

**2019-
2020
ANNUAL
REPORT**

MERIDIAN



PUBLIC CHARTER SCHOOL

MERIDIAN PCS
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School Description

Mission, Vision and Core Values

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.

In preparation for our 20th Anniversary in 2019-20, the Meridian Public Charter School Board, working collaboratively with our entire school community, engaged in a year-long process of developing a new **Vision**. Meridian enters the next decade with a renewed sense of purpose and a clear vision of success for our students and school community.

- **One School – Our School.** *We will celebrate and honor the diversity of our school community. Our students and families come from Ward 1, throughout DC, and around the world. We speak multiple languages (e.g. English, Spanish, Vietnamese, and Amharic) and have a variety of cultural backgrounds. Our diversity will strengthen and unite us as one school.*
- **One Community – Our Community.** *We will draw on the strengths of our neighborhood—the history of Meridian Hill, the U Street Corridor, and our partnerships with community organizations—to support our students and families through wrap around services and enrichment activities. Our school community will add to and be part of our larger neighborhood community.*
- **One City – Our City.** *We will take advantage of all Washington, DC has to offer through in-depth school-based learning combined with field trips that make the city part of our classroom. We will give back to our community through service to our city.*
- **The World Intersects at Meridian.** *We will prepare Meridian graduates to be active citizens of our country and our world through second language exposure, a rich and rigorous curriculum, and schoolwide norms that instill curiosity, respect, resilience and leadership.*



Our Mission and Vision are also fulfilled and supported by our **Core Values**, values that permeate learning throughout our school.

Curiosity

At Meridian, we believe curiosity is the key to enjoying learning. When students are interested in what they're learning, it prepares them to better retain that knowledge. Instilling a strong desire to know and learn is essential to success in school and throughout one's life.

Respect

Respect for others starts with respect for ourselves. We come to school ready to learn and support one another. We demonstrate respect by considering the feelings of peers, the rights of all students, and the traditions of our community.

Resilience

Building the ability to adapt to stress, adversity, and trauma is an essential part of the learning experience. By understanding how to respond to challenges, students become more open to learning, more receptive to receiving assistance, and motivated to continue the pursuit of knowledge.

Leadership

Leadership skills foster a sense of purpose in students and allow them to make their own decisions. It instills confidence in their ability to problem-solve, think creatively, and work as a team. Developing leadership in students also builds their self-confidence, offering them the opportunity to communicate freely and fearlessly explore their passions.



School Program

Core Curriculum & Instructional Approach

During the 2019-20 school year, Meridian PCS served a diverse group of 635 students in Pre-K3 through eighth grade across two campuses. Our instructional approach is designed to ensure that *all* students are held to high expectations, and that they receive the resources and support they need to succeed.

Meridian uses the Common Core State Standards as the basis of our core curriculum standards across our campuses. The academic standards are descriptions of what students should know and be able to do to be critical thinkers and effective 21st Century learners. These standards are uniform and create high expectations for each student and teacher.



To translate knowledge and skills described in the standards into clear, specific guidance for teachers, Meridian has also developed curriculum frameworks and maps that are used to guide instruction throughout the school.

Meridian teachers and leaders participate in ongoing, job-embedded professional development throughout the school year, working in professional learning communities to improve teaching and learning. Core teachers receive weekly support from math and literacy coaches, and teachers and leaders meet regularly to review student learning outcomes and plan differentiated instruction to ensure that the school meets the learning needs of *all* our students.

Language Arts/Reading

Effective literacy skills are central to student learning. 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 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 meet state and national benchmarks and standards, and to engage our pre-kindergarten through eighth grade students in developmentally appropriate learning.

Elementary students participate in a daily literacy block of 120 minutes, designed to enable them to become skilled readers and writers. In SY 2019-20, grades K-5 used Core Knowledge Language Arts (CKLA). Developed through years of research by the Core Knowledge Foundation, the CKLA curriculum is designed to help students develop fluent reading and writing skills, while enhancing language comprehension by building knowledge and vocabulary.



