

# PAUL

Public Charter School

**YOUR  
LEGACY  
STARTS  
HERE**



## **School Year 2020-2021 ANNUAL REPORT**

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

*Dr. Tracy Wright  
Chief Executive Officer*

*Erin Albright  
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 2020-2021 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.

<b>Paul Model Component #1: High Expectations and Continuous Improvement</b>
<b>Narrative:</b> 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.
<b>Paul Model Component #2: College and Career-Ready Academics</b>
<b>Narrative:</b> 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.
<b>Paul Model Component #3: A Culture of Community</b>
<b>Narrative:</b> 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.
<b>Paul Model Component #4: Committed, High Performing Educators</b>
<b>Narrative:</b> 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.
<b>Paul Model Component #5: Integrated Arts, Athletics, and International Studies</b>
<b>Narrative:</b> 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 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, ELA, 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 each of their needs. 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 July and December), an annual retreat, routine data dives, 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 hosted/co-led a series of virtual events throughout the year including:

- New Parent Orientation
- Family Literacy Night
- Family Funfest
- Back-to-School Night
- Open House

*Other events, such as Staff Appreciation Breakfast and the Thanks-for-Giving Drive and Service Day could not be held due to the pandemic.*

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

- 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

## **School Performance**

### **Performance and Progress**

#### **The Paul School Model and Goals for 2020-2021**

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.

The current overarching goal for both the Middle and High School is to obtain average PMF scores, over the next five years of 50%. Because the content and structure of the PMF is currently being revised, the organization will amend this goal, with guidance from the PCSB, once the new structure of the PMF has been finalized.

Though 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 SY2020-2021:

### High School

In Seat Attendance Rate	92%
Re- Enrollment Rate	89%
4- Year Graduation Rate	83%
5- Year Graduation Rate	88%
Students in Dual Enrollment with a grade of C or higher	63%

### Middle School

In Seat Attendance	95%
Re- Enrollment Rate	89%
8 <sup>th</sup> Graders earning at least 1 HS Credit	59%

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
- NWEA/ MAP

## Unique Accomplishments

- **After School Programming**
  - In-Person (MS/HS)
    - **Paul’s Pearls Girls’ Mentorship Program** were able to have an event to close out the school year with crafts, and a motivational speaker, while celebrating their virtual programming accomplishments.
    - **MBK: My Brother’s Keeper** with OLA Chapter of Alpha Phi Alpha Fraternity, Inc had a chance to learn the skill of BBQ with a “side” of mentorship.
  - Virtual
    - **Paul Extended Day** experienced their first “Virtual Animal Petting Zoo” with Animal Quest
    - Poetry Club hosted by Emmy Nominated Poet, Raquel “Ra” Brown
    - City At Peace Youth Dramatic Program was created by Paul Students regarding Culture of Paul

- Paul Fun Fridays included weekly events for the entire Paul Community including virtual game nights, movie nights, trivia, karaoke, and cultural celebrations.
- **Athletics**
  - In-Person
    - Varsity Indoor Track, Baseball, and Softball were able to participate in the Spring Season of PCSAA Athletics.
  - Virtual
    - Paul E Sports **Team placed 2nd in the Eastern Region (Maine-NC) with Play VS (Governing Body for E Sports) 2nd Place Winner for Madden 2021.**

### **List of Donors contributing over \$500 for SY20-21**

1. Nakeisha Jones- Helton
2. Will Henderson
3. Dr. Renee Neely
4. Pamela Taylor



## School Year 2020-2021 Data Reports

School Year (SY) 2020-21 Annual Report: Campus Data Report

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: 383

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	117	98	76	92	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: 183
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 89.8%*
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: 2.3% (9 students)*



School Year (SY) 2020-21 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Paul PCS
PCSB	Campus Name: Paul PCS - Middle School
PCSB	Grades served: 6--8
PCSB	Overall Audited Enrollment: 333

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	111
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	107	115	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: 183
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 93.4%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 0.3% (1 student)*
PCSB	Midyear Entries: 0.3% (1 student)*
PCSB	Promotion Rate (LEA): 97.2%
PCSB (SY19-20)	Graduation Rate: Not Applicable
School (SY19-20)	College Acceptance Rate: N/A, Gr 6-8
School (SY19-20)	College Admission Test Score: N/A, Gr 6-8



