

PAUL

Public Charter School

**YOUR
LEGACY
STARTS
HERE**



School Year 2021-2022 ANNUAL REPORT

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

*Dr. Tracy White
Chief Executive Officer*

*Erin Albright
Chair, Board of Trustees*

Table of Contents

<i>Annual Report Narrative</i>	3
School Description	3
Mission Statement	3
School Program	3
School Program	4
Summary of curriculum design and instructional approach	4
Parent involvement efforts	5
<i>School Performance</i>	6
Performance and Progress	6
The Paul School Model and Goals for 2021-2022.....	6
Unique Accomplishments	7
List of Donors contributing over \$500 for SY20-21	7
School Year 2021-2022 Data Reports	8
<i>Appendices</i>	13
Appendix A: Staff Roster for 2021-2022	13
Appendix B: Board of Trustees Roster for 2021-2022	18
Appendix C: Unaudited Year-end 2020-2021 Financial Statement	19
Appendix D: Approved 2022-23 Budget	20

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 2021-2022 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 lasting academic growth, 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 intentionally 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 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
- Staff Appreciation Events

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

- Monthly newsletters
- Weekly reminders via automated messaging
- Daily 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 2021-2022

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.

High School

In Seat Attendance Rate	84.51%
Re- Enrollment Rate	90.90%
4- Year Graduation Rate	76.00%
5- Year Graduation Rate	88.23%
PARCC 3+ ELA	45.41%
PARCC 4+ Math	15.35%

Middle School

In Seat Attendance	88.80%
Re- Enrollment Rate	91.30%
PARCC 3+ ELA	68.88%
PARCC 4+ Math	34.38%

Unique Accomplishments

Athletics

- The MS soccer team won the league championships in both fall and spring.
- Both boys and girl's varsity basketball teams competed in the winter season playoffs.
- E-Sports competed in the spring season playoffs.
- Awarded a partnership and grant from the Curry Foundation to support our Middle School basketball program.

Extended Day

- School Year
 - Increased Extended Day club attendance in Q3, per enrollment data.
 - Paul Pearls participated in the HBCU's Run the District Annual 5k. This event led to a partnership with the NCCU Chapter, which will provide scholarships to current and future NCCU students.
- Summer
 - Offered twelve unique summer programs.
 - Oversaw partnership between ONSE Leadership Academy (OLA) and the District's Summer Youth Employment Program (SYEP) to provide SEL, job readiness, college readiness, and life skills training to some of Paul's most at-risk students.
 - Partnered with Capital Area Food Bank to address out-of-school summer food insecurity needs, which provided community service opportunities for our students.
 - Accomplished a 96 percent satisfaction rate per student survey data in the areas of the variety of summer program options offered, satisfaction with group facilitators, and overall satisfaction.
 - Two students obtained their entry-level Amazon Web Services IT certifications.

List of Donors contributing over \$500 for SY 2021-2022

1. Sterling Ward
2. Jeffrey Nellhaus
3. Brandon Tucker

School Year 2021-2022 Data Reports

School Year (SY) 2021-22 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: 423

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	169	99	91	64	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: 180 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.
PCSB	Suspension Rate: 18.00%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.33%
PCSB	In-Seat Attendance: 85.50%

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: 5.40% (23 students)*
PCSB	Midyear Entries: 0.00% (0 students)*
PCSB	Promotion Rate (LEA): 95.10%
School (SY21-22)	College Acceptance Rate: 100%

School (SY21-22)	College Admission Test Score: 49.23%
PCSB (SY21-22)	Graduation Rate: 83.20%

Faculty and Staff Data Points

School	Teacher Attrition Rate: 55%
School	Number of Teachers: 42 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary: HS Average: \$74,723 Range -- Minimum: \$54,750 Maximum: \$97,000
School	Executive Compensation: Salaries (including bonuses) of the five most highly compensated individuals in the organization, if over \$100,000, for SY 2021-22. 1. Tracy Wright - \$230,000 2. Charlotte Spann - \$165,000 3. Rosemarie Ragin - \$163,000 4. William Henderson - \$154,000 5. Pamela Merkersen - \$147,000

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

School Year (SY) 2021-22 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: 309

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	78
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	112	119	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: 180 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.
PCSB	Suspension Rate: 8.10%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.13%

PCSB	In-Seat Attendance: 89.70%
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: 4.80% (15 students)*
PCSB	Midyear Entries: 0.00% (0 students)*
PCSB	Promotion Rate (LEA): 98.90%
School (SY21-22)	College Acceptance Rate: N/A

School (SY21-22)	College Admission Test Score: N/A
PCSB (SY21-22)	Graduation Rate: N/A

Faculty and Staff Data Points

School	Teacher Attrition Rate: 19%
School	Number of Teachers: 31 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary: MS Average: \$73,848 Range -- Minimum: \$57,750 Maximum: \$95,434
School	Executive Compensation: Salaries (including bonuses) of the five most highly compensated individuals in the organization, if over \$100,000, for SY 2021-22.

