

PAUL

Public Charter School



SY24-25 ANNUAL REPORT

Tracy White, EdD
Chief Executive Officer

Kemba Hendrix, JD
Board of Trustees Chair

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

Table of Contents

| | |
|--------------------------------------------------------------------|-----------|
| <i>Annual Report Narrative</i> | 3 |
| School Description | 3 |
| Mission Statement | 3 |
| School Program | 3 |
| Parent involvement efforts | 7 |
| School Performance and Progress | 8 |
| Mission, Goals, and Academic Achievements | 8 |
| Unique Accomplishments | 9 |
| List of Donors contributing over \$500 for SY 2024-2025 | 9 |
| <i>School Year 2024-2025 Data Reports</i> | 10 |
| School Year 2024-25 Annual Report: Middle School Data Report | 10 |
| School Year 2024-25 Annual Report: High School Data Report | 11 |
| Teacher Salary Schedules | 12 |
| Teacher Demographics 2024-2025 | 13 |
| <i>Appendices</i> | 16 |
| Appendix A: Staff Roster for 2024-2025 | 16 |
| Appendix B: Board of Trustees Roster for 2024-2025 | 22 |
| Appendix C: Finances | 23 |

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

The Paul Public Charter School community is unified by a set of shared values that guide our actions, shape our culture, and advance our mission. These values reflect our enduring commitment to excellence, equity, and the development of every scholar.

1. *Belonging and Engagement*

We are dedicated to cultivating a school environment where every scholar, family, and staff member feels safe, respected, and valued. A strong sense of belonging is essential to learning, motivation, and personal growth.

2. *Equity and Excellence*

We hold an unwavering belief that all scholars can achieve at the highest levels when provided access to rigorous, differentiated instruction and the supports they need to thrive. Equity is both a value and a practice—ensuring that every scholar's path to excellence is accessible, individualized, and sustained.

3. *Collaboration and Community*

We achieve our mission through collective effort. Families, educators, scholars, and community partners work in partnership to create an environment of shared responsibility, continuous improvement, and mutual trust.

4. *Whole-Child Development*

We educate the whole child by integrating academics, extra-curriculars, and social-emotional learning. This comprehensive approach prepares scholars to lead with confidence, creativity, and compassion—both within and beyond the classroom.

5. *Accountability and Growth*

We embrace a culture of reflection and continuous improvement. Every member of the Paul community—educators, leaders, and scholars alike—is accountable for contributing to our shared pursuit of excellence. We honor progress, learn from challenges, and model perseverance and integrity in all we do.

Paul Public Charter School translates its values into practice through an environment that is both structured and nurturing—one that challenges scholars academically while supporting their personal growth and well-being. Guided by our strategic priorities, Paul PCS ensures that every scholar experiences a rigorous, equitable, and engaging education rooted in belonging and high expectations. Our instructional approach is strengthened by a comprehensive character education program, individualized course placement, and robust academic and social-emotional supports that promote continuous growth. Scholars benefit from small class sizes and close relationships with caring educators who foster perseverance, accountability, and confidence. Beyond the classroom, Paul PCS offers a rich array of extracurricular programs that nurture creativity, leadership, and teamwork. Students engage in athletics, arts, mentoring, and clubs spanning music, dance, technology, and visual arts—providing meaningful opportunities to explore interests and develop well-rounded skills.

At Paul PCS, success is defined by more than academic achievement. It is realized through the deliberate integration of rigorous academics, arts and athletics, and character development—ensuring every scholar is prepared to lead with integrity and purpose.

Our Priorities

Priority 1: Rigorous and Differentiated Instruction

Our academic program continues to expand access to challenging, standards-aligned content. Teachers receive ongoing professional learning to strengthen instructional practices, use data to personalize instruction, and ensure every scholar reaches or exceeds grade-level expectations. Through enhanced college and career readiness programming, scholars are gaining deeper exposure to postsecondary pathways, internships, and alumni mentorship opportunities.

Priority 2: Culture of Belonging and Joy

We strengthened our culture of safety, inclusion, and joy by deepening social-emotional supports and consistent behavioral expectations across grade levels. Restorative practices, student leadership opportunities, and schoolwide traditions help every scholar feel connected to the Paul community and confident in their role as a learner and leader.

Priority 3: Family and Caregiver Partnership

Recognizing families as essential partners, Paul PCS expanded engagement opportunities through consistent communication, culturally responsive events, and collaborative problem-solving structures. Increased family participation in schoolwide surveys, student showcases, and volunteer initiatives reflects growing trust and shared ownership in scholar success.

Priority 4: Equity and Support for Special Populations

Paul PCS continues to strengthen supports for English Learners and students with Individualized Education Programs (IEPs) through targeted interventions, differentiated instruction, and inclusive practices. Staff training, equity audits, and collaboration among academic, counseling, and specialized teams ensure that all students have the resources and advocacy they need to thrive.

Priority 5: Recruitment and Retention of High-Quality Staff

We invest in our educators as the most powerful lever for student achievement. Through differentiated coaching, leadership development, and morale initiatives, Paul PCS continues to attract and retain highly effective teachers and leaders. Our growing bilingual and culturally responsive staff ensures instruction and communication reflect the diversity of our community.

