



DC Bilingual
Public Charter School

Annual Report 2019 - 2020

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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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I. School Description

A. Mission Statement

Mission

DCBPCS is a learning community that ensures high academic achievement for all students in both Spanish and English, develops leadership, and values all cultures.

DCBPCS es una comunidad de aprendizaje que asegura un alto rendimiento académico para todos los estudiantes en español e inglés, desarrolla el liderazgo y valora todas las culturas.

DC Bilingual educates well-rounded, global leaders to impact the world for years to come









Founded in 2004, DC Bilingual provides an innovative, dual immersion, Spanish and English learning program for all students in grades PK3 through 5, regardless of their home language. Through our rigorous academic curriculum, comprehensive arts, technology, and athletics programs, and our celebration of diverse cultures, DC Bilingual’s students learn the skills and values they need to become influential participants in their community.


Our Mission	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.
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At DC Bilingual, “Together We LEAD - Juntos somos lideres”

Our shared values

		Learn Languages Aprender idiomas	✦	<i>We can become bilingual, biliterate citizens.</i>
		Earn Respect Ganar el respeto	✦	<i>We earn respect by valuing ourselves and others.</i>
		Act Responsibly Actuar responsablemente	✦	<i>We reflect on and learn from our experiences, notice injustices, and act to make the world a better place.</i>
		Do Your Best Hacer lo mejor	✦	<i>We set goals and move forward one step at a time, even in the face of challenges.</i>



7

“North Star” Vision: DC Bilingual’s academic program centers around the profile of our graduates

DC Bilingual graduates are Global Leaders who represent the school LEAD Values

(L-learn Languages, E-earn respect, A-act responsibly, D-do your best).

- **Learn Languages:**
 - **Graduates are multicultural and bilingual in Spanish and English.** At DC Bilingual, our students experience a dual-language Spanish and English program including: extensive ELL/SLL (English/Spanish language learners) program for students new to the language, access to bilingual role models, regular celebrations of cultural heritage, and a full immersion, capstone expedition to Puerto Rico.
- **Earn Respect:**
 - **Graduates are empathetic, culturally competent, and appreciative of diversity.** DC Bilingual students receive a comprehensive character education program and socio-emotional support. They learn in an inclusive learning environment and regularly celebrate diversity through community-building events for the school, families, and broader community.
- **Act Responsibly:**
 - **Graduates are passionate agents of positive change who take responsibility for their actions and their environment.** DC Bilingual’s character education emphasizes positive behavior, service-driven learning, weekly reflection on LEAD values, and culminates with the 5th grade global leader expedition. DC Bilingual students develop environmental stewardship practices through participating in school-wide environmental practices ex: recycling program & waste reduction (food, paper, etc) and our award-winning school garden program.
- **Do your Best:**
 - **Graduates strive to reach their full personal and academic potential.** Our students progress through a rigorous, standards-aligned academic program (Literacy, Math, Science, Social Studies) with individualized academic and socio-emotional interventions to ensure continuous growth (RTI, Special Education, PD). An extensive specials program, aligned to DC Bilingual’s linguistic and cultural diversity, reinforces and enriches learning.



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 2019-20, included 448 pre-K3 through 5th grade students of whom 59% were Latino, 22% African American, and 16% white. In the same year, 63% of DC Bilingual students qualified for free or reduced lunch, 40% were English language learners, and 15% received special education services.

B. School Program

1. School Model, Instructional Approach, and Curriculum Design

DC Bilingual Public Charter School offers students a two-way immersion model of bilingual learning. Two-way immersion is a form of dual language instruction that brings together students from two native language groups for language, literacy, and academic content instruction through two languages. Quality two-way immersion programs integrate instruction so that all students become bilingual and biliterate through a rigorous academic program. All students are first and second language learners, and all students have the opportunity to be both language learners and language models for their peers. Throughout the school day both English and Spanish are used as communication tools for acquiring an understanding of concepts, skills, and knowledge in the social/emotional, physical, cognitive, and linguistic domains. Students learn content in language arts, math, science, social studies, and specials through instruction and learning experiences in English and/or Spanish. DC Bilingual deliberately developed scheduling and curriculum design and delivery to promote students' successful mastery of both content and language.

The basic goals of two-way immersion programs are to:

- achieve proficiency in English and Spanish while developing high levels of academic skills
- build strong thinking and reasoning skills for problem solving in math and science
- develop high levels of proficiency in both languages
- perform at or above grade level in academic areas
- create a learning environment that respects linguistic and cultural diversity
- foster a sense of community and cross-cultural understanding
- increase family support and involvement

These goals are represented in DC Bilingual's mission to be a learning community that ensures high academic achievement for all students in both Spanish and English, develops leadership, and values all cultures.

DC Bilingual designed its two-way immersion model so that students become fully bilingual and biliterate and master curriculum content and concepts that are taught in both languages over the course of nine years, PreK 3 through 5th grade. It is important to keep in mind that two-way immersion research indicates that students need five to seven years of schooling to become bilingual and biliterate. Therefore, the model looks different at the various grade levels.

At DC Bilingual teaches language arts in both languages, math in English and Science in Spanish. Our teachers embed social studies in our English Language Arts program. Students experienced character education, specials, different school events in both languages.

