, resources, and training to help parents work with their children to improve social/emotional and academic achievement. Resources will be provided in newsletters and communications, through the school automated call system, and in the Family and Community Engagement Center.
- ✓ Parent/Family training and education nights will be planned each year based on the family needs and may include a family Literacy Night, Math Night, Attendance & Tardy, etc.
- ✓ communicating regularly with parents in clear and understandable terms. This will include opportunities for parents to participate in decision-making roles, volunteer opportunities, annual Title I meetings, school newsletters, a bi-annual parent survey, Family-Student School Handbook, and parent-teacher conferences.
- ✓ Parent-teacher meetings will be scheduled at any time, as requested by parents and or staff coordinating parent involvement activities.

II. SCHOOL PERFORMANCE

A. Performance and Progress

MAPCS invests time and resources to make sure we are measuring our progress towards our goals. We look closely at our student growth throughout the year through a process we call Achieving Excellence at Maya (AEM). Both at our high school and Young Adult Learning Center, school leaders and staff in our community, along with our Performance Management & Accountability Team, meet monthly to assess progress made and areas of concern related to meeting these goals. The meetings are a collaborative effort to strengthen instructional support, as well as wrap-around programming to ensure the growth and success of each of our students. This process has been critical, as we seek to use student data to inform our programming. The following are campus performance highlights of SY2018-19.

High School

Our high school continues to improve performance in a number of areas. SY2018-19 saw the highest percentage of students meeting their growth targets on the Performance Series Reading test (78.7%). While the Math Performance Series goal saw a small dip since last year, it still holds strong in the high 70s and exceeding our target for the year. Adapting to PEG our newest writing assessment continues to be a struggle as described the school program narrative. While not growing in all domains, students are

improving their writing. All grade levels saw at least a 3-point gain in their overall scores and 87% of students saw an increase in their overall scores. In the domain of Student Achievement, MAPCS tracks a 6-year graduation rate that mimics the state's ACGR metric, at this time of year we are still validating this rate with OSSE and DC PCSB so we are not able to make a determination on the goal. Whether we meet the goal or are just shy of the goal, the good news with this cohort is that we have an additional two students who were GED graduates at our Young Adult Learning Center. Federal definition would count these students as non-graduates, however, the 'The Maya Way' is to find students a path to the diploma and beyond that works for them and we have done so with these students.

The High School campus is also seeing progress on our non-academic goals. Our re-engagement for formerly truant students goal and our placement of graduates into work or post-secondary placements also saw their highest rates since renewal in SY2013-14. While we continue to be challenged by our In-Seat Attendance target, we did see a slight increase from the prior year. However, we were able to earn 69% of possible points on the Attendance Growth measure on the STAR Framework because of the over 80 students who had better attendance than the prior year. Lastly, our In-Seat Attendance continues to be at or above the Alternative School Average per the rates in the DC PCSB Equity Reports.

Young Adult Learning Center

The YALC also continues to make progress on our goals. The YALC also had their highest rate of work and post-secondary placement since SY2013-14. The YALC also has the 6th consecutive year of meeting its EFL gains and students earning a credential targets. YALC was able to increase the workforce credential goal by 10 percentage points since last school year bring it back to previous year levels. The YALC missed the GED goal by only one student, but we have already had some of those students earn their GED in the beginning of the school year, getting us off to a great start for SY2019-20.

The YALC continues to meet the majority of its goals and earned a Tier 2 on the Adult Education PMF. The school experiences an annual shift in its student population requiring different services to help support the needs of our young adult learners. These annual shifts require more of our staff and will continue to inform our continuous improvement strategies and conversations that happen on a monthly basis. Some of those strategies were highlighted in the school program description, and the domains we continue to monitor are student progression through ABE levels, GED curriculum rotations and attendance interventions.