Priority 6: Sustainability and Growth

Paul PCS remains steadfast in its commitment to long-term sustainability and strategic growth. Through enrollment stabilization, prudent financial management, and expanded programming—including the addition of fifth grade and enhanced high school coursework—Paul continues to strengthen its foundation for future generations of scholars.

Summary of curriculum design and instructional approach

The Paul PCS mission recognizes that true education extends beyond broad course offerings. Learning deepens when scholars are introduced to new perspectives, encouraged to ask meaningful questions, and challenged to connect their studies to personal experience and the world around them. Teachers across all disciplines employ instructional strategies that create these opportunities—working collaboratively to engage students in rigorous, authentic learning that fosters curiosity and a desire for lifelong learning. As students recognize and apply their skills, they learn to approach challenges with enthusiasm, confidence, and perseverance.

Paul's instructional philosophy is designed to cultivate graduates who are both college-bound and globally conscious. Each academic department—English Language Arts, Mathematics, Science, Social Sciences, World Languages, and the Arts—integrates global connections and cultural awareness into the curriculum, with an emphasis on: providing meaningful student choice, designing authentic and relevant work, and creating opportunities for public exhibition of student learning.

Paul PCS offers a balanced curriculum in the humanities and sciences grounded in clearly articulated academic standards. Core courses in Mathematics, Science, English, Spanish, and Social Studies form the foundation of a rigorous liberal arts education and are complemented by visual and performing arts, health and physical education, and Global Studies. Scholars requiring additional support in literacy or mathematics participate in intervention programs such as Read 180 and Math 180, ensuring that every student receives individualized instruction aligned to their needs. Students performing above grade level in Reading are placed in Advanced or Honors English, where they engage with complex texts and concepts beyond grade-level expectations. Across all subjects, students are provided with a range of challenging and enriching experiences that expand their knowledge, cultivate leadership, and prepare them to play an active, informed role in society.

The Paul PCS curriculum is intentionally structured to foster individual growth and academic excellence. Over the course of their studies, scholars build rich content knowledge, effective reasoning and communication skills, strong character, and an awareness of their roles within their communities and the broader world.

Paul PCS offers an extensive liberal arts curriculum for all middle and high school students designed to meet their diverse needs. This balanced program integrates English, Mathematics, Science, and Social Studies as core courses, supported by world language, physical education and health, and arts electives. Academic Program Highlights include:

Advanced Placement and Honors Opportunities

Paul PCS continues to expand access to Advanced Placement (AP) and Honors courses that challenge scholars to engage in college-level thinking and scholarship. Offerings now include AP English Language and Composition, AP English Literature, AP U.S. History, AP Government, AP Computer Science Principles, AP Biology, and AP Spanish Language and Culture. Scholars are supported through intentional scaffolding, pre-AP coursework, and individualized academic advising to ensure equitable participation and success.

Career and Technical Education (CTE) Pathways

- Paul's Career and Technical Education (CTE) programs prepare scholars for meaningful postsecondary pathways through hands-on learning experiences that connect academics to real-world applications. Current pathways include:
 - Information Technology and Digital Media – integrating computer science, web design, and multimedia production.
 - Hospitality and Tourism Management – cultivating leadership, customer service, and entrepreneurship skills.
 - Culinary Arts – developing technical expertise and industry knowledge aligned with career certification opportunities.
 - These programs reinforce Paul's commitment to preparing every scholar for both college and viable, high-demand career fields.

Technology-Integrated Learning

Technology is woven throughout instruction to support creativity, collaboration, and critical thinking. Through 1:1 Chromebook access and a technology-integrated curriculum, scholars engage in digital research, problem-solving, and multimedia design. Courses such as Computer Science Principles and Digital Media Design extend learning beyond the classroom and build foundational skills for the 21st-century workforce.

World Languages and Global Learning

Paul PCS's World Language program promotes linguistic proficiency and cultural competency, offering Spanish I–IV and AP Spanish Language and Culture.

Complementing language study, the Global Studies curriculum provides opportunities for cross-cultural learning, international awareness, and leadership development—strengthening scholars' readiness to engage as informed global citizens.

Arts and Athletics

The Arts program—encompassing visual arts, theater, dance, and music—encourages creativity, expression, and confidence. The Athletics program builds discipline, teamwork, and sportsmanship through competitive sports and fitness initiatives. Together, these programs provide a balanced approach to student development, reinforcing the connection between wellness, joy, and academic achievement.

Personalized Learning and Support

Paul PCS maintains low teacher-to-student ratios, ensuring personalized instruction and strong relationships between educators and scholars. Each student benefits from an Individualized Learning Plan that includes targeted interventions, enrichment opportunities, and access to advanced coursework. This approach ensures that instruction meets scholars where they are and accelerates growth for all learners.

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.