Students build knowledge and skills through two strands: the Skills strand and the Listening & Learning strand. The Skills strand focuses on helping young readers and writers develop decoding, encoding, grammar, handwriting, and writing skills. The Listening & Learning strand is designed to build students' background knowledge and vocabulary. Teachers read stories aloud “that are too

advanced for students to read on their own,” allowing children to explore complex texts on a variety of topics from literature, science, social studies, and the arts.

In SY19-20, Meridian students in grades 6-8 continued using the Amplify English language arts (ELA) curriculum. Amplify ELA is an adaptive blended learning curriculum designed specifically for middle grades. With Amplify ELA, students learn to dive into complex reading material and make observations, grapple with ideas, and find relevance. Students are engaged through reading and writing, lively classroom discussions, and meaningful online experiences.

Representation and cultural relevance has to be connected to rigor and complexity. To achieve this, Meridian teachers develop their own novel studies that center culturally responsive works of literature. Last year, 7th-grade students read *The Absolutely True Diary of a Part-time Indian* as a supplement to Amplify Curriculum. The book by bestselling author Sherman Alexie tells the story of Junior, a budding cartoonist growing up on the Spokane Indian Reservation. Determined to take his future into his own hands, Junior leaves his troubled school on the “rez” to attend an all-white farm town high school where the only other Indian is the school mascot.

In addition, 7th and 8th-grade students participated in the One World Education Program. The One World Program teaches argumentative writing skills by having students read essays written by other DC students about local issues. These exemplar texts are then used as students find a

local social justice issue of interest and craft an argumentative essay of their own. This gave students the opportunity to explore issues such as BLM, Racial Profiling, and Inner-City Violence and use their own voice to speak on solutions that could not only impact their own neighborhood but far beyond. Our students won several awards at the One World program held at the end of the academic year, demonstrating their capacity to affect change and communicate clearly to those outside of our community.

Mathematics

Meridian's mathematics curriculum encourages teachers and students to go beyond arithmetic—to explore 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 situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives.



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. All lessons incorporate one or more standards of mathematical practice and give students an opportunity to engage with abstract, concrete, or pictorial representations of mathematical content. Meridian PCS uses *Eureka Math* as our anchor curriculum for grades K-5 and Illustrative Math in grades 6-8.

Social Studies and Science



Like our math and literacy programs, Meridian's social studies and science curricula are designed to engage students in learning that is meaningful and challenging to them. Meridian uses the TCI program for social studies in 4-8 and science at grade levels 4-6. The programs guide students to observe and understand how the world works around them through hands-on and experiential exercises. TCI is an online, Common Core aligned curriculum that incorporates rich text,

hands on experiences, and technology resources to teach social studies and science.

Meridian teachers in grades 7 and 8 use resources from STEMScopes, a curriculum designed to expand students' knowledge through authentic cross-curricular connections to song and dance, art and sculpture, engineering and design, and math and data analysis. STEMScopes resources allow students to apply their learning across content areas, through high-level problem solving and critical thinking.



Inclusive Learning Model

The Meridian academic program is an English language-based immersion program. The school uses an inclusive learning model for English learners and students with special needs. Throughout the school year, special education and ESL teachers provide a continuum of services and supports, including in-class and push-in support. Students with special needs also have access to appropriate related services as well as a full continuum of learning settings including learning lab/resource support and full-time classroom settings. Teachers receive ongoing professional development to aid in the implementation of inclusion, focusing on instructional best practices.

Beyond the Core Curriculum—Arts, Media/Tech, Music, PE/Health & Spanish

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 national standards in each respective area of study and instruction. 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 next to the multipurpose room.

As students learn to use technology in the classroom and beyond, their learning is aligned to **technology performance standards** including: 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 also support the core academic needs of the students.

Deepening Learning Through Enrichment Activities

Meridian students also deepen their education through a variety of in-school and after-school activities. In the 2019-20 school year, Meridian offered several learning and enrichment activities.

Aftercare

Meridian PCS continued its partnership with the YMCA to offer daily aftercare. This afterschool program offers a safe and engaging space for students to complete homework and participate in a variety of enrichment activities—such as learning games, swimming, and cooking classes. M.O.M.I.E.S. (Mentors Of Minorities In Education) is another key partner. At their Georgia Avenue site, they provide high-quality After School and Summer programming for children and youth attending DC public and public charter schools in DC's Ward 1.