PreK 3 and PreK 4

In PreK, co-teachers, including an English-dominant and a Spanish-dominant teacher, share all instructional responsibilities within the classroom. Teachers plan and carry out instruction, assess and track student progress, and support student development as a team. Teachers plan activities that support student learning through two languages based on the DC Bilingual Curriculum and learning standards. An Education Credential Evaluator (ECE) Assistant or resident teachers supports each PreK classroom.

Through a variety of social and academic interactions, students acquire oral language skills and develop key social and academic vocabulary in Spanish and English. Learning takes place in mixed language groups of first and second language learners. Throughout the day, students learn as a whole class, in small groups, and through learning centers. In a virtual learning model, students learn in whole group, small group, and asynchronous models. Mixed language groups encourage students to help and learn from one another. Students develop mutual understanding and respect through the linguistic and cultural diversity that students and staff bring to the classroom. Students develop important pre-literacy skills in both Spanish and English.

Kindergarten through 5th grade

In the elementary classrooms, the student schedule reflects a 50/50 dual language model, which means that each student spends approximately 50% of their day learning and interacting in Spanish and 50% in English. The classroom environment and the teachers' language of instruction define the language of learning.

In the AB Kindergarten through 5th grade model, students learn in two classrooms; one Spanish-language and one English-language. Students move from one classroom to the other in the middle of the day.

In the C Kindergarten through 5th model students receive 50/50 instruction in the same classroom by two lead teachers; one teaches in Spanish and the other in English. DC Bilingual does not offer this model at every grade level, every year.

Learning in all classrooms takes place in mixed language groups of first and second language learners. Throughout the day, students learn as a whole class, in cooperative groups, and individually. Mixed language groups encourage students to help and learn from one another. Students develop mutual understanding and respect through the linguistic and cultural diversity that students and staff bring to the classroom.

In the virtual model, DC Bilingual has organized kindergarten, 1st, and 2nd grade classrooms into bilingual classrooms with 24 students, one English teacher, and one Spanish teacher. The School has organized 3rd through 5th grade students into four groups who see each content teacher in the grade level. During virtual learning, DC Bilingual maintains the 50/50 model and the content language of instruction described above.

Curriculum Overview

DC Bilingual uses Common Core State Standards in language arts and mathematics. The WIDA Language Proficiency Standards (www.WIDA.us) guide language acquisition in both languages. The DC Bilingual curriculum provides teachers with an overview, pacing charts, and discreet lesson plans to ensure the introduction, practice, and assessment of the appropriate skills and content in each subject area. DC Bilingual follows Columbia University's Teachers College units of study for reading and writing and teaches literacy using the balanced literacy approach. For kindergarten through 5th grade math, DC Bilingual uses TERC 3.0 Investigations.

DC Bilingual uses the Next Generation Science Standards for science instruction and the DC Learning Standards for social studies instruction.

DC Bilingual classroom instructors teach visual art, dance, music, technology, culinary education and gardening, library skills, and physical education as integrated subjects during content instruction. Classroom teachers use aspects of these specialized areas when teaching reading, writing, science, social studies, math, and character education. In addition, our specials teachers teach all of these components separately as specials classes.

2. Parent Involvement

DC Bilingual is committed to offering a large variety of parent involvement opportunities, and ensuring that we successfully communicate, implement, and collect feedback to make necessary improvements.

During the 2019-20 school year, DC Bilingual prioritized the following parent involvement opportunities:

1. **DC Bilingual Website:** The DC Bilingual website is a hub of information for families. In mid-March, we added a [new COVID-19 resource page](#) and we also created a [ReOpenDCB page](#) to share recordings of townhall meetings, learning plans and resources, and surveys soliciting feedback from parents.
2. **Weekly Head of School Message:** DC Bilingual sends the weekly Head of School message by email to inform families of important announcements, promote events and activities, share community news and resources, and provide updates on school-wide priorities and programs.
3. Classroom Newsletters
4. **DC Bilingual YouTube Channel:** In response to the coronavirus pandemic, DC Bilingual revitalized it's YouTube channel to include hands-on activities, read alouds, and other fun video content for students and families to enjoy while learning at home.
5. DC Bilingual **Facebook** and **Twitter:** The DC Bilingual social media profiles are utilized to promote upcoming events, share photos and videos with our community, and disseminate important announcements regarding the school and its surrounding community.
6. Through the use of Infinite Campus portal the school makes use of **robocalls, automatic text messaging/emails** to send immediate information to all school staff and families.
7. **DC Bilingual School Calendar & Monthly Reminders:** DC Bilingual maintains an up-to-date online calendar of all school events. In addition, each month the school mails home a monthly list of reminders to each home.
8. **Report Cards & IEP Progress Reports:** each term DC Bilingual mails home report cards and IEP progress reports to families.
9. **Parent Teacher Association (PTA) Meetings:** the DC Bilingual PTA is a group of parents/guardians, teachers, and staff that supports DC Bilingual's mission and vision through bolstering the work of DC Bilingual teachers and staff. The PTA promotes collaboration and community among families, the school, and the DCB community in a way that is inclusive to speakers of English and Spanish and respects and celebrates all cultures. The PTA works closely with teachers, staff, and administration of DC Bilingual and strives to serve as a unified voice for all DC Bilingual families.
10. **Family Home Visits:** At DC Bilingual, we believe that one of the best ways to begin to build strong relationships with our families is for classroom teachers to visit children's homes. These visits are a great opportunity for families and teachers to get to know each other in a relaxed, informal setting. March 2020-June 2020 home visits took place virtually via zoom.
11. **Parent Teacher Conferences & Parent Expo:** At DC Bilingual, we believe that one-on-one meetings between teachers and parents focused on individual students are vital to a student's success at school.

