

Washington Global Public Charter School

Annual Report SY 2015-2016



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I. School Description

A. Mission Statement

Washington Global Public Charter School (Washington Global) is a community school open to all middle school students in Washington, DC. It utilizes a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning, service-learning, technology, and language acquisition to develop enterprising and competitive global citizens.

B. School Program

Overview

Washington Global Public Charter School was founded in 2014 and opened its doors in August 2015. The school served 101 students in grades 6 and 7 in the 2015-2016 school year and will expand to grades 6-8 in the 2016-2017 school year. The school offers a unique international curriculum, which includes the International Middle Years Curriculum (IMYC) and foreign languages. The school also implemented a rigorous curriculum aligned with the Common Core State Standards (CCSS) to prepare students for the PARCC examination. To ensure that students were engaged in the community around them, the school offers mandatory service-learning opportunities for students and forged a variety of community partnerships that align with the school's mission.

Washington Global also provides Small Learning Communities, a dedicated two-hour a day course for students with challenges in reading and mathematics to receive research-based intervention. This is particularly important considering the school's special education population in 2015-2016 was approximately 25% and its at-risk population was approximately 61%.

Introduction to Curriculum Design

Washington Global's curriculum was designed with the goal of developing competitive global citizens who are ready for high school, college, and careers. Therefore, the curriculum integrates competitive international, national, and state standards. Specifically, the curriculum was developed using the International Middle Years Curriculum's (IMYC) guiding international themes, the common core state standards (CCSS) for math and language arts, the DC Public standards for Physical Education (PE) and social studies, and the Next Generation Science Standards.

International Middle Years Curriculum (IMYC)

The IMYC is an international curriculum that is used at schools around the world and serves as Washington Global's framework curriculum. It integrates findings from

neuroscience and cognitive psychology to offer an interactive, stimulating, project-based curriculum delivered through targeted thematic units. The IMYC utilizes components of project-based learning, technology skills, international and cultural awareness, and meaningful themes to provide a rigorous and culturally sensitive academic experience for Washington Global's students.

During the 2015-2016 school year, the 6th grade themes consisted of adaptability, discovery, collaboration, and balance. The themes for 7th grade were reflection, communication, respect, and curiosity. These themes were woven throughout the curriculum in all subject areas described below and were used to help guide instruction and provide an international framework for students and teachers.

English Language Arts

For its English Language Arts (ELA) Standards, Washington Global aligns its curriculum with the national Common Core Standards (CCSS) as its primary framework. The common core ELA standards are rigorous standards that prepare students to be college and career ready in the following six key areas:

- Reading-Literature
- Reading-Informational Text
- Reading- Foundational Skills
- Writing
- Speaking and Listening
- Language

The ELA standards provide a national platform of rigorous standards that enable students to build foundational literacy and critical thinking skills, make important connections between texts through thoughtful knowledge building. Moreover, these standards provide a platform for students to hone their other communications skills, including writing, speaking and listening, and language, which are critically important for successful college and career readiness.

In 2015-2016, Washington Global utilized *Engage NY*, a CCSS aligned curriculum. Each quarter students explore a distinct guiding question and a variety of texts linked to that question. These texts include novels, myths, poems, speeches and informational texts. Students analyze the different texts and perform tasks in order to learn and gain practice with the common core standards in language, writing, speaking and listening, and reading while also aiming to answer the original guiding question of the quarter. The themes for the units range from issues surrounding slavery to researching the adolescent brain to analyzing and creating “rules to live by.” Students are engaged in interesting, relevant work

while also refining their reading and writing skills. In addition to quarterly Achievement Network (ANET) exams, this curriculum is particularly effective for preparing students for the PARCC exam.

Math

Washington Global is committed to students meeting the CCSS for both Mathematical Practice and Content. These standards prescribe levels of expertise that students must demonstrate at each grade level to be prepared for postsecondary education. Topics include: ratios and proportional relationships, the number system, functions, expressions and equations, geometry, and statistics and probability. By using the CCSS framework, Washington Global's curriculum was tailored to the individual needs of particular students. The individual mathematics lesson plans focus on building and strengthening individual mathematical proficiency.

To ensure that its curriculum aligned to the CCSS, Washington Global utilized the Eureka Math program. This program organizes the common core standards for both 6th and 7th grade into modules that move students through different math themes and concepts. Students began the year studying ratios and proportions and end the year focusing on statistics and geometry. This program also aligns with the ANet assessments that students take at the end of each quarter. The Eureka Math program promotes higher-order thinking and challenges students to apply new skills to complex problems, which is what is required of the students on the PARCC assessment as well.

