

District of Columbia International School

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**Evelyn Lee
Board Chair**

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District of Columbia International School Narrative

Mission Statement: *District of Columbia International School inspires inquiring, engaged, knowledgeable and caring secondary students who are multi-lingual, culturally competent, and committed to proactively creating a socially just and sustainable world.*

Curriculum design and instructional approach

Globalization fundamentally impacts how we should prepare our children to succeed in the world. There is an urgent need for students to understand the world beyond any national border. Foreign language fluency is key to achieving global citizenship, to understanding and to participating authentically in the world. Foreign language acquisition allows for communication, cultural and global competence in areas such as social justice, peaceful interactions, economic security and environmental sustainability.

As secondary school is the critical time for preparing adolescents to become the citizens, workers, and leaders of tomorrow, it must emphasize self-determination, a sense of responsibility to community and planet, and a commitment to life-long learning. Preparing for global competence and citizenship, students must engage in transdisciplinary thinking and interact meaningfully with all aspects of community through speakers, consciousness-raising, seminars, and creative instruction, exchange programs, service learning, and exposure to languages and cultures.

Our educational vision has three key elements: multilingualism; the International Baccalaureate approach of student-inquiry-driven, well-rounded, and ethical learning; and leveraging technology to increase achievement and real-world relevance. While we have many areas for improvement and growth, we are achieving this vision for our students and community.

Multilingualism: DCI combines language and cultural competence in the target languages of the five feeder schools: Spanish, French, or Chinese. Most students entering this secondary program have achieved a moderate level of fluency and literacy in their target language. At DCI 25 – 50% of students' classes are taught in an immersion environment. The program allows students to continue their progress in a second language and cultural literacy, and even allows them to learn another language. Students new to Foreign Language education are able to enter a beginning language track in one of the three target languages.



French students interview a Congolese journalist, in French..

International Baccalaureate: DCI develops students who chart their own path to becoming successful global citizens. DCI employs the transdisciplinary approach of the world-class International Baccalaureate Middle Years Program (IB MYP) to engage students in authentic and deep learning. Grounded in environmental stewardship, social justice and deep understanding of language and culture, DCI students contribute to their school, community and planet.

IB programs emphasize intellectual, personal, emotional and social growth through all domains of knowledge. This dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness educates the whole person for a life of active, responsible citizenship. Through a rigorous yet flexible curriculum framework, students will evolve into active and compassionate global life-long learners who live self-determined adult lives. The IB Framework couples perfectly with our emphasis on the community and planet.



The Journalism club visits Bloomberg TV.

Environmental stewardship and social justice grounds our students' learning in the local community and the planet. While the IB naturally incorporates these principles, DCI makes these more visible and explicit in instructional design and activities. Using the IB's interdisciplinary approach and projects, students and faculty delve deep into environmental and social issues that affect their community and planet. This year, we achieved IB World School Status.



Students in our Social Justice class pick fresh food for hungry folks at Bread for the City.

Technology: In 1913, Thomas Edison declared: "Books will soon be obsolete in the public schools. Scholars will be instructed through the eye." Thomas Edison invented the light bulb, the record player, and the movie camera. But more than one hundred years later, we know he was wrong about schools. None of his inventions made books obsolete in the public schools; neither did radio, television, or the personal computer.

We give each student a Chromebook which they use in their classes and take home for homework. Why should Chromebooks be any different than previous, non-transformative technologies? Schools across America look much like schools did thirty or even sixty years ago. Despite more technology, most students are

