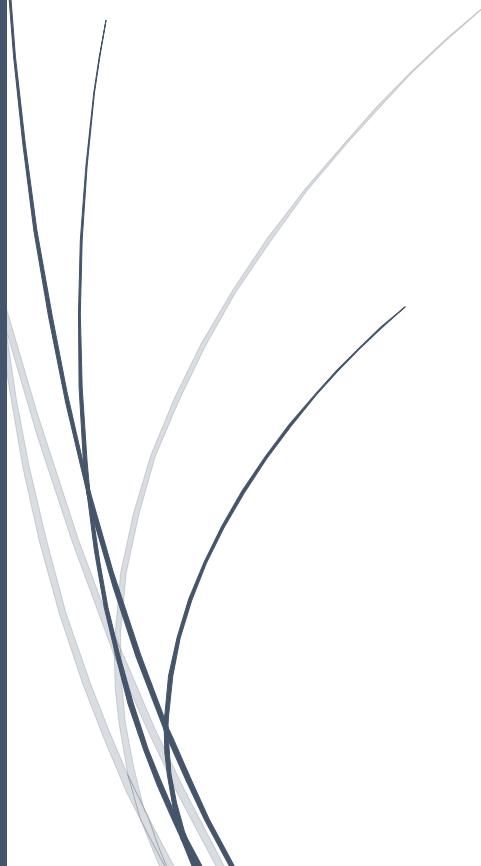




MAYA ANGELOU PUBLIC CHARTER SCHOOL
SEE FOREVER FOUNDATION

Annual Report SY 2016-2017

District of Columbia Public Charter School Board



Submitted by:
Julie Johnson, Ed.D., MAPCS Board Chair
Heather D. Washington, Ph.D., Chief Executive Officer

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

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I. SCHOOL DESCRIPTION

A. Mission Statement

The mission of the See Forever Foundation (“See Forever”) and Maya Angelou Schools (“Maya Angelou”) *is to create learning communities in lower income urban areas where all students, particularly those who have not succeeded in traditional schools, can grow academically and socially.* At Maya Angelou, our students develop the academic, social and employment skills they need to build rewarding lives and promote positive change. Maya Angelou Public Charter Schools (MAPCS) currently operates a high school and a Young Adult Learning Center (YALC) at the Maya Angelou Learning Center (formerly the DCPS “Evans Building”). We provide a comprehensive education in a non-traditional setting to all students -- including those who have not been successful in their educational experiences. We achieve this through a demanding academic program, socio-emotional learning support, and a Future Focus program that focuses on the whole child. We empower our students to grow successfully so they can *see forever*.

Founded in 1995, the See Forever Foundation was created to offer a holistic program to teens involved in the juvenile justice system. At that time, court-involved teens told our co-founders that they wanted to earn money, learn marketable skills, and gain responsibility. When the students returned to school, they also wanted to attend small classes with teachers who cared about them, and they wanted help making hard decisions.

We opened the doors of Maya Angelou Public Charter School (“MAPCS”) – Shaw Campus as a comprehensive program for 20 teens, all of whom were committed (or court-involved) to the D.C. Department of Youth and Rehabilitation Services. We grew each year, as students from all over the District of Columbia and from varied academic backgrounds actively sought admission. Some of these young people had been out-of-school, some were doing poorly in traditional school settings, and others were referred to us by government agencies.

To meet the needs of our growing student population, particularly in the Ward 7 and Ward 8 areas of the District of Columbia, in September 2004 the See Forever Foundation opened a second high-school campus of the Maya Angelou Public Charter School. Our second campus, located in the former District of Columbia Public School (“DCPS”) Evans Middle School, is located in the 5600 block of East Capitol Street, NE. (At the end of the 2010-2011 school year, we consolidated these two campuses at the Evans location.) Then, in 2007-2008 we received an amendment to expand our charter to serve a middle school population, and in 2012-2013 we grew once again to open a Young Adult Learning Center for older youth. The aim and primary focus of the Young Adult Learning Center is to provide adults with academic and vocational training and life-skills necessary to achieve success and earn the credentials needed to start a successful career. They achieve this by earning a GED or a high school diploma and gaining their certificate in vocational trades.

Our schools are deeply committed to serving disconnected youth (“opportunity youth”). Opportunity youth are those who have disengaged from school and work and need meaningful opportunities to reconnect them to bountiful futures. 67% of our high students are at high risk for dropping out of school (per PCSB’s alternative accountability criteria): students who are pregnant/parents, have experienced homelessness, have been placed in foster care or receive significant services from Child and Family Services, have been involved in the court system, are over-aged and under-credited, or in need of significant special education services. 98%

of students at our Young Adult Learning Center have disconnected from high school for Maya Angelou seeks to be a standard-bearer in delivering alternative education in Washington, DC. In 2006, Office of the State Superintendent of Education (“OSSE”) designated MAPCS high school as an alternative education program and in 2012 the District of Columbia Public Charter School Board (“PCSB”) officially determined that our high school served an alternative population. In 2013, OSSE also determined that our Young Adult Learning Center served an alternative population (98% are disconnected youth and have been out of the school setting for more than 9 weeks), although the school does not have an official designation. In 2016, we received an alternative high school designation from the PCSB for accountability purposes. Our vision for our schools is to offer a life-changing educational experience that ensures that every student in need of an alternative program graduates with the academic and employment skills to be successful – to enable them to *see forever*. As one of the few alternative options for disconnected youth in Washington, D.C, we have designed our programs to meet the complex and acute needs of our students.

B. School Program

1. CURRICULUM DESIGN

Curricula for Maya Angelou has been developed according to the school’s guiding principles for course development. In addition, they have been developed to reflect the school’s mission, vision, philosophies, objectives, and core values. Consultants and staff used a three stage, backward design process, modeled after the Understanding by Design framework, when developing curriculum outlines and unit examples. This framework, guided by theoretical research in cognitive psychology and results of student achievement studies, focuses on teaching toward students being able to transfer their learning through authentic performance. Much the same as Maya’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. Though not all, many of our students are academically behind their established grade level. For this reason, MAPCS has the two-fold challenge of remediating and accelerating our students in order to be successful. Our curriculum design and our instructional approaches reflect this need.

