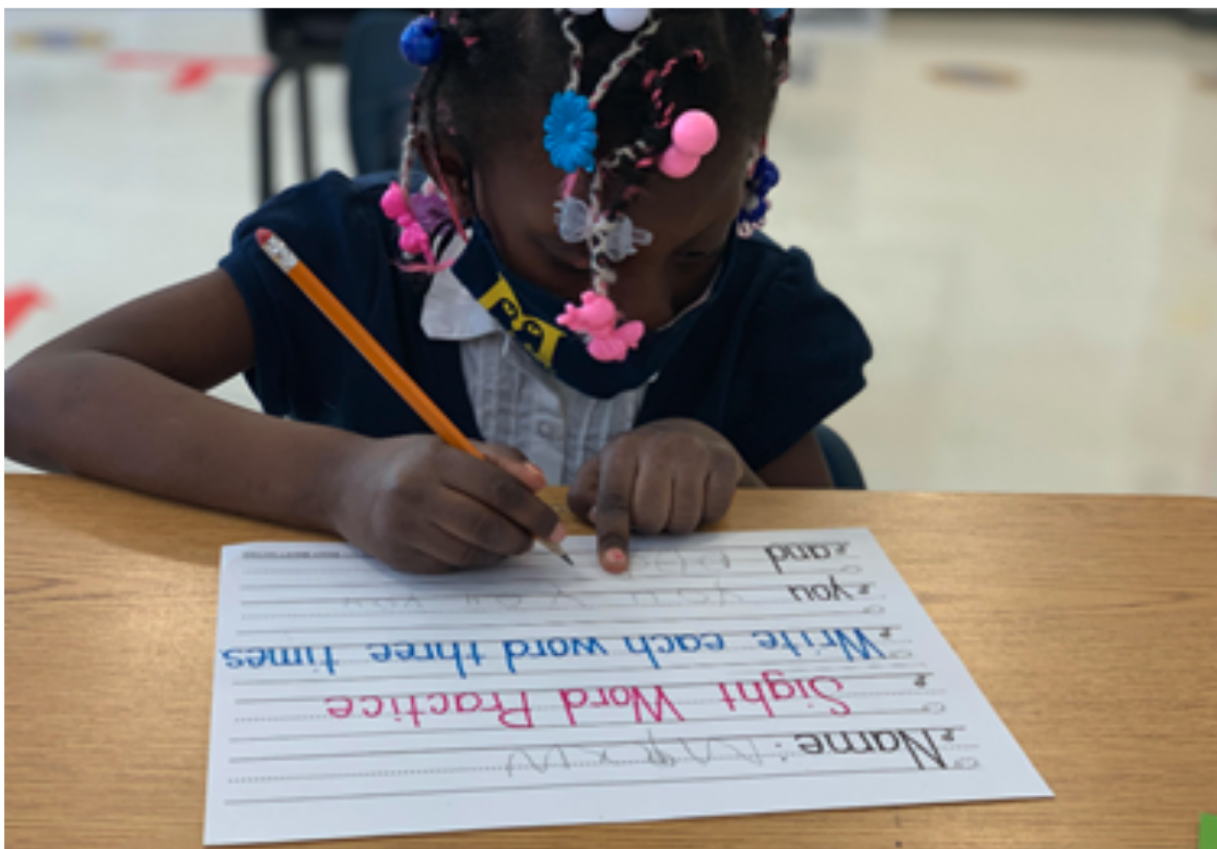


MERIDIAN PUBLIC CHARTER SCHOOL

# ANNUAL REPORT

2020-2021

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**Board Chair:**

Edie Ashton

**Head of School:**

Matt McCrea

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# Table of Contents

## SCHOOL DESCRIPTION

[Mission, Vision and Core Values](#)

[School Program](#)

[Core Curriculum & Instructional Approach](#)

[Beyond the Core Curriculum—Arts, Media/Tech, Music, PE/Health & Spanish](#)

[Deepening Learning Through Enrichment Activities](#)

[Parent Involvement Efforts](#)

## SCHOOL PERFORMANCE

[Performance and Progress](#)

[Fulfilling our Mission](#)

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[Results—Strategic School Improvement Initiative](#)

[Improving Early Childhood Outcomes](#)

[Unique Accomplishments](#)

[List of Donors](#)

[2020-21 Meridian PCS School Data Report](#)

## APPENDICES

[Appendix A: Staff Roster](#)

[Appendix B: Board Roster](#)

[Appendix C: At-Risk Funding](#)

[Appendix D: Unaudited Year-End 2020-21 Financial Statement](#)

[Appendix E: Approved 2021-2022 Budget](#)

# 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 20<sup>th</sup> 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 2020-21 school year, Meridian PCS served a diverse group of 602 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.

