



**2016 Annual Report**

## **DC Bilingual Public Charter School**

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**Susan Rosenbaum, Board Chairman**  
**Daniela Anello, Head of School**



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## **Narrative**

### **I. School Description**

#### **A. Mission Statement**

The mission of DC Bilingual is elegant in its simplicity: *"DC Bilingual Public Charter School is a learning community that ensures high academic achievement for all students in both Spanish and English, develops leadership, and values all cultures."* Since its inception 12 years ago, DC Bilingual has striven to engage all parents, families, teachers, and community members in the education process, as expressed in the school's motto: *"Together We LEAD. Juntos somos lideres."* The school holds each of its students to the highest academic standard in a bilingual, biliterate learning environment dedicated to facilitating student academic achievement, cultivating leadership, and inculcating in its community members the value of multiculturalism and diversity.

#### **B. School Program**

Founded in 2004, DCB offers an innovative dual immersion Spanish and English learning program for all students, regardless of their home language. Through the school's rigorous academic curriculum, comprehensive arts, technology, and athletics programs and celebration of diverse cultures, DCB's students learn the skills and values needed to become influential participants in their community.

#### **DC Bilingual's Academic Model and its Students**

Two-way language immersion seamlessly integrates classroom instruction so all students become bilingual and bi-literate while maintaining high academic performance. Students use English and Spanish as communication tools for understanding traditional educational concepts and gain the social, physical and cognitive skills necessary for dual-language success. Meaningful outreach and engagement with the community is also an essential component of DC Bilingual's educational model; We have included a description of the myriad of community programs DC Bilingual produces and/or supports.

At the core of DC Bilingual's school culture is an emphasis on the profound value of learning within a diverse community. DCB is proud of its student population which includes more than 200 English Language Learners. More than 50% of DCB students are emergent bilinguals who speak at least one other language at home. ELL students range from English newcomers to students who are very close to English proficiency. DCB serves its ELL population through instruction in general education classrooms, small group work and one-on-one work with teachers. DCB teachers and coaching staff work collaboratively to explore best practices, analyze data and share expertise in the service of all students, including English Language Learners. DC Bilingual uses the Response to Intervention (RTI) multi-tiered approach to support all learners.

Bilingual education begins at age 3 at DC Bilingual. The DC Bilingual Pre-K classroom philosophy, schedule, and instructional model promote play and exploration in a variety of interest centers, emphasizing learning in small group settings alongside our targeted classroom instruction.

- Pre-K classes are intentionally small to provide the ideal learning environment for young students





# DC Bilingual Public Charter School

- All students (Prek-5) receive Spanish and English instruction daily in a 50/50 inclusion model
- Each language classroom is taught by a native speaker of that language
- Prek classrooms are comprised of two lead teachers (one English and one Spanish), and one full-time assistant teacher
- K-5th grade classes are comprised of two lead teachers of each language, a Special Education teacher per grade level and a Spanish Small Group Intervention Teacher
- Each teacher at DCB is matched with one or more Instructional Specialists who support their lesson planning and instruction on a daily basis

## **Literacy**

DC Bilingual students learn to read and write in English and Spanish based using Balanced Reading Approach to Literacy Instruction and the Guided Language Acquisition Design (GLAD) principles.

- Reading lessons include group reading, individual reading and small group work.
- Lessons are drawn from Social Studies and Science class materials
- Vocabulary and comprehension are taught through reading aloud
- Writing lessons include group work, independent writing and specialized writing groups that target word study and grammar

## **Math**

DC Bilingual students learn math in English based on the Common Core Standards for Mathematical Practice. Students learn foundational principles while simultaneously learning how math skills are applied in their daily lives.

## **Science**

DC Bilingual students learn Science in Spanish while learning core Science and Engineering practices.

- All students have more than 4 hours a week of Science instruction
- Our hands-on curriculum is organized around age-appropriate STEM principles
- DC Bilingual students read about science issues, keep a science notebook and engage in science experiments and research throughout the year

In June, DCB celebrates its student's discoveries with a school-wide Science Fair where students present amazing projects to Spanish-speaking scientists who serve as judges.

