

PAUL

Public Charter School

**YOUR
LEGACY
STARTS
HERE**



School Year 2019-2020 ANNUAL REPORT

**5800 Eighth Street N.W., Washington, DC 20011
202.291.7499**

*Dr. Tracy Wright
Chief Executive Officer*

*Regina Mahony
Chair, Board of Trustees*

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Annual Report Narrative

School Description

Mission Statement

The mission of Paul Public Charter School is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.

School Program

Our core values reflect the beliefs of the Paul PCS community, which set the tone for a positive school culture. Our core values and beliefs are:

- *Community:* Creating a welcoming, nurturing and orderly environment to provide an opportunity for all students, faculty and staff, board members, parents, and volunteers to perform at optimal levels.
- *Diversity:* Recognizing that each student must be provided with an individual plan for success and that diversity can strengthen the school community.
- *Achievement:* High quality teaching is a priority and must be coupled with relevant, rigorous, authentic, and aligned curriculum to ensure high student achievement.
- *Addressing the needs of the whole child:* Academics, Athletics and Arts are addressed during the school day to ensure the successful growth and development of well-rounded leaders and responsible citizens.
- *Collaboration:* Collaboration amongst stakeholders is an essential strategy for school improvement.
- *Responsibility:* All faculty and staff members are responsible for the academic and social growth of students.

Paul PCS provides a structured, yet nurturing environment, through an extensive character education model, individualized course placement, and an array of support services. A myriad of after school activities and clubs allow students to explore hobbies and interests, including athletics, mentoring organizations, music and dance, media and technology, visual arts, and more. Paul PCS has high expectations and believes that success in the middle and high school years is realized by providing a rigorous academic program, a deliberate exposure to the arts and athletics, and an emphasis on character development and leadership.

Our mission is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders. The realization of this mission requires the implementation of coherent programming that improves our scholars' ability to think critically, provides opportunities to grapple with solving complex problems and promotes inquiry about and a desire to improve their communities and our world. Data from the 2019-2020 school year showed growth in academic areas specifically connected to components 1 and 2 of the Paul 5 Model (please see below). This growth is attributed to a more rigorous approach to curriculum development and instruction, focused and targeted intervention and enrichment, and tighter connections between overall school culture and academic programs. The Paul 5 school model consists of 5 components— each of which houses the identified goals for next year and our school's academic and cultural programming.

Paul Model Component #1: High Expectations and Continuous Improvement
Narrative: We develop scholars to become responsible, independent thinkers and leaders. A strong culture of achievement is the foundation for the high standards of learning we create in our classrooms and school environments. We base our decisions on data, strive to continuously improve, and hold each other accountable for excellence.
Paul Model Component #2: College and Career-Ready Academics
Narrative: The Paul academic program ensures that our scholars make <u>lasting academic growth</u> , enjoy learning, and are fully prepared for success in college or a career. We believe that every one of our scholars can reach rigorous academic benchmarks.
Paul Model Component #3: A Culture of Community
Narrative: We believe in <u>intentionally</u> building a welcoming, supportive, and inclusive community of scholars, staff, and families. All community members understand our expectations and work to realize them through urgent action.
Paul Model Component #4: Committed, High Performing Educators
Narrative: Our teachers, leaders, and staff are deeply committed to improving our scholars' achievement and realizing our core values. We develop our abilities as educators and we build strong relationships with our scholars, families and one another.
Paul Model Component #5: Integrated Arts, Athletics, and International Studies
Narrative: We develop well-rounded scholars by integrating arts, athletics, and international studies into our academic curriculum. Our scholars become global citizens who develop an understanding of themselves, their communities, and the world.

School Program

Summary of curriculum design and instructional approach

The Paul mission statement recognizes the fact that a true liberal education stretches beyond broad course offerings. Learning is deepened when students are introduced to unfamiliar situations, encouraged to ask questions, exposed to other cultures, and challenged to connect their learning to their own experiences. Teachers in all disciplines use instructional strategies that provide these opportunities and work in teams to engage students in the curriculum at a level that instills a desire for lifelong learning. As students learn to recognize and apply their skills, they are able to approach challenges with enthusiasm and confidence.