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 Event

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

- Weekly newsletters
- Routine reminders via automated messaging
- Daily updates on school's website
- Social media updates as applicable
- 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 and Progress

Mission, Goals, and Academic Achievements

The school's mission is realized through a comprehensive instructional model that integrates academic rigor, social-emotional learning, and global awareness. Scholars experience a balanced liberal arts curriculum enriched by the arts, athletics, and technology, supported by individualized learning plans and intervention programs such as Read 180 and Math 180. These structures ensure that each scholar receives the challenge and support necessary to meet high expectations and achieve meaningful academic growth.

Paul's Global Studies and World Language programs deepen cultural understanding and prepare students to participate in an interconnected world, while Career and Technical Education (CTE) pathways—ranging from Information Technology and Digital Media to Hospitality and Culinary Arts—expand postsecondary readiness. Beyond the classroom, leadership and mentoring opportunities promote service, accountability, and self-advocacy, aligning with Paul's long-standing commitment to producing M.E.R.I.T. Scholars: Motivated, Educated, Responsible, Independent Thinkers. As outlined in the 2022–2025 Strategic Plan, Paul PCS continues to meet its mission through measurable progress in scholar achievement, staff development, and family engagement—demonstrating that the pursuit of excellence and equity remains central to every aspect of school life.

| Goal | Progress Towards Attainment |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Paul PCS originally adopted DC PCSB's Performance Management Framework (PMF) as its goals and academic achievement expectations. | DC PCSB no longer produces PMF results. However, DC PCSB will publicly report the school's performance on its revised accountability system, ASPIRE, annually. |
| Paul PCS has now adopted DC PCSB's ASPIRE as its goals and academic achievement expectations. | DC PCSB will publicly report the school's performance on ASPIRE annually. |

High School Performance SY24-25

| | |
|-------------------------|--------|
| In Seat Attendance Rate | 88.34% |
| Re- Enrollment Rate | 83.6% |
| 4- Year Graduation Rate | 92% |
| 5- Year Graduation Rate | 93.42% |
| DC CAPE 3+ ELA | 59% |
| DC CAPE 4+ ELA | 33% |
| DC CAPE 3+ Math | 33% |
| DC CAPE 4+ Math | 7% |

Middle School Performance SY24-25

| | |
|---------------------|--------|
| In Seat Attendance | 92.14% |
| Re- Enrollment Rate | 86.9% |
| DC CAPE 3+ ELA | 59% |
| DC CAPE 4+ ELA | 35% |
| DC CAPE 3+ Math | 35% |
| DC CAPE 4+ Math | 13% |

Unique Accomplishments

- 100% of Students with Disabilities Graduated: Every student with an IEP at Paul PCS achieved graduation, demonstrating the effectiveness of the school's support systems.
- Paul has outperformed other LEAs at ATC and has the highest enrollment (amongst charter and public schools in DC).
- 100% of AP Spanish Language scholars passed with a score of 3 or higher, with 50% of the scholars earning a score of 5.
- 100% of AP Spanish Literature scholars passed with a score 3.
- 86% of AP US History scholars passed with a score of 3 or higher.

List of Donors contributing over \$500 for SY 2024-2025

1. Lindsey West, DAF Giving 360

School Year 2024-2025 Data Reports

School Year 2024-25 Annual Report: Middle School Data Report

| | | |
|---------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Grades Served | PCSB | Grades: 5, 6, 7, 8 |
| Overall Audited Enrollment | PCSB | 328 |
| Grade 5 Enrollment | PCSB | 20 |
| Grade 6 Enrollment | PCSB | 108 |
| Grade 7 Enrollment | PCSB | 107 |
| Grade 8 Enrollment | PCSB | 93 |
| Suspension Rate | PCSB | 7.32% |
| Expulsion Rate | PCSB | 0.30% |
| Instructional Time Lost to Discipline | PCSB | 0.08% |
| In-Seat Attendance Rate | PCSB | 92.14% |
| Mid-Year Withdrawal Rate | PCSB | 6.40% |
| Mid-Year Entry Rate | PCSB | 0.00% |
| Promotion Rate (SY 2023-2024 Data) | PCSB | 100.00% |
| Total Number of Instructional Days | LEA | 180 |
| Teacher Attrition Rate | LEA | 19% |
| Number of Teachers | LEA | 31 |
| Teacher Salary Schedules | LEA | <i>See Page 12</i> |
| Teacher Demographics | LEA | <i>See Page 13</i> |
| Compensation Over \$100,000 | LEA | Tracy White: \$251,328 Rosemarie Ragin: \$180,708 Charlotte Spann: \$175,048 Pamela Merkerson: \$172,010 Shendrina Walker: \$156,000 |

