



MAYA ANGELOU PUBLIC CHARTER SCHOOL

SEE FOREVER FOUNDATION

Annual Report 2020 - 2021

Submitted by:

Peter Leone, Ph.D., Maya Board Chair

Clarisse Mendoza Davis, Ed.D., CEO

Maya Angelou Schools & See Forever Foundation

5600 E Capitol Street NE

Washington, DC 20019

(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 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 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 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. We are excited to have Hillcrest partner with us again in SY 2019-2020 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 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.

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;

- 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 SY2020-21.

High School

Our high school persevered through the challenges of the COVID-19 pandemic in 2020-21, and we are proud of our achievement in several key areas. First, while our attendance rate was highly impacted by numerous factors and was lower than previous years, our school met its goal of re-engaging students with a history of truancy and ensured that this key group of students remained non-truant in 2020-21. In addition, we implemented alternative disciplinary consequences, including focusing heavily on positive behavior reinforcement, that resulted in none of our students receiving an out-of-school suspension in 2020-21. Lastly, in line the 'Maya Way' of supporting students on their path to diplomas and beyond, 42 of our scholars earned diplomas last year, with an additional scholar earning a certificate of completion and one honorary diploma was provided to the family of a

scholar who passed away during the 2020-21 school year. In the domain of student achievement, MAPCS tracks a 6 year ACGR rate related to these graduating scholars. While we are still awaiting final data from OSSE in order to confirm the rates for this metric, our preliminary analysis indicates that we have likely met this goal, and we are proud to have helped these scholars earn their credential outside of the traditional timeline.

While the high school met its targets in key areas, other areas proved more challenging due to the nature of remote learning and students' ability to focus on academics in the face of pandemic-related issues. These impacts were seen particularly in the areas of student progress where students showed lower participation rates and rates of progress than in previous years; a total of 56% of students met their growth targets in reading and 30% met their growth targets in math. In addition, approximately 10% of our students met their annual writing targets. Our Social-Emotional goal and College and Career Readiness goal proved difficult to report on due to impacts from the pandemic and are marked as 'Unable to Determine' as a result.

Due to the challenges with measuring writing progress and social-emotional achievement, MAPCS is in the midst of researching and piloting alternative assessments that may measure students' progress in a more valid and reliable way and better suit the needs of our student population.

Young Adult Learning Center

The YALC continued to make progress on its goals during SY2020-21. The YALC had its highest attendance rate since 2016-17, meeting its goal and exceeding the average in-seat attendance rate for the adult sector as shown by PCSB's Equity Report data. Similarly, YALC met its retention goal as a result of its strong work to engage students in remote learning during SY2020-21. In addition, YALC's college and career readiness rate was 85%, the highest rate since 2013-14, showing the strength of our college and career readiness processes at the school and students' motivation to achieve their goals in spite of the pandemic. Lastly, while YALC's enrollment in its in-depth workforce credentialing program was lower in SY2020-21 due to the pandemic, we supported students enrolled in the program and ultimately met the charter goal related to workforce readiness.

While the YALC exceeded many goals in SY2020-21, testing proved challenging and resulted in lower rates for student progress and achievement than in earlier years. Common issues cited by our students for lower level of participation in testing included a poor testing environment at home, technology issues, test anxiety, and low levels of motivation. Despite the issues, the YALC congratulates the 8 scholars who earned their GEDs last year and will continue to monitor student progression through ABE levels, GED curriculum rotations, and attendance interventions to support all students as they pursue their goals at the YALC in SY2021-22.

B. UNIQUE ACCOMPLISHMENTS:

Enhanced CTE Programming:

We continue to make Career and Technical Education a critical component of our school offerings. In 2019-2020 we launched a new Cosmetology program at our Young Adult Learning Center offering training in the areas of nails and eyelashes, helping students to become technicians. All students who complete the courses receive a certificate of completion, as well as support in finding apprenticeships. In 2020-21 we enhanced the program by adding tracks in the area of hair and make-up. By doing this we were able to double the number of students taking advantage of the program. We also piloted a Barbering course at the YALC based on the cosmetology model already established. Likewise, in the High School where our Academy of Hospitality and Tourism is offered, we established an Academy of Business offering students the ability to learn and receive certifications in Microsoft applications as well as learn about key business practices and entrepreneurship. We are working to continue to expand the programs by offering additional resources to our students as well as helping them secure internships upon course completion.