The Paul instructional philosophy is designed to grow graduates who are college-bound and of a mindset that they belong to interconnected global communities, as this is part of our mission. Therefore, each department (Sciences, Math, Social Sciences, World Languages and the Arts) will make global connections with the goal of: 1) giving student choice, 2) making work authentic, and 3) creating opportunities for exhibition of student learning. Paul offers a balanced curriculum in the humanities and sciences based on clearly articulated academic standards. Mathematics, Science, English, Spanish/French and Social Studies are the backbone of our students' education and enhance the study of other subject areas by providing a

broad context in which to better understand them. In addition to the required core subjects, visual and/or performing arts as well as health and physical education, and Global Studies (high school only) courses are offered. Students in need of remediation in ELA or Math participate in intervention courses such as Read 180 and Math 180.

Students performing above grade level in Reading are placed in Advanced/Honors English, which challenges students to tackle grade-level standards using above grade level literature and texts. In addition, students performing above grade level in math are placed in Advanced Math, preparing them to take AP courses in high school. Paul also provides each student with wide-ranging opportunities and challenging experiences to expand their world, vast academic and extracurricular activities to increase their knowledge, and leadership opportunities that will equip them to take an active role in society. The curriculum at Paul Public Charter School is structured to foster individual student growth. Over the course of their studies at Paul, students build rich content knowledge, effective reasoning skills, responsible habits, exposure to a larger worldview, and an appreciation of their roles as individuals within the school, neighborhood, and global community.

Paul PCS offers an extensive liberal arts curriculum to all middle and high school students designed to meet the needs of every student. This balanced curriculum incorporates English, Mathematics, Science and Social Studies as the core courses that are supplemented with world language, physical education and health, and arts electives.

Academic program highlights include:

- AP Course offerings
- World language offerings
- Global studies programs
- Multiple arts offerings
- Low teacher-to-student ratios
- Individualized student plans that include advanced/intervention courses
- Technology integrated curriculum

Parent involvement efforts

Paul values parents as partners in educating our students. Paul provides both formal and informal structures for parents to be involved in the life of the school. The bylaws of Paul's Board of Trustees mandate that two current Paul parents serve on the school's board. This level of parent involvement provides parental input and feedback within the governing body. The Board of Trustees holds monthly meetings (excluding August and December), an annual retreat, an annual data dive, and monthly committee meetings.

Paul also has a Parent Action Group (PAG), a parent-led body of parents and families that supports the school's mission and focuses on improving parent involvement. PAG leaders meet with the parent liaison (a

selected staff member) and school administrators on a monthly basis to plan upcoming parent involvement events and to discuss parent concerns. PAG hosts/co-leads a series of events throughout the year including:

- New Parent Orientation (August)
- Back-to-School PAG Meeting (September)
- Thanks-for-Giving Drive and Service Day (November)
- Family Literacy Night (February)
- Staff Appreciation Breakfast (replaced by e-gift cards, due to pandemic)
- Family Funfest (Virtually, in May)
- Back-to-School Night
- Open House

The school utilizes additional methods for parent involvement beyond collaborating with the PAG, which include:

- Monthly/quarterly newsletters
- Weekly reminders via automated messaging
- Weekly updates on school's website
- Social media updates
- Quarterly progress reports
- Quarterly report cards
- Quarterly parent-teacher conferences
- Student and parent incentives or parent participation/attendance at events
- Parent satisfaction survey

Response to COVID-19

Following the announcement of Mayor Bowser to close schools in the District of Columbia Public Schools to slow the spread of the COVID-19 virus, Paul PCS notified parents and students that we would transition to distance learning by Wednesday, March 18th. Professional Development and distance learning training for staff was held on Monday, March 16th, and on Tuesday, March 17th, students attended in person classes to review virtual learning expectations and directions, and receive their assignments, materials, and Chromebooks, for successful at-home learning. Surveys were sent to all family email addresses on file to gauge the number of hotspots or other internet support would be needed within our school community. The distance learning plan for Paul Scholars required them to log in to Google Hangout daily where their teacher(s) would meet them to deliver direct instruction. Additionally, students had a virtual classroom for each of their courses where their work was loaded, submitted and where they were able to receive individualized support from those who know their educational needs best, their teachers. Families were informed that their grades would be impacted by failure to show/ participate in their Google Hangouts and Google Classrooms, and many of the questions that would likely arise, would be addressed on our [website](#),

including a link to a “Google Classroom Tutorial for Students and Parents.” Below is the virtual schedule for Spring 2020:

Time	Monday (A Day)	Tuesday (B Day)	Wednesday (A Day)	Thursday (B Day)	Friday
9:00 – 9:40	1 st Period	5 th Period	1 st Period	5 th Period	Planning Day
9:50 – 10:30	2 nd Period	6 th Period	2 nd Period	6 th Period	
10:40 – 11:20	3 rd Period	7 th Period	3 rd Period	7 th Period	
11:30 – 12:20	4 th Period		4 th Period		
12:20 – 1:20	Lunch	Lunch	Lunch	Lunch	

With the shift to virtual learning, Paul PCS trained students to utilize appropriate platforms to take the following formative assessments:

- Teacher generated mid-advisory assessments using items banks (Illuminate)
- Network developed quarterly assessments
- SRI and MI for selected students

*Note: MAP was not administered during Spring 2020 due to the recommendations from NWEA to postpone while developing guidelines for administration in a virtual environment.

School Performance

Performance and Progress

The Paul School Model and Goals for 2019-2020

Paul PCS serves students in the middle and high school grades and is the home of the “**M.E.R.I.T. Scholars**” (*Motivated, Educated, Responsible, Independent Thinkers*). Beginning in the middle grades, MERIT Scholars experience a rigorous, college preparatory curriculum, coupled with arts and athletic opportunities to develop a firm foundation to eventually enter Paul International High School. Given our mission, Paul strives to cultivate in our students the ability to think critically, and to be responsible citizens and leaders through the implementation of rigorous academic programming, co-curricular opportunities, and our global citizenship program. Though PARCC tests were not administered in 2020, our 2019 PARCC results from the High School show positive movement relative to performance and increases in our graduation rate. For Middle School, comparisons of cohorts from one year to the next show increases in overall

proficiency as it relates to the PARCC exam. As it relates to co-curricular programming, we offered 20 opportunities, and had approximately 70% of scholars engage in these opportunities. Relative to responsible citizenship, the Paul International Travel Program planned to host a service trip to Martinique (prior to the global pandemic, COVID- 19), and we continued to implement a Global Citizenship curriculum to encourage our students to grapple with and provide solutions for complex issues that our world is facing.

At its twenty-five-year charter review, Paul PCS will obtain an average PMF score for SY2019-2020, SY2020-2021, SY 2021-2022, SY 2022-2023, and SY2023-2024 equal to or exceeding 50%. The school has adopted the PMF goals as a part of its charter agreement. PARCC Scores for SY2019-2020 are unavailable. Paul Public Charter School acknowledges that DC PCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.

Paul PCS has been unable to report on goals connected to PARCC due to the public health emergency. The following data, however, is available for SY2019-2020:

High School

9 th Grade on Track to Graduate	85.7%
4- Year Graduation Rate	84.8%
5- Year Graduation Rate	87.5%
PSAT Performance (Grade 11)	32.0%
SAT/ ACT Baseline Performance (Grade 12)	48.6%
SAT/ ACT College and Career Ready: ERW (Grade 12)	28.6%
SAT/ ACT College and Career Ready: Math (Grade 12)	11.8%
College Readiness: AP/ IB/ Dual Enrollment	59.8%
In Seat Attendance Rate	91.7%
Re- Enrollment Rate	82.5%
Growth on state assessment in reading over time (Middle School)	45.5%
Growth on state assessment in mathematics over time (Middle School)	40.5%

Middle School

In Seat Attendance	94.3%
Re- Enrollment Rate	88.1%
8 th Grade Mathematics- College and Career Ready (2- year cohort)	16.1%

