

District of Columbia International School

**Annual Report
2017-18**

**1400 Main Drive NW
Washington, DC 20012
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**Andrea Lachenmayr
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 multilingual, culturally competent, and committed to proactively creating a socially just and sustainable world.

School Program

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 lifelong 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 member 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.

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. This year, we became authorized for the International Baccalaureate Diploma Programme (IB DP). In July 2018, we also became authorized for the International Baccalaureate Career Programme (IB CP).

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.



Spanish track students created a banner of Latin American flags for the Hispanic Heritage Month festival.



The DCI girls middle school soccer team won the DC Scores League Championships.

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.



The Lu Verde Verde (Green) Club planted a living wall in newly renovated Delano Hall.

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. How this builds towards achieving our mission was clear in our 10th grade personal projects. Through a structured, yearlong process, students independently selected an action and/or study that met their passions. These included a documentary about gentrification in Washington, DC; a fashion magazine; a set of hip-hop beats; a proposal for peer counseling; research on minority languages in China; a report on the guerilla war in Colombia; a working coffee shop; two podcasts; a multicultural, sustainable cookbook; and a trilingual volume of poetry. As with our 8th grade community projects, the breadth -- and the commonality of personal interest and social relevance - were astonishing.



Students produced and performed at DCI's first annual Black History Month commemoration.



Students discussed and performed Molière in the original French in their language class.

We are achieving our vision for our students.

Parent Involvement Efforts

DCI considers itself very proud to have incredible parent involvement. We have had evening workshops including Back-to-School nights, workshops on technology and curriculum/assessment in specific classes, and adolescent development. We have continued our monthly Spanish-speaking parents' events Cafe Charla, with topics ranging from literacy to college preparedness. Parents have volunteered to lead lunch and afterschool clubs, to do morning and recess duty, and, in amazing numbers, to accompany students on field trips. 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 (PTO) is strong and inclusive. The PTO led the Voyager campaign to fundraise for international trips for students.



Mayor Bowser and Councilmember Todd attended Delano Hall's ribbon cutting ceremony.

School Performance

Meeting the Mission

The 2017-18 academic year was successful for DCI. We moved into Delano Hall, had a mission-aligned culture, supportive community, happy students, and smooth operations. We achieved milestones in the life of the school including Middle States Association accreditation, IB Diploma Programme authorization, and IB Career-related Programme authorization. We also became a National Academies Foundation school, joining the DC Career Academy Network.

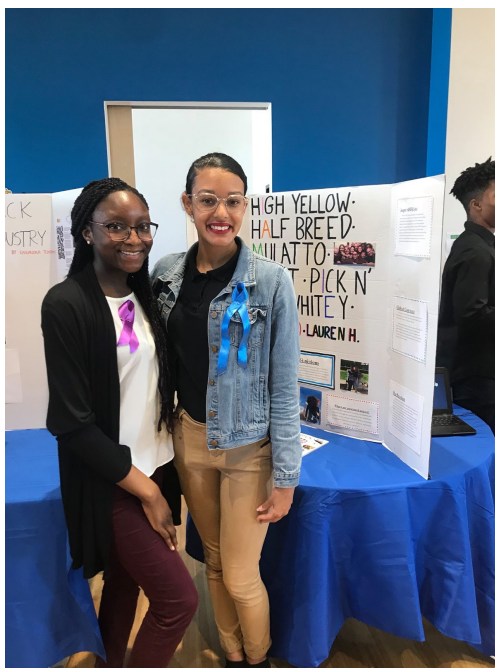
Here is DCI's PARCC performance compared to last year and to citywide performance. The city is focused on 4+ performance, and that's what we're reporting here. Results show that we continue to outperform the citywide averages.

	English 4+	Math 4+
DCI 2015	35%	31%
DCI 2016	52%	34%
DCI 2017	55%	41%
DCI 2018	55%	38%
Citywide 2016 Middle School	27%	17%
Citywide 2017 Middle School	30%	19%
Citywide 2018 Middle School	35%	23%

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. We updated our middle school Math curriculum to the new Illustrative Math approach, which our teachers found successful; in English, we continued our own updates to the the award-winning EngageNY curriculum. 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.