Sports and other Clubs

Students also participated in several athletic activities, including soccer in partnership with DC SCORES and Girls on the Run at the Elementary School, and boys' and girls' basketball teams for students in grades 5-8. Meridian's athletics and sports related clubs give students of all ages an opportunity to develop skills, build interest in community sports, and just have fun! Unfortunately, the onset of COVID-19 forced DC schools to cancel Spring athletics, but we look forward to beginning our program anew once the pandemic is finished.



International Programming

Honoring our rich and diverse student community, in Fall 2019 Meridian students celebrated Hispanic Heritage Month with visits to sites around the city. We also partnered with non-profit organization the Pulsera Project, selling colorful hand woven bracelets ("pulseras") and other crafts made by Central American artists.

Concerts, Dances, and Plays

In September 2019 with the assistance of the Family Engagement Team, we posted auditions for *Winter in the Land of Oz* around the school. We had around 30 students from grades 3rd thru 6th-grade audition for 18 roles. We rehearsed every Tuesday and Wednesday till our performances in December. The show was a light-hearted

play that focused on Dorothy realizing that the spirit of the season was not just presents or decorations but with her family and friends. The students performed two shows, one in the afternoon to the student body and another in the evening in the annual “Cookies & Cocoa,” " for family and friends. The show gave students the opportunity to showcase their creative talents and continue to learn skills such as critical thinking, teamwork, and public speaking.

Garden Club

Meridian’s Garden Club kicked off another year of gardening in partnership with Love and Carrots. Students cultivated and harvested produce and learned about healthy eating, as they watched their garden grow! Students grew cauliflower, kale, and a number of other vegetables throughout the year.

Deepening Learning through Engaging Field Trips In and Around the DC Area

Students participated in several exciting field trips throughout the DC area in the 2019-20 school year. Elementary students visited the National History Museum, Cox Farm, the National Zoo, and many other sites that stretched their understanding and imagination.



In the 2019-20 school year 7th and 8th-grade students visited Capitol Hill, The White House Visitor Center, and the National Archives Museum. We had many other trips planned for the Spring that had to be canceled due to COVID-19.



Parent Involvement Efforts

Meridian Public Charter School believes that a positive relationship between the home and the school is key to student success. To that end, we host several programs and activities to engage parents and families as partners throughout the year.



Family Center

Meridian boasts a full-time Family Center that serves as a hub of the school's parental involvement. The Family Center strives to increase family engagement at Meridian and to improve the quality of parental involvement. The Family Center is an open resource for Meridian parents, and it offers numerous programs, free of charge. During the COVID-19 pandemic, the Family Center coordinated our efforts to support families, including arranging support from social services and ensuring that families had internet access at home to enable students to engage in our academic program remotely.

Parent and Family Meetings

To engage parents throughout the year, Meridian hosted regular parent and family meetings, involving parents from Meridian's diverse language and cultural backgrounds. Parents and family members provided feedback on Meridian's Schoolwide Plan, learned about Meridian's various supports and services for students and families, and spent time getting to know Meridian teachers, leaders, and various staff members. The Family Center also organized Visitor Days in the winter, giving parents or other family members an opportunity to observe their student's morning at school.



Parent Education Classes

Meridian partnered with the Parent Encouragement Program (PEP) to present in-person parenting workshops in Fall 2019, one for each grade span:

- Gaining Cooperation through Positive Parenting for parents of PK - 2nd graders
- Effective Discipline Without Punishment for parents of 3rd – 5th Graders
- Positive Parenting and Setting Limits for parents of 6th – 8th Graders

In addition to the above workshops, additional parenting videos were made available to Meridian families for free, including *Why Don't My Kids Listen to Me?* (English and Spanish versions),

Power Tools for Power Struggles, and Stop the Yelling, Start the Cooperation. Handouts were included for each video and were translated into Spanish for our Spanish-Speaking families.

