

LAYC CAREER ACADEMY PUBLIC CHARTER SCHOOL



Annual Report: 2020-2021 School Year
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Board Chair: Lori Kaplan

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I. School Description

A. Mission Statement

LAYC Career Academy Public Charter School's (Career Academy) mission is to engage and empower young people between the ages of 16 and 24 by providing a college preparatory education, career training in high-growth occupations, and/or enrollment in college-credit classes. We envision a future in which all youth have a successful pathway to college and careers with opportunities for advancement, and where all youth can become engaged members of the community.

B. School Program

1. Summary of Curriculum Design and Instructional Approach



Career Academy is an innovative alternative school that engages and empowers economically-disenfranchised youth of color by providing them with literacy skills, a college preparatory curriculum, college-credit classes, a high school diploma/GED, and career preparation in the high-growth health care and information technology fields. Our target population is opportunity youth, or youth who have become disconnected from both work and school.

Career Academy's goal is to help students achieve their college and career objectives through a challenging and relevant curriculum and intensive, individualized wrap-around services and supports that address obstacles that might otherwise derail their progress. The school has a nine-year track record that includes Tier 1 level performance on the GED, career and college readiness, and literacy/numeracy portions of its charter goals, as measured by the DC Public Charter School Board. Career Academy serves approximately 100 students each year and 95% of our students are working or enrolled in college within six months of graduation.

After almost a decade in operation, Career Academy has a strong reputation among opportunity youth and their advocates for helping students who face extraordinary challenges make academic gains, secure high school credentials and college credits, and develop the skills needed for success in high-growth career sectors. Our goal from our founding has been for every student to exit the school fully prepared for a career and/or college, a goal that remains the same today. To graduate, students are expected to earn a high school diploma, demonstrate an 11th grade reading level, and gain a Microsoft Office Suite certification or an Internet Computing & Core Certification. Students also complete coursework in one of the school's specialized pathways: Medical Assistant (MA), Information Technology (IT), or College Pathway.

Our educational program is highly flexible and personalized, meeting students where they are and enabling them to progress at the pace that works best for them. We offer part-time and full-time enrollments, as well as in-person, synchronous virtual, or asynchronous class options. Career Academy students are older than their peers in traditional high schools, and they are anxious to meet their goals as quickly as possible. At the same time, they often need to balance school with conflicting demands on their time, such as employment, caregiving for a family member, or trying to meet basic needs. Using an evidence-based, personalized learning model, Career Academy administrators, faculty, and staff tailor individual schedules to meet each student's needs, using classroom lessons, one-on-one instruction, and online learning tools to support achievement and keep students engaged and motivated. Crucially, we offer all of our programming at no cost to students, meaning all our students graduate debt-free and ready for a sustaining professional career and/or college.



School faculty and staff are also committed to building community and are intentional in creating and sustaining a school environment in which students feel safe and valued. Career Academy students are supported by a team of student support specialists (also known as S3s), who are adviser-advocates helping youth with non-academic issues as basic as the need for clothing and shelter, and as complex as parenting or caring for an elderly

relative. Our College and Career Access Department provides comprehensive professional development and works one-on-one with students to ensure that they will be successful in higher education, work, or both. All Career Academy staff have been trained in restorative practices and use those principles to build community in and out of the classroom.

2. Parental Involvement Efforts

Many Career Academy students have little to no educational support in their home environment. Some students have strained or adversarial relationships with their parents, if the parents are still in the students' lives. Additionally, 85% of our students in the 2020-21 school year (SY) were over 18, and many live on their own or are parenting themselves. Despite these challenges, Career Academy staff encourage all students to involve their family in their educational growth as is possible and appropriate to their situations. During the enrollment process, for example, students are invited to bring a family member or other supportive adult to join the orientation session and provide additional background information on the student's educational and personal history.

A core Career Academy belief is that all students need at least one supportive adult in their lives, so teachers, administrators, student support staff, and college and career access staff encourage and support students in their efforts to cultivate positive relationships with family members and/or other caring adults. In particular, student support specialists work with students on these relationships by helping them process any trauma they have from prior negative relationships, giving them tools to repair those relationships when possible, and/or identifying other adults who can provide support. These essential staff members also conduct home visits and invite family members and other adults who play positive roles in our students' lives to school events and activities, in an effort to forge stronger school-family relationships wherever possible.

3. Responding and Adapting to the COVID-19 Pandemic

The COVID-19 pandemic has had considerable impact on Career Academy's students and operations, both immediate and ongoing. Over the past 17 months, staff have observed and reacted to the following challenges:

Fluctuations in attendance: in the first few months of shutdowns and distance learning, Career Academy's enrollment decreased from 140 to 92 students and our attendance rate fell by 15%. This was due to several reasons, as students suddenly had to balance their education and career training with a global pandemic. Many of our students and/or those they love and care for have been sick with COVID-19. And if they remain healthy, many have had to take on new or second jobs in order to make up for lost family income; those that were parenting had to become full-time caregivers as well as students.

Testing challenges: in SY20-21, Career Academy used the CASAS exam to measure student growth in math and reading. Due to COVID-related issues, the company that oversees CASAS mandated that the test needed to be proctored *one-on-one*. This meant that staff had to administer pre- and post-tests to students individually, rather than in group settings, which delayed testing and consequently complicated the gathering and monitoring of student

performance data. Academic persistence, measured by CASAS post-tests, was also negatively affected due to these testing challenges.