At our middle school, 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, either in the target language (such as classes in Chinese and Spanish culture) or in English (such as Student-Led Inquiry, on a topic of students' individual or group choice, or Computer Programming). We offer both brunch and lunch periods for tutoring, club meetings, and student break time. Particular academic supports include Reading, Writing, 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.

Our high school grew to 9th and 10th grade. As noted above, our tenth graders completed the school's first personal projects. High school students took credit-bearing classes including (every day) English, Math, Science, History, and their language, as well as (every other day), Music, Health and Physical Education, and two electives. The tenth graders did a great deal of college preparation, especially in their Approaches to Learning classes, including taking the PSAT for the first time.



Tenth graders presented their Personal Projects at DCI's first annual Middle Years Program Showcase.

We have a very active student life program. Lunch clubs range from debate to chess to student government to Chinese conversation to dog-walking. After school 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 2017-18 were stronger than citywide averages. In 2017-8, we were a Tier One school. Our attendance was 93%; 87% of staff returned, and 93.1% of total students returned.

DC International School Public Charter School - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Achieving International Baccalaureate (IB) Candidate Status by SY 2020-21.	Met	We are a International Baccalaureate World School, with authorization for the Middle Years, Diploma, and Career Programmes.
<p>Language: Students will be assessed in accordance with American Council on the Teaching of Foreign Languages (ACTFL) standards and benchmarking.</p> <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 to DCI or who 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>	Partially Met	<p>We use the STAMP assessment in accordance with the ACTFL standards and benchmarking. Assessments currently do not show that we will meet the language achievement goals. In our charter re-authorization process, we will be proposing updated goals.</p> <p>DCI does not yet have any graduating students</p> <p>DCI met the Middle Years Programme goal, with over 90% of our students with disabilities and English Language Learners completing the MYP. We cannot give the MYP certificate as we cannot give the MYP assessments due to platform issues. This goal cannot be assessed until DCI has a 12th grade graduating class and thus this goal is not applicable for the 2017-18 SY.</p>

Goals for SY 18-19	
Academic	Social/Emotional/Behavioral
<ul style="list-style-type: none"> • DCI Students will be prepared to move to the next academic level for SY19-20. • DCI Students will demonstrate growth on PARCC math and PARCC ELA • Students will demonstrate growth on MAP from BOY → MOY → EOY • DCI Students will demonstrate growth on EOY STAMP (by an average of 0.75 across the 4 domains) • By the end of quarter one, 100% of curricular teams will have created and will be regularly implementing an established routine to address the PLC essential questions. • 100% of summative assessments created by curricular teams will meet proficiency standards on an educational leadership-created assessment rubric. 	<ul style="list-style-type: none"> • DCI students will have a 95% attendance rate for SY18-19 as measured by E-schools. • Students will have a 5% suspension rate for SY18-19 as calculated by PCSB. • DCI will be at the top quartile of DC learning environment section of TNTP (teachers) • At least 75% of students will respond positively to classroom climate section of Panorama • At least 75% of families will respond positively to school climate section of Panorama



Students in Afro-Latino Culture class made corn and coconut arepas in Delano Hall's new World Food Lab.



The robotics team competed against other area schools for its 2nd season.

Unique Accomplishments

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

Externally, we received recognition as Tier 1 school for the second year in a row. We earned Middle States Association accreditation. We were also thrilled to receive our International Baccalaureate Diploma and Career Programme authorization, as this was an important step in DCI's history ensuring that we can offer the full continuum 6-12th grade. We were voted best Middle and High School in the Washington City Paper.

We promoted our third class of 8th graders, with fantastic community projects to cap their year. We had our first students complete the Middle Years Programme in 10th grade, with independent, passion-filled personal projects. We sent our second round of students for our international study program, with great parent and community support, to China, Costa Rica, and Senegal. We fielded a huge number of MS and HS sports teams and won championships in soccer and volleyball.

Sadly, the year was marked by a tragedy in our community, when a tenth grader died of an apparent heart attack in October. His passing was deeply felt by students, staff, and family, who came together powerfully to support each other, with additional support from the Department of Behavioral Health and other members of the DC community. The importance, and beauty, of caring and unity were emphasized during this heartbreaking time.

