



School Year 2018-2019 Annual Report

DC Bilingual Public Charter School

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Washington DC 20011
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Susan Rosenbaum, Board Chairman

Daniela Anello, Head of School

DC Bilingual Public Charter School acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.

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Annual Report Narrative

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 2018-19, included 444 pre-K3 through 5th grade students of whom 61% were Latino, 21% African American, and 15% white. In the same year, 68% of DC Bilingual students qualified for free or reduced lunch, 43% were English language learners, and 15% received 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, food and wellness, and family engagement 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 on year-long progress and DCB's Professional Learning Community (PLC) provides feedback as a reflective practice to strengthen 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, this team works collaboratively with teachers to ensure effective implementation. Our principal-led 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 criterion-referenced assessments. We use Common Core aligned curricula for math and literacy, and a rigorous, engaging, developmentally-appropriate curriculum for science and our pre-K program.

Pre-K: Using the Creative Curriculum foundational texts as a framework, DCB delivers our Pre-k 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, and encourages multiple approaches to problem solving.
- Several research-based Common Core-aligned 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 2018-19 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.

Pre-K 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 coaches, SPED and language coordinators, and director of data and accountability, meets weekly to organize and coordinate support for all classrooms and teachers. The school year 2018-19 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 2018-19 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 2018-19 school year, we reached 77% of our families through home visits and 89% of families through our parent-teacher conferences and expos. In addition, our annual pupusa fiesta included more than 300 family members who came together to learn about how to make a wholesome meal from a traditional Salvadoran snack and our family food market served approximately 76 families weekly with fresh fruits, vegetables, and pantry staples.

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. In partnership with the Centro de Alfabetización en Español (Cenaes), members of the community participated in evening and weekend classes at our school to build Spanish literacy skills. More, together, with the Latino Economic Development Corporation, DC Bilingual hosted workshops for workers in the food industry.

II. School Performance

A. Performance and Progress

1. Progress toward mission

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.

DC Bilingual strives to be a community anchor that builds a foundation for our students' academic and social development and encourages the whole DC Bilingual community to thrive. We focus on dual immersion academic programming for cross-cultural understanding, and we root our social emotional and community-based programming in the same approach: culturally affirming, linguistically accessible, and designed to engage all members of our school community. Taking what we learned from parent/caregiver feedback, research, and our own experience over the years, we have an expanded number of “entry points” for families to participate in school-based activities. From our bilingual library, parent teacher conferences, parent expos, and teacher home visits to the community kitchen and garden we seek to build trust with families and work to build their confidence and competence in supporting and advocating for their child's academic success.

This approach serves our community well. Our most recent PARCC results (2019) indicate that 64% of DC Bilingual students approach college and career readiness (3+) in math and 31% meet or exceed expectations for college and career readiness (4+). In English language arts (ELA), 69% of students approach college and career readiness (3+) and 40% meet or exceeded college readiness (4+). Further, DC Bilingual has a demonstrated impact on key student subgroups including English language learners (ELLs), special education (SPED) students, and at-risk students. Among our ELL students, 21% meet or exceed expectations for college and career readiness in ELA, 7 percentage points higher than the average for DC charter schools. Among our SPED students, 15% meet or exceed expectations for college and career readiness in ELA, an increase over the charter school average of 7%. For at-risk students, 31% meet or exceed expectations for college and career readiness in ELA versus 22% across DC charter schools.

In concert with our rigorous academic program, DC Bilingual adopts the LEAD framework to guide our school culture and align the culture to our school's mission and values. DC Bilingual's shared LEAD values are the following:

- Learn Languages - Aprender idiomas
- Earn Respect - Ganar el respeto
- Act Responsibly - Actuar responsablemente
- Do Your Best - Hacer lo mejor

As a professional learning community, we cultivate critical thinking, problem solving, engagement, and joy in the learning process for students, adults, and families, in both Spanish and English. DCB has a year-long, school-wide focus on our LEAD values and during the 2018-19 school year, we brought these LEAD values to life by focusing on one core value each month, with aligned character behavioral traits to deepen students' character development. While our teachers delivered customized curriculum to teach each LEAD value, we complemented the direct instruction with other activities throughout the school. These

activities included: Friday community meetings, interactive skits, school-wide events, and communications such as the Head of School weekly email, DCB Facebook page and website, monthly reminders, and more.

Several examples illustrate our students' leadership development and embrace of our multicultural community, framed by our LEAD values. For example, on Inclusion Day, students in all grades participated in activities to help them understand what it is like to have a disability and the importance of ensuring that we welcome all members of the DC Bilingual community. Back in the classroom, teachers led conversations about how students felt during the activities and the importance of making sure that everyone feels included.

