



MERIDIAN
PUBLIC CHARTER SCHOOL

Meridian Public Charter School

2120 13th Street, NW
Washington, DC 20009
(202) 387 - 9830

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Mission and Vision

Meridian Public Charter School's mission is to give each child the foundation of basic skills they need to succeed in today's world, while at the same time stimulating each child to learn, explore and develop their own special talents—to instill within our students the passion for learning and to build self-confidence and self-respect through academic achievement.

Our Vision—Meridian Public Charter School will be an educational institution that fosters global citizenship, strong moral character, resiliency and academic achievement through a rigorous, international curriculum.

Code of Values

Meridian Public Charter School highly values the following:

- Students' development of moral ethics and citizenship.
- Students' ability to navigate using cutting edge technology.
- A collaborative approach to teaching and learning for student success.
- Student learning as a process and a constant.
- Scaffolding the learning of students to support them in becoming critical thinkers and problem-solvers.
- The individual student and their role in the collective.
- Students as individuals.
- The collective support of all stakeholders to support student learning.
- Our students' responsibility to improve the local and global community..

Meridian Overview



School Metrics (2015-2016)

MERIDIAN PUBLIC CHARTER SCHOOL

202.387.9830 www.meridian-dc.org

Grades Served	PK3 - 8
Ages Served	3 - 14
School Hours	8:00 AM to 3:00 PM
First Day of School	8/24/15
Last Day of School	6/17/16
Total # of Instructional Days	181

Administrative Positions (2015-2016)


Head of Schools	Tamara Cooper
MS Principal	Jocelyn Filkins
ES Principal	Nicole Sheen/ Thomas Williams
Director of Accountability	Darin Knicely
Human Resources Manager	Regina Ryder
Special Education Coordinator	Aleia Johnson
ELL Director	Nicole Sheen
Number of Teachers	36
Number of Instructional Assistants	17
Average Class Size	21

STUDENT DEMOGRAPHIC DATA

African-American	445
Hispanic/Latino	255
Caucasian	6
Asian/Pacific Islander	13
Other	5
Male	334
Female	390
English Learners	168
Special Education	62

ENROLLMENT

PreK-3	87
PreK-4	88
Kindergarten	81
First Grade	71
Second Grade	71
Third Grade	55
Fourth Grade	60
Fifth Grade	62
Sixth Grade	54
Seventh Grade	57
Eighth Grade	38
TOTAL	724



Curriculum Design & Instructional Approach

Overall Approach

In the 2015-16 school year, Meridian served 724 students in PreK-3 through eighth grade across two campuses. Meridian Public Charter School uses the Common Core State Standards to determine the academic levels to which students are taught and assessed. The academic standards are descriptions of what students should know and be able to do to be deemed proficient in a particular area of study. These standards are uniform in order to set high expectations for each student and teacher throughout the educational system. To translate knowledge and skills described in the standards into clear, specific guidance for teachers, Meridian has also developed curriculum frameworks and curriculum maps that are used to guide instruction.

Language Arts/Reading

Effective literacy skills are central to student learning. Elementary students have a daily literacy block of 120 minutes, so that students develop the core competencies of reading and writing. Our curriculum weaves the core literacy skills of reading, writing, listening, speaking, viewing and presenting across all disciplines. Communication skills and strategies are intertwined with the content strands and concepts to help students see the connections among people and disciplines.

Through the integration of research, best teaching practices and advances in technology, the curriculum is designed to successfully meet state and national benchmarks and standards and to implement developmentally appropriate practices for our pre-kindergarten through eighth grade students.

The middle school grades (6-8) use Holt's Elements of Literature reading program to facilitate the standards-based curriculum. Holt is thematically linked to informational texts to ensure mastery of all skills and concepts. It also enables teachers to provide differentiated instruction, with special accommodations for all students, so that those who struggle can master grade-level skills and those who excel can be challenged. The Holt program uses assessment tools that show where students stand in relation to skills and standard mastery, and where to direct them for remediation or enrichment. Additionally, it provides intervention materials for English-language learners, special education students and students reading significantly below grade level.

