



MAYA ANGELOU PUBLIC CHARTER SCHOOL

SEE FOREVER FOUNDATION

# Annual Report 2021 - 2022

Submitted by:

Alisse D. Marshall, 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 workforce 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 (MALC) in Ward 7 here in the nation’s capital. We provide a relevant and personalized academic program for students who have not been able to realize their full potential in more traditional school settings. Our approach also includes wraparound services and interventions designed to serve 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 to join our learning community. 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 Wards 7 and 8 in the District. We eventually 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 the academic, as well as vocational and life skills necessary to achieve success and earn the credentials needed to start a successful career. They achieve this by earning a GED and completing their certificate in vocational trades.

Our schools are deeply committed to serving *opportunity youth*. Opportunity youth are those who are disconnected from school and work and need meaningful opportunities to 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 end of SY 2018-19, both campuses received official designation from the Office of the State Superintendent of Education (“OSSE”) as alternative schools per newly-formed state funding guidelines. These various roles and designations allow us to offer multiple pathways and programs for our students and families. Our vision for our

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

It is important to note that in SY 2021-2022, in response to a direct request from the D.C. Deputy Mayor for Education, PCSB provided emergency authorization for Maya to open a new charter campus at the D.C. Department of Corrections. The Maya Angelou PCS Academy at D.C. Jail opened in October 2021. The founding leadership and staff graduated the largest class in education program history in June 2022. It is important to note that PCSB's authorization was temporary through the end of the 2021-2022 school year.

## **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 continues to offer a blended learning program. Our teachers engage students in instruction using a variety of online learning applications, as well as Maya's Common Core Standards-based curriculum for Grades 9 through 12.

One of the benefits to using our online learning applications is that teachers can customize the content and format for learning 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 continues to implement the 5 E's Inquiry-Based Model:

1. Engage
2. Explore
3. Explain
4. Elaborate
5. Evaluate

Drawing from this 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.

### 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 and IXL's online literacy applications in both schools, which are 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. Since 2019, we have continued to 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, MAPCS serves the whole student 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 upon enrollment at one of our campus. 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. We scaled back our program by one house, moving from six to five residences in 2020-2021. Our residential program provides single sex homes (3 male, 2 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 2021-2022 school year, 25 students participated in this program.

### Extended Learning Hours

As a part of extended learning opportunities beyond the regular school day, MAPCS high school students participate in evening tutorials two days a week as well as Saturday School. As a part of these sessions, faculty members and community partners provide intensive support for students with specific literacy and numeracy needs. Volunteers from the law firm of WilmerHale have continued to work intensively with students on a weekly basis during the 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.

### 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.

## **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 Greet”, and other school functions.
- Fostered trust between parents and the educational community by coordinating quarterly parent/guardian activities where there is the opportunity to have informal conversations with each other, with teachers, and with members of the community. Also, by inviting them to participate in the “Holiday Feast”, “Maya Fest”, and providing holiday food baskets for families in need.
- Fostered higher academic achievement through collaboration with school personnel through parent/teacher conferences and other events, i.e., The Senior Social (which is an informational event for parents/guardians of seniors), Financial Aid workshops.
- Hosts truancy meetings between families with students and school staff.
- Created a food pantry and a clothing closet for students at both campuses.
- Provide a safe place where parents/guardians can use computers, copy machine, fax, etc. (Family & Community Engagement Center)
- Supports a parent-student group.
- Provide resources

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

The Maya Angelou School agrees to implement the 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's 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 and we look forward to implementing it at Maya Angelou PCS at DC Jail in SY2022-23. The following are campus performance highlights of SY2021-22.

#### *High School*

During SY2021-22, our high school was excited to resume in-person instruction and continue supporting our students' academic and social-emotional growth through a variety of wrap-around

services. We are proud of our achievement in several key areas. Given the impacts of the COVID-19 pandemic on students' well-being, our school focused heavily on engaging students in the building in 2021-22. As a result, the school surpassed our attendance goal target for the first time in more than 10 years and exceeded our goal to re-engage students with a history of truancy. Our discipline teams utilized alternative disciplinary consequences, including restorative justice practices, in order to address student behavior concerns, leading to decreased out-of-school suspensions and our school meeting the discipline charter goal.

Beyond climate and culture, our high school also saw substantial academic growth in our students. A majority of students met their growth targets in Reading and Math, allowing the school to meet these two progress goals for the first time since the COVID-19 pandemic began. However, the writing progress goal and social-emotional goals were unmet due in part 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.

