



MAYA ANGELOU PUBLIC CHARTER SCHOOL

SEE FOREVER FOUNDATION

Annual Report 2019 - 2020

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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 are seeking a second chance at educational success through the pursuit of their high school diploma, their GED, and/or a workforce credential or certification. Our model is also grounded in wraparound services and research-based interventions designed to serve the whole student and ensure our youth not only graduate, but are prepared for continued success -- what we call “life beyond the diploma”.

We opened the doors of the 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 for quite some time, some were doing poorly in traditional school settings, and others were referred to us by government agencies.

To meet the needs of our growing student population, particularly in the Ward 7 and Ward 8 areas of the District of Columbia, in September 2004, we opened a second high school campus of the Maya Angelou Public Charter School. This campus, located in the former District of Columbia Public Schools (“DCPS”) Evans Middle School, is located at the 5600 block of East Capitol Street, NE. It is important to note that at the end of the 2010-2011 school year, we consolidated these two high school campuses at the Evans location.

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 (YALC) for older youth. The aim and primary focus of the Young Adult Learning Center is to provide adults with the academic preparation, vocational training and life-skills necessary to achieve long-term success, earning the credentials needed to start a rewarding career. They achieve this through our work-learn programming, engaging in GED courses, as well as work certification preparation and internships.

Both of our schools are deeply committed to serving *opportunity youth*. Opportunity youth are those who are disconnected from school and work and need meaningful

opportunities to re-engage in an educational setting that is flexible and tailored to each student's academic and non-academic needs. In 2012, the District of Columbia Public Charter School Board ("PCSB") officially determined that our high school served a "substantially different" population and in 2015-2016, this campus officially entered the Alternative Accountability Framework. Upon opening in 2012-2013, our Young Adult Learning Center entered the PCSB's Adult Performance Management Framework. At the end of the 2018-2019 school year, both the high school and YALC 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 diverse programming for our particular population of students and families. Our vision of 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 opportunity youth in the District of Columbia, we have designed our programs to meet the complex, acute, and ever-evolving needs of our students.

B. SCHOOL PROGRAM

1. Curriculum Design

At MAPCS, we have continued to build and refine our curriculum and its supporting resources according to the school's guiding principles for course development. In addition, we continue to work to ensure that our curriculum reflects our school's mission, vision, philosophies, objectives, and core values. Over time, consultants and staff used a three stage, backward design process, modeled after the Understanding by Design framework, when developing curriculum outlines and unit plans. 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 MAPCS'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.

It is important to note that in 2019-2020, MAPCS continued to collaborate with consultants/experts to assess our curriculum and supporting resources for rigor and relevance. Our Chief of Schools, in conjunction with a team of teacher-leaders and our Director of Curriculum and Instruction, then made adjustments to our scopes and sequences and corresponding materials, as well as provided additional professional development for teachers to ensure quality implementation.

High School

To better meet the needs of our diverse student population, our high school continues to offer a blended learning program. Our teachers organize their classrooms to deliver a blended approach using direct instruction and the Edgenuity online 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.

Edgenuity also allows us to offer supplemental instruction as well as credit recovery. The platform aligns with Common Core State Standards and the International Association for K-12 Online Learning guidelines. 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.

We also continue to use Edgenuity's MyPath program for targeted intervention in reading and math. 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. At present, we continue to endeavor to offer 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 2019-2020, YALC also engaged in the aforementioned processes for continued curriculum development and improvement, as follow up to the complete overhaul we completed in 2016-2017. Of note are the adjustments we made to continue to ensure our unit plans are inclusive of the pre-requisite skills students must be proficient in in order to engage in successful GED preparation.

The YALC also continues to incorporate a number of online platforms that our teachers and tutors use for targeted skill practice tailored to the needs of each student.