## **Community Outreach and Engagement**

DCB believes the school/home relationship is key to children's academic and social success. The school employs an integrated and holistic approach to ensure its graduates are culturally responsive leaders, prepared to serve their local and global communities. The DCB leadership team believes an effective, collaborative school benefits not just its students, but its families and the broader community. This philosophy has served the school well, as evidenced by its consistent expansion and measurable academic successes.

DCB has been operating successfully at the Keene School building since July 2015. During that time, the school has continued to achieve outstanding academic results while engaging with families and the local community. Most recently the school community and members of the surrounding local community built a new playground and enhanced the outdoor garden.





# DC Bilingual Public Charter School

DC Bilingual's philosophy and teaching model is built on the belief that students develop to their fullest academic potential when they and their families have access to a full range of services.

**Below are some of the programs and services DCB currently offers at their new site:**

- **A high-quality, bilingual education from PreK through 5th grade** to more than 400 students.
- **Family Food Market** is a monthly food bank event held at DCB, supported by the Capital Area Food Bank, during which more than 7,000 pounds of fresh fruits, vegetables, meats, and canned goods are distributed to the DCB Community.
- **The Food and Wellness Program** is a multidisciplinary program devoted to improving the quality of life for families by promoting exercise and healthy eating habits. It includes nutrition and wellness activities and cooking and exercise classes.
- **Adult English Classes** held on campus. Hosted by partner organizations, these classes are designed to provide community members with the opportunity to continue their English-language learning in order to have access to a broader range of professional opportunities.
- **Internship Opportunities** for young people interested in multicultural education as they prepare to become tomorrow's leaders.
- **Volunteer Programs** that provide opportunities for local residents and businesses to partner with DCB on projects such as tutoring and intervention services for students.

In the past 12 years, DC Bilingual has grown from a student body of 127 students in grades Pre-K3, Pre-K4 and Kindergarten to 400 students in PreK3 through 5th grade, with an anticipated enrollment of 450 in the next five years. DC Bilingual maintains one of the longest waiting lists in the city and the leadership team has every reason to believe it can continue to provide academic rigor and maintain its record of academic excellence as it expands in the future.

## **II. School Performance**

### **A. Testing & Performance Data**

By the numbers, DCB's student performance indicates clearly how the school's holistic, integrated approach to teaching and learning has cultivated academic excellence. This year, as well as for the past several years, DC Bilingual's student performance has shown dramatic, impressive gains.

- ❖ In 2015-2016 DCB Scored above average on PreK Classroom Assessment Scoring System and close to the 90th percentile in emotional support and classroom organization.
- ❖ In 2015 DCB had the 4th highest percentage of 3rd graders at 3+ in ELA (the PCSB's "gateway" benchmark) of all charters in the city.
- ❖ From 2008 to 2014, DC Bilingual made a nearly 60% jump in math proficiency on the DC CAS. During the same period, DCB reading scores rose by nearly 30%.
- ❖ 75% of DC Bilingual's fifth grade students scored proficient on the 2014 Science DC CAS after having received 100% of their science instruction in Spanish.
- ❖ In 2013, DCB had the highest percentage of ELL students scoring proficient on DC CAS Reading among schools in the District of Columbia.
- ❖ DC Bilingual had the top reading gains in the city on the 2012 DC CAS, and the percentage of students scoring below basic has declined for each of the last six years.





# DC Bilingual Public Charter School

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## **Explanation of DC Comprehensive Assessment System (DC CAS) and PARCC Results**

DC Bilingual's academic performance as measured by the DC CAS has improved consistently and across all subject matters over the last seven years.

In reading, the percentage of students scoring proficient or advanced increased 29% from 2008 to 2014. In fact, DCB's reading gains in 2012 were greater than any other public or charter school in Washington. DCB's ELL students have made particular progress. In 2013, DCB's student body possessed the highest percentage of ELL students scoring proficient or advanced of any school in the city. At the same time, the percentage of DCB students scoring below basic on reading has decreased steadily and dramatically – from 28% in 2008 to only 8% in 2014.

