



School Year 2017-2018 Annual Report

DC Bilingual Public Charter School

33 Riggs Road, NE

Washington DC 20011

202.750.6674

Susan Rosenbaum, Board Chairman

Daniela Anello, Head of School

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I. School Description

A. Mission Statement

Founded in 2004, DC Bilingual Public Charter School's (DC Bilingual) philosophy and teaching model reflect our belief that students develop to their full academic potential when they have access to rigorous instruction and a full range of services, differentiated for each student's individualized needs. The mission of DC Bilingual is to create a learning community that ensures high academic achievement for all students in both Spanish and English, develops leadership, and values all cultures.

At the core of DC Bilingual's school culture is an emphasis on the value of learning within a diverse community. DC Bilingual is proud of our student population that, in school year 2017-18, included 441 pre K3 through 5th grade students of whom 68% were Latino, 18% African American, and 11% white. Sixty-eight (68%) of DC Bilingual students qualify for free or reduced lunch, 45% are English language learners, and 14% receive special education services.

B. School Program

DC Bilingual offers an innovative, dual immersion, Spanish and English learning program for all students, regardless of their home language. Through our rigorous academic curriculum; comprehensive arts, technology, wellness, and athletic programs; and celebration of diverse cultures, DC Bilingual students learn the skills and values they need to become influential members of their community.

1. Curriculum Design and Instructional Approach

Our instructional model includes five components: targeted outcomes, curriculum and assessment, support for special populations, instructional practices, and professional development.

Target Outcomes

At DC Bilingual, we set ambitious, data-driven, student-achievement and growth goals, and monitor progress to inform instruction throughout the school year. Annually, we set SMART goals for each grade level and content. Using beginning-of-year data, teachers with support from our coaching team and director of data and accountability set student-specific achievement and progress goals for each content.

Throughout the year, instructional staff monitor progress to goals and through grade level team meetings, data days, and coaching meetings, use progress data and analysis to shape instruction. During our final data day of the school year, teachers report-out on year-long progress and DCB's Professional Learning Community (PLC) provides feedback as a reflective practice that strengthens our data practices.

Curriculum and Assessment

As a standards-based school, we complement external, DCB-aligned resources with materials developed in-house to ensure a dynamic curriculum that meets the learning needs of all students. While DC Bilingual's instructional leadership team owns curricular decision-making, the instructional team works collaboratively with teachers to ensure effective implementation. Our principal-led coaching team, comprised of grade band coaches, and SPED and language coordinators, meets regularly to discuss curricular decisions and alignment practices. DC Bilingual coaches and teachers work collaboratively to implement and revise curriculum based on what works as evinced through assessment. DC Bilingual assesses student progress through a combination of self-developed and norm-referenced assessments. We use Common Core aligned curricula for math and literacy, and a rigorous, engaging, developmentally- appropriate curriculum for science and our preK program.

Pre-K: Using the Creative Curriculum foundational texts as a framework, DCB delivers our Prek curriculum through a classroom structure that encourages play and exploration in a variety of interest centers as well as targeted instruction in whole and small-group settings. Students remain with the same teaching team for both Spanish and English throughout the day in a 50/50 inclusion model.

Literacy: DC Bilingual uses the reading and writing workshop instructional approach established by the Columbia University Teachers College Reading and Writing Project. Students experience all components of the workshop model in English and Spanish.

- Our instructional team delivers the balanced literacy components in their entirety and with integrity.
- Students access a seamless, bilingual, literacy experience, based on reading and writing strategy build-up through mini lessons, and guided and independent practice.

Math: DC Bilingual's math curriculum rests on the core tenant of problem solving so that students develop the content and practices to explain real-world phenomena.

- Delivered in English, math instruction builds new knowledge from prior knowledge, provides opportunities to talk and reflect independently about math, celebrates errors as opportunities to learn, encourages multiple approaches to problem solving, and promotes diversity and equity in a supportive learning environment.
- Several research-based CCSS math resources inform our curriculum: TERC Investigations, Math Solutions, Curriculum and Professional Development, Developing Number Concepts, NCTM, Illustrative Mathematics, and Do the Math.

Science: DCB uses a self-developed, hands-on curriculum, organized around the scientific and engineering practices that support the Next Generation Science Standards (NGSS). DCB delivers all science instruction in Spanish only

- K-5 students spend more than 4 hours each week reading, writing, experimenting, researching, and presenting scientific findings in Spanish.

- DCB provides multiple opportunities for outdoor learning and real-life experiences (e.g. DCB Garden, field trips, STEM projects, science fair, scientists visits).