Student wellbeing: distance learning has been difficult for many of our students due to economic hardships, home environments that are not conducive to learning, feelings of isolation and anxiety, and caregiving responsibilities. Career Academy serves non-traditional students who are often older than their peers who are pursuing the same goals, and they face extraordinary obstacles that can disrupt their progress in the classroom, obstacles that have been exacerbated by the pandemic. According to a late fall 2020 survey of the nine DC public charter schools that serve adult learners, 80% of students reported experiencing a loss of or reduction in employment since March 2020, but only 19% were able to successfully receive unemployment insurance. Ninety percent of students surveyed expressed concern about their livelihoods in general (Adult Charter School Learner Survey).



In order to address all of these needs, we've made multiple adjustments and shifts to our operations so that we can best serve our students. For example, our mental health counselor has been available for telehealth video calls and all students are contacted daily by their student support specialist to check in on their academic, physical, and mental health needs. And in order to ensure continued connection to education and support, we were able to distribute 150 laptops and 29 hotspots to students between July 2020 and March 2021.

Although the school has reopened for in-person learning full-time starting August 2021, there are several key lessons from SY2020-21 that will help guide our operations moving forward, including:

Varied modes of learning: after over a year of adapting, adjusting, and expanding our remote and hybrid education experience, Career Academy now has a full arsenal of learning best practices to take into SY22. As staff and students adapted to remote and hybrid learning plans, we have seen that a high-flexibility learning model has worked well for our students. This has included highly interactive virtual or hybrid classes, recording in-person classes so

that students can watch and re-watch on their own schedules, and masked, socially distant in-person learning. In the new school year, Career Academy intends to continue offering a mixture of both in-person and virtual learning experiences for our students.

Technological tools: in order to boost our remote and hybrid capabilities, Career Academy invested in useful technology, including smart boards and tracking video cameras that follow teachers and staff as they move about classrooms. As these have helped our teachers offer stronger and more interactive lessons, we plan to continue to improve our digital capabilities and enhance our reputation as a forward-thinking school.

Effective student support: nothing has been as important over the past year than supporting our students through the unprecedented challenges of the COVID-19 pandemic. Starting from the very beginning of the pandemic, staff have worked hard to distribute laptops and hotspots, hygienic supplies, food and basic care items, and gift cards for financial assistance. Because our support staff contacts students daily, we are keenly aware of their precise needs. By listening to students, we have learned the best ways to offer supply distributions so that they have the widest reach, and we have perfected our methods of communication. For example, when our student support specialists do their daily check-ins with students, they have a 'question of the day' program, focusing not only on things like health and safety, but also on current topics and lighter icebreaker-type questions, helping staff grow relationships as well as monitor needs. Our successful support programs have helped us become more effective in serving our target population.

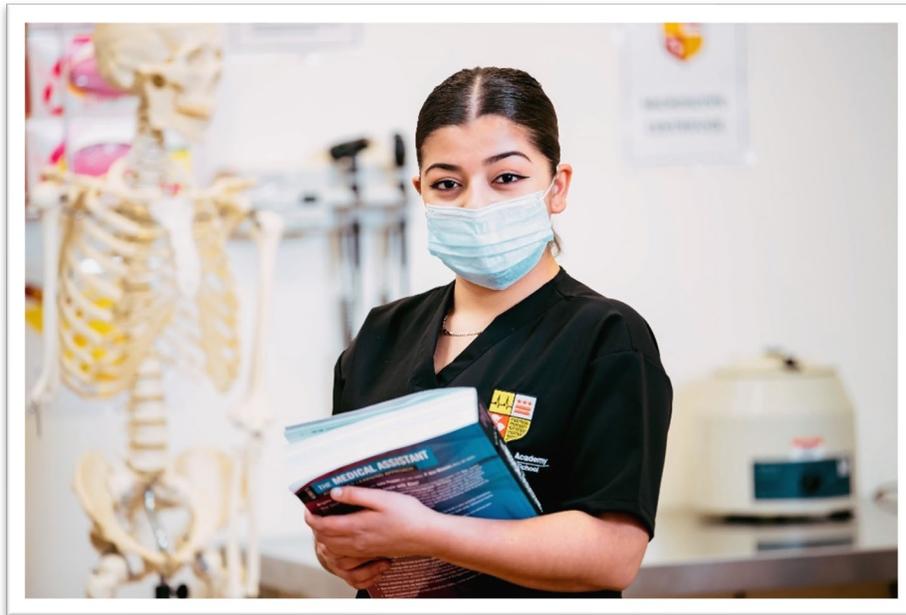
STUDENT SUPPORT DEPARTMENT RESOURCES

 FREE GROCERIES A fully stocked food pantry, including hygiene items	 HEALTH SERVICES Free STD Testing, glasses, dental care, mental health services	 HOUSING ASSISTANCE Staff connect students to housing assistance programs.	 COUNSELING Staff provide counseling and case management
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II. School Performance

A. Performance and Progress

1. Meeting our Mission



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

We pride ourselves on being an inclusive organization dedicated to serving all youth who are in need of our services, regardless of circumstances. Career Academy enrolls youth who have dropped out of a D.C. public or public charter school, youth who earned a diploma but left high school without being truly prepared for college or work, and immigrant youth, primarily from Central or South America or Africa, who are seeking safety and educational opportunities in the U.S. These youth are at a high risk of unemployment or a lifetime working in dead-end jobs. At Career Academy, they benefit from an affirming and inclusive environment that offers job training and educational programs. We also value and support diversity through culturally sensitive programming.