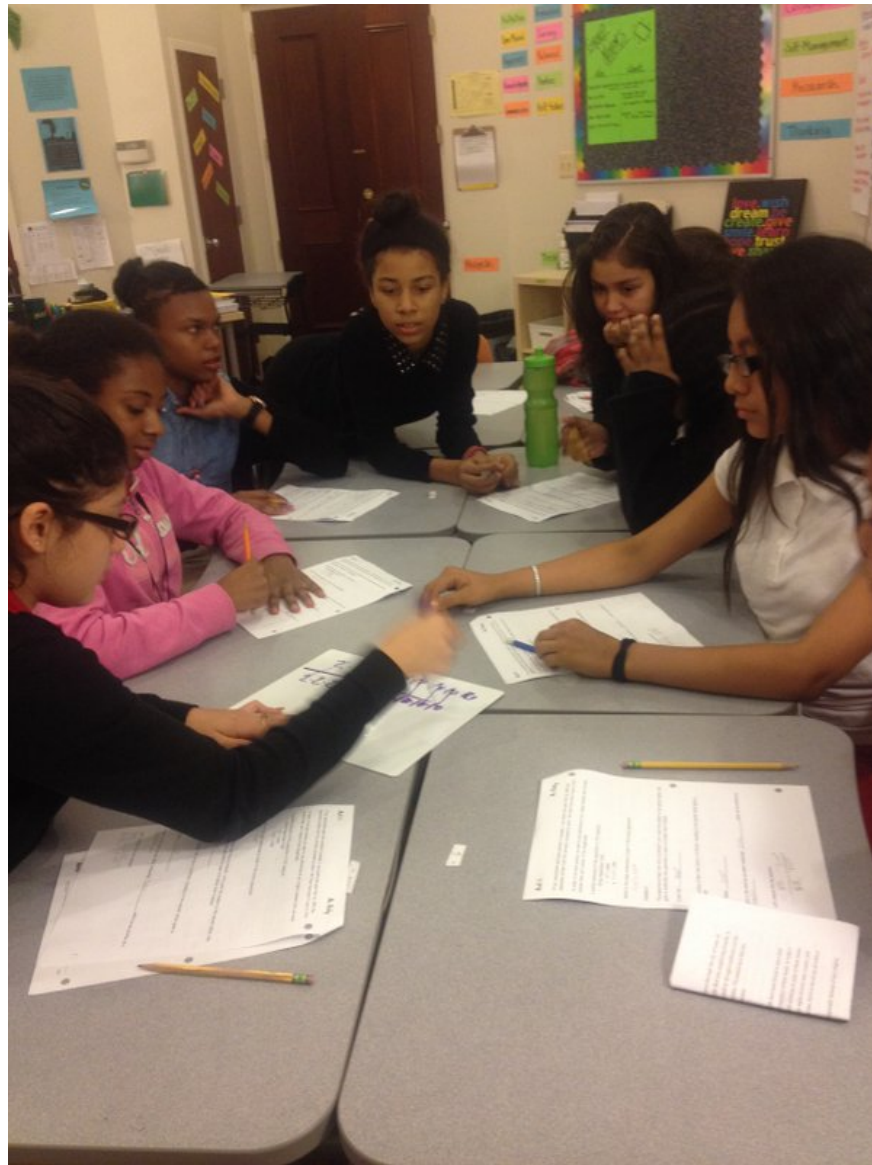
learning the same things in the same ways their parents and grandparents did. Technology has changed so many aspects of our society, including learning-but not schools.

In this, as in other ways, DCI aims to be different. We see the Chromebooks as a lever to make learning more relevant, personalized, and collaborative than it would otherwise be. We want to seize the possibilities that the Internet age allows. Students use personalized reading, math, and grammar programs to learn at their level and with topics that interest them. They research using the breadth of the Internet and its resources. Using online classes, they learn languages that nobody else at DCI -- including no adults -- speaks. They collaborate to write and present using Google tools. We have been one of the country's first adopters of Google Classroom and have worked with Google to push this new platform forward.

What It Looks Like: DCI is student-centered above all else. A few snippets from a random week in early May: Two eighth graders taught computer programming classes at the local public library, part of their culminating IB Community Project. Our sixth graders had a scavenger hunt at the Newseum. Our Chinese club went to a Chinese teahouse and spoke only in Chinese while there. Lunch visitors from RealClearPolitics and PBS Kids talked about polling and educational games, while the principal of The Next Step PCS talked with our Citizenship-in-Spanish class about immigrant leadership and a professional artist showed Art class Chinese brushstrokes. French students led tours for their peers, in French, of the National Gallery of Art. In student-led conferences, students showed parents their classwork and discussed their strengths and areas for growth. The Chinese STEM class made recycled paper and the International Cooking Club made bruschetta. English students made posters, poems, & raps to complete their unit on technology & the adolescent brain. And one non-student activity: our parents made goodie bags and breakfast for teacher appreciation week!



An 8th grader reads to feeder school kindergartners as part of her Community Project on literacy.



Collaboration in math class: learning from each other is a key part of IB education.

We are achieving our vision for our students.

Parent Involvement Efforts

We have had evening workshops including Back-to-School nights, workshops on technology and curriculum/assessment in specific classes, and adolescent development. (We have also had several Spanish-only workshops on understanding report cards and on technology and started a new Spanish-speaking parents group.) Additionally, we had student-led, advisor-facilitated conferences twice this year with family attendance over 90%. We send weekly newsletters in Spanish and English to families. Our Parent-Teacher Organization got fully off the ground, holding monthly meetings and elections. They led the Voyager campaign to fundraise for international trips for students.



DCI parents testified at the City Council on behalf of their children's education and school facility.