2. Instructional Approaches

In addition to our blended learning approach in the classroom, MAPCS has continued to implement a mixture of the following methods in our approach to instruction:

- Direct Instruction/Reciprocal Teaching
- Guided Reading
- Close Reading
- Six Traits of Writing
- Writer's Workshop (L. Caulkins)
- Student Conferencing
- Ability Grouping/Small Group Instruction
- High Stakes Instructional Strategies (R. Marzano)
- Project/Problem-Based Learning
- *Teach Like A Champion 2.0* Techniques (D. Lemov)

In Spring 2020, the COVID-19 public health emergency in the D.C. caused us to quickly pivot to distance learning at both the high school and YALC. Fortunately, because our students and teachers were already familiar with online platforms for teaching and learning, the transition was fairly smooth (once we were able to ensure all students had a laptop and internet access at home). We increased our use of Google Classroom, Zoom, social media, and other platforms to execute synchronous instruction while maintaining Edgenuity, Achieve3000, IXL Math, and other platforms for asynchronous instruction.

Reading and Writing Interventions

MAPCS uses early interventions to help those students who are multiple grade levels behind to 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.

It is also important to note that at our high school campus, we continue to implement 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 (now MI Write) owned by Measurement Incorporated.

We also made efforts across both the high school and YALC to better integrate reading and writing instruction across the curriculum and all courses, including STEM and

elective classes. It remains vitally important to us that teachers understand the power between this relationship and the importance of both processes in teaching students how to read and write. For example, we have 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.

3. Key Mission-Related Programs

Consistent with our mission, MPACS serves the whole child through a comprehensive support program anchored in a robust set of wraparound services. 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 who 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.
- **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.
- **Howard University School-Based Behavioral Health Program (HU-SBBHP)** – is one of the District's premier mental health core service agencies. HU-SBBHP recently placed a full-time licensed social worker at MAPCS. The goal of the Howard University School-Based Behavioral Program (HU-SBBHP) is to promote student success by increasing early identification of behavioral health problems, facilitating access to care, and providing comprehensive behavioral health services that are tailored to each student's needs. Behavioral health services include but are not limited to: student education, behavioral health assessments, telehealth, individual therapy, group therapy, and family therapy.
- **Hope Center for Wellness, LLC** - is a multicultural and bilingual mental health practice focused on holistic healing of individuals and communities. This community partner currently provides expressive arts as a therapeutic intervention to our high school students and Maya Angelou Academy scholars.
- **Sasha Bruce/Teen Outreach Program** - is a positive youth development program that partners with middle schools and high schools in DC's Ward 7 and 8 to strengthen teens' educational success, life and leadership skills, and healthy behaviors and relationships. This community partner currently delivers an evidence-based social and emotional learning curriculum to our students at both the YALC and HS campuses.
- **Graduate Clinical Training Program** - the Clinical Services Department of the Maya Angelou Schools host graduate social work and counseling students as part of their practicum and/or internship experience. Those partnering universities for the 20-21 SY include: Catholic University, Trinity Washington

University, University of Maryland, George Washington University and Howard University.

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.

In 2019-2020, we also began piloting Panorama Education's Social-Emotional Assessment to determine if we will adopt this instrument permanently for SEL skill progress monitoring.

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/boarded programs to select students. 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 2019-2020 school year, nearly 30 of our high school students participated in our program.

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 2019-2020 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, our chapter of the National Society of Black Engineers, and aligned tutoring in reading and mathematics supported by teachers from each department.

In 2019-2020, the YALC implemented its first full year of our Twilight Program, catering to students whose life circumstances and responsibilities do not support attending the day program. This offering has continued to allow our students who are not able to attend GED classes at the YALC during the traditional school day the opportunity to engage from 4 to 7 pm each weekday evening. Students 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 Transitions 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
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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 fourth 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 fourth year with three cohorts (Year 1 – 10th grade, Year 2 – 11th grade and Year 3 – 12th grade) students participating in a virtual summer internship and moving 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 collaborate with other NAF Academies across the District to continue improving our program and outcomes.

Young Adult Learning Center Services

As the number of YALC graduates grows, we have expanded the number of college and career opportunities for students at this campus. Postsecondary planning and college exposure visits are a part of each student's plan. While some of our YALC students have decided to pursue two and four-year college opportunities, the majority continue to choose work after graduation.

Even with COVID-19 impacting our in-person service students, several of our YALC students were able to complete virtual internships in Spring and Summer 2020.

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.