Career Academy's audited enrollment in SY21 was 92 students. Of that, 53% identified as African American, 41% as Hispanic/LatinX, and six percent as Other. Forty-seven percent identified as female and 53% as male. Our students came from all eight DC Wards, with 44% residing in Wards 1 and 4 and 34% in Wards 7 and 8. One in three students experienced homelessness at some point during the school year, one in five were differently abled with special needs, one in five were pregnant or parenting, and nearly all students qualified for

free and reduced meals.

In the classroom, Career Academy students have varying needs and goals. Some students come with high school credentials, others wish to earn a GED, and still others want to learn English language skills. Some students want to explore college-level courses, while others are primarily attracted to the MA and IT Pathways. To meet all of these different needs,



Career Academy offers students literacy and numeracy classes, a college preparatory education, career training in high-growth occupations, and the opportunity to take college-credit classes. Our model is built on competency-based graduation and promotion requirements, and our curriculum is designed to ensure college and career readiness. Our innovative and personalized design has produced strong student outcomes: 95% of our graduates are working or enrolled in college within six months of graduation.

Our academic year consists of three trimesters, each of which is divided into two sessions of approximately six weeks. Each trimester, students take the CASAS exam in reading and math to assess progress (for returning students) and determine course placements (for new and returning students). Students are placed in courses that align with their levels: for example, students who need support acquiring English language skills are placed in an English Language Learner (ELL) cohort until they earn a score of 228 in listening and 236 in reading on the CASAS exam; students seeking a GED are placed into our GED cohort until they pass the exam.

Based on these assessment results, instructors will decide how to level their courses to best align with student needs. Instructors integrate technology into the curriculum to provide more tailored lessons and assignments for each student. They also connect the curriculum to the health care and IT sectors, as well as students' other interests in order to make the subject matter more engaging. Instruction is provided in small groups, and teachers collaborate across subject areas, often team-teaching or coordinating lesson plans for a more dynamic and contextualized presentation.

Career Academy offers students programs that are targeted to their needs and goals, as well as age and developmental levels.



There is a high need for education and training among DC opportunity youth. According to the DC ReEngagement Center, there are over 8,000 opportunity youth between the ages of 16 and 24 that need reconnection options to help them get back on track to reach their goals. And while other DC programs offer learners occupation-specific job skills, most serve adults; opportunity youth need programs that are targeted to their age and developmental level. Career Academy students have the chance to receive a college preparatory education, GED attainment and basic skills courses, and industry-specific career training. Our full academic curriculum and students' day-to-day activities are as follows:

General Education Programs:

High School Diploma/GED Program and ELL Classes:

On average, approximately half of our students enter Career Academy seeking a high school diploma or, for immigrant students, stronger English language skills. GED students take English, math, social studies, and science classes. English Language Learners focus on strengthening their reading, writing, and speaking skills. Despite testing challenges due to virtual learning in SY21, 67% of our ELL students increased their reading and math skills by at least two grade levels.

Literacy and Numeracy Classes:

In recent years, Career Academy staff have seen a large increase in the number of students enrolling in the school that do not have the literacy and numeracy skills needed to succeed in higher education or a long-term career, causing them to remain in low-wage jobs and/or pay for expensive remedial classes in college. This is indicative of a nation-wide problem: according to 2018 data from The Brookings Institution, a total of 5.3 million youth across the US have graduated high school and are working, but do not have the skills or training to move beyond minimum-wage jobs. In SY21, 72% of students entering Career Academy with a high school diploma and 92% of those entering without one had reading or math levels at a middle school level or lower. Recognizing this and other evolving needs of our students, we have made changes to the format of our general education program. In the past, students were required to be reading and performing math on an 11th grade level before

they could officially enter one of the three pathways. Now, any student with a high school diploma can start their training classes while also working to strengthen their basic skills.

These students' schedules reflect a blend of classes that is tailored to their specific needs: students take a blend of classes designed to build their literacy and numeracy skills and career training or college preparatory classes from one of the pathways. This new practice has helped students move through our programs faster by making course materials more relevant to their career goals and increasing student motivation. The amount of time a student spends in their general education varies, depending on their skill level at enrollment, and the pace of their progress.

Nationwide, students are dropping out of high school or graduating without the necessary skills to succeed in college or sustaining careers. Career Academy is an important part of a broader effort to make sure all children are prepared for college and careers, with efforts starting in public preschools and continuing through K-12 education.



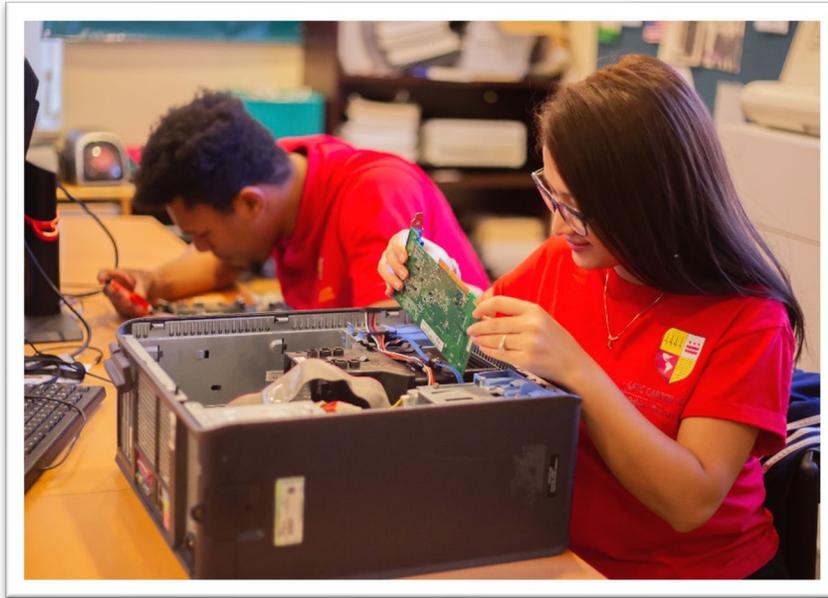
Pathway Programs:

The MA Pathway:

In preparation for work as medical assistants, students learn to provide direct services to patients (e.g., how to obtain vital signs, administer an EKG, and perform spirometry and venipuncture). They master autoclave techniques, become CPR- and AED-certified, and develop basic billing and coding skills. Students then spend their final trimester in an internship at a local healthcare organization, with hosts like A Plus Medical Center, Community of Hope, Mary's Center, and Whitman-Walker Health. Students who complete this pathway graduate as Certified Clinical Medical Assistants.

The IT Pathway:

IT Pathway students learn to install, configure, maintain, and troubleshoot networking hardware, software, and peripheral components of computers and operating systems, including Microsoft Windows. Students graduate with the skills to find successful careers as IT help desk specialists, one of the fastest growing occupations in the region. Like students in the MA Pathway, IT students also complete an internship, giving them the tools to function in a professional environment. IT students are required to pass the IC3 and A+ exams in order to graduate and many elect to earn the Microsoft, Network+, and Security+ certifications as well.



The College Pathway:

Early exposure to college-level classes helps students gain confidence and experience that will enable them to navigate a college campus and complete college-level coursework more effectively. College and Career Access Department staff help College Pathway students research departments and programs within colleges and universities, arrange individual college visits and group tours, help students apply for financial aid, develop course schedules, and take dual enrollment classes through a partnership with the University of the District of Columbia. To exit from the College Pathway, students must earn at least six college credits.

To assist our students in reaching their academic and career goals, Career Academy offers a robust continuum of support services that are designed to help students navigate challenges associated with housing stability, food insecurity, caregiving and parenting, mental health, and more. Finally, up to and after graduation, students and alumni receive help with job placement and other transition services.

2. Meeting our Goals and Academic Achievement Expectations

Goal	Description	Met or Unmet?
AE PMF as Goals (prior to policy)	<p>For SY 2016-17, LAYC Career Academy Public Charter School will achieve a weighted range score of 65.0% on at least two out of the four Adult Education PMF indicators with no indicator having a weighted range score below 40.0%;</p> <p>For SY 2017-18, 2018-19, 2019-20, and 2020-21, LAYC Career Academy Public Charter School will achieve a weighted range score of 65.0% on at least three of the four Adult Education PMF indicators with no indicator having a weighted range score below 40.0%</p> <p>*For SY 2016-17, scores for each indicator shall be calculated in accordance with the standards outlined in the associated AE PMF Policy & Technical Guide for that year. For school years, 2017-18 through 2025-26, inclusive, scores for each indicator shall be calculated in accordance with the standards outlined in the AE PMF Tech Guide for SY 2017-18</p>	Met
Mission-Specific Goal: IT Pathway CompTIA A+	<p>Beginning August 31, 2019:</p> <p>Starting with students entering the IT Pathway in SY 2016-17, within two years of entering the pathway, 50.0% of students in the IT Pathway will earn an A + certification.</p>	N/A n<10
Mission-Specific Goal: MA Pathway CCMA Credential	<p>Beginning August 31, 2019:</p> <p>Starting with students who entered the MA Pathway in SY 2016--17, within two years of entering the pathway, 50.0% of students in the MA Pathway will earn a certified clinical medical assistant ("CCMA") credential.</p>	N/A n<10
Mission-Specific Goal: MA Pathway Internships	<p>Beginning August 31, 2019:</p> <p>Starting with students who entered the MA Pathway in SY 2016--17, within two years of entering the pathway, at least 60.0% of students in the MA Pathway will complete an internship in MA.</p>	N/A n<10
Mission-Specific: College Pathway College Credits Earned	<p>Beginning August 31, 2019:</p> <p>Starting with students who entered the College Pathway in SY 2016-17, within two years of entering the pathway, at least 60.0% of students in the College Pathway will earn at least three college credits.</p>	N/A n<10
Mission-Specific: Data & Testing Practices	<p>Beginning in 2020:</p> <p>The school will adhere to the following data and testing practices:</p> <ol style="list-style-type: none"> The school will pre-test every student who meets the SY 2017-18 PMF Tech Guide's definition of enrolled or accept a zero for that student for each applicable measure. The school will submit to DC PCSB each student's Pathway designation within 15 days of the student enrolling in the school, or within 15 days of the student changing pathways or transitioning from pre-GED to GED-candidate The school will administer at least two subtests of an NRS assessment approved for progress on the PMF by DC PCSB, one in math and one in reading, to every student. The school will provide DC PCSB with the student-level data needed to calculate the mission-specific goals in early September, following DC PCSB's Adult Education PMF timeline 	Met

B. Unique Accomplishments and Recognition

Resilience in the pandemic

Career Academy's greatest accomplishment was the resilience of our students and staff during the pandemic. Career Academy saw unprecedented determination from our students as they called into class masked in a janitor's closet on their break from work or started their homework at midnight after work was over and their kids were in bed. We saw incredible dedication from our staff as well, as they called students every day to check in and offered classes in-person, online, and offline so that students who were stretched by the pandemic could continue to learn. This resilience was documented by [NPR](#), [The 74](#), and [EdForward](#).