During school year 2019-20, three PTCs took place on the following dates:

- Term 1: Thursday, November 29 (1-4pm), and Friday, November 30, 2018 (8-4pm)
- Term 2: Thursday, February 21 (1-4pm), and Friday, February 22, 2019 (8-4pm)
- Term 3: Thursday, May 2 (1-4pm), and Friday, May 3, 2019 (8-4pm)

12. School year 2019-20 [Family Handbook](#): The DC Bilingual family handbook is a resource for parents where we provide easy access to all of our schools policies, practices and guidelines. This tool is circulated with all parents at the beginning of the year via our Head of School email, and it is also available to be viewed from the school’s website.

Family Involvement Data from school year 2019-20 includes:

- 359 students (80%) participated in a home visit
- PTC 1: 92% attendance
- PTC 2: 88% attendance
- PTC 3: was optional so we have incomplete data
- Expo: ~1,080 activities distributed to families in 2 Expos

3. Instructional Plan During Covid-19

DC Bilingual worked to meet its academic goals, and provide students with appropriate academic support through synchronous and asynchronous learning opportunities from March to June 2020.

DC Bilingual’s instructional plan during Covid-19 centers on equity, ensuring that all students, including students who are at risk, per the city’s definition, English learners, and/or with disabilities, are able to access all learning opportunities without further compromising their health and social-emotional well-being.

Description

Instruction at DC Bilingual during Covid-19 in the school year 2019-20 focused on providing family support and differentiated learning opportunities to all students.

DC Bilingual offered 180 days of learning in the 2019-20 school year calendar. From March to June, DC Bilingual expected students to engage in remote, virtual learning opportunities.

Teachers made every effort to determine a schedule of synchronous and asynchronous learning that worked for every student. Students had access to recorded lessons if they were not able to attend synchronous sessions and teachers encouraged students to complete daily assignments and have daily contact with teachers.

Sample Virtual Schedule

Contents	Frequency (days)	Time	Group size	Format
Morning meeting	every day, both teachers	15 min (start of the day)	whole class, teachers	synchronous (zoom) -- option

			presenting, setting them up for the day	for asynchronous recorded videos
Community building / SEL	2 per week - Monday & Friday kick off and close out the week	30 - 60 minutes depending on activity	whole class with option for breakout rooms	synchronous (zoom)
Read Aloud	teacher - every day student - 2 days per week	15 - 30 minutes	half class (repeat lesson for each half)	synchronous (zoom) -- option for asynchronous recorded videos of reading and in person time used for discussion
Phonics	teacher - every day student - 2 days per week	15 - 30 minutes	half class (repeat lesson for each half)	synchronous (zoom) -- option for asynchronous recorded videos to teach games/practice for kids to do on their own *May pair with read aloud -- meet with half class and do a read aloud, break, phonics lesson in 30 - 60 min
Reading/Writing mini lesson	Daily	3 - 10 minutes	n/a	asynchronous video shared on google classroom or slides
Reading/Writing workshop	teacher - every day student - one small group per	15 - 45 minutes	small group based on data	synchronous (zoom)

	content per language (4 groups) with possibility for more if needed			
Math instruction	teacher - every day student- 2 days per week	15 - 45 minutes	half class (repeat lesson for each half)	synchronous (zoom)
Math practice	teacher - every day student - once per week on non-instructional day	15 - 45 minutes	small group based on data	synchronous (zoom)
Science	teacher - every day student- 2 days per week	15 - 45 minutes	half class (repeat lesson for each half)	synchronous (zoom)

During Covid-19, DC Bilingual adjusted school staff responsibilities to meet the new needs of our students and families.

The new staff roles included:

- a. Classroom Teacher: The teacher is the content area expert responsible for ensuring that students learn. The classroom teacher’s primary responsibility is to deliver content remotely and in-person with equal success and differentiate the instruction for all learners. Each student has at least two classroom teachers - English and Spanish - who instruct the students in-person in a hybrid model or virtually in a remote model.
- b. Support Caller: One caller assigned to each DC Bilingual family. The support caller supervises family attendance, proactively checks in around wellness, and offers ongoing resources for academic, social emotional, and physical needs. For remote learners, the support caller assumes responsibility for the students showing severe or persistent signs of disengagement, helps trouble-shoot engagement issues (IT, wrap around services, content), and triages support for the student as needed.

- c. Food and Wellness Team: The DC Bilingual Food and Wellness team plans, provides and distributes weekly meals and food boxes including fresh fruits, vegetables and canned goods to DC Bilingual families.