School Year 2024-25 Annual Report: High School Data Report

| Metric Name | Source | Value |
|--------------------------------------------------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Grades Served | PCSB | Grades: 9, 10, 11, 12 |
| Overall Audited Enrollment | PCSB | 439 |
| Grade 9 Enrollment | PCSB | 132 |
| Grade 10 Enrollment | PCSB | 122 |
| Grade 11 Enrollment | PCSB | 77 |
| Grade 12 Enrollment | PCSB | 108 |
| Suspension Rate | PCSB | 10.48% |
| Expulsion Rate | PCSB | 0.46% |
| Instructional Time Lost to Discipline | PCSB | 0.21% |
| In-Seat Attendance Rate | PCSB | 88.34% |
| Mid-Year Withdrawal Rate | PCSB | 5.01% |
| Mid-Year Entry Rate | PCSB | 0.00% |
| Promotion Rate (SY 2023-2024 Data) | PCSB | 95.53% |
| Career and College Acceptance Rate (SY 2023-2024 Data) | PCSB | 100.00% |
| ACT/SAT College Readiness Benchmark Achievement Rate (SY 2023-2024 Data) | PCSB | 24.29% |
| Graduation Rate - 4-year ACGR (SY 2023-2024 Data) | PCSB | 92.00% |
| Graduation Rate - 5-year ACGR (SY 2023-2024 Data) | PCSB | 93.42% |
| Total Number of Instructional Days | LEA | 180 |
| Teacher Attrition Rate | LEA | 42% |
| Number of Teachers | LEA | 48 |
| Teacher Salary Schedules | LEA | <i>See Page 12</i> |
| Teacher Demographics | LEA | <i>See Page 13</i> |
| Compensation Over \$100,000 | LEA | Tracy White: \$251,328 Rosemarie Ragin: \$180,708 Charlotte Spann: \$175,048 Pamela Merkerson: \$172,010 Shendrina Walker: \$156,000 |

Teacher Salary Schedules

| Step | BA / alt. exp. | MA | MAs, JD, Ph.D | % Increase from SY18-23 Pay Scale |
|------|----------------|---------|---------------|-----------------------------------|
| 1 | 59,906 | 64,969 | 66,094 | 12.5% |
| 2 | 61,594 | 66,656 | 67,781 | 12.5% |
| 3 | 64,125 | 69,750 | 70,875 | 12.5% |
| 4 | 66,690 | 72,390 | 73,530 | 14.0% |
| 5 | 70,800 | 76,700 | 77,880 | 18.0% |
| 6 | 76,508 | 82,061 | 83,295 | 23.4% |
| 7 | 79,375 | 85,000 | 86,250 | 25.0% |
| 8 | 80,313 | 85,938 | 87,188 | 25.0% |
| 9 | 80,910 | 86,490 | 87,730 | 24.0% |
| 10 | 81,488 | 87,023 | 88,253 | 23.0% |
| 11 | 82,045 | 87,535 | 88,755 | 22.0% |
| 12 | 82,583 | 88,028 | 89,238 | 21.0% |
| 13 | 83,100 | 88,500 | 89,700 | 20.0% |
| 14 | 83,808 | 89,177 | 90,370 | 19.3% |
| 15 | 84,728 | 90,060 | 91,245 | 18.5% |
| 16 | 85,550 | 90,860 | 92,040 | 18.0% |
| 17 | 86,363 | 91,650 | 92,825 | 17.5% |
| 18 | 87,165 | 92,430 | 93,600 | 17.0% |
| 19 | 87,958 | 93,200 | 94,365 | 16.5% |
| 20 | 88,740 | 93,960 | 95,120 | 16.0% |
| 21 | 89,224 | 94,421 | 95,576 | 15.5% |
| 22 | 89,988 | 95,163 | 96,313 | 15.0% |
| 23 | 90,345 | 95,475 | 96,615 | 14.0% |
| 24 | 91,084 | 96,191 | 97,326 | 13.5% |
| 25 | 91,813 | 96,898 | 98,028 | 13.0% |
| 26 | 92,531 | 97,594 | 98,719 | 12.5% |
| 27 | 93,656 | 98,719 | 99,844 | 12.5% |
| 28 | 94,781 | 99,844 | 100,969 | 12.5% |
| 29 | 95,906 | 100,969 | 102,094 | 12.5% |
| 30 | 97,031 | 102,094 | 103,219 | 12.5% |

Teacher Demographics 2024-2025

| First Name | Last Name | Racial Identity | Gender | Years in Education |
|------------|--------------|------------------------|--------|--------------------|
| Tanner | Addis | White/Caucasian | Female | 5 |
| Carolyn | Alexander | Black/African American | Female | 14 |
| David | An | Asian | Male | 11 |
| Rania | Antar | Multiracial | Female | 4 |
| Juan Pablo | Azuero-Dajud | Other | Male | 0 |
| Michael | Babb | Black/African American | Male | 9 |
| Julia | Bainum | White/Caucasian | Female | 3 |
| Kimberly | Benavides | Other | Female | 9 |
| Lisa | Berry | White/Caucasian | Female | 1 |
| Bethany | Bieber | White/Caucasian | Female | 5 |
| Megan | Booth | White/Caucasian | Female | 0 |
| Miles | Borowsky | White/Caucasian | Male | 0 |
| Jennifer | Brim | Black/African American | Female | 6 |
| Theresa | Brockett | Black/African American | Female | 0 |
| Ronnie | Brooks | Black/African American | Male | 2 |
| MaryBeth | Burst | White/Caucasian | Female | 2 |
| Sierra | Cameron | Black/African American | Female | 9 |
| Brittany | Carter | Black/African American | Female | 11 |
| Nicole | Casperson | White/Caucasian | Female | 7 |
| Calvin | Coleman | Black/African American | Male | 30 |
| Charlene | Combs | Black/African American | Female | 4 |
| Crystal | Cseplo | White/Caucasian | Female | 7 |
| D'Angela | Dixon | Black/African American | Female | 6 |
| Andrea | Elganzoury | Other | Female | 6 |
| Victoria | Evans | Black/African American | Female | 0 |
| Brittany | Fleming | Black/African American | Female | 11 |
| Pamela | Flowers | Black/African American | Female | 2 |
| Shomara | Garcia | Black/African American | Female | 6 |