Students at all grade levels are immersed in language. Their classrooms are text-rich environments with student work displayed, word walls, and classroom library centers. For grades PreK-8, classroom libraries strive to have leveled books, Caldecott and Newberry award literature, multiple genres, and reference materials.

Math

Meridian's mathematics curriculum encourages teachers and students to go beyond arithmetic—to explore more of the mathematics spectrum, by investigating data gathering and analysis, probability, geometry, patterns and algebra. Mathematics is integrated into other subject areas and becomes part of the ongoing classroom routine, outdoor play, and the transitional moments that occur every day.

The curriculum emphasizes the application of mathematics to real-world situation. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.

Lessons include time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice. Students are encouraged to explain and discuss their mathematical thinking in their own words. Opportunities to verbalize their thoughts and strategies give children the chance to clarify their thinking and gain insight from others.

Meridian PCS uses curriculum resources such as Teaching Strategies Gold for Pre-K, Houghton Mifflin for grades K-5, and Glencoe Mathematics for grades 6-8. All curricula seek to develop each student's mastery of content and process, and build each teacher's subject area expertise as well.

Social Studies

Meridian uses the MacMillan/McGraw Hill Social Studies program to support social studies learning in grades K-5 and Glencoe curriculum resources for grades 6-8. Both programs are research and standards based. Each program ensures student success in the following ways: 1) reading support strengthens student understanding of social studies content; 2) content is relevant, accurate and correlated to the National Council for the Social Studies Standards; 3) citizenship skills are taught throughout the program using real-life examples; and 4) assessment is ongoing to guide instruction. Each program contains specific strategies to meet the needs of English language learners and students with special needs.

Science

Meridian uses the McGraw Hill Science program to support learning for students in grades K-5 and the Harcourt Science program for grades 6-8. Both are based on National Science standards and are research-based programs. Children are provided with opportunities to investigate the natural world, learn about interesting, relevant and exciting ideas and understand the link between science and all other aspects of the elementary curriculum. Each program is based on the following principles of scientific literacy: 1) all children can investigate and learn science concepts and can experience success in science; 2) children must develop knowledge of and the ability to use tools and processes of scientific inquiry; 3) children experience success in science when they develop age-appropriate knowledge and understanding of the life, earth, and physical sciences and when they learn about the history and nature of science; 4) science content should be presented to children in an interesting, comprehensible, and clearly organized format; and 5) children's competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic and fair. The curriculum resources also contain specific materials to meet the needs of English language learners and students with special needs.

The Meridian academic program is an English language-based immersion program. The school uses a full inclusion model for students with special needs. During the school year, special education teachers provide a continuum of services, from in class support to pull out services. Teachers receive ongoing professional development to aid in the implementation of inclusion, such as modifications to student work and instructional best practices.

Beyond Core Academics

In addition to the core subjects emphasized at Meridian Public Charter School, students study several special subject areas including Art, Media/Technology, Music, Physical Education/Health and Spanish. These special area courses are aligned to standards which are based on Common Core State Standards and the National Standards in each respective area of study and instruction.

All special subject areas are implemented into cross curricular activities, and technology is woven into the daily activities and academic coursework of each class. Each classroom is equipped with Internet accessible computers, and Meridian also boasts a fully functioning computer center located in the library.

The technology performance standards include basic operations, keyboarding, applications, information literacy, problem solving, ethical/legal issues, vocabulary, word processing, spreadsheets, career awareness, Internet usage, multimedia processes, graphic programs, telecommunications and database creation. The technology performance standards support the core academic needs of the students.

Afterschool and Saturday Tutoring Program

“3, 4 and 5 On the Rise” is a tutorial program which seeks to greatly enhance students’ skill levels in the areas of reading and mathematics. The program is geared towards students in the 3rd, 4th and 5th grades who have been identified by assessment data as needing extra help in the subject areas outlined above. The students follow an intensive mathematics and literacy track, Tuesday through Thursday from 3:30pm-5:30pm, at Meridian Public Charter School. Instruction is standards based and data driven.