DCB's math gains have been even more dramatic: starting at just 3% proficient or advanced in 2008, student performance has increased by 60 percentage points; nearly two-thirds of DCB students are now scoring proficient or advanced. The percent of DCB students scoring below basic has dropped from 55% in 2008 to only 9% this year.

In Science – a subject taught entirely in Spanish – DCB student performance has grown from 40% proficient or advanced to 75% over the last five years. Additionally, the percentage of students scoring proficient or advanced in Composition has increased by 30% in the last four years.

Under the Office of the State Superintendent (OSSE) ESEA Accountability System, DC Bilingual is classified as a "Rising" school. The school falls into this category for its academic performance, defined as a School Index Score between 45 and 79. As a "Rising" school, DCB receives minimal support from OSSE.

This past spring, 107 DCB third, fourth, and fifth graders participated for a second year in DC's new standardized test, the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment. DCB's students outperformed the citywide average on both the English Language Arts and Math assessments on the 2016 PARCC. In fact, DCB was among the city's "top performing DC public charter schools" on this new assessment.

The PARCC is scored on a scale of 1-5. Students who score 4 (Met expectations) and 5 (Exceeded Expectations) are considered to be on track to be "College and Career Ready." Level 3, "Approached Expectations," is roughly equivalent to what was considered "proficient" on the previous standardized test, the DC CAS. DC Bilingual students exceeded the citywide average in both English Language Arts and in Math 2015 and 2016. In 2015 in English, 65% of DCB students scored a 3 or higher, and 33% of DCB students scored a 4 or higher. In Math, 64% of DCB students scored a 3 or higher and 27% scored a 4 or higher. In 2016 the results were even higher. In English, 68.22% of DCB students scored a 3 or higher, and 38% of DCB students scored a 4 or higher. In Math, 67.29% of DCB students scored a 3 or higher and 39% scored a 4 or higher.

DC Bilingual was also assessed using the Classroom Assessment System (CLASS) in January of 2016, and the school's leadership team is proud of the significant growth indicated by this year's results. DCB performed well above average in Emotional Support and Classroom Organization, approaching the 90th percentile. The 2016 CLASS results also reveal a 40% improvement in Instructional Support, from the tenth percentile to the fiftieth. This result indicates a higher than expected rate of growth in the arena of Instructional Support, and it suggests DCB may have surpassed several other schools who have traditionally outscored DCB. The District average last year was only 2.45 (compared to this sector's 2.81), so DCB is likely to score above average when OSSE releases the whole district numbers.





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DC Bilingual is currently a Tier 2 school under the Charter School Board's Performance Management Framework (PMF) ranking system. During the 2012-2013 academic year, DC Bilingual was designated a Tier 1 school for the first time in the school's history. In 2013-2014, DCB came within three percentage points of the Tier 1 designation. During the 2015-16 school year, the leadership team implemented intensive teacher coaching and professional development to continue to improve student performance and to reestablish Tier 1 status. Because the Charter School Board implemented a new assessment this past year (PARCC), it did not rank schools for the 2015-16 school year, but based on the PMF School Tiering Formula, had schools been ranked this past year, DCB would have reclaimed its Tier 1 status.

| DC Bilingual Public Charter School - Goals and Academic Achievement Expectations  | Goal met or unmet | Progress toward goals  |
|---|-------------------|--|
| 90% of students will meet or exceed widely expected growth in Literacy as assessed by Creative Curriculum.  | Met               | 100% of PK students made widely expected growth in Literacy as assessed by Creative Curriculum.  |
| 90% of students will meet or exceed widely considered growth in Math as assessed by Creative Curriculum.  | Met               | 96.9% of PK students made widely expected growth in Math as assessed by Creative Curriculum.   |
| 70% of Kinder to 2nd grade students will meet or exceed growth targets as measured by the beginning of year and end of year Fountas and Pinnell Reading assessment. | Met               | 74.3% of Kinder to 2nd grade students met or exceeded the growth target as measured by the beginning of year and end of year Fountas and Pinnell Reading assessment.   |
| 70% of Kinder to 2nd students will meet or exceed grade level appropriate expectations in Math using the Assessing Math Concepts measure.                           | Did not Meet      | 30.9% of Kinder to 2nd students met or exceeded grade level appropriate expectations in Math using the Assessing Math Concepts measure in our pilot year of this assessment. This year it was given by teachers at the beginning of the year and will be used to guide instruction throughout the year. We are confident that the assessment results will grow to show our detailed focus. |