COVID-19 did impact our ability to execute college trips and other site-based activities; however, we sponsored a number of virtual support activities for students slated to graduate, as well as alumni in need of navigating their current work or post-secondary circumstances given the global pandemic.

4. 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. The following tenants guide our approach to parent and family engagement:

- 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 Greet”, 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:

- 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.
- 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.

- 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.

We proactively develop our 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.

In the section that follows entitled “Goal and Academic Achievement Expectations”, the majority of our charter goals are annual. Due to COVID-19 and our shift to distance learning in mid-March 2020, we were unable to administer year-end assessments and our YALC students were unable to take the official GED exam. As a result, the summary of our performance this year is best characterized by the phrase “unable to determine,” unfortunately.

We were able to deem at least one goal met at each of our campuses - our post-secondary goal at the high school and our workforce goal at the YALC.

As our in-seat attendance performance through mid-March indicates below, student engagement, including consistent and on-time attendance, will continue to be a critical priority for us as we enter the 2020-2021 school year.

B. Unique Accomplishments

Launch of YALC Cosmetology Program

In our 2019-2020 school year, we piloted a new Cosmetology program at our Young Adult Learning Center. The program offers training towards becoming a nail or eyelash technician, and students completing the course receive a certificate of completion, as well as receive support in finding apprenticeships to earn hours toward their cosmetology certification. The program was well-received by our students, and at the end of each quarter, they hosted a Spa Day for all those in our Maya Angelou Community. Attendees were greeted by students from our high school Academy of Hospitality and Tourism, who served at the event. Next, guests could sign up to get a manicure or eyelash extensions free of charge. Both guests and participants had a great time, with good food and music. Overall, the launch of this program has been a great success, and while the program has been paused due to Covid-19 health concerns, we anticipate continuing the program once health restrictions have been lifted.

Habitat for Humanity Service Trip

This year, we successfully planned our school’s first Alternative Spring Break trip to John’s Island, SC, where 12 students and chaperones worked with Habitat for Humanity during Winter Break. Students selected for the trip were required to complete an application and attend various workshops in order to be eligible to participate. During the weeklong trip, students stayed in a home provided by Habitat for Humanity, and worked on 3 homes in various stages of completion. From measuring and installing siding and insulation, to painting and staining decks, students worked 8-hour days, with an hour break for lunch. Students used power tools for the first time, saw the application of using math in real life, and even got to talk with the families who would soon move into their new homes. Each evening, our group reflected on the lessons they had learned, gave shout-outs to their team members, and ultimately, bonded as a team. By the end of the week, we saw a transformation in many of the students, and one particular shared his interest in pursuing a career in construction. The trip was a great success, with students learning new skills, overcoming challenges, and began to see themselves as leaders, and perhaps most

importantly, capable of creating positive change. We are confident that we will make this an annual tradition for our students.

Supporting Students and Families During Covid-19

In March 2020, our school leaders, teachers, and staff were tested like never before to provide critical support to our students and families during the Covid-19 pandemic, which has left many of our families vulnerable, without income, and in crisis. However, as Dr. Maya Angelou continues to encourage us to rise in the face of adversity, we have risen to the challenge and are stronger than ever before. In just a short period of time, we have distributed Chromebooks and hotspots to ensure that students have what they need to participate in distance learning, and launched a weekly “Community Eats” Program for our school and Ward 7 community, providing hot meals and groceries to families who have been hit the hardest from the effects of the pandemic. Through hundreds of community volunteer hours, donations, and in-kind contributions from community partners including Seva Truck and Timber Pizza, we were able to serve hundreds of families in our surrounding community.

Ride Thru It Bike Program

Over the past several months, at our high school, our summer school program operated virtually, providing critical academic support for seniors working towards graduation in August. We were also able to launch a new program called Ride Thru It, where approximately 5-6 students each week go on a bike ride, exploring various DC and Maryland landmarks and parks. With strict guidelines around social distancing, disinfecting bikes and equipment, and wearing face masks, students have been able to see parts of the city from new perspectives. For example, on one recent trip, students rode their bikes to a Native American village, an African American flight club, and an airfield which was once used during WWII to train pilots for the war. Additionally, they discovered hidden gems in their own backyard as they rode along the Anacostia Water Trail. With each ride, students increased their travel distance from 11 miles on their first ride to 17 miles on their most recent ride. While the goal of the program was initially to provide a healthy outlet for students during this stressful time, it has turned into an opportunity for students and staff to push themselves, develop supportive relationships, and ultimately take a much-needed break from the difficult realities that wait for them when they return home. With an overwhelming positive response from students, we plan to continue the bike program for the remainder of the summer, and into the fall.