The “Day 6 Academy” is a tutorial program which seeks to greatly enhance students’ skill levels in the areas of reading and mathematics. The program is geared towards students in the 6th, 7th and 8th grades who have been identified by assessment data as needing extra help in the subject areas outlined above. The students follow an intensive mathematics and literacy track, Saturdays, from 8:30am-12:30pm, at Meridian Public Charter School. Instruction is standards based and data driven.

Parent Involvement



Meridian Public Charter School (MCPS) believes that the relationship between home and school is key to student success. MPCPS has a full time Parent Center that serves as a hub of the school's parental involvement. The Parent Center strives to increase parental involvement at MPCPS and to improve the quality of parental involvement. The Parent Center is an open resource for MPCPS parents, and it offers numerous programs, free of charge.

Parents as Students

In SY2015-16, the Parent Center partnered with the YMCA to provide GED training to Meridian parents seeking to improve their academic outcomes. Eleven parents participated in the program. Participants attended weekly GED-prep courses while learning job-readiness skills including interviewing and resume writing.



Behavior Management Workshop

This workshop is conducted by the school Mental Health Clinician and addresses various concerns participants have in terms of classroom/home behavior, discipline, behavior management, etc.

Scholastic Book Fair

The Scholastic Book Fair encourages parents to actively read to their students. Used and new books donated by Meridian community members are also displayed in the Parent Center for a week for parents to take home.

Promoting Student Health

The Parent Center sponsored two school-wide initiatives to promote healthy lifestyles. With support from DC Smiles, all students were screened for free for dental care in the fall. Students needing additional dental support received subsidized dental care through the DC Smiles program. Through a partnership with Kaiser Permanente, students in PreK-8 received lessons on healthy lifestyles targeted to their age group.



Evidence of Performance and Progress

Fulfilling our Mission

Our educational program is intentionally designed to give each student the foundation in basic skills they need to succeed in today's world, while at the same time stimulating each child to learn, explore, and develop their own talents.

We do this by: 1) ensuring that our curriculum and instructional program is aligned to the Common Core State Standards for learning; 2) differentiating instruction to meet the individual learning needs of our students—providing added supports where needed and accelerating learning as students demonstrate readiness—and; 3) providing a robust program of study that allows students to explore art, music, media/technology, and second language learning through classes and cross-curricular projects.

Progress Toward Goals and Academic Achievement Expectations—2015-16 Results The table below details our progress toward goals and academic achievement expectations. It should be noted that the 2015-16 school year was a particularly challenging year for Meridian Public Charter School. We opened a second campus—a tremendous accomplishment and a terrific opportunity to better serve our middle school students—and yet this also put a strain on our leadership. Combined with the challenge of helping our teachers and students adjust to the relatively new PARCC test, which is used to measure student progress and achievement in grades 3-8, we found that student outcomes were lower than we had hoped and anticipated they would be at the beginning of the 2015-16 school year. Early childhood (PS – 2) outcomes were particularly low due to one class in K-2 not administering the STAR assessment, resulting in an entire class of scores missing. TS Gold results fell below expectations because one teacher did not complete the post-diagnostic in the spring and enter necessary data.

Data could not be reported for several goals. First, data could not be reported for the NAEP rubric due to changes to NAEP from the adoption of the Next Generation Science Standards (NGSS) and the elimination of a NAEP science fair rubric. Second, with the adoption of the Common Core State Standards (CCSS), the school transitioned to offering more rigorous grade level math content, rather than accelerate students into high school courses without prior preparation. The practice, while needed prior to the CCSS, was no longer a gap in student learning and student needs could be met in the 8th grade math class. Last, teacher evaluation data could not be reported upon due to changes in school leadership. While evaluations were completed, a variety of tools were used to evaluate teacher effectiveness.