II. School Performance

A. Performance and Progress

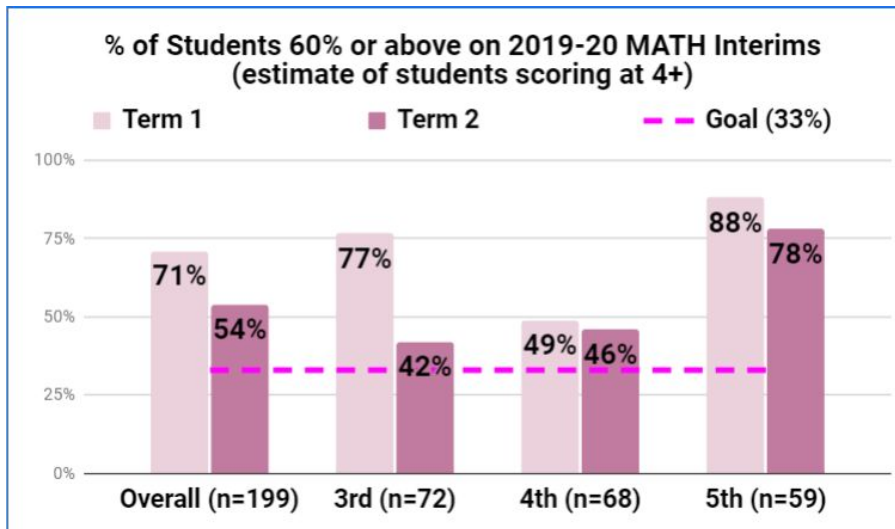
Progress toward mission

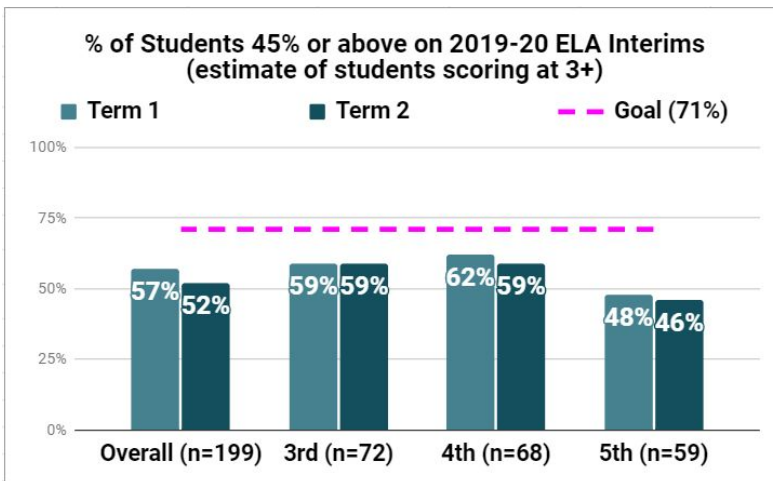
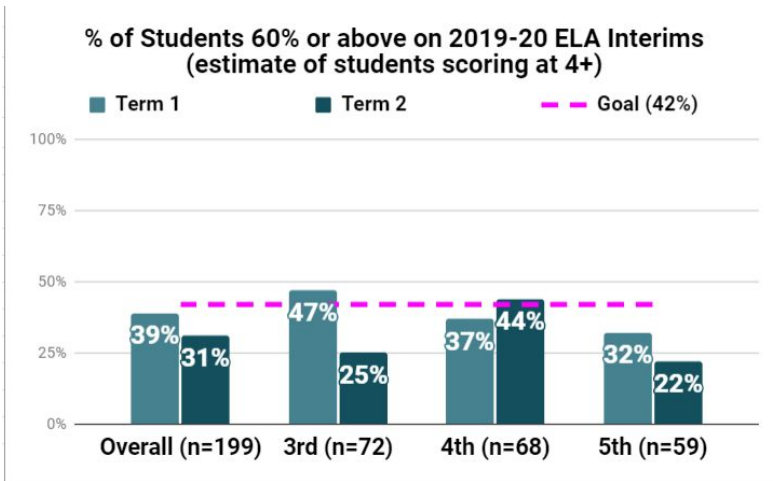
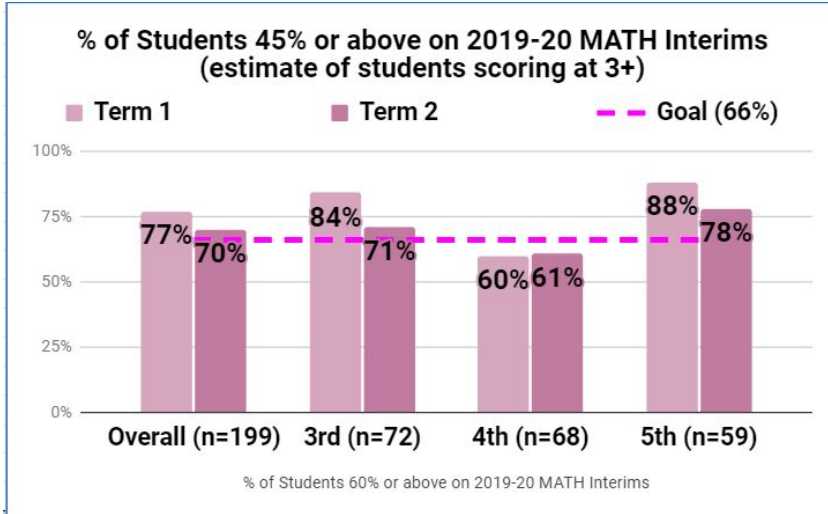
During the 19/20 school year DCB made progress towards its mission in two distinct ways.

1. August-March: progress was made towards the school’s mission measured by internal assessment measures. These are explained in depth below.
2. March-June: progress was made toward the schools mission as it shifted its focus, during the pandemic, to ensure that the basic needs of all students and their families were met in order for them to have a safe and healthy remainder of the school year.