	<ol style="list-style-type: none">1. Tracy Wright - \$230,0002. Charlotte Spann - \$165,0003. Rosemarie Ragin - \$163,0004. William Henderson - \$154,0005. Pamela Merkersen - \$147,000
--	--

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

Appendices

Appendix A: Staff Roster for 2021-2022

Percentage of staff with HS Diploma or GED only: 14.02%

Percentage of staff with Bachelor's Degree only: 32.32%

Percentage of staff with at least one Master's Degree: 48.17%

Percentage of staff with Doctoral Degree: 5.49%

Name	Title	School
Addis, Tanner	MS EL Teacher	MS
Alexander, Carolyn	HS SPED Teacher	HS
Arana, Jorge	HS Spanish Teacher	HS
Arrington, Tina	HS Lower Academy Counselor	HS
Awelewa, Olajide	MS Math Teacher	MS
Awkard, Bailey	Learning Recovery Specialist	Network
Babb, Michael	HS College & Career Readiness Teacher	HS
Bacchus, Lanette	HS Upper Academy Director	HS
Bartelle, Shawanda	MS Culture Dean	MS
Bass, Odonna	HS Student Support Coordinator	HS
Bates, Martina	Safety Associate	Network
Battle, Aerial	MS Student Advocate	MS
Baum, Reginald	HS Upper Academy Student Advocate	HS
Begum, Rema	HS SPED Teacher	HS
Bellamy, Justin	HS Dance and Theater Teacher	HS
Benavides, Kimberly	MS EL Teacher	MS
Bennett, Gabrielle	MS EL Teacher	MS
Biaou, Lynda	HS French Teacher	HS
Billups, Samia	HSLA Substitute Teacher	HS
Bowman, Destini	MS Substitute Teacher	MS
Braxton, Martellus	MS Student Advocate	MS
Brooks, Manisha	HS Student Support Coordinator	HS
Brooks, Marco	HS ELA Teacher	HS
Brown, Jene`	MS Math Intervention Teacher	MS
Brown, Joann	MS SPED-Humanities Teacher	MS
Bundy, Monya	Executive Operations Coordinator	Network

Bussie, Clifford	MS Science Teacher	MS
Cameron, Sierra	HS Music Productions Teacher	HS
Carlo, Iris	Registrar	Network
Carlo, Iris F.	Student Support Associate	Network
Casperson, Nicole	HS SPED Teacher	HS
Choi, Jane	MS ELA Teacher	MS
Clarkson, Giani	Social Media Specialist	Network
Cleveland, Michaela	MS Social Studies Teacher	MS
Coleman, Calvin	HS Art Teacher	HS
Cottom, Roneice	HS Dedicated Aide	HS
Coulter, Sarah	MS Student Advocate	MS
Cunningham, Cheryl	Business Operations Manager	Network
Curry, Doretha	Safety Associate	Network
Dagher, Alex	MS SPED Teacher	MS
Davies, Audrey	HS Lower Academy Teacher Assistant	HS
Davis, Bess	ELA Instructional Specialist	Network
Diaz, Lily	Custodian	Network
Dixon, Ivory	Safety Associate	Network
Drayton, Jomani	HS Social Worker	HS
Earle, Caitlin	MS Math Teacher	MS
Elganzoury, Andrea	HS EL Teacher	HS
Esmail, Tasneem	HS Upper Academy Substitute Teacher	HS
Fernanders, Cuerin	Safety Associate	Network
Flora, Susan	College Readiness & Data Manager	Network
Flowers, Pamela	HS Lower Academy Substitute Teacher	HS
Gagliano, Daniel	HS Social Studies Teacher	HS
Garcon, Norah	MS SPED Teacher	MS
Gelmi, Gustavo	EL Liaison	Network
Gonzalez, Leandra	Manager of EL Instruction and Compliance	Network
Green, Joy	HS Dedicated Aide	HS
Green, Kelly	MS Dedicated Aide	MS
Greenfield, Mayita	HS Dedicated Aide	HS
Grinage, Karen	MS ELA Teacher	MS
Hargrow, Ivan	Safety Associate	Network
Harrison, Crystal	MS Art Teacher	MS