Science

Students at Washington Global participate in a wide-ranging science program that incorporates lessons in scientific thinking and inquiry, science and technology, earth science, biology, ecology, and physics. Given Washington Global's strong focus on education for global leadership, particular emphasis is given to the interconnectedness of science, technology, engineering, and math to prepare students to compete in a global economy. Washington Global also devotes significant efforts towards encouraging students to use scientific knowledge to improve their local community.

Washington Global's science program is based on the Next Generation Science Standards. During the 2015-2016 school year, students in 6th and 7th grade worked through disciplinary core ideas in physical, life, and earth science in order to prepare for the Next Generation Science assessment that will be administered at the end of the students' 8th grad year. The Next Generation Science Standards are organized by performance expectations, science and engineering practices and core ideas. This means that the students did not just learn facts about science but instead they learned how to "do" science. Some of the things they learned how to "do" were developing and using models, planning and conducting investigations and analyzing and interpreting data. The various standards are divided among the two grades so there are different standards and skills covered in each grade level with some overlap where necessary.

Social Studies

Washington Global adopted the DC Social Studies Standards and integrated those standards with the IMYC Learning Goals, which are more specific than the themes used across all subjects. The 6th grade students followed the DC standards in conjunction with the IMYC learning goals for geography. The 7th grade curriculum was aligned with DC standards and IMYC learning goals focused on ancient history.

The 6th grade geography curriculum is an exploration of the world around us. Students were exposed to different cultures, continents and ways of living with the environment. They explored geographic issues such as global warming and fair trade and learned about IMYC themes by analyzing their local community.

The 7th grade curriculum starts with early humans and guides students through the development of civilization, religion and government to end with the fall of Ancient Rome. Instruction in both of these courses is project based and there is a great deal of collaboration among students to grasp and grapple with new concepts. Washington Global also integrates service-learning into social studies. For the 2015-2016 school year, Washington Global's students raised resources for homeless shelters within the community.

Additional Academic Areas

The Arts

Washington Global is committed to ensuring that its students receive an internationally-aligned and academically rigorous fine arts experience to add to their cultural enrichment. Therefore, Washington Global adopted the IMYC Standards for the Arts. The IMYC Art standards focus on content-based arts topics, with an international focus. These standards also include a variety of academically rigorous standards that encourage students' critical thinking development and evaluation skills.

Physical Education and Health

Washington Global's Physical Education program has been structured around the IMYC with each theme providing a basis for the units for that quarter. Students are challenged to learn new skills, analyze their own physical health and well-being and work together to show what they have learned. Once the individual units were created around the IMYC themes, the DC standards were used to outline the specific skills that students would learn with each quarter. For Health, students have worked through the *Too Good for Drugs* program, a research-based character-building program. This program encourages students to learn how to set goals, manage their emotions, deal with conflict and peer pressure and ultimately how to deal with issues surrounding drugs and alcohol.

Information and Communications Technology (ICT)

The IMYC's ICT program prepares students for 21st Century learning at a critical point in their development. Students must possess the requisite skills and knowledge in the field of technology and media in order to be globally competitive in the future. Washington Global is a technology-focused school. Washington Global integrated technology projects into the core content courses. Within their courses, students completed technology projects to show mastery of technology skills.

Foreign Language Courses

Washington Global's Foreign Language program consisted of Introductory Chinese and Spanish. All students at Washington Global took one semester of each language. In these courses they learned about Chinese and Spanish cultures as well as the basic structure of the language. Students practiced common vocabulary and began to learn verbs, while also learning about the culture and heritage of the people who live in Chinese or Spanish speaking countries. This course prepared students to continue in Chinese I or Spanish I where they will build a more conversational knowledge of the language.

Intervention Programs

Washington Global provides research-based interventions in literacy and mathematics for students who are working substantially below grade level and students with special needs. Students who require one or more of the below interventions received specialized instruction in morning and/or afternoon Small Learning Communities (SLCs) while students who were above grade level completed advanced projects and engaged in supplemental PARCC preparation.

Fusion Reading (SIM). Washington Global's leadership selected *Fusion Reading*, part of the Strategic Instruction Model (SIM) that was developed by researchers at the University of Kansas. The SIM is a researched-validated literacy program that helps adolescents learn how to learn, so they can achieve success and independence. The SIM utilizes a Learning Strategies Curriculum that provides direct, explicit instruction for teaching learning strategies for reading, studying, remembering information, writing, improving test performance, motivation, and math, among others. The SIM also includes a set of Content Enhancement Teaching Routines that promote effective instruction by assisting teachers in planning, teaching concepts, exploring tests, and increasing student performance. The SIM is used in a number of urban school districts and has been proven effective.