## Appendices

### Appendix A: Staff Roster for 2020-2021

*Percentage of staff with HS Diploma only: 8.9%*

*Percentage of staff with Bachelor's Degree only: 33.3%*

*Percentage of staff with at least one Master's Degree: 54.1%*

*Percentage of staff with Doctoral Degree: 3.7%*

Name	Title	School
<b>Addis, Tanner</b>	MS EL Teacher	MS
<b>Awelewa, Olajide</b>	MS Math Teacher	MS
<b>Bartelle, Shawanda</b>	MS Student Advocate	MS
<b>Bellamy-Lloyd, Kristin</b>	Assistant Director of Student Support Services	Network
<b>Bellamy, Justin</b>	HS Dance and Theater Teacher	HS
<b>Benavides, Kimberly</b>	MS EL Teacher	MS
<b>Bennett, Gabrielle (Gabi)</b>	MS EL Teacher	MS
<b>Biaou, Lynda</b>	HS French Teacher	HS
<b>Briggs, Nakia</b>	HS Social Studies Teacher	HS
<b>Brooks, Jewel</b>	Marketing and Communications Manager	Network
<b>Brooks, Manisha</b>	HS Student Support Coordinator	Network
<b>Brooks, Marco</b>	MS ELA Teacher	MS
<b>Brown, Ashley</b>	HS ELA Teacher	HS
<b>Brown, Jene`</b>	MS Math Intervention Teacher	MS
<b>Bundy, Monya</b>	Executive Operations Coordinator	Network
<b>Cabell, Jared</b>	HS Social Studies Teacher	HS
<b>Cameron, Sierra</b>	HS Elective Teacher	HS
<b>Carlo, Iris</b>	Registrar	Network
<b>Casperson, Nicole</b>	MS SPED Teacher	MS
<b>Chavez, Melanie</b>	MS Student Support Coordinator	Network
<b>Choi, Jane</b>	MS ELA Teacher	MS
<b>Clarkson, Giani</b>	HS Special Education Teacher	HS
<b>Colantonio, Jonathan (P/T)</b>	HS Substitute Teacher	HS
<b>Coleman, Calvin</b>	HS Art Teacher	HS
<b>Compton, Ashley</b>	HS Spanish Teacher	HS
<b>Cottom, Roneice (P/T)</b>	HS Dedicated Aide	HS

<b>Cunningham, Cheryl</b>	Manager of Business and Operations	Network
<b>Dagher, Alex</b>	MS SPED Teacher	MS
<b>Davis, Bess</b>	ELA Instructional Specialist	Network
<b>Davis, Courtney</b>	HS Math Teacher	HS
<b>Deckard, Paul (P/T)</b>	MS Long-Term Substitute Teacher	MS
<b>Domestici, Alessandra</b>	HS EL Teacher	HS
<b>Doppelheuer, Kathleen (Katie)</b>	MS Counselor	MS
<b>Earle, Caitlin (Kate)</b>	MS Math Teacher	MS
<b>Edwards, Arcinda</b>	MS Social Studies Teacher	MS
<b>Flora, Susan</b>	College Readiness & Data Manager	Network
<b>Gaudet, Jazmine</b>	HS ELA Teacher	HS
<b>Gelmi, Gustavo</b>	HS Spanish Teacher & Family Liason	Network
<b>Gonzalez, Leandra</b>	Manager of EL Instruction and Compliance	Network
<b>Grams, Katie</b>	HS Science Teacher	HS
<b>Graves, Tomiko</b>	HS Assistant Principal	HS
<b>Grinage, Karen</b>	MS Elective Teacher	MS
<b>Harper, Joy</b>	HS Science Teacher	HS
<b>Harrison, Crystal</b>	MS Art Teacher	MS
<b>Hawkins, Steffanie</b>	Instructional Data Fidelity Manager	Network
<b>Hayes, Avise</b>	Assistant Director of Academics	Network
<b>Hayes, Latrail</b>	HS Counselor	HS
<b>Henderson, Aaron (P/T)</b>	HS Dedicated Aide	HS
<b>Henderson, Will</b>	Executive Director of Operations	Network
<b>Herring, Bruce</b>	Math Instructional Specialist	Network
<b>Hines, A'Liah</b>	HS Math Intervention Teacher	HS
<b>Hines, Jerrod</b>	HS Dean of Students	HS
<b>Howard, Courtney</b>	MS Social Worker	Network
<b>Hyde, Lamar</b>	IT Manager	Network
<b>Irvin, Brad</b>	MS Assistant Principal	MS
<b>Jacobs, Brittne</b>	Engagement Outreach & Programming Assistant	Network
<b>James, Blaine</b>	HS Global Citizenship Teacher	HS
<b>Jenkins, Germaine</b>	MS SPED Teacher	MS
<b>Johnson, Marcus</b>	MS Student Advocate	MS
<b>Jones-Helton, NaKeisha</b>	Climate and Culture Specialist	Network
<b>Jones, Christopher</b>	HS Student Advocate	HS