DC Bilingual is deeply committed to ensuring every student can access a quality education in an environment honoring personal dignity and respect for each member of the community. The mission of the Special Education Program at DC Bilingual is to provide Free Appropriate Public Education (FAPE) to students with disabilities through specialized instruction and support from service providers as needed by students and in accordance with IDEA. Through a comprehensive child find process, DCB identifies students with disabilities and provides support, including intervention, evaluation, and determination of eligibility.

Depending on the particular school year, DC Bilingual serves between 12% and 18% of the student population in a continuum of Least Restrictive Environments with different modalities to ensure all students are accessing their education. DC Bilingual has two self-contained special education classes





# DC Bilingual Public Charter School

for students in K-2 and 3-5. DCB's related service providers include psychologists, counselors, occupational therapists, physical therapists, speech and language pathologists, audiologists, and Board Certified behavior analysts.

## **B. Lessons Learned and Actions Taken**

Through critical assessment of its testing practices, during the 2015-2016 testing season, DCB implemented many new processes and programs designed to maximize students' ability to recall lessons learned.

- DCB formed a PARCC Assessment Committee to constantly evaluate and adapt testing procedures
- DCB held professional development opportunities with staff to help them understand what is needed to support positive testing outcomes among students who need additional help
- DCB engaged and instructed teachers in conducting real-life testing scenarios with students to make students feel at ease with the technology aspects of the assessment and ensure a proper comfort level with the test
- DCB reinforced the importance of the test with DCB families through several community-wide meetings and gave parents the tools necessary to prepare students while at home

Understanding that for DCB to continue to expand and excel, the DCB Board of Directors, along with the Head of School:

- Expanded the DCB Leadership team to include the school's first-ever COO who carries the proper experience to lead the school through its impending renovations
- Added two additional principal roles to support student and staff development
- Added additional after-school clubs, teams and groups for the 2016-2017 school year to meet the growing demand of the DCB Community
- Implemented additional, strategic communications channels to keep the community informed of what is going on in the school and solicit school interest

## **C. Unique Accomplishments**

DCB's first year at the Keene School building was exciting and successful. During the 2015-16 school year, DCB's accomplishments included:

### **Improved Facilities**

- Relocation to a new school building and neighborhood
- Construction of a new playground and concurrent fundraising, which resulted in more than \$8,500 raised in four days
- Revitalization of an outdoor classroom and garden

### **Expanded Student Services and Events**

- Growth of enrollment by 100 students
- Addition of new transitional classes
- Launch of staff-led after-school clubs, including marching band, dance club, theater club, cooking club, sports, and many more





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- Organization of 7th annual Global Leaders Trip to Puerto Rico and DC excursions
- Hosting of 7th annual School Science Fair
- Hosting of 4th annual DCB Spelling Bee
- Inaugural Spanish-language Book Fair

## Community Outreach

- Visits from the Mayor, Deputy Mayor of Education, State Superintendent of Education and Councilmember McDuffie
- Partnerships with various organizations including the US Forest Service, City Blossoms, FoodCorps, Techbridge, AARP, Washington International School, Fight for Children, Urban Teaching Center, American University, George Washington University, and others
- Improved communication via a new website, a new email domain, and a thoughtful, intentional social media presence

## Other Achievements

- As of June 2016, 96% of DCB's current students re-enrolled for the 2016-17 school year