SpellRead. To further meet the needs of its struggling readers, including students with special needs and ELL students, Washington Global utilized the *SpellRead* reading intervention program. *SpellRead* is a research-based literacy program that integrates the auditory and visual aspects of the reading process and promotes specific skill mastery through targeted instruction for students in grades 2-12. *SpellRead's* student-centered approach uses an intensive intervention model that focuses on linguistic foundations, active reading, and writing delivered in a small- group setting; therefore it is appropriate for students with the most severe reading issues. *SpellRead* reliably improves word-reading skills, fluency, and comprehension across diverse populations, including special education

students, ELLs, and students reading more than two years below grade level.

Odyssey Math. Washington Global selected the *Odyssey Math* program for students who need additional support in mathematics. This is particularly important to address the needs of students with special needs. *Odyssey Math* is a web-based mathematics curriculum and assessment tool designed to support differentiated instruction and data-driven decision making for students in kindergarten through eighth grade. *Odyssey Math* includes electronic curriculum and materials for individual or small group work, assessments aligned with curriculum standards, and a data management system that allows teachers to track student progress. It prepares students for the skills necessary to experience success in middle school mathematics courses.

Instructional Approach

Washington Global integrated a variety of highly-effective instructional methods into its classrooms to ensure that its students are receiving high-quality instruction that meets their academic needs.

Project-based Learning: Project-based Learning (PBL) is a core tenant of Washington Global's instructional approach. PBL allows students to participate in an extended process of inquiry in response to a complex problem, challenge, or question. Throughout Washington Global's courses, teachers serve as "coaches" or "guides" as students work collaboratively on a variety of standards-based projects. The IMYC and Washington Global's service-learning program supported the use of PBL in the classrooms because they required students to complete projects throughout the course of the year. Within PBL, students are provided with opportunities for cooperative learning and inquiry-based learning. PBL is an important instructional method because it fosters critical thinking, problem solving, collaboration, communication, and presenting to a public audience to increase authenticity and motivation.

Data-driven Instruction: A core tenant of Washington Global's instructional approach is utilizing data to drive instruction. Washington Global administered baseline assessments (MAP), contracted with Achievement Network (ANET) for quarterly PARCC simulation exams, and administered frequent Curriculum-Based Measures (CBMs) to gather data to drive instruction. This data was particularly important in preparing students to take the PARCC examination.

Individualized Intervention: As discussed in Washington Global's curriculum summary, the school employed a variety of research-based academic intervention programs to ensure that students are receiving intensive academic intervention. These programs included *Spellread* and *Fusion* for reading and *Odyssey Math* for mathematics intervention. Students were pre-tested and placed into Small Learning Community groups according to their individualized needs for daily intervention.

Blended Learning: Washington Global incorporated some elements of blended learning into its academic program. Through the use of web-based intervention programs and ICT projects, Washington Global employed blended learning to develop students' independence

and technology abilities. It also benefited students with disabilities and ELLs by providing students with the opportunity to engage in curriculum at their level.

Service-Learning: The incorporation of service-learning in the social studies course at Washington Global provided a key element of Washington Global's mission. Service-learning provides students with an opportunity to engage in a project within the community, solve complex problems, and engage in critical thinking within the real world. Service-learning projects also give back to the community and align to Washington Global's mission of serving as a community school. These projects therefore offer a deeper meaning for students because they are connected to the real world. Students completed a service-learning project focused on homelessness during the 2015-2016 school year and provided a local homeless shelter with resources.

Parent Involvement

Washington Global incorporates a community school component into its mission to ensure that parents and families, and other members of the community are heavily involved in the school. Washington Global believes that parent and family involvement is vital to the growth of its students and vision of the school. Washington Global has an active, parent/family-led Family Teacher Association named the Washington Global Parent Organization (WGPO) that hosted multiple fundraisers for the school, held in-person meetings, and corresponded with school leaders frequently. The WGPO encouraged the Washington Global parent community to join and take part in the WGPO during the 2015-2016 school year as well.

Washington Global instituted a variety of events and programs for parents and families during the course of the school year and various times of the day that actively engaged parents and families. For the 2015-2016 school year, these activities and events included:

Activity/ Event	Frequency
Free online GED preparation program for parents	<i>An ongoing self-paced programs where parents checked out laptops in blocks M-F from 9am-5pm at the school and used school purchased GED prep programs.</i>
Parent/ Teacher Conferences	<i>Washington Global offered parent-teacher conferences on September 30, 2015; January 15, 2016; March 31, 2016, and June by appointment. To accommodate parents' schedules, Washington Global allowed parents to choose a time that worked for them to conference with teachers.</i>
Parent Breakfasts	<i>To accommodate parents who work or have other obligations in the evenings, Washington Global created an ongoing</i>