<b>Jones, Erik</b>	SPED Instructional Specialist	Network
<b>Jones, Rayona (external)</b>	HS SPED Teacher	HS
<b>Kalu, Chiamaka</b>	HS Assistant Dean of Students	HS
<b>Kim, Kyong</b>	Facilities Manager	Network
<b>Kohn, Dan</b>	Social Studies Instructional Specialist	Network
<b>Koss, Kimberly</b>	HS Math Teacher	HS
<b>Lane, Whitney</b>	Science Instructional Specialist	Network
<b>Lewis Taylor, Valerie</b>	Outreach and Programming Manager	Network
<b>Lilly, Sherrill</b>	MS Health & PE Teacher	MS
<b>Lobos, Frankie</b>	HS Dedicated Aide	HS
<b>Long, Linda</b>	Attendance Counselor	Network
<b>Marchica, Louise</b>	HS EL Teacher	HS
<b>Martinez, Frances</b>	MS SPED Teacher	MS
<b>Matthews, Akida</b>	HS Science Teacher	HS
<b>Matthews, Robert</b>	Security Officer	Network
<b>McBeth, Nilaja</b>	MS Science Teacher	MS
<b>McGrath, Sean</b>	MS Social Studies Teacher	MS
<b>McNeill, Tyana</b>	MS Science Teacher	MS
<b>Meadows, LaTonya</b>	MS Social Worker	Network
<b>Merkerson, Pamela</b>	Executive Director of Talent Management	Network
<b>Moore, Malari (Baba M)</b>	MS African Drumming Teacher	MS
<b>Moseh, Priscilla</b>	MS Science Teacher	MS
<b>Murphy (Hopkins), Brittany</b>	HS Social Studies Teacher	HS
<b>Murphy, Omar (P/T)</b>	MS Dedicated Aide	MS
<b>Nealey, Janee</b>	HS Science Teacher	HS
<b>Neely, Renee</b>	School Psychologist	Network
<b>Norton, Adele</b>	MS Social Studies Teacher	MS
<b>Nwosu, Amanda</b>	HS Math Teacher	HS
<b>O'Donnell, Caitlin</b>	HS English Teacher	HS
<b>Olfus, Ophus</b>	Safety Associate	Network
<b>Olorunoje, Shalima</b>	HS Principal	HS
<b>Osman, Samira</b>	HS SPED Teacher	HS
<b>Parambath, Elizabeth</b>	HS EL Teacher	HS
<b>Parker, Talisha</b>	HS SPED Teacher	HS
<b>Peete, Kaylin</b>	HS SPED Teacher	HS