Scholastic Book Fair

Meridian PCS also participated in the Scholastic Book Fair in the Fall, partnering with teachers and families to provide books to students in PreK-8th grade. Parents could tour the fair during before and after school hours. Parents also volunteered as book fair monitors during classroom visits and assisted with restocking materials throughout the day. Our Fall 2019 Scholastic Book Fair was one of the most successful book fairs in the school's recent recorded memory, grossing 3 times the average of the past seven book fairs over five years, resulting in not only more children having books in their hands, but also more cash and in-kind funds for purchasing additional instructional materials, books, magazines and other resources for teachers. The Spring book fair, scheduled to dovetail with a Meridian Loves to Read Campaign that included opportunities for families, members of the community and Board of Trustees to be guest readers in classrooms, as well as rewards for students logging the most minutes and books read, had to be cancelled due to COVID-19.



Family Math Night

Meridian partnered with Mathnasium Learning Center for Family Math Night. The purpose of family math night was to encourage further building of strong family-school partnerships, generate excitement about math, and highlight our school's math curricula and standards with age appropriate games and prizes for Pre-K3 through 6th grade students.

Community Block Party

Unfortunately, Meridian's third annual Community Block Party in April had to be canceled due to COVID-19.

SCHOOL PERFORMANCE

Performance and Progress—2019-20

Fulfilling our Mission

The Mission of Meridian Public Charter School 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.

Meridian fulfills its Mission every day—through rigorous and engaging classroom learning; special activities such as Dr. Seuss Day celebrated each year that brings books, reading, and a love of learning to life for our early learners; and immersive field trips to sites around the DC area that allow our students to “build their passion for learning” by exploring the world outside the classroom.

Results—Strategic School Improvement Initiative

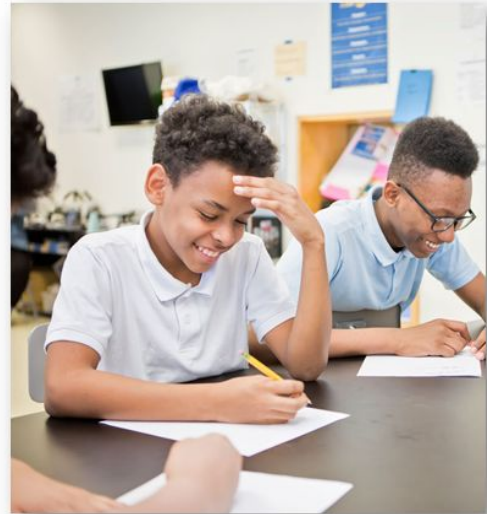
Meridian Public Charter School continued to build upon the momentum of its bold school improvement effort by hiring Matthew McCrea as it’s new head of school at the beginning of the school year. Matthew began his tenure at Meridian focused on strategic planning to achieve the goals set by the Meridian community in concert with the Meridian Board of Trustees, with the primary aim of dramatically improving teaching and learning. Matthew also worked alongside staff to build on the successes of the past to chart a future for Meridian where students engaged in meaningful learning in the school and in their communities.

Meridian also began the formal partnership process with EL Education with the goal of becoming an EL Education Partner school in SY20-21 and continuing on the path to earning an EL Education credential. Meridian is also proud to have passed its 20-year review by the District of Columbia Public Charter School Board.



Improving Teaching and Learning through High-Quality Professional Development

High-quality professional development is a key component of Meridian's overall strategic improvement initiative. Meridian believes that high-quality professional development is essential to continually improve educators' knowledge and skills, enabling all students to learn at high levels. Professional development that is most effective in improving educator practice is results-oriented, data-driven, constructivist in nature and job-embedded.



During the 2019-20 school year, Meridian staff members participated in focused, school-wide professional development and deepened their expertise through external professional development as well. Professional development began with a Pre-Service institute in August, organized in collaboration with Perry Street Prep Public Charter School, enabling teachers and leaders to plan collaboratively and prepare to implement our curriculum, assessments, and teaching model effectively. Throughout the year, teachers and leaders participated in several full- and half-day professional learning sessions, where they analyzed interim assessment data, planned together, and developed lesson plans to make learning engaging and rigorous.