Unique Accomplishments

- **On-Site: Extended Day Partnerships**

- City Club of Washington, Chef Wilson, and Bon Appetit Culinary Program
- Georgetown University Women's Basketball Team adopted Paul HS Girls' Varsity Team in Mentorship
- DC Summer Youth Employment program hosted 12 scholars in a Job Readiness program for 7 weeks while including the opportunity for each youth to have a personal mentor aligned with their career of choice.
- Raising Queens/ Paul's Pearls, facilitated by the women of SASSIE (Sisters Achieving Self-understanding, Success, Individuality, and Excellence), completed another year of successful programming and held the annual Raising Queens Table Talk Conference virtually, where students were able to coach 50 female scholars around subject areas including teen Dating Violence, Bullying, Self-Love, Substance Abuse Awareness & Prevention, and Sexual Harassment Awareness & Prevention. The following additional partnerships played a role in the success of this program: The Society For Girls, Inc., Big Dreamz, Inc., Be Polished Inc., Domestic Violence Wears Many Tags, The Lakeisha Brown Foundation, EmpowHER, UniDMV, The University of Unstuck.

- **Virtual Extended Day Programming included**

- Bon Appetit Cooking Club (Middle School)
- Kung Fu Club
- Late Night Homework Center

- **Athletics**

- Football continued virtually and maintains weekly virtual workouts.
- Girls' Varsity Basketball made it to the DC State Playoffs.
- Boys' Varsity Soccer won the Public Charter School Athletic Association Soccer Championship for 2019-20 Season
- Paul PCS graduated 72 Senior Athletes in 2020

List of Donors contributing over \$500 for SY19-20

Daniel Fine
Janisa Hayes
Dr. Tracy Wright

School Year 2019-2020 Data Reports

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

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

Source	Data Point
PCSB	LEA Name: Paul PCS
PCSB	Campus Name: Paul PCS - International High School
PCSB	Grades served: 9--12
PCSB	Overall Audited Enrollment: 427

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	122	92	110	103	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: 160 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it. <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.</i>
PCSB	Suspension Rate: 7.3%
PCSB	Expulsion Rate: 0.70%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.18%
PCSB	In-Seat Attendance: 91.7%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 7.3% (31 students)*
PCSB	Midyear Entries: 0.2% (1 student)*
PCSB	Promotion Rate (LEA): 95.7%
PCSB (SY18-19)	College Acceptance Rate: 100.0%
PCSB (SY18-19)	College Admission Test Score: 53.7%

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

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

Source	Data Point
PCSB	LEA Name: Paul PCS
PCSB	Campus Name: Paul PCS - Middle School
PCSB	Grades served: 6--8
PCSB	Overall Audited Enrollment: 320

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	107
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	120	93	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: 160 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it. <i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.</i>
PCSB	Suspension Rate: 9.1%
PCSB	Expulsion Rate: 1.25%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.29%
PCSB	In-Seat Attendance: 94.2%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 7.5% (24 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 95.7%
PCSB	College Acceptance Rate: Not Applicable

Appendices

Appendix A: Staff Roster for 2019-2020

Name	School	Title	Highest level of education
Addis, Tanner	MS	MS EL Teacher	Bachelor's Degree
Adjei, Elena	HS	HS Science Teacher	Doctoral Degree
Alexander, Carolyn	HS	HS Special Education Teacher	Master's Degree
Alukpe, Victoria	HS	HS Special Education Teacher	Master's Degree
Bacchus, Lanette	MS	MS Head of School	Master's Degree
Bartelle, Shawanda	MS	MS Student Advocate	Bachelor's Degree
Bellamy-Lloyd, Kristin	Network	Assistant Director of Student Support Services	Master's Degree
Bellamy, Justin	HS	HS Dance and Theater Teacher	Bachelor's Degree
Benavides, Kimberly	HS	HS Special Education Teacher	Bachelor's Degree
Bennett, Gabrielle (Gabi)	MS	MS EL Teacher	Master's Degree
Biaou, Lynda	HS	HS French Teacher	Master's Degree
Branch, Marques	MS	MS Health and PE Teacher	Bachelor's Degree
Briggs, Nakia	HS	HS Social Studies Teacher	Bachelor's Degree
Brooks, Jewel	Network	Marketing and Communications Manager	Master's Degree
Brooks, Manisha	HS	HS Special Education Teacher	Master's Degree
Brooks, Marco	MS	MS ELA Teacher	Doctoral Degree
Brown, Jene`	MS	MS Math Interventionist Teacher	Bachelor's Degree
Bundy, Monya	Network	Executive Operations Coordinator	Bachelor's Degree
Cabell, Jared	HS	HS Social Studies Teacher	Bachelor's Degree
Cameron, Sierra	HS	HS Special Education Teacher	Master's Degree
Carlo, Iris	Network	Registrar	Bachelor's Degree
Carlo, Iris Fabiola (P/T)	Network	Office Assistant	SHRM- SCP
Cervera, Pamela	MS	MS Spanish Teacher	Bachelor's Degree
Chavez, Melanie	Network	MS Student Support Coordinator	Master's Degree
Choi, Jane	MS	MS ELA Teacher	2+ Master's Degrees
Clarkson, Giani	HS	HS Special Education Teacher	Doctoral Degree
Coleman II, Calvin A.	HS	HS Art Teacher	Bachelor's Degree
Cottom, Roneice (P/T)	MS	MS Dedicated Aide	High School/GED
Cunningham, Cheryl	Network	Manager of Business and Operations	Bachelor's Degree
Davis, Bess	Network	ELA Instructional Specialist	Master's Degree