## D. List of Donors

| Donor                              | Donation  |
|------------------------------------|-----------|
| Matthew King                       | 40,500.00 |
| Fight for Children                 | 30,000.00 |
| Flamboyant Foundation              | 23,828.00 |
| Sweetgreen                         | 6,437.85  |
| Inter-American Development Bank    | 4,100.00  |
| Deanna Murray                      | 4,060.00  |
| Kids and Culture LLC               | 4,000.00  |
| Action for Healthy Kids            | 2,400.00  |
| The IMF                            | 2,250.00  |
| The Nature Conservancy             | 2,000.00  |
| United Way                         | 1,130.83  |
| Davida Grant                       | 1,100.00  |
| Grace Goedeke                      | 1,000.00  |
| Samantha Trepel                    | 1,000.00  |
| Behavioral & Educational Solutions | 1,000.00  |
| The New York Community Trust       | 810.00    |
| Monica Hammock                     | 800.00    |
| Donald Harnois                     | 800.00    |
| Michelle Tomchak Ritchie           | 595.00    |
| Valencia Perry                     | 540.00    |
| Francesca Molinaro                 | 540.00    |
| Mance & Associates LLC             | 539.00    |
| Blanca Guillen Woods               | 500.00    |
| Julia Anello                       | 500.00    |
| Maria Cardona                      | 500.00    |
| Jackie Clegg                       | 500.00    |



## IV. Data Report

### SY 2015-16 Annual Report Campus Data Report

| Source | Data Point                      |
|--------|---------------------------------|
| PCSB   | LEA Name: DC Bilingual PCS      |
| PCSB   | Campus Name: DC Bilingual PCS   |
| PCSB   | Grades served: PK3-5            |
| PCSB   | Overall Audited Enrollment: 403 |

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

| Grade         | PK3 | PK4 | KG | 1  | 2  | 3  | 4           | 5     | 6     |
|---------------|-----|-----|----|----|----|----|-------------|-------|-------|
| Student Count | 36  | 61  | 69 | 72 | 53 | 40 | 32          | 40    | 0     |
| Grade         | 7   | 8   | 9  | 10 | 11 | 12 | Alternative | Adult | SPED* |
| Student Count | 0   | 0   | 0  | 0  | 0  | 0  | 0           | 0     | 0     |

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

| STUDENT DATA POINTS |   |
|---------------------|---|
| School              | <b>Total number of instructional days:</b><br>Number of instructional days, not including holidays or professional development days, for the majority of the school.<br>If your school has certain grades with different calendars, please note it. |
| PCSB                | <b>Suspension Rate:</b> 2.7%  |
| PCSB                | <b>Expulsion Rate:</b> 0.0%   |
| PCSB                | <b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.0%   |





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|                                      |  |
|--------------------------------------|--|
| PCSB                                 | <b>Average Daily Attendance:</b><br>The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment;<br>(2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b> |
| PCSB                                 | <b>Midyear Withdrawals:</b> <i>Validated in mid-August</i>   |
| PCSB                                 | <b>Midyear Entries:</b> <i>Validated in mid-August</i>   |
| PCSB                                 | <b>Promotion Rate:</b> 96.7%   |
| PCSB<br>(SY14-15)                    | <b>College Acceptance Rates:</b> <i>Not applicable</i>   |
| PCSB<br>(SY14-15)                    | <b>College Admission Test Scores:</b> <i>Not applicable</i>  |
| PCSB<br>(SY14-15)                    | <b>Graduation Rates:</b> <i>Not applicable</i>   |
| <b>FACULTY AND STAFF DATA POINTS</b> |  |
| School                               | <b>Teacher Attrition Rate: 87%</b>   |
| School                               | <b>Number of Teachers:</b><br>"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.<br><br>51 teachers                                   |
| School                               | <b>Teacher Salary</b><br>1. Average: \$58,313.74<br>2. Range -- Minimum: \$ 93,200<br><br>Maximum: \$29,100  |