For most of last school year, Meridian chose to offer a virtual instruction model, where most students learned virtually from home and some students learned virtually from our campuses while also receiving in-person instruction. Meridian began SY20-21 with virtual instruction, including four days/week of synchronous instruction and one day/week of asynchronous instruction. Starting on the first day of school, in addition to virtual instruction, Meridian offered “Learning Hubs” for those students experiencing the greatest needs--focusing primarily English learners and students with disabilities. The school used feedback from parents and families, along with classroom observation data, student learning data, and weekly professional learning time with staff, to continue to improve on programming and outcomes for students.

The decision to launch SY20-21 with an in-person learning option for some students was informed by a consideration of multiple factors including survey feedback from staff, students and families, public health data, DC guidance, and plans implemented by neighboring districts.

While the form of instructional delivery shifted last school year, Meridian’s focus on rigorous learning did not. 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.

In SY 2020-21, grades K-5 used Core Knowledge Language Arts (CKLA) curriculum resources and supports. 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 SY20-21, 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.

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 gives 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. **Last year, Meridian students won first and second place 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 *Illustrative Mathematics* as our anchor curriculum for grades K-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. 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 4 through 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 traditionally 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 has always woven into the daily activities and academic coursework of each class. Whether students were learning in person or remotely, technology became a more central part of all content last school year. Students and families received instruction and support on how to access their learning materials. Meridian utilized a Learning Management System (Schoology) to facilitate virtual instruction and student engagement. Meridian’s core curriculum programs were available online, helping to ensure curricular continuity through this transition. Meridian



instructors also provide opportunities for students to develop social skills during virtual instruction through small group work and activities.

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.

Meridian maintained its dedication to creative arts, carving out time even in virtual learning for creative arts teachers to work with students and giving students opportunities to share their work whether they were learning remotely at the time or on campus. The same was true for PE/Health. There were many limitations on what could be done but teachers were creative with outdoor spaces to give students learning in person opportunities to exercise. Students learning at home were given activities they could do in the comfort of their homes.

## **Deepening Learning Through Enrichment Activities**

The shifts brought about by the pandemic have not affected Meridian's adherence to the Student Activities standard. Meridian has worked hard to provide activities for engagement for scholars throughout COVID. In the Summer of 2020, Meridian applied for and received a 21st CCLC grant to support out of school time programming. Meridian has been able to use these grant funds to ensure that students continue to have access to enrichment activities despite the transition to distance learning. These have included activities (such as cooking and family celebrations tied to Hispanic Heritage month) and events (e.g. holiday activities) throughout the year. Meridian has also continued other celebrations that are normally part of our routine during the school year, including academic awards ceremonies, and end the year with virtual and in-person promotion ceremonies and student life events to give students the opportunity to engage in nonacademic pursuits and celebrations with each other.

### **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.

## **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. Many events, including an annual block party and parent education classes, had to be canceled or moved to a fully virtual setting due to COVID-19 safety concerns. Though Meridian held fewer events for parents, communication with families had never been more important.

### **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. As Meridian navigated 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. Last school year the majority of these engagements took place virtually to ensure the safety of our community. 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.



### **Spring Fling Enrollment Party**

In April 2021, with warmer weather allowing for distanced outdoor events, Meridian hosted a Spring Fling event for returning and prospective parents. Taking place on a Saturday outside of the Elementary campus, the event gave parents and community members a chance to connect with each other and meet many Meridian staff members. In addition to convenient enrollment stations and building tours, the even featured a magic show, sidewalk chalk art, cornhole & ring toss, jump rope and hula hoop contests, soccer

goals & basketball shots competitions, a scavenger hunt, a photo booth, arts & crafts, tiktok dance challenges, and food bag distribution.

## SCHOOL PERFORMANCE

### Performance and Progress—2020-21

#### 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.

#### Results—Strategic School Improvement Initiative

Meridian began the formal partnership process with EL Education with the goal of becoming an EL Education Partner school in SY21-22 and continuing on the path to earning an EL Education credential.



#### 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 2020-21 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, 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 K-8 received regular one-on-one instructional coaching support from Meridian's 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 2020-21 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**

Due to in-person learning being limited over the last two school years, much of Meridian's end of year assessment testing did not occur as scheduled. For the 20-21 school year, we saw the return of the Spring MAP test but the PARCC test was canceled for another year.