Supporting Students and Families During COVID-19:

A major priority of ours is to make sure we support our students and families where they are and to provide resources and support in helping to remove barriers to learning. Part of this effort is focused on their needs related to the COVID-19 Pandemic. 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. A significant percentage of our students and families have been severely impacted by the pandemic with loss of income, sickness, and in overall crisis. Consistently since March of 2020 we have risen to the challenge and provided much needed supports to our students and families. In addition to the Chromebooks and hotspots that we continue to distribute to ensure that students have access and stay connected, we are still providing healthy food and grocery options through "Community Eats". We have also used the forum to give out mask making kits, PPE, instructions regarding the Census and voter registration information. In May of this year we held a Virtual 5K with runners from all over the US to raise money in support of our COVID relief efforts at our schools.

Launch of School Year 2021-22:

When the 2021-22 school year began on August 30th, students returned to in-person instruction after more than a year of remote/hybrid learning. As previously shared, we have taken measures to make changes to our school building to prevent the spread of COVID-19, including installing plexiglass guards on desks located in classrooms and high-traffic offices, installing water bottle fillers to replace water fountains, installing touchless toilets, soap dispensers and hand dryers in our restrooms, and we have spaced desks at least three feet apart to ensure social distancing. We will be altering all activities where students formerly would congregate in large groups. For example, lunch will be served in classrooms rather than in the cafeteria. This will minimize potential exposure for students and staff, while still allowing for increased access to the resources and engagement of in-person instruction.

Importantly, we are providing weekly on-site COVID-19 testing and have implemented a vaccine mandate, which students and staff have until November 1 to comply with (show proof of vaccination or provide a religious or medical waiver). Additionally, we will continue to require all those in the building to wear masks and complete a health survey prior to entering the building. We also remain prepared to return to a distance learning model if/when needed.

Students, families, and staff have been happy to be back in the building to support the crucial academic, social-emotional, and interpersonal developments that are challenging to create virtually. Moreover, with students back in the building, our staff are better able to gauge students' needs outside of the classroom—such as if a student may be experiencing homelessness or housing instability—and to help students and families address these needs.

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

2020-2021 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.	Goal Not Met	Maya Angelou PCS did not meet this goal. 29% of pre- and post-testing students made one or more EFL gain by the end of the program year.
65% of students will pass the official GED exam.	Goal Not Met	Maya Angelou PCS did not meet this goal. 47% of students passed the official GED exam.
50% of students exiting a workforce program will attain the relevant credential.	Goal Met	Maya Angelou PCS met this goal. 50% of students earned their 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. 85% of students who earned a credential entered the workforce or post-secondary enrollment.
65% In-Seat Attendance	Goal Met	Maya Angelou PCS met this goal. The in-seat attendance rate for 2020-21 was 65%.
60% retention rate of students that pre- and post-test	Goal Met	Maya Angelou PCS met this goal. 64% of eligible students were retained.
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.	Goal Not Met	Maya Angelou PCS did not meet this goal. 56% of students met their assigned growth reading target.
50% of students in grades 9-10 will meet their assigned growth targets in math in school years 1-5, 60% in	Goal Not Met	Maya Angelou PCS did not meet this goal. 30% of students met their assigned growth math target.

Maya Angelou PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
school years 6-10, and 70% in school years 11-15.		
40% of students in grades 9-10 will meet their assigned growth targets in writing in school years 2- 5, 60% in school years 6-10, 70% in school years 11- 15.	Goal Not Met	Maya Angelou PCS did not meet this goal. 10% of students met their assigned growth reading target.
70% of students will graduate high school in six years.	Unable to Determine	Maya Angelou PCS is awaiting final data for this metric from OSSE before determining goal achievement.
For SY 2013-14 to SY 2018-19, 85% in-seat attendance rate; For SY 2019-20 and beyond, 65% in-seat attendance rate	Goal Not Met	Maya Angelou PCS did not meet this goal. The in-seat attendance rate for 2020-21 was 60%.
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. 37% of students with a history of truancy were re-engaged in 2020-21.
Fewer than 30% of students will receive an out-of-school suspension in years 1-5; fewer than 25% will receive an out-of-school suspension in years 6-15.	Goal Met	Maya Angelou PCS met this goal. No students (0%) received an out-of-school suspension in 2020-21.
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 the outcome of this goal due to the impacts of COVID-19.
75% of exiting graduates will enter the workforce or enter into post- secondary	Unable to Determine	Maya Angelou PCS is unable to determine the outcome of this goal due to the impacts of COVID-19.

Maya Angelou PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
education one year after high school graduation.		