As the 2015-16 school year got underway and we began to experience challenges, the Meridian Board of Director contracted with TenSquare—a charter support organization with deep expertise in school improvement—to conduct a comprehensive audit of our school program and make recommendations for improvement. The audit revealed that there were a number of steps that we needed to take to continue to improve our academic support for students, strengthen our professional development for teachers, and re-align our operations to boost student learning and outcomes. Some of those findings are detailed in the Lessons Learned and Actions Taken section of this Annual Report.

Additionally, however, it should be noted that the Meridian Board of Directors took the bold step of partnering with TenSquare to launch a comprehensive school improvement effort for the 2016-17 school year. We have

appointed a TenSquare Resident Leader, restructured our operations, strengthened our core leadership team, and brought on new teachers and other staff, where needed, in preparation for the 2016-17 school year.

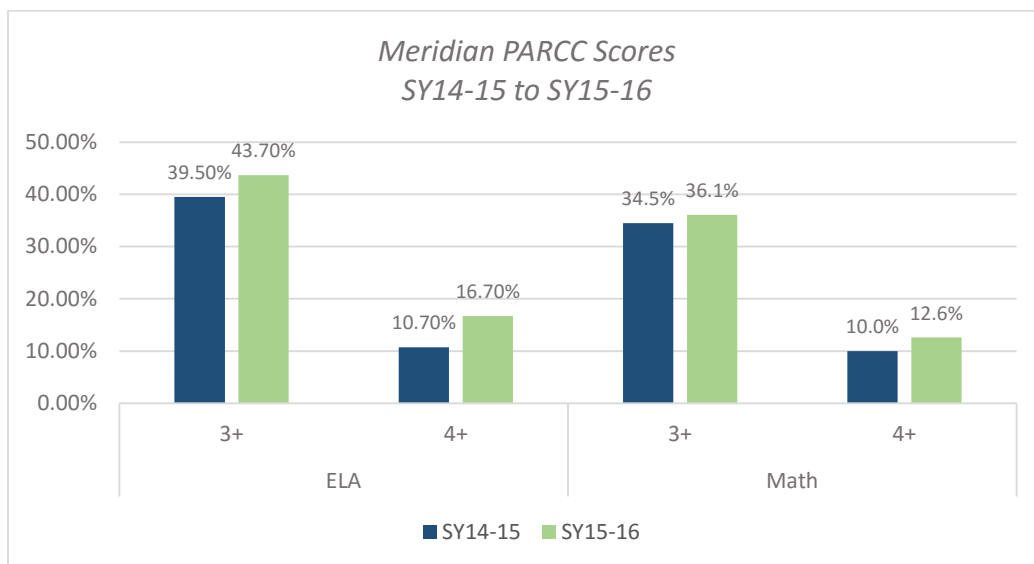
Charter Goals and Academic Achievement Expectations	Met/Not Met	Evidence
1. Students will demonstrate a solid foundation in literacy concepts as evidenced by:		
(a) At least 75% of pre-kindergarten students will meet or exceed widely held expectations of growth from the fall to the spring administration of the GOLD literacy assessment.	Not Met	GOLD results indicate that 74.1% of students met this benchmark.
(b) At least 80% of Kindergarten through second grade students will demonstrate one year of growth between fall and spring administrations of the STAR Reading assessment.	Not Met	STAR results indicate that 29.0% of students met this benchmark.
(c) The percent of students overall in grades three through eight scoring proficient or advanced on the state assessment in reading will meet or exceed the state average (27% for 2015-16).	Not Met	PARCC results indicate that 17% of students met this benchmark.
2. Students will demonstrate a solid foundation in numeracy concepts as evidenced by:		
(a) At least 75% of pre-kindergarten students will meet or exceed widely held expectations of growth from the Fall to the Spring administration of the GOLD math assessment.	Not Met	GOLD results indicate that 72.8% of students met this benchmark.
(b) At least 80% of Kindergarten through second grade students will demonstrate one year of growth between the fall and spring administrations of the STAR Math Enterprise assessment	Not Met	STAR results indicate that 44.0% of students met this benchmark.
(C) The percent of students overall in grades three through eight scoring proficient or advanced on the state assessment in math will meet or exceed the state average (25% for 2015-16).	Not Met	PARCC results indicate that 13% of students met this benchmark.
3. Students will demonstrate mastery and completion of science standards as evidenced by:		
(a) 75% of students in grades three through eight will meet or exceed proficiency on the NAEP Rubric for a science fair project.	Data are not available.	Data are not available.
4. Students will demonstrate on-track indicators for college and career readiness by:		
(a) 80% of students will progress with grade-level peers as measured by the school's grade level retention rate.	Met	99% of students were promoted.
(b) 25% of middle school students will gain at least one Carnegie Unit each year, as evidenced by student transcripts.	Data are not available.	Data are not available.
5. Teachers will demonstrate engagement in focused practice and continuous improvement as evidenced by:		
(a) 90% of staff will obtain a score of three or higher in at least one element of Marzano's Reflective Teacher Framework.	Data are not available.	Data are not available.
(b) 50% of staff will obtain a three or higher in an element under Design Questions 2, 3, 4 and 5 of Marzano's Reflective Teacher Framework.	Data are not available.	Data are not available.
(c) 25% of staff will obtain a three or higher in an entire Design Question on Marzano's Reflective Teacher Framework	Data are not available.	Data are not available.