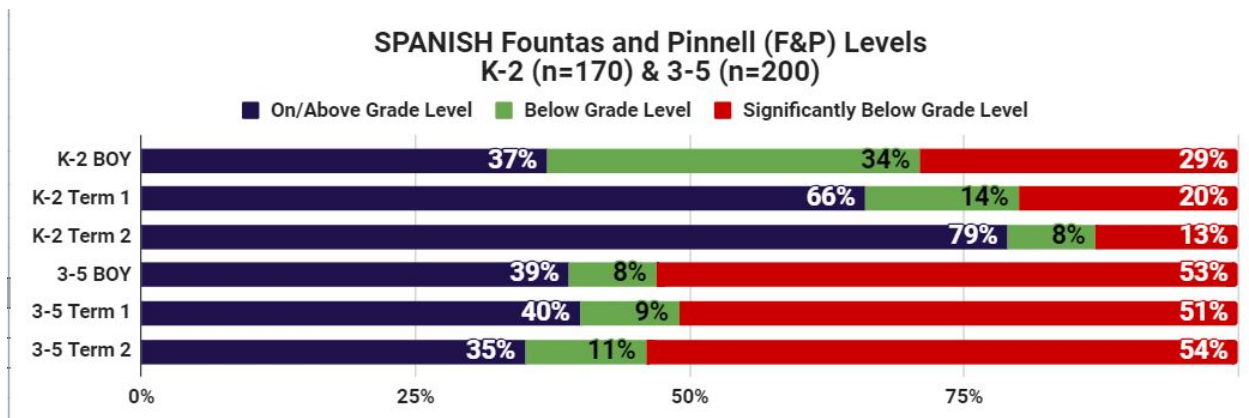
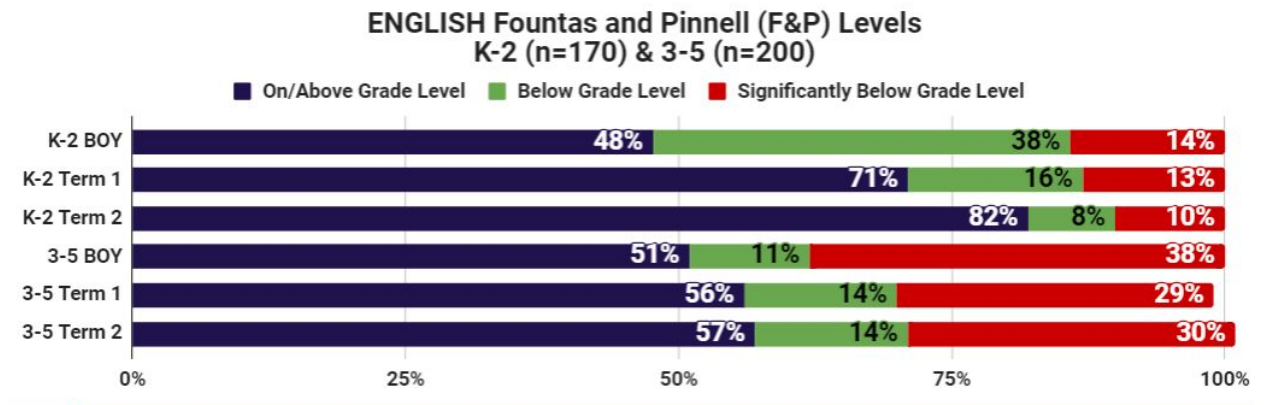
Progress made toward mission August-March

For students in grades 3-5, Term 1 and Term 2 of school year 2019-20 provided opportunities for data collection and analysis that closely looked at student reading and math performance and estimated it against performing at a 4+ or 3+ PARCC scores. Data is shared below:





For students in all grades, we perform the English and Spanish language Fountas and Pinnell (F&P) reading assessment to determine a student's reading level and track their reading progress made toward their end of year reading benchmark goal. Data is shared below:



Progress made toward mission March-June

Due to Covid-19, our internal assessment measures were paused and end of year formal assessment of PARCC and CLASS assessments were cancelled. Given our school's mission to ensure that all students and their families are successful, we measured our school's progress towards the school mission from March-June by:

1. Ensuring that teachers connected with each student daily.
2. Ensuring that families were contacted by someone at the school weekly.
2. Providing families and students with the supports needed during the pandemic. Supports included providing technology, mailing learning packets, distributing food, and providing additional supplies as requested by the family.

The data collected during these months included:

1. % of student families contacted
2. % of students with access to computers/devices for online learning
3. % of students with internet access
4. Students logging into office hours (not required)

The data obtained using these measures follows.

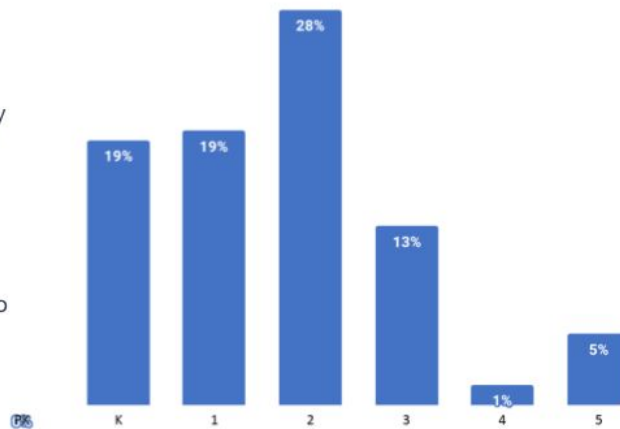
1. % of Students with Limited Participation or Contact

Summary:

- 100% of families have been contacted
- K-2 teachers reported approximately 20% of students had limited participation or contact.
- 3-5 students seem to have more autonomy and independence with staying in contact
- This measure is subjective, and doesn't align to office hours attendance.