Lastly, in line with the 'Maya Way' of supporting students on their path to diplomas and beyond, 39 of our scholars earned diplomas last year. In the domain of student achievement, MAPCS measures a 6-year ACGR rate related to these graduating scholars. We are still awaiting final data from OSSE in order to confirm the rates for this metric; however, our preliminary analysis indicates that we are very close to meeting this goal. Lastly, the class of 2021 found success after graduation, with more than 75% finding employment or post-secondary enrollment within one year of graduation. We are proud to have helped all of these scholars earn their credentials and thrive beyond the school walls.

#### *Young Adult Learning Center*

The YALC continued to make progress on its goals during SY2021-22. YALC offered in-person and virtual GED courses in 2021-22 to ensure that its programming met the needs of adult students. As a result of its work to engage students, YALC met its goal of retaining at least 60% of its students. In addition, YALC's college and career readiness rate was 89%, 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, YALC's efforts to expand its workforce offerings in 2020-21 resulted in a large number of post-secondary credentials being awarded in cosmetology and HBI PACT, leading to the school ultimately meeting the charter goal related to workforce readiness.

While the YALC exceeded many goals in SY2021-22, testing proved challenging and resulted in lower rates for student progress and achievement than in earlier years. Despite the issues, the YALC congratulates the 16 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 SY2022-23.

#### *DC Jail*

During SY2021-2022, MAPCS grew with the addition of Maya Angelou Academy at DC Jail. On October 1, 2021, Maya Angelou Academy at DC Jail started what would be a challenging, yet successful and rewarding school year. Navigating through the COVID pandemic, while learning the layout of DC Jail, staff were able to do what they do best- teach and support students. Maya

Angelou Academy at DC Jail started with 31 students in October 2021-22 and ultimately served 72 students. Ninety percent of students were able to gain credits towards a high school diploma while receiving special education services. We celebrated our first graduation in June of 2022, with fourteen students.

## Maya Angelou Public Charter School

### 2021-2022 Annual Report - Goals and Academic Achievement Expectations

Maya Angelou PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
<b>Adult Education</b>		
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. 46% 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. 55% 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. 81% 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. 89% of students who earned a credential entered the workforce or post-secondary enrollment.

65% In-Seat Attendance	Goal Not Met	Maya Angelou PCS did not meet this goal. The in-seat attendance rate for 2021-22 was 62%.
60% retention rate of students that pre- and post-test	Goal Met	Maya Angelou PCS met this goal. 64% of eligible students were retained.
<b>High School</b>		
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 Met	Maya Angelou PCS met this goal. 61% 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 school years 6-10, and 70% in school years 11-15.	Goal Met	Maya Angelou PCS met this goal. 60% of students met their assigned growth math target.
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. 31% 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 Met	Maya Angelou PCS met this goal. The in-seat attendance rate for 2021-22 was 70%.
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. 47% of students with a history of truancy were re-engaged in 2021-22.
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. 9% of students received an out-of-school suspension in 2021-22.
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.	Goal Not Met	Maya Angelou PCS did not meet this goal. 43% of students scored in the average range or better on at least two of three post- test measures on the RSCA.

75% of exiting graduates will enter the workforce or enter into post- secondary education one year after high school graduation.	Goal Met	Maya Angelou PCS met this goal. 77% of graduates entered the workforce or post-secondary education.
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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 assess 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**

## B. Unique Accomplishments:

In the 2021-22 school year we added two new Maya Angelou Academies to educate youth who are incarcerated or awaiting adjudication: the Central Detention Facility/DC Jail in partnership with the Department of Corrections, and the Youth Services Center (YSC) in partnership with the Department of Youth Rehabilitation Services.

The See Forever Foundation and Maya Angelou Public Schools also modernized and increased usage of our Outdoor Learning Spaces at the flagship site in Ward 7's Capitol Heights neighborhood. Green spaces on campus were expanded in enthusiastic support of Mayor Bower's 2021 initiative that supports innovative modifications to in-person student learning post-Coronavirus.

The YALC and high school received a brand new, full-scale commercial kitchen which was previously converted from a cafeteria warming kitchen. The new kitchen is suitable for preparing over 250 meals daily for staff and students, however, it's also a gastronomy lab and catering demonstration space for students interested in the professional pursuit of Tourism and the culinary arts. Maya meals are meticulously prepared and graciously served under the direction of an in-house chef, not a 3rd party lunch delivery vendor. Maya Schools encapsulate the authentic farm and field-to-table experience one plate at a time.