Support for special populations

At DC Bilingual, we have a comprehensive Child Find process and inclusion program, and use the Response to Intervention Program (Rtl) to support the needs of all learners.

Our strong inclusion model includes a continuum of least restrictive environments, a variety of services (in-house counseling, behavioral support, service providers), and accommodations for all types of learners. During the 2017-18 school year, 22% of our staff was SPED certified and accessed year-long targeted professional development to better serve our students.

In addition to our targeted supports for our SPED population, DC Bilingual has a comprehensive language program that supports our second language learners with strong results. Our language department implements a tiered framework of support for our language learners that includes pull-out, push-in, and classroom teacher consultation. Through grade-level and vertical team meetings, the language department coaches classroom teachers to integrate language supports into their daily instructional practices.

Instructional practices

DC Bilingual's co-teaching model allows instructors to balance direct, 1:1 instruction with small group instruction. Throughout the day and school year, students experience a variety of combinations in which our teaching teams work in concert to drive learning.

- **PreK classrooms:** A three-teacher team: one English teacher, one Spanish teacher, and one assistant lead each classroom. Students experience learning in Spanish and English in a single classroom, throughout the school day.
- **Kinder & 1st grade classrooms:** A co-teaching team leads each classroom in the targeted language, two English teachers *or* two Spanish teachers, and delivers content depending on the language of focus. Students split their day 50/50 between classrooms and language.
- **2nd - 5th grade classrooms:** One English teacher or one Spanish teacher leads each classroom in the targeted language. One SPED teacher and one Spanish intervention teacher support students across classrooms within each grade-level. Students split their day 50/50 between classrooms and language.
- **C Model** (availability based on need, K - 5th grade): An alternative model to support students who excel better with continuity across the school day. One English teacher (SPED Certified) and one Spanish teacher lead each classroom. Students experience learning in Spanish and English in a single classroom, throughout the school day.

Professional Development

DC Bilingual provides a comprehensive and differentiated professional development experience for all members of our instructional team. DCB's instructional leadership team, comprised of our principal, grade level band leaders, spanish coach, and director of data and accountability, meets weekly to organize and coordinate support for all classrooms and teachers. The school year 2017-18 professional development experience at DC Bilingual included two weeks of August training to prepare for the school year; a grade level leader who supported all classrooms; an instructional coach that observed and provided feedback weekly or bi-weekly; a variety of collaborative experiences that included vertical team meetings, grade level team meetings, co-teacher meetings, and professional learning community gatherings; and multiple external opportunities to learn about the curriculum and standards.

2. Family and Community Engagement

The diversity of DC Bilingual's student and family community requires a targeted approach to family engagement with a strong focus on ensuring that all families, regardless of socioeconomic status, race, or home language, feel comfortable and confident in supporting their student's growth outside the classroom.

DC Bilingual's family engagement program during the 2017-18 school year included a combination of group-based and one-on-one activities to build families' capacity to support their child, to set goals and monitor progress, and to reinforce teacher academic expectations. These activities included home visits to incoming and current families over the course of the school year and "Parent Expos" held in concert with parent-teacher conferences. Additionally, we offered several wrap-around workshops for parents; grade-level, garden-based nutrition education activities with families; and cooking demonstrations and nutrition education sessions at our monthly family food market in partnership with the Capital Area Food Bank.

During the 2017-18 school year, we reached 236 families through home visits and 315 families through Parent Expos. We reached 150 families through wrap-around workshops; and 225 families through garden-based activities, family food markets, and cooking demonstrations.

In addition to our immediate families, DC Bilingual partnered with several community organizations to meet the needs of the surrounding Latino, immigrant community. The neighborhoods around DC Bilingual are home to the largest shares of Hispanic and ELL public school students across the city. In partnership with Carlos Rosario, DCB hosted English language classes to parents and community members and in partnership with the Centro de Alfabetizacion en Español (Cenaes), members of the community participated in evening and weekend classes at our school to build Spanish literacy skills.

II. School Performance

A. Performance and Progress

1. Progress toward mission

DC Bilingual's programs and practices supported our students and school toward significant gains during the 2017-18 school year.