Unstoppable Women/ Mujeres Imparables Honor from Telemundo

Career Academy's principal, Dr. Jacqueline Fernandez, was honored as an "Unstoppable Woman" by Telemundo in March 2021. Dr. Fernandez was honored for the exceptional work she has done to help students grow. Dr. Fernandez credits her mother, a single mom and former migrant farm worker, for her success. You can view the piece about Dr. Fernandez [here](#).

Heroes Among Us/Heroes Entre Nosotros Honor from Telemundo

Another staff member, Ariel Berroa, was honored as a "Hero Among Us" by Telemundo in April 2021 for the extraordinary work he has done to support Career Academy's English Language Learner students during the pandemic. You can view the piece about Mr. Berroa [here](#).

Career Academy is home to the 2021 Certiport Teacher of the Year

Career Academy's IT Program Coordinator, Abner Soto-Henry, was named Certiport teacher of the year at Certiport's 2021 Microsoft Office Specialist U.S. National Championship. Mr. Soto-Henry's dedication and infectious spirit have earned him wide recognition. In addition to this national award, Mr. Soto-Henry was also named PCSB Teacher of the Year in 2019 and a Washington Post Finalist for teacher of the year in 2020, and he was previously named the Certiport Teacher of the Month for November 2019. He received the 2013 D.C United

Community Star Award, the 2015 Hispanic Heritage Innovative Educator, and the 2016 DC Office of the State Superintendent of Education (OSSE) Career & Technical Education Teacher of Year awards. We are very proud that he calls Career Academy home.



Four DC Microsoft Champions

Four Career Academy students were named Microsoft Champions in SY20-21. Mr. Deontae Howard, Ms. Yenifer Umanzor, Ms. Lisbeth Jimenez and Ms. Kerry Turner all scored exceptionally high on Microsoft Office Specialist (MOS) exams to earn this honor. All four students were also selected to compete in Certiport's 2021 MOS U.S. National Championship.



Restorative practices lead to zero expulsions and suspensions.

For the third year in a row, Career Academy achieved a 0% expulsion and suspension rate. The school credits our success to our focus on restorative practices, during which staff and students build community and address harm through restorative circles and conferences.

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



*Comcast NBC Universal Foundation
DC Office of the State Superintendent of Education
Donald & Martha Freedman Charitable Fund
Elizabeth Burrell
From Me to You
Greater Washington Community Foundation*

*Julie Jensen
Lori Kaplan
Richard E. & Nancy P. Marriott Foundation
Monroe H. Firestone
RS21 Resilient Solutions 21
The Benevity Community Impact Fund*



II. School Year 2020-2021 Data Report

General Information

Source	Data Point
PCSB	LEA Name: LAYC Career Academy PCS
PCSB	Campus Name: LAYC Career Academy PCS
PCSB	Grades served: Adult
PCSB	Overall Audited Enrollment: 92

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	92	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: 198
PCSB	Suspension Rate: 0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Discipline: 0.00%
PCSB	In-Seat Attendance: 58.4%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals (MYW): Not Applicable
PCSB	Midyear Entries (MYE): Not Applicable
PCSB	Promotion Rate (LEA): Not Applicable
PCSB (SY19-20)	Graduation Rates: Not Applicable
School (SY19-20)	College Acceptance Rates: Not Applicable
School (SY19-20)	College Admission Test Scores: Not Applicable

Teacher and Admin Data Points

School	Teacher Attrition Rate: 22%
School	Number of Teachers: 9 "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	<p>Teacher Salary</p> <p>1. Average: \$62,243</p> <p>2. Range -- Minimum: \$45,900 Maximum: \$88,434</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 SY2020-21.</p> <p>The salaries for the principal and executive director are \$ 114,444 and \$ 127,969 , respectively.</p>

*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.

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

III. Appendices

APPENDIX A. Staff Roster for the 2020-21 School Year

LEADERSHIP AND ADMINISTRATION STAFF

Executive Director: Nicole Hanrahan

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

Principal: Jacqueline Fernandez-Romero

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

Director of Academics: Ivette Cruz

Ms. Cruz is a 25-year veteran educator who began her career in K-12 schools. Ms. Cruz decided to continue growing professionally by entering the field of adult education and bilingualism. She became academic director of Ana G. Mendez University System, where she provided leadership on all academic programs while guiding the implementation of the Discipline-Based Dual-Language Immersion Model. After almost four years in this position, Ms. Cruz decided to join Career Academy as the director of academics to continue helping underserved students in their efforts to pursue a GED or career. Ms. Cruz has a bachelor's in child development from the University of Puerto Rico and a master's in educational leadership from the University of Phoenix. She is currently studying for her doctorate in education with a specialization in Educational Leadership in Adult Education. She is a former member of Maryland's Teaching English to Speakers of Other Languages (TESOL) board, where she was the editor of the newsletter. She was also part of DC OSSE's 2019 Title III Advisory Committee, a group of stakeholders from different schools that offer their insights on policies and regulations in the area of English Language Learners.

She also participated in the first Mentoring and Induction Program Development Professional Learning Community at OSSE in 2020.

Director of Student Support: Dedria Harrod

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

Director of Operations and Communications: Bernadette Kreh

Ms. Kreh is a DC area local who calls Silver Spring, Maryland home. She is a first generation American of Filipino descent. Ms. Kreh attended Towson University where she majored in communication studies. After spending nearly a decade away from the DC area, she returned home in search of a more fulfilling career, despite being on track for a leadership role in corporate America. She found her sense of fulfillment at Career Academy, where she started as a special education paraprofessional. Eager to make a difference at the school, she quickly ascended to academic support coordinator and later assumed the role of marketing manager. Ms. Kreh was tasked with managing the school's accreditation process through the Middle States Association. After over a year of hard work and dedication, she successfully led the school to its very first accreditation. Shortly after this accomplishment, Ms. Kreh was promoted to director of operations and communications.