In all grades, teachers participated in weekly professional learning communities (PLCs) within each grade level. The PLCs helped teachers improve their content delivery and lesson preparation and differentiate instruction to meet each student's needs. Additionally, math and English language arts teachers in grades 3-8 received weekly one-on-one instructional coaching support from experienced TenSquare Instructional Coaches to improve their teaching practice. To ensure that improvement was focused and aligned throughout our school, TenSquare also provided leadership coaching and support to school principals and other key leaders. Leaders worked with an experienced leadership coach to build student achievement outcomes, use school data to drive overall school improvement, continue to increase family-school connections, and establish and deepen a culture of achievement throughout Meridian PCS. This work resulted in student achievement and learning gains, as well as lower student suspension rates, continued strong attendance rates, and high re-enrollment rates.

Supporting Students with Special Needs and English Language Learners

To ensure that we are meeting the needs of all our students, Meridian also strengthened and expanded support for special education and English language learning during the 2019-20 school year. Meridian used funds from a competitive SEEF (Special Education Enhancement Fund) grant, for example, to continue to build out special education supports and services for students.

Special education and EL teachers and leaders also participated in specialized professional development and met regularly to collaborate and plan instruction and support for students.

Improving Early Childhood Outcomes

Early Childhood Growth—CLASS and TS Gold Results

Student progress begins with our entering grades in preschool and prekindergarten. Early childhood growth is measured through a third-party observational tool, the Classroom Assessment Scoring System (CLASS), and we measure early literacy and math skills through the Teaching Strategies (TS) GOLD assessment.

Results from the 2019-20 CLASS observations (see Table 1 below) show improvement in scores from the prior year in *two of the three reporting categories* (including emotional support and instructional support) and represent the first year that Meridian exceeded the targets set by OSSE and PCSB in all three components.

Due to COVID, TS-Gold was not given at the end of SY19-20.

Taken together, early childhood results indicate excellent learning growth in our classrooms for our youngest learners.

Table 1—Early Childhood Data SY 17-18 – SY 19-20

Assessment and Grade Level	SY1718	SY1819	SY1920
PS/PK CLASS - Emotional Support	5.95	6.21	6.40
PS/PK CLASS - Class Organization	5.84	6.23	6.17
PS/PK CLASS - Instructional Support	2.94	3.19	4.16
PK Literacy (Teaching Strategies GOLD)	96.7%	100%	n/a (COVID)
PK Math (Teaching Strategies GOLD)	99.2%	100%	n/a (COVID)

K-2 Literacy and Math—Measures of Academic Progress (MAP) Results

This assessment, which is aligned to the Common Core, allows Meridian to track

student learning and progress throughout the school year and ensure that students are prepared for success in elementary, middle, and high school.

Due to COVID, K-2 students did not take MAP tests at the end of SY19-20. We believe that young students likely experienced learning loss, however, due to the rapid shut-down and quick switch to virtual instruction, and we have planned accordingly to support our youngest learners at the start of SY20-21.

Performance on the PARCC Exam

Students did not take the PARCC exam in SY2019-20 due to the COVID-19 Crisis.

Unique Accomplishments

Acquisition of a Permanent Home for our Middle School

In April 2020, Meridian PCS secured a new, permanent home for the middle school. Meridian's proposal to take over the lease of Cesar Chavez on Kenyon St. was approved by both boards with support from leaders in Ward 1. The new location and its amenities directly address parent survey results regarding the Middle School where parents expressed an interest in having better facilities, including a gymnasium or other sports facilities, and a "middle school feel." The new location will offer students countless new opportunities and returning the building to educational use will restore another asset to an incredible community.

Winning a Competitive Special Education Enhancement Fund (SEEF) Grant

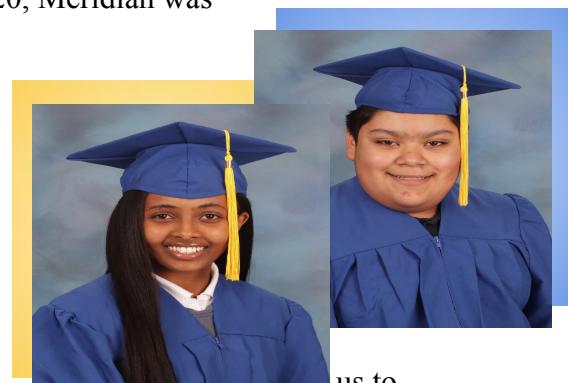
The Office of the State Superintendent of Education (OSSE) awarded Meridian a \$225,000 SEEF continuation grant in August 2019 for SY2019-20. During year 2 of this generous grant support, Meridian continued to: 1) Build out Meridian's continuum of supports and services for students with disabilities, ensuring that the right supports and services are in place to serve students with a full range of needs; 2) Expand efforts to weave Universal Design for Learning (UDL) strategies into classrooms across both campuses; and 3) Provide intensive training to enhance positive behavior supports at the Middle School.