B. List of Donors

Mr. Bruce Bishop	\$500
Mr. Lon Bouknight	\$500
Judge Alfred Burgess	\$500
Mr. Robert Cohen	\$500
Mr. David Cole	\$500
Mr. David Domenici	\$500
Mr. Samuel Dyer	\$500
Judge Neal E. Kravitz	\$500
Kiplinger Foundation	\$500
Ms. Virginia Kraus	\$500
Mr. David Luban	\$500
M. Jones Companies, LLC	\$500
Mr. Thomas Mueller	\$500
National Business League of GW	\$500
Patient First	\$500
Mr. and Mrs. Bob Weber	\$500
Mr. and Mrs. Stephen Wilson	\$500
National Cathedral School	\$571
Mr. Reginald Brown	\$800
Mr. and Mrs. James M. Cole	\$1,000
Mr. James Kuhn	\$1,000
Ms. Evelina Norwinski	\$1,000
Mr. and Mrs. Fred Schaufeld	\$1,000
Professor Girardeau A. Spann	\$1,000
Mr. and Mrs. Evan Westerfield	\$1,000
Ms. Nancy L. Buc	\$1,500
Metropolitan Serv MNTNNC Corp	\$1,500
Mr. Michael Vu	\$1,881
Olutoyin Augustus	\$2,000
Mr. and Mrs. Susan Cunningham	\$2,000
Mrs. Jill Seibert	\$2,000
Mr. Tom White	\$2,000
National Home Library Foundation	\$2,500
SunTrust Foundation	\$2,500
Lowe's Charitable and Educational Foundation	\$5,000
Mr. Reid Weingarten	\$6,000
Mr. James Forman, Jr.	\$8,000
OSSE- NSLP - Equipment Assistance Grant	\$10,435
Sharing DC Fund	\$20,000
Rockefeller Philanthropy Advisors	\$25,000
Morris and Gwendolyn Cafritz Foundation	\$50,000
WilmerHale	\$50,000
OSSE - SOAR Act	\$77,086

OSSE - Perkins Career and Technical Education Grant	\$123,430
DC Commission on the Arts and Humanities	\$175,676
Private Family Foundation (Anonymous)*	\$1,312,000

*"Inquire with Maya Angelou Public Charter School for additional details."

**Maya Angelou Public Charter School
 2018-2019 Annual Report - Goals and Academic Achievement Expectations**

Maya Angelou PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Adult Education		
Student Progress: 50% of pre and post tested students will make 1 or more EFL gain by the end of the program year.	Goal met.	Maya Angelou PCS met this goal. 56% of pre-and post-testing students made one or more EFL gains on the TABE assessment by the end of the program year.
Student Achievement: 65% of students will pass the official GED exam.	Goal not met.	Maya Angelou PCS did not meet this goal. 64.5% of students passed the official GED exam.
Work-force Readiness: 50% of students exiting a workforce program will retain the relevant credential. N= student who attended 12 hours or more of instruction.	Goal met.	Maya Angelou PCS met this goal. 65% of students attained the relevant credential.
College and Career Readiness: 70% of students successfully attaining a GED or workforce credential and exiting the program will enter the workforce or enter into post-secondary education.	Goal met.	Maya Angelou PCS met this goal. 82% of students who successfully attained a GED or workforce credential entered the workforce or postsecondary.
65% In-Seat Attendance	Goal not met.	Maya Angelou PCS did not meet this goal. 47% in-seat attendance rate was achieved.
60% retention rate of students who pre- and post-test	Goal met.	Maya Angelou PCS met this goal. 72% retention rate of students that pre- and post-tested using the TABE assessment was achieved.
High School		
Student Progress: 50% of students in grades 9 and 10 will meet their assigned reading targets in school years 1-5, 60% in school years 6-10, 70% in school years 11-15, as measures by the Global Scholar Performance Series, spring assessment.	Goal met.	Maya Angelou PCS met this goal. 79% of students in grades 9-10 met or exceeded their assigned growth reading targets on the Global Scholar Performance Series spring assessment.