High School

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

The Edgenuity Core Curriculum program offers primary and supplemental instruction as well as credit recovery. The curriculum aligns with Common Core State Standards, International Association for K-12 Online Learning guidelines and many other state standards. The courses integrate with assessments including the

Northwest Evaluation Association's (NWEA) MAP and Scantron's Performance Series. The NCAA, University of California and College Board's Advancement Placement division have approved select courses for their programs.

In 2014, Edgenuity launched MyPath for targeted intervention in reading and math for grades six through 12. The program works with students below, at and above grade level to strengthen and scaffold areas of weakness. The program creates an Individualized Learning Path (ILP) for students and offers a pre-quiz for each lesson, so students can place out of lesson topics they have already mastered.

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

YALC

This year the YALC used new curricular guides to help them prepare students for the 2014 GED official exam. While the guides are common core aligned, our teachers worked to make sure that students can confidently pass the 2014 GED. We continue to work with TABE and GED Ready as diagnostics, to help students improve their learning and pass the official GED exam. Our school leaders and faculty worked all year long to create a Maya Angelou GED curriculum, which they completed in March.

2. INSTRUCTIONAL APPROACHES

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

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

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

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 Achieve: 3000 Lab in both schools which is integrated into several classes.

In 2013-14, MAPCS introduced writing as a taught and tested skill as a way to ensure college and career readiness upon graduation from high school. We approached the Writing Process school-wide as a disciplined way of making meaning by generating text and a powerful method used to monitor thinking. The Writing Process includes the stages of pre-writing, drafting, revisiting, 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.

Reading and writing did not exist in a vacuum. The link between reading and writing was emphasized cross-campus. It was vitally important that teachers understood the power between this relationship and the importance of both processes in teaching students how to read and write. Therefore, the approach to reading/language arts instruction was designed to flow together in a seamless fashion. We devised a writing assessment for each grade level and pre-tested students at the beginning of the year and post-tested students at the end. Unfortunately, we did not post-test as many students as we'd hoped. Students often resist completing the writing passages. Next year, we intend to incorporate many more writing assignments into coursework.

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. PROVISIONS FOR STUDENTS WITH DISABILITIES

MAPCS remains committed to investing resources and efforts to enroll, educate, and empower exceptional children to achieve at the highest levels of academic success.

Student progress is measured by their mastery of goals and objectives on their individual education plan (IEP), as well as by their documented growth in reading and math. To the extent appropriate, special education students participate and receive instruction in an inclusive classroom through curriculum that includes necessary accommodations.

Program Components

MAPCS supports students in the general education curriculum by providing monitoring/consultation services, co-taught classes, and targeted pull aside/pull out services:

1. Monitoring/Consultation Services: Students receive whole group instruction within the general education classroom during large group and small group instructional time with accommodations and modifications, as appropriate.
2. Co-teaching Services: Students who receive IEP services in this model receive instruction in the general education classroom through co-teaching and co-learning approaches with accommodations and modifications, as appropriate, in English, math, social studies, and science classrooms for all grade levels.
3. Targeted Pull-Out Services: Students with special needs are provided instructional support and skill development outside of the general education setting to meet the goals and objectives in the students' IEP. In conjunction with instructional support, services include: transition planning, related services, and consultation regarding accommodations and modifications. We also have counseling and mental health staff on site to provide mandated mental health services. MAPCS also contracts for language/speech therapeutic services at the high school to ensure that all student needs are accommodated.

4. PROVISIONS FOR LIMITED OR NON-ENGLISH PROFICIENT STUDENTS

Our demographic data reveals that we have 0 to 2 students per year in this category. Our services to English Language Learners (ELL) build upon the strengths of the cultural and linguistic backgrounds of those students to enable them to attain English proficiency, and overall academic success. Although we did not have any ELL students for the 2016-2017 school year, we continue to maintain a coordinator at our high school campuses.

The steps in the Maya Angelou Public Charter School ELL Plan include:

1. Completion of the Home Language Survey: Parents complete a Home Language Survey when they enroll their child.
2. English Language Proficiency Assessment: Students who answer YES to any of the first 3 questions will be referred for testing in ACCESS for ELLS (English Language Learners Services). The test can be administered by a trained professional at DCPS or a Literacy Coach at MAPCS.
3. Test results will determine the students' qualifications for ELLS. Based on their language efficiency, they will also be placed in an appropriate ELL Tier.
4. The services and test accommodations will be determined and provided to the ELL students. Depending on level and individual need, students will be provided appropriate supports from the following options:

- a. Placement in a daily block class focused on language and literacy development
 - b. Accommodations on internal assessments consistent with those on external assessments
 - c. Diploma-track course schedule based on teacher expertise, appropriate content, and student learning needs
 - d. Specialized tutoring with a focus on language development
 - e. Staff consultation with the principal
5. Final spring assessment will be administered to determine students' progress.
 6. Services and accommodations are revised in accordance with assessment data.

5. PARENT INVOLVEMENT EFFORTS

In 2009, we created a part-time Parent Liaison position. Through grant funding, we now have a full-time Family and Parent Engagement Liaison. The primary role of the Family and Parent Engagement Liaison is to empower parents and families to become active participants in the education of their students. Fostering a partnership between families and school while targeting those parents/guardians who:

- need help in determining how best to help their children;
- 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 Liaison, in partnership with parents and community, is to foster a commitment to excellence. To this end, our parent liaison strives to improve communication and student achievement by promoting parent and community involvement in the educational process. The MAPCS Family and Parent Engagement Liaison provided the following opportunities during the 2016-2017 school year:

- **Facilitated parent-school communication;** (Monthly e-newsletters, weekly voice alerts, emails)
- **Encouraged parent involvement in the school;** (volunteering, participation in school activities such as being judges for Portfolios, chaperoning school trips and/or functions, monthly classes held on Wednesday evenings for parents/guardians)
- **Fostered trust between parents and the educational community;** (quarterly parent/guardian breakfasts where parents/guardians meet to have informal conversations with each other, with teachers and with those in the community; Holiday Feast, Maya Festival, Holiday food baskets for parents/guardians in need)
- **Fostered higher academic achievement through collaboration with school personnel;** (Parent/Teacher conferences and other conferences such as the Senior Social which was an informational event for parents/guardians of seniors, and
- **Hosted truancy meetings between families with truant students and school staff**
- **Created a food pantry and a clothing closet for students at both campuses**

- **Brought regular needed material resources directly to students (e.g. diapers, baby formula, eyeglasses, dental assistance)**
- **Supports a parent-student group**

In addition, MAPCS's Family and Parent Engagement Liaison works with both principals to report NCLB 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 AYP status and eligibility for free tutoring through supplemental education services, as required by NCLB. We also engage our parents in developing the School Improvement Plans (SIP) at each campus to ensure they have information about our challenges and plans in place to meet the learning needs of our students.

II. SCHOOL PERFORMANCE

A. Performance and Progress

1. DESCRIPTION OF KEY MISSION-RELATED PROGRAMS

Consistent with our mission, the students we serve have histories of school failure and/or significant academic challenges. As stated earlier, we do this through the comprehensive program that includes **Socio-Emotional Learning and Mental Health Programming, Residential Programming, Extended day/Extended year activities, and College and Career Readiness Program**. The Academic program is discussed throughout. The remaining components, core to our mission, are described below.

Social and Emotional Learning and Mental Health Programming

An essential component of MAPCS programming is the delivery of integrated social and emotional health services. 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 MAPCS 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. In order to reach this vision, Maya Angelou Public Charter School recognizes that incorporating mental health services as an integral part of the school program is critical to the success of our students. Both schools have a clinical program in place.

There are four primary goals of the Socio-Emotional Learning Department (SEL):

1. To promote academic, socio-emotional, and vocational skill development
2. To build upon student resiliency and strengths
3. To increase self-efficacy and achievement
4. To strengthen social and emotional competence

To achieve these goals, the SEL department follows a strength-based approach to enable students to achieve the following (5) core Social & Emotional Learning (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.
- Self-Management/Regulation - 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.
- 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.
- Relationship Skills - handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure and negotiation solutions to conflict. This 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.

We believe that mastering these competencies allows students to seek and receive the instruction, support, and guidance required for success at Maya Angelou Public Charter School and beyond. Additionally, more than 80% percent of our high school students report having experienced personal trauma (i.e., experienced violence themselves or in their family, loss of a close friend or relative, family separation, victim of or witness to a crime, etc.). To this end, the SEL Department 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 evidenced-based group interventions. We also utilize one-on-one counseling and each student at both campuses is assigned a mental health clinician.

The SEL Department remains committed to delivering a high level of service and intervention for some of the most at-risk students in the city. Group counseling typically starts within the first few weeks of school and is usually delivered during our Future Focus class. Our students typically receive group counseling once per week. We believe delivering group sessions with fidelity to all of our students, truly optimizes the impact of the clinical intervention and also affords our students a pro-social experience which will keep them safe and help build on their overall social and emotional learning experience. Our students have participated in the following evidenced-based group interventions.

On Course Curriculum

On Course is an evidenced-based group intervention that is delivered to the senior students at the high school. The mission specific goal for 12th graders focuses on transitioning students out of our school and into postgraduate school or careers. The program, On Course, was selected for use in this area. It is hypothesized that students who participate in this group would show an improvement in their personal competence. On Course is a group program that emphasizes skills that are important for college and/or career success. The areas included in the program are:

- Discovering self-motivation
- Accepting personal responsibility
- Mastering self- management
- Employing interdependence
- Gaining self-awareness
- Adopting lifelong learning
- Developing emotional intelligence
- Believing one's self

In sum, the SEL department has employed a number of interventions to support the social and emotional needs of our students. We continue to employ our SEL assessment, Resiliency Scales for Children and Adolescents (RSCA) and intensified our engagement with parents and families.

Resiliency Scales for Children and Adolescents (RSCA) Assessment

The SEL Department in both the Middle and High School campuses administered the Resiliency Scales for Children and Adolescents (RSCA) to all students who had not taken the assessment previously. We administered a pretest in September 2013 to gather baseline data for new students to identify students to target for additional supports, and also administered a posttest in May 2014 to assess growth over the course of the year. Returning students completed the post-test survey at the end of the year and we calculated all of the results. As we continue administering this test to returning Maya students, end of year data will serve as their "pre-test" data, and all students will again complete the measure at the end of the school year.

The SEL Department selected the RSCA because it is an instrument designed to measure the types of personal attributes that generally allow some youth to do better than others in the face of adversities. Historically, MAPCS students have presented with a host of risk factors and most of our students rarely have the coping mechanisms to negotiate these stressful life occurrences. To that end, the thrust of our clinical work is rooted in the idea of resiliency, or grit, as the key factor that allows our students to persevere even through the most challenging of circumstances. If we can identify the areas of strength in our students, we can work to enhance these attributes to use in the prevention of later difficulties, all the while working to boost resilience in areas where it may be less developed.

There are three specific areas measured by the Resiliency Scales for Children and Adolescents, each divided into smaller, more specific subscales which give us information about student functioning in a number of areas relevant to their success in school and beyond. The first, Sense of Mastery scale, refers to opportunity to

interact with and enjoy cause-and-effect relationships in the environment. There are three personal characteristics which combine to form the Sense of Mastery: Optimism, Self-Efficacy, and Adaptability. Optimism, about life and one's own competence, refers to a positive attitude of the world/life in general and about an individual's life specifically, currently, and in the future. Self-efficacy is the sense that one can master one's environment and is associated with developing problem-solving attitudes and strategies. Finally, Adaptability, or flexibility, examines whether the student is personally receptive to feedback, able to learn from his/her own mistakes, and capable of asking others for assistance.