PARCC Results

Overall, 13% of students met or exceeded expectations in math (4+) and 17% in English language arts (ELA) (4+). This represents a two percentage point increase in scores for ELA from SY14-15 to SY15-16 and a three percentage point increase in math. Student performance outcomes reveal strength in English over mathematics content. While results indicate a modest increase, outcomes are still below the state average and signify much needed academic improvements. Student outcomes across all subgroups represent similar performance trends.

Several factors contributed to the performance outcomes. First, the school had limited technology, and students were not accustomed to taking assessments on the computer. With the limited technology available, the testing process stretched over two-weeks for each student resulting in test fatigue. Second, Meridian experienced notable teacher turnover in specific graded subjects and grade levels during the year. Often the new teacher had little time to familiarize him/herself with content and ensure continuity of instruction for students. Additionally, the school's emphasis on becoming an International Baccalaureate (IB) program shifted priorities away from student outcomes for teachers and administrators. While the school invested in professional development for staff, emphasis was on attaining the IB status. Consequently, teachers were not familiar with PARCC and were often dueling with competing interests between becoming an IB program and infusing CCSS instruction into the curriculum. Last, the school experienced leadership turnover in key academic positions including the Academic Coordinator, elementary school principal, and content leads. Limited technology resources, lack of preparation for students, faculty and staff turnover and competing priorities all negatively impacted the school's outcomes on PARCC. Recognizing these challenges, the Board of Trustees has taken essential steps for SY16-17 to realign the school's focus.

As noted in this report, the school has taken critical steps in SY2016-17 to improve student outcomes including: purchasing updated English (Houghton Mifflin, Journey and Collections) and math curriculum (Eureka math); providing extensive teacher training on the implementation of curriculum; implementing an internal assessment program in K-8 (NWEA MAP); and providing on-going teacher coaching through its school improvement partner for grades 3-8. With these critical efforts already under way, student outcomes will better capture student learning in the upcoming school year.





Lessons Learned & Actions Taken

New facilities bring new opportunities—To take full advantage of these opportunities, school leaders must continue their focus on students’ learning needs first and foremost. It was exciting to move our middle school students into their own learning facility this year. In the excitement of the move and all the work the move required, however, it became apparent that we were allowing the limitations of our new space determine class sizes, scheduling, and other considerations; in short, thinking about how to “fit students into the new space” instead of thinking about how the new space—classrooms and class sizes—should be adapted to best meet the needs of our students. Ultimately, we addressed this concern, but it took some time to recognize the challenge.