Welcoming Clarisse Mendoza Davis as CEO

We are excited to share that this past April, after an extensive search, Clarisse Mendoza Davis transitioned to serve as the new Chief Executive Officer of the Maya Angelou Schools and See Forever Foundation. In this role, Clarisse will lead the organization’s network of schools with a primary focus on academic performance, long-term planning, and sustainability. Dr. Mendoza Davis joined our team in 2016 as the Chief of Schools, with over ten years of experience serving students and families in urban schools in both traditional district and charter settings. After teaching high school English in the District of Columbia Public Schools (DCPS), Clarisse served as Principal of Tindley Renaissance Academy in Indianapolis, Indiana, Chief Operating Officer of the Early Stages Division of DCPS, and

Deputy Chief of Schools at the UNO Charter School Network (now the Acero Network of Schools) in Chicago, Illinois.

Clarisse earned her Ed.D. and M.Ed. in Education Leadership from Teachers College-Columbia University. She also holds a M.A. in Teaching from American University and her B.A. with Honors in English and Music from Loyola University in Chicago. In 2019, The Leadership Center for Excellence recognized Clarisse in their “40 Under 40” 2019 Class for her demonstrating exceptional and impactful leadership. One of the ways Clarisse defines her leadership style is through this quote written by Dr. Maya Angelou, “Without courage we cannot practice any other virtue with consistency. We can’t be kind, true, merciful, generous, or honest.”

SFF Moved

This year, the See Forever Foundation office moved to the Maya Angelou Learning Center Campus as a way to save expenses, but also encourage organizational collaboration. The See Forever Foundation consists of departments and teams including human resources, finance, fundraising, communications, data and evaluation, and senior leadership. Having these departments housed at our main campus has allowed for increased communication, teamwork, and improved cross-department collaboration.

C. List of Donors

<u>Donor Name</u>	<u>Gift Amount</u>
Mr. Bruce Bishop	\$500
Ms. Wendy Goldberg	\$500
Professor Daniel Halberstam	\$500
Ms. Musetta Johnson	\$500
Ms. Elizabeth Kendall	\$500
Ms. Jennifer Klein	\$500
Judge Neal E. Kravitz	\$500
Mr. David Luban	\$500
Mr. Thomas Mueller	\$500
Mr. John Lamar Ray	\$500
Mr. E. Randol Schoenberg	\$500
Dr. Heather Wathington	\$500
Ms. Judy Weber	\$500
Mr. William Desmond	\$750
Mr. and Mrs. Stephen Wilson	\$750

Ms. Nancy L. Buc	\$1,000
Mr. and Mrs. James M. Cole	\$1,000
Honorable Eric Holder	\$1,000
Mr. and Mrs. Jacob Lew	\$1,000
Ms. Evelina Norwinski	\$1,000
Mr. Peter Leone	\$1,050
Mrs. Jill Seibert	\$2,000
Mr. Tom White	\$2,050
Caged Bird Legacy	\$2,250
Mr. James Forman, Jr.	\$2,250
Mr. Reid Weingarten	\$5,000
Mr. David Domenici	\$5,000
Mr. Michael Vu	\$8,027
DC Commission on the Arts & Humanities - East of the River	\$10,000
DC Commission on the Arts & Humanities - Arts and Humanities Education	\$11,917
Learn24 - OST Grant	\$50,000
Morris and Gwendolyn Cafritz Foundation	\$50,000

Rockefeller Philanthropy Advisors	\$50,000
WilmerHale	\$50,000
Anonymous Foundation**	\$1,296,000

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

Maya Angelou Public Charter School

2019-2020 Annual Report - Goals and Academic Achievement Expectations

Maya Angelou PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Adult Education		
50% of pre- and post-testing students will make one or more EFL gain by the end of the program year.	Unable to determine.	Maya Angelou PCS is unable to determine this goal due to the impact of COVID-19 and the inability to continue testing students throughout the spring and summer.
65% of students will pass the official GED exam.	Unable to determine.	Maya Angelou PCS is unable to determine this goal due to the impact of COVID-19 and the inability to continue testing students throughout the spring and summer.
50% of students exiting a workforce program will attain the relevant credential.	Unable to determine.	Maya Angelou PCS is unable to determine this goal due to the impact of COVID-19. Through March 13, 2020, 71% of students attained the relevant credential.