Winning a Nina M. Lowery 21st Century Community Learning Centers Grant

At the end of the 19-20 school year, Meridian applied for and received a \$665,440 21st Century Community Learning Centers Grant from the Office of the State Superintendent of Education (OSSE) to expand and improve on its out of school time offerings for students during SY2020-21. The resources will allow Meridian to build on its already existing and successful OST program to serve additional students in our community with a wide array of offerings.

Preparing our Students to Attend High Performing High Schools

Each year, Meridian Middle School students are prepared to enter high-performing high schools. To support effective transitions from middle grades to high school, Meridian's Middle School Counselor, Middle School Manager of School Culture, and Principal assist students as they prepare to transition successfully to high school. Specifically, the Counselor works with the Dean to ensure that every 8th grade student applies to and is matched to a high school that will best meet that student's needs. As a result of this work in 2019-20, Meridian was able to increase the number of students accepted into a Tier 1 or selective high school to nearly 75%. Our results are a testament to the hard work completed by our 8th graders and the exemplary instruction facilitated by our middle school teachers in preparing our students for top tier high schools



The Impact of COVID-19

The COVID-19 crisis had a tremendous impact on the students, staff, and community of Meridian. The virus caused change the way we interacted, shared information, implemented the curriculum, and assessed student learning. This left us without scores in many of the metrics that are typically used to demonstrate academic growth, and that is noted throughout this report.

During the first month of the COVID-19 pandemic, Meridian distributed laptops to each of our students and developed teaching practices that would continue to develop student mastery of rigorous grade-level standards and content. To accommodate the needs of our families, Meridian offered a wide variety of ways to engage with our instructional program, including both synchronous and asynchronous lessons for students. Meridian teachers and leaders also collaborated to develop structures for supporting families, both in engaging their students in virtual instruction and in supporting them with wraparound services, including providing groceries and connections to social services and community organizations. Meridian tracked student participation in live, online classes and student task completion to monitor student progress and administered the end-of-year iReady assessment to diagnose student progress.

What the virus did not change is our belief in our mission and our commitment to all of our families. In the spring, when we immediately moved to virtual learning, knowing it was critical to support students' learning and provide students with a familiar, stabilizing presence in their lives. While our students and teachers gave their best effort, we know that there were a variety of levels of success with distance learning. We have taken what we learned from our experience in the spring to improve distance learning, to make sure that all students are receiving a quality education, regardless of the format we are using during the 2020-2021 school year. We are proud of the way that our community has risen to face this enormous and unprecedented challenge.

Disclaimer

Meridian Public Charter School acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.

List of Donors

In SY2019-20, Meridian PCS received a donation of \$500 or more from the following individuals.

- Stephen Percy
- DC Educational Equity Fund

2019-20 Meridian PCS School Data Report

Source	Data Point
PCSB	LEA Name: Meridian PCS
PCSB	Campus Name: Meridian PCS
PCSB	Grades served: PK3-8
PCSB	Overall Audited Enrollment: 635

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	55	73	63	60	61	65	64	50	52
Grade	7	8	9	10	11	12	Alternative	Adult	Special Education*
Student Count	47	45	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: 121 (virtual days not included in calculation)
PCSB	Suspension Rate: 0.002%
PCSB	Expulsion Rat: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0%
PCSB	In-Seat Attendance: 93.27%
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: 3.0% (19 students)
PCSB	Midyear Entries: 0.0% (0 students) *
PCSB	Promotion Rate (LEA): 99.4%

PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB (SY16-17)	College Admission Test Scores: Not Applicable
PCSB (SY16-17)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 11.9%
School	Number of Teachers: 67
School	Teacher Salary 1. Average: \$64,155 2. Range -- Minimum: \$34,052 Maximum: \$88,000
	Executive Salaries over \$100K Shelley Anderson - \$112,000, Ariel Weissburg - \$113,000, Matthew McCrea - \$135,000