### 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
Mr. David Luban	\$500
Mr. Thomas Mueller	\$500
Mr. John Lamar Ray	\$500
Mr. E. Randol Schoenberg	\$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
Caged Bird Legacy	\$1,500
Mrs. Jill Seibert	\$2,000
Mr. Tom White	\$2,050
Mr. James Forman, Jr.	\$2,250
Mr. Reid Weingarten	\$5,000
Mr. David Domenici	\$5,000
Mr. Michael Vu	\$7,500
Emerson Collective	\$10,000
Junior League of Washington	\$10,000
DC Commission on the Arts & Humanities - East of the River	\$19,000
Learn24 - OST Grant	\$42,000
Morris and Gwendolyn Cafritz Foundation	\$50,000
Rockefeller Philanthropy Advisors	\$50,000
WilmerHale	\$50,000
Anonymous Foundation**	\$1,212,000

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

### III. DATA REPORT

#### School Year (SY) 2021-22 Annual Report: Campus Data Report

<b>Source</b>	<b>Data Point</b>
<b>PCSB</b>	<b>LEA Name: Maya Angelou PCS</b>
<b>PCSB</b>	<b>Campus Name: Maya Angelou PCS - Academy at DC Jail</b>
<b>PCSB</b>	<b>Grades served: 9-12</b>
<b>PCSB</b>	<b>Overall Audited Enrollment: 31</b>

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

<b>Grade</b>	<b>PK3</b>	<b>PK4</b>	<b>KG</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Student Count</b>	0	0	0	0	0	0	0	0	0
<b>Grade</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Alternative</b>	<b>Adult</b>	<b>SPED*</b>
<b>Student Count</b>	0	0	0	0	0	0	31	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

<b>School</b>	<b>Total number of instructional days: 172</b>  <b>Number of instructional days, not including holidays or professional development days, for the majority of the school.</b>  <b>If your school has certain grades with different calendars, please note it.</b>
<b>PCSB</b>	<b>Suspension Rate: 0.00%</b>
<b>PCSB</b>	<b>Expulsion Rate: 0.00%</b>

<b>PCSB</b>	<b>Instructional Time Lost to Out-of-School Suspensions: 0.00%</b>
<b>PCSB</b>	<b>In-Seat Attendance: 82.53%</b>
<b>PCSB</b>	<b>Average Daily Attendance:</b>  <b>The SRA requires annual reports to include a school's average daily membership.</b>  <b>To meet this requirement, PCSB will provide following verified data points:</b> <b>(1) audited enrollment;</b>  <b>(2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</b>
<b>PCSB</b>	<b>Midyear Withdrawals: 67.60% (23 students)*</b>
<b>PCSB</b>	<b>Midyear Entries: 91.20% (31 students)*</b>
<b>PCSB</b>	<b>Promotion Rate (LEA): Not Applicable</b>
<b>School (SY20-21)</b>	<b>College Acceptance Rate: Not Applicable</b>

<b>School (SY20-21)</b>	<b>College Admission Test Score: Not Applicable</b>
<b>PCSB (SY20-21)</b>	<b>Graduation Rate: N/A</b>

**Faculty and Staff Data Points**

<b>School</b>	<b>Teacher Attrition Rate: 13%</b>
<b>School</b>	<b>Number of Teachers: 9</b>  <b>"Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time,</b>

	including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
<b>School</b>	<b>Teacher Salary:</b> <b>Average: \$ 47,239.03</b>  <b>Range -- Minimum: \$ 26,153.82                      Maximum: \$ 57,423.03</b>
<b>School</b>	<b>Executive Compensation:</b> Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22. Salary 1: \$208, 895.06, Salary 2: \$173,229.98, Salary 3: \$142,465.41, Salary 4: \$128,796.92, Salary 5: \$103,393.52

**\*Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21-22 Charter Sector Attendance Qlik application as of August 2022. 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 2021-22, 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.

<b>Source</b>	<b>Data Point</b>
<b>PCSB</b>	<b>LEA Name: Maya Angelou PCS</b>
<b>PCSB</b>	<b>Campus Name: Maya Angelou PCS - High School</b>
<b>PCSB</b>	<b>Grades served: Alternative</b>
<b>PCSB</b>	<b>Overall Audited Enrollment: 168</b>

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

<b>Grade</b>	<b>PK3</b>	<b>PK4</b>	<b>KG</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
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<b>Student Count</b>	0	0	0	0	0	0	0	0	0
<b>Grade</b>	7	8	9	10	11	12	Alternative	Adult	SPED*
<b>Student Count</b>	0	0	0	0	0	0	168	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