Maya Angelou PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Student Progress: 50% of students in grades 9 and 10 will meet their assigned math targets in school years 1-5, 60% in school years 6-10, 70% in school years 11-15, as measures by the Global Scholar Performance Series, spring assessment.	Goal met.	Maya Angelou PCS met this goal. 78% of students in grades 9-10 met or exceeded their assigned growth targets in math on the Global Scholar Performance Series spring assessment.
40% of students in grades 9 and 10 will meet their assigned growth targets in writing in school years 2-5, 60% in school years 6-10, 70% in school years 11-15.	Goal not met.	Maya Angelou PCS did not meet this goal. 24% of students in grades 9-10 met or exceeded their assigned growth targets in writing on the PEG Writing spring assessment.
Student Achievement: 70% of students will graduate high school in 6 years.	Pending	Based on current figures, the rate will be between 69 – 71%. Once data is received from OSSE a final rate will be determined and published on our AAF score card.
Student Engagement: 85% student in-seat attendance rate	Goal not met.	Maya Angelou PCS did not meet this goal. The in-seat attendance rate was 69%.
Student Engagement: 20% of truant students and/or students with a history of truancy will be re-engaged to attend MAPCHS or the Maya Adult Charter School.	Goal met.	Maya Angelou PCS met this goal. 62% of truant students and/or students with a history of truancy were re-engaged to attend Maya High School or the Young Adult Learning Center.
Fewer than 30% of students will receive an out of school suspension in years 1-5; fewer than 25% in years 6-15.	Goal met.	Maya Angelou PCS met this goal. 24% of students received an out-of-school suspension.
Post-Secondary and Career Readiness: At least 60% of students will score in the average range or better on at least two of three post-test measures on the RSCA in years 1-5; 65% of students will score in the average range or better in at least 2 of 3 post-test measures on the RSCA in years 6-15.	Goal not met.	Maya Angelou PCS did not meet this goal. 48% of students scored in the average range or better on at least two of three post-test measures on the RSCA.

Maya Angelou PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
75% of existing graduates will enter the work force or enter into post-secondary education one year after high school graduation.	Goal met.	Maya Angelou PCS met this goal. 84% of exiting graduates entered the workforce or postsecondary one year after high school.

Pursuant to the School Reform Act, schools must file an annual report on, among several items, their progress in meeting their goals and student academic achievement expectations. DC PCSB will not, as part of the annual report process, make an independent assessment of school goal attainment and only independently assesses a school's goal attainment as part of an official review or renewal. DC PCSB's acceptance of and publication of a school's annual report does not imply DC PCSB's agreement or disagreement with the school's self-assessment of goal attainment.

As part of any official review or renewal, DC PCSB will ask each school to provide the student-level data for goal validation for each year since the school's last review or renewal. The data should be generated by a testing company (e.g. student report), external provider (e.g. College Board), and be at the student-level. For participation goals (e.g. participation in parent-teacher activities or school field trips), sign in sheets or permission slips with dates and signatures may be accepted.

Date of last charter amendment for goals: September 2017

III. DATA REPORT

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Maya Angelou PCS
PCSB	Campus Name: Maya Angelou PCS - High School
PCSB	Grades served: Alternative
PCSB	Overall Audited Enrollment: 201

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	201	0	0

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

Student Data Points

School	Total number of instructional days: 180
PCSB	Suspension Rate: 24.4%
PCSB	Expulsion Rate: 1.49%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.81%
PCSB	In-Seat Attendance: 69.0%*
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: 9.9%*
PCSB	Midyear Entries: 15.4%*
PCSB	Promotion Rate (LEA): 76.5%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: 47.1%

Faculty and Staff Data Points

School	Teacher Attrition Rate: 45%
School	Number of Teachers: 20
School	Teacher Salary Average: \$61,960 Range -- Minimum: \$ 50,000 Maximum: \$ 70,040

*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.
- Unvalidated 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.

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Maya Angelou PCS
PCSB	Campus Name: Maya Angelou PCS - Young Adult Learning Center
PCSB	Grades served: Adult
PCSB	Overall Audited Enrollment: 164

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	164	0

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

Student Data Points

School	Total number of instructional days: 201
PCSB	Suspension Rate: 7.3%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.76%
PCSB	In-Seat Attendance: 47.0%*
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: Not Applicable
PCSB	Midyear Entries: Not Applicable
PCSB	Promotion Rate (LEA): 76.5%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 0.0%
School	Number of Teachers: 4
School	Teacher Salary Average: \$69,555

	Range -- Minimum: \$ **	Maximum: **
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**Min/Max salary not reported because of small n-size of teachers

*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.
- Un-validated 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.