	<i>Parent Breakfast session during the fall, winter and spring. Administrators were present to share information with parents and answer questions.</i>
Back to School Night	<i>Washington Global held a Back to School Night on September 22, 2015 in the evening. The WGPO made a presentation at the event as well.</i>
Winter Celebration Dinner	<i>Washington Global hosted a winter celebration for parents and families in the evening on December 16, 2015 to celebrate student accomplishments.</i>
PARCC Information Session for Parents	<i>Washington Global's Instructional Coach held a PARCC information session for parents on February 26, 2016 to inform parents of the exam and how best to support their child.</i>
Black History Month Project Gallery	<i>On February 29 2016 from 5-6:30pm, Washington Global hosted a family night in honor of Black History month, where families enjoyed refreshments and viewed student projects.</i>
High School Information Session Night	<i>Washington Global held a high school information session on March 23, 2016 from 7-8:30pm open to all students. E.V. Downey, a high school placement specialist, presented to parents and their families about the high school admissions process.</i>
End of the Year Family Dinner and Student Celebration	<i>Washington Global students hosted a celebration for their parents/ families to commemorate the end of the school year. Students created themed rooms, displayed projects, and helped design the menu.</i>
Washington Global Orchestra Concert	<i>Washington Global's orchestra, partnered with the DC Youth Orchestra Program, held its first concert on June 8, 2016. Student and parents were invited to attend the performance.</i>

In addition to hosting multiple parent events, Washington Global sent home a weekly newsletter to parents via email and hard copy to ensure that parents were aware of the school's happenings. Parents are also invited to sit in on their child's class and meet with administrators and teachers at their convenience.

II. School Performance

A. Performance and Progress

In Washington Global's first year of operation (school year 2015-2016), the school has fully aligned its program with the school's mission and instituted a variety of academic and extension programs that support the mission.

Washington Global's mission is as follows:

Washington Global Public Charter School (Washington Global) is a community school open to all middle school students in Washington, DC. It utilizes a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning, service-learning, technology, and language acquisition to develop enterprising and competitive global citizens.

The International Middle Years Curriculum. Washington Global's framework curriculum, The International Middle Years Curriculum (IMYC), fully aligns with and supports the school's mission to "utilize a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning." IMYC is an international curriculum that is used in middle schools around the world. It integrates findings from neuroscience and cognitive psychology to offer an interactive, stimulating, project-based curriculum delivered through targeted thematic units. The units focus on themes that are particularly important to developing Washington Global's students into culturally aware, globally competitive students who are able to problem-solve, interact with other cultures, and think critically.

The 6th grade themes for the 2015-2016 school year consisted of adaptability, discovery, collaboration, and balance. The 7th grade themes were reflection, communication, respect, and curiosity. These themes were woven throughout the curriculum and were used to help guide quarterly instruction.

Additionally, project-based learning (PBL), which has been found to foster middle school students' academic independence, problem solving and critical thinking skills, is a fundamental component of the IMYC. PBL was integrated into all academic areas to hone students' critical thinking skills. It is also used to differentiate instruction for students who require more support, such as students with special needs, and those who are gifted in a given subject area.

The IMYC further supports Washington Global's mission by focusing on technology acquisition. Washington Global is a 1:1 chromebook school, and students utilized technology to create presentations, for general coursework, and to acquire technology skills like coding for more technology-advanced students.

Foreign Language Courses. To support Washington Global's mission of providing "language acquisition," the school offered Spanish and Chinese courses to all students during the 2015-2016 school year. In fact, all students had a foreign language course (either Spanish or Chinese) five days a week throughout the course of the school year. As noted in Washington Global's goals section, 99% of the students enrolled received credit for a foreign language course and the school met its charter-specific foreign language goal.

Service-Learning. During the 2015-2016 school year, Washington Global integrated service-learning into its social studies course. As noted in the goals section, the service-learning program was highly successful. To encourage a student-driven, personalized approach to learning, the teacher followed the K-12 Service-Learning Standards for Quality Practice developed by the National Youth Leadership Council. Additionally, service-learning ties into Washington Global's mission of creating a community school atmosphere by encouraging school and student engagement in the community, and PBL through a major student-driven project.

In introducing the idea of service-learning to the students, the class began with a discussion of philanthropy and what it means to do something to support the "common good." The students discussed why it is important for them to be involved with their communities. The teacher used the idea that "everybody has something to give" as the basis for many of these discussions. Through these conversations, students were empowered to determine areas of need in their own communities.

The students then developed a list of the issues that they strongly believed needed to be addressed in order to improve their communities. Some of their concerns were violence in their communities, lack of safe space for teens, shortage of carbon monoxide detectors, absence of green space, lack of stop signs and traffic signals in their neighborhoods, and homelessness. Ultimately, students decided to focus on fundraising to raise resources, such as personal hygiene products and food, for the homeless in a shelter near the school. Students hosted an after-school activity night for students' families and the community to raise \$380.00 dollars to purchase resources for homeless individuals.