<b>School</b>	<p>Total number of instructional days: 176</p> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school.</p> <p>If your school has certain grades with different calendars, please note it.</p>
<b>PCSB</b>	Suspension Rate: 8.90%
<b>PCSB</b>	Expulsion Rate: 0.00%
<b>PCSB</b>	Instructional Time Lost to Out-of-School Suspensions: 0.23%
<b>PCSB</b>	In-Seat Attendance: 69.90%
<b>PCSB</b>	<p>Average Daily Attendance:</p> <p>The SRA requires annual reports to include a school's average daily membership.</p> <p>To meet this requirement, PCSB will provide following verified data points:            (1) audited enrollment;            (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>
<b>PCSB</b>	Midyear Withdrawals: 18.50% (31 students)*
<b>PCSB</b>	Midyear Entries: 33.30% (56 students)*

<b>PCSB</b>	<b>Promotion Rate (LEA): 38.60%</b>
<b>School (SY20-21)</b>	<b>College Acceptance Rate: Not Applicable</b>
<b>School (SY20-21)</b>	<b>College Admission Test Score: Not Applicable</b>
<b>PCSB (SY20-21)</b>	<b>Graduation Rate: 46.80%</b>

**Faculty and Staff Data Points**

<b>School</b>	<b>Teacher Attrition Rate: 35%</b>
<b>School</b>	<b>Number of Teachers: 23</b> <b>“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.</b>
<b>School</b>	<b>Teacher Salary:</b> <b>Average: \$ 53,663.29</b> <b>Range: Minimum: \$ 7,711.55 Maximum: \$ 70,177.09</b>
<b>School</b>	<b>Executive Compensation:</b> <b>Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22.</b> <b>Salary 1: \$208,895.06, Salary 2: \$173,229.98, Salary 3: \$142,465.41, Salary 4: \$128,796.92, Salary 5: \$103,393.52</b>

**\*Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY21-22 Charter Sector Attendance Qlik application as of August 2022. 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 2021-22, 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.

<b>Source</b>	<b>Data Point</b>
<b>PCSB</b>	<b>LEA Name: Maya Angelou PCS</b>
<b>PCSB</b>	<b>Campus Name: Maya Angelou PCS - Young Adult Learning Center</b>
<b>PCSB</b>	<b>Grades served: Adult</b>
<b>PCSB</b>	<b>Overall Audited Enrollment: 271</b>

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

<b>Grade</b>	<b>PK3</b>	<b>PK4</b>	<b>KG</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Student Count</b>	0	0	0	0	0	0	0	0	0
<b>Grade</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Alternative</b>	<b>Adult</b>	<b>SPED*</b>
<b>Student Count</b>	0	0	0	0	0	0	0	271	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**

<b>School</b>	<b>Total number of instructional days: 197</b> <b>Number of instructional days, not including holidays or professional development days, for the majority of the school.</b> <b>If your school has certain grades with different calendars, please note it.</b>
<b>PCSB</b>	<b>Suspension Rate: 0.00%</b>
<b>PCSB</b>	<b>Expulsion Rate: 0.00%</b>
<b>PCSB</b>	<b>Instructional Time Lost to Out-of-School Suspensions: 0.00%</b>

<b>PCSB</b>	<b>In-Seat Attendance: 61.79%</b>
<b>PCSB</b>	<b>Average Daily Attendance:</b> 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.)
<b>PCSB</b>	<b>Midyear Withdrawals: Not Applicable</b>
<b>PCSB</b>	<b>Midyear Entries: Not Applicable</b>
<b>PCSB</b>	<b>Promotion Rate (LEA): Not Applicable</b>
<b>School (SY20-21)</b>	<b>College Acceptance Rate: Not Applicable</b>
<b>School (SY20-21)</b>	<b>College Admission Test Score: Not Applicable</b>
<b>PCSB (SY20-21)</b>	<b>Graduation Rate: N/A</b>

#### Faculty and Staff Data Points

<b>School</b>	<b>Teacher Attrition Rate: 13%</b>
<b>School</b>	<b>Number of Teachers: 10</b> "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.
<b>School</b>	<b>Teacher Salary: Average: \$ 48,339.55</b>  <b>Range -- Minimum: \$ 18,269.26                      Maximum: \$ 83,887.78</b>

<b>School</b>	<b>Executive Compensation:</b> Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22. Salary 1: \$208, 895.06, Salary 2: \$173,229.98, Salary 3: \$142,465.41, Salary 4: \$128,796.92, Salary 5: \$103,393.52
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**\*Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21-22 Charter Sector Attendance Qlik application as of August 2022. 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 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