In February, DC Bilingual hosted our second annual "Pupusa Party," that included homemade pupusa recipes from many DC Bilingual families. Over 150 family and community members attended and enjoyed at least 300 delicious pupusas.

In March, in honor of Black History month, DC Bilingual hosted our annual Black History Month Celebration where students shared what they learned and led special music and dance performances.

In culmination of students' focus on the LEAD values during their experience at DC Bilingual, our 5th graders traveled to Puerto Rico in spring 2019. As part of this global leaders expedition, students practiced our core values by demonstrating their skills and abilities to be global LEADers (L-learn languages, E-earn respect, A-act responsibly, D-do your best). During the trip, students built on their appreciation for different cultural views/experiences and the universal values that connect all cultures; learned firsthand about Puerto Rican culture, history, and geography; and applied critical thinking and problem-solving skills when confronted with new information and experiences.

At the organizational level, we are excited to share that in March, we completed the Middle States Association (MSA) accreditation process. This rigorous process included an inclusive self-study, as well as MSA accreditors' extensive classroom observations and interviews with school stakeholders. Upon completion, the reviewers strongly recommended that DC Bilingual receive accreditation for the next seven years.

During the 2018-19 school year, DC Bilingual received recognition for our instructional practices and culture.

- DCB pre-K program achieved outstanding CLASS scores - the school's highest ever for emotional support and classroom organization.
- The Office of the State Superintendent of Education named DCB an All-STAR school (one of ten DC public schools city wide) for our students' strong academic growth on the city-wide PARCC assessment.
- DC Bilingual achieved reaccreditation through the rigorous MSA Accreditation process – reaffirming the school's mission and commitment to our work to ensure each and every student a high-quality education.

2019 DCB PARCC Highlights

- DCB outperformed city-wide results for at-risk students with 29% scoring 4+ in ELA (21% city-wide) and 29% scoring 4+ in math (16% city-wide).

- DCB's SPED students showed big gains in reading and math over 2017-2018: the share of SPED students scoring at 4+ in ELA doubled to 14% and the share of SPED students scoring 4+ in math more than doubled to 19%
- DCB's ELL students achieved their highest reading scores to date with 59% of ELL students scoring 3+ and 20% scoring 4+.

2. Charter Goals

DC Bilingual-specific goal	Goal met or not met	Evidence
The percent of students scoring proficient or advanced will meet or exceed the state average on the state science assessment.	Goal met	36% of DC Bilingual 2018-2019 5th graders met or exceeded expectations for the science assessment. Charter-wide, 18% of 5th grade students met or exceeded expectations.

Please note that DC Bilingual is a PMF as goals school.

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.	Not Met	74% 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.	Not Met	74% 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	Met	73.3% 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.

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.	Met	69.7% 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.

B. Unique Accomplishments

DC Bilingual experienced several notable achievements during the 2018-19 school year.

- DC Bilingual sent its first student to the district-wide Spanish spelling bee. The student placed first in the District competition and progressed to be the first student from Washington, DC to compete at the national Spanish competition in Denver, CO.
- DC Bilingual achieved reaccreditation through the rigorous MSA Accreditation process – reaffirming the school’s mission and commitment to our work to ensure each and every student a high quality education.
- The DC Bilingual Community Kitchen launched our scratch-prepared, culturally-relevant meal service to serve breakfast and lunch, daily to our students and staff.
- The community kitchen hosted our first STEM-in-the-kitchen night and our second annual pupusa night - cooking and serving more than 300 pupusas.
- City leaders including DC PCSB Executive Director Scott Pearson, Ward 5 Councilmember Kenyan R. McDuffie, and DC’s Acting Deputy Mayor for Education Paul Kihn joined us for our October ribbon cutting in celebration of our newly modernized building and the launch of our community kitchen.
- Ward 5 Councilmember Kenyan McDuffie awarded DC Bilingual with a Ceremonial Resolution for the school’s impact on the community.