School leaders must be careful not to let enrollment projections dictate staffing models. This past year, Meridian also learned the difficult lesson of allowing enrollment projections to dictate staffing. When fewer students enrolled than originally anticipated, school leaders did not adjust the staffing model, and as a result, Meridian faced budget pressures later in the school year. While it may be very painful to make budget (and staffing) cuts at the beginning of the school year, if done fairly and equitably, those cuts can help ensure schools’ fiscal health and better meet the needs of students as well.

Schools benefit from partnering with after school providers. Teachers and other instructional staff can’t “do it all.” As TenSquare learned when they began working directly with our staff toward the end of the 2015-16 school year, teachers and other instructional staff were fatigued from working a full school day, then staffing our afterschool and Saturday programs as well. Teachers found it difficult to focus energy on their core mission—improving student learning during the school day. It benefits schools to partner with experienced afterschool providers who can offer robust enrichment programs that better meet the needs of students and relieve teachers of the added burden of serving as core afterschool staff. These partnerships also allow teachers to be available before and/or afterschool to provide individualized support to those students who need it most.

It pays to invest in market competitive pay and supports—especially for teachers—who form the core of the school’s academic team. As Meridian grew over the years, and added a new facility, we added more staff as well. A review of our salary scale, however, revealed that teacher pay had not kept pace with market competitive pay rates in the District of Columbia. To ensure that we can continue to hire high-performing teachers and instructional staff, we are working to adjust our salary scale to ensure that it is competitive with the DC market. A new salary scale for teachers was implemented for SY16-17 that better aligns with market demands.

In the era of high-stakes assessment, instruction and assessments must be carefully aligned to boost student learning and improve student progress. TenSquare’s review of various assessments used in school year 2015-16, revealed that we were implementing multiple, overlapping, and sometimes non-aligned assessments, including Discovery in grades K-2; SAT-10 in grades K-8; and STAR in grades K-2 (along with PARCC tests). Teachers and leaders reported that some assessments were administratively burdensome, cut into instructional time, and were not Common Core-aligned, or instructionally useful. To address this challenge, we have reviewed all of our assessments, aligned them to our instructional program, and eliminated any that are not crucial to the learning needs our students for SY16-17.

Curriculum resources should be reviewed and updated regularly. TenSquare's curriculum audit also revealed that some of our curriculum resources were outdated and not at the level of rigor that students are expected to master on the new PARCC test. This lack of curriculum resources made it challenging for teachers to help students master more difficult material and demonstrate mastery on the PARCC test. In preparation for the 2016-17 school year, we have made sure that all of our curriculum materials were up-to-date and purchased new materials where needed.

Unique Accomplishments & Donors



Unique Accomplishments

Middle School Expansion - We opened a new campus for our middle school students last year. Students (and teachers) were very excited to have a space they could call their own. This separate campus gave us the opportunity to build a unique middle school culture for our students. The move also allowed our younger students to spread their wings a bit, with their own space to learn and grow.

Mentoring Programs - Recognizing the need to support the whole student, Meridian initiated several mentoring programs, especially for the middle school students. Students were exposed to program such as: Guys with Ties; Young-Men Buddies Program; Girls, Inc., and an internally run mentor program for elementary school students.

Donors

- Council of Chief State School Officers Association
- Securities Industry and Financial Markets Association

Data Report

2015-16 Meridian PCS School Data Report

LEA ID	135
LEA Name	Meridian PCS
Campus Name	Meridian PCS
Adult Ages Served	N/A
Total Audited Enrollment	724
PK3	87
PK4	88
KG	81
Grade 1	71
Grade 2	71
Grade 3	55
Grade 4	60
Grade 5	62
Grade 6	54
Grade 7	57
Grade 8	38
Special Education Students	8.6%
Total number of instructional days 2015-16	181
Student Suspension Rate	9.4%
Student Expulsion Rate	0%
Instruction Time Lost to Suspension	0.21%
Promotion Rate	99.15%
In-Seat Attendance Rate	90.83%
Midyear Withdrawal Rate	6.3%
Midyear Entry Rate	0%
Teacher Attrition Rate	34%
Number of Teachers	36
Average Teacher Salary	\$62,950
Minimum Teacher Salary	\$51,500
Maximum Teacher Salary	\$80,000