| | | | | |
|-----------|----------------|------------------------|------------|----|
| Tawana | Harris | Black/African American | Female | 0 |
| Eugene | Haynes | Black/African American | Male | 0 |
| A'Liah | Hines | Black/African American | Female | 11 |
| Norah | Hunt | White/Caucasian | Female | 4 |
| Lucas | Jaeger | White/Caucasian | Male | 0 |
| Blaine | James | Black/African American | Male | 18 |
| Germaine | Jenkins | Black/African American | Female | 24 |
| Kai | Jordan | Black/African American | Female | 3 |
| Kimberly | Koss | White/Caucasian | Female | 17 |
| Jennifer | Kret | White/Caucasian | Female | 2 |
| Evan | Krieger | White/Caucasian | Male | 3 |
| Rosalyn | Lake | Other | Female | 8 |
| Priscilla | Lee-Chung | Black/African American | Female | 4 |
| Sherrill | Lilly | Black/African American | Female | 17 |
| Daybert | Linares | Other | Male | 9 |
| Deanee | Love | Black/African American | Female | 7 |
| Valentina | Maza Izarra | Other | Female | 1 |
| Claire | McKay | White/Caucasian | Female | 2 |
| Rachael | McKee | White/Caucasian | Female | 4 |
| Tyana | McNeill | Black/African American | Female | 9 |
| Gloria | Mills | Black/African American | Female | 8 |
| Norah | Mitchell | White/Caucasian | Female | 1 |
| Brian | Moore | Black/African American | Male | 14 |
| Emma Lea | Myers | White/Caucasian | Female | 3 |
| Hannah | Novack | White/Caucasian | Female | 1 |
| Tylena | Patton-Bullock | Black/African American | Female | 0 |
| Maria | Peters | Black/African American | Female | 16 |
| Mireille | Pimentel | Other | Female | 29 |
| Angela | Pirko | White/Caucasian | Non-binary | 3 |
| Bridgette | Rakotoniaina | White/Caucasian | Female | 7 |
| Debora | Ramos Argueta | Other | Female | 1 |

| | | | | |
|-------------|---------------|------------------------|--------|----|
| Allie | Rowell | White/Caucasian | Female | 4 |
| Victoria | Russell | White/Caucasian | Female | 6 |
| Ahmed | Salem | Unknown | Male | 10 |
| Ahmad | Smith | Black/African American | Male | 6 |
| Kennieh | Smith | Black/African American | Male | 18 |
| Karyl | Sonza | Asian | Male | 1 |
| Brianna | Stephens | Black/African American | Female | 7 |
| Kenyata | Swann | Black/African American | Male | 3 |
| Briana | Thomas | Black/African American | Female | 7 |
| Heaven | Thomas | Black/African American | Female | 1 |
| Sean | Tillery | Black/African American | Male | 5 |
| Christianna | Van Hoorweghe | White/Caucasian | Female | 4 |
| Allison | Waite-Benton | Black/African American | Female | 15 |
| Rahwa | Weldemichael | Black/African American | Female | 0 |
| Jessie | Wetherby | White/Caucasian | Female | 14 |
| Reginald | Williams | Black/African American | Male | 11 |
| Rashod | Woods | Black/African American | Male | 10 |
| Eugenia | Woodson | Black/African American | Female | 29 |
| Criscia | Wright | Other | Female | 10 |
| Stephen | Wright | White/Caucasian | Male | 5 |

Appendices

Appendix A: Staff Roster for 2024-2025

| | |
|----------------------------------------------------------|-------|
| Percentage of staff members completed High School or GED | 18.8% |
| Percentage of staff members have Bachelor's Degree | 32.4% |
| Percentage of staff members have Master's Degree | 44.7% |
| Percentage of staff members have a EdD or PhD | 4.11% |