- DC Bilingual's pre-K program achieved outstanding Classroom Assessment Scoring System (CLASS) scores - the school's highest ever for two of the three domains (emotional support and instructional support; 6.44 and 4.27 respectively) of the city-wide assessment.
- The New Teacher Project ranked DC Bilingual in the top quartile of all DC charter schools for our strong instructional culture (The New Teacher Project Insight Survey, 2016-2017)
- EmpowerK12 and Education Reform Now named DC Bilingual a Bold Improvement School for our strong policies and practices to help DC's at-risk students achieve outstanding academic growth.
- DC Public Charter School Board's Qualitative Site Review (QSR) team rated 92% of classroom observations as proficient or distinguished in the classroom environment domain (79% city-wide & 82% among Tier 1 schools); and 83% as proficient or distinguished in the instructional support domain (71% city-wide & 75% among Tier 1 schools).

In spring 2018, our students participated in the city-wide PARCC exam. Overall, 60% of our students in grades 3-5 received a 3+ in ELA and 31% received a 4+ in ELA. Fifty-six percent (56%) of students received a 3+ in math and 28% received a 4+ in math. Although these scores were lower than the previous year's scores, we remain incredibly proud of our students and their many achievements.

2018 DCB PARCC Highlights

- More students increased their math levels in 2018. Ninety-one percent (91%) of students maintained or increased their math performance level compared to 78% of students who maintained or increased their score in SY 2016-17.
- Fifth graders showed big gains in reading. The share of students scoring 4+ increased by 17 percentage points compared to how the same cohort of students performed in 2017.
- Fifth graders showed big gains in math. The share of students scoring 4+ increased 29 percentage points compared to the cohort's performance in 2017.
- Students identified as English language learners (ELL) or ELL monitored made impressive leaps. In reading, the share of students scoring 4+ increased 7 percentage points and the share scoring 3+, leaped 17 percentage points. In math, the share of ELL students scoring 4+ increased 3 percentage points and the share scoring 3+, leaped 25 percentage points.

Furthermore, in August 2018, DC Bilingual’s leadership completed a strategic planning process through which we identified four strategic priorities to strengthen and sustain excellent instruction. We will introduce these priorities including several enhancements to our instructional practices for the 2018-19 school year. More, we will increase our focus on the school’s LEAD value *Do Your Best*. Together, we believe that that these steps will strengthen DC Bilingual’s academic program while reinforcing the high-stakes, PARCC Assessment as a critical opportunity for students to demonstrate what they know and their readiness to advance to the next level.

2. Charter Goals

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	100% 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	73.7% 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.	Not Met	63.2% 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. In SY18-19, teachers will implement the assessment at the beginning of the year and will use the assessment to guide instruction throughout the year. We are confident that the assessment results will grow to show our detailed focus.

B. Unique Accomplishments

DC Bilingual has much to celebrate about our students and school's performance during the 2017-18 school year.

- Ed Forward DC selected DC Bilingual to receive fully-funded strategic planning support facilitated by Bellwether Education Partners' Charter Network Strategic Growth Institute (SGI).
- OSSE awarded DC Bilingual the 2017 Gilda Allen Best School Garden award.
- DC City Council approved DC Bilingual for a long term, 30-year lease for 33 Riggs Road, NE.
- OSSE awarded DC Bilingual a \$571,000 grant to support renovation of present facility.
- 350 DC Bilingual and broader community members visited our monthly family food market in partnership with the Capital Area Food Bank for free, nutritious food.
- 250 DC Bilingual community members participate in healthy recipe demonstrations and learning activities, including: Pupusa Fiesta, after-school tastings, and parent-teacher expos.
- Achieved 100% board participation in fundraising.
- Built social media presence to include nearly 1,150 Facebook followers (up 16% from SY 2016-17).

C. List of Donors

Aaron Lemon-Strauss and Samantha Trepel

Alan and Amy Meltzer Foundation

Alexandra Alderman

Alliance Data

Arent Fox

Arne Sorenson

Barthelomeus Jan Post

Behavioral & Educational Solutions

Beth Gamba Steele

Blanca Guillen Woods

Brailsford & Dunlavey

Building Hope

Chef Ann Foundation

Conor Williams

Dana Kuan

Daniela and Russell Anello

DC Bilingual PTA

Deanna Murray

Debra Anderson

Deepak Ramnath

Ecoverde Solutions, LLC

EdOps
Fight for Children
Flamboyan Foundation
Gen YOUth Foundation
Hord Coplan Macht
IBM
James and Alice B Clark Foundation
Jason Levitis
Jason Pielemeier
Kaydee Dahlin Lucas Winter
Lola Bloom
Mary Pendergast
Matthew King
Matthew Lindsay
MCN Build
Michael & Jill Guffy
Michelle Tomchak Ritchie
Nadia Ramey
Patricia Doyle
Professional Maintenance Management, Inc
Rachel P May
Richard Cercone
Richard Lambert
Robert and Julia Anello
Robert and Susan Rosenbaum Foundation
Russell Anello
Seth Biderman
Sharon Jordan
Stephen Legomsky
Tamela Sterling
The Dodge Family Fund
The Morris and Gwendolyn Cafritz Foundation
The Nature Conservancy
The Roberts Foundation
Tim O'Shaughnessy
Timber Pizza Company
United Christian Church Worldwide
Vicky Mierau
Whole Kids Foundation
Young & Well