The second area measured by the Resiliency Scales for Children and Adolescents is the Sense of Relatedness, which describes feeling securely connected to individuals in a social context and includes sense of trust, perceived access to support, comfort and tolerance. Sense of Trust is defined as the degree to which others are perceived as reliable and accepting, and the degree to which an individual can be authentic in these relationships. Perceived Access to Support examines the student's belief that there are others to whom he or she can turn without dealing with adversity. Comfort is defined as the degree to which an individual can be in the presence of others without discomfort or anxiety. Finally, tolerance looks at the student's belief that he or she can safely express difference within a relationship.

The final area is Emotional Reactivity, which may be viewed as pre-existing vulnerability, arousal, or threshold of tolerance to stimulation prior to the occurrence of adverse events or circumstances. Emotional reactivity measures the degree to which the student's emotional reactivity overwhelms his or her capacity to regulate effectively. It is important to note that this scale doesn't directly measure emotional regulation, but rather the extent to which the student experiences himself/herself maintaining an even keel when emotionally aroused. The Emotional Reactivity Scale incorporates three subscales relating to different aspects of emotional reactivity. Sensitivity is the threshold for reaction and the intensity of the reaction. Recovery is the ability to bounce back from emotional arousal or disturbance of emotional equilibrium. Impairment is the degree to which the youth is able to maintain an emotional equilibrium when aroused.

Additionally, the Resiliency Scales provides two overall indexes, the Resource Index, made up of the aspects of resiliency measured by the Mastery and Relatedness scales, and the Vulnerability Index, which looks at the discrepancy between available resources and emotional reactivity.

We believe the RSCA provides a comprehensive assessment of the student's ability to respond favorably in spite of stressful situations. By using the RSCA, we are able to look at student data comparatively using normative data for Index, Scales, and Subscale scores, as well as examine student growth down to individual items. Additionally, the RSCA manual is designed to help clinicians, teachers, and parents use the data for prevention of problems **before** they occur by assessing student characteristics and providing interventions that build on positive aspects of a student's characteristics. The resiliency scales were developed and normed for use with adolescents, but written at a third grade level, which means that they are appropriate for students whose reading skills are below grade level in many cases. The RSCA was standardized using groups of adolescents and children including representative proportions of each selected demographic variable based on data gathered by the US Bureau of the Census (2002). There are also established norms for clinical samples including Depressive Disorder, Anxiety, and Conduct Disorder.

Residential Program

MAPCS is one of a few D.C. schools offering the advantages of residential/boarding programs to select students. Our residential program provides single sex homes (2 male, 2 female) to students who benefit from the stability of a safe, supportive, and structured environment. Each home is staffed by a caring residential counselor. We strive for the positive development of attitudes and behaviors that will enable our young people to make productive decisions in school and the larger context of the world. During the 2016-2017 school year, 27 students participated in this program. The program continues to support student academics and the attendance of the scholars that live in them.

Reasons we encourage students to join the residential program include excessive tardiness/absenteeism, unstable home environments, lack of parental support, etc. To help students with transitioning into the semi-independent/independent lifestyles, we have refined our Life Skills activities to include real world hypothetical situations and hands on practice to prepare them for situations such as landlord/tenant issues, time management and household planning, household tasks, budgeting, balancing a checkbook, bill paying methods, roommate disagreements, etc. Frequent communication between residential counselors, school staff, and parents allows for increased student progress and growth. The students in our program are encouraged to develop the academic, social, and life skills needed to be upstanding, responsible citizens. We continue to offer one night of group counseling in each of the residences. Additionally, they do a lot of fun things.

Extended Day/Extended Year Learning Opportunities

At MAPCS, we offer an extended school day and summer exposure opportunities. For example, 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 Wilmer Hale worked intensively with students on a weekly basis during the 2013- 2014 school year, as they have done for many years. Approximately 20 students participated last year. In addition, mentors and supporters from the BUILD program provided entrepreneurship opportunities and tutoring for students in the evenings.

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, Cheerleading, Drill Team, Modeling and aligned tutoring in reading and mathematics supported by teachers from each academy. Enrichment students demonstrated the skills they learned through a semi- annual community showcase. We also phased in a graduation requirement around health, technology, and language to fill gaps in student academics and development.

Finally, this summer we offered a summer bridge program for incoming 9th graders and summer school for rising 10th and 12th graders using an online blended learning model. Students had the opportunity to

participate in summer exposure opportunities as well. Fourteen students completed 16 courses in the online program.

College and Career Readiness Team —A Testament to our Investment in our Students

Our College and Career Readiness Team (CCR) delivers and develops transition and alumni support programs as part of a continuum of services designed to ensure postsecondary and career success for our students. This year we renamed the office to include an explicit focus on career preparation. The office achieves its mission by providing career and college preparation, instruction, direct services, and support to students in grades 9 – 12 , students at the YALC , as well as our alumni. We do this through a three-tiered approach: we begin with exposure activities, preparation work, and then providing access through and to careers and postsecondary education.

Exposure, Preparation and Access Framework for MAPCS

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

MAPCS High School Services

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, BUILD, DC College Access Program and College Summit. For grades 11– 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 is a pathway 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 College Readiness Coordinator and College Summit 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' SEL department to assess, develop and promote positive social, emotional and behavioral development across the campuses for all students.

In 2016-17, Future Focus was primarily taught in 11th and 12th grade, while intensive exposure opportunities will be offered to 9th and 10th graders. We worked to strengthen our internship program, our relationships with organizational partners, and the development of a cohort program where Maya graduates will primarily matriculate to select colleges that have the full complement of resources to support their postsecondary journey. We also launched our NAF-sponsored Academy of Hospitality and Tourism with 18 students. Students are educated in cohorts with linked classes, additional case management, and work-based learning experiences. Students also take classes in hospitality and customer service. We had a very successful first year with all students completing their first year in the program, participating in a summer internship and moved to the second year of the program. Students in the program have stronger attendance and better grades; we evaluate the program quarterly and look forward to expanding the program to 40 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. We were pleased to launch the Seeds for Success Landscaping Program. Twenty-eight of our students participated in a work-based learning program with the Department of Public Works for 9 months. Washington Parks and People helped us create a job readiness program for our students. Students learned about landscaping and parks and we imparted important job readiness skills. After three weeks, the Department of Employment Services funded students to work 24 hours per week, while also attending the YALC to earn a secondary credential. Students worked for half the day and attended the YALC for the other half of the day. The Department of Public Works had the students work on crews and they completed various projects around the city. We're excited that four students completed the GED program; three completed their workforce credential and another four students went to work for DPW full-time. We intend to offer this program next year as well.