| First Name | Last Name | School | Position | Highest Degree Earned |
|------------|--------------|---------|---------------------------------------|-----------------------|
| Elizabeth | Acheampong | Network | MS Social Worker | Master's |
| Tanner | Addis | MS | MS EL Teacher | Bachelor's |
| Carolyn | Alexander | HS | HS SPED-Math Teacher | Master's |
| David | An | HS | HS SPED-Science Teacher | Master's |
| Rania | Antar | MS | MS SPED-Math Teacher | Master's |
| Lincy | Antoine | Network | HSLA Counselor | Master's |
| Jennique | Armstrong | Network | Safety Coordinator | High School Diploma |
| Bailey | Awkard | Network | Learning Recovery Specialist | Master's |
| Juan Pablo | Azuero-Dajud | HS | HS SPED-Math Teacher | Master's |
| Michael | Babb | HS | HS College & Career Readiness Teacher | Master's |
| Lanette | Bacchus | Network | Director of Leadership Development | Doctorate |
| Julia | Bainum | HS | HS SPED-ELA Teacher | Master's |
| Shawanda | Bartelle | Network | MS Culture Dean | Bachelor's |
| Kimberly | Benavides | MS | MS EL Teacher | Bachelor's |
| Lisa | Berry | MS | MS SPED - Social Studies Teacher | Master's |
| Bethany | Bieber | MS | MS EL Teacher | Bachelor's |
| Megan | Booth | MS | MS ELA Teacher (7th) | Master's |
| Miles | Borowsky | HS | HS Math Teacher (9th) | Master's |
| Martellus | Braxton | Network | MS Student Advocate | Bachelor's |
| Jennifer | Brim | HS | HS Science Teacher (12th) | Master's |
| Theresa | Brockett | HS | HS Health & Movement Teacher | Bachelor's |
| Ronnie | Brooks | HS | HS SPED-ELA Teacher | Bachelor's |
| Jene' | Brown | MS | MS Academic Dean | Bachelor's |

| | | | | |
|-----------|------------|---------|-------------------------------------------|---------------------|
| Duchanna | Brown | Network | HR Associate | Master's |
| Courtney | Bullock | HS | HS Substitute | Bachelor's |
| Monya | Bundy | Network | Executive Operations Coordinator | Master's |
| MaryBeth | Burst | HS | HS Math Teacher (12th) | Master's |
| Sierra | Cameron | HS | HS Music Productions Teacher | Master's |
| Iris F. | Carlo | Network | Student Support & Operation Coordinator | High School Diploma |
| Iris | Carlo | Network | Registrar | Bachelor's |
| Brittany | Carter | MS | 5th Grade Teacher | Master's |
| Charmayne | Carter | Network | Assistant Director of HR/Talent | Master's |
| Nicole | Casperson | HS | HS SPED-Math Teacher/Case Manager | Bachelor's |
| Jane | Choi | Network | MS New Teacher Mentor | Master's |
| Daje' | Clark | Network | HS Student Support Tech 1 | High School Diploma |
| Michaela | Cleveland | Network | Social Studies Instructional Specialist | Master's |
| Calvin | Coleman | HS | HS Art Teacher | Bachelor's |
| Charlene | Combs | Network | HSUA Case Manager | Master's |
| Mahko | Connard | Network | MS Student Support Coordinator | Master's |
| Crystal | Cseplo | MS | MS Art Teacher | Master's |
| Cheryl | Cunningham | Network | Assistant Director of Business & Finance | Bachelor's |
| Bess | Davis | Network | ELA Instructional Specialist | Master's |
| Lily | Diaz | Network | Tech Associate | High School Diploma |
| D'Angela | Dixon | HS | HS ELA Teacher | Master's |
| Alisa | Dotson | HS | HS Substitute | Master's |
| Caitlin | Earle | Network | HS Math/SPED Instructional Specialist | Master's |
| Nkechi | Ejiogu | Network | College Readiness & Retention Coordinator | Master's |
| Andrea | Elganzoury | HS | HS EL Teacher | Doctorate |
| Victoria | Evans | MS | MS AYA-ELA Teacher | Master's |
| Cuerin | Fernanders | Network | Safety Associate | High School Diploma |
| Brittany | Fleming | HS | HS Science Teacher (9th) | Master's |
| Susan | Flora | Network | Strategic Data & Compliance Manager | Master's |
| Pamela | Flowers | MS | MS Dance Teacher | High School Diploma |

| | | | | |
|----------|--------------|---------|----------------------------------------------------|---------------------|
| Shomara | Garcia | MS | MS Math Teacher (6th) | Bachelor's |
| Zion | Gates-Norris | HS | HS Substitute | Bachelor's |
| Gustavo | Gelmi | Network | Language Access Support Coordinator | Master's |
| Leandra | Gonzalez | Network | Manager of English Language Services | Bachelor's |
| Shavron | Gray | Network | Safety Associate | High School Diploma |
| Johnelle | Green | Network | MS Counselor | Master's |
| Kelly | Green | Network | Student Support Technician 1 | High School Diploma |
| Mayita | Greenfield | Network | Student Support Technician 2 | High School Diploma |
| Doudou | Gueye | Network | HS Student Advocate | Bachelor's |
| Kenneth | Hagins | Network | Operations and Safety Manager | Bachelor's |
| Darron | Hampton | Network | MS Student Advocate | High School Diploma |
| Ivan | Hargrow | Network | Safety Associate | High School Diploma |
| Tawana | Harris | MS | MS SPED-Humanities Teacher | Bachelor's |
| Nicole | Harris | Network | School Psychologist | Doctorate |
| Avise | Hayes | Network | Director of Academics and Accountability | Master's |
| Eugene | Haynes | MS | MS Health & PE Teacher | Bachelor's |
| Andrew | Henderson | Network | Safety Associate | High School Diploma |
| A'Liah | Hines | HS | HS Math Intervention Teacher | Doctorate |
| Norah | Hunt | HS | HS Social Studies Teacher (11th) | Master's |
| Lucas | Jaeger | MS | MS Math Teacher | Bachelor's |
| Blaine | James | HS | HS Global Citizenship Teacher | Bachelor's |
| Germaine | Jenkins | MS | MS AYA-Math Teacher | Master's |
| Jahnea | Johnson | Network | HSUA Counselor | Bachelor's |
| Desmond | Jones | Network | Safety Associate | High School Diploma |
| Mehgan | Jones | Network | Outreach and Programming Manager | Master's |
| NaKeisha | Jones-Helton | Network | Assistant Director of Culture, Climate and Support | Bachelor's |
| Jay | Jordan | Network | HS Student Advocate | Bachelor's |
| Kai | Jordan | HS | HSLA Case Manager | Master's |
| Olivia | Kerrigan | Network | Science Instructional Specialist | Master's |
| Kyong | Kim | Network | Assistant Director of Facilities | High School Diploma |