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) 2020-21 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: 178

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	178	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: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</p>
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PCSB	Suspension Rate: 0.00%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 59.9%*
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	ir Withdrawals: 16.3% (29 students)*
PCSB	Midyear Entries: 4.5% (8 students)*
PCSB	Promotion Rate (LEA): 98.2%
PCSB (SY19-20)	Graduation Rate: 46.8%
School (SY19-20)	College Acceptance Rate: Not applicable
School (SY19-20)	College Admission Test Score: Not applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 22%
School	Number of Teachers: 18 "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: Average: \$62,897.65 Range -- Minimum: \$52,500.00 Maximum: \$73,185.06
School	Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21. 1. 181,388.26 No Bonus) 2. 152,325.37 +12,500 Bonus) 3. 133,245.36 +5,000 Bonus) 4. 106,338.76 +5,000 Bonus)

***Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY20-21 Charter Sector Attendance Qlik application as of August 2021. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2020-21, 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) 2020-21 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: 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	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	192	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: 199 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 65.1%*
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): 98.2%
PCSB (SY19-20)	Graduation Rate: Not Applicable
School (SY19-20)	College Acceptance Rate: Not applicable
School	College Admission Test Score: Not applicable

APPENDICES

APPENDIX A: STAFF ROSTER FOR SY2020-2021

<u>First name</u>	<u>Last name</u>	<u>Job Title</u>	<u>Degree</u>
Bruce	Anderson	Assessment Specialist	Master's Degree
Amy	Anderson	School Social Worker	Master's Degree
Eldorado	Anderson	Special Education Teacher/ Case Manager	Bachelor's Degree
Jevana	Avant-Cherry	Teaching Assistant	Certificate - Medical Assistant/High School Diploma
Jeffrey	Bailey	MAA Summer Session Teacher	Bachelor's Degree
Adrienne	Ballard	English Teacher	Master's Degree
Vanessa	Banks	School Social Worker	Master's Degree
Khendall	Beale	Communications Specialist	Bachelor's Degree
Livia-Daniela	Berghea	Math Teacher	Master's Degree
Carl	Bowens	Tutor	Bachelor's Degree
Yvette	Bowman	Server	High School Diploma
Enje	Brown	Managing Director of Operations	Master's Degree
Maleeca	Bryant	Special Education Coordinator	Bachelor's Degree
Tirza	Buelto	Director of Accountability	Master's Degree
Kenza	Carrington	Business Office Manager	High School Diploma/ Currently Enrolled in College
Sonja	Carter	Student Development Manager	Bachelor's Degree
Dallas	Cherry, Jr.	Science Teacher	Master's Degree
Stephonne	Clark	Culture Coordinator	No Information Provided
David	Clarke	Assistant Principal of School Culture	Master's Degree
Jovani	Coleman	Paraeducator	Bachelor's Degree
Robin	Crawford	Director of Student Systems	High School Diploma
Irvin	Cunegin	Speech Language Pathologist	Master's Degree
Levasia	Darden	English Teacher	Bachelor's Degree
Erica	Davis	Clinical Counselor	Master's Degree
Kevin	Davis	MAA Summer Session Teacher	Bachelor's Degree
Donna	Davis-Simmons	Science Teacher	Master's Degree
Adrian	Dhanaraj	Assistant Principal	Master's Degree
Natalie	Elder	Academic Counselor	Master's Degree
Tyler	Ellis	Residential Counselor	Bachelor's Degree
Anthony	Esho	History Teacher	Bachelor's Degree
Jahleezah	Eskew	Office Manager	Bachelor's Degree
Stephanie	Etienne	Clinical Counselor	Master's Degree
Jacqueline	Farrell	Server	High School Diploma
Shamette	Franklin	School Social Worker	Master's Degree
Tamika	Gaskins	Office Manager	High School Diploma
AbdurRazaq	Gbadamosi	IT Systems Administrator	Associates Degree
Alecia	Gillyort	Residential Counselor	High School Diploma
Crawneshia	Gilmore	Residential Counselor	Bachelor's Degree
Shakell	Goodall	Paraeducator	Bachelor's Degree
Jasmine	Groce	Instructional Coach	Master's Degree
Tyler	Groves	English Teacher	Bachelor's Degree