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. Thanks to the generosity of a funder, we have established an alumni portal on our website in order to stay better connected with our alumni.

Whether a student is pursuing employment or education, our Alumni Coordinator supports each individual in creating a unique action plan and provides follow-up and encouragement as alumni strive towards their goals. For our alumni who pursue postsecondary credential we provide and refer students to academic, financial, and socio-emotional resources. We continue to foster the Maya Way, develop all of our students to their maximum potential, and keep the family spirit well after graduation has passed.

**Maya Angelou Public Charter School
2016 Annual Report - Goals and Academic Achievement Expectations**

Maya Angelou PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
MAPCS – Young Adult Learning Center		
1. Student Progress: 50% of pre and post-testing students will make one or more EFL gains by the end of the program year.	Goal met.	Maya Angelou PCS met this goal. 60% of pre-and post-testing students made one or more EFL gains on the TABE assessment by the end of the program year.
2. Student Achievement: 65% of students will pass the official GED exam.	Goal met.	Maya Angelou PCS met this goal. 81% of students passed the official GED exam.
3. Workforce Readiness: 50% of students exiting a workforce program will attain the relevant credential. N= student who attended for 12 hours or more of instruction.	Goal met.	Maya Angelou PCS met this goal. 69% of students attained the relevant credential.
4. College and Career Readiness: 70% of students successfully attaining a GED or workforce credential and exiting the program will enter the workforce or enter post-secondary education.	Goal not met.	Maya Angelou PCS did not meet this goal. 66% of students who successfully attained a GED or workforce credential entered the workforce or postsecondary.
5. Leading Indicator: 65% In-seat attendance (calculated by # present/ # of students enrolled) N= students who attended for 12 hours or more of instruction.	Goal not met.	Maya Angelou PCS did not meet this goal. 48% in-seat attendance rate was achieved.
6. Leading Indicator: 60% retention rate of students that pre and post-test.	Goal met.	Maya Angelou PCS met this goal. 64% retention rate of students that pre- and post-tested using the TABE assessment was achieved.
MAPCS – Evans High School		
1. Student Progress: 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. 71% of students in grades 9-10 met or exceeded their assigned growth reading targets on the Global Scholar Performance Series spring assessment.

2. Student Progress: 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. 74% of students in grades 9-10 met or exceeded their assigned growth targets in math on the Global Scholar Performance Series spring assessment.
3. Student Progress: 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. 19% of students in grades 9-10 met or exceeded their assigned growth targets in writing on the PEG Writing spring assessment.
4. Student Achievement: 70% of students will graduate high school in six years.	Goal not met.	Maya Angelou PCS did not meet this goal. 69% of students graduated high school within six years.
5. Student Engagement: 85% in-seat attendance rate 6. 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 not met.	Maya Angelou PCS did not meet this goal. The in-seat attendance rate was 71%.
	Goal met.	Maya Angelou PCS met this goal. 43% of truant students and/or students with a history of truancy were re-engaged to attend Maya High School or the Young Adult Learning Center.
7. Student Engagement: 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. 20% of students received an out-of-school suspension.
8. Postsecondary and Career Readiness – Socio-emotional Learning: 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. 50% of students scored in the average range or better on at least two of three post-test measures on the RSCA.
9. Postsecondary and Career Readiness- Employment and Enrollment: 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. 76% of exiting graduates entered the workforce or postsecondary one year after high school.

B. Unique Accomplishments

Over the last two years, our Young Adult Learning Center has been transformed into a state-of-the-art educational facility for at-risk students. In Fall 2016, we completed Phase IV of the renovation, including improvements to our gym with new bleachers for seating, installation of new gym floor and doors, and newly repaired and painted walls. Additionally, we created a new and welcoming entryway for students.

- We launched two new programs to support college and career exposure and workforce development. In partnership with the National Academy Foundation, we launched a Hospitality and Tourism Career Academy, supporting workforce readiness for our high school students. Additionally, at our Young Adult Learning Center, our Seeds for Success Program provides hands on training in landscaping and urban forestry, and the opportunity to participate in a paid internship with the Department of Public Works.
- Each year, we seek funding to support unique engagement activities to help our students grow academically and personally. Over the past year, we developed a Celebrating the Arts Program through the support of the DC Commission for the Arts and Humanities. Through this program, students learn from expert resident artists in a variety of disciplines, use artistic talents as a form of self-expression, and will share their talents at an Arts Showcase at the end of each quarter. Additionally, knowing the connection of physical health related to academic success, this year we have implemented a Getting Active Project with the goal of promoting increased physical activity for the students in our schools in addition to incorporating knowledge and practice around healthy eating habits.