| | | | | |
|-----------|-------------|---------|--------------------------------------------|---------------------|
| Leah | Kirk | Network | Student Information Systems Administrator | Bachelor's |
| Kimberly | Koss | HS | HS Math Teacher (10th) | Bachelor's |
| Jennifer | Kret | HS | HS ELA Teacher (10th) | Master's |
| Evan | Krieger | MS | MS Social Studies Teacher (8th) | Master's |
| Rosalyn | Lake | HS | HS Spanish Teacher | Master's |
| Adrienne | Lammons | MS | Student Support Tech 1 | High School Diploma |
| Whitney | Lane | MS | MS Resident Principal | Master's |
| Priscilla | Lee-Chung | HS | HS EL Teacher | Master's |
| Sherill | Lilly | MS | MS Health & PE Teacher | Master's |
| Daybert | Linares | HS | HS Spanish Teacher | Master's |
| Breencye | Locke | Network | MS Student Advocate | High School Diploma |
| Linda | Long | Network | Attendance Counselor | High School Diploma |
| Deanee | Love | MS | MS Science Teacher (7th) | Master's |
| Sharmane | Lover | Network | Business Associate | High School Diploma |
| Malcolm | Magwood | MS | Student Support Tech 2 | Bachelor's |
| Evelyn | Marquez | Network | Family Engagement & Communications Manager | Bachelor's |
| Valentina | Maza Izarra | HS | HS EL Teacher | Bachelor's |
| Winston | McCloud | Network | Tech Associate | High School Diploma |
| Caitlin | McGinnis | Network | Assistant Director of Special Populations | Master's |
| Claire | McKay | HS | HS ELA Teacher (12th) | Master's |
| Rachael | McKee | HS | HS ELA Teacher (11th) | Bachelor's |
| Tyana | McNeill | HS | HS Science Teacher (10th) | Bachelor's |
| Pamela | Merkerson | Network | Executive Director of HR/Talent | Master's |
| Gloria | Mills | HS | HS Math Teacher | Master's |
| Kimberly | Mims | Network | HS Student Support Coordinator | Doctorate |
| Norah | Mitchell | HS | HS Social Studies Teacher | Bachelor's |
| Brian | Moore | MS | MS Social Studies Teacher | Master's |
| Marcus | Morgan | Network | Student Support Technician 1 | High School Diploma |
| Deborah | Morrobel | Network | Safety Associate | High School Diploma |
| Jay | Muhammad | Network | Assistant Tech Manager | Bachelor's |

| | | | | |
|------------|----------------|---------|-------------------------------------------------------------------|---------------------|
| Emma Lea | Myers | MS | MS Social Studies Teacher | Master's |
| Hannah | Novack | HS | HS Science Teacher (11th) | Bachelor's |
| Tylena | Patton-Bullock | MS | MS ELA Teacher | Bachelor's |
| Jose | Perez | HS | HS Substitute | High School Diploma |
| Maria | Peters | MS | MS Science Teacher (8th) | Master's |
| Mireille | Pimentel | HS | HS EL-Math Teacher | Master's |
| Angela | Pirko | HS | HS SPED-SS Teacher | Bachelor's |
| Jeremy | Powell | Network | Safety Associate | High School Diploma |
| Rosemarie | Ragin | Network | Executive Director of Student Support Services | Master's |
| Bridgette | Rakotonaina | HS | HS SPED-Science Teacher/Case Manager | Master's |
| Debora | Ramos Argueta | HS | HS Spanish & Computer Science Teacher | High School Diploma |
| Diana | Reyes | Network | Bilingual Lobby Receptionist | High School Diploma |
| Edwin | Reyes-Escobar | Network | Tech Manager | Master's |
| Anaje | Rivers | Network | Student Support & Safety Associate | Bachelor's |
| Nyquan | Rooks | HS | HSLA Academic Dean | Master's |
| Alexandria | Rowell | MS | MS Science Teacher | Bachelor's |
| Victoria | Russell | MS | MS SPED-ELA Teacher | Bachelor's |
| Ahmed | Salem | HS | HS Computer Science/Elective Teacher | Master's |
| George | Sangbong | HS | HS SSTech 1 (P/T) | High School Diploma |
| Nicolas | Sardella | Network | HS Student Support Coordinator | Master's |
| Erum | Siddiqui | HS | HSUA Academic Dean | Bachelor's |
| Ahmad | Smith | HS | HS Health & PE Teacher | Bachelor's |
| Kennieh | Smith | HS | HS Math Teacher (9th & 10th) | Master's |
| Karyl | Sonza | MS | MS SPED-Math Teacher | Bachelor's |
| Charlotte | Spann | Network | Executive Director of Accountability & Organizational Improvement | Master's |
| Brianna | Stephens | HS | HS Social Studies Teacher (9th) | Master's |
| Aisha | Stewart | Network | Programs Associate | High School Diploma |
| Kenayata | Swann | HS | HS SPED-Humanities Teacher | Bachelor's |
| Kristian | Tate | Network | MS SSTech 1 | Bachelor's |
| Briana | Thomas | MS | MS Math Teacher (8th) | Bachelor's |