APPENDICES

Appendix A: SY 2019-20 Staff Roster

Meridian Public Charter School Staff Directory SY2019-2020		
Last Name	First Name	Position
Administration		
Anderson	Shelley	Principal-Middle School
Bergstein	Joshua	Data Manager
Best	Diandra	Director of Student Support Services
Johnson	Jacqueline	Family and Community Manager
McCrea	Matthew	Head of School
Weissburg	Ariel	Principal-Elementary School
Instructional Staff		
Allen	Tanasha	Teacher-SPED
Ashton	Cynthia	Teacher-1st Grade
Barnes	Gabrielle	Teacher-Spanish
Brown	Kristin	Teacher-Music
Cobb	Jessie	Teacher-PreK 3
Conyers	Mellony	Teacher-SPED
Davis	Heather	Teacher-6th Grade Math
DeBianchi	Christina	7th/8th Grade Math Teacher
Delgado	Michael	SPED Teacher 5th/6th
Diggs	Asha	Teacher-3rd Grade
Drew	Azure	Teacher-ELL
Edwards	Shronda	Teacher-PreK 3
Furst	Lauren	Teacher-5th Grade ELA
Gibbs	Sabrina	Teacher-Prek 3

Guerrero-Macias	Martha	Teacher-ELL
Henry	Sandra	Teacher-K
Hutchins-Johnson	Shalonda	Teacher-MS Science
Jones	Delbra	Teacher-Technology
Laurence	Milton	Teacher-ELA
Lea	Angel	Substitute Teacher
Lewis	Jennifer	Teacher-2nd
Matthews	Danielle	Teacher-K
McCullough	Paul	Teacher-5th/6th Social Studies
McGraw	Miajah	Teacher-SPED
Miles	India	Teacher-PreK 4
Moton	LaTraycee	Teacher-SPED
Mundy	Opal	Teacher-PreK 4
Napolitano	Liza	PreK SPED Teacher
Neubert	Ashley	Teacher-2nd Grade
Nicholes	Ash	Teacher-ELL
Nicholson	Tia	Substitute Teacher
Nunery	Karen	Teacher-SPED Resource
Ortiz	Brandon	Teacher- 4th Grade-ELA
Pabilona	Alma	Teacher-ELL
Pardue	Holly	Teacher- 1st Grade
Pickens	Katherine	Substitute Teacher
Proctor	Trevor	Teachers-MS Social Studies
Ross	Ashley	3rd Grade Teacher
Ross-Durham	Ayoka	Teacher -5th/6th Science
Rudd	Desmond	Teacher- Music 7th/8th
Ruffner	David	Teacher-2nd Grade
Saunders	Dakota	Teacher-K
Seitz	James	Teacher-PE

Short	Christine	Substitute Teacher
Simmons	Dollye	4th Grade Math Teacher
Smith	Marie	Teacher-1st Grade
Speller	Keisha	Teacher-4th Grade Science/ S.S
Spring	Julia	Teacher-Drama
Streater	B'Yonka	Teacher-6th Grade
Strother	Tiffany	SPED Teacher
Taylor	Jewel	Teacher- PreK 3
Thomas	Kevin	Teacher-3rd Grade
Thomas	Brittney	Teacher-PE
Tolliver	Tarnisha	Teacher-Prek 4
Turner	Ruth	Teacher-ELL
Williams	Justin	Teacher-5th Grade Math
Williamson	Shedon	Director of Early Childhood
Young	LaMissha	Teacher-Art
Operational Staff		
Anderson	Pamela	MS Office Manager
Brown	Tierra	Facilities Support Associate
Brown	Delonte	Facility Support Associate
Clark	Brian	Facilities Manager
Dunston	Jerome	Building Engineer
Gambrel	Allen	Facilities Tech
Garris	George	Food Service Tech
Gore	Asia	Records Coordinator
Hartman	Albert	Food Service Tech
McCoy	Kyisen	IT Security Manager
Price	Kiandra	Food Service Associate
Ray	Lavetta	Food Service Manager
Rhodes	Robert	Facilities Tech
Russell	Michael	Director of Operations