# DC Bilingual Public Charter School

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| Staff Member       |            | and FTE Perce          |                          | Education of All Teachers/ Paraprofessionals/ Related Service Providers |                           |                         |  |  |                       |                        |                      |                  |                 |           |                                      |
|--------------------|------------|------------------------|--------------------------|---|---------------------------|-------------------------|--|--|-----------------------|------------------------|----------------------|------------------|-----------------|-----------|--------------------------------------|
| Last Name          | First Name | Title Assigned by LTA  | Associate's Year Awarded | Associate's Institution   | Associate's Major         | Bachelor's Year Awarded | Bachelor's Institution                 | Bachelor's Major                       | Master's Year Awarded | Master's Institution   | Master's Major       | PhD Year Awarded | PhD Institution | PhD Major | Teacher Preparation Program Attended |
| Smith              | John       | 9th grade Teacher      |                          |   |                           | 2010                    | American University                    | English                                |                       |                        |                      |                  |                 |           | American University                  |
| Aguilera           | Rosana     | Administrative Coord   |                          |   |                           |                         |  |  |                       |                        |                      |                  |                 |           |                                      |
| Alvarez-Harris     | Jessica    | Special Ed. Teacher    |                          |   |                           |                         | Florida State University               | Elementary Education                   |                       | University of Southern | Education            |                  |                 |           |                                      |
| Amaya-Lopez        | Miguel     | Spanish Master Teacher |                          |   |                           | 2007                    | Universidad del Quindio                | Arts in Modern                         |                       |                        |                      |                  |                 |           |                                      |
| Anello             | Daniela    | Interim Principal      |                          |   |                           |                         |  |  |                       |                        |                      |                  |                 |           |                                      |
| Arriza             | Hedy       | Sub. Teacher/Admin     |                          |   |                           |                         |  |  |                       |                        |                      |                  |                 |           |                                      |
| Avila              | Mina       | PreK Teacher           | Anticipated              | Montgomery College  | Early Childhood Education |                         |  |  |                       |                        |                      |                  |                 |           |                                      |
| Baucom             | Imani      | 1st Grade Teacher      |                          |   |                           | 2013                    | University of North Carolina           | Romance Languages                      |                       |                        |                      |                  |                 |           |                                      |
| Bonilla            | Miriam     | Administrative Assist  |                          |   |                           |                         |  |  |                       |                        |                      |                  |                 |           |                                      |
| Borjas             | Isabel     | Spanish Teacher        |                          |   |                           | 2009                    | Adelphi University                     | Psychology                             | 2014                  | New York University    | Early Childhood      |                  |                 |           |                                      |
| Bossio             | Jodi       | ESL Coordinator        |                          |   |                           |                         |  |  |                       |                        |                      |                  |                 |           |                                      |
| Bule               | Hannah     | Operations Manager     |                          |   |                           |                         |  |  |                       |                        |                      |                  |                 |           |                                      |
| Caballero          | Nanci      | PreK Teacher           |                          |   |                           | 2011                    | Universidad Tecnologica de El Salvador | Tecnico en Administrativo              |                       |                        |                      |                  |                 |           |                                      |
| Carcamo            | Ana        | Administrative Assis   |                          |   |                           |                         |  |  |                       |                        |                      |                  |                 |           |                                      |
| Chapman            | Natalie    | 5th Grade Teacher      |                          |   |                           | 2010                    | Southern Methodist University          | Advertising and Spanish                | 2015                  | Columbia University    | Curriculum and       |                  |                 |           |                                      |
| Codran             | Amy        | English Teacher        |                          |   |                           |                         |  |  |                       |                        |                      |                  |                 |           |                                      |
| Cruz               | Miriam     | PreK Teacher           |                          |   |                           | 1992                    | The University of Orient               | Education                              |                       |                        |                      |                  |                 |           |                                      |
| Currie             | Catherine  | English Master Teacher |                          |   |                           | 2009                    | Georgetown University                  | Theology                               | 2012                  | Trinity University     | Teaching, Elementary |                  |                 |           |                                      |
| Dickinson          | Amy        | English Teacher        |                          |   |                           | 2002                    | Syracuse University                    | English                                | 2014                  | George Washington      | Early Childhood      |                  |                 |           |                                      |
| Drescher           | Jacquelyn  | English Master Teacher |                          |   |                           | 2005                    | University of Maryland                 | Criminology and Criminal               | In Progress           | George Mason           | Elementary Education |                  |                 |           |                                      |
| Edgar              | Suzanne    | English Teacher        |                          |   |                           | 2004                    | The Catholic University of America     | Music                                  | 2013                  | Trinity University     | Special Education    |                  |                 |           |                                      |
| Fernandez          | Jorge      | Physical ED Teacher    |                          |   |                           | 2009                    | Walla Walla University                 | Physical Education                     | In Progress           | Liberty University     | Secondary Education  |                  |                 |           |                                      |
| Furey              | Lacey      | 1st Grade Teacher      |                          |   |                           |                         | Boston College                         | History and American                   |                       | Lesley University      | Education            |                  |                 |           |                                      |
| Garcia-Cardenas    | Nadia      | SPED Manager           |                          |   |                           |                         |  | Elementary Education                   |                       |                        |                      |                  |                 |           |                                      |
| Goeckle            | Janice     | Math Coach             |                          |   |                           |                         |  |  |                       |                        |                      |                  |                 |           |                                      |
| Gonzalez-Rodriguez | Ledy       | Spanish Master Teacher |                          |   |                           |                         |  |  |                       |                        |                      |                  |                 |           |                                      |
| Greenberg          | Deborah    | Wilson Teacher         |                          |   |                           |                         | Ithaca College                         | Education and Human                    |                       | American University    | Education/Special    |                  |                 |           |                                      |
| Griffin            | Taeress    | Educational Technolo   |                          |   |                           | 2007                    | The College of Saint Rose              | Math                                   | 2011                  | John's Hopkins         | Technology           |                  |                 |           |                                      |
| Harrington         | Laura      | English Teacher        |                          |   |                           | 2010                    | George Washington University           | History and Geography Political Theory |                       |                        |                      |                  |                 |           |                                      |
| Harrison           | Peter      | SPED Teacher           |                          |   |                           |                         |  |  |                       |                        |                      |                  |                 |           |                                      |
| Hernandez          | Brenda     | Bilingual Counselor    |                          |   |                           |                         |  |  |                       |                        |                      |                  |                 |           |                                      |
| Hernandez          | Manuel     | Music Teacher          |                          |   |                           |                         | University of the District of Columbia | Music Education K-                     |                       |                        |                      |                  |                 |           |                                      |
| Hernandez Araque   | Isabella   | Spanish Teacher        |                          |   |                           | 2010                    | Universidad Catolica Andres Bello      | Sociology                              | 2013                  | American University    | Teaching ESOL        |                  |                 |           |                                      |