Perhaps most notably, we moved into our beautiful permanent home, while still undergoing construction, and built a strong, mission-aligned, positive culture with a more-than-50% increase in our student and staff population. The science, gym and art wing opened in the Spring. As we grow to 1500 students and graduate our first class in 2020, this bright, state of the art facility will enable us to deliver DCI's 21st Century Education. And most importantly inspire our students to discover and follow their dreams.

Thank you to our Donors who donated over \$500

Alfred Amado
Anonymous (unknown to school)
Lauren Baum
Building Hope
Lance Bush
David Carl
Lisa Chiu & Daniel Chiu
Janessa Cobb & David Deal
Sosena Desta
Amy Eisner
Kathleen Eder & Greg Erdman
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FIRST Robotics Team Regrant
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Michael Kelley
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Evelyn Lee
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Richard G Michaels & Ana Linares
Shari Miles-Cohen
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Stefano Negri & Vanessa Bertelli
NewSchools Venture Fund
Politics & Prose
Tom Porter
Clare Romanik
Clinton Randolph
Mary Shaffner and Will Weems
Sarah Snyder & Daniel Fine
Target Corporation
The Benevity Community Impact Fund
The Insurance Exchange
The Nature Conservancy
Lillian Denise Wardlaw
Verizon

Data Report

SY 2017-18 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: 6-10
PCSB	Overall Audited Enrollment: 804

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	243
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	182	170	125	84	0	0	0	0	108

*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: 179
PCSB	Suspension Rate: 9.3%
PCSB	Expulsion Rate: 0.75%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: .15%
PCSB	In-Seat Attendance: 93.3%
PCSB	Average Daily Attendance:
PCSB	Midyear Withdrawals: 2.7% (22 Students)
PCSB	Midyear Entries: 0% (0 Students)
PCSB	Promotion Rate: 99.8%
PCSB (SY17-18)	College Acceptance Rates: <i>Not applicable</i>
PCSB (SY17-18)	College Admission Test Scores: <i>Not applicable</i>
PCSB (SY17-18)	Graduation Rates: <i>Not applicable</i>

FACULTY AND STAFF DATA POINTS	
School	Teacher Attrition Rate: 26%
School	Number of Teachers: 64 "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: \$58,385 2. Range -- Minimum: \$40,000 Maximum: \$80,000

Appendices

Teachers

Name	Responsibilities	Qualifications	Dates of Employment
Natalie Barbieri	Special Ed/ELL Teacher	M. Ed Special Education	8/16/15 - Present
Carsten Binsner	IT/Design Teacher	BS in Science	8/16/17 - Present
Danielle Boudreaux	English Teacher	MA Writing	8/16/16 - Present
Christina Cancelli	English Teacher	BA English & Secondary Ed	8/16/16 - Present
Janae Carter	English Teacher	BA English	8/16/17 - Present
Matthew Carucci	SPED Teacher	MA SPED	2/1/18 - Present
Alex Clark-Youngblood	PE Teacher	MA SPED	8/16/17 - 8/15/18
Kimberly Colley	Special Education Teacher	M.Ed Special Education	8/16/15 - Present
Christine Contreras-Slaughter	Math Teacher	BA Poli Sci & German, Praxis	2/23/16 - Present
Charles Cornelius	SPED Teacher	MA Curriculum & Instruction	8/16/17 - Present
Charlene Cummings	Science Teacher	BS Science	8/16/15 - Present
Nicholas Curwen	Social Studies Teacher	M.ED Administrative Leadership	8/16/16 - Present
Toni Deanon	English Teacher	MA Language	8/16/17 - Present
Zachary Diamond	Music Teacher	BA Music History & Theory	8/16/16 - Present
Sam Dodson	Art Teacher	BA Philosophy	8/16/17 - Present
Shane Donovan	Design Teacher	MA Urban Education	8/16/16 - Present