**DC Bilingual Public Charter School
Staff Roster
School Year 2017-18**

Last Name	First Name	Staff Member's Title	Advanced Degree
Aguilera	Roxana	Office Manager	
Alderman	Alexandra	Director of Development	Master's
Amaya-Lopez	Miguel	3rd Grade Spanish	Bachelor's
Anello	Daniela	Head of School (HOS)	Master's
Anguiano	Rebecca	Prek 4B Spanish	Master's
Ayala	Mirna	Prek 3A Spanish	Associate's
Baucom	Imani	2nd Grade English	Bachelor's
Bivings	Libby	Studio 4	Master's
Bloom	Lauren	Director of Food and Wellness	Master's
Bogan	Danielle	1st grade SPED Parapro	Bachelor's
Bogan	Juwan	Kinder SPED Parapro	Bachelor's
Borjas	Isabel	Prek 4A Spanish	Master's
Bossio	Jodi	Language Coordinator	
Brambila	Ana	Studio 4 Special Education Assistant	Bachelor's
Caballero	Nanci	Prek 4B Resident Teacher	Bachelor's
Calhoun	Mary Laura	Prek 4B English	Master's
Carcamo	Ana	Behavior Specialist	
Cochran	Amy	Studio 7	Master's
Cohen	Jillian	2nd grade C English	Master's
Collins	Kristin	Kinder English SPED	Master's
Cruz	Mirian	Prek 3B Resident Teacher	Bachelor's
Currie	Catherine	5th English	Master's
Dickinson	Amy	Prek 4A English	Master's
Dodson-Cardenas	Nadia	SPED Manager	Master's
Drescher	Jacquelyn	Instructional Coach	Master's
Dunston	Tiffany	1st grade English	Master's
Eisenberg	Simon	Kinder English	Master's
Fernandez	Jorge	Athletics Director	Master's
Ferruffino	Ritza	Administrative Assistant to Special Education Manager and Behavior Specialist	
Figueroa	Anacamila	School Registrar	Bachelor's
Gonzalez-Rodriguez	Leidy	5th Spanish	Bachelor's
Guzman	Ana	Kitchen Staff	
Guzman	Virginia	Kitchen Staff	
Hernandez	Manuel	Music Teacher	Master's
Hernandez Araque	Isabela	1st Grade Spanish	Master's
Hong	Lien	DCB Substitute Teacher & Administrative Assistant	Bachelor's
Ibarra	Roxana	PK Floater	
Janssen	Maria	2nd Small Group Spanish	Bachelor's
Klingenstein	Victoria	1st grade English	Master's
Kuller	Emily	4th Grade English	Master's
Kurtz	Heather	Instructional Coach	Master's
Leston	Natalia	Kinder Spanish	Master's
Liotta	Allison	3rd Grade English	Master's
Lopez Cruz	Maria	Prek 4A ECE	
Martinez	Ambar	1st Resident Teacher	Associate's
Mccabe	Eleni	Prek/K Coach & Coordinator	Master's
Mckeeth	Hannah	2nd grade C Spanish	Master's
Medina-Alarcon	Beverly	Prek 3B English	Bachelor's
Meja Batista	Caroline	Lunch/Recess Monitor	
Mendez	Maria	Kinder Spanish	Bachelor's
Mendieta	Damian	3rd grade C Spanish	Master's
Molina	Josarie	Library Specialist	Master's
Mora	Marisol	4th & 5th SPED	Master's
Morales	Wilson	Prek 4A UT Resident Teacher	
Morgan	Jamie	Language Specialist	Bachelor's
Mulhern	Cecelia	4th/5th UT Teacher Resident	
Orellana	Dunia	Lunch/Recess Monitor	
Pena	Roddy	2nd Substitute Teacher	
Portillo	Ronald	3rd Grade Small Group Teacher	Master's
Quiroz	Kenverlyn	2C Resident Teacher	
Ramnath	Rohini	Director of Data and Accountability	Master's
Redd	Trayon	Studio 7 Special Education Assistant	Bachelor's
Reinckens	Katherine	Counselor	Bachelor's
Reyes	Orlando	Technology Teacher & Afterschool Coordinator	
Rivera	Oscar	Dance Teacher	Bachelor's
Romero	Carolina	Receptionist	
Rosario	Lorena	1st Grade Spanish	Bachelor's
Salazar	Sacha	Human Resources Manager	Master's
Santana	Katia	Spanish Instructional Coach	Master's
Santiago	Mariluz	2nd Grade Spanish	Bachelor's
Saravia	Brenda	Bilingual Counselor	Bachelor's
Serrano Sanchez	Karen	4th Grade Spanish	Master's
Shafek	Zeinab	Prek 4C English	Bachelor's
Skrine	Kyla	Studio 4 Special Education Assistant	Associate's
Solorzano	Karla	PreK 4C ECE Teacher	
Stirling	Catalina	Prek 3B Spanish	Master's
Sullivan	Esmeralda	Operations Manager	
Thouyaret	Alina	Principal	Master's
Trujillo	Nunutzi	1st Grade C Spanish	Bachelor's