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. 84% of students who successfully attained a GED or workforce credential entered the workforce or postsecondary.
65% In-Seat Attendance	Unable to determine.	Maya Angelou PCS is unable to determine this goal due to the impact of COVID-19. Through March 13, 2020, a 54% in-seat attendance rate was achieved.
60% retention rate of students that pre-and post-test	Unable to determine.	Maya Angelou PCS is unable to determine this goal due to the impact of COVID-19 and the inability to continue testing students throughout the spring and summer.
High School		
50% of students in grades 9-10 will meet their assigned growth reading targets in school years 1-5, 60% in school years 6-10, 70% in school years 11- 15 as measured by the Global Scholar Performance Series spring assessment.	Unable to determine.	Maya Angelou PCS is unable to determine this goal due to the impact of COVID-19 and the inability to post-test students in the spring.

50% of students in grades 9-10 will meet their assigned growth targets in math in school years 1-5, 60% in school years 6-10, and 70% in school years 11-15.	Unable to determine.	Maya Angelou PCS is unable to determine this goal due to the impact of COVID-19 and the inability to post-test students in the spring.
40% of students in grades 9-10 will meet their assigned growth targets in writing in school years 2- 5, 60% in school years 6-10, 70% in school years 11- 15.	Unable to determine.	Maya Angelou PCS is unable to determine this goal due to the impact of COVID-19 and the inability to post-test students in the spring.
70% of students will graduate high school in six years.	Data unavailable.	Data for this goal is unavailable due to OSSE's decision to not complete validations on 6 year ACGR data for 2019-20.
For SY 2013-14 to SY 2018-19, 85% in-seat attendance rate; For SY 2019-20 and beyond, 65% in-seat attendance rate	Unable to determine.	Maya Angelou PCS is unable to determine this goal due to the impact of COVID-19. Through March 13, 2020, a 59% in-seat attendance rate was achieved.

20% of students and/or students with a history of truancy will be re-engaged to attend MAPCHS or the Maya Adult Charter School	Unable to determine.	Maya Angelou PCS is unable to determine this goal due to the impact of COVID-19. Through March 13, 2020, 58% 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% will receive an out-of-school suspension in years 6-15.	Unable to determine.	Maya Angelou PCS is unable to determine this goal due to the impact of COVID-19. Through March 13, 2020, 14% of students received an out-of-school suspension.
At least 60% of students will score in the average range or better on at least two of three post- test measures on the RSCA in years 1-5; 65% of students will score in the average range or better on at least two of three post- test measures on the RSCA in years 6-15.	Unable to determine.	Maya Angelou PCS is unable to determine this goal due to the impact of COVID-19 and the inability to post-test students in the spring.
75% of exiting graduates will enter the workforce or enter into post- secondary education one year after high school graduation.	Goal met.	Maya Angelou PCS met this goal. 78% 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: October 2019

III. DATA REPORT

School Year (SY) 2019-20 Annual Report: Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

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: 192

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	43	62	51	36	0	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	<p>Total number of instructional days: 121</p> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school.</p> <p>If your school has certain grades with different calendars, please note it.</p> <p><i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.</i></p>
PCSB	<p>Suspension Rate: 14.1%</p>
PCSB	<p>Expulsion Rate: 0.52%</p>

PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.32%
PCSB	In-Seat Attendance: 59.0%*
PCSB	<p>Average Daily Attendance:</p> <p>The SRA requires annual reports to include a school's average daily membership.</p> <p>To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment;</p> <p>(2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>
PCSB	Midyear Withdrawals: 19.3% (37 students)*
PCSB	Midyear Entries: 4.7% (9 students)*
PCSB	Promotion Rate (LEA): 51.9%
PCSB (SY18-19)	College Acceptance Rate: Not Applicable