Kristin Douglas	Math Teacher	MA Teaching	8/16/17 - 8/15/18
Cody Duncan	SPED Teacher	MA Teaching	8/16/17 - Present
Mounia Elmezrichi	French Teacher	BA Public Relations	2/16/17 - Present
Susan Espinoza	Special Education Teacher	MA Curriculum & Instruction	8/16/16 - Present
Ely Fall	PE Teacher	BS	10/24/16 - Present
Yuan Yuan Gao	Chinese Language Arts Teacher	M. ED Add'l Languages	8/16/14 - Present
Carmen Garcia	Spanish Teacher	BA Secondary Education	8/16/17 - Present
Henry Garcia	Spanish Teacher	BA Spanish	8/16/16 - Present
Sabre Goldman	SPED Teacher	BA History, Praxis	8/16/17 - Present
Jorge Granados	Teacher	BA Liberal Studies, Praxis	8/16/17 -Present
Amber Herisson	French Teacher	MA French Literature	8/16/17 - Present
Collin Hill	English Teacher	MA Administration & Supervision	2/1/18 - 6/30/18
Caitlyn Homol	Science Teacher	BA International Affairs, Praxis	8/16/17 - Present
Grace Hu	Chinese Arts Teacher	MA Arts	8/16/17 - Present
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
Alexis Lassus	Behavior Teacher	MA Ed Studies	2/1/18 - 6/30/18
Daniel Liano-Garcia	Spanish Language Arts & Humanities Teacher	MA Modern Languages	8/16/14 - Present
Brian Lounsbury	Science Teacher	BA Education	8/16/17 - Present
Xian Lu	Chinese Teacher	MA Teaching	1/1/18 - Present
Fatoumata Magassa	Special Ed/ELL Teacher	MA Special Education	8/16/15 - Present
Ana Martinez	Spanish	MA Secondary Teacher	4/1/18 - Present
Livia Matteucci	English Teacher	BA Psych & Education	8/16/17 - Present
Christopher Merriman	Ind. and Societies Teacher	BA Social Studies	8/16/15 - Present
Cortnie Miller	English Teacher	MA Ed Leadership	8/16/17 - 8/15/18
Paul Mills	Special Education Teacher	M.Ed Special Education	12/1/15 - Present
Aude Newton	Math Teacher	MS Middle Grades Math	8/16/14 - Present

Nina Raffaele	Spanish I&S Teacher	BA in Cultural Anthropology	1/08/16 - Present
Katia Raina	English Teacher	MA Writing	8/16/17 - Present
Krishna Rampersaud	Science Teacher	MA Educational Administration	8/16/16 - present
Rajni Rao	Math Teacher	MA Ed Administration	8/16/16 - 8/15/18
Jose Reyes	Spanish Arts Teacher	MA Film	8/16/17 - Present
Leticia Rodriguez	Spanish Teacher	MA Spanish	8/16/16 - present
Laura Ryan	Math Teacher	MA Math Education	8/16/16 - present
Doreen Smith	Science Teacher	MA Secondary Science	8/16/17 - Present
Lauren Smith	Special Education Teacher	MA Special education	8/16/16 - present
Mariam Soumahoro	Math Teacher	BA Science	8/16/17 - Present
Tori Sparks	History Teacher	MA Educational Studies	8/16/17 - Present
Ryan Steinbach	Math Teacher	MBA, Praxis	2/1/18 - Present
Aaron Stone	Special Education Teacher	MEd Special Education	3/15/15 - Present
Xiaomin Sun	Chinese Teacher	MBA, Praxis	8/16/16 - present
Celia Taylor	Special Education Teacher	MEd Special Education	8/16/15 - Present
Karolina Terrazas	English Teacher	MA English	8/16/16 - present
Tanya Thompson	French Arts Teacher	MA Ed Leadership	8/16/17 - Present
Ray Wang	Math Teacher	MA Ed & Social Policy	8/16/17 - Present
Montenique Woodard	Science Teacher	BA Education	8/16/17 - Present
Shichang Wu	Chinese Teacher	MA World Language Teaching	8/16/17 - 8/15/18
Miao Zhang	Chinese Teacher	MEd Chinese Language	8/16/15 - Present

Instructional Fellows

Name	Responsibilities	Qualifications	Employment
Laura Benitez	Spanish Support	MA Communication	1/4/18 - Present
Khalihia Evans	ATL and Ed Support	HS Diploma	2/16/16 - 6/15/18
Melissa Leiva	Electives and Ed Support	BA in Art	9/9/15 - Present
Muzi Wong	Chinese Support	BA in Education	3/1/18 - 6/20/18
Robert Wright	Electives and Ed Support	HS Diploma	9/01/15 - Present