# DC Bilingual Public Charter School • 2016-17 Board of Directors

| BOARD MEMBER<br>(CLASS YEAR)       | BOARD SEAT TERM<br>(TERM EXPIRATION) | COMMITTEES                           | PROFESSIONAL AFFILIATION   | DC Resident<br>(Yes/No) |
|------------------------------------|--------------------------------------|--------------------------------------|--|-------------------------|
| Brown, Gillian<br>(2008)           | TREASURER<br>(2017)                  | Executive<br>Finance (Chair)         | Manager, Internal Controls and<br>Compliance                                     | No                      |
| Guillen, Bianca<br>(2015)          | 2018                                 | Educational Excellence               |  | Yes                     |
| Joaquin, John<br>(2015)            | 2018                                 |                                      |  | No                      |
| King, Matt<br>(2015)               | 2018                                 |                                      |  | Yes                     |
| Lemon-Strauss,<br>Aaron<br>(2016)  | 2019                                 | Educational Excellence               |  | Yes                     |
| Marchena, Suzi<br>(2015)           | 2018                                 |                                      |  | Yes                     |
| Matlock, Lester<br>(2004)          | Ex-Officio                           |                                      |  | Yes                     |
| Payne, Antonio<br>(2009)           | 2015                                 | Finance<br>Independent<br>Facilities | Controller<br>Society for Marketing Professional<br>Services                     | No                      |
| Peyton Walton,<br>Cydney<br>(2014) | Secretary<br>2017                    | Communication                        | Executive Director, Organizational<br>Communication<br>Cardinal Strategists, LLC | No                      |
| Ritchie, Michelle<br>(2013)        | 2016                                 | Finance                              | PricewaterhouseCoopers LLP   | No                      |
| Rosenbaum,<br>Susan<br>(2013)      | Chair<br>2016                        | Independent (Chair)<br>Facilities    | Adjunct professor at George<br>Washington University & Goucher<br>College        | No                      |
| Schrieber, Mark<br>(2015)          | 2018                                 |                                      |  | Yes                     |
| Snyder, Emma<br>(2014)             | 2017                                 | Fundraising                          | Executive Director<br>PEN/Faulkner Foundation                                    | Yes                     |
| Zeehandelaar,<br>Dara<br>(2016)    | 2019                                 | Educational Excellence               |  | Yes                     |