C. List of Donors

See Forever & Maya Angelou Schools	
2016-2017 Supporters to General Fund	
Name	Gift Amount
Mr. Alex Haskell	\$500
Mr. and Mrs. Brandon Morris	\$500
Mr. and Mrs. John Freeman	\$500
Mr. and Mrs. Neil Cohen	\$500
Mr. and Mrs. Robert Haft	\$500
Mr. and Mrs. Scot McCulloch	\$500
Mr. Charles Mitchell	\$500
Mr. Colin Johnson	\$500
Mr. David Corvo	\$500
Mr. Greg Hallman	\$500
Mr. Joseph Livengood	\$500
Dr. Peter Leone	\$500
Mr. Thomas Mueller	\$500
Ms. Colette Walsh	\$500
Ms. Cornelia T.L. Pillard	\$500
Ms. Jane Wiseman	\$500
Ms. Phyllis V. Saroff	\$500
Ms. Tia Johnson	\$500
Professor and Mrs. David Luban	\$500
Mr. Paul Hastings	\$559
Jake Foundation	\$1,000
Mr. and Mrs. Evan Westerfield	\$1,000
Mr. and Mrs. James M. Cole	\$1,000
Mr. and Mrs. Stephen Wilson	\$1,000
Mr. and Mrs. William Perlstein	\$1,000
Mr. Tom White	\$1,000
Mr. Walter Somerville	\$1,000
Ms. Jessica Urban	\$1,000
Ms. Lisa Seigel	\$1,000
Professor Girardeau A. Spann	\$1,000
Scott & Patrice Brickman Family Foundation	\$1,000
Mr. Seth Waxman	\$1,050

Mr. Karl A. Racine	\$1,155
Forrester Construction	\$1,500
Ms. Renee Peres	\$1,500
McKinsey & Co.	\$1,900
Dr. Anne Kendall	\$2,000
Mr. and Mrs. Philip Elliot	\$2,000
Mr. James Kuhn	\$2,000
Mr. Steve Langdon	\$2,000
Mrs. Jill Seibert	\$2,000
Mr. and Mrs. Bob Weber	\$2,500
Ms. Evelina Norwinski	\$2,500
Suntrust Foundation	\$2,500
Mr. James Forman, Jr.	\$3,000
Artemis Real Estate Partners	\$3,000
Steven B. Achelis Foundation	\$4,000
Artemis Real Estate Partners	\$5,000
Plaza Construction	\$5,000
Clark-Winchcole Foundation	\$5,000
Mr. David Domenici	\$5,000
Mr. Reid Weingarten	\$5,000
Terra Nova Title	\$5,000
Ms. Mary Kennedy	\$5,000
Mr. and Mrs. Frederick Bollerer	\$6,000
Mr. Michael Vu	\$8,584
Ms. Deborah L. Harmon	\$11,000
Mr. Jack Davies	\$11,400
Community Foundation of the National Capital Region	\$15,000
DC Commission on the Arts and Humanities	\$39,700
Morris and Gwendolyn Cafritz Foundation	\$50,000
WilmerHale Law Firm	\$50,000
Anonymous Foundation	\$1,150,000

III. DATA REPORT

A. High School

LEA Name	Maya Angelou PCS
Campus Name	Maya Angelou PCS - High School
Grades Served	9-12
Overall Audited Enrollment	209
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	209
SPED	0
Total number of instructional days	181
Student Suspension Rate	19.6%
Student Expulsion Rate	0.5%
Instruction Time Lost to Suspension	0.7%
In-Seat Attendance	71.0%
Average Daily Attendance	No action necessary
Midyear Withdrawal Rate	<i>Validated after the annual report deadline.</i>
Midyear Entry Rate	<i>Validated after the annual report deadline.</i>
Promotion Rate	32.6%
College Acceptance Rate (SY 15-16)	<i>Not Available</i>
College Admission Test Scores (SY 15-16)	<i>Not Available</i>
Graduation Rates (SY 15-16)	31.6%
Teacher Attrition Rate	39.0%
Number of Teachers	31
Average Teacher Salary	\$47,033.61
Minimum Teacher Salary	\$26,000.00

Maximum Teacher Salary	\$71,400.00
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B. Young Adult Learning Center

LEA Name	Maya Angelou PCS
Campus Name	Maya Angelou PCS - Young Adult Learning Center
Grades Served	Adult
Overall Audited Enrollment	101
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	101
Alternative	0
SPED	0
Total number of instructional days	195
Student Suspension Rate	11.9%
Student Expulsion Rate	1.0%
Instruction Time Lost to Suspension	0.5%
In-Seat Attendance	47.6%
Average Daily Attendance	No action necessary <i>Validated after the annual report deadline</i>
Midyear Withdrawal Rate	<i>Validated after the annual report deadline</i>
Midyear Entry Rate	<i>Validated after the annual report deadline</i>
Promotion Rate	Not Applicable
College Acceptance Rate (SY 15-16)	Not Applicable
College Admission Test Scores (SY 15-16)	Not Applicable
Graduation Rates (SY 15-16)	Not Applicable
Teacher Attrition Rate	25.0%

Number of Teachers	4
Average Teacher Salary	\$61,009.50
Minimum Teacher Salary	\$53,040.00
Maximum Teacher Salary	\$73,998.00

APPENDIX A. STAFF ROSTER FOR SY 2016-2017

First name	Last name	Job title	Highest Degree Earned
Bruce	Anderson	Student Development Manager	Masters
Meron	Asrat	SPED Science Teacher	Bachelors
Deonna	Ball	Paraeducator	High School Diploma
Nicole	Ball	Substitute Teacher – YALC	Bachelors
Devin	Barber	Residential Counselor	Bachelors
Rukayatu	Bello	Special Education Teacher	Masters
Alexander	Berry	Program Support Specialist	Bachelors
Yvette	Bowman	Server	High School Diploma
Ana	Brambila	Americorp VISTA	Bachelors
Eilanete	Brissett	Student Development Specialist	Bachelors
Atlantis	Browder	Social Studies Teacher	Bachelors
Maleeca	Bryant	Special Education Teacher and Case Manager	Bachelors
LaTasha	Byrd	Paraeducator	High School Diploma
Katherine	Cabieses	Spanish Teacher	Bachelors
Kenza	Carrington	Teaching Assistant	High School Diploma
Sonja	Carter	Paraeducator	Bachelors
Samaya	Christmas	Paraeducator	Bachelors
Nancy	Clarke	School Social Worker	Masters
Takeeda	Council	Paraeducator	Bachelors
Irvin	Cunegin	Speech Language Pathologist	Masters
Natalie	Elder	Enrollment Specialist	Masters
Betty	Ellison	Server	High School Diploma
Jacqueline	Farrell	Server	High School Diploma
Crawneshia	Gilmore	Residential Counselor	Bachelors
Josseline Gisele	Grobly	Paraeducator	Bachelors
Jasmine	Groce	English Teacher	Bachelors
Felecia	Hayward-Lawson	Director of Special Education	Masters
Tuesday	Hence	Student Development Manager	Bachelors
Michael	Holder	Business Teacher	Bachelors
L'Tanya	Holley	Parent and Family Liaison	High School Diploma
Robin	Holt	Administrative Assistant	Bachelors
Delano	Jefferson	Special Education Teacher	Masters
Stephen	Johns	Core Academic Instructor	Masters
Jeffrey	Johnson	Teaching Assistant	Bachelors
Katia	Jones	Lead College and Career Success Coordinator	Bachelors
Alice	Keaney	Clinical Counselor	Masters