Davis, Courtney	HS	HS Math Teacher	Master's Degree
Deckard, Paul	MS	MS Math Teacher	Doctoral Degree
Domestici, Alessandra	HS	HS EL Teacher	Master's Degree
Doppelheuer, Kathleen (Katie)	MS	MS Counselor	Master's Degree
Earle, Caitlin (Kate)	MS	MS Special Education Teacher	Master's Degree
Edwards, Arcinda	MS	MS Social Studies Teacher	Bachelor's Degree
Flora, Susan	Network	College Readiness & Data Manager	Master's Degree
Freeman, Dwight	HS	HS Assistant Principal	Master's Degree
Froehlich, Robin	Network	MS Student Support Coordinator	Bachelor's Degree
Garza, Risa (P/T)	Network	Marketing and Communications Manager	Bachelor's Degree
Gaudet, Jazmine	HS	HS ELA Teacher	Master's Degree
Gelmi, Gustavo	HS	HS Spanish Teacher & Family Liason	2+ Master's Degrees
Gonzalez, Leandra	Network	Manager of EL Instruction and Compliance	Bachelor's Degree
Harrison, Crystal	MS	MS Art Teacher	Master's Degree
Hartmann, Brandon	HS	HS EL Teacher	Bachelor's Degree
Hawkins, Steffanie	HS	HS Dean of Academics & Compliance	Master's Degree
Hayes, Latrail	HS	HS Counselor	2+ Master's Degrees
Henderson, Aaron (P/T)	MS	MS Dedicated Aide	Bachelor's Degree
Henderson, Will	Network	Executive Director of Operations	2+ Master's Degrees
Hendje, Achille	MS	MS Math Teacher	Master's Degree
Herring, Bruce	Network	Math Instructional Specialist	Master's Degree
Hines, A'Liah	HS	HS Math Intervention Teacher	Doctoral Degree
Hines, Jerrod	HS	HS Dean of Students	Bachelor's Degree
Howard, Courtney	Network	MS Social Worker	Master's Degree
Hyde, Lamar R.	Network	IT Manager	Bachelor's Degree
Ikematsu, Mahko	MS	MS Special Education Teacher	Master's Degree
Irvin, Brad	MS	MS Dean of Academics	Master's Degree
Jacobs, Brittne	Network	Special Projects Coordinator	Bachelor's Degree
James, Blaine	HS	HS Global Citizenship Teacher	Bachelor's Degree
Jenkins, Germaine	MS	MS Special Education Teacher	Master's Degree
Johnson, Marcus	MS	MS Student Advocate	Master's Degree
Jones-Helton, NaKeisha	Network	Climate and Culture Specialist	Bachelor's Degree
Jones, Christopher	HS	HS Assistant Dean of Students	Bachelor's Degree
Jones, Erik	Network	SPED Instructional Specialist	Master's Degree