**Pre-K Results** - The most recent TS Gold data indicate that 100% of Meridian PK 3 & 4 students met early literacy benchmarks. Additionally, in-person Brigance screening data from

SY20-21 did not result in any students being referred for additional support. CLASS data for SY19-20 indicate that Meridian exceeded DC average scores in all three domains.

**K-2 Results** - Meridian has been using the MAP (Measures of Academic Progress) assessment since SY 16-17. Meridian is striving to be above 50% of students being at or above the 50th percentile for MAP growth. For math, Meridian met this goal for K-2 students in SYs 17-18 and 18-19 but the spring MAP test was not given last school year. In SY 20-21 25% of K-2 students met this goal. For ELA Meridian's three year average is 43% and in SY 20-21 the result was 25%.

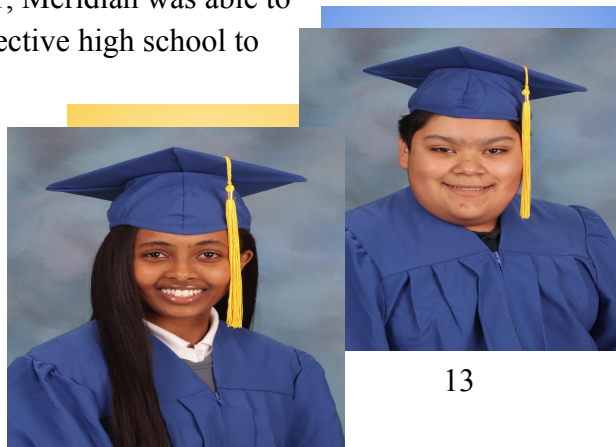
## Unique Accomplishments

### Middle States Accreditation

Accreditation from the The Middle States Commissions on Elementary and Secondary Schools is a self-evaluation process that schools and school systems voluntarily use to demonstrate they are meeting a defined set of research-based performance standards. The standards examine schools in a holistic way. The process begins with a self-study conducted by the school and requires input from a coalition of school leaders, teachers, parents and students. Following the self-study, a team of volunteer educators from Middle States-accredited schools conducts an on-site peer review to observe school operations and interview various stakeholders. The team then makes its recommendation to Middle States, where it undergoes a multi-level review by some of the best educators in the field before being approved. Meridian is proud to have received it's recommendation for re-accreditation last year.

### 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 2020-21, Meridian was able to increase the number of students accepted into a Tier 1 or selective high school to nearly 90%. This represents significant growth from SY19 (50%) and SY20 (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.





## **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 SY2020-21, Meridian PCS received a donation of \$500 or more from the following individuals.

- Roberts Foundation - \$10,000
- Whirlpool Care Counts Laundry Program - \$10,000

## 2020-21 Meridian PCS School Data Report

Source	Data Point
PCSB	<b>LEA Name:</b> Meridian PCS
PCSB	<b>Campus Name:</b> Meridian PCS
PCSB	<b>Grades served:</b> PK3-8
PCSB	<b>Overall Audited Enrollment:</b> 602

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	42	60	71	56	60	59	58	60	57
Grade	7	8	9	10	11	12	Alternative	Adult	Special Education*
<b>Student Count</b>	49	47	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	<b>Total number of instructional days: 180</b>
PCSB	<b>Suspension Rate: 0.001%</b>
PCSB	<b>Expulsion Rat: 0.00%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate: 0%</b>
PCSB	<b>In-Seat Attendance: 89.34%</b>
PCSB	<b>Average Daily Attendance:</b> 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. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals:0.006 (4 students)</b>
PCSB	<b>Midyear Entries: 0.006% (4 students) *</b>
PCSB	<b>Promotion Rate (LEA): 100.0%</b>
PCSB (SY16-17)	<b>College Acceptance Rates: Not Applicable</b>
PCSB (SY16-17)	<b>College Admission Test Scores: Not Applicable</b>
PCSB (SY16-17)	<b>Graduation Rates: Not Applicable</b>

### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate: 17.22%</b>
School	<b>Number of Teachers: 62</b>
School	<b>Teacher Salary</b> 1. Average: \$64,982 2. Range -- Minimum: \$34,737 Maximum: \$89,500
	<b>Executive Salaries over \$100K</b>

Michael Russell - \$112,000, Donna Defino - \$114,000, Shelley Anderson - \$115,005, Ariel Weissburg - \$115,834, Matthew McCrea - \$145,000
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# APPENDICES