Stephen	Liggon	Student Support Specialist	Bachelors
Dominique	Littlejohn	Paraeducator	High School Diploma
Thea	Littlepage	Student Development Manager	Bachelors
Fabian	Manning	Math Teacher	Masters
Sean	Massey	Science Teacher	Bachelors
Dante	McEast	Security Coordinator	High School Diploma
Clarisse	Mendoza	Chief of Schools	Masters
Samantha	Meyer	History Teacher	Bachelors
Jayme	Morrison	Math Teacher	Bachelors
Robert	Murphy	Employment and Education Coordinator	Bachelors
Jennifer	Nauss	Dean of Academics	Masters
Kennisha	Nelson	Paraeducator	Bachelors
Vincent	Norman-Morris	Paraeducator	High School Diploma
Mary	Okowi	Career Academy Coordinator	Bachelors
Naomi	Ortiz	Paraeducator	Certificate
Heather	Phelps	Special Education Teacher and Case Manager	Masters
Mike	Presendieu	Americorp VISTA	Bachelors
Joyce	Rainey	Residential Counselor	High School Diploma
Carmaline	Rennie	English Teacher	Masters
Christina	Roberts	Student Recruitment & Support Specialist	Masters
Ernest	Robbins, Jr.	Paraeducator	High School Diploma
Rodney	Sanders	Substitute Server	Associates
Deon	Smith	Substitute Teacher	Bachelors
Tiarra	Smith	Paraeducator	Bachelors
Jesse	Sneed	Residential Counselor	Masters
Deborah	Squire	Special Education Specialist	High School Diploma
Jacqueline	Stevens	Academic Counselor	Bachelors
Jason	Taylor	Student Development Specialist	Bachelors
Kristopher	Turner	Director of Career and Community Pathways	Bachelors
Laura	Uhl	Dean of Academics	Masters
Kewanna	Wade	Enrollment Specialist	Bachelors
Michael	Walker	Director of College and Career Success	Masters
James	Walker	Dean of Students	Masters
Jacquesline	Walker	Clinical Counselor	Masters
Russell	Waller	Assistant Director of Special Education	Bachelors
Andre	Warren, Sr.	Paraeducator	Bachelors
Shardae	Washington	Paraeducator	High School Diploma
Malcolm	Welles	Teacher - Special Education	Bachelors
Alexis	Wescott	Special Education Teacher	Bachelors
Erik	Wesley	Core Academic Instructor (Math/Science)	Bachelors
Leslie	Wilmer	Reading Teacher	Bachelors
Rashod	Woods	Paraeducator	Bachelors

Kamal	Wright-Cunningham	Director of Socio-Emotional Learning	Doctorate
Sean	Yisrael	YALC Director	Doctorate
Akoshia	Yoba	Director, Career Academy	Bachelors

APPENDIX B. BOARD ROSTER FOR SY 2016-2017

Prefix	First	Last	DC Resident	Board Role	Board Term
Mr.	Darren	Cambridge	Yes	Board Member	Term expires 2020
Mr.	David	Domenici	Yes	Founding Member See Forever Foundation & Maya Angelou Schools	Lifelong Member
Mr.	Josh	Edelman	Yes	Board Member	Term expires in 2018
Dr.	James	Forman, Jr.	No	Founding Member See Forever Foundation & Maya Angelou Schools	Lifelong Member
Dr.	Julie	Johnson	Yes	Board Chair	Term expires 2018
Mr.	Michael	Vu	Yes	Vice Board Chair	Term expires 2017
Dr.	Heather	Wathington	No	Chief Executive Officer See Forever Foundation & Maya Angelou Schools	Term expires 2020
Ms.	Sharnice	Anderson	Yes	Parent Board Member	N/A
Mr.	Kenny	Hooks	Yes	Parent Board Member	N/A

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

Maya Angelou Public Charter School	
July 2016 through June 2017	
Income Statement	Actual
Revenue	
Local Revenue	
Per Pupil Charter Payments	6,679,404
Per Pupil Facilities Allowance	1,094,944
Other Government	
Funding/Grants	831,882
Total Local Revenue:	8,606,229
Federal Revenue	
Federal Entitlements	293,876
Total Federal Revenue	293,876
Other Revenue	
Private Grants and Donations	1,318,969
Other Income (please describe in footnote)	23,555
Total Other Revenue	1,342,523
Total Revenue	10,242,628.52
Expenses	
Personnel Salaries and Benefits	
Principal/Executive Salary	263,863
Teacher Salaries	1,242,690
Teacher Aides/Assistance Salaries	392,035
Business/Operations Salaries	335,425
Clerical Salaries	78,695
Other Staff Salaries	2,919,584
Employee Benefits	1,029,982
Staff Development Expense	134,207
Total Personnel Salaries and Benefits:	6,396,481
Direct Student Expense	
Textbooks	24,047
Student Supplies and Materials	101,070
Student Assessment Materials	34,768
Contracted Student Services	398,760
Miscellaneous Student Expense **	294,211
Total Direct Student Expense:	852,855
Occupancy Expenses	
Rent	766,458