# APPENDICES

## APPENDIX A: STAFF ROSTER FOR SY2021-2022

**First Name**      **Last Name**                      **Title**                                      **Degrees**

**Maya Angelou Public Charter School/See Forever Foundation:**

Roland Kwadwo	Agorkle	Math/Science Teacher	Bachelor's Degree - Mathematics
Carl	Russell	Residential Counselor	Bachelor's Degree – Movement Sciences/Family Science
Jelani	Gayle-Tendai	Self-Contained Teacher/Co-Teacher	Master of Social Work
Jager	Hill	Lead Security Associate	Bachelor's Degree – Criminal Justice
Travon	Jolley	Security Manager	Bachelor's Degree - Mass Communications
Keith	Harris	Information & Technology Specialist	Bachelor's Degree -Information Technology
Elisa	Seth	Finance Manager	
Jewel	Brooks	Marketing & Communications Manager	Master's Degree - Media Studies/African American Studies
Donnie	Joyner	College and Career Coordinator	Master's Degree - Counseling Psychology
Anthony	Hughes	Culture Coordinator	
Michael	Muldrow	Security Contractor	
Dean	Weeks	Co-Director of Special Education	Master's Degree - Education in Interdisciplinary Studies
Jevana	Avant-Cherry	Teaching Assistant	Associates Degree - Nursing / Medical Assistant
Cleveland	Nelson	Performing Arts Instructor	Bachelor's Degree - Youth and Family Ministry
Courtney	Wilkerson	Self-Contained Teacher/Case Manager	Bachelor's Degree - Psychology
Jovani	Coleman	Math Teacher	Bachelor's Degree - Fashion Design, Marketing & Merchandising
Jose Manuel	Serrano	Spanish Teacher	Master's Degree - Education
Eldorado	Anderson	Special Education Teacher and Case Manager	Bachelor's Degree - Interdisciplinary Studies
Tiesha	Boone	COVID Coordinator	
Richard	Lewis	History Teacher	Bachelor's Degree - English
Valentine	Davies	Business Teacher	Master's Degree - K-12 Administration and Supervision

Jason	Wood	Instructional Support Associate	
Antoine	Lesesene	Security Contractor	
Natalie	Sellman	COVID Coordinator	
Jacqueline	Greene	Health Screener	
Stephen	Liggon	Director of Family & Community Engagement	Bachelor's Degree – Social Work
Julian	Pitt	Student Support Specialist	Bachelor's Degree - Communication/ Broadcasting
Cynthia A.	Howell	Human Resources Consultant	
Robert	Thornton	Dedicated Aide	
Ashley	Jones	Clinical Counselor	Master of Social Work
Vincent	Norman-Morris	Instructional Support Associate	
Gordon	Richardson	Facilities & Maintenance Manager	
Enje	Harden	Managing Director of Operations	Master's Degree - Organizational Leadership
Chaquita	Howard	Office Assistant	
Jasmine	Groce	Instructional Coach	Master's Degree - Curriculum and Instruction
Azalia	Speight	Chief of Schools	Master's Degree - Leadership
Stephanie	Etienne	Clinical Counselor	Master of Social Work
Kamal	Wright-Cunningham	Deputy Chief of Student Support Services	Doctorate Degree - Philosophy
Lesil	Farrakhan	History Teacher	Master's Degree - Educational Leadership & Policy
Kailah	Jefferson	Dedicated Aide	Bachelor's Degree - Social Work
Jordan	Frazier	English Teacher	Bachelor's Degree - Interdisciplinary Studies/International Affairs
Terrance	Bullock	Security Associate	
Corey	Halmon	IT Inventory Specialist	
Ja'Naye	Jordan	Covid Nurse (RN)	Master of Nursing
Levi	Eckman	ELA Teacher	Juris Doctorate – Law Degree
Shawn-Du	Stackhouse	Security Associate	Bachelor's Degree - Criminal Justice
Jorden	Patterson	Security Associate	Associates Degree – General Education
Clarisse	Mendoza	Chief Executive Officer	Doctoral Degree - Education
Tanisha	Brown	Office Assistant	Master's Degree - Nursing
Claudia	Monge	Culinary Staff	
Sade'	Hawkins	Teaching Assistant	Bachelor's Degree - Business Management
James	Jackson	Chef Manger	Associate Degree - Culinary Art
Abdurrazaq	Gbadamosi	Director of Technology	Associates Degree - Science
Quanita	Brody	Dedicated Aide	
Brittany	Edlow	AOHT Instructor	Bachelor's Degree - Hospitality Management
Peter	Smith	Assistant Principal	Master's Degree - Educational Leadership/Administration
Rubelyn	Esteban	Sous Chef	