Bianca	Guzman	Human Resources & Talent Manager	High School Diploma/ Currently Enrolled in College
Marvin	Harden	Deputy Chief of Operations	High School Diploma
Emily	Harrington	Hydroponic Garden Manager	High School Diploma
Marcel	Harris	School Social Worker	Master's Degree
Deborah	Harrison	Instructional Support Associate	Bachelor's Degree
Alexis	Harris Hayes	Teacher - Social Studies	Master's Degree
Felecia	Hayward	Deputy Chief of Secure Programs	Doctorate PHD
Tuesday	Hence	Director of Residential Programs	Bachelor's Degree
Dana	Hodges	Special Education Coordinator	Master's Degree
L'Tanya	Holley	Director of& Community Engagement	High School Diploma
Arielle	Holliday	Dean of Students	Master's Degree
Chaquita	Howard	Office Assistant	High School Diploma
Leonard	Howard Jr.	Business Teacher	Bachelor's Degree
Kymberli	Jasper	Business Operations Manager	Waiting for Background Check w/Education
Malcolm	Jay	Student Advocate	Master's Degree
Farah	Jean	Academic Support Specialist	Master's Degree
Melissa	Jeanty	Special Education Teacher and Case Manager	Master's Degree
Stephen	Johns	Core Academic Instructor	Master's Degree
Taihra	Jones	Assistant Principal	Master's Degree
Katia	Jones	Guidance Counselor/Registrar	Master's Degree
Leah	Lamb	Chief Development Officer	Bachelor's Degree
Ameen	Lawal	IT Systems Administrator	Bachelor's Degree
Anthony	Lenhardt	Math Teacher	Bachelor's Degree
Stephen	Liggon	Student Development Manager	Bachelor's Degree
Quentin	Long	Facilities & Maintenance Manager	Associates Degree
Daisy	Magnusson	History Teacher	Bachelor's Degree
Melissa	Mallory	Student Advocate	Bachelor's Degree
Dante	McEast	Behavior Intervention Manager	High School Diploma
Earl	McNeil	Special Education Teacher and Case Manager	Bachelor's Degree
Clarisse	Mendoza Davis	Chief Executive Officer	Doctorate PHD
Maurice	Milline	Interim Principal	Master's Degree
Vicky	Mitchell	Business Office Manager	GED
Maiya	Monteiro	College and Career Success Specialist	Bachelor's Degree
Brionna	Morgan	Student Development Manager	Master's Degree
Daija	Morton (Vaugh)	Special Education Teacher and Case Manager	Master's Degree
Garrett	Mushaw	Director of Finance	Bachelor's Degree
Cleveland	Nelson	Performing Arts Instructor	Bachelor's Degree
Leroy	Nickie	CTE Coordinator	Master's Degree
Vincent	Norman-Morris	Teaching Assistant	High School Diploma
Barbara	O'Neal	SPED Teacher	Master's Degree
Alec	Paget	Spanish Teacher	Bachelor's Degree

Allysa	Pantano	Math Teacher	Bachelor's Degree
Jacob	Parker	Academic Support Specialist	Could Not Find in HireRight
Shamari	Pratt	Residential Counselor	Bachelor's Degree
Joyce	Rainey	Residential Counselor	Waiting for Background with Education to Complete
Check			Master's Degree
Morrisa	Reddon	Social Studies Teacher	Master's Degree
Thomas	Reeves	Academic Support Specialist	Master's Degree
Karen	Remington	Dean of Academics	No Information Provided
Chanel	Richardson	Spanish Teacher	Bachelor's Degree
Monique	Riviere	Career Development Manager	Bachelor's Degree
Deneen	Robin	Clinical Counselor	Master's Degree
Raymond	Rodriguez	Community Placement Specialist	Bachelor's Degree
Shantal	Russell	Music Teacher	Bachelor's Degree
Carl	Russell	Residential Counselor	High School Diploma/ Completed some College Courses
			High School Diploma
Rodney	Sanders	Server	No Background Check with Education
Anne	Schoolcraft	Development Manager and VISTA Coordinator	Bachelor's Degree
			Master's Degree
Jose Manuel	Serrano	Spanish Teacher	Doctorate PHD
Nora	Shetty	Director of Performance Management	Master's Degree
Troy	Shine	School Psychologist	Master's Degree
Khafayat	Shonekan	Student Advocate	Could Not Find in HireRight
Shade	Shonekan	Registrar	Master's Degree
Tinnell	Slade	Special Education Coordinator	
Kari	Smith	Deputy Chief of Policy Performance and Advocacy	Bachelor's Degree
			Master's Degree
Samantha	Southall	MAA Summer Session Teacher	Master's Degree
Azalia	Speight	Deputy Chief of Schools	Master's Degree
Deborah	Squire	Community Placement Coordinator	GED
Denean	Stevens	Director of Student Recruitment & Retention	Master's Degree
			Bachelor's Degree
Jacqueline	Stevens	Academic Counselor	Master's Degree
Andre	Stokes	Math Teacher	Could Not Find in HireRight
Tigist	Tadesse	Residential Counselor	No Information Provided
Laura	Taylor	MAA Summer Session Teacher	High School Diploma/ Completed some College Courses
Jason	Taylor	Student Development Manager	
			Master's Degree
Katelyn	Thomas	Special Education Teacher and Case Manager	Bachelor's Degree
			Master's Degree
Kristopher	Turner	Chief of Staff	Master's Degree
Kira	Uranga	English Teacher	Bachelor's Degree
Monica	Utsey	Tutor	Bachelor's Degree
Kewanna	Wade	Enrollment Manager	Bachelor's Degree
Russell	Waller	Interim Principal	Bachelor's Degree
Andre	Warren, Sr.	Student Development Manager	Bachelor's Degree
Shardae	Washington	Student Support Specialist	High School Diploma
Courtney	Watkins	Special Education Teacher and	