PCSB (SY18-19)	College Admission Test Score: Not Applicable
PCSB (SY18-19)	Graduation Rate: 55.4%

Faculty and Staff Data Points

School	Teacher Attrition Rate: 15%
School	Number of Teachers: 20 “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: \$57,532.52 2. Range -- Minimum: \$33,783.88 Maximum: \$71,750.00

School	<p>Executive Compensation:</p> <p>Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2019-20.</p> <ol style="list-style-type: none"> 1. \$205,000.00 (No Bonus) 2. \$157,850.00 (+30,000 Bonus) 3. \$120,450.00 (No Bonus) 4. \$120,000.00 (No Bonus) 5. \$114,400.00 (+\$7,500 Bonus)
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***Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE's SY19-20 Authoritative Attendance Qlik application as of August 2020. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Invalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 3/13 in SY 2019-20, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

School Year (SY) 2019-20 Annual Report: Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

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: 177

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	177	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	<p>Total number of instructional days: 118</p> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school.</p> <p>If your school has certain grades with different calendars, please note it.</p> <p><i><u>Note:</u> The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.</i></p>
PCSB	<p>Suspension Rate: 2.3%</p>
PCSB	<p>Expulsion Rate: 0.00%</p>
PCSB	<p>Instructional Time Lost to Out-of-School Suspensions: 0.06%</p>
PCSB	<p>In-Seat Attendance: 54.0%*</p>
PCSB	<p>Average Daily Attendance:</p> <p>The SRA requires annual reports to include a school's average daily membership.</p> <p>To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment;</p> <p>(2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>

PCSB	Midyear Withdrawals: Not Applicable
PCSB	Midyear Entries: Not Applicable
PCSB	Promotion Rate (LEA): 51.9%
PCSB (SY18-19)	College Acceptance Rate: Not Applicable
PCSB (SY18-19)	College Admission Test Score: Not Applicable
PCSB (SY18-19)	Graduation Rate: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 25%
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School	<p>Number of Teachers: 4</p> <p>“Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time,</p> <p>including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p>
School	<p>Teacher Salary:</p> <p>1. Average: \$68,794.25</p> <p>2. Range -- Minimum:\$** Maximum: \$**</p>
School	<p>Executive Compensation:</p> <p>Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2019-20.</p> <p>1. \$205,000.00 (No Bonus)</p> <p>2. \$157,850.00 (+30,000 Bonus)</p> <p>3. \$120,450.00 (No Bonus)</p> <p>4. \$120,000.00 (No Bonus)</p> <p>5. \$114,400.00 (+\$7,500 Bonus)</p>

**Min/Max salary not reported because of the small n-size of teachers

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE’s SY19-20 Authoritative Attendance Qlik application as of August 2020. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Invalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 3/13 in SY 2019-20, attempting to mimic the DC

School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

APPENDICES

APPENDIX A: STAFF ROSTER FOR SY2019-2020

First Name	Last Name	Job Title	Highest Degree Earned
Eldorado	Anderson	Special Education Teacher and Case Manager	BS
Bruce	Anderson	Assessment Specialist	MA
Adejimi	Aromolaran	Summer Intern	High School Diploma
Jevana	Avant-Cherry	Paraeducator	Some College
Jeffrey	Bailey	MAA Summer Session Teacher	BS
Adrienne	Ballard	English Teacher	MA
Vanessa	Banks	School Social Worker	MA
Khendall	Beale	Communications and Marketing Manager	BS
Livia-Daniela	Berghea	Math Teacher	MA

Carl	Bowens	Tutor	BS
Yvette	Bowman	Server	High School Diploma
Nijah	Brown	Summer Intern	High School Diploma
Enje	Brown	Director of Operations	MBA
Maleeca	Bryant	Special Education Teacher and Case Manager	BA
Tirza	Buelto	Director of Accountability	MA
Kenza	Carrington	Teaching Assistant	High School Diploma
Sonja	Carter	Student Development Manager	BA
Dallas	Cherry, Jr	Science Teacher	MA
Stephonne	Clark	Culture Coordinator	High School Diploma
David	Clarke	Assistant Principal of School Culture	MA