**DC Bilingual Public Charter School
Staff Roster
School Year 2017-18**

Ugarte	Maria	4th & 5th Small Group Spanish	Master's
Valdez	Eusevia	Afterschool Coordinator Assistant & Building Support	Bachelor's
Wade	Moriah	PreK 4C UT Resident Teacher	Bachelor's
Wendirade	Desti	Prek 3A ECE Teacher	Associate's
Wilcox	Colleen	2nd/3rd Grade SPED	Master's
Winter	Cecilia	Prek 4C Spanish	Master's
Zamora	Garwin	Art Teacher	Master's
Zucconi	Lille	1st Grade C English	Master's

DC Bilingual Public Charter School • 2017-18 Board of Directors

BOARD MEMBER (CLASS YEAR)	BOARD SEAT TERM (TERM EXPIRATION)	COMMITTEES	PROFESSIONAL AFFILIATION	EMAIL
Gershowitz, Denise (2016)	2019	Education	Early Childhood Education	Denisegershowitz1@gmail.com
Guillen, Blanca (2015)	Vice Chair 2018	Education (Chair)	Senior Analyst & Evaluation Specialist Latino Decisions	Blanca.guillen@gmail.com
Joaquin, John (2015)	2018	Development / Communications (Chair)	Public Sector & Healthcare Technology Leader, IBM	john_joaquin@verizon.net
King, Matt (2015)	2018	Governance	Deputy General Counsel Promontory Financial Group	Matt.e.king@gmail.com
Lambert, Richard (2017)	2020		Manager, External Relations ExteNet Systems	lambertra@gmail.com
Lemon-Strauss, Aaron (2015)	2018	Parent Representative Development / Communications	Executive Director The College Board	aaron@samandaaron.com
Marchena, Suzi (2015)	2018	Parent Representative Governance (Chair)	Director, Finance & HR The Philanthropy Roundtable	suzimarchena@gmail.com
Parris Brooks, Lori (2017)	2020		Deputy Director DCRA	lparrisbrooks@gmail.com

DC Bilingual Public Charter School • 2017-18 Board of Directors

Peyton Walton, Cydney (2014)	Secretary 2020	Development / Communications	Executive Director, Organizational Communication Cardinal Strategists, LLC	Cydney.peyton@gmail.com
Ramey, Nadia (2017)	2020	Parent Representative Governance	Senior Project Manager, Health IT ESAC, Inc.	nadia.ramey@gmail.com
Ritchie, Michelle (2013)	2019	Finance	PricewaterhouseCoopers LLP	michelle.ritchie@us.pwc.com
Rosenbaum, Susan (2013)	Chair 2019	Independent (Chair) Facilities	Adjunct professor at George Washington University & Goucher College	Susie.b.rosenbaum@gmail.com
Shaw, Dara (2016)	2019	Education	Executive Director, Research & Accountability Maryland State Department of Education	dzeehandelaar@gmail.com
Solis Doyle, Patti (2017)	2020	Development / Communications	President, Solis Strategies CNN Political Contributor	patti@solisdoyle.com
Suarez, Abigail (2017)	2020	Finance	Business Development Officer, Capital Impact Partners	abigailsuarez@gmail.com