Next Steps:

- Low contact list will be shared and cross-referenced with the RTI list, so teachers have information on students who are at risk for regression and additional challenges given more virtual learning.
- We suggest refining this data metric to capture more accurate data



2. % of Students with Access to Devices for Online learning

Summary:

Immediately, 23% (101) of our students indicated a need for Chromebooks, and their requests were met by Week 2 of distance learning. An additional 74 students requested tech over the course of distance learning, and their requests were met within a few days. A total of 39% (175) of our students received Chromebooks.

Next Steps:

Students will keep their technology over summer break, and new Chromebooks will be purchased to replace them.

Initial requests for technology Friday 3/27 (Spring Break):	101 students	23% of student population in need	All 101 devices delivered by 4/1 , week 2 of distance learning and first day of services.
Additional requests for technology (rolling):	74 additional students	39% of population in total requested tech	All devices (175 total) delivered within a few days of requests



3. % of Students with Internet Access

Summary: Initially internet access was 97%, 99% by 4/10, 100% by 4/17. We provide ongoing tech support and technology as families report needs.

Next Steps: Continue to offer tech support for all PK-4th grade students. 5th graders are returning chromebooks by June 19.

Total students reporting no internet (3/27):	16	3% of student population
Number resolved with city wifi (through 4/10)	9	2% of student population
Number of students given hotspots (by 4/17)	7	1% of student population

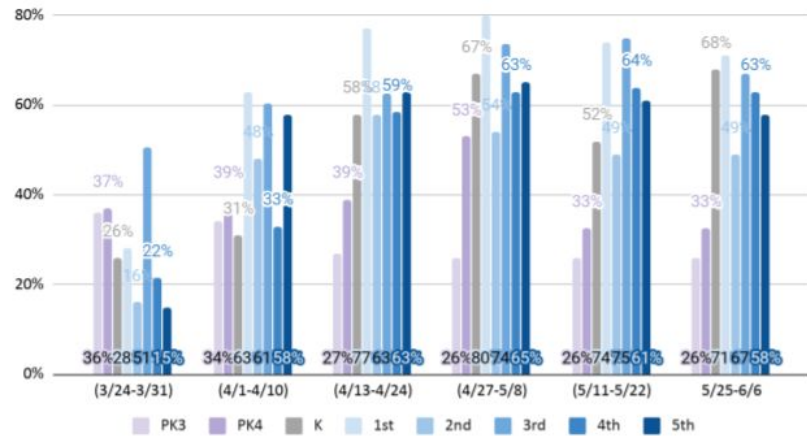


4. % of Students Logging in to Office Hours (not required)

Summary: Overall the average student participation percentage in office hours has increased, both by grade level and overall, from Week 1. Office Hours are not mandatory and students can attend to ask questions, socialize or for some grades, live teaching.

Next Steps: Continue to reinforce that office hours are not mandatory, but students can access it as a resource. Also, point families towards the distance learning drive where office hours, lessons, and demonstrations are recorded for students to watch at any time.

Office Hour Participation/Participación en horas de oficina



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.	N/A	State testing did not occur in school year 2019-20

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

<p>At its fifth-year charter review, obtains an average PMF score for school years 2018-19, 2020-21, 2021-22, and 2022-23 equal to or exceeding 50%</p> <p>In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and academic achievement expectations if the School Corporation has met the following:</p> <p>Improvement Provision: The School Corporation has demonstrated consistent improvement on overall PMF scores during the most recent three years of the review period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.</p>	<p>Yes</p>	<p>School Remains Tier 1 on it's PMF score for school year 2019-20</p>
<p>The percent of students scoring proficient or advanced will meet or exceed the state average on the state science assessment</p>	<p>N/A</p>	<p>State testing did not occur in school year 2019-20</p>

B. Unique Accomplishments

Despite COVID-19, we are pleased to share several accomplishments and milestones achieved during the 2019-20 school year. In January 2020, the Emeril Lagasse Foundation awarded DC Bilingual a multi-year grant to implement Emeril's Culinary Garden & Teaching Kitchen, a national education program established by the foundation that seeks to enrich the lives of children through a fun, fresh perspective on food. One of only two schools selected nationally in 2020 for this prestigious program, Emeril's Culinary Garden & Teaching Kitchen integrates

the existing outdoor culinary garden with a new robust, dedicated teaching kitchen space. The program uses a unique K-8 gardening and cooking curriculum that aligns with national academic standards and transects all core subjects.

In addition to this significant award, this past June, the DC Public Charter School Board approved an increase in DC Bilingual's enrollment ceiling to 712 students.

C. List of Donors (\$500+)

Action for Healthy Kids

Laney Altamar

Christopher Anderson

Julia and Bob Anello

Meredith Bachman

Walter A. Bloedorn Foundation

Bright Funds

The Morris and Gwendolyn Cafritz Foundation

Jessica & Keith Campbell

Charter School Growth Fund

DC Bilingual PTA

Dimick Foundation

Dodge Family Fund

The Max and Victoria Dreyfus Foundation Inc.