Jordan, Jade	HS	HS Spanish Teacher	Bachelor's Degree
Kalu, Chiamaka	HS	HS Assistant Dean of Students	Master's Degree
Kim, Kyong H	Network	Building Maintenance Manager	High School/GED
Kohn, Dan	Network	Social Studies Instructional Specialist	Bachelor's Degree
Koss, Kimberly	HS	HS Math Teacher	Bachelor's Degree
Lane, Whitney	Network	Science Instructional Specialist	Master's Degree
Lewis Taylor, Valerie	Network	Outreach and Programming Manager	Master's Degree
Long, Linda J.	Network	Attendance Counselor	High School/GED
Marchica, Louise	HS	HS EL Teacher	Master's Degree
Marquez, Ricardo	Network	Operations Associate	High School/GED
Matthews, Akida	HS	HS Science Teacher	Master's Degree
Matthews, Robert	Network	Security Officer	High School/GED
McBeth, Nilaja	MS	MS Science Teacher	Bachelor's Degree
McElroy, Georgia	MS	MS Dean of Culture	Master's Degree
McNeill, Tyana	MS	MS Science Teacher (elective)	Bachelor's Degree
Meadows, Charlena	Network	Safety Associate	High School/GED
Merkerson, Pamela	Network	Executive Director of Talent Management	Bachelor's Degree
Meyer, Samantha	HS	HS Social Studies Teacher	Bachelor's Degree
Moody, Evita (P/T)	HS	HS Math Teacher	Bachelor's Degree
Moore, Malari (Baba M)	MS	MS African Drumming Teacher	High School/GED
Moseh, Priscilla	MS	MS Science Teacher	Bachelor's Degree
Mosley, Catherine	HS	HS ELA Teacher	Master's Degree
Muhammad, Abdou	MS	HS Elective Teacher	High School/GED
Murphy (Hopkins), Brittany	HS	HS Social Studies Teacher	Master's Degree
Nealey, Janee	HS	HS Special Education Teacher	Master's Degree
Neely Walters, Renee	Network	School Psychologist	Doctoral Degree
Norton, Adele	MS	MS Social Studies Teacher	Master's Degree
O'Donnell Davis, Caitlin	HS	HS English Teacher	Master's Degree
Olfus, Ophus	Network	Safety Associate	High School/GED
Olorunoje, Shalima	HS	HS Assistant Principal	Bachelor's Degree
Parambath, Elizabeth	HS	HS EL Teacher	Master's Degree
Parker, Talisha	HS	HS Special Education Teacher	Master's Degree
Peters, Maria	MS	MS Science Teacher	Master's Degree
Phillips, Lloyd	MS	MS Health and PE Teacher	Bachelor's Degree

Pimentel, Mireille	HS	HS EL Teacher	Master's Degree
Pope, Ebony	MS	MS Special Education Teacher	Bachelor's Degree
Pryor, Montrell	MS	MS Special Education Teacher	2+ Master's Degrees
Quick, Asia	HS	HS Science Teacher	Master's Degree
Ragin, Rosemarie (Rosee)	Network	Executive Director of Student Support Services	2+ Master's Degrees
Reddick, Kimberly	MS	MS SP-EL Teacher	Master's Degree
Reyes-Escobar, Edwin	Network	Tech Associate	Master's Degree
Richard, Thea	HS	HS Spanish Teacher	Master's Degree
Riddle-Koroma, Alex (P/T)	MS	MS Dedicated Aide	Associate's Degree
Robinson, Anecca	Network	Assistant Director of Academics	Master's Degree
Robinson, Selina (P/T)	MS	MS Dedicated Aide	High School/GED
Rooks, Nyquan (Nya)	MS	MS ELA Teacher	Master's Degree
Roper, Shatarah	HS	HS Science Teacher	Bachelor's Degree
Saba, Hamzat	HS	HS SAT Teacher	Bachelor's Degree
Samson, Aireen	Network	HS Student Support Coordinator	Master's Degree
Sanabria, Patricia	HS	HS Special Education Teacher	Bachelor's Degree
Saunders, Armon (P/T)	MS	MS Dedicated Aide	Bachelor's Degree
Shaw, Charlie	HS	HS Math Teacher (elective)	Bachelor's Degree
Shields, Darees	HS	HS Math Teacher	Bachelor's Degree
Smith, Ahmad	HS	HS Health & PE Teacher	Bachelor's Degree
Sorto, Brenda I.	Network	Main Office Receptionist	Bachelor's Degree
Spann, Charlotte	Network	Executive Director of Schools	2+ Master's Degrees
Spinelli, Ariana	HS	HS Special Education Teacher	Bachelor's Degree
Stanton, Jennifer	MS	MS Social Studies Teacher	Master's Degree
Stevenson, Latrice	MS	MS Elective Teacher (Creative Writing)	Bachelor's Degree
Talib, Sharif	MS	MS Math Teacher	Bachelor's Degree
Taylor, Melissa	HS	High School Counselor	Master's Degree
Tillery, Sean	MS	MS Elective Teacher (Music)	Bachelor's Degree
Tran, Kelly (P/T-remote)	Network	HR Associate Intern	Bachelor's Degree
Tran, Trina	Network	Talent & Special Projects Manager	2+ Master's Degrees
Tunstall, Kiristin	HS	HS Counselor	Bachelor's Degree
Turner, Guye	HS	HS Principal	Master's Degree
Waithe-Benton, Allison (P/T)	HS	HS AP Research Seminar Teacher	Master's Degree