Recruitment Specialist: Steven Blanco

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

Academic Support Coordinator: Erin Tarpley

Ms. Tarpley has spent much of her life living abroad. After returning to the United States, Ms. Tarpley has been involved in education in many forms, including as an assistant, a camp-counselor, a mentor, an instructor, an administrator, or a director. She graduated from the University of Maryland, Baltimore County with a bachelor's in history and a certification to teach secondary education in the social sciences. Ms. Tarpley later went on to earn a master's

from the University of Maryland in human resources management with a focus in adult training and learning. Before joining Career Academy, she served in student support at Walden University, taught social sciences in Baltimore City Public Schools, and headed the Arts Education department for underserved students in the Brooklyn Park area.

Program Assistant/Registrar: Ashley Datcher

Ms. Datcher is originally from the Takoma Park/Silver Spring, MD area. After she attended Bennett College in Greensboro, NC, she found her passion working with opportunity youth. For over ten years, Ms. Datcher served youth of different ages as a job coach with LAYC's Maryland Multicultural Youth Center in Silver Spring, MD. She taught Job Readiness Training courses at Montgomery College and enrolled and supervised participants and companies for the Summer Youth Job program. As an academic advisor for college-bound students, Ms. Datcher supported participants of the Upward Bound program. Ms. Datcher was a founding member of Career Academy and has served in the role as registrar from the school's beginning.

ACADEMIC PROGRAM STAFF

ELL Support Specialist: Ariel Berroa

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

Special Education Services Instructor/Coordinator: Martha Sanchez

Ms. Sanchez attended The George Washington University and earned a master's degree in curriculum and instruction with a concentration in English as a Second Language and Bilingual Special Education. Ms. Sanchez joined Career Academy in August 2018 and is now going into her fourth year with the school. She started her career in education working with DC Public Schools as a special education teacher. Since then, she has worked in the field of special education as a teacher, as a transition counselor and as a consultant for several charter schools in the DC area.

Writing, Social Studies, and GED Instructor: Corey Carroll

Corey Carroll, a native of Tulsa, Oklahoma, serves as Career Academy's writing, social studies, and GED instructor. Mr. Carroll graduated from Grambling State University where he earned a bachelor's in political science and mass communications. After working on Capitol Hill, analyzing education policy surrounding underserved youth and social justice issues, he became an educator and academy coordinator for Prince George's County Public Schools. Mr. Carroll has earned a dual master's from American University in educational leadership and educational policy. In his spare time, Corey remains an active member of Kappa Alpha Psi Fraternity Inc. and works diligently as a community advocate for marginalized students throughout Prince George's County and the District of Columbia.

Special Education Paraprofessional: Ericka Rivera

Ms. Rivera is an experienced educator of 15+ years. She began her teaching career by working part-time as a kindergarten teacher's assistant while she was in college. She soon discovered that her passion was teaching and within a year she shifted career paths and became an early childhood educator. She earned her associate's in child development. And in 2017 she won the "Excellence in Care and Education" award from her company, chosen out of more than 15,000 teachers. She came to Career Academy in December 2020 with a great desire to bring her experience and skill set into helping Special Education students. She is currently in the process of earning a degree in social sciences with a specialization in special education.

College & Career Access Coordinator and Science Instructor: Nicolas Matheus

Mr. Matheus was born in Maryland and is the first generation American born to two immigrant parents from Venezuela and Italy. He graduated with an associate's degree from Montgomery College and then earned a bachelor's in English focused on communication and technology from University of Maryland, Baltimore County. Mr. Matheus has worked in different parts of DC and Maryland for the past eight years. Before officially starting at Career Academy, Mr. Matheus spent two years substituting and contracting for the school, where he instructed Math classes using a personalized learning plan for students. He also created his own lesson plans for elective classes such as journalism, film and literature, and poetry. Mr. Matheus has taught science, math, and grammar/composition, assisted students with his knowledge in each area and aided ELL students with his knowledge of the Spanish language. Additionally, Mr. Matheus has spent time working with students on reaching educational and career goals by helping them apply to internships, jobs, and colleges.

ELL Instructor: Leslie Douglas

Mx. Douglas began working at Career Academy in August 2019. A native of Pittsburgh, Pennsylvania, she graduated with a bachelor's degree from the University of Pittsburgh and a master's degree from the University of the District of Columbia. An enthusiast about community building, she has worked and volunteered around the DC Metro area since 2015. She believes that education, social interconnection, and equity are the tools needed to foster a brighter future.

Math Instructor Alain Carbajal

Alain Carbajal began working with Career Academy in November 2020. Born and raised in Peru, he came to the U.S. at the tender age of 10. He grew up in Fairfax, VA and got a scholarship to Virginia Commonwealth University. In college, he started studying mechanical engineering, but switched to applied mathematics with a minor in statistics because of the love for the subject. Throughout high school and college, Mr. Carbajal was always passionate about teaching mathematics and would always find time to tutor whoever needed the help. Upon graduating in 2017, Mr. Carbajal started teaching at a private school in College Park, MD and then went into teaching at private schools in Annandale VA. He has taught the advanced/honors classes for math for grades ranging from 3rd to 12th grade. Mr. Carbajal is a dedicated teacher who follows the teaching philosophy that "grades are secondary, but knowledge and understanding comes first."