The project culminated in students participating in a "Day of Service" in June 2016 where students delivered the resources that they purchased and packed to the CCVN, a local homeless shelter. Students then reflected and presented on their service-learning experience.

Community School. In addition to its service-learning program, Washington Global has supported its community school mission through robust community partnerships. Washington Global has forged partnerships with the below organizations who provide services to students:

DC Youth Orchestra Program: DC Youth Orchestra Program provides a cost-free after-school orchestra program for Washington Global students. Students took lessons after school and performed in a concert open to parents and the community in June 2016.

Serve Your City: Serve Your City is a 501(c)3 organization providing access to athletics for at-risk youth. Washington Global began its partnership with Serve Your City in July 2016. Students participated in cost-free tennis, swimming and rowing programs throughout the course of the school year.

The George Washington University: Washington Global was accepted into GW's engageDC program in August 2015. Through engageDC, Washington Global students received free daily tutoring, technology coding courses, a female entrepreneurship program, and help with school beautification.

The Southwest Garden: Washington Global partnered with the Southwest Garden, located within blocks of the school, to provide students with the opportunity to learn about gardening and sustainability.

Goals

Washington Global has adopted the PMF as its goals and measures of academic and school environment expectations.

In its first year, Washington Global met its two charter-specific goals. Details regarding the school's progress towards meeting its goals are as follows:

Year One Goal	Met/Not Met	Evidence
<i>99% of students will earn credit for at least one foreign language course.</i>	<i>Met</i>	<i>99% of students earned credit for a foreign language course (either Spanish or Chinese) in the 2015-2016 school year as evidenced by student passing foreign language grades in the Powerschool SIS.</i>
<i>90% of students will have engaged in at least one service-learning project and develop and present an independent project based on their service-learning experience that meets all school-based service-learning criteria.</i>	<i>Met</i>	<i>99% of students engaged in Washington Global's service-learning project focused on homelessness and how to support individuals who are homeless. The project was integrated into the school's social studies course. The project was student-driven. Students engaged in an inquiry-based exploration of homelessness based on the K-12 Service-Learning Standards for Quality Practice developed by the National Youth Leadership Council, fundraised for resources for homeless</i>

		<i>individuals, delivered the resources to CCNV, and presented on their experience.</i>
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B. Lessons Learned and Actions Taken

International Academic Program Alterations. Washington Global met its charter-specific goals in 2015-2016, which included service-learning, and implemented the International Middle Years Curriculum (IMYC). For the 2016-2017 school year, the school's leadership believed it was important to further enhance the school's international education and service-learning components, which are critical to its charter-specific goals and mission. Therefore, the school's leadership adjusted the school's academic programming and created a unique Global Citizenship course to replace visual arts.

During the 2016-2017 school year, all Washington Global students will be enrolled in the new Global Citizen course. The Global Citizen course focuses on cultural awareness, international arts, the IMYC themes, technology use, and service-learning projects. Each quarter students will be introduced to IMYC themes and international issues through character and skill building activities, technology skill building activities, reflective journaling, culture and current events exploration and digital citizenship lessons. The school's goal is for students to become more knowledgeable about themselves and the world around them. The previous art course has been integrated into Global Citizenship and provided a much more international focus, guided by the IMYC learning objectives.

This shift in academic programming will benefit the school in a number of ways. First, it will provide a stronger, dedicated focus on the IMYC and international themes. Second, the course will offer a dedicated class for service-learning projects that are critical to the school's mission. Previously, service-learning was integrated into social studies. However, placing service-learning into Global Citizenship will ensure that projects with both a community and international focus will be completed. Third, the course will provide a dedicated space for technology development, a fundamental element of the school's mission. The school's leadership believes that the Global Citizenship course, along with the school's intensive foreign language courses, provide an intensive focus on international cultures and themes that will benefit its student body.

Reading and ELA Program Expansion. The 2015-2016 school year was Washington Global's first year of operation. Washington Global learned that it a high number of special needs students (26%) and students reading below grade level. The school had originally staffed for 1.5 special education teachers and expanded its special education department to 2 full-time teachers in the fall of 2015 to meet the needs of its students and provide students with two full blocks of dedicated intervention programs in the morning and in the afternoon. In the 2016-2017 school year, Washington Global further expanded its special education department to three full-time teachers, one of who serves as lead teacher/ special education coordinator.