School Performance

Meeting the Mission

The 2015-16 academic year was successful for DCI. We had a mission-aligned culture, supportive community, happy students, and smooth operations. As well, students grew in math and grew greatly in reading, significantly in reading at all levels.

Our International Baccalaureate-based, inquiry-driven curriculum helps students learn how to learn. They ask and answer their own questions both within and across content areas. Our Approaches to Learning class, the advisory, explicitly focuses on social, emotional, and learning skills. In English and Math, we use the award-winning EngageNY curricula, which were newly written for the Common Core. We focus on diversity throughout our curriculum, including texts, historical examples, and student research, as well as on our mission-aligned values of social justice and environmental sustainability. We also focus on connecting topics between classes through interdisciplinary work, and connecting students with the outside world through projects and real-world applications.

We have an alternating A/B day schedule, with language classes, English, and math meeting every day. Arts, Design, Individuals & Societies, Physical Education, and Science meet every other day. As well, students take two electives, such as Social Justice, Computer Programming, or Model UN. We offer both brunch and lunch periods for tutoring, club meetings, and student break time. Particular academic supports include Reading and Math Support classes for students in need, as well as co-teaching and self-contained classes for students with special education or English as a Second Language needs. We also offer a variety of related services such as occupational therapy, counseling, and speech therapy.

Field trips are a core part of our program, to help students make connections between school and real-world applications. Trips during 2015-16 included the National Gallery of Art; the Newseum; the Shakespeare Theatre; several embassies; an all-girls trip to see the film about Malala Yousafzai; Bread for the City; the X-STEM symposium at the Convention Center; and others.



A Chinese-language tour for our students at the Sackler Gallery.

We have a very active student life program. Lunch clubs range from debate to chess to student government to Chinese conversation to dog-walking. Afterschool activities range from robotics to interscholastic sports to international cooking. We held school dances, a field day, and other community-building activities.

DCI only considers student suspension or expulsion for serious/repeated conduct that violates the rights of others in the school community to feel safe, learn, or maintain property. DCI aims to be a low-suspension/no expulsion school.

We believe in consequences that have the student making restitution rather than being excluded from learning. DCI will observe the tenets of restorative justice and positive behavior interventions and supports because it believes that students a) belong in school, and b) that punishment does not change behavior, but intervention does. DCI will include restorative justice practices such as restorative conferences, peace circles, family conferences, and peer juries in order to be proactive about preventing suspension or expulsion.

Meeting Goals & Academic Achievement Expectations

DCI has selected as its measure of student academic achievement the indicators listed in the Elementary/Middle School Performance Management Framework (with respect to grades 6 through 8), and the High School Performance Management Framework (with respect to grades 9 through 12) developed by PCSB.

Our results for 2016-17 were very strong. In Math, our 4+ in PARCC moved from 31% to 34.5%. Our 3+ moved from 63.1% to 67.1%. In English our 4+ moved from 34.7% to 51.7%. Our 3+ moved from 62.4% to 74.8%. Our attendance was 92.8%; 84% of staff returned, and 94.5% of total students returned.

Our goals and metrics for the coming year include:

1. Build school culture
 - a. Attendance will be above 93% throughout the year
 - b. 85% of staff members offered renewal will return.
 - c. 85% of 8th graders to return, 93% of total students to return
 - d. The suspension rate will be no higher than 4%. There will be no expulsions.

- e. We will be in the top quartile for D.C. in the TNTP Insight survey of our teachers in the following category: Learning Environment.
2. Improve literacy
 - A. Growth of 5 points in 3+ and 4+, and 10 points for the following groups on the wrong end of achievement gaps:
 - Boys (English only)
 - Girls (Math 4+ only)
 - American Indian
 - Hispanic
 - Black/Af-Am
 - At Risk
 - Economically Disadvantaged
 - ELL
 - SPED
3. Improve math
 - a. Growth of 5 points in 3+ and 4+, and 10 points for the following groups on the wrong end of achievement gaps:
 - Boys (English only)
 - Girls (Math 4+ only)
 - American Indian
 - Hispanic
 - Black/Af-Am
 - At Risk
 - Economically Disadvantaged
 - ELL
 - SPED
4. Improve language proficiency
 - a. These metrics are complex due to multiple languages and multiple language levels.
5. Improve teacher coaching and supervision
 - a. We will be in the top quartile for D.C. in the TNTP Insight survey of our teachers in the following categories: Observation and Feedback, and Leadership.
 - b. 85% of staff members offered renewal will return.
6. Be ready for SY 2017-18
 - a. Fully hired
 - b. Leadership structure set
 - c. Planned for new space
 - d. Diploma Programme and Career Programme applications on track
 - e. Middle States Association accreditation on track
 - f. Master schedule set
 - g. High school plan updated
 - h. Middle school model updated

In addition to the above goals, we have the following set of goals in our charter for SY15-16.