<b>Peters, Maria</b>	MS Science Teacher	MS
<b>Pimentel, Mireille</b>	HS EL Teacher	HS
<b>Pryor, Montrell</b>	HS Social Worker	Network
<b>Ragin, Rosemarie (Rosee)</b>	Executive Director of Student Support Services	Network
<b>Rakotoniaina, Bridgette</b>	HS SPED Teacher	HS
<b>Reddick, Kimberly</b>	MS Spanish Teacher	MS
<b>Reyes-Escobar, Edwin</b>	Tech Associate	Network
<b>Rivera, Erik</b>	HS SPED Teacher	HS
<b>Robinson, Lashaunda</b>	MS Dean of Academics	MS
<b>Rooks, Nyquan (Nya)</b>	MS ELA Teacher	MS
<b>Saba, Hamzat</b>	HS SAT Teacher	HS
<b>Samson, Aireen</b>	HS Student Support Coordinator	Network
<b>Sanabria, Patricia</b>	HS ELA Teacher	HS
<b>Saunders, Armon (P/T)</b>	MS Dedicated Aide	MS
<b>Shields, Darees</b>	HS Math Teacher	HS
<b>Smith, Ahmad</b>	HS Health & PE Teacher	HS
<b>Sorto, Brenda</b>	Main Office Receptionist	Network
<b>Spann, Charlotte</b>	Executive Director of Schools	Network
<b>Spinelli Lento, Ariana</b>	HS SPED Teacher	HS
<b>Stephens, Brianna</b>	HS Spanish Teacher	HS
<b>Stevenson, Latrice</b>	MS Elective Teacher (Creative Writing)	MS
<b>Talib, Sharif</b>	MS Math Teacher	MS
<b>Taylor, Melissa</b>	HS Counselor	HS
<b>Thomas, Vashti</b>	HS Social Worker	Network
<b>Thompson, Cassandra</b>	MS SPED Teacher	MS
<b>Tillery, Sean</b>	MS Elective Teacher (Music)	MS
<b>Tran, Kelly (P/T-remote)</b>	HR Associate Intern	Network
<b>Tran, Trina</b>	Assistant Director of Talent	Network
<b>Tunstall, Kiristin</b>	HS Counselor	HS
<b>Waithe-Benton, Allison (P/T)</b>	HS AP Research Seminar Teacher	HS
<b>Walker, Alecia</b>	HS Social Studies Teacher	HS
<b>Walker, Shendrina</b>	MS Principal	MS
<b>Wetherby, Jessie</b>	HS EL Teacher	HS
<b>Williams, Jolanda</b>	Front Desk Receptionist	Network
<b>Williams, Melvin</b>	Day Porter	Network



<b>Williams, Schuyler</b>	HS Social Worker	Network
<b>Wilson, Garnell</b>	HS SPED Teacher	HS
<b>Wong, Lauren</b>	HS SPED Teacher	HS
<b>Wood, Nicole</b>	HS Reading Intervention Teacher	HS
<b>Woodson, Eugenia</b>	MS Reading Intervention Teacher	MS
<b>Wray, Britney</b>	HS Assistant Principal	HS
<b>Wright, Tracy</b>	Chief Executive Officer	Network

## Appendix B: Board of Trustees Roster for 2020-2021

<b>Name</b>	<b>Position and Term Dates</b>	<b>State of Residency</b>	<b>Committee(s)</b>
Erin Albright	<b>Chair</b> Parent Liaison for Complaints (June 2013-2022)	VA	Executive (Chair) Finance
Jackie Beatty	<b>Secretary</b> , Parent Trustee (October 2016- 2022)	DC	Executive
Ryan Evans	Trustee (April 2019-2022)	MD	Facilities Finance
Daniel Fine	<b>Treasurer</b> (October 2014-2021)	DC	Executive Finance (Chair)
Janisa Hayes	Trustee (May 2019-2022)	DC	Executive School Performance (Chair) Development
Kemba Hendrix	<b>Vice Chair</b> (November 2019-2022)	DC	Executive School Performance
Christina Jones	Trustee (June 2019-2022)	DC	Executive Governance (Co- Chair)
Gina Mahony	Trustee (November 2015-2021)	VA	Executive Governance (Co- Chair)
Roxana Mondragon- Motta	Trustee (April 2021-2024)	DC	Governance
Jeffrey Nellhaus	Trustee (March 2018-2024)	DC	School Performance
Kathy Quigley	Parent Trustee (January 2019- 2022)	DC	School Performance Development
Pamela Taylor	Trustee (February 2014-2023)	DC	Development (Chair)
Floyd Taliaferro	Trustee (April 2021-2024)	MD	School Performance
Sterling Ward	Trustee (February 2009-2021)	DC	Facilities (Chair) Governance Finance