Jovani	Coleman	Paraeducator	BA
Robin	Crawford	Director of Student Systems	N/A
Irvin	Cunegin	Speech Language Pathologist	MA
Levasia	Darden	English Teacher	BA
Erica	Davis	Clinical Counselor	MSW
Donna	Davis-Simmons	Science Teacher	MA
Natalie	Elder	Academic Counselor	MA
Tyler	Ellis	Residential Counselor	BA
Jahleezah	Eskew	Office Manager	BA
Stephanie	Etienne	Clinical Counselor	MSW
Jacqueline	Farrell	Server	N/A
Tamika	Gaskins	Office Manager	N/A

Abdurrazaq	GBadamosi	IT Systems Administrator	Associates
Alecia	Gillyort	Residential Counselor	High School Diploma
Crawneshia	Gilmore	Residential Counselor	BA
Shakell	Goodall	Paraeducator	BS
Jasmine	Groce	English Content Specialist	BA
Marvin	Harden	Deputy Chief of Operations	High School Diploma
Emily	Harrington	Hydroponic Garden Manager	High School Diploma
Deborah	Harrison	Paraeducator	BA
Alexis	Hayes	Teacher - Social Studies	MA
Tuesday	Hence	Director of Residential Programs	BA
L'Tanya	Holley	Director of Family & Community Engagement	High School Diploma

Chaquita	Howard	Paraeducator	High School Diploma
Leonard	Howard, Jr.	Business Teacher	BA
Melissa	Jeanty	Special Education Teacher and Case Manager	MA
Stephen	Johns	Core Academic Instructor	MA
Erin	Johnson	Paraeducator	BA
Katia	Jones	Director of Post-Secondary Transitions	BA
Taihra	Jones	Director of Curriculum, Instruction & Professional Development	MA
Aman	Kapadia	Summer Intern	BA
Leah	Lamb	Chief Institutional Advancement Officer	BA
Ameen	Lawal	IT Specialist	BA
Anthony	Lenhardt	Math Teacher	BA

Stephen	Liggon	Student Development Manager	BA
Quentin	Long	Facilities & Maintenance Coordinator	Associates
Melissa	Mallory	Student Advocate	BA
Dante	McEast	Culture Coordinator	High School Diploma
Earl	McNeil	Special Education Teacher and Case Manager	BA
Clarisse	Mendoza Davis	Chief Executive Officer	Ed.D.
Vicky	Mitchell	Office Assistant	High School Diploma
Brionna	Morgan	Student Development Manager	MA
Daija	Morton	Special Education Teacher and Case Manager	BS
Garrett	Mushaw	Director of Finance	MBA
Cleveland	Nelson	Performing Arts Instructor	BA

Leroy	Nickie	Science Teacher	MS
Vincent	Norman-Morris	Teaching Assistant	High School Diploma
Jacob	Parker	Academic Support Specialist	BA
Shamari	Pratt	Residential Counselor	BA
Joyce	Rainey	Residential Counselor	High School Diploma
Thomas	Reeves	Summer Intern	High School Diploma
Monique	Riviere	Career Development Manager	BA
Deneen	Robin	Clinical Counselor	MS
Raymond	Rodriguez	Academic Support Specialist	BS
Shantal	Russell	Music Teacher	BA
Carl	Russell	Residential Counselor	High School Diploma

Rodney	Sanders	Server	Associates
Anne	Schoolcraft	Director of Donor/Volunteer Programs	BA
Jose Manuel	Serrano	Spanish Teacher	MS
Nora	Shetty	Director of Performance Management	MA
Khafayat	Shonekan	Academic Support Specialist	BA
Azalia	Speight	Deputy Chief of Schools	MS
Deborah	Squire	Special Education Specialist	N/A
Jacqueline	Stevens	Academic Counselor	BA
Denean	Stevens	Director of Student Recruitment & Retention	MA
Andre	Stokes	Math Teacher	MBA
Tigist	Tadesse	Residential Counselor	BA