Goal	Met/Not Met	Evidence
Achieving International Baccalaureate (IB) Candidate Status by SY 2020-21	Met	We are now an authorized IB World School for our Middle Years Program. We are a Candidate school for the Diploma Program.

Language: Students will be assessed in accordance with American Council on the Teaching of Foreign Languages (ACTFL) standards and benchmarking	Met	We use the STAMP assessment, which aligns to ACTFL standards and benchmarks.
<p>At least 50% of students who are continuing their language education from elementary school will be on track to achieve the ACTFL Advanced Mid to Advanced High Standards, as indicated by the STAMP (STandards-based Measurement of Proficiency) 4 assessment, by graduation.</p> <p>At least 50% of students who are either new or switch their target language will be on track to achieve ACTFL Intermediate status, as indicated by the STAMP 4 assessment, by graduation.</p> <p>50% of students with disabilities and 50% of English Language Learners will earn the Middle Years Programme certificate in tenth grade and either the IB Career-Related Certificate (IBCC) or IB Diploma Programme (DP) in the twelfth grade.</p>	Working Towards	<p>We are working to bring new cohesion to our language curriculum and instruction. We have developed new alignment in language levels and are planning backwards from graduation, connecting where students are entering to where they need to be by 12th grade.</p> <p>We anticipate that almost all of our students will earn the Middle Years Programme certificate in tenth grade, including almost all students with disabilities and almost all English Language Learners. We anticipate that we will meet this goal in twelfth grade.</p>

DCI has additional goals, not specific to SY15-16, outlined in our Charter.

Goal	Met/Not Met	Evidence
Students will achieve a college/career-ready level of literacy in English.	Met	In English PARCC, our 4+ moved from 34.7% to 51.7%. Our 3+ moved from 62.4% to 74.8%.
Students will achieve basic or advanced (depending on entry point) literacy in Chinese, French, and/or Spanish.	Working towards	The STAMP assessment has shown that we are not on track to meet our original goals. We have implemented a new curriculum planning process and are in the process of rethinking our goals.
Students will be adept inquirers and flexible thinkers capable of	Met	Across classes, students used the inquiry method in a rigorous, critical-thinking-oriented curriculum.

solving problems effectively.		
Students will understand and master increasingly complex mathematical concepts to be adequately prepared for college/career.	Working towards	While we made progress in math, our performance is not where we want it to be. We are embarking on a new effort on cohesion and coaching.
Students will master the scientific method and apply it to real world issues.	Met	Our project-based science curriculum has gone from one to three classes. Students designed and completed numerous projects across the school year.
Students will be able to relate their learning to the outside world with a global perspective.	Met	Global issues were integrated throughout the curriculum. For instance, our Spanish students studied the UN Millennium Development Goals and raised money for UNICEF.
Students will become independent learners and complete independent papers, reports and performances, culminating in a "personal project" for Grade 10 and an extended essay in Grade 12	Met	Our 8th graders all completed Community Projects, a key step towards the 10th grade personal project.
Students will satisfy requirements for promotion from each grade and upon completion of Grade 8 be prepared to undertake the most rigorous academic curricula in high school, culminating in 12 th grade college/career readiness.	Met	One student out of more than 400 was not promoted to the next grade, in consultation with his family.
Students will become life-long learners who possess a positive attitude toward school and learning.	Met	Students had an overwhelmingly positive response to our academics. They discussed their learning outside of class and described their classes enthusiastically to visitors.
Students will embrace diversity and respect other cultures.	Met	Students strongly embraced our culture of internationalism and diversity. They brought artifacts that showed their home cultures, tasted food on special days from other cultures, visited museums, and consistently articulated the values of diversity and internationalism.
Students will treat themselves, other students, staff and the physical plant with respect.	Working towards	We had a suspension rate of 4% and a positive culture. However, we identified notable issues from the doubling of our number of students for the second year. We are implementing new strategies for the coming year related to student culture.
Students will learn to work collaboratively and resolve	Met	Our restorative justice approach was widely understood and used. We held frequent mediations