Sockwell	Chaunti	Business Operations Manager
Spriggs	Marcellus	Facilities Tech
Student Support		
Adams	Phyllis	Operations Associate
Austin	Carlette	Math Specialist
Bronson	Floyd	Dean of Culture-ES
Brown	Melvey	Reading Specialist Teacher
Byas	Carla	Reading Specialist
Chaney	Rachel	ELL Coordinator
George	Carlin	Parent/Family Coordinator
Hargrove	Alicia	Special Education Coordinator
Jackson	Dion	School Counseling Coordinator
Kirby	Kimberly	Senior Behavior Specialist
Lowery	Nichole	Instructional Specialist
Marquez	Hilda	Translator/Associate
Reader	Jordanne	School Psychologist
Scott	Kendra	School Counselor
Sockwell	Gary	Dean of Students
Somerville	Michael	RTI Coordinator
Sullivan	Denae	Speech Language Pathologist
Williams	Abigail	Occupational Therapist
Wright	Ryan	Wellness Coach
Teaching Assistants & Instructional Support Staff		
Allen	Timothy	Dedicated Aide
Blount	Sharon	Dedicated Aide
Brown	Ivory	Apprentice Teacher-PreK 3
Davis	La'Talian	Dedicated Aide
Fleming	Antonia	Dedicated Aide
Gutierrez	Norma	Apprentice Teacher-PreK 3
Hailes	Sheena	Dedicated Aide

Henson	Shavonna	Dedicated Aide
Jennings	Nicole	Apprentice Teacher-PreK 3
King	Kim	Apprentice Teacher-K
Marable	Latosha	Apprentice Teacher-K
McLaughlin	Jasmine	Dedicated Aide
Miles	India	Apprentice Teacher-PreK 3
Perkins-Plater	Minnie	Apprentice Teacher-PreK 3
Robinson	Angelica	Apprentice Teacher-K
Scott	Soraya	Apprentice Teacher-PreK 4
Surratt	Quentin	Dedicated Aide
Tymas	Kiana	Dedicated Aide
Wood	Kaylah	Apprentice Teacher-PreK 4

One hundred percent of Instructional Staff have a bachelor's degree, and 47% of Instructional Staff have a master's degree or higher.

Appendix B: SY 2019-20 Board Roster

Name	DC Resident	Role
Edie Ashton	N	Board Chair
Keith Collins	Y	Parent
Ali Semir	N	
Justin Duiguid	Y	Parent
Mahmia Richards	N	Treasurer
Annie Hsiao	Y	
Payson Peabody	Y	Governance Committee Chair
Steve Percy	Y	Secretary
Karen Rivas	N	Academic Committee Chair

Appendix C: At-Risk Funding

In SY 2019-20, Meridian PCS used at-risk funding to hire instructional assistants for younger grades, supplement school staff to support behavioral needs of students, run after-school programming, and purchase additional materials for student learning.

Appendix D: Unaudited Year-End 2019-20 Financial Statement

Income Statement, as of June 30, 2020

Meridian PCS	Actual
Revenue	
State and Local Revenue	13,960,924
Federal Revenue	872,555
Private Grants and Donations	7,678
Earned Fees	154,950
Total Revenue	14,996,107
Expenses	
Salaries	7,544,825
Benefits and Taxes	1,641,635
Contracted Staff	131,439
Staff-Related Costs	65,502
Rent	602,356
Occupancy Service	534,708
Direct Student Expense	893,379
Office & Business Expense	1,694,430
Interest	394,820
Depreciation and Amortization	978,926
Total Expenses	14,482,019
Net Income	512,887

Appendix E: Approved 2020-21 Budget

Meridian PCS 2020-21	Budget
Revenue	
State and Local Revenue	13,940,846
Federal Revenue	3,489,573
Private / Earned Revenue	83,792
Total Revenue	17,514,210
Operating Expense	
Staff-Related Expense	10,772,331
Occupancy Expense	1,032,879
Additional Expense	2,754,273
Total Operating Expense	14,559,484
Net Operating Income	2,954,726
Total Interest, Depreciation	1,899,063
Total Expenses	16,458,547
Net Income	1,055,663