Artina	Jackson	Security Contractor	
Christian	Jackson	Student Support Specialist	Bachelor's Degree - Parks and Recreational Management
Marvin	Harden	Chief Operating Officer	
Asa	Daniels	Principal	Master's Degree - Education
Christopher	Long	Security Associate	
Ashley	Anderson	Security Associate	
Abigale	Braithwaite	Residential Counselor	Bachelor's Degree - Psychology
Yacho	Kpodi	Paraeducator	Bachelor's Degree - Mass Media/Communications
Nora	Shetty	Deputy Chief of Policy Performance and Advocacy	Master's Degree - Education and Human Development
Andre	Warren, Sr.	Student Development Manager	Bachelor's Degree - Physical Education
Aziza	Sumler	Residential Counselor	Master's Degree - Urban Affairs
Tamika	Gaskins	Office Manager	
Tuesday	Hence	Director of Residential Programs	Bachelor's Degree - Sociology
Akoshia	Yoba	Director, Career Academy	Master's Degree - Executive Leadership
Kyle	Brown	Paraeducator	Associates Degree – Audio Production Techniques
Dushanda	Harrison	Residential Counselor	Bachelor's Degree - Sociology
Dallas	Cherry, Jr.	Science Teacher	Master's Degree - Forensic Chemistry
Dante	McEast	Behavior Intervention Manager	
Sonja	Carter	Student Development Manager	Bachelor's Degree - Fire Science
Shantelle	Wright-Cunningham	Assistant Principal of Instruction	Master's Degree - Education
Leah	Lamb	Chief Development Officer	Bachelor's Degree
Jesse	Sneed	Residential Counselor	Doctoral Degree - Organizational Change and Leadership
Yvette	Bowman	Culinary Staff	
Sharon	Gilchrist	Dedicated Aide	Bachelor's Degree - Social Work
Robin	Eskew	Office Manager	Bachelor's Degree
Jacqueline	Farrell	Culinary Staff	
Erica	Davis	Lead Social Worker	Master of Social Work
Robin	Crawford	Director of Student Systems	
Joyce	Rainey	Outreach Support Personnel	
Jessica	Heath	Teaching Assistant	Bachelor's Degree - Criminal Justice
Nathan	Marks	Culture Coordinator	

Natalie	Elder	Dean of Academics	Master's Degree - Organizational Management
Andre	Stokes	Math Teacher	Master's Degree - Business Administration
Leslie	Wilmer	PE/Health Teacher	Bachelor's Degree - Therapeutic Recreation
Leroy	Nickie	CTE Coordinator	Master's Degree - Recreation
Zvi	Walter	English Teacher	Bachelor's Degree - English, Creative Writing
Denean	Stevens	Manager of Student Recruitment & Retention	Master's Degree - Education
Shardae	Washington	Student Support Specialist	
Livia-Daniela	Berghea	Math Teacher	Master's Degree - Teaching Mathematics
Maleeca	Bryant - Goodwin	Co-Director of Special Education	Bachelor's Degree - Biology
L'Tanya	Holley	Director of Operations	Bachelor's Degree - Criminal Justice and & Juvenile Justice/ Special Education
Micah	Stewart	Manager of Performance and Analytics	Bachelor's Degree - Psychology
Lainerie	Williams	Information & Technology Specialist	Bachelor's Degree - Health Service Management
Alexandra	Sprecher	HR Generalist	Bachelor's Degree – American Studies
Brandy	Makins	HR Coordinator	Bachelor's Degree - Business Administration/ Human Resource Management

**Maya Angelou Academy/New Beginnings:**

Taihra	Jones	Assistant Principal	Master's Degree - Psychology
Jasmine	Mckoy-Elmore	Behavior Specialist	Bachelor's Degree - Psychology
Lengthecul	Buford	Special Education Teacher and Case Manager	Bachelor's Degree - Communication
Leila	Ali	History Teacher	Bachelor's degree
Francine	Umaru	College and Career Success Specialist	Bachelor's Degree - Human Relations
Kathryn	San Gabriel	School Data Manager	Master's Degree - Secondary Education/Mathematics
Crystal	Kearney	Special Education Teacher and Case Manager	Bachelor's Degree - Psychology
Oscar	Amaya	Spanish Teacher	Bachelor's Degree - Media Communications
Cierra	Harris	Dedicated Aide	