CAREER TRAINING STAFF

Medical Assistant Program Director: Brian Sevier

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

Information Technology Program Coordinator: Abner Soto-Henry

In total, Mr. Soto-Henry has more than 24 years of experience in education. Originally from Costa Rica, Abner speaks fluent Spanish, English, and Portuguese, enabling him to connect with the students he serves. He has received numerous notable awards throughout his teaching career. Mr. Soto-Henry started his career in 1995 as a technology education instructor at the Workforce Development Center (Centro de Formación y Capacitación Portuaria) in Costa Rica, after graduating from Universidad Interamericana de Costa Rica in San José. Mr. Soto-Henry teaches information technology education at Career Academy, specializing in Microsoft certifications, IC3 Digital Literacy certifications, and CompTIA certifications. A former professional soccer player, his passion for teaching is only rivaled by his love of the game.

STUDENT SUPPORT TEAM

Student Support Specialist: N'Kosi Ayize

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

Student Support Specialist: Cristal Flores

Ms. Flores is a first-generation Salvadoran-American, born and raised in New Jersey. Ms. Flores graduated from Rutgers University with a bachelor's in psychology and criminal justice, and joined the Career Academy team in February 2020. Over the course of her career, Ms. Flores has worked in a plethora of settings such as nonprofit organizations, public safety divisions, a center for adult autism services, and educational institutions. Ms. Flores has extensive experience in the field of victimology as she worked directly with crime victims prior to joining Career Academy; she has educated thousands of individuals through theater

improvisational skits on domestic violence, sexual assault, sexual harassment, bullying, and language while using a bystander- intervention model. In efforts to expand her understanding of multicultural humility, Ms. Flores also participated in an Alternative Spring Break trip to the Dominican Republic. During this Alternative Spring Break, Ms. Flores explored themes of racism, sexism, sexual orientation, immigration, and much more.

Student Support Specialist: Monica Santos

Ms. Santos is a first generation Honduran-American, born in Virginia and raised in Prince George's County. Ms. Santos graduated from the University of Maryland, College Park with a bachelor's in Anthropology and Sociology. Upon graduation, she began working at a residential facility providing support to undocumented youth. She joined the school team in October 2020 eager to be a support system for our students and assist them throughout their journey at Career Academy. Ms. Santos is passionate about helping others, especially children and families, as well as learning about different cultures.

APPENDIX B. Board Roster for the 2020-21 School Year

Kate Brannon, Treasurer (2014 – present)

DC Resident: No

Ms. Brannon is the director of financial planning & analysis at Georgetown University. She provides leadership and strategic direction related to the development of the University's budget. Her expertise includes budget development, strategic planning, forecasting, establishing internal controls, and overall financial oversight. Before joining Georgetown University, Ms. Brannon worked at The George Washington University for more than 15 years. Ms. Brannon holds a bachelor's degree in accounting from Elon University and a master's of business administration from the George Washington University.

Elizabeth Burrell, Board Member (2011 – present)

DC Resident: Yes

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

Emmanuel Caudillo, Board Member (2015 – present)

DC Resident: Yes

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

James Gaston, Student Board Member (2020 – present)

DC Resident: Yes

Mr. Gaston is a student at Career Academy studying IT. He was born and raised in Washington, DC and is dedicated to building his leadership skills and serving his community.

Ana Hageage, Vice Chair (2018 – present)

DC Resident: Yes

Ana Hageage currently serves in the Biden-Harris Administration as the chief of staff for the employment and training administration in the U.S. Department of Labor. Prior to her

appointment, she served as the deputy lead for the Community College Growth Engine Fund, turning community colleges into bridges to dignified work for every American learner and worker, starting with almost 6,000 learners in six communities. Throughout her career, Ms. Hageage has developed a deep expertise in how workforce development at the local, regional, and national levels can support economic mobility for underserved workers. She has led national initiatives aimed at scaling industry partnerships and sector strategies and served as a policy advisor to the U.S. Department of Labor under the Obama Administration. Ms. Hageage also has expertise in youth policy and advocacy and has worked on the ground to deliver adult basic education, job readiness training, sector-focused certifications, employment and wrap-around services to opportunity youth. She holds a degree in cultural anthropology from the University of Maryland and resides in Washington, D.C. with her husband and two sons.

Lori Kaplan, Chair (2012 – present)

DC Resident: Yes

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

Justin Lofton, Student Board Member (2019 – present)

DC Resident: Yes

Mr. Lofton is a hardworking and dedicated IT pathway student pursuing his A+ certification at Career Academy. He has a deep passion for serving his community and fellow youth. Mr. Lofton's goal is to make a name for himself in the tech industry by eventually starting his own business.

Linda Moore, Secretary (2017 – present)

DC Resident: Yes

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

Juan Carlos Pereira, Board Member (2019 – present)

DC Resident: No

Mr. Pereira is a principal investment officer at the International Finance Corporation (IFC) where he works with private sector clients, governments, local stakeholders, and other partners to promote sustainable economic development and create economic

opportunities in developing countries. Before joining IFC, he co-founded and led ProNicaragua, Nicaragua's investment promotion and economic development agency, and worked in M&A advisory and telecommunications in the U.S. and Europe. He holds a bachelor's in Economics from Santa Clara University and a master's degree in business administration from Harvard Business School. He speaks Spanish, French, and Italian and is conversant in Portuguese.

