

2021-22  
Annual  
Report

# Meridian



Public Charter School

Meridian PCS  
Edie Ashton, Board Chair

Meridian PCS - Elementary  
2120 13th St NW, Washington, DC 20009

Meridian PCS - Middle  
770 Kenyon St NW, Washington, DC 20010

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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 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**, to ground and center our work for the next decade.

- **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 2021-22 school year, Meridian PCS served a diverse group of 621 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.

Last year marked the return of in-person instruction as the default mode of student learning for the vast majority of our students, although some students learned virtually for significant portions of the year due to approved exemptions and others learned virtually for short stints due to COVID quarantines. Throughout the year, Meridian ensured the safety of our students, families, and staff through a continuous cycle of feedback to iterate on our health and safety protocols.



While the impact of COVID continued to cause many unexpected changes to our instructional programming approach, Meridian's focus on rigorous learning never wavered. 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.

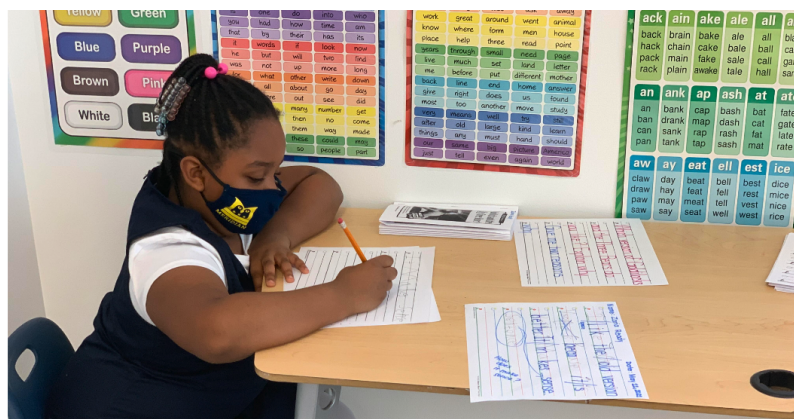
Meridian teachers and leaders participate in ongoing, job-embedded professional development throughout the school year, working in professional learning communities to improve teaching and learning. Core teachers receive weekly support from math and literacy coaches, and teachers and leaders meet regularly 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 2021-22, 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 SY21-22, 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, 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.

## 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 ML 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. Meridian utilized a Learning Management System (Schoology) to facilitate virtual instruction and student engagement and make pivots to virtual learning simpler for families when needed. Meridian's core curriculum programs were available online, helping to ensure curricular continuity regardless of the mode of learning students engaged in. Meridian instructors also provide opportunities for students to develop social skills during both in-person and 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 due to COVID restrictions, but Meridian teachers continued to be creative with outdoor and indoor 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 living rooms.

## **Deepening Learning Through Enrichment Activities**

The shifts brought about by the pandemic have not affected Meridian's adherence to the Student Activities standard. In the Summer of 2020, Meridian applied for and received a 21st CCLC grant to support out of school time programming. Meridian has had numerous activities designed to engage our families, including 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.

## **Out of School Time Activities**

Meridian PCS continued its partnership with the YMCA to offer daily afterschool enrichment. 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. This year, Meridian expanded its athletics program, adding numerous sports to each campus. Finally, Meridian partnered with several organizations, including the YMCA Anthony Bowen, M.O.M.I.E.S., Breaking the Norm, Maryland Teacher Tutors, and others, to provide a five-week long summer school program for approximately 150 of our K-7 students to address learning gaps and provide enrichment opportunities.

## **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 Block Party**

In April 2022, with warmer weather allowing for distanced outdoor events, Meridian hosted a Spring Block Party 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 event 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—2021-22

### 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

After several years of partnership exploration, the overwhelming majority of Meridian's instructional staff voted to become an EL Education Partner school in May of 2022. Over the next five years, Meridian will engage deeply in the EL Education to continue 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 2021-22 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 2021-22 school year. For instance, OSSE awarded a four-year, \$3.6 million literacy grant to Meridian in October 2021 that will support literacy efforts across our two campuses with a special focus on EL instruction.