Hawkins, Steffanie	Instructional Data Fidelity Manager	Network
Hayes, Avise	Assistant Director of Academics	Network
Hayes, Jewell	HS Social Studies Teacher	HS
Heil, Kimberly	HS Lower Academy Culture Dean	HS
Henderson, William	Executive Director of Operations	Network
Herring, Bruce	Math Instructional Specialist	Network
Hines, A'Liah	HS Math Intervention Teacher	HS
Holmes, Niko	HS Dedicated Aide	HS
Irvin, Brad	HS Lower Academy Director	HS
Jacobs, Brittne	HS Lower Academy Student Advocate	HS
James, Blaine	HS Global Citizenship Teacher	HS
Jenkins, Germaine	MS SPED Teacher	MS
Jones-Helton, NaKeisha	Assistant Director of Culture, Climate and Support	Network
Jones, Brittney	HS Lower Academy Academic Dean	HS
Jones, Meghan	Outreach and Programming Manager	Network
Jones, Sonya	HS Science Teacher	HS
Kabra, Mona	Operations Coordinator & COVID Response Specialist	Network
Kalu, Chiamaka	HS Upper Academy Culture Dean	HS
Kelly, Shakira	MS Elective Teacher	MS
Kim, Kyong	Facilities Manager	Network
Kohn, Daniel	Social Studies Instructional Specialist	Network
Koss, Kimberly	HS Math Teacher	HS
Lane, Whitney	Science Instructional Specialist	Network
Lee Chung, Priscilla	HS EL Teacher	HS
Lewis Taylor, Valerie	HS Upper Academy Counselor	HS
Lilly, Sherrill	MS Health & PE Teacher	MS
Linares, Daybert	HS Spanish Teacher	HS
Lobos, Frankie	HS SPED Teacher	HS
Long, Linda	Attendance Counselor	Network
Magwood, Malcolm	HS Dedicated Aide	HS
Marchica, Louise	HS EL Teacher	HS
Martinez, Alyssa	MS Substitute Teacher	MS
Martinez, Arturo	HS Upper Academy Academic Dean	HS
Mask, Andrea	MS Counselor	MS
Mathis, Asia	HS Dedicated Aide	HS

Matthews, Akida	HS Science Teacher	HS
McBeth, Nilaja	MS Academic Dean	MS
McCloud, Winston	IT Associate	Network
McGinnis, Caitlin	MS Student Support Coordinator	MS
McGrath, Sean	MS Social Studies Teacher	MS
McKee, Rachael	HS ELA Teacher	HS
McNeil, Tyneshia	MS/HS Dedicated Aide	MS
McNeill, Tyana	HS Science Teacher	HS
Meadows, LaTonya	MS Social Worker	MS
Merkerson, Pamela	Executive Director of Talent	Network
Mickens, Kenae	Athletics Administrative Assistant	Network
Mims, Kimberly	MS SPED Teacher	MS
Moore, Malari	MS African Drumming Teacher	MS
Morgan, Nicole	MS ASL Teacher	MS
Moseh, Priscilla	MS Science Teacher	MS
Muhammad, Jaahidu	IT Technician	Network
Nealey, Janee	HS Science Teacher	HS
Neely, Renee	School Psychologist & Clinical Manager	Network
Peete, Kaylin	HS SPED Teacher	HS
Peters, Maria	MS Science Teacher	MS
Pimentel, Mireille	HS EL Teacher	HS
Pirko, Angela	HSUA Substitute Teacher	HS
Ragin, Rosemarie	Executive Director of Student Support Services	Network
Rakotoniaina, Bridgette	HS SPED Teacher	HS
Reyes-Escobar, Edwin	Interim IT Systems Manager	Network
Rivera, Erik	HS SPED Teacher	HS
Rooks, Nyquan	MS ELA Teacher	MS
Rooths, Miana	HS Dedicated Aide	HS
Rufino, Jose	Operations Coordinator & Business Office Assistant	Network
Sadler, Matthew	HS ELA Teacher	HS
Samson, Aireen	Manager of SPED Compliance and Support	Network
Sardella, Nicolas	HS SPED Teacher	HS
Saunders, Armon	HS Student Advocate	HS
Shoatz, Julante	HSLA Substitute Teacher	HS
Sligh, Gregory	HS Social Studies Teacher	HS