APPENDICES

APPENDIX A: STAFF ROSTER FOR SY 2018-2019

First name	Last name	Job Title	Highest Degree Earned
Gregory	Aiken	Social Studies Teacher	BA
Amy	Anderson	School Social Worker	MSW
Eldorado	Anderson	Special Education and Case Manager	BS
Meron	Asrat	SPED Science Teacher	BS
Jevana	Avant-Cherry	Paraeducator	Some College
Livia-Daniela	Berghea	Math Teacher	MS
Alexander	Berry	Culture Coordinator	BA
Yvette	Bowman	Server	High School Diploma
LaTasha	Byrd	Residential Counselor	High School Diploma
Kenza	Carrington	Teaching Assistant	High School Diploma
Sonja	Carter	Student Development Manager	BA
David	Clarke	Dean of Students	MA
Jovani	Coleman	Paraeducator	BA
Bernard	Creamer Jr.	Assistant Principal of School Culture	MA
Irvin	Cunegin	Speech Language Pathologist	MS
Levasia	Darden	English Teacher	BA English
Erica	Davis	Clinical Counselor	MSW
Natalie	Elder	Academic Counselor	MA
Tyler	Ellis	Residential Counselor	BA
Betty	Ellison	Server	Other
Jacqueline	Farrell	Server	Other
Shaquiall	Felder	Social Studies Teacher	BA
Brittany	Fleming	Math Teacher	MS
Tamika	Gaskins	Office Manager	High School Diploma
Alecia	Gillyort	Residential Counselor	High School Diploma
Crawneshia	Gilmore	Residential Counselor	BA
Jasmine	Groce	English Teacher	BA
Marcel	Harris	School Social Worker	MA
Deborah	Harrison	Paraeducator	BA
Tuesday	Hence	Director of Residential Programs	BA
L'Tanya	Holley	Director of Family & Community Engagement	High School Diploma

Robin	Holt	Office Assistant	BA
Chaquita	Howard	Paraeducator	High School Diploma
Leonard	Howard Jr.	Business Teacher	BA
Chimere	Jackson	Alumni Support Coordinator	BA
Delano	Jefferson	Special Education Teacher	MA
Erin	Johnson	Paraeducator	BA
Katia	Jones	Director of Post-Secondary Transitions	BA
LaQuetta	Jones	Culture Coordinator	High School Diploma
Jessica	Julius	Teacher - GED & Transitions	MEd
Alice	Keaney	Clinical Counselor	MA
Ayodeji	Komolafe	Math Teacher	MS
DeAngelo	Lucas	Culture Coordinator	BA
Nathan	Marks	Culture Coordinator	High school Diploma
Sean	Massey	Science Teacher	BS
Shannon	Matthews	Paraeducator	High school Diploma
Dante	McEast	Culture Coordinator	High School Diploma
Clarisse	Mendoza Davis	Chief of Schools	MA
Samantha	Meyer	Assessment Specialist	BA
Jayme	Morrison	Math Teacher	BS
Keisha	Nelson	Performing Arts Instructor	MA
Cleveland	Nelson	Performing Arts Instructor	BS
Vincent	Norman-Morris	Paraeducator	High School Diploma
Mary	Okowi	Career Academy Coordinator	BA
Naomi	Ortiz	Paraeducator	Certificate
Joyce	Rainey	Residential Counselor	High School Diploma
Enoch	Rochester	Science Teacher	BS
Carl	Russell	Residential Counselor	High School Diploma
Rodney	Sanders	Substitute Server	Associates
Jose Manuel	Serrano	Spanish Teacher	MS Ed
Azalia	Speight	Deputy Chief of Schools	MA
Deborah	Squire	Special Education Specialist	Other
Jacqueline	Stevens	Academic Counselor	MA
Denean	Stevens	Director of Student Recruitment & Retention	MA