## DCBPCS ACADEMIC/ADMINISTRATIVE PROFESSIONALS AND BOARD PRO BONO COUNSEL

|                |                          |  |   |                                    |     |
|----------------|--------------------------|--|---|------------------------------------|-----|
| Daniela Anello | Not applicable to staff. |  | All Committees (ex officio)<br>(Non-Voting) | Head of School<br>DC Bilingual PCS | Yes |
| John Breyer    |                          |  | Operations<br>(Non-Voting)                  | COO<br>DC Bilingual PCS            | Yes |

## FY16 Income Statement

DC Bilingual Public Charter School

July 2015 through June 2016

| Income Statement |                               |  |           |
|------------------|-------------------------------|--|-----------|
| Revenue          |                               |  |           |
|                  | State and Local Revenue       |  | 7,874,640 |
|                  | Federal Revenue               |  | 1,118,777 |
|                  | Private Grants and Donations  |  | 90,080    |
|                  | Earned Fees                   |  | 31,104    |
|                  | Donated Revenue               |  | 56,848    |
|                  | Total Revenue                 |  | 9,171,448 |
| Expenses         |                               |  |           |
|                  | Salaries                      |  | 4,435,719 |
|                  | Benefits and Taxes            |  | 662,672   |
|                  | Contracted Staff              |  | 106,628   |
|                  | Staff-Related Costs           |  | 32,022    |
|                  | Rent                          |  | 245,816   |
|                  | Occupancy Service             |  | 797,853   |
|                  | Direct Student Expense        |  | 1,279,200 |
|                  | Office & Business Expense     |  | 723,367   |
|                  | Donated Expense               |  | 56,848    |
|                  | Contingency                   |  | 0         |
|                  | Depreciation and Amortization |  | 42,748    |
|                  | Total Expenses                |  | 8,382,874 |
|                  | Net Income                    |  | 788,574   |



| Budget FY17                        |   |  |  |           |
|------------------------------------|---|--|--|-----------|
| DC Bilingual Public Charter School |   |  |  |           |
|                                    |   |  |  |           |
| Income Statement                   |   |  |  | SY16-17   |
|                                    |   |  |  |           |
| Revenue                            |   |  |  |           |
|                                    | 04 · State and Local Revenue                |  |  | 8,259,111 |
|                                    | 05 · Federal Revenue                        |  |  | 864,194   |
|                                    | 06 · Private Revenue                        |  |  | 110,364   |
| Total Revenue                      |   |  |  | 9,233,670 |
|                                    |   |  |  |           |
| Operating Expense                  |   |  |  |           |
|                                    | 07 · Staff-Related Expense                  |  |  | 5,604,350 |
|                                    | 08 · Occupancy Expense                      |  |  | 691,324   |
|                                    | 09 · Student Expense                        |  |  | 1,421,495 |
|                                    | 09 · General & Admin                        |  |  | 558,241   |
|                                    | 09 · Contingency                            |  |  | 138,505   |
| Total Operating Expense            |   |  |  | 8,413,914 |
| Net Operating Income               |   |  |  | 819,755   |
| Interest, Depreciation             |   |  |  |           |
|                                    | 1X · Depreciation, Amortization, & Interest |  |  | 76,962    |
| Total Expenses                     |   |  |  | 8,490,877 |
| Net Income                         |   |  |  | 742,793   |