Washington Global also utilized student data and positive results from students who participated in its *SpellRead* program to expand its reading intervention program to better meet the needs of its students. Washington Global administered the *SpellRead* program, a research-based, phonics-based, reading intervention program to approximately 30 students in two classes who read at least three grade levels below grade level during the 2015-2016 school year. Two special education teachers were trained in the program. All of the students made significant gains—gaining on average 1.5 grade levels in a seven-month period. Therefore, Washington Global expanded its program and trained four teachers during the 2016-2017 school year to continue the evident progress that occurred during the 2015-2016 school year. This required the school's professional development schedule for the 2016-2017 school year to include more reading intervention sessions and for teachers who had never taught an intervention course to be trained and adequately supported to teach the course.

Additionally, Washington Global enhanced its English Language Arts (ELA) PARCC preparation program for the 2016-2017 school year by creating a daily course to supplement the students' primary ELA course. The supplemental course utilizes the i-ready ELA curriculum, which is a standards-based and designed to prepare the students for PARCC. This course will be rolled out the first day of school in August 2016 and is designed to help student academic growth in ELA.

C. Unique Accomplishments

During its first year of operation, Washington Global had several unique accomplishments. The accomplishments are outlined below:

Lowe's Toolbox for Education Grant Recipient: Washington Global was a recipient of the 2015-2016 Lowe's Toolbox for Education Grant. This competitive grant will enable Washington Global to build an urban school garden. Washington Global has acquired a majority of the materials for the garden and has established a school-based team that will spearhead the execution of the garden. This garden is important because Washington Global is located in an area with very little green space for the students. This garden will enable students to engage in lessons about sustainability and the environment.

Building Hope Technology Grant: Washington Global was the recipient of a Building Hope technology grant. This grant enabled Washington Global to purchase additional Chromebooks for its classrooms to support its technology initiatives and IMYC Exit Point projects.

Special Education: Washington Global's special education program was highlighted by PCSB Chair, Darren Woodruff, Ph.D. in his FY 2015 Performance Oversight Hearing Testimony to City Council on March 3, 2016.

Community Connections: Washington Global is proud of the community connections and extended day programming that it was able to offer in 2015-2016. The school offered free before and aftercare to ensure that students received enrichment from community partners such as The George Washington University, Serve Your City and DC Youth Orchestra Program.

D. List of Donors over \$500

FY16 List of Donors over \$500

7/1/2015-6/30/2016

Date	Name	Memo/ Description
02/11/2016	Building Hope	Grant for Technology
01/07/2016	Lowe's Education Grant	2015-2016 Lowe's Education Grant - Project: Washington Global Community Garden
12/18/2015	Teresa Curristine	Donations
02/09/2016	Dr. Juliana Taymans	Donations
02/11/2016	Building Hope	Contribution for 2015
11/23/2015	DC Sustainable Utility	
12/08/2015		Popcorn Fundraiser
03/10/2016	Whiting Turner	2016 1st Spring benefit event
03/10/2016	Kirkland Foundation	2016 1st Spring benefit event
03/10/2016	Latham & Watkins LLP	2016 1st Spring benefit event
03/10/2016	John & Patricia Cloos	2016 1st Spring benefit event
03/17/2016	Juliana Taymans	2016 1st Spring benefit event
03/17/2016	Patrick Haney	2016 1st Spring benefit event
03/17/2016	Luis Torres	2016 1st Spring benefit event
03/17/2016	Edwin U	2016 1st Spring benefit event
04/11/2016	FOCUS	To use for Edops Data

Data Report

SY 2015-2016 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Washington Global PCS
PCSB	Campus Name: Washington Global PCS
PCSB	Grades Served: 6-8
PCSB	Overall Audited Enrollment: 101

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
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Student Count	0	0	0	0	0	0	0	0	54
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	47	0	0	0	0	0	0	0	0

*Note: This field is only filled 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: 187 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 11.9% Number of students with out of school suspensions and in school's 2015 audit/ number of students enrolled as of Oct. 2015 x100
PCSB	Expulsion Rate: 0.0% Number of students expelled and in the school's 2015 audit/number of students enrolled as of Oct. 2015 x100
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: .1% (sum of all suspension days for all students due to out of school suspensions)/ (sum of enrollment days for all students for the SY 2015-16 school year) x100
PCSB	Average Daily Attendance: 94.32%
PCSB	Mid-year Withdrawals: Validated in Mid-August
PCSB	Mid-year Entries: Validated in Mid-August
PCSB	Promotion Rate: NA
PCSB (SY 14-15)	College Acceptance Rates: Not applicable
PCSB (SY 14-15)	Graduation Rates: Not applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 60% Number of teachers retired/resigned/outplaced between October 5, 2015 and first day of school in 2016/ (number of teachers employed as of October 5, 2015) x 100 $6/10 * 100 = 60$
School	Number of Teachers: 10 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher

	fellows.
School	Teacher Salary <ol style="list-style-type: none"> 1. Average: \$58,387.50 2. Range—Minimum: \$ 46,000 Maximum: \$66,000