Jason	Taylor	Student Development Manager	BA
Michael	Walker	Director of Education & Career Programming	MA
Jacqueline	Walker	High School Clinical Counselor	MA
Russell	Waller	Director of Special Education	BA
Andre	Warren, Sr.	Paraeducator	BA
Shardae	Washington	Paraeducator	High School Diploma
Courtney	Watkins	Special Education and Case Manager	BA
Tania	Webb	Paraeducator	BA
Dean	Weeks	Principal	MA
Alexis	Wescott	Special Education Teacher	BA
Leslie	Wilmer	PE/Health Teacher	BS
Jason	Wood	Paraeducator	GED
Rashod	Woods	English Teacher	BA
Shantelle	Wright-Cunningham	Assistant Principal of Instruction	MA
Kamal	Wright-Cunningham	Director of Clinical Services	PhD
Brittany	Yarbaugh	AOHT Instructor	BA
Akoshia	Yoba	Director, Career Academy	BA
Anitra	Young	Paraeducator	High School Diploma

APPENDIX B: Maya Board Roster for SY 2018-19

Name	Board Role	Residency
Darren Cambridge	Board Member; Governance	Washington, DC
David Domenici	Founding Member*; Assessments and Interventions Committee	Washington, DC
James Forman, Jr.	Founding Member*; Governance and Development	Connecticut
Julie Johnson	Board Member; Governance	Washington, DC
Michael Vu	Vice-Board Chair; Finance Committee	Washington, DC
Peter Leone	Board Chair	Rockville, MD
Benjamin Safran	Board Member; Development and Communications Committee	Washington, DC
Chris Shorter	Board Member, Academy Committee	Silver Spring, MD
Cheryl Mills	Founding Member*	Washington, DC
Ross Weingarten	Board Member, Development and Communications Committee	San Francisco, CA
Thomas White	Board Secretary, Finance Committee	Washington, DC
Parent Member(s):		
Sharnice Anderson	Parent Board Member	Washington, DC
Gretchen Veira	Parent Board Member	Washington, DC

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

Income Statement					
Maya Angelou Public Charter School					
July 2016 through June 2017					
Income Statement			Actual	Budget	Variance
Revenue					
	State and Local Revenue		8,190,085	11,677,152	(3,487,068)
	Federal Revenue		1,057,854	1,135,178	(77,324)
	Private Grants and Donations		1,870,376	2,034,962	(164,586)
	Earned Fees		15,726	326,850	(311,124)
	Donated Revenue		0	40,000	(40,000)
	Total Revenue		11,134,041	15,214,142	(4,080,101)
Expenses					
	Salaries		5,220,263	7,644,394	2,424,131
	Benefits and Taxes		1,123,451	1,639,332	515,881
	Contracted Staff		22,204	1,000	(21,204)
	Staff-Related Costs		74,138	95,949	21,811
	Rent		809,352	866,594	57,242
	Occupancy Service		1,093,089	1,180,703	87,614
	Direct Student Expense		1,377,176	1,505,346	128,170
	Office & Business Expense		738,562	1,624,390	885,828
	Contingency		0	100,000	100,000
	Total Expenses		10,458,235	14,657,709	4,199,474
Operating Income			675,806	556,433	119,373
Extraordinary Expenses					
	Interest		199,088	219,859	20,770
	Depreciation and Amortization		907,932	1,280,048	372,115
	Total Extraordinary Expenses		1,107,021	1,499,907	392,886
Net Income			(431,215)	(943,473)	512,259