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 Academic Outcomes**

Meridian uses the PMF as goals as outlined in our charter. However, DC PCSB did not produce PMF scores for SY 21-22, so we instead discuss many of the data points that have historically been included in the PMF.

This year marked the first year of PARCC testing for students since 2019, and the first year of ACCESS testing since 2020. As a result, neither PARCC MGP or student growth goals for ACCESS were measured, and only proficiency rates in each exam can be reported.

**Pre-K Results** - The most recent TS Gold data indicate that 97% of Meridian PK 3 & 4 students met early literacy benchmarks. CLASS data for SY21-22 indicate that Meridian met or exceeded the target in two out of three domains, and nearly met the target in the final domain.

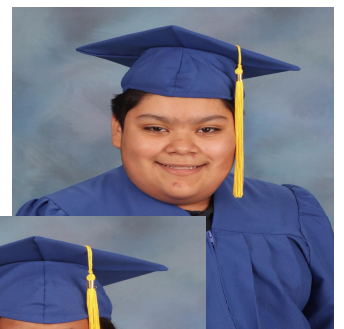
**K-2 Results** - Meridian has been using the MAP (Measures of Academic Progress) assessment since SY 16-17. Meridian is striving to be above 50% of students being at or above the 50th percentile for MAP growth. Meridian exceeded both goals, with 61% of K-2 students meeting growth targets in ELA and 71% of K-2 students meeting growth targets in math.

**3-8 Results** - While Meridian's overall proficiency fell below the charter sector and city averages in SY21-22, Meridian outgrew proficiency rates across most PARCC tests and proficiency levels when compared to SY18-19. In ELA, 45.8% of students scored a 3 or higher, and 19.2% of students scored a 4 or higher. In math, 24.4% of students scored a 3 or higher, and 5.4% of students scored a 4 or higher. Notably, while the percentage of students citywide that scored a 3 or higher on the ELA exam dropped 7.2% from 2019, Meridian's percentage of students scoring a 3 or higher increased by 2.1% in that same period of time.

## Unique Accomplishments

### 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 2021-22, Meridian was able to support students through the application process, and 75% of students were accepted into Tier 1 or selective high schools, a result in line with the last several years of results, with SY19 (50%), SY20 (75%), and SY21 (90%). 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 SY2021-22, Meridian PCS did not receive any donations of \$500 or more.

## 2021-22 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> 621

### 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>	43	50	58	57	59	63	56	54	74
Grade	7	8	9	10	11	12	Alternative	Adult	Special Education*
<b>Student Count</b>	59	48	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:</b> 180
PCSB	<b>Suspension Rate:</b> 1%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.03%
PCSB	<b>In-Seat Attendance:</b> 81.50%
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:</b> 4.70% (29 students)
PCSB	<b>Midyear Entries:</b> 2.40% (15 students) *
PCSB	<b>Promotion Rate (LEA):</b> 100.0%
PCSB (SY16-17)	<b>College Acceptance Rates:</b> Not Applicable
PCSB (SY16-17)	<b>College Admission Test Scores:</b> Not Applicable
PCSB (SY16-17)	<b>Graduation Rates:</b> Not Applicable

### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate:</b> 17.22%
School	<b>Number of Teachers:</b> 62
School	<b>Teacher Salary</b> 1. Average: \$63,623 2. Range -- Minimum: \$33,274 Maximum: \$92,000

**Executive Salaries over \$100K**

Michael Russell - \$112,000, Donna Defino - \$116,280, DuRay Stevens - \$117,000, Shelley Anderson - \$121,000, Matthew McCrea - \$147,900

## APPENDICES

### Appendix A: SY 2021-22 Staff Roster

Last Name	First Name	Staff Member's Title
Teachers		
Allen	Tanasha	Special Education Teacher
Appelquist	Lucia	Teacher - 8th Grade ELA
Arellano	Joshua	Apprentice Teacher - 1st Grade
Ashton	Cynthia	Teacher - 1st Grade
Austin	Carlette	Math Interventionist
Barnes	Gabrielle	Teacher - Spanish
Beisso	Matilde	Teacher - ELL
Brown	Ivory	Teacher - PreK3
Brown	Kristin	Teacher - Music
Carter	Martrice	Teacher - K
Cobb	Jessie	Teacher - PreK3
Conyers	Mellony	Teacher - SPED
Cooper	Caleb	Reading Interventionist