conflicts effectively and safely.		and restorative circles to build students' problem-solving skills.
Students will embrace their community by contributing to their school and community with service projects with a particular emphasis on environmental stewardship and or social justice.	Met	All of the community projects included a significant service component, along with reflection.
The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.	Met	See student notes above; teachers received coaching and professional development including national conferences, local workshops, readings, and online courses.
Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.	Met	All of our teachers are highly qualified in their subject areas.
DCI will be led by an active Board of Trustees that will include the designees from the member charters who will work with the Head of School to govern the DCI.	Met	DCI Board of Trustees were actively engaged with the governance of DCI. We have added new members and rolled off former members in accordance with appropriate procedures.
The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.	Met	Our student retention rate is over 94%. Staff retention is over 84%. The diversity of our students is unmatched, with no majority racial group and almost evenly split between students qualifying for free/reduced lunch and not. The diversity of our staff is strong and increasing.
The school will be a model of stewardship. Each year the organizational will aim to lessen its impact on the environment through modifying operations.	Working towards	Our Lu Vert Verde student club led our schoolwide efforts towards sustainability. We are working on greater sustainability efforts in the future.
Through faculty and student Service Learning projects DCI will aim to effect change both locally and internationally.	Met	As noted above, the Community Project was a key part of this effort. Other classes, clubs, and outside-of-school activities used service for learning as well.



Our girls leadership group organized a trip for all of the school's girls to the documentary about education activist Malala Yousafzai.

Lessons Learned and Actions Taken

The 2015-6 academic year was successful start for DCI. We had a mission-aligned culture, supportive community, happy students, and smooth operations. As well, students grew in math, and significantly in English at all levels.

However, there are improvements needed for the 2016-17 academic year. As noted above, we have several goal areas. In addition to being ready for the 2017-18 academic year, when we will expand dramatically and move into our new space, we have these goals, along with identified priorities for each goal in the first half of the year:

Build school culture 1) Have a schoolwide plan 2) Implement plans for students who need behavior plans 3) Increase staff cultural competency 4) Create a strong sense	Improve literacy 1) Implement 6th grade double block 2) Implement 7th-9th writing support 3) Implement CCSS-aligned instruction in ELA classrooms 4) 7th-9th reading support	Improve math 1) Schoolwide approach to curriculum and instruction 2) Plan for effective use of support classes 3) Consistent coaching on instruction 4) Implement RTI effectively 5) Assess	Improve language proficiency 1) Curriculum in place 2) Backwards planning from IB exams 3) Effective instruction in language classrooms 4) Effective instruction in subject-area classes	Improve teacher coaching and supervision 1) Consistent expectations across classrooms 2) Consistent model of coaching 3) Consistent implementation of coaching model 4) Assess progress
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of DCI community 5) Assess progress regularly	differentiated by reading levels 5) Implement RTI effectively 6) Assess progress regularly	progress regularly	5) Build language culture 6) Assess progress regularly	
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Two students celebrating our first 8th grade promotion

Unique Accomplishments

The greatest accomplishment this year was the continued satisfaction of our students, families, and staff members.

We held our first 8th grade promotion, with numerous student speakers, including the winner of the IB Mid-Atlantic Association's Middle Years Programme award. We received authorization as an IB World School - an incredibly fast authorization. In addition, we were the grateful recipients of a Breakthrough Schools grant from the CityBridge Foundation. We received numerous visits and commendations from the Next Generation Learning Challenge, the federal Department of Education, and others interested in our unique combination of IB, technology, and language study.

Donors

NewSchools Venture Fund	\$336,250
CityBridge Foundation	\$252,500

Flamboyant Foundation	\$10,000
Suntrust Foundation	\$4,000
Adam Gluckman and Xun Yang	\$3,200
Irving Gornstein and Susan Lebeaux	\$3,000
MCN Build	\$2,500
Sarah Snyder & Daniel Fine	\$2,000
David Deal Janessa Cobb	\$1,500
Erol and Melanie Baskurt	\$1,500
Richard Michaels and Ana Maria Linares	\$1,300
Ellen Chaffee & Samuel Fromartz	\$2,040
Brian and Maria Nelson	\$1,020
The Insurance Exchange	\$1,000
Dolores Pol and Franklin Montenegro	\$1,000
Evelyn Lee	\$1,000
Gretchen and Garrett Moore	\$1,000
Mary Shaffner and William Weems	\$1,000
Shawn Brown	\$1,000
Simon Rodberg and Allison MacAdam	\$1,000
William Jordan	\$1,000
Andrea Lachenmayr & Thomas Russell	\$600
Darlene and Dwayne Pierce	\$600
Marc and Suzanne Parsons	\$600
Andree Simon & Elias Stern	\$500
Carmen Rioux-Bailey	\$500
Daniel Reich & Amy Eisner	\$500
David Carl	\$500
Ed Ops	\$500
Lauren Baum	\$500
Laurie Nelson-Choice	\$500
Manisha Modi & Steven Glazerman	\$500
Marguerite Clavel	\$500
Lisa Dowden and William Moseley	\$500
Rebecca Harlan	\$500
Sarah Perkins and Koro Nuri	\$500