C. List of Donors (\$500+)

A. James and Alice B. Clark Foundation

Aaron Lemon-Strauss & Samantha Trepel

Alliance Data

Arent Fox

Behavioral and Educational Solutions

Betsy Strauss

Bill and Melinda Gates Foundation

Blanca Guillen Woods & Nathan Woods

Bright Funds

Building Hope

Capitol City Robotics

Cognosante, LLC

Conor Williams & Gwennan Hollingworth

Daniela & Russell Anello

Darke Graphics, Inc./ DMV Tees

DC Bilingual PTA

Deepak Ramnath

Denise Gershowitz

Dodge Family Fund

Eagle Bank

EdOps

Erwin Tan & Agatha Schmaedick

Fight for Children

Flamboyant Foundation

Gamba Family Foundation

Gary & Vicky Mierau

Greater Washington Community Foundation

Hord Coplan Macht

IBM

Iris & Henry Juarez

Joseph & Joanne Trepel

Julia and Bob Anello

Kids and Culture LLC
Mark & Sharon Jordan
Matt & Jamie Lindsay
Matthew King
Mayors Office for Latino Affairs
MCN Build
Meredith Bachman
Michelle Ritchie
Nadia Ramey & Jeremiah Wright
New Leaders, Inc.
NFP The Meltzer Group
Nora Roberts Foundation
Norman R. Rales and Ruth Rales Foundation
Office of the State Superintendent of Education
Pact Pro LLC
Premila Mistry
Professional Maintenance Management, Inc
Richard Lambert
Stephen Foote
Susie & Bob Rosenbaum
Tamela Sterling
The Morris and Gwendolyn Cafritz Foundation
The Roberts Foundation
The William J. and Dorothy K. O'Neill Foundation
Young & Well

Data Report
SY 2018-19 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: 444

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	37	40	72	51	73	67	62	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	<p>Total number of instructional days: 180</p> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school.</p>
PCSB	Suspension Rate: 0.5%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.01%
PCSB	In-Seat Attendance: 95.4%
PCSB	<p>Average Daily Attendance:</p> <p>The SRA requires annual reports to include a school's average daily membership.</p> <p>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.)</p>
PCSB	Midyear Withdrawals: .7% (3 students)*

PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 97.0%
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: 17.3%
School	<p>Number of Teachers: 60</p> <p>“Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time,</p> <p>including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</p>

School	Teacher Salary 1. Average: \$62,412 2. Range -- Minimum: \$ 38,000 Maximum: \$80,900
School	Executive Compensation Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY18-19. \$102,010 \$116,150

DC Bilingual Public Charter School Staff Roster

School year 2018-19

Last Name	First Name	Staff Member's Title
Aguilera	Roxana	Office Manager
Alderman	Alexandra	Director of Development
Almagor	Lelac	Teacher
Amaya-Lopez	Miguel	Teacher
Andrade	Claudia	Teacher
Anello	Daniela	Head of School
Anguiano	Rebecca	Teacher
Ayala	Mirna	Teacher
Baucom	Imani	Teacher
Benitez	Miriam	Afterschool Educator
Bivings	Libby	Teacher
Bloom	Lauren	Director of Food and Wellness
Bogan	Juwan	Paraprofessional
Borjas	Isabel	Teacher
Bossio	Jodi	Admin
Brambila	Ana	Paraprofessional
Caballero	Nanci	Teacher
Caballero Lopez	Leydi	Afterschool Educator
Calhoun	Mary Laura	Teacher

DC Bilingual Public Charter School Staff Roster

School year 2018-19

Carcamo	Ana	Support Staff
Casey	Elyse	Teacher
Chaverra Valoyes	Yenny	Teacher
Cochran	Amy	Teacher
Cohen	Jillian	Teacher
Collins	Kristin	Teacher
Cruz	Mirian	Paraprofessional
Currie	Catherine	Teacher
Dickinson	Amy	Teacher
Dodson-Cardenas	Nadia	SPED Manager
Drescher	Jacquelyn	Instructional Coach
Dunston	Tiffany	Teacher
Eisenberg	Simon	Teacher
Fernandez	Jorge	Teacher
Ferrufino	Ritza	Admin Assistant to SST
Figueroa	Anacamila	Registrar
Gonzalez-Rodriguez	Leidy	Teacher
Guzman	Ana	Support Staff
Guzman	Virginia	Support Staff
Hernandez	Manuel	Teacher

DC Bilingual Public Charter School Staff Roster

School year 2018-19

Hernandez Araque	Isabela	Teacher
Hong	Lien	Teacher
Ibarra	Roxana	Paraprofessional
Jackson	Kalen	Afterschool Educator
Janssen	Maria	Teacher
Jimenez Acosta	Elba	Afterschool Educator
Klingenstein	Victoria	Teacher
Kuller	Emily	Teacher
Kurtz	Heather	Instructional Coach
Lessey	Chamia	Afterschool Educator
Leston	Natalia	Teacher
Liotta	Allison	Teacher
Lopez	Hasan	Afterschool Educator
Lopez Cruz	Isayana	Afterschool Educator
Lopez Cruz	Maria	Paraprofessional
Lovos	Lucinda	Afterschool Educator
Martinez	Ambar	Language Specialist
Mccabe	Eleni	Resident Principal
Mckeeth	Hannah	Teacher
Medina-Alarcon	Beverly	Teacher