Laura	Taylor	MAA Summer Session Teacher	BA
Jason	Taylor	Student Development Manager	BA
Kristopher	Turner	Chief of Staff	BA
Monica	Utsey	Tutor	BA
Kewanna	Wade	Enrollment Specialist	BA
Russell	Waller	Director of Special Education	BA
Andre	Warren, Sr.	Student Development Manager	BA
Shardae	Washington	Culture Coordinator	High School Diploma
Courtney	Watkins	Special Education Teacher and Case Manager	BS
Dean	Weeks	Principal	MA
Mickey	Whitehead Jr	Behavior Specialist	MA
Courtney	Wilkerson	Social Studies Teacher	BA

Mikal	Williams	Special Education Teacher	MA
Richard	Williams	Academic Instructor (Mathematics)	Ph.D.
Leslie	Wilmer	PE/Health Teacher	BA
Shaina	Womack	Special Education Teacher and Case Manager	BA
Jason	Wood	Paraeducator	High School Diploma
Shantelle	Wright-Cunningham	Assistant Principal of Instruction	MA
Kamal	Wright-Cunningham	Managing Director of Clinical Services and Research	Ph.D.
Brittany	Yarbaugh	AOHT Instructor	BS
Sean	Yisrael	YALC Director	Ed.D.
Akoshia	Yoba	Director, Career Academy	BA

APPENDIX B: Maya Board Roster for SY 2019-2020

Name	Board Role	Residency
Darren Cambridge	Board Member	Washington, DC
Cheryl Chun	Board Member	Washington, DC
David Domenici	Founding Member*	Washington, DC
James Forman, Jr.	Founding Member*	New Haven, CT
Lewis Goss	Board Member	Washington, DC
Julie Johnson	Board Member	Washington, DC
Michael Vu	Vice-Board Chair	Washington, DC
Peter Leone	Board Chair	Rockville, MD

Alise Marshall	Board Member	Washington, DC
Tanji Reed Marshall	Board Member	Ashburn, VA
Cheryl Mills	Founding Member*	Washington, DC
Michael Vu	Vice-Board Chair	Washington, DC
Ross Weingarten	Board Member	San Francisco, CA
Thomas White	Board Secretary	Washington, DC
Parent Member(s):		
Denise Jackson	Parent Board Member	Washington, DC

APPENDIX C: UNAUDITED YEAR-END 2019 - 2020 FINANCIAL STATEMENT

Income Statement Maya Angelou PCS & Young Adult Learning Center July 2019 through June 2020

		Actual
Revenue	State and Local Revenue	10,361,654
	Federal Revenue	478,133
	Private Grants and Donations	1,457,821
	Earned Fees	316,008
	Donated Revenue	0
	Total Revenue	12,613,616
Expenses	Salaries	6,058,372
	Benefits and Taxes	1,518,060
	Contracted Staff	205,384
	Staff-Related Costs	51,129
	Rent	269,975
	Occupancy Service	910,433
	Direct Student Expense	836,811
	Office & Business Expense	880,335

	Donated Expense	0
	Total Expenses	10,730,499
Operating Income		1,883,117
Extraordinary Expenses	Interest	188,603
	Depreciation and Amortization	961,741
	Total Extraordinary Expenses	1,150,344
Net Income		732,773

APPENDIX D: APPROVED 2018-2019 BUDGET

Budget

Maya Angelou PCS & Young Adult Learning Center July 2020 through June 2021

Revenue	State and Local Revenue	9,409,373
	Federal Revenue	550,325
	Private Grants and Donations	825,000
	Earned Fees	240,553
	Donated Revenue	42,337
	Revenue Total	11,067,589
Expenses	Salaries	5,434,701
	Benefits and Taxes	1,499,275
	Contracted Staff	65,314
	Staff-Related Costs	62,187
	Rent	205,469
	Occupancy Service	1,072,527
	Direct Student Expense	937,921
	Office & Business Expense	951,467
	Contingency	71,000
	Expenses Total	10,299,861
Net Ordinary Income		767,727

Extraordinary Expenses	
Depreciation and Amortization	896,881
Interest	189,826
Extraordinary Expenses Total	1,086,708
Total Expenses	11,386,569
Net Income	(318,981)