Data Report

SY 2015-16 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: District of Columbia International School
PCSB	Campus Name: District of Columbia International School
PCSB	Grades served: 6-8
PCSB	Overall Audited Enrollment: 404

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	179
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	124	101	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

STUDENT DATA POINTS	
School	Total number of instructional days: 180
PCSB	Suspension Rate: 4.2%
PCSB	Expulsion Rate: 0.2%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.1%
PCSB	Average Daily Attendance:
PCSB	Midyear Withdrawals: <i>Validated in mid-August</i>
PCSB	Midyear Entries: <i>Validated in mid-August</i>
PCSB	Promotion Rate: 99.5%
PCSB (SY 14-15)	College Acceptance Rates: <i>Not applicable</i>
PCSB (SY 14-15)	College Admission Test Scores: <i>Not applicable</i>
PCSB (SY 14-15)	Graduation Rates: <i>Not applicable</i>

FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 26.5%
School	Number of Teachers: 33 "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 1. Average: \$57,184 2. Range -- Minimum: \$ 34,000 Maximum: \$75,923

Appendices

Teachers

Name	Responsibilities	Qualifications	Dates of Employment
Deidra Bailey	Special Education Teacher	M. Ed in Special Education	8/16/14 - Present
Natalie Barbieri	Special Education/ELL Teacher	M. Ed Special Education	8/16/15 - Present
Claudia Bezaka	French Teacher	BA French	8/23/15 - 8/15/16
Qingbin Chen	PE Teacher	M.Ed Sports	8/16/14 - 8/15/16
Kimberly Colley	Special Education Teacher	M.Ed Special Education	8/16/15 - Present
Charlene Cummings	Science Teacher	BS Science	8/16/15 - Present
Jerome Feucht	Math Teacher	BS Math	8/16/15 - 8/15/16
Yuan Yuan Gao	Chinese Language Arts Teacher	M. ED Add'l Languages	8/16/14 - Present
Steve Gornstein	Math Teacher	BS Math	8/16/14 - Present
Robert Hicks	English Teacher	MA English	8/16/15 - Present
Elana Jablon	Spanish Teacher	BA Spanish	8/16/15 - 8/15/16
Sebastian Kriendel	Ind. and Soc Teacher	MA Social Studies	8/16/15 - Present
Justin LaRocque	Special Education Teacher	MEd Special Education	8/16/15 - Present
Daniel Liano-Garcia	Spanish Language Arts &	MA Modern Languages	8/16/14 - Present

	Humanities Teacher		
Cody Long	Art Teacher	BA Religion, Praxis II Art	8/16/14 - Present
Xian Lu	Chinese Language Teacher	MA Chinese	8/16/15 - 6/30/16
Fatoumata Magassa	Special Education/ELL Teacher	MA Special Education	8/16/15 - Present
Juliet Meltsner	Science Teacher	MEd Spanish	8/16/15 - Present
Christopher Merriman	Ind. and Societies Teacher	BA Social Studies	8/16/15 - Present
Aude Newton	Math Teacher	MS Middle Grades Math	8/16/14 - Present
Alberto Otero	Reading Teacher	BA English	8/16/15 - 1/29/16
James Reinhard	Art Teacher	MA Art	8/16/15 - Present
Aaron Stone	Special Education Teacher	MA Special Education	3/15/15 - Present
Allison Sandusky	Science Teacher	BS Science	8/16/14 - 8/15/15
Maya Stewart	English Teacher	BA English	8/16/15 - Present
Aaron Stone	Special Education Teacher	MEd Special Education	3/15/15 - Present
Omar Tanamly	English Teacher	MA English	8/16/15 - Present
Celia Taylor	Special Education Teacher	MEd Special Education	8/16/15 - Present
Vanessa Thomas	Spanish Teacher	MA Spanish	8/16/15 - 8/15/16
Megan Wang	Special Education Teacher	MA History, M. Ed	8/16/14 - Present
Nicole Welsh	English Teacher	BA English	8/16/14 - Present
Miao Zhang	Chinese Teacher	MEd Chinese Language	8/16/15 - Present

Instructional Fellows

Name	Responsibilities	Qualifications	Employment
Alonso Llerena	Electives and Ed Support	HS Diploma	8/16/15 - Present
Robert Wright	Electives and Ed Support	HS Diploma	9/01/15 - Present