Smith, Ahmad	HS Health & PE Teacher	HS
Smith, Terrance	MS Social Studies Teacher	MS
Sorto, Brenda	Main Office Receptionist	Network
Spann, Charlotte	Executive Director of Schools	Network
Stephens, Brianna	HS SPED Teacher	HS
Stevenson, Latrice	MS Creative Writing Teacher	MS
Stewart, Atiya	MS Social Worker	MS
Talib, Sharif	HS Math Teacher	HS
Taylor, Melissa	HS SEL Counselor	HS
Terry, Tawanna	College Readiness & Retention Coordinator	Network
Thomas, Vashti	HS Social Worker	HS
Thompson, Cassandra	MS SPED Teacher	MS
Thompson, Teika	HS Math Teacher	HS
Tillery, Sean	MS Music Teacher	MS
Tran, Kelly	HR Associate Intern	Network
Tran, Trina	Assistant Director of Talent	Network
Tully, Jennifer	MS Assistant Principal	MS
Vereen, Alonzo	HS ELA Teacher	HS
Waithe-Benton, Allison	HS Social Studies Teacher	HS
Walker, Shendrina	MS Principal	MS
Wetherby, Jessie	HS EL Teacher	HS
Williams, Casia	SPED Instructional Specialist	Network
Williams, Jolanda	Receptionist	Network
Williams, LaTashia	HS Dedicated Aide	HS
Williams, Melvin	Lead Day Porter	Network
Williams, Schuyler	HS Social Worker	HS
Wilson, Jaron	HS Lower Academy Student Advocate	HS
Winston, Kristal	MS Substitute Teacher	MS
Wise, Jamaal	MS SPED Teacher	MS
Wood, Nicole	HS Reading Intervention Teacher	HS
Woods, Rashod	HS SPED Teacher	HS
Woodson, Eugenia	MS Reading Intervention Teacher	MS
Wright, Tracy	Chief Executive Officer	Network

Appendix B: Board of Trustees Roster for 2021-2022

Name	Position and Term Dates	State of Residency	Committee(s)
Erin Albright	Chair Parent Liaison for Complaints (June 2013-2022)	VA	Executive (Chair) Finance
Andrea Deadwyler	Parent Trustee (October 2021-2024)	DC	Finance
Kemba Hendrix	Vice Chair (November 2019-2022)	DC	Executive School Performance
Christina Jones	Secretary (June 2019-2022)	DC	Executive Governance (Chair)
Gina Mahony	Trustee (November 2015-2021)	VA	Governance
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
Terri Sallay	Trustee (April 2022-2025)	DC	Finance
Pamela Taylor	Trustee (February 2014-2023)	DC	Development (Chair)
Jennifer Ubiera	Trustee (June 2021- 2024)	DC	School Performance
Sterling Ward	Treasurer (February 2009-2021)	DC	Facilities (Chair) Finance (Chair)
Shamera Wilkins	Trustee (April 2022-2025)	DC	School Performance

Appendix C: Unaudited Year-end 2020-2021 Financial Statement

Income Statement

Paul Junior High

July 2021 through June 2022

Income Statement		Unaudited
Revenue		
	State and Local Revenue	19,267,623
	Federal Revenue	3,500,358
	Private Grants and Donations	24,424
	Earned Fees	(352,120)
	Total Revenue	22,440,285
Expenses		
	Salaries	11,810,232
	Benefits and Taxes	2,326,294
	Contracted Staff	296,149
	Staff-Related Costs	195,469
	Rent	118,686
	Occupancy Service	902,509
	Direct Student Expense	1,321,449
	Office & Business Expense	1,197,973
	Contingency	0
	Total Expenses	18,168,760
Operating Income		4,271,525
Extraordinary Expenses		
	Interest	708,036
	Depreciation and Amortization	1,454,537
	Total Extraordinary Expenses	2,162,573
Net Income		2,108,952
Cash Flow Statement		Unaudited
Net Income		2,108,952
Cash Flow Adjustments		
	Add Depreciation	1,452,059
	Operating Fixed Assets	(630,058)
	Other Operating Activities	277,518
	Per-Pupil Adjustments	0
	Suspense	0
	Unrestricted Equity	0
	Facilities Project Adjustments	(488,602)
	Total Cash Flow Adjustments	610,918
Change in Cash		2,719,870

Appendix D: Approved 2022-23 Budget

SY22-23	
Revenue	
State and Local Revenue	19,433,234
Federal Revenue	3,304,071
Private Grants and Donations	11,000
Earned Fees	23,035
Revenue Total	22,771,340
Expenses	
Salaries	13,078,219
Benefits and Taxes	2,941,472
Contracted Staff	295,000
Staff-Related Costs	315,052
Rent	119,563
Occupancy Service	865,000
Direct Student Expense	1,732,075
Office & Business Expense	1,133,577
Contingency	100,000
Expenses Total	20,579,958
NET ORDINARY INCOME	2,191,382
Extraordinary Expenses	
Depreciation and Amortization	1,435,361
Interest	694,211
Extraordinary Expenses Total	2,129,572
TOTAL EXPENSES	22,709,530
NET INCOME	61,810
Cash Flow Adjustments	
Add Depreciation	1,435,361
Operating Fixed Assets	(325,000)
Other Operating Activities	(255,362)
Facilities Project Adjustments	(770,464)
Cash Flow Adjustments Total	84,535
CHANGE IN CASH	146,344
Starting Cash Balance	146,344
Change In Cash	146,344
ENDING CASH BALANCE	292,689