Davis	La'Talian	Apprentice Teacher - SPED
Delgado	Michael	Teacher - SPED
Diggs	Asha	Teacher - 3rd Grade
Edwards	Shronda	Teacher - PreK4
Farmer	Kiara	Apprentice Teacher - SPED
Ferris	Carla	Teacher - 7th Grade Math
Furst	Lauren	Teacher - ELA 5th Grade
Gibbs	Sabrina	Teacher - PreK3
Gray	Colin	Teacher - 5th Grade Math
Gutierrez-Osorto	Norma	Apprentice Teacher - PreK3
Hawkins	LaMissha	Teacher - Art
Hazen	Alexis	Teacher - ELL
Jennings	Nicole	Apprentice Teacher - PreK3
Jimenez-Romero	Gabriel	Teacher- 5th-8th Spanish
Jones	Delbra	Teacher - Technology
Kava	Ben	Teacher - SPED
King	Kim	Apprentice Teacher - K
LaRotta	Andrea	Apprentice Teacher - ELL
Larry	Minnie	Teacher - 5th Grade ELA
Leclercq	Lauren	Teacher - 1st Grade
Lewey	Carrie	Teacher - SPED

Lewis	Jennifer	Teacher - 2nd Grade
Marable	Latosha	Apprentice Teacher - K
Matthews	Danielle	Teacher - K
McCullough	Paul	Teacher - 6th Social Studies/Science
McGraw	Miajah	Teacher - ELL
Miles	India	Teacher - PreK4
Moore	Addie	Teacher - Art
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
Nicholson	Tia	Apprentice Teacher - PreK3
Nunery	Karen	Teacher - SPED
Ortiz-Powell	Brandon	Teacher - 4th Grade ELA
Otero	Alberto	Teacher - ELL
Pabilona	Alma	Teacher - ELL
Perkins-Plater	Minnie	Apprentice Teacher - PreK3
Pickens	Katherine	Substitute Teacher
Pirela	Dante	Teacher - 2nd Grade
Proctor	Trevor	Teacher - Social Studies

Richter	Ben	Apprentice Teacher - SPED
Rivers	Levi	Teacher - SPED
Robertson	Madison	Teacher - ELL
Robinson	Angelica	Apprentice Teacher - K
Robinson	Chanelle	Apprentice Teacher - K
Ross	Ashley	Teacher - 3rd Grade
Ross-Durhan	Ayoka	Teacher - 4th Grade Math
Sathrum	Paul	Apprentice Teacher - 2nd Grade
Saunders	Dakota	Teacher - Kindergarten
Schneid	Anna	Teacher - 8th Grade Math
Scott	Soraya	Apprentice Teacher - PreK4
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
Strother	Tiffany	Teacher - SPED
Taylor	Jewel	Teacher - PreK3
Telleria	Leslie	Apprentice Teacher - 1st Grade
Tetleton	Lauren	Apprentice Teacher - 1st Grade
Thomas	Brittney	Teacher - PE



Thomas	Kevin	Teacher - 3rd Grade
Turner	Ruth	Teacher - ELL
Walton	Joshua	Teacher - 3rd Grade
Wojcik	Briana	Substitute Teacher
Williams	Justin	Teacher - 6th Grade Math
Wood	Kaylah	Apprentice Teacher-PreK 4
<b>All Other Staff</b>		
<b>Last Name</b>	<b>First Name</b>	<b>Staff Member's Title</b>
Adams	Phyllis	Operations Associate
Allen	Timothy	Dedicated Aide
Anderson	Shelley	Principal - Middle School
Anderson	Pamela	MS Office Manager
Azikiwe	Krystalyn	Manager of Student Behavior
Bergstein	Joshua	Data Manager
Bello	Rukayatu	Manager, SPED
Best	Tajah	Elementary School Counselor
Blount	Breon	Behavior Support Specialist
Boyer	Jillian	School Counselor
Chaney	Rachel	Manager, ELL
Clark	Brian	Facilities Worker
Claude	Marvin	Dean of Students