EdForward DC

Emeril Lagasse Foundation

Facebook Payments

Djinni Field

Denise Gershowitz

Mike & Jill Guffy
A. James and Alice B. Clark Foundation
Milton Hatcher
IBM
Morse and Betty Johnson Family Foundation
Iris & Henry Juarez
Junior League of Washington
Robert & Nancy Kopp
Richard Lambert
Aaron Lemon-Strauss & Samantha Trepel
Salo Levinas
Jason Levitis & Sarah Davidson
Matt & Jamie Lindsay
Mayors Office for Latino Affairs
Adam Mazmanian & Jenny Petrow
New Leaders, Inc.
NFP The Meltzer Group
Nora Roberts Foundation
Office of the State Superintendent of Education
Omidyar Group/Democracy Fund
Mary Pendergast
Jason Pielemeier
Thomas Porter
Nadia Ramey & Jeremiah Wright

Shannon Redd

Michelle Ritchie

Susie & Bob Rosenbaum

Joel Schafer

Joan Shipps

Hord Coplan Macht

Tamela Sterling

Erwin Tan & Agatha Schmaedick

EdOps

Cydney Peyton Walton

Greater Washington Community Foundation

Conor Williams & Gwennan Hollingworth

Margie Yeager

III.School Level Data Report

Data Report

SY 2019-20 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: 448

School Year (SY) 2019-20 Annual Report: Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source	Data Point
PCSB	LEA Name: DC Bilingual PCS
PCSB	Campus Name: DC Bilingual PCS
PCSB	Grades served: PK3--5
PCSB	Overall Audited Enrollment: 453

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	38	43	48	72	51	73	68	60	0
Grade	7	8	9	10	11	12	Altern -ative	Adult	SPED*
Student	0	0	0	0	0	0	0	0	0

Count

*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> <p>If your school has certain grades with different calendars, please note it.</p> <p><i>Note: The number of instructional days reported here should match the number approved by OSSE during the 180 day waiver process in SY 2019-20.</i></p>
PCSB	<p>Suspension Rate: 0.4%</p>
PCSB	<p>Expulsion Rate: 0.00%</p>
PCSB	<p>Instructional Time Lost to Out-of-School Suspensions: 0.00%</p>
PCSB	<p>In-Seat Attendance: 95.7%*</p>
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	<p>Midyear Withdrawals: 1.1% (5 students)*</p>
PCSB	<p>Midyear Entries: 0.0% (0 students)*</p>

validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

IV. Appendices

A. Staff roster for the 2019-20 school year

DC Bilingual Public Charter School Staff Roster		
School year 2019-2020		
Teaching Staff Degrees Include:		
3 Associates		
19 Bachelors		
23 Masters		
4 other		
Last Name	First Name	Staff Member's Title
Addison	Lisa	Afterschool Educator
Aguilera	Roxana	Executive Assistant
Alderman	Alexandra	Director of Development
Almagor	Lelac	Teacher
Amaya-Lopez	Miguel	Teacher
Anello	Daniela	Head of School
Anguiano	Rebecca	Teacher
Ayala	Mirna	Teacher
Barrera	Daniel	Workshop Educator Cooking
Baucom	Imani	Teacher
Bellevue	Yvesh'a	Teacher
Bivings	Libby	SPED Coach & Coordinator
Bloom	Lauren	Director of Food and Wellness
Blount	Candice	Language Specialist
Bogan	Juwan	Paraprofessional

Borjas	Isabel	ECE Coach
Bowers	Laura	Teacher
Brannan	Lindsay	Teacher
Caballero	Nanci	Teacher
Calhoun	Mary Laura	Teacher
Calvo	Regina	Afterschool Educator
Carcamo	Ana	Behavior Specialist
Carey	Morgan	Director of Human Resources, Talent, and Diversity
Casey	Elyse	Teacher
Chaverra Valoyes	Yenny	Teacher
Chavez	Teresa	Afterschool Educator
Cochran	Amy	Teacher
Cohen	Jillian	Teacher
Cohen	Max	Paraprofessional
Collins	Kristin	English Teacher
Cruz	Ingrid	Part-Time Receptionist
Cruz	Jonathan	Afterschool Educator
Cruz	Mirian	ECE Teacher
Daniels	Quantaya	Paraprofessional
Dodson-Cardenas	Nadia	SPED Manager
Dorado	Anthony	Teacher Intern
Drescher	Jacquelyn	Assistant Principal 3-5
Dunston	Tiffany	Teacher
Eisenberg	Marina	Director of Operations
Eisenberg	Simon	Teacher
Ellison	Mark	Teacher
Escobar	Gloria	ECE Teacher
Escobar	Virginia	Kitchen Support

Ferrufino	Ritza	SPED Admin/Behavior Specialist
Figueroa	Anacamila	Enrollment & Office Manager
Flores	Maria	Afterschool Educator
Garcia	Ashley	Afterschool Educator
Gonzalez-Rodriguez	Leidy	Teacher
Guerra	Iris	Kitchen Support
Guzman	Ana	Kitchen Support
Hedji	Pierre	Health/PE Teacher
Hernandez	Doris	Kitchen Support
Hernandez	Manuel	Music Teacher
Hernandez	Mirna	Kitchen Support
Hernandez Araque	Isabela	Instructional Specialist
Hollander	Ezra	Afterschool Educator
Ibarra	Roxana	Paraprofessional
Janssen	Maria	Spanish Teacher
Jimenez Acosta	Elba	Paraprofessional
Jokisch Polo	Christine	Bilingual Counselor
Kurtz	Heather	Assistant Principal PK-2
Leguia	Catherine	Teacher
Liotta	Allison	Teacher
Lessey	Chamia	Afterschool Educator
Lopez Cruz	Maria	ECE Teacher
Ly	Hong Lien	Substitute Teacher/Administrative Support
Martinez	Ambar	Teacher
Mccabe	Eleni	Principal PK-2
Mckeeth	Hannah	Teacher
Medina-Alarcon	Beverly	Teacher