DC Bilingual Public Charter School
Statement of Activity
July 2017 - June 2018

		Total
Revenue		
04 State and Local Revenue		
400 Per-Pupil Operating Revenue		
4000 Per-pupil alloc		4,919,665.55
4010 Per-pupil SpEd alloc		1,210,551.03
4011 Per-Pupil SpEd ESY		124,623.43
4020 Per-pupil LEP/NEP alloc		1,005,185.51
4040 Per-pupil At Risk		287,523.17
4050 Per-pupil adjustment		236,017.07
Total 400 Per-Pupil Operating Revenue	\$	7,783,565.76
410 Per-Pupil Facility Revenue		
4100 Per-pupil facility alloc		1,388,836.67
Total 410 Per-Pupil Facility Revenue	\$	1,388,836.67
420 Other Local Revenue		
4200 Local grants		
4200.1 Education Technology Grant		18,546.43
4200.3 Office of Latino Affairs Grant		10,000.00
4200.4 SpEd Enhancement Fund		16,869.27
4200.5 School Garden Grant		4,365.40
Total 4200 Local grants	\$	49,781.10
4210 Local programs		
4210.1 Healthy Schools Act		14,352.50
4210.3 NSLP State Revenue Match		3,417.05
Total 4210 Local programs	\$	17,769.55
Total 420 Other Local Revenue	\$	67,550.65
Total 04 State and Local Revenue	\$	9,239,953.08
05 Federal Revenue		
500 Federal Grants Revenue		
5000 ESEA Title 1		183,981.92
5001 ESEA Title 2		40,622.00
5002 ESEA Title 3		21,962.00
5003 IDEA 611		67,526.65
5004 IDEA 619		1,458.99
5005 ESEA Title 4		10,000.00
5030 Competitive federal grants		
5031 SOAR - Academic Quality		80,134.95
Total 5030 Competitive federal grants	\$	80,134.95
Total 500 Federal Grants Revenue	\$	405,686.51
510 Federal Program Revenue		
5100 National school lunch prog		
5100.1 NSLP Lunch Revenue		141,216.28
5100.2 NSLP Breakfast Revenue		52,102.06
5100.3 NSLP Snack Revenue		10,186.88
Total 5100 National school lunch prog	\$	203,505.22
5104 Fresh fruit & vegetables prog		25,569.27
5110 E-rate program		25,236.00

DC Bilingual Public Charter School
Statement of Activity
July 2017 - June 2018

		Total
5120 Medicaid program		254,551.84
Total 510 Federal Program Revenue	\$	508,862.33
Total 05 Federal Revenue	\$	914,548.84
06 Private Revenue		
600 Private Grants		
6010 Corporate/business grants		
6010.1 Corporate/business grants (temporarily restricted)		4,264.00
Total 6010 Corporate/business grants	\$	4,264.00
6020 Foundation grants		
6020.1 Foundation grants (temporarily restricted)		193,907.19
Total 6020 Foundation grants	\$	193,907.19
Total 600 Private Grants	\$	198,171.19
620 Private Contributions		
6200 Individual contributions		7,316.00
6200.1 Individual contributions (temporarily restricted)		43,377.28
Total 6200 Individual contributions	\$	50,693.28
6210 Corporate contributions		205.13
6210.1 Corporate contributions (temporarily restricted)		4,500.00
Total 6210 Corporate contributions	\$	4,705.13
6220 Foundation contributions		0.95
6220.1 Foundation contributions (temporarily restricted)		122,675.00
Total 6220 Foundation contributions	\$	122,675.95
6230 Special event contributions		25,067.27
Total 620 Private Contributions	\$	203,141.63
630 Activity Fees		
6300 Before care after care fees		206,471.89
6310 Field trip fees		7,025.00
6320 Club & other fees		50.00
Total 630 Activity Fees	\$	213,546.89
640 School Sales		
6400 Paid meal sales		48,979.17
6410 School store sales		360.00
6420 Student/parent fundraising		4,139.45
Total 640 School Sales	\$	53,478.62
650 Additional Revenue		
6500 Short-term investments		519.03
6520 Rental revenue		2,000.00
6560 Miscellaneous revenue		29,996.50
Total 650 Additional Revenue	\$	32,515.53
670 Donated Revenue		
6700 Donated services revenue		12,543.80
6710 Donated tangibles revenue		320.00
Total 670 Donated Revenue	\$	12,863.80
Total 06 Private Revenue	\$	713,717.66
Total Revenue	\$	10,868,219.58
Gross Profit	\$	10,868,219.58