| | | | | |
|-------------|----------------|---------|---------------------------------------|---------------------|
| Heaven | Thomas | MS | MS Math 180 Teacher | Bachelor's |
| Vashti | Thomas | Network | HS Social Worker | Master's |
| Imani | Thompson | MS | MS Math/SPED Instructional Specialist | Bachelor's |
| Sean | Tillery | MS | MS Music Teacher | Bachelor's |
| Trina | Tran | Network | Talent/Payroll Specialist | Master's |
| Mirian | Turcios Cruz | Network | Facilities Associate | High School Diploma |
| Christianna | Van Hooreweghe | HS | HS ELA Teacher | Bachelor's |
| Allison | Waite-Benton | HS | HS AP Seminar & Elective Teacher | Master's |
| Shendrina | Walker | Network | Head of Schools | Master's |
| Tyrone | Ward | Network | Facilities Associate | High School Diploma |
| Rahwa | Weldemichael | MS | MS ELA Teacher | Bachelor's |
| Jessie | Wetherby | HS | HS EL Teacher | Master's |
| Tracy | White | Network | Chief Executive Officer | Doctorate |
| LaTashia | Williams | Network | HS Student Advocate | Bachelor's |
| Casia | Williams | Network | SPED Instructional Specialist | Doctorate |
| Daisia | Williams | Network | MS Social Worker | Master's |
| Reginald | Williams | HS | HS Social Studies Teacher (10th) | Master's |
| Schuyler | Williams | Network | HS Social Worker | Master's |
| Angel | Williams | Network | Student Support Tech 2 | High School Diploma |
| Jolanda | Williams | Network | Business Associate | High School Diploma |
| Melvin | Williams | Network | Facilities Associate | High School Diploma |
| Rashod | Woods | HS | HS Reading Intervention Teacher | Master's |
| Eugenia | Woodson | MS | MS Reading Intervention Teacher | Bachelor's |
| Criscia | Wright | MS | MS Spanish Teacher | Bachelor's |
| Erin | Wright | Network | Business Manager | Bachelor's |
| Stephen | Wright | HS | HS SPED-SS Teacher/Case Manager | Master's |
| Kristin | Yochum | Network | Executive Director of Operations | Master's |

Appendix B: Board of Trustees Roster for 2024-2025

| Name | Position and Term Dates | State of Residency | Committee(s) |
|------------------------------|---------------------------------------|--------------------|-----------------------------|
| Erin Albright, M.A.T. | Trustee (June 2013-2025) | VA | Governance |
| Laurie Anderson- Smith, M.A. | Trustee (August 2024-2027) | MD | School Performance |
| Kemba Hendrix, J.D. | Chair (November 2019-2025) | DC | Executive Chair |
| Schuylar Malachi, D.V.M. | Parent Trustee (October 2022-2025) | DC | School Performance Chair |
| Terri Sallay, B.S. | Treasurer (April 2022-2025) | DC | Finance Chair |
| Pamela Taylor, B.A. | Trustee (February 2014-2026) | DC | Marketing Chair |
| Jennifer Ubiera, J.D. | Secretary (June 2021- 2027) | DC | Governance Chair |
| Sterling Ward, M.S. | Trustee (February 2009-2027) | DC | Facilities Chair Finance |
| Shamera Wilkins, M.Ed. | Vice Chair (April 2022-2025) | DC | School Performance |
| LaTonia Winston, B.S. | Parent Trustee (October 2022-2025) | DC | Finance |
| Brittany Wood, M.S. | Parent Trustee (October 2022-2025) | DC | Marketing |

Appendix C: Finances

1. Latest Audited Financial Statements

Paul Public Charter School's latest available audited financial statements may be found at the following link on DC PCSB's Transparency Hub: <https://dcpcsb.org/school-fiscal-audits>.

2. Other Financial Information

Paul Public Charter School's additional financial information, including latest available budgets, may be found in the Financial Oversight section of DC PCSB's Transparency Hub at the following link: <https://dcpcsb.org/transparency-hub>.