Appendices

A. Staff Roster

Employee Name	Title	Date of Hire	Date of Term
Allen, Matthew	Chinese Teacher	08/17/15	
Boney, Shantae	Substitute Teacher	09/14/15	03/31/16
Brooks, Suzanne	SPED Coordinator	08/03/15	
Browne, Lennox	Part-Time Paraprofessional	09/14/15	03/22/16
Carella, Amanda	Science Teacher	08/17/15	09/27/15
Day, Chamia	Dance Instructor	09/03/15	
Diaz, Yezica	Recruitment Manager and Director of Operations Assistant	08/03/15	
Diggs, Charles	After School Choir Teacher	08/28/15	10/09/15
Drayton, Daniel	SPED/Art Teacher	08/17/15	
Edwards, Wanice	Science Teacher	09/14/15	
Garcia-Linares, Hemil	Spanish/ELL Teacher	08/17/15	09/29/15
Goodwin, Jaimia	Substitute Teacher	09/14/15	03/31/16
Gray, Lynell	Attendance Monitor/Operations Assistant	08/03/15	
Haney, Candice	Principal	07/01/15	7/15/16
Holloway, Kimberly	Substitute Teacher	09/14/15	10/30/15
James, Isaiah	Paraprofessional	08/17/15	
Jeter, Janelle	Social Studies Teacher	08/17/15	
Jones, Antonio	Special Education Teacher	09/08/15	
Kalemera, Nkinzi	Social Worker	08/17/15	09/10/15
Latagan, Mariecrist	Math Teacher	08/17/15	
Leahey, Sarah	Instructional Coach	08/03/15	
McKinney, Coy	Garden Club Manager	09/10/15	
Mebane, Howard	Dean of Students	07/01/15	
Milner, Tunisia	Substitute Teacher	09/14/15	03/31/16
Newsome,	Part-Time Aftercare	08/31/15	11/20/15

Sharonda	Coordinator/Classroom Assistant		
Smith, Vivian	Substitute Teacher	09/14/15	03/31/16
Squicciarini, Jon	Business and Operations Manager	05/15/15	09/30/15
Torres, Elizabeth	Director of Operations	07/01/15	
Turner, Robert	Physical Education Teacher	08/17/15	
Williams, Dawn	ELA Teacher	08/19/15	
Young, Astarsia	Long Term Substitute	09/14/15	
Davis, Monika	Substitute	01/04/16	03/31/16
Waddy, Stephen	Substitute	01/04/16	04/29/16
Watson, Shedrenna	Substitute	01/04/16	04/29/16
Wingate, Stephanie	Substitute	06/08/16	06/24/16
Tolbert, Dayna	Substitute	02/08/16	04/29/16
McCullough, Barry	Substitute	05/23/16	

100% of teachers had a Bachelor's Degree

28% of teachers had a Master's Degree

B. Board Roster

Board Trustee Name	Affiliation	Date of Appointment	DC Resident?
Teresa R. Curristine, Ph.D. (Chair)	IMF, Senior Economist	06.01.2014*	Y
Oscar Ramirez	Podesta Group, Principal	11.17.2014**	Y
Richard Morin (Treasurer)	World Bank Economist	11.17.2014**	Y
Alexandra Fielding Wilson (Vice-Chair)	Long and Foster, Realtor	06.01.2014*	N
Robyn Stern	Think Food Group, Researcher	06.01.2014*	N
Juliana Taymans, Ph.D. (Secretary)	The George Washington University, Professor	06.01.2014*	N
Vanessa Harvey Lykes	Special Educator	08.31.2015***	N
Elizabeth Shook Torres, Ed.D.	Washington Global, Co-Founder/CEO	06.01.2014*	Y
Candice Cloos Haney	Washington Global Co-Founder (non-employee)	06.01.2014*	Y
Stephanie Henderson	Parent Representative	10.19.2015***	Y
Linda Brown	Parent Representative	10.19.2015***	Y
	*Denotes Founding Board Member (3-year Term) before re-election		
	** Denotes 2-year Term/ ***1- year term prior to re-election		

C. Unaudited Year-end Financial Statement

Balance Sheet

Washington Global Public Charter School

As of June 30, 2016

Balance Sheet	
Assets	Amount
Assets	
Current Assets	
Cash	\$300,363
Accounts Receivable	229,110
Other Current Assets	27,434
Total Current Assets	556,907
Noncurrent Assets	
Operating Fixed Assets, Net	59,923
Facilities, Net	2,218,273
Total Noncurrent Assets	2,278,196
Total Assets	2,835,103