APPENDIX A: 2015-2016 Staff Roster

<i>Position</i>	<i>Last Name</i>	<i>First Name</i>
Administration		
Data Coordinator	Cole	James Edward
Head of School	Cooper	Tamara
Principal – Middle School	Filkins	Josalyn
SpEd Coordinator	Johnson	Aleia
Chief Accountability Officer	Knically	Darin
Chief Talent Officer	Ryder	Regina
ELL Title I Coordinator/ Principal Elem. School	Sheen	Nicole
Principal –Elementary School	Williams	Thomas
Instructional Staff		
Instructional Specialist	Christian	Rebecca
Instructional Specialist	Goodson	Carlette
Instructional Coach	Jones, Ta	Taqueena
Instructional Specialist	Longano	Madeleine
Instructional Specialist	Marigna	Nichole
Instructional Coach	McCoy	Fredrika
Instructional Specialist	Samuel	Crystal
Lead Instructional Coach	Slade, S	Shiree
Instructional Coach	Taylor	Michelle
Title I Coordinator	Scott, W	Wyomia
Teacher	Addison	Frankie
Teacher	Barclay	Lorrie
Teacher	Barnes	Gabrielle
SPED Teacher	Blue	Demetrius
Teacher	Borden	Christen
Teacher	Brown	Ebony
Teacher	Brown, C	Colleen
Teacher - ELL	Bryant, B	Brenda
Teacher	Compton	Ashley
Teacher	Douglas	Danielle
Teacher	Emerick	Veronica
Teacher -ELL	Fox	Ruth Marie
Teacher	Hartman	Megan Rose
Teacher	Hinds	Kevin
Teacher	Hinds, F	Felita
Teacher	Hood	Ashley
SPED Teacher	Jones	Kiesha
Teacher	Jones, D	Delbra
Teacher	Jones, Molly	Molly
Teacher	Mitchell	Erica
Teacher	Nolan	Elizabeth
Teacher	Okamoto	Marie
Teacher	Osuchukwu	Felix
Teacher -ELL	Pabilona	Alma
Teacher	Parks	Alonzo
Teacher	Reeves	Mary Ann
Teacher	Rubio	Jose
Teacher	Ruffner	David
Teacher	Saunders	Dakota
Teacher	Schrauben	Andrea
Teacher	Shepherd	Phyllis

Teacher	Smith, Ma	Marie
Teacher	Sockwell, G	Gary
Teacher	Townsend	Markus
Teacher	Urbanik	Veronica
Teacher	Vernon	Tyrone
Teaching Assistants		
Instructional Assistant	Adams	Phyllis
Instructional Assistant	Akpabio	Ekaete
Instructional Assistant- SPED	Best	Tajah
Instructional Assistant	Franco-Rubio	William Diego
Instructional Assistant	Freeman	Camille
Instructional Assistant	Gutierrez (Fuentes)	Norma
Instructional Assistant	Holmes	Talfra
Instructional Assistant	Holmes, D	Dominique
Instructional Assistant	Inge	Brittney
Instructional Assistant	King	Kim
Instructional Assistant	Lee	Florence
Instructional Assistant	Lewis, J	Jennifer
Instructional Assistant	Magruder	Dominique
Instructional Assistant	Perkins-Plater	Minnie
Instructional Assistant	Reyes	Jacqueline
Instructional Assistant	Scott	Soraya
Instructional Assistant- SPED	Wright	Ryan
Student Support Staff		
Counselor	Baron (Ferrer)	Rebecca
Customer Service Rep – Middle School	Sockwell	Chaunti
Dean – Middle School	Edwards	Ashley
Dean – Middle School	Parks	Alonzo
Dean – Middle School	Townsend	Marcus
Enrollment Specialist	Martin	Shirley
School Climate Advisor	Roames	Jacob
School Support Staff		
Accountant	Winston	Patricia
Cafeteria Worker	F.	Norman
Cafeteria Worker	Gutierrez (Fuentes)	Norma
Cafeteria Worker	Pelzer	Theo
Cafeteria Worker	Ray	Lavetta
Cafeteria Worker	Wilson	Adlai
Development	Knically	Christina
Human Resources Generalist	Osbourne	Halcyone
Maintenance Worker	Alfred	Lonnie
Maintenance Worker	Bowman	Caesar
Maintenance Worker	Gambrell	Allen
Maintenance Worker	Spriggs	Marcellus
Maintenance Worker – Asst. Lead	Dunston	Jerome
Maintenance Worker – Lead	Clark	Brian
Maintenance Worker – Lead	Garris	George
Operations Specialist	Ryder, K	Kim
Parent Center Liaison	Gizaw	Tsegereda
Parent Center Liaison	Marquez	Hilda
Power School Administrator	Seagers	Lamont
Program Coordinator	Lewis	Maple