Kristi	Webb	Case Manager	Bachelor's Degree
Dean	Weeks	Teacher - GED & Transitions	Master's Degree
Erik	Wesley	Principal	Master's Degree
Mickey	Whitehead, Jr.	Core Academic Instructor (Math/Science)	Bachelor's Degree
Courtney	Wilkerson	Dean of Students	Master's Degree
Mikal	Williams	Social Studies Teacher	Bachelor's Degree
Richard	Williams	Program Coordinator	Master's Degree
Leslie	Wilmer	Academic Instructor (Mathematics)	Doctorate PHD
Shaina	Womack	PE/Health Teacher	Bachelor's Degree
Jason	Wood	Special Education Teacher and Case Manager	Bachelor's Degree
Carnation	Wooten	Paraeducator	GED
		Finance Manager	High School Diploma/ Completed some College Courses
Shantelle	Wright-Cunningham	Assistant Principal of Instruction	Bachelor's Degree
Kamal	Wright-Cunningham	Managing Director of Clinical Services and Research	Doctorate PHD
Brittany	Yarbaugh	AOHT Instructor	Bachelor's Degree
Sean	Yisrael	YALC Director	Doctorate PHD
Akoshia	Yoba	Director, Career Academy	Master's Degree

APPENDIX B: Maya Board Roster for SY 2020-2021

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 II	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
Cheryl Mills	Founding Member*	Washington, DC
Michael Vu	Vice-Board Chair	Washington, DC
Thomas White	Board Secretary	Washington, DC
Parent Member(s):		
Denise Jackson-Kelly	Parent Board Member	Washington, DC
Shemeka Pugh	Parent Board Member	Washington, DC

APPENDIX C: UNAUDITED YEAR-END 2020 – 2021

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

Revenue	Actual
State and Local Revenue	9,243,656
Federal Revenue	875,611
Private Grants and Donations	1,313,115
Earned Fees	392,568
Donated Revenue	0
Total Revenue	11,824,950
Expenses	
Salaries	5,508,687
Benefits and Taxes	1,378,712
Contracted Staff	328,076
Staff-Related Costs	32,082
Rent	188,305
Occupancy Service	876,711
Direct Student Expense	714,017
Office & Business Expense	986,731
Donated Expense	0
Contingency	0
Total Expenses	10,013,321

Operating Income	1,811,629
Extraordinary Expenses	
Interest	154,791
Depreciation and Amortization	1,012,781
Total Extraordinary Expenses	1,167,572
Net Income	(644,057)

APPENDIX D: SY 21-22 BUDGET

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

Revenue	21 - 22 Budget
State and Local Revenue	9,851,069
Federal Revenue	978,252
Private Grants and Donations	825,000
Earned Fees	219,117
Donated Revenue	45,422
Total Revenue	11,918,860
Expenses	
Salaries	5,850,485
Benefits and Taxes	1,529,923
Contracted Staff	132,324
Staff-Related Costs	81,216
Rent	190,483
Occupancy Service	958,577
Direct Student Expense	1,220,125
Office & Business Expense	1,176,689
Contingency	71,107
Total Expenses	11,210,928
Net Operating Income	707,932

Extraordinary Expenses

Depreciation and Amortization	1,094,905
Interest	271,449
Total Extraordinary Expenses	1,366,354
TOTAL EXPENSES	12,577,282
Net Income	(658,422)