Mejia Batista	Caroline	Spanish & Small Group Support/Afterschool Educator
Mendez	Maria	Teacher
Mendieta	Damian	Teacher
Miller-Vierra	Shelsie	Culinary and Gardening Educator
Mills	Elijah	Afterschool Educator
Molina	Karen	Paraprofessional
Mulhern	Cecelia	Teacher
Pena	Roddy	Paraprofessional
Ramnath	Rohini	Resident Principal 3-5
Redd	Trayon	Paraprofessional
Reichler	Yael	Coordinator, Hive Extended Day Program
Reinckens	Katherine	Counselor
Rengifo Cordova	Euclides	Teacher
Reyes	Orlando	Technology Teacher and Data Coordinator
Reyes	Melanie	Behavior Support Specialist
Reynoso Brito	Marylyn	Substitute Teacher
Rivera	Oscar	Dance Teacher
Roberson	Christopher	Executive Chef
Rodriguez	Carmen	Afterschool Educator
Ronero	Evelyn	Afterschool Educator
Romero	Carolina	Receptionist
Rosario	Lorena	Teacher
Santana	Katia	Spanish Coach & Coordinator
Serrano Sanchez	Karen	Teacher
Shafek	Zeinab	Teacher
Skrine	Kyla	Teacher
Solorzano	Karla	ECE Teacher
Stirling	Catalina	After School Program Director

Sullivan	Esmeralda	Facilities Manager
Suriel	Marian	Teacher Intern
Sutaria	Palak	Occupational Therapist
Syed	Nadia	Teacher
Thouyaret	Alina	Instructional / Strategic Advisor
Ticho	Arielle	Teacher
Umansky	Jenna	Director of Student Support Services
Valdez	Eusevia	Operations & Compliance Coordinator
Villablanca Jara	Rodrigo	Teacher
Vizcarra	Angela	Teacher
Wade	Moriah	SPED Teacher
Wendirade	Desta	ECE Teacher
Winter	Cecilia	Teacher
Zamora	Garwin	Art Teacher

B. Board roster for the 2019-20 school year

Board Member	DC Resident (Yes/No)	Committee/Role
Ahmar Abbas	No	Development
Denise Gershowitz	Yes	Education
Blanca Guillen	Yes	Education
Iris Juarez	Yes	Parent Representative
Richard Lambert	Yes	Finance/Facilities
Aaron Lemon-Strauss	Yes	Secretary/Education/ Parent Representative

Lori Parris-Brooks	Yes	Finance/Facilities
Cydney Peyton Walton	No	Development
Nadia Ramey	Yes	Chair/Governance/Parent Representative
Shannon Redd	No	Development
Dara Shaw	Yes	Education
Abigail Suarez	Yes	Finance/Facilities
Mekdi Teddese	Yes	Finance/Facilities

C. Unaudited year-end 2019-20 financial statement

DC Bilingual Public Charter School			
Income Statement		Actual (6/30/20)	Budget
Revenue			
	State and Local Revenue	9,689,620	9,064,932
	Federal Revenue	1,364,964	752,315
	Private Grants and Donations	721,461	935,000
	Earned Fees	329,959	292,068
	Donated Revenue	5,192	0
	Total Revenue	12,111,196	11,044,315
Expenses			
	Salaries	5,927,535	5,789,946
	Benefits and Taxes	1,050,579	1,127,867
	Contracted Staff	48,800	51,001
	Staff-Related Costs	32,592	54,430

	Rent	278,920	248,089
	Occupancy Service	576,073	530,241
	Direct Student Expense	962,585	1,114,153
	Office & Business Expense	835,149	837,045
	Contingency	0	120,886
	Total Expenses	9,712,233	9,873,659
Operating Income		2,398,963	1,170,656
Extraordinary Expenses			
	Interest	722,320	717,753
	Depreciation and Amortization	564,505	576,578
	Total Extraordinary Expenses	1,286,824	1,294,332
Net Income		1,112,138	(123,676)

D. Approved 2020-21 budget

DC Bilingual Public Charter School

Organizational Budget

SY20-21

Revenue

State and Local Revenue	10,187,085
Federal Revenue	963,770
Private Grants and Donations	600,000
Earned Fees	398,485
Revenue Total	12,149,340

Expenses

Salaries	6,207,448
Benefits and Taxes	1,165,194

Contracted Staff	31,000
Staff-Related Costs	51,050
Rent	299,605
Occupancy Service	761,435
Direct Student Expense	1,095,599
Office & Business Expense	904,448
Contingency	233,347
Expenses Total	10,749,125
NET ORDINARY INCOME	1,400,215
Extraordinary Expenses	
Depreciation and Amortization	605,919
Interest	729,148
Extraordinary Expenses Total	1,335,066
TOTAL EXPENSES	12,084,191
NET INCOME	65,149