## Appendix C: Unaudited Year-end 2020-21 Financial Statement

Income Statement					SY20-21
Event					-
Students					716
Employees					
	Teachers				82
	Other Curricular				37
	General and Admin				19
<b>Total Employees</b>					<b>144</b>
Revenue					
	State and Local Revenue				17,183,514
	Federal Revenue				4,063,653
	Private Grants and Donations				45,395
	Earned Fees				53
	Donated Revenue				-
<b>Total Revenue</b>					<b>21,292,614</b>
Operating Expense					
	Salaries				10,942,391
	Benefits and Taxes				2,599,817
	Contracted Staff				286,628
	Staff-Related Costs				186,143
	Rent				119,305
	Occupancy Service				795,489
	Direct Student Expense				1,200,273
	Office & Business Expense				1,431,807
	Donated Expense				-
	Unforeseen Expenses				200,000
<b>Total Operating Expense</b>					<b>17,761,853</b>
<b>Net Operating Income</b>					<b>3,530,761</b>
Interest, Depreciation					
	Depreciation and Amortization				1,491,722
	Interest				663,499
<b>Total Expenses</b>					<b>19,917,074</b>
<b>Net Income</b>					<b>1,375,540</b>

Analysis			SY20-21
	Beginning Cash Balance		6,366,608
		Net cash increase	(92,718)
<b>Ending Cash Balance</b>			<b>6,273,890</b>
<b>Less: Restricted Cash</b>			
<b>Cash on Hand</b>			
	Available for Debt Service		
		Net Income	1,375,540
		+ Depreciation and Amortization	1,491,722
		+ Interest	663,499
		+ Deferred Rent	
	Total Available for Debt Service		3,530,761
	Debt Service		
		Interest	663,499
		Principal	375,205
	Total Debt Service		1,038,704
<b>Debt Service Coverage Ratio (DSCR)</b>			<b>3.40</b>
	Daily Expense		55,910
<b>Days of Cash</b>			<b>109</b>
<b>Gross Margin</b>			<b>5%</b>
Capital Expenditure			SY20-21
	Operating Fixed Assets		(350,000)
		FF&E	(100,000)
		Computers	(250,000)
	Leasehold Improvements		(250,000)
<b>Total</b>			<b>(600,000)</b>

## Appendix D: Approved 2021-22 Budget

Income Statement		SY21-22
Event		-
Students		720
Employees		
Teachers		82
Other Curricular		40
General and Admin		23
<b>Total Employees</b>		<b>145</b>
Revenue		
State and Local Revenue		17,318,595
Federal Revenue		2,805,806
Private Grants and Donations		-
Earned Fees		-
Donated Revenue		-
<b>Total Revenue</b>		<b>20,124,401</b>
Operating Expense		
Salaries		11,509,763
Benefits and Taxes		2,841,694
Contracted Staff		247,080
Staff-Related Costs		193,599
Rent		119,392
Occupancy Service		804,046
Direct Student Expense		1,666,646
Office & Business Expense		1,409,208
Donated Expense		-
Unforseen Expenses		100,000
<b>Total Operating Expense</b>		<b>18,891,428</b>
<b>Net Operating Income</b>		<b>1,232,973</b>
Interest, Depreciation		
Depreciation and Amortization		1,565,013
Interest		592,713
<b>Total Expenses</b>		<b>21,049,153</b>
<b>Net Income</b>		<b>(924,752)</b>

Analysis			SY21-22
	Beginning Cash Balance		6,273,890
		Net cash increase	(207,140)
<b>Ending Cash Balance</b>			<b>6,066,750</b>
<b>Less: Restricted Cash</b>			<b>558,000</b>
<b>Cash on Hand</b>			<b>5,508,750</b>
	Available for Debt Service		
		Net Income	(924,752)
		+ Deprecation and Amortization	1,565,013
		+ Interest	592,713
		+ Deferred Rent	52,792
	Total Available for Debt Service		1,285,765
	Debt Service		
		Interest	592,713
		Principal	368,642
	Total Debt Service		961,355
<b>Debt Service Coverage Ratio (DSCR)</b>			<b>1.34</b>
	Daily Expense		53,381
<b>Days of Cash</b>			<b>103</b>
<b>Gross Margin</b>			<b>-5%</b>
Capital Expenditure			SY21-22
	Operating Fixed Assets		(250,000)
		FF&E	(50,000)
		Computers	(200,000)
	Leasehold Improvements		(200,000)
<b>Total</b>			<b>(450,000)</b>