Defino	Donna	Director of Student Services
Dennis	Lindsey	ES ELA Instructional Coach
Dudamel	Ana	Manager of Out of School Time Programs
Duffy	Terrance	Food Services Tech
Dunston	Jerome	Building Engineer
Elmore	Natalie	School Counselor
Felix	Ebony	School Counselor
Fleming	Antonia	Dedicated Aide
Gambrel	Allen	Facilities Tech
Garner	Delontay	Manager of Auxiliary Services
Gore	Asia	Student Records Coordinator
Guthrie	MacClement	COVID Response Coordinator
Hailes	Sheena	Dedicated Aide
Harris	Samuel	Dedicated Aide
Hartman	Albert	Food Service Tech
Henson	Shavonna	Dedicated Aide
Jackson	Paul	Dedicated Aide
James	Lakeisha	Human Resources Manager
Johnson	Jacqueline	Manager of School, Family, and Community Engagement
Lowery	Nichole	Director of Pre-K
Marquez	Hilda	Interpreter/Family Coordinator

Massey	Larita	Substitute Teacher
McCrea	Matthew	Head of School
McLaughlin	Jasmine	Dedicated Aide
McMahan	Phillip	Chief of Staff
Nicholes	Ash	Manager, RTI
Payton	Pierre	MS Facilities Lead
Pessagno	Sarah	ES Math Instructional Coach
Powells	Angelique	Operations Coordinator
Ray	Lavetta	Food Service Manager
Rhodes	Robert	Facilities Tech
Russell	Michael	Director of Operations
Russell	Melissa	MS Assistant Principal
Sockwell	Gary M.	Dean Of Students
Spriggs	Marcellus	Facilities Tech
Surratt	Quentin	Dedicated Aide
Tucker	Dejon	MS ELA Instructional Coach
Tucker	Jonathan	Manager of Out of School Time Programs
Warner	Paige	Communications Associate

100% of Instructional Staff have a bachelor's degree, and 40% of Instructional Staff have a master's degree or higher.

## Appendix B: SY 2021-22 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 2021-22, 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 2021-22 Financial Statement

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

		Year-To-Date
Income Statement		Actual
Revenue		
	State and Local Revenue	14,934,298
	Federal Revenue	3,605,639
	Private Grants and Donations	500
	Earned Fees	6,258
	Total Revenue	18,546,695
Expenses		
	Salaries	8,650,462
	Benefits and Taxes	2,060,767
	Contracted Staff	765,549
	Staff-Related Costs	184,537
	Rent	177,500
	Occupancy Service	1,030,788
	Direct Student Expense	2,223,342
	Office & Business Expense	1,903,040
	Contingency	0
	Total Expenses	16,995,984
Operating Income		1,550,711
Extraordinary Expenses		
	Interest	506,780
	Depreciation and Amortization	1,740,754
	Total Extraordinary Expenses	2,247,534
Net Income		(696,823)



## Appendix E: Approved 2022-23 Budget

		SY22-23
Revenue		
	State and Local Revenue	16,144,649
	Federal Revenue	4,272,001
	Private Grants and Donations	5,000
	Earned Fees	33,000
	Revenue Total	20,454,650
Expenses		
	Salaries	11,129,205
	Benefits and Taxes	2,506,365
	Contracted Staff	165,000
	Staff-Related Costs	124,754
	Rent	177,178
	Occupancy Service	958,461
	Direct Student Expense	1,911,464
	Office & Business Expense	1,681,041
	Contingency	100,000
	Expenses Total	18,753,469
<b>NET ORDINARY INCOME</b>		<b>1,701,181</b>
Extraordinary Expenses		
	Depreciation and Amortization	1,618,497
	Interest	484,775
	Extraordinary Expenses Total	2,103,272
<b>TOTAL EXPENSES</b>		<b>20,856,741</b>
<b>NET INCOME</b>		<b>(402,091)</b>