DC Bilingual Public Charter School Staff Roster

School year 2018-19

Mejia Batista	Caroline	Afterschool Educator
Mendez	Maria	Teacher
Mendez-Aliso	M. Veronica	Afterschool Educator
Mendieta	Damian	Teacher
Minier	Andry	Teacher
Molina	Josarie	Librarian
Molina	Karen	Afterschool Educator
Molina-Castro	Tracy	Afterschool Educator
Mora	Marisol	Teacher
Morales	Wilson	Teacher Intern
Morgan	Jamie	Teacher
Mulhern	Cecelia	Teacher
Orellana	Dunia	Afterschool Educator
Ortiz McDonald	Natalia	School-based Spanish Substitute
Paduan	Alicia	Paraprofessional
Pena	Roddy	Paraprofessional
Portillo	Ronald	Teacher
Quiroz	Kenverlyn	Teacher
Ramnath	Rohini	Director of Data and Accountability
Redd	Trayon	Paraprofessional

DC Bilingual Public Charter School Staff Roster

School year 2018-19

Reinckens	Katherine	Counselor
Reyes	Orlando	Teacher
Reyes	Melanie	Afterschool Educator
Reynoso	Marylyn	Afterschool Educator
Rivera	Oscar	Teacher
Roberson	Christopher	Executive Chef
Romero	Carolina	Receptionist
Romero	Evelyn	Paraprofessional
Rosario	Lorena	Teacher
Ruano	Juan Carlos	Boiler Support Specialist
Salazar	Sacha	HR Manager
Santana	Katia	Instructional Coach
Santiago	Mariluz	Teacher
Saravia	Brenda	Counselor
Serrano Sanchez	Karen	Teacher
Shafek	Zeinab	Teacher
Skrine	Kyla	Paraprofessional
Solorzano	Karla	Paraprofessional
Stirling	Catalina	Teacher
Sullivan	Esmeralda	Operations Manager

DC Bilingual Public Charter School Staff Roster

School year 2018-19

Thouyaret	Alina	Principal
Trujillo	Nunutzi	Teacher
Ugarte	Maria	Teacher
Umansky	Jenna	Director of Student Support Services
Valdez	Eusevia	Afterschool Program Coordinator
Villablanca Jara	Rodrigo	Teacher
Wade	Moriah	Teacher
Wendirade	Desta	Paraprofessional
Wilcox	Colleen	Teacher
Winter	Cecilia	Teacher
Zamora	Garwin	Teacher
Zucconi	Lille	Teacher
62% of teachers hold an advanced degree of master's or higher		



**DC Bilingual Public Charter School
Board Roster School Year 2018-19**

Board Member	DC Resident (Yes/No)	Committee/Role
Denise Gershowitz	Yes	Education
Blanca Guillen	Yes	Education/Vice-Chair
John Joaquin	No	Development
Matt King	Yes	Governance
Richard Lambert	Yes	Finance/Facilities
Aaron Lemon-Strauss	Yes	Parent Representative
Lori Parris-Brooks	Yes	Finance/Facilities
Cydney Peyton Walton	No	Development/Secretary
Nadia Ramey	Yes	Governance/Parent Representative
Shannon Redd	No	Development
Susan Rosenbaum	No	Facilities/Chair of Board
Dara Shaw	Yes	Education
Abigail Suarez	Yes	Finance/Facilities

DC Bilingual PCS
FY19 Financials

Forecast		
Income Statement		SY18-19
Revenue		
	State and Local Revenue	9,221,668
	Federal Revenue	1,642,145
	Private Grants and Donations	519,636
	Earned Fees	398,001
	Donated Revenue	11,991
	Total Revenue	11,793,441
Expenses		
	Salaries	5,377,024
	Benefits and Taxes	906,387
	Contracted Staff	50,000
	Staff-Related Costs	38,663
	Rent	248,089
	Occupancy Service	672,448
	Direct Student Expense	1,190,367
	Office & Business Expense	1,034,523
	Donated Expense	0
	Contingency	0
	Total Expenses	9,517,501
Operating Income		2,275,939
Extraordinary Expenses		
	Interest	44,461
	Depreciation and Amortization	975,088
	Total Extraordinary Expenses	1,019,549
Net Income		1,256,390

DC Bilingual Public Charter School Organizational Budget
FY20 (July 1- June 30)

	SY19-20
Revenue	
State and Local Revenue	9,064,932
Federal Revenue	752,316
Private Grants and Donations	935,000
Earned Fees	292,068
Revenue Total	11,044,315
Expenses	
Salaries	5,789,946
Benefits and Taxes	1,127,867
Contracted Staff	51,001
Staff-Related Costs	54,430
Rent	248,089
Occupancy Service	530,241
Direct Student Expense	1,114,153
Office & Business Expense	837,045
Contingency	120,886
Expenses Total	9,873,659
NET ORDINARY INCOME	1,170,656
Extraordinary Expenses	
Depreciation and Amortization	576,578
Interest	717,753
Extraordinary Expenses Total	1,294,332
TOTAL EXPENSES	11,167,991
NET INCOME	(123,676)