Melissa	Tarver	Reading Specialist	Bachelor's Degree - Science/Education
Keisha	Dunn	Dedicated Aide	
Kelsey	Barr	Academic Support Specialist	Master of Social Work
Tinnell	Slade	Special Education Coordinator	
Troy	Shine	School Psychologist	Doctoral Degree - School Psychology
Maurice	Milline	Principal	Master's Degree
Khafayat	Shonekan	Student Advocate	Bachelor's Degree - Law and Society - (Concentration in Criminal Justice)/ Sociology
Kristi	Webb	Teacher - GED & Transitions	Master's Degree
Kymberli	Jasper	Business Operations Manager	Associates Degree
Barbara	O'Neal	Instructional Coordinator and Supervisor	
Arielle	Holliday	Dean of Students	Master's Degree - Criminal Justice
Hannan	Abubaker	Academic Support Specialist	Bachelor's Degree - Political Science
Marcus	Bruce	CTE Instructor	
Kym-Kisha	Nixon	Social Worker/Lead Advocate	Master of Social Work
Malcolm	Jay	Student Advocate	Master's Degree - Educational Leadership
Felecia	Hayward	Deputy Chief of Secure Programs	Doctoral Degree - Education Leadership: Special Education
Christopher	Coleman	Guidance Counselor	Master's Degree - Counseling Education
Shade	Shonekan	Data and Compliance Specialist	Master's Degree – Education Administration
Saundra	Black	Science Teacher	Bachelor's Degree - Aerospace Science Engineering

**Maya Angelou Academy/DC Jail:**

Shanon	Redman	Dean of Academics	Master's Degree - Special Education
Carmen	Fuertes	Teacher - Spanish	Master's Degree - Curriculum in Education in Spanish
Trevor	Alexander	Special Education Teacher/Case Manager	Bachelor's Degree - Social Science and Education
Quianna	Lawrence	History Teacher	Master's Degree -Urban Education
Basil	Jacobs	English Teacher	Doctoral Degree - Political Sociology
Bakht	Arif	School Social Worker	Master of Social Work
Kenza	Carrington	Business Office Manager	Associates Degree - Psychology
Eustace	Alexander	Science Teacher	Master's Degree - Forest Biology
Nardia	Greenwood	School Social Worker	Master's Degree - Clinical Mental Health Counseling
Teria	Greenhow	Special Education Teacher and Case Manager	Doctoral Degree -

			Religious Philosophy and Christian Counseling
Ryana	Sutton	Instructional Specialist	Bachelor's Degree - Criminology/Criminal Justice
Lorenzo	Christy	Math Teacher	Bachelor's Degree - Business Administration
Stacy	Putina	Data Manager/Testing Coordinator	Bachelor's Degree – Criminal Justice
Morgan	Bell	Instructional Specialist	Bachelor's Degree
Earl	McNeil	Special Education Teacher and Case Manager	Bachelor's Degree - Psychology
Russell	Waller	Principal	Master's Degree
David	Clarke	Program Coordinator	Master's Degree - Foundations of Education
Kiana	Sweatt	Instructional Specialist	Bachelor's Degree - Criminal Justice

**Maya Angelou Academy/YSC:**

Calotta	Brown	Special Education Teacher/Case Manager	Bachelor's Degree - Human Performance and Health
Krystle	Sanders	Art Teacher	Bachelor's Degree - Business Administration
Dakota	Ziegler	Science Teacher	Bachelor's Degree - Sociology
Kevin	Sams	Student Support Specialist	Bachelor's Degree - Sociology
Vivian	Allmond	Special Education Teacher and Case Manager	Master's Degree - Education
Adrian	Dhanaraj	Assistant Principal	Master's Degree - Education Leadership
Shoshanna	Schechter	Special Education Teacher/Case Manager	Master's Degree - Religious Studies
Deja	Hawkins	English Language Learner Teacher	Bachelor's Degree - Modern Languages, Spanish
Courtney	DuBose	Student Support Specialist	Bachelor's Degree - Psychology
Crystal	Harris	Math Teacher	Bachelor's Degree - Marketing
Glendaliz	Crespo Rivera	Data Manager/Testing Coordinator	Bachelor's Degree - Psychology
Dana	Hodges	Special Education Coordinator	Master's Degree - Special Education
Ameen	Lawal	IT Systems Administrator	Bachelor's Degree - Mathematics
Katia	Jones	Guidance Counselor/Registrar	Master's Degree - Leadership
Deborah	Squire	Community Placement Coordinator	Bachelor's Degree - Psychology
Lisa	Mueller	English Teacher	Bachelor's Degree - English, Sociology