Walker, Shendrina	MS	MS Interim Principal	Master's Degree
Wetherby, Jessie	HS	HS EL Teacher	Bachelor's Degree
Williams, Jolanda	Network	Front Desk Receptionist	High School/GED
Williams, LaTashia	Network	Safety Associate	Bachelor's Degree
Williams, Melvin	Network	Day Porter	High School/GED
Williams, Schuyler	Network	HS Social Worker	Master's Degree
Williams, Zipporah	HS	HS ELA Teacher	Doctoral Degree
Wood, Nicole	HS	HS Reading Interventionist Teacher	Master's Degree
Woodson, Eugenia	MS	MS Reading Intervention Teacher	Bachelor's Degree
Wray, Britney	HS	HS Assistant Principal	Master's Degree
Wright, Tracy	Network	Chief Executive Officer	Doctoral Degree

Appendix B: Board of Trustees Roster for 2019-2020

Name	Position and Term Dates	State of Residency
Erin Albright*	Vice Chair (June 2013-2022)	VA
Jackie Beatty*	Parent Trustee (October 2016- 2022)	DC
Ryan Evans	Trustee (April 2019-2022)	MD
Daniel Fine*	Trustee (October 2014-2020)	DC
Yohance Fuller	Trustee (October 2014-2020)	DC
Janisa Hayes	Trustee (May 2019-2022)	DC
Kemba Hendrix	Trustee (November 2019-2022)	DC
Christina Jones	Trustee (June 2019-2022)	DC
Gina Mahony*	Chair (November 2015-2021) Parent Liaison for Complaints	VA
Jeffrey Nellhaus	Trustee (March 2018-2021)	DC
Kathy Quigley	Parent Trustee (January 2019- 2022)	DC
Pamela Taylor	Trustee (February 2014-2020)	DC
Sterling Ward*	Trustee (February 2009-2021)	DC

Appendix C: Unaudited Year-end 2019-20 Financial Statement

Balance Sheet
 Paul Public Charter School
 As of June 30, 2020

Balance Sheet	6/30/20
Assets	
Assets	
Current Assets	
Cash	6,703,092
Accounts Receivable	648,956
Other Current Assets	186,207
Intercompany Transfers	0
Cash-Restricted	565,734
Total Current Assets	8,103,989
Noncurrent Assets	
Facilities, Net	19,153,847
Operating Fixed Assets, Net	719,647
Rental Deductions	950,256
Total Noncurrent Assets	20,823,751
Total Assets	28,927,740
Liabilities and Equity	
Liabilities and Equity	
Current Liabilities	
Accounts Payable	469,186
Other Current Liabilities	20,569
Accrued Salaries and Benefits	893,199
Total Current Liabilities	1,382,955
Equity	
Unrestricted Net Assets	7,852,183
Net Income	107,571
Total Equity	7,959,755
Long-Term Liabilities	
Senior Debt	19,927,291
Other Long-Term Liabilities	(342,260)
Total Long-Term Liabilities	19,585,030
Total Liabilities and Equity	28,927,740