APPENDIX C. Unaudited Year-End 2020-21 Financial Statement

4:43 PM
08/30/21
Accrual Basis

LAYC Career Academy
Balance Sheet
As of June 30, 2021
Jun 30, 21

ASSETS		<u> </u>
Current Assets		
Checking/Savings		
1000000 - Bank Accounts		
1000006 - Eagle Cash Flow x1655		1,754,909.12
1000007 - Eagle Bank Money Market x3383		137,859.40
Total 1000000 - Bank Accounts		<u>1,892,768.52</u>
Total Checking/Savings		1,892,768.52
Accounts Receivable		
1010000 - Accounts Receivables		
1010100 - Local Receivable		
1010102 - Other local receivable		103,744.70
Total 1010100 - Local Receivable		<u>103,744.70</u>
1010200 - Federal Receivable		
1010205 - Comp federal grants receivable		310,508.13
Total 1010200 - Federal Receivable		<u>310,508.13</u>
Total 1010000 - Accounts Receivables		<u>414,252.83</u>
Total Accounts Receivable		414,252.83
Other Current Assets		
1020000 - Current Assets		
1020200 - Other Current Assets		
1020202 - Deposits		44,791.87
Total 1020200 - Other Current Assets		<u>44,791.87</u>
Total 1020000 - Current Assets		<u>44,791.87</u>
Total Other Current Assets		44,791.87
Total Current Assets		<u>2,351,813.02</u>
Fixed Assets		
1030000 - Fixed Assets		
1030100 - Operating Fixed Assets		
1030101 - FF&E		405,290.08
1030102 - Computers		118,368.99
Total 1030100 - Operating Fixed Assets		<u>523,659.07</u>
1030200 - Accum Depr of Op Fixed Assets		
1030201 - Accum depr FF&E		-413,081.19
Total 1030200 - Accum Depr of Op Fixed Assets		<u>-413,081.19</u>
Total 1030000 - Fixed Assets		<u>110,577.88</u>
Total Fixed Assets		110,577.88
TOTAL ASSETS		<u><u>2,462,390.90</u></u>
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2010000 - Accounts Payable		39,673.91
Total Accounts Payable		<u>39,673.91</u>
Other Current Liabilities		

2030000 - Other Current Liabilities	
2030100 - Accrued Expenses	
2030101 - Accrued salaries	55,524.59
Total 2030100 - Accrued Expenses	<u>55,524.59</u>
2030200 - Payroll Liabilities	
2030202 - FUTA Taxes W/H	4,374.04
2030203 - EE pension payable	2,634.27
2030204 - ER pension payable	5,286.40
2030205 - Flexible spending account	934.70
Total 2030200 - Payroll Liabilities	<u>13,229.41</u>
Total 2030000 - Other Current Liabilities	<u>68,754.00</u>
Total Other Current Liabilities	<u>68,754.00</u>
Total Current Liabilities	<u>108,427.91</u>
Total Liabilities	<u>108,427.91</u>
Equity	
32000 - *Unrestricted Net Assets	1,573,093.55
Net Income	780,809.44
Total Equity	<u>2,353,902.99</u>
TOTAL LIABILITIES & EQUITY	<u><u>2,462,330.90</u></u>

APPENDIX D. Board-Approved 2021-22 Budget

LAYC Career Academy Budget 2021-22	
<u>Revenues</u>	<u>2021-22</u>
NSLP claims	\$ 21,000
OSSE Instruct Per Pupil	\$ 1,915,170
SPED	\$ 141,895
ELL	\$ 103,345
Facilities	\$ 477,120
Facilities Grant	\$ 10,497
Grants	\$ 755,910
Individual Contributions	\$ 10,000
Total Revenues	\$ 3,434,937
<u>Expenses</u>	<u>2021-22</u>
Staff Salaries	\$ 1,483,174
Employee Benefits	\$ 210,402
Well+Trans	\$ 25,000
Retirement Contributions	\$ 18,000
Depreciation Expense	\$ 30,000
Insurance	\$ 28,000
Food service	\$ 59,000
Administrative (PCSB)	\$ 30,009
CMO Fee	\$ 185,000
Office Supplies	\$ 36,000
Office Equipment	\$ 5,000
Legal / Accounting	\$ 82,000
Printing and Copying	\$ 4,000
Postage and Shipping	\$ 1,000
Other General	\$ 18,000
Rent / Lease / Mortgage	\$ 522,508
Utilities/Maintenance/Security/Cleaning	\$ 158,000
Telephone / Communications	\$ 28,000
Contractors/Consultants	\$ 4,000
ED Budget	\$ 3,000
Principals Budget	
Staff Development/ PD / Staff Incentives	\$ 24,000
Staff IT	\$ 5,000
Discretionary	\$ 9,000
Student Incentives	\$ 7,000
Electives	\$ 5,000
Academic Dept	
Books	\$ 15,000
Academic Supplies	\$ 10,000
Instructional Technology	\$ 10,000
IT Instruction Supplies	\$ 20,000
Assessments	\$ 15,000

Medical Assistant Supplies	\$ 15,000
Field Trips	\$ 10,000
Substitute Teachers	\$ 5,000
SPED Coord & Services	\$ 25,000
Student Support Department	
Student supplies	\$ 5,000
SSD staff supplies	\$ 5,000
Transportation	\$ 10,000
Uniforms	\$ 5,000
Advisory	\$ 2,500
Celebration months	\$ 1,500
Student Hardship	\$ 5,000
Marketing and Recruitment	\$ 20,000
Data	\$ 40,000
College and Career Services	\$ 10,000
Total Expenses	\$ 3,209,093
Total Profit	\$ 225,844