Cyril	Pickering	School Psychologist	Doctoral Degree - School Psychology
Vicky	Mitchell	Business Office Manager	
Mickey	Whitehead, Jr.	Dean of Students	Master's Degree - Psychology
Darryln	Harrison	Principal	Doctoral Degree - Curriculum and Instruction/Education
Alison	Forger	Social Worker / Clinical Counselor	Master of Social Work
Daisy	Magnusson	History Teacher	Bachelor's degree - History, Education, and Systems of Privilege and Oppression
Alyssa	Williams	Special Education Teacher/Case Manager	Bachelor's degree - Anthropology

**Young Adult Learning Center:**

Deborah	Sellers	Building Substitute Teacher	Master's degree - Organizational Management
Jackson	Stone	School Social Worker	Master of Social Work
Melissa	Jeanty	Dean of Academics	Master's degree - Higher Education Administration
Makuti	Lee	Student Development Manager	Master's Degree - Human Services
Bruce	Anderson	Assessment Specialist	Master's Degree - Administrative Science
Paris	Bell	Cosmetology Instructor	Bachelor's degree - Law & Society Criminal Justice
Akilah	Robin	Makeup Artistry	
Maryah	Taylor	Nail Tech Instructor	Bachelor's Degree
Diamond	Dorsey	YALC Intern	
Brianna	Newton	Classroom Aide	
Deja	Brooks	Reading/Language Arts Teacher	Master's Degree - Public Administration
Sean	Yisrael	YALC Director	Doctoral Degree - Administration
Brionna	Morgan	Student Development Manager	Master's Degree - Community Psychology
Stephen	Johns	Core Academic Instructor	Master's Degree - Education
Kewanna	Wade	Data Manager	Bachelor's Degree - Business Economics
Monica	Utsey	Tutor	Bachelor's Degree - Journalism
Carl	Bowens	Tutor	Bachelor's Degree - Business Management
Emily	Harrington	Hydroponic Garden Manager	

Shamette	Franklin	School Social Worker	Master of Social Work
Paul	Graves	Barbering Instructor	
Dalal	Tambal	Social Studies Teacher	Bachelor's Degree - Public Policy; Concentration- Education Policy Minor in Human Development
Jordan	Davis	Student Development Manager	

## APPENDIX B: Maya Board Roster for SY 2021-2022

<b>Name</b>	<b>Board Role</b>	<b>Residency</b>
Reginald Belle	Board Member	Washington, DC
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
Peter Leone	Board Chair	Rockville, MD

Alise Marshall	Board Member	Falls Church, VA
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 2021 – 2022

### Income Statement Maya Angelou PCS July 2021 through June 2022

<b>Revenue</b>	<b>Actual</b>
State and Local Revenue	13,116,048
Federal Revenue	1,591,010
Private Grants and Donations	1,343,554
<u>Earned Fees</u>	<u>175,867</u>
Total Revenue	16,226,479
<b>Expenses</b>	
Salaries	7,223,187
Benefits and Taxes	1,654,088
Contracted Staff	(218,663)
Staff-Related Costs	72,912
Rent	190,081
Occupancy Service	1,040,855
Direct Student Expense	1,373,915
Office & Business Expense	1,553,364
<u>Total Expenses</u>	<u>12,889,739</u>
<b>Operating Income</b>	3,336,740
<b>Extraordinary Expenses</b>	
Interest	249,344
<u>Depreciation and Amortization</u>	<u>1,104,808</u>
<u>Total Extraordinary Expenses</u>	<u>1,354,152</u>
<b>Net Income</b>	1,982,588

## APPENDIX D: SY 22-23 BUDGET

### Maya Angelou PCS & Young Adult Learning Center July 2022 through June 2023

	<b>22 - 23</b>
<b>Revenue</b>	
State and Local Revenue	14,633,870
Federal Revenue	1,679,693
Private Grants and Donations	970,000
Earned Fees	309,551
Donated Revenue	30,816
Revenue Total	17,623,931
<b>Expenses</b>	
Salaries	9,877,157
Benefits and Taxes	2,467,437
Contracted Staff	298,539
Staff-Related Costs	97,210
Rent	195,070
Occupancy Service	727,156
Direct Student Expense	958,438
Office & Business Expense	1,292,013
Contingency	67,658
<b>Expenses Total</b>	15,980,677
<b>NET ORDINARY INCOME</b>	<b>1,643,253</b>
<b>Extraordinary Expenses</b>	
Depreciation and Amortization	1,398,763
Interest	391,873
Extraordinary Expenses Total	1,790,636
<b>TOTAL EXPENSES</b>	<b>17,771,313</b>
<b>NET INCOME</b>	<b>(147,383)</b>