Income Statement
Paul Public Charter School

		Quarterly as of 6/30/2020
Income Statement		
Revenue		
State and Local Revenue		4,750,304
Federal Revenue		393,121
Private Grants and Donations		20,584
Earned Fees		265,763
Total Revenue		5,429,773
Expenses		
Salaries		2,804,650
Benefits and Taxes		516,279
Contracted Staff		44,929
Staff-Related Costs		26,901
Rent		30,681
Occupancy Service		164,918
Direct Student Expense		223,985
Office & Business Expense		322,813
Total Expenses		4,135,156
Operating Income		1,294,616
Extraordinary Expenses		
Interest		243,602
Depreciation and Amortization		367,850
Total Extraordinary Expenses		611,452
Net Income		683,165

Appendix D: Approved 2020-21 Budget

Summary Financials (IS2), v1.0

Income Statement

Income Statement	-	SY19-20	Draft 1 FY21	SY20-21	% Diff b/t FY20 YTD + FY21 final
Event		-		-	
Students		747	748	748	0.1%
Employees					
Teachers		84	84	96	14.3%
Other Curricular		31	31	31	0.0%
General and Admin		21	20	23	9.5%
Total Employees		136	135	150	4.4%
Revenue					
State and Local Revenue		16,894,941	16,896,836	16,933,285	0.2%
Federal Revenue		1,213,047	1,833,660	3,921,760	223.3%
Private Grants and Donations		109,997	-	-	
Earned Fees		259,444	11,050	-	
Total Revenue		18,477,429	18,741,545	20,855,046	10.1%
Operating Expense					
Salaries		10,229,907	10,753,852	11,641,764	13.8%
Benefits and Taxes		2,488,108	2,564,870	2,684,449	7.9%
Contracted Staff		464,188	368,587	468,587	0.9%
Staff-Related Costs		200,956	186,138	181,558	-9.7%
Rent		119,834	119,306	119,917	0.1%
Occupancy Service		867,430	842,489	867,489	0.0%
Direct Student Expense		1,464,783	1,375,334	1,677,620	14.5%
Office & Business Expense		1,205,445	1,202,536	1,359,309	12.8%
Contingency		-		200,000	
Total Operating Expense		17,040,651	17,413,111	19,200,693	12.7%
Net Operating Income		1,436,778	1,328,434	1,654,353	15.1%

Interest, Depreciation				
Depreciation and Amortization	1,456,371	1,844,624	1,439,827	-1.1%
Interest	679,867	792,579	792,579	16.6%
Total Expenses	19,176,889	20,050,314	21,433,098	11.8%
Net Income	(699,460)	(1,308,769)	(578,052)	-17.4%
Capital Expenditures	SY19-20	Draft 1 FY21	SY20-21	% Diff
FF&E	(94,000)	(255,810)	(100,000)	6.4%
Computers	(126,000)	(149,405)	(250,000)	98.4%
Leasehold Improvements	(486,000)	(249,257)	(250,000)	-48.6%
Total	(706,000)	(654,472)	(600,000)	-15.0%
Analysis	SY19-20	Draft 1 FY21	SY20-21	% Diff
Beginning Cash Balance	4,895,982	4,369,831	4,646,381	-5.1%
Net cash increase	(249,601)	(460,362)	(24,793)	-90.1%
Ending Cash Balance	4,646,381	3,909,469	4,621,588	-0.5%
Restricted Cash	(558,008)	(558,008)	(558,008)	0.0%
Unrestricted Cash Balance	4,088,373	3,351,461	4,063,580	-0.6%
Available for Debt Service				
Net Income	(699,460)	(1,308,769)	(578,052)	-17.4%
+ Depreciation and Amortization	1,456,371	1,844,624	1,439,827	-1.1%
+ Interest	679,867	792,579	792,579	16.6%
+ Deferred Rent	52,792	52,792	52,792	0.0%
Total Available for Debt Service	1,489,571	1,381,226	1,707,145	14.6%
Debt Service				
Interest	679,867	792,579	792,579	16.6%
Principal	358,602	375,223	375,223	4.6%
Total Debt Service	1,038,469	1,167,802	1,167,802	12.5%
Debt Service Coverage Ratio (DSCR)	1.43	1.18	1.46	2.1%
Daily Expense	53,269		59,536	11.8%
Days of Cash	77		68	-11.4%
Gross Margin	-4%		-3%	-20.7%