## Appendix A: SY 2020-21 Staff Roster

Last Name	First Name	Staff Member's Title
<b>Teachers</b>		
Allen	Tanasha	Special Education Teacher
Appelquist	Lucia	Teacher - 8th Grade ELA
Ashton	Cynthia	Teacher - 1st Grade
Austin	Carlette	Math Interventionist
Barnes	Gabrielle	Teacher - Spanish
Beisso	Matilde	ELL Teacher
Brown	Ivory	Teacher - PreK 3
Brown	Kristin	Music Teacher
Byas	Carla	Reading Specialist
Cobb	Jessie	Teacher-Preschool 3
Conyers	Mellony	Teacher - SPED
Davis	La'Talian	Apprentice Teacher (Special Education)
Delgado	Michael	Teacher - SPED 5th-6th Grade

Diggs	Asha	Teacher - 3rd Grade
Edwards	Shronda	Teacher - PreK 3
Ferris	Carla	Teacher- 7th Grade Math
Furst	Lauren	Teacher- ELA 5th Grade
Gibbs	Sabrina	Teacher-PreK 3
Guerrero-Macias	Martha	Teacher-ELL
Gutierrez-Osorto	Norma	Apprentice Teacher - PreK 3
Hawkins	Lamisha	Teacher-Art
Henry	Sandra	Teacher - Kindergarten
Hutchins-Johnson	Shalonda	Teacher-Science
Jennings	Nicole	Apprentice Teacher-PreK 3
Jimenez-Romero	Gabriel	Teacher- 5th-8th Spanish
Jones	Miko	Teacher- 5th Grade Math
Jones	Delbra	Teacher - Technology
King	Kim	Apprentice Teacher-K
Lea	Angel	Substitute Teacher
Leclercq	Lauren	Teacher- 1st Grade
Lewey	Carrie	Teacher- SPED
Lewis	Jennifer	Teacher 2nd Grade
Marable	Latosha	Apprentice Teacher - K
Matthews	Danielle	Teacher - K

McCollough	Latifah	Teacher - 8th Grade Math
McCullough	Paul	Teacher - 5th/6th Social Studies
McGraw	Miajah	Teacher - SPED
Miles	India	Teacher - PreK 3
Moton	Latraycee	Teacher - SPED
Mundy	Opal	Teacher - PreK 4
Napolitano	Liza	Teacher - SPED PreK
Nettles	Alan	Teacher - 7th Grade ELA
Neubert	Ashley	Teacher - 2nd Grade
Nicholes	Ashley	Teacher - ELL
Nicholson	Tia	Apprentice Teacher - PreK 3
Nunery	Karen	Teacher - SPED Resource
Ortiz-Powell	Brandon	Teacher - ELA - 4th Grade
Pabilona	Alma	Teacher - ELL
Perkins-Plater	Minnie	Apprentice Teacher-PreK 3
Pickens	Katherine	Substitute Teacher
Proctor	Trevor	Teacher - Social Studies
Robinson	Angelica	Apprentice Teacher-K
Robley	Dante	Teacher - 2nd Grade
Ross	Ashley	Teacher - 3rd Grade
Ross-Durhan	Ayoka	Teacher - 4th Grade Math



Rudd	Desmond	Teacher - 5th-8th Grade Music
Saunders	Dakota	Teacher - Kindergarten
Scott	Soraya	Apprentice Teacher-PreK 4
Seitz	James	Teacher - PE
Sessoms	Camille	Apprentice Teacher-PreK 4
Short	Christine	Substitute Teacher
Smith	Marie	Teacher - 1st Grade
Speller	Keisha	Teacher - Science/ S.S 4th Grade
Spring	Julia	Teacher - Drama
Streater	B'Yonka	Teacher - 6th Grade
Strother	Tiffany	Teacher - SPED
Taylor	Jewel	Teacher - PreK 3
Thomas	Brittney	Teacher - PE
Thomas	Kevin	Teacher - 3rd Grade
Turner (Fox)	Ruth	Teacher - ELL
Williams	Justin	Teacher - Math-5th Grade
Wood	Kaylah	Apprentice Teacher-PreK 4

<b>All Other Staff</b>		
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<b>Last Name</b>	<b>First Name</b>	<b>Staff Member's Title</b>
Adams	Phyllis	Operations Associate
Allen	Timothy	Dedicated Aide - Sped