Instructional Support

Name	Responsibilities	Qualifications	Employment
Danette Benitez	Instructional Aide	HS Diploma	9/20/18- Present
Natalia Campos	Instructional Aide	BA Criminal Justice	3/16/18 - Present
Alice Deltiel	French Intern	French Diploma	9/1/18 - 6/30/18
Sarah Look	Instructional Aide	BA Sports Management	8/16/16 - 3/15/17
David Payne	Instructional Fellow	BA Chemical Education	9/1/18 - Present
Josue Sosa	Instructional Aide	HS Diploma	11/6/17 - Present
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 - 7/31/2018
Alison Auerbach	Dir. Language Learning	MSA Education	1/25/16 - Present
Deidra Bailey	Asst. Principal	M. Ed in Special Education	8/16/14 - Present
Grace Gyemfi	Dir. Development & Partnerships	MA Tourism Administration	12/4/17 - Present
Dean Harris	Dir. of MYP	MA General Ed.	8/16/14 - Present
Marcus Johnson	Asst. Principal	MA Education	8/1/17 - Present
Jillian Levine-Sisson	Dir. ACE	MA Education	11/20/17 - Present
Cody Long	Dir. ACE	BA Religion	8/16/14 - 12/4/17
Denise Lyons	Dir. Business & Compliance	BA English	10/8/13 - Present
Melody Maitland	Dir. Student Support Services	MSW, MEd	8/16/14 - Present
Asheesh Misra	Chief Academic Officer	MA Secondary Education	4/1/18 - Present
Simon Rodberg	Principal	MEd Tech, Innovation & Ed	5/1/14 - 6/30/18
Allison Sandusky	Dir. Student Culture	BS Science	8/16/14 - Present
Mary Shaffner	Executive Director	MBA	9/1/13 - Present
Maya Stewart	Dir. Teacher Support	BA English	8/16/15 - Present

Rachel Sussman	Asst. Principal	MA History	8/16/15 - 6/30/18
Nicole Welsh	Dir. EdTech	MA Ed Leadership	8/16/14 - Present

Add'l Support Staff

Name	Responsibilities	Qualifications	Employment
Carlos Alfaro	Tech Asst	HS Diploma	2/20/18 - Present
Helen Caballero	Receptionist	HS Diploma	11/6/17 - 5/29/18
Andrea Contreras	Office Administrator	HS Diploma	8/09/16 - Present
Tosharo Dickson	Behavior Specialist	MA Social Work	9/1/18 - 7/31/18
Henry Dotson	Tech Asst	BA International Studies	10/1/17 - Present
Nora Escobar	Cafe Administrator	HS Diploma	9/20/18 - Present
Lauren Games	Communications Associate	MA International Studies	8/16/15 - Present
Melody Garcia	Receptionist	HS Diploma	4/25/17 - Present
Ana Guzman	Cafe Administrator	HS Diploma	9/15/17 - Present
Hannah Gold	Social Worker	MS Social Work	1/23/17 - Present
Jhoana Herrera	Tech Asst	HS Diploma	9/20/17 - Present
Brian Huynh	Tech Asst	HS Diploma	8/16/17 - 12/20/17
Melina Jimenez-Flores	HR Manager	MS Environmental Management	6/1/18 - Present
Luisa Juarez	Office Administrator	BA History	8/01/14 - Present
Cassandra Martinez	Educational Assistant	HS Diploma	3/15/15 - Present
Brandon Mills	Behavior Specialist	8/16/17 - Present	8/16/17 - Present
Carlos Navas	Facilities Manager	BS	6/19/17 - Present
Guisselle Ortiz	Receptionist	HS Diploma	3/5/18 - 6/10/18
Mary Thomas	Librarian	MA Teaching	4/1/18 - Present

Board Roster

Name	DC Resident	Role	Appointment Date	Expiration Date
Andrea Lachenmayr	Y	President	6/2016	
Evelyn Lee	Y	Treasurer	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 Carl	Y	Vice Chair	11/2014	
Clinton Randolph	N		12/2014	
Deanna Troust	Y	Parent Member	6/2016	
Sandra Licon	Y		2/2015	
Yuanxia Ding	Y		01/2016	
Asheesh Misra	N		10/2017	01/2018
Leroy Clay	Y		10/2017	