100% of Instructional Staff have a Bachelor's Degree

55% of Instructional Staff have a Master's Degree

APPENDIX B: 2015-16 Board Roster

NAME	TITLE	DC Resident	Appointment Year/Exp.
Chris Siddal	Chair	Yes	2011/2016
Jesse Burwell	Treasurer	Yes	2012/2015
John Broullire	Chair	No	2015/2016
Bryan Corbett	Member	No	2012/2015
Trayawn Brown	Parent Member	Yes	2015/2017
Frank Padgett, Jr.	Member	Yes	2015/2017
Payson Peabody	Member	Yes	1998/2015
Evan Smith	Qualic B Head	Yes	2011/2015
Sarah Silverman	Member	Yes	2013/2017
Tracy Van Grack	Member	Yes	2014/2016
Marcus Clark	Parent Member	Yes	2016/2017

Board Roster as of October 2015

APPENDIX C: Unaudited Year-End 2015-16

Balance Sheet, as of June 30, 2016

Assets	Amount
Assets	
Current Assets	
Cash	696,947
Accounts Receivable	405,384
Other Current Assets	90,486
Intercompany Transfers	234,452
Total Current Assets	1,427,269
Noncurrent Assets	
Operating Fixed Assets	
Net	544,766
Facilities, Net	302,316
Cash-Restricted	1,677,757
Total Noncurrent Assets	2,524,839
Total Assets	3,952,108

Liabilities and Equity	Amount
Liabilities and Equity	
Current Liabilities	
Accounts Payable	756,618
Other Current Liabilities	577,796
Total Current Liabilities	1,334,414
Long-Term Liabilities	
Other Long-Term	
Liabilities	127,494
Total Long-Term	
Liabilities	127,494
Equity	
Unrestricted Net Assets	3,413,674
Net Income	-923,474
Total Equity	2,490,200
Total Liabilities and Equity	3,952,108

Income Statement, as of June 30, 2016

Income Statement	Actual
Revenue	
State and Local Revenue	12,596,799
Federal Revenue	937,056
Private Grants and Donations	719
Earned Fees	104,969
Total Revenue	13,639,544
Expenses	
Salaries	7,636,389
Benefits and Taxes	2,051,423
Contracted Staff	36,890
Staff-Related Costs	113,674
Rent	1,239,155
Occupancy Service	528,481
Direct Student Expense	1,128,273
Office & Business Expense	1,589,245
Interest	7,987
Depreciation and Amortization	231,499
Total Expenses	14,563,017
Net Income	-923,474

APPENDIX D: Approved 2016-17 Budget

Revenue/Expense Category	Amount
Revenue	
State and Local Revenue	11,654,132
Federal Revenue	939,142
Private Revenue	<u>90,143</u>
Total Revenue	12,683,418
Operating Expense	
Staff-Related Expense	7,222,973
Occupancy Expense	1,541,070
Additional Expense	<u>3,029,128</u>
Total Operating Expense	11,793,168
Net Operating Income	890,250
Total Interest, Depreciation	<u>263,119</u>
Total Expenses	<u>12,056,287</u>
Net Income	627,131