DC Bilingual Public Charter School
Statement of Activity
July 2017 - June 2018

	Total
Expenditures	
07 Staff-Related Expense	
700 Curricular Salaries	
7000 Leadership salaries	102,009.96
7010 Teacher salaries	1,578,672.23
7011 SpEd teacher salaries	1,033,196.47
7012 ELL teacher salaries	138,906.59
7013 Specials salaries	344,384.55
7014 Substitute salaries	75,324.54
7020 Teacher aides salaries	171,489.87
7030 Other curricular salaries	73,536.85
7080 Curricular stipends	75,020.68
7090 Curricular bonuses	66,550.00
Total 700 Curricular Salaries	\$ 3,659,091.74
710 Supplemental Service Salaries	
7100 Student support salaries	156,063.20
7110 Instr staff support salaries	249,526.42
7120 Clerical salaries	45,328.99
7130 Business, operations salaries	333,585.82
7131 IT staff salaries	16,153.90
7140 Maintenance/custodial salaries	44,396.35
7160 Other service salaries	91,450.53
7180 Supplemental service stipends	1,000.00
7190 Supplemental service bonuses	7,200.00
Total 710 Supplemental Service Salaries	\$ 944,705.21
720 Supplemental Program Salaries	
7211 Before care after care salaries	163,731.77
7212 Summer school salaries	10,941.44
7280 Program stipends	4,580.00
Total 720 Supplemental Program Salaries	\$ 179,253.21
730 Management/Development Salaries	
7300 Executive salaries	116,150.06
7310 Development salaries	45,307.74
7390 Executive/Development bonuses	10,100.00
Total 730 Management/Development Salaries	\$ 171,557.80
740 Employee Benefits	
7400 Retirement plan contrib	124,751.70
7405 DCPS retirement plan contrib	7,106.54
7410 Health insurance	211,605.65
7420 Life and disability insurance	22,674.56
7460 Workers' comp insurance	31,280.35
Total 740 Employee Benefits	\$ 397,418.80
750 Payroll Taxes	
7500 Social security & medicare	364,991.97
7510 State unemployment tax	29,793.78
Total 750 Payroll Taxes	\$ 394,785.75

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July 2017 - June 2018

	Total
760 Professional Development	
7600 Staff development (non-travel)	32,350.17
7610 Staff development travel	7,070.75
Total 760 Professional Development	\$ 39,420.92
770 Contracted Staff	
7711 Curricular contract staff	75,000.00
Total 770 Contracted Staff	\$ 75,000.00
780 Other Staff Expense	
7800 Staff recruiting	1,587.72
7810 Staff background checks	1,155.65
7820 Staff meals, events & awards	12,604.84
7830 Staff travel (non-development)	522.68
Total 780 Other Staff Expense	\$ 15,870.89
Total 07 Staff-Related Expense	\$ 5,877,104.32
08 Occupancy Expense	
800 Occupancy Rent Expense	
8000 Rent	141,611.84
8001 Deferred Rent Expense	58,808.59
Total 800 Occupancy Rent Expense	\$ 200,420.43
810 Occupancy Service Expense	
8100 Utilities & garbage removal	141,952.62
8110 Contracted building services	249,258.31
8120 Maintenance and repairs	131,194.85
8130 Janitorial supplies	1,271.65
8140 Facility consulting fees	0.00
Total 810 Occupancy Service Expense	\$ 523,677.43
Total 08 Occupancy Expense	\$ 724,097.86
09 Additional Expense	
900 Direct Student Expense	
9000 Student supplies, snacks	93,553.73
9010 Student assessment materials	1,686.98
9020 Student textbooks	27,449.62
9030 Student uniforms	4,220.00
9050 Contracted instruction fees	33,793.69
9051 Contracted SpEd instruction	488,191.07
9060 Food service fees	360,470.08
9060.1 Produce, snacks for food service	43,114.02
9060.2 Supplies for food service	24,873.14
Total 9060 Food service fees	\$ 428,457.24
9070 Student field trips	87,982.73
9074 Student buses	293.00
9080 Student recruiting	169.95
9085 Student events	11,354.84
9091 Translation services	2,848.78
Total 900 Direct Student Expense	\$ 1,180,001.63
910 Office Expense	