Instructional Support

Name	Responsibilities	Qualifications	Employment
Teraesa Holland	Instructional Aide	BA Art	8/16/15 - 6/23/16

Danae Walcott	Instructional Aide	BA Spanish	8/16/15 - 1/15/16
Douglas White	Instructional Aide	HS Diploma	8/16/15 - Present

Administration

Name	Responsibilities	Qualifications	Employment
Greggory Albright	Dir. Athletics	BA Physical Education	8/1/15 - Present
Dean Harris	Dir. of MYP	MA General Ed.	8/16/14 - Present
Bailey Lowenthal	Guidance Counselor	Masters in Counseling	8/16/14 - 7/31/16
Melody Maitland	Dir. Student Support Services	MSW, MEd	8/16/14 - Present
Andrew Molchany	Dir. Student Life	MA Teaching	8/16/14 - 7/31/16
Simon Rodberg	Principal	MEd Tech, Innovation & Education	5/1/14 - Present
Carolyn Saunders	Dir. Family Engagement	MA Counseling	8/1/15 - 3/18/16
Mary Shaffner	Executive Director	MBA	9/1/13 - Present
Denise Lyons	Dir. Business & Compliance	BA English	10/8/13 - Present
Alicia Vinson	Dir. Language Learning	MA Language	8/1/16 - 11/30/16

Add'l Support Staff

Name	Responsibilities	Qualifications	Employment
Nadia Calix	Reception/Meal Service	HS Diploma	8/01/14 - Present
Lauren Games	Communications Associate		8/16/15 - Present
Luisa Juarez	Office Administrator	BA History	8/01/14 - Present
Melissa Leiva	Reception	BA Art	9/9/15 - Present
Brian Luckenbaugh	Systems Administrator	HS Diploma	1/1/15 - Present
Cassandra Martinez	Educational Assistant	HS Diploma	3/15/15 - Present
Dylan Optican	Social Worker	M. Social Work	8/16/15 - 8/15/16

Board Roster

Name	DC Resident	Role	Appointment Date	Expiration Date
Evelyn Lee	Y	President	01/2014	
Lise Clavel	Y		01/2016	
Jamila Frone	Y	Secretary, Parent Member	6/2016	
Sarah Snyder	Y		11/2015	
Melissa Kim	N		02/2014	
David Merkel	N		01/2014	
David Carl	Y	Vice-President	11/2014	
Clinton Randolph	N		12/2014	
Deanna Troust	Y	Parent Member	6/2016	
Sandra Licon	Y		2/2015	
Mary Shaffner	Y	Ex-Officio	10/2012	
Yuanxia Ding	Y		01/2016	
Asheesh Misra	N		03/2016	
Ayris Scales	Y		10/2015	
Diane Cottman	N	Member School	10/2012	11/2015
Maquita Alexander	Y	Member School	8/2013	11/2015
Kristen Scotchmer	Y	Member School	10/2012	11/2015
Linda Moore	Y	Member School	10/2012	11/2015