Liabilities and Equity	Amount
Liabilities and Equity	
Current Liabilities	
Accounts Payable	441,127
Other Current Liabilities	303,937
Total Current Liabilities	745,065
Long-Term Liabilities	
Senior Debt	2,000,000
Total Long-Term Liabilities	2,000,000
Equity	
Unrestricted Net Assets	35,833
Temporarily Restricted Net Assets	2,320
Net Revenue	51,885
Total Equity	90,038
Total Liabilities and Equity	\$2,835,103

Income Statements

Washington Global Public Charter School

July 2015 through June 2016

	FY2015-2016
Income Statement	Actual
Revenue	
01. Per Pupil Charter Payments	\$1,535,040

02. Per Pupil Facilities Allowance	315,524
03. Federal Entitlements	527,217
04. Other Government Funding/Grants	97,622
05. Private Grants and Donations	37,405
07. Other Income	5,284
Total Revenue	2,518,092
Expenses	
08. Principal/Executive Salary	285,892
09. Teachers Salaries	552,248
10. Teacher Aides/Assistance Salaries	46,045
12. Business/Operations Salaries	55,797
13. Clerical Salaries	43,368
15. Other Staff Salaries	67,367
16. Employee Benefits	143,076
17. Contracted Staff	87,157
18. Staff Development Expense	6,902
19. Textbooks	32,449
20. Student Supplies and Materials	28,759
21. Library and Media Center Materials	1,716
22. Student Assessment Materials	42,244
23. Contracted Student Services	88,297
24. Miscellaneous Student Expense	29,768
25. Rent	325,270
26. Building Maintenance and Repairs	13,618
27. Utilities	0
28. Janitorial Supplies	3,841
29. Contracted Building Services	96,860
30. Office Supplies and Materials	27,905
31. Office Equipment Rental and Maintenance	6,460
32. Telephone/Telecommunications	22,732
33. Legal, Accounting and Payroll Services	68,604
34. Printing and Copying	1,639
35. Postage and Shipping	446
36. Other	22,869
37. Insurance	28,000
38. Transportation	467
39. Food Service	105,293
40. Administration Fee (to PCSB)	24,778
42. Other General Expense	65,889
43. Unforeseen Expenses	0
44. Depreciation Expense	86,241
45. Interest Payments	54,207
Total Expenses	2,466,207
Net Income	\$51,885

Statements of Cash Flow

Washington Global Public Charter School

July 2015 through June 2016

	FY2015-2016
Cash Flow Statement	Actual
Net Income	51,885
Cash Flow Adjustments	
Financing Activities	2,000,000
Investing Activities	-2,256,121
Operating Activities	448,850
Total Cash Flow Adjustments	192,729
Change in Cash	244,614

D. Approved 2016-2017 Budget

Abbreviated Financials (IS3), v1.0

Washington Global Public Charter School

Income Statement		SY16-17
Account		Future
Event		-
Revenue		
04 · State and Local Revenue		
400 · Per-Pupil Operating Revenue		2,564,080
410 · Per-Pupil Facility Revenue		562,320
420 · Other Local Revenue		13,274
Total 04 · State and Local Revenue		3,139,674
05 · Federal Revenue		
500 · Federal Grants		218,997
510 · Federal Programs		163,485
Total 05 · Federal Revenue		382,482
06 · Private Revenue		
600 · Private Grants		9,000
620 · Private Contributions		15,000
Total 06 · Private Revenue		24,000
Total Revenue		3,546,156
Operating Expense		
07 · Staff-Related Expense		

	700 · Curricular Salaries	1,013,191
	710 · Supplemental Service Salaries	221,000
	730 · Management/Development Salaries	253,000
	740 · Employee Benefits	90,051
	750 · Payroll Taxes	123,720
	760 · Professional Development	14,034
	770 · Contracted Staff	93,406
	780 · Other Staff Expense	8,034
	Total 07 · Staff-Related Expense	1,816,435
08 · Occupancy Expense		
	800 · Occupancy Rent Expense	290,704
	810 · Occupancy Service Expense	199,959
	Total 08 · Occupancy Expense	490,663
09 · Additional Expense		
	900 · Direct Student Expense	390,344
	910 · Office Expense	89,131
	920 · Business Expense	258,668
	930 · Dues, Fees, & Losses	1,000
	990 · Operating Contingency	60,000
	Total 09 · Additional Expense	799,143
Total Operating Expense		3,106,241
Net Operating Income		439,915
Interest, Depreciation		
	11 · Depreciation	114,369
	12 · Interest	103,361
Total Interest, Depreciation		217,730
Total Expenses		3,323,971
Net Income		222,185
Adjustments To Cash Flow		
Operating Activities		
	Net Income	222,185
	Operating Activities	(151,135)
	Investing Activities	87,369
	Financing Activities	(58,362)
	Net cash increase for year	100,057