APPENDIX D: APPROVED 2018-2019 BUDGET

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

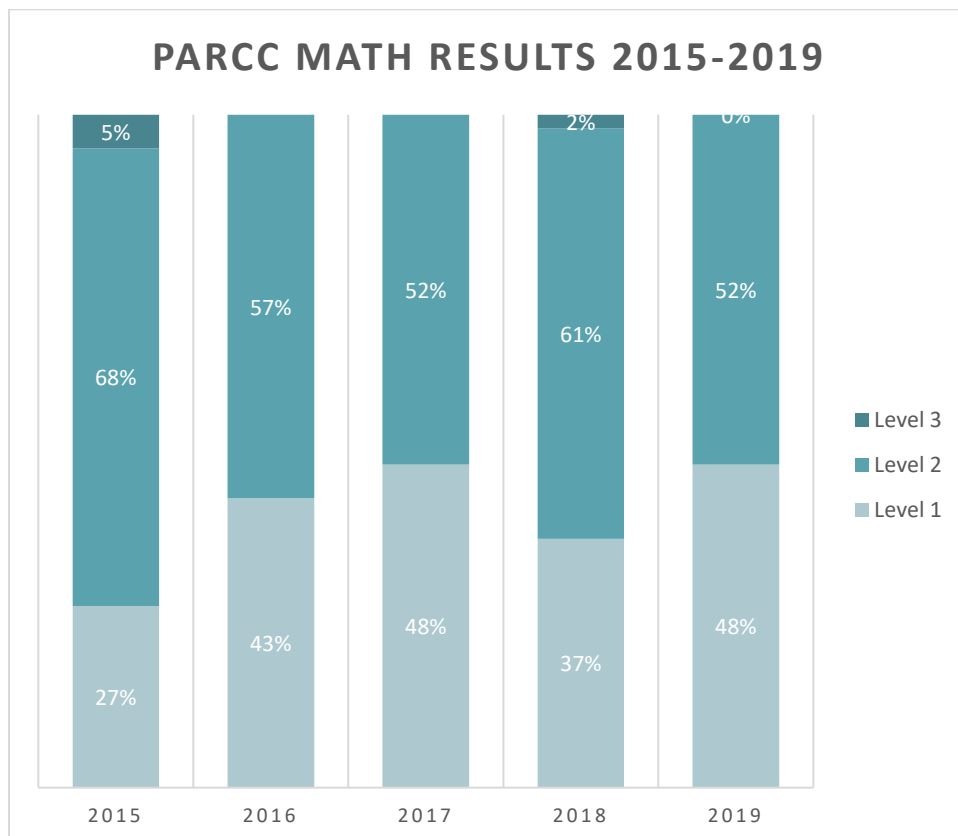
APPENDIX E: High School PARCC Results from SY18-19 Administration

During the 2018-19 academic year, the Maya Angelou Public Charter High School administered the Partnership for Assessment of Readiness for College and Career’s (PARCC) standardized assessment. Within PARCC, student performance in Math and English is categorized as:

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

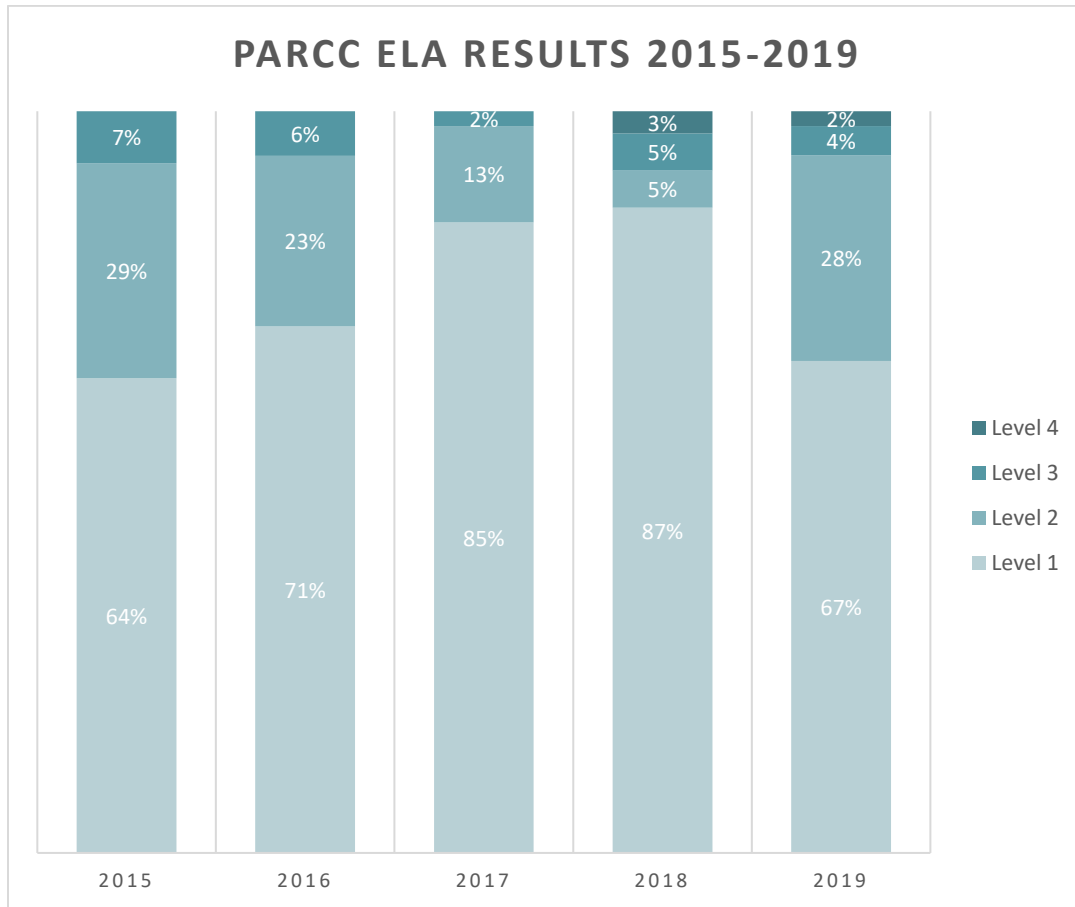
Overall Math Results

	Level 1	Level 2	Level 3	Level 4	Level 5
2015	27%	68%	5%	0%	0%
2016	43%	57%	0%	0%	0%
2017	48%	52%	0%	0%	0%
2018	37%	61%	2%	0%	0%
2019	48%	52%	0%	0%	0%



Overall English/Reading Results

	Level 1	Level 2	Level 3	Level 4	Level 5
2015	64%	29%	7%	0%	0%
2016	71%	23%	6%	0%	0%
2017	85%	13%	2%	0%	0%
2018	87%	5%	5%	3%	0%
2019	67%	28%	4%	2%	0%



APPENDIX F: Unique Accomplishments

- In Spring 2019, we piloted a new program called R.E.A.D with Me, a program that invites our YALC parents of infants through school age children to meet twice a month to discuss easy and useful reading strategies that they can implement at home with their children to increase literacy development. As a result, parents also increase their reading accuracy, fluency, and vocabulary by reading to and with their families. Participants receive one new book for each of their children in order to grow their own personal libraries. We are looking to incorporate a book with a topic of healthy eating, while also giving a cooking demonstration at one of the meetings. Ultimately, we know that the more we can provide learning and exposure to our students around nutrition, the more likely they are to make smarter food choices and live healthier lifestyles
- In Spring 2019, we piloted our first Twilight Program at the YALC, providing GED courses for students from 4:00pm-7:00pm, allowing for more flexible class schedules for students who work or struggle to attend classes during the day. The pilot was ultimately successful,
- Opening of a 6th Residential House
- Pilot of Social Justice Program - During spring break, we piloted our first Alternative Spring Break trip for 11 students and 2 chaperones to work with Habitat for Humanity in Winston-Salem, NC. Students spent a week working alongside other volunteers on projects at two work sites, framing doors, painting, hanging siding, etc. Students had a great experience, learned a lot about affordable housing from the leaders at Habitat for Humanity, and even had a chance to serve alongside Dr. Angelou's niece at a local community garden. Lastly, students visited Wake Forest University, where Dr. Angelou was a professor, and Winston Salem State University. As one student said after spending the morning of the first day putting up siding, "I learned more today about what I can do than what I have all year!" Service has the opportunity to bring the best out in our students, teaching them new skills and showing them that they can be leaders. We hope to continue this important programming in the next school.
- Five High School students from the Class of 2019 were accepted and are currently participating in the Leading Men Fellowship Program through the The Literacy Lab. *The Literacy Lab's Leading Men Fellowship* creates opportunities for young men of color and increases representation in the field of education. Leading Men Fellows are young men of color who have recently graduated from high school and participate in a year-long, residency-style experience in which they provide evidence-based literacy support to pre-kindergarten students while receiving robust coaching and professional development and gaining valuable experience.

APPENDIX G: Executive Compensation Table

Current Salaries of the Five Most Highly Compensated Individuals:

Name	Position	Compensation
Robert Simmons III, Ed.D.	Chief Executive Officer	\$205,000.00
Clarisse Mendoza Davis, Ed.D.	Chief of Schools	\$169,900.00
Leah Lamb	Chief Development Officer	\$157,850.00
Dean Weeks	Principal, High School	\$120,450.00
Kamal Wright-Cunningham, Ph.D.	Managing Director of Clinical Services and Research	\$108,686.50