At Risk Funding Spending

The District of Columbia International School received \$341,435 in At-Risk Funding for SY 2017-18. We use these funds to ensure equity in the education we provide to all students. These funds are spent on a variety of expenses at DCI:

- Access to Extracurricular Activities: These funds were used to ensure all students have equal access to extracurricular activities. All students who qualify for at-risk can receive up to two days of after school activity enrollment with no cost to the family, as well as additional days at an extremely discounted rate.
- 1:1 Technology for students, provided by DCI: More than 50% of students at DCI qualify for Free and Reduced Lunch. Approximately 20% of families qualify for At Risk Funding. Our student economic diversity demands that we provide technology for our students, if we want to ensure all students have access to technology in this modern climate that requires this skill set to succeed.
- Educational Support: DCI hires a number of Educational Aids and Fellows to support our students. These staff members often spend time especially with our At-Risk students including supporting clubs at lunch for these students and in the classroom providing additional support.

Unaudited Year End 2017-18 Financial Statement

DC International Public Charter School

SY2017-18 Unaudited Financials - July 1, 2017 through June 30, 2018

Income Statement	Actual	Year to Date Budget	Variance
Revenue			
Per Pupil Charter Payments	\$ 11,902,490	\$ 11,085,574	\$ 816,916
Per Pupil Facilities Payments	\$ 2,566,953	\$ 2,474,364	\$ 92,589
Federal Funding	\$ 581,878	\$ 516,397	\$ 65,481
Other Government Funding/Grants	\$ 338,956	\$ 218,434	\$ 120,522
Private Grants and Donations	\$ 157,603	\$ 226,250	\$ (68,647)
Activity Fees	\$ 376,817	\$ 282,381	\$ 94,437
Other Income	\$ 661,105	\$ 482,900	\$ 178,205
Total Revenue	\$ 16,585,802	\$ 15,286,299	\$ 1,299,502
Operating Expenses			
Personnel Salaries and Benefits			
Principal/Executive Salary	\$ 567,017	\$ 442,220	\$ 124,797
Teachers Salaries	\$ 3,623,877	\$ 3,881,078	\$ (257,201)
Special Education Salaries	\$ 832,630	\$ 841,000	\$ (8,370)
Other Education Professionals Salaries	\$ 881,755	\$ 900,479	\$ (18,723)
Business/Operations Salaries	\$ 221,207	\$ 478,850	\$ (257,643)
Administrative/Other Staff Salaries	\$ 384,545	\$ 538,108	\$ (153,563)
Employee Benefits and Payroll Taxes	\$ 1,214,220	\$ 1,432,909	\$ (218,689)
Professional Development	\$ 141,564	\$ 179,097	\$ (37,533)
Total Personnel Salaries and Benefits	\$ 7,866,816	\$ 8,693,741	\$ (826,925)
Direct Student Expense			
Educational Supplies and Textbooks	\$ 394,402	\$ 449,196	\$ (54,795)
Student Assessment Materials/Program Evaluation	\$ 50,619	\$ 80,775	\$ (30,156)
Contracted Student Services	\$ 228,574	\$ 211,814	\$ 16,760
Food Service	\$ 199,539	\$ 202,913	\$ (3,373)
Other Direct Student Expense	\$ 438,090	\$ 454,119	\$ (16,029)
Total Direct Student Expense	\$ 1,311,224	\$ 1,398,817	\$ (87,593)
Occupancy Expenses			
Rent	\$ 257,683	\$ 135,113	\$ 122,570
Building Maintenance and Repairs	\$ 61,003	\$ 241,852	\$ (180,849)
Contracted Building Services	\$ 324,560	\$ 413,846	\$ (89,286)
Other Occupancy Expenses	\$ 384,152	\$ 469,736	\$ (85,584)
Total Occupancy Expenses	\$ 1,027,397	\$ 1,260,546	\$ (233,149)
Office Expense			
Office Supplies and Materials	\$ 53,651	\$ 61,589	\$ (7,938)
Office Equipment Rental and Maintenance	\$ 28,225	\$ 27,474	\$ 750
Telephone/Telecommunications	\$ 66,375	\$ 24,540	\$ 41,835
Legal, Accounting and Payroll Services	\$ 163,301	\$ 206,080	\$ (42,779)
Total Office Expense	\$ 311,551	\$ 319,683	\$ (8,132)
General Expenses			
Insurance	\$ 53,761	\$ 54,292	\$ (530)
Transportation	\$ 11,504	\$ 3,615	\$ 7,889
PCSB Administrative Fee	\$ 141,897	\$ 135,540	\$ 6,356
Other General Expense	\$ 410,611	\$ 643,520	\$ (232,909)
Total General Expenses	\$ 617,773	\$ 836,967	\$ (219,194)
Total Operating Expense	\$ 11,134,761	\$ 12,509,754	\$ (1,374,993)
Net operating income	\$ 5,451,040	\$ 2,776,545	\$ 2,674,495
Depreciation Expense	\$ 1,809,888	\$ 1,755,647	\$ 54,241
Interest	\$ 2,165,214	\$ 2,226,083	\$ (60,869)
Total Expenses	\$ 15,109,864	\$ 16,491,485	\$ (1,381,621)
Net Income	\$ 1,475,938	\$ (1,205,186)	\$ 2,681,124
Cash Flow	Actual	Budget	Variance
Net Income	\$ 1,475,938	\$ (1,205,186)	\$ 2,681,124
Cash Flow Adjustments			
Operating Activities	\$ (5,056,320)	\$ 1,934,851	\$ (6,991,171)
Investing Activities	\$ (13,979,678)	\$ (178,947)	\$ (13,800,731)
Financing Activities	\$ 23,708,781	\$ 1,526,692	\$ 22,182,089
Net Cash Flow	\$ 6,148,721	\$ 2,077,410	\$ 4,071,311