Income and Cash Flow Statements

DC International Public Charter School

July 2015 through June 2016

	Annual		
Income Statement	Actual	Budget	Variance
Revenue			
01. Per Pupil Charter Payments	5,621,692	5,650,846	-29,154
02. Per Pupil Facilities Allowance	1,262,096	1,228,800	33,296
03. Federal Entitlements	300,143	241,831	58,312
04. Other Government Funding/Grants	1,709,640	292,249	1,417,391
05. Private Grants and Donations	566,775	536,250	30,525
06. Activity Fees	152,192	125,000	27,191
07. Other Income (please describe in footnote)	88,439	21,391	67,048
Total Revenue	9,700,975	8,096,366	1,604,609
Expenses			
08. Principal/Executive Salary	300,799	227,000	-73,799
09. Teachers Salaries	1,930,478	2,143,158	212,680
10. Teacher Aides/Assistance Salaries	144,885	68,000	-76,885
12. Business/Operations Salaries	128,442	182,000	53,558
13. Clerical Salaries	164,747	126,700	-38,047
15. Other Staff Salaries	517,771	730,120	212,350
16. Employee Benefits	561,018	656,748	95,730
17. Contracted Staff	18,880	27,254	8,374
18. Staff Development Expense	88,787	63,875	-24,912
19. Textbooks	47,044	88,780	41,735
20. Student Supplies and Materials	161,149	151,897	-9,252
21. Library and Media Center Materials	4,405	20,538	16,133
22. Student Assessment Materials	18,446	20,078	1,632
23. Contracted Student Services	205,923	623,677	417,754
24. Miscellaneous Student Expense **	68,391	260,798	192,407
25. Rent	1,224,509	1,180,416	-44,093
26. Building Maintenance and Repairs	12,771	15,000	2,229
28. Janitorial Supplies	4,783	8,828	4,045
29. Contracted Building Services	3,574	2,690	-884
30. Office Supplies and Materials	28,663	61,612	32,949
31. Office Equipment Rental and Maintenance	15,736	14,040	-1,696
32. Telephone/Telecommunications	12,574	8,851	-3,723
33. Legal, Accounting and Payroll Services	107,410	112,546	5,137
34. Printing and Copying	3,616	12,466	8,850
35. Postage and Shipping	3,729	3,125	-604
36. Other	86,350	87,180	830
37. Insurance	19,341	27,744	8,403
38. Transportation	808	1,652	844
39. Food Service	139,367	152,567	13,200
40. Administration Fee (to PCSB)	75,974	75,601	-373
42. Other General Expense	64,383	45,600	-18,783
43. Unforeseen Expenses	0	360,027	360,027
Total Expenses	6,164,753	7,560,569	1,395,816
Operating Income	3,536,223	535,798	3,000,425
Extraordinary Expenses			
44. Depreciation Expense	130,644	173,250	42,606
Total Extraordinary Expenses	130,644	173,250	42,606
Net Income	3,405,579	362,547	3,043,031
Cash Flow Statement	Actual	Budget	Variance
Net Income	3,405,579	362,547	3,029,579
Cash Flow Adjustments			
Financing Activities	0	32,000,000	-32,000,000
Investing Activities	-1,387,423	-32,624,352	31,236,930
Operating Activities	-118,434	0	-118,433
Total Cash Flow Adjustments	-1,505,856	-624,352	-881,504
Change in Cash	1,899,723	-261,805	2,161,528

District of Columbia International School
PCSB-Formatted Budget

Income Statement		SY15-16
Account		Future
Event		-
Revenue		
01. Per Pupil Charter Payments		5,650,846
02. Per Pupil Facilities Allowance		1,228,800
03. Federal Entitlements		241,831
04. Other Government Funding/Grants		292,249
05. Private Grants and Donations		536,250
06. Activity Fees		125,000
07. Other Income (please describe in footnote)		21,391
Total Revenue		8,096,366
Operating Expense		
Personnel Salaries and Benefits		
08. Principal/Executive Salary		227,000
09. Teachers Salaries		2,143,158
10. Teacher Aides/Assistance Salaries		68,000
11. Other Education Professionals Salaries		-
12. Business/Operations Salaries		182,000
13. Clerical Salaries		126,700
14. Custodial Salaries		-
15. Other Staff Salaries		730,120
16. Employee Benefits		656,748
17. Contracted Staff		27,254
18. Staff Development Expense		63,875
Total Personnel Salaries and Benefits		4,224,855
Direct Student Expense		
19. Textbooks		88,790
20. Student Supplies and Materials		151,897
21. Library and Media Center Materials		20,538
22. Student Assessment Materials		20,078
23. Contracted Student Services		623,677
24. Miscellaneous Student Expense **		22,000
Total Direct Student Expense		926,970
Occupancy Expenses		
25. Rent		1,180,416
26. Building Maintenance and Repairs		15,000
27. Utilities		-
28. Janitorial Supplies		8,828
29. Contracted Building Services		2,690
Total Occupancy Expenses		1,206,934
Office Expenses		
30. Office Supplies and Materials		61,612
31. Office Equipment Rental and Maintenance		14,040
32. Telephone/Telecommunications		8,851
33. Legal, Accounting and Payroll Services		112,546
34. Printing and Copying		12,466
35. Postage and Shipping		3,125
36. Other		87,180
Total Office Expenses		299,820
General Expenses		
37. Insurance		27,744
38. Transportation		240,450
39. Food Service		152,567
40. Administration Fee (to PCSB)		75,601
41. Management Fee		-
42. Other General Expense		45,600
43. Unforeseen Expenses		360,027
Total General Expenses		901,989
Total Ordinary Expenses		7,560,568
Interest, Depreciation		
44. Depreciation Expense		173,250
45. Interest Payments		-
Total Interest, Depreciation		173,250
Total Expenses		7,733,819
Net Income		362,547
Cash Flow Adjustments		
Depreciation and Amortization		173,250
Operating Activities		-
Investing Activities		(32,797,603)
Financing Activities		32,000,000
Total Cash Flow Adjustments		(624,352)
Net Cash Flow		(261,805)

Other Income is primarily paid meals revenue

Miscellaneous student expense is primarily student recruiting, special events, and other miscellaneous expenses