Anderson	Shelley	Principal- Middle School
Anderson	Pamela	Ms Office Manager
Arellano	Joshua	Dedicated Aide
Azikiwe	Krystalyn	Manager of Student Behavior
Bergstein	Joshua	Data Manager
Best	Tajah	Elementary School Counselor
Bronson	Floyd	Dean of Culture - ES
Brown	Delonte	Facility Support Associate
Chaney	Rachel	ELL Manager
Clark	Brian	Facilities Worker
Crockett	Gilbert	Dedicated Aide
Cromartie	Shaun	Dedicated Aide
Defino	Donna	Director of Student Services
Dennis	Lindsey	ES ELA Instructional Coach
Dunston	Jerome	Building Engineer
Fleming	Antonia	Dedicated Aide
Gambrel	Allen	Facilities Tech
Garris	George A	Food Service Tech
George	Carlin	Parent/Family Coordinator
Gore	Asia	Student Records Coordinator
Hailes	Sheena	Dedicated Aide

Hargrove	Alicia	Special Education Coordinator
Hartman	Albert	Food Service Tech
Henson	Shavonna	Dedicated Aide - Sped
Jackson	Dion	School Counselor Coordinator
James	Lakeisha	Human Resources/Payroll Manager
Johnson	Jacqueline	Family and Community Manager
Lowery (Marigna)	Nichole A.	Director of Pre-K
Markbreiter	Morgan	MS Math Instructional Coach
Marquez	Hilda	Interpreter/Family Coordinator
McCoy	Kysien	IT Security Manager
McCrea	Matthew	Head of School
McLaughlin	Jasmine	Dedicated Aide
McMahan	Phillip	Chief of Staff
Pessagno	Sarah	ES Math Instructional Coach
Price	Kiandra	Food Service Associate
Ray	Lavetta	Food Service Manager
Reader	Jordanne	School Psychologist
Rhodes	Robert	Facilities Tech
Russell	Michael	Director of Operations
Russell	Melissa	MS ELA Instructional Coach
Sockwell	Chaunti	Business Operations Manager
Sockwell	Gary M.	Dean Of Students

Somerville	Michael	RTI Coordinator
Spriggs	Marcellus	Facilities Tech
Sullivan	Denae	Speech Language Pathologist
Surratt	Quentin	Dedicated Aide
Tymas	Kiana	Dedicated Aide
Wahl	Natalie	MS Counselor
Weissburg	Ariel	Principal Elementary
Williams	Abigail	Occupational Therapist
Williamson	Shedon	Assistant Principal Elementary School

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 2020-21 Board Roster**

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

## Appendix C: At-Risk Funding

In SY 2020-21, 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 2020-21 Financial Statement

### Income Statement, as of June 30, 2021

	Year-To-Date
Income Statement	Actual
Revenue	
State and Local Revenue	14,140,626
Federal Revenue	3,312,383
Private Grants and Donations	23,643
Earned Fees	9,203
<b>Total Revenue</b>	<b>17,485,855</b>
Expenses	
Salaries	8,334,246
Benefits and Taxes	1,786,807
Contracted Staff	121,260
Staff-Related Costs	69,640
Rent	258,655
Occupancy Service	701,083
Direct Student Expense	788,850
Office & Business Expense	1,727,320
Contingency	0
<b>Total Expenses</b>	<b>13,787,861</b>
Operating Income	3,697,994
Extraordinary Expenses	
Interest	711,024
Depreciation and Amortization	1,332,485
<b>Total Extraordinary Expenses</b>	<b>2,043,509</b>
<b>Net Income</b>	<b>1,654,485</b>



## Appendix E: Approved 2021-22 Budget

		SY21-22
Revenue		
	State and Local Revenue	14,489,878
	Federal Revenue	2,647,078
	Private Grants and Donations	5,000
	Earned Fees	29,831
	Revenue Total	17,171,787
Expenses		
	Salaries	9,447,639
	Benefits and Taxes	2,174,424
	Contracted Staff	125,000
	Staff-Related Costs	101,200
	Rent	177,178
	Occupancy Service	815,560
	Direct Student Expense	1,321,572
	Office & Business Expense	1,613,742
	Contingency	100,000
	Expenses Total	15,876,315
<b>NET ORDINARY INCOME</b>		<b>1,295,471</b>
Extraordinary Expenses		
	Depreciation and Amortization	1,341,872
	Interest	518,110
	Extraordinary Expenses Total	1,859,982
<b>TOTAL EXPENSES</b>		<b>17,736,297</b>
<b>NET INCOME</b>		<b>(564,510)</b>