Approved 2018-19 Budget

DC International Public Charter School SY2018-19 Board-Approved Budget

Income Statement		SY18-19
Revenue		
Per Pupil Charter Payments	\$	15,897,689
Per Pupil Facilities Payments	\$	3,393,487
Federal Entitlements	\$	741,492
Other Government Funding/Grants	\$	230,956
Private Grants and Donations	\$	200,000
Activity Fees	\$	381,483
Other Income	\$	630,083
Total Revenue	\$	21,475,191
Operating Expenses		
Personnel Salaries and Benefits		
Principal/Executive Salary	\$	954,550
Teachers Salaries	\$	5,946,897
Special Education Salaries	\$	1,014,500
Other Education Professionals Salaries	\$	1,460,555
Business/Operations Salaries	\$	520,550
Administrative/Other Staff Salaries	\$	392,960
Employee Benefits and Payroll Taxes	\$	2,106,611
Professional Development	\$	140,213
Total Personnel Salaries and Benefits	\$	12,536,836
Direct Student Expense		
Educational Supplies and Textbooks	\$	564,203
Student Assessment Materials/Program Evaluation	\$	75,275
Contracted Student Services	\$	261,175
Food Service	\$	258,871
Other Direct Student Expense	\$	456,430
Total Direct Student Expense	\$	1,615,954
Occupancy Expenses		
Rent	\$	116,635
Building Maintenance and Repairs	\$	65,000
Contracted Building Services	\$	555,142
Other Occupancy Expenses	\$	581,626
Total Occupancy Expenses	\$	1,318,404
Office Expense		
Office Supplies and Materials	\$	71,226
Office Equipment Rental and Maintenance	\$	36,454
Telephone/Telecommunications	\$	84,453
Legal, Accounting and Payroll Services	\$	181,711
Total Office Expense	\$	373,844
General Expenses		
Insurance	\$	63,410
Transportation	\$	10,000
PCSB Administrative Fee	\$	214,752
Management Fee	\$	-
Other General Expense	\$	751,919
Total General Expense	\$	1,040,081
Total Operating Expense	\$	16,885,119
Net operating income	\$	4,590,071
Depreciation Expense	\$	2,334,479
Interest	\$	3,271,100
Total Expenses	\$	22,490,698
Net Income	\$	(1,015,508)
Cash Flow		
Net Income	\$	(1,015,508)
Cash Flow Adjustments		
Operating Activities	\$	2,274,408
Investing Activities	\$	(728,868)
Financing Activities	\$	(593,626)
Net Cash Flow	\$	(63,594)