DC Bilingual Public Charter School
Statement of Activity
July 2017 - June 2018

		<u>Total</u>
9100 Office supplies		14,418.84
9110 Copier rental & services		23,010.49
9120 Telephone & telecommunications		11,124.82
9130 Postage, shipping, delivery		1,103.03
9140 External printing		2,717.27
9150 Non-capitalized technology		1,241.12
Total 910 Office Expense	\$	53,615.57
920 Business Expense		
9200 Business insurance		37,658.57
9210 Authorizer fees		96,947.34
9230 Accounting, auditing, payroll		144,354.86
9240 Legal fees		25,760.00
9260 Computer support fees		41,016.43
9270 Fundraising fees		60,434.77
9280 Other professional fees		251,688.81
9290 Other expenses		1,108.96
Total 920 Business Expense	\$	658,969.74
930 Dues, Fees & Losses		
9300 Dues, fees, and fines		25,292.95
9320 Bad debts, pledges		9,126.83
9330 Cash over/short		-17.29
Total 930 Dues, Fees & Losses	\$	34,402.49
940 Donated Expense		
9400 Donated services expense		3,882.80
9410 Donated tangibles expense		-1,092.00
Total 940 Donated Expense	\$	2,790.80
Total 09 Additional Expense	\$	1,929,780.23
11 Depreciation		
11000 Operating asset depreciation		102,411.33
Total 11 Depreciation	\$	102,411.33
12 Interest		
12000 Interest payments		3,122.85
12020 Amortization of deferred financing		16,129.00
Total 12 Interest	\$	19,251.85
9900 Unforeseen expenses		121,380.00
Total Expenditures	\$	8,774,025.59
Net Operating Revenue	\$	2,094,193.99
Net Revenue	\$	2,094,193.99

DC Bilingual Public Charter School
FY19 Annual Budget (July 1, 2018 - June 30, 2019)

	Current Year
	Annual Budget
REVENUE	
Per Pupil Charter Payments - General Education	5,120,464
Per Pupil Charter Payments - Categorical Enhanc	2,306,047
Per Pupil Facilities Allowance	1,445,495
Federal Funding	284,642
Other Government Funding/Grants	988,081
Private Grants and Donations	390,500
Activity Fees	202,016
In-kind revenue	-
Other Income	33,016
TOTAL REVENUES	10,770,260
FUNCTIONAL EXPENSES	
<i>Personnel Salaries and Benefits</i>	
Principal/Executive Salary	208,271
Teachers Salaries	2,836,989
Special Education Salaries	1,108,168
Other Education Professionals Salaries	410,672
Business/Operations Salaries	585,783
Administrative/Other Staff Salaries	222,850
Employee Benefits and Payroll Taxes	946,967
Subtotal: Personnel Expense	6,319,700
<i>Direct Student Expense</i>	
Educational Supplies and Textbooks	136,000
Student Assessment Materials/Program Evaluatio	25,103
Contracted Student Services	558,580
Food Service	466,060
Other Direct Student Expense	121,768
Subtotal: Direct Student Expense	1,307,512
<i>Occupancy Expenses</i>	
Rent	248,089
Depreciation (facilities only)	522,284
Interest (facilities only)	535,157
Building Maintenance and Repairs	70,644
Contracted Building Services	254,180
Other Occupancy Expenses	150,340
Subtotal: Occupancy Expenses	1,780,693

DC Bilingual Public Charter School
FY19 Annual Budget (July 1, 2018 - June 30, 2019)

	Current Year
	Annual Budget
<i>General and Administrative Expenses</i>	
Office Supplies and Materials	54,529
Office Equipment Rental and Maintenance	28,771
Telephone/Telecommunications	34,620
Legal, Accounting and Payroll Services	179,987
Insurance	30,831
Transportation	-
Professional Development	87,580
PCSB Administrative Fee	93,418
Management Fee	-
Interest Expense (non-facility)	-
Depreciation and Amortization (non-facility)	99,521
Other General Expense	482,971
Subtotal: General Expenses	1,092,228
<hr/> TOTAL EXPENSES	<hr/> 10,500,133
Operating Revenue/Expense	270,128
<hr/> NET INCOME	<hr/> 270,128



**DC Bilingual Public Charter School
SY 2017-18 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: 440

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	36	59	49	73	72	64	45	42	0
Grade	7	8	9	10	11	12	Altern-ative	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	Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school.
PCSB	Suspension Rate: 0.9%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.01%
PCSB	In-Seat Attendance: 94.9%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 1.1% (5 students)*
PCSB	Midyear Entries: 0.2% (1 student)*
PCSB	Promotion Rate (LEA): 98.0%
PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB (SY16-17)	College Admission Test Scores: Not Applicable
PCSB (SY16-17)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 15%
School	<p>Number of Teachers: 51 “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.</p>
School	<p>Teacher Salary 1. Average: \$56,768 2. Range -- Minimum: \$ 30,000 Maximum: \$82,704</p>