Building Maintenance and Repairs	164,542
Utilities	238,456
Contracted Building Services	547,326
Total Occupancy Expenses:	1,716,783
Office Expenses	
Office Supplies and Materials	170,480
Office Equipment Rental and Maintenance	19,829
Telephone/Telecommunications	20,728
Legal, Accounting and Payroll Services	182,702
Printing and Copying	20,173
Postage and Shipping	4,581
Other	101,806
Administration Fee (to PCSB)	104,827
Total Office Expenses:	625,126
General Expenses	
Insurance	155,627
Food Service	147,985
Other General Expense	72,201
Total General Expenses:	375,812
Total Expenses:	9,967,058
Operating Income:	275,571
Extraordinary Expenses:	
Other Expenses	
Depreciation Expense	889,996
Interest Payments	230,799
Total Other Expenses:	1,120,796
Total Extraordinary Expenses	1,120,796
Net Income:	(845,224.53)

APPENDIX D: APPROVED 2017-2018 BUDGET

Maya Angelou Public Charter School

Income Statement

Revenue:

Per Pupil Charter Payments	7,452,831.99
Per Pupil Facilities Allowance	1,224,998.04
Federal Entitlements	242,867.43
Other Government Funding/Grants	446,088.62
Private Grants and Donations	900,000.00
Total Revenue:	10,266,786.08

Operating Expense:

Personnel Salaries and Benefits:

Principal/Executive Salary	495,750.00
Teacher Salaries	767,716.31
Special Education Salaries	730,179.00
Teacher Aides/Assistants Salaries	350,000.00
Other Education Professionals Salaries	1,697,175.00
Business/Operations Salaries	734,290.00
Clerical Salaries	101,909.80
Other Staff Salaries	105,520.00
Employee Benefits	972,134.38
Staff Development Expense	67,250.26
Total Personnel Salaries and Benefits:	6,021,924.76

Direct Student Expense:

Textbooks	30,827.24
Student Supplies and Materials	52,417.64
Student Assessment Materials	89,962.03
Contracted Student Services	519,204.64
Miscellaneous Student Expense	303,911.84
Total Direct Student Expense:	996,323.38

Occupancy Expenses:

Rent	704,720.89
Building Maintenance and Repairs	166,828.27
Utilities	233,486.83
Contracted Building Services	517,171.63
Total Occupancy Expenses:	1,622,207.63

Office Expenses:

Office Supplies and Materials	163,781.27
Office Equipment Rental and Maintenance	25,790.18
Telephone/Telecommunications	14,720.92
Legal, Accounting and Payroll Services	94,382.82
Printing and Copying	27,823.88
Postage and Shipping	10,520.92
Total Office Expenses:	337,019.99

General Expenses:

Insurance	125,402.32
Transportation	169,354.46
Food Service	261,951.86
Administration Fee (to PCSB)	118,428.95
Interest Expense	214,266.69
Other General Expense	257,954.33
Total General Expenses:	1,147,358.60

Total Ordinary Expenses: **10,124,834.36****Depreciation:**

Depreciation Expense	1,102,118.40
Total Depreciation:	1,102,118.40

Total Expenses: **11,226,952.76****Net Income:** **(960,166.68)**

We are cash-flow positive when you add back depreciation and the rent accrual.

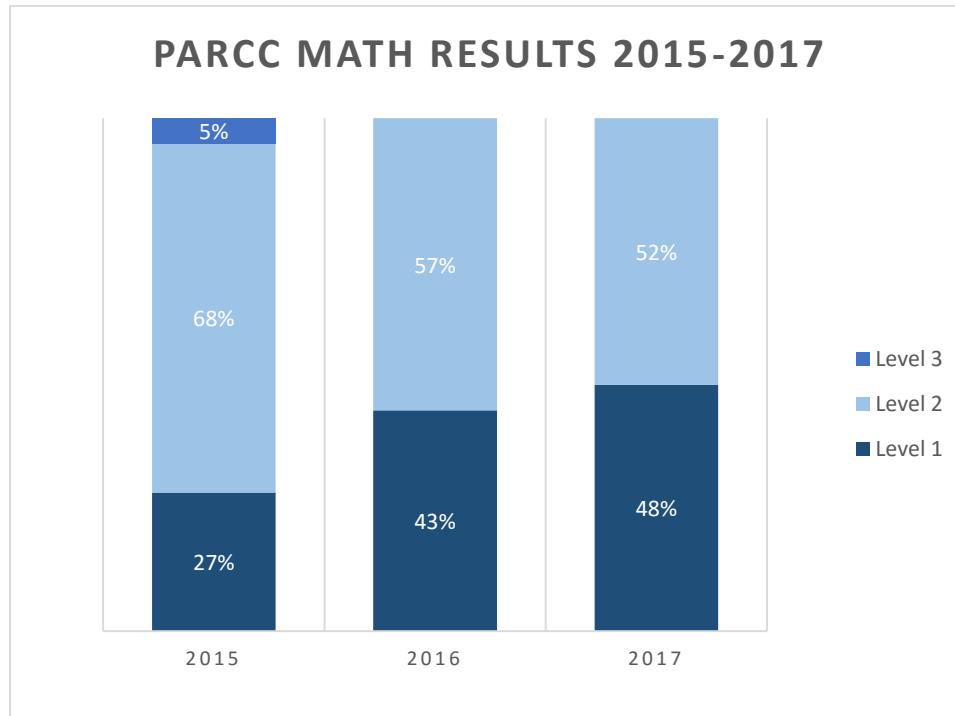
Appendix E: High School PARCC Results from SY16/17 Administration

During the 2016-17 academic year, the Maya Angelou Public Charter High School administered the Partnership for Assessment of Readiness for College and Career's (PARCC) standardized assessment. Within PARCC, student performance in Math and English is categorized as:

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

Overall Math Results

PARCC	Level 1	Level 2	Level 3	Level 4	Level 5
2015	27%	68%	5%	0%	0%
2016	43%	57%	0%	0%	0%
2017	48%	52%	0%	0%	0%



Overall English/Reading Results

PARCC	Level 1	Level 2	Level 3	Level 4	Level 5
2015	64%	29%	7%	0%	0%
2016	71%	23%	6%	0%	0%
2017	85%	13%	2%	0%	0%

