



DC Bilingual  
Public Charter School

# Annual Report 2020 - 2021

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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.



## At DC Bilingual, “Together We LEAD - Juntos somos lideres”

### Our shared values

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



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## “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 the school year 2020-21, included 474 pre-K3 through 5<sup>th</sup> grade students of whom 52% were Latino, 20% African American, and 24% white. In the same year, 44% of DC Bilingual students qualified for free or reduced lunch, 35% were English language learners, and 14% 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 5<sup>th</sup> 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.

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 5<sup>th</sup> 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 5<sup>th</sup> 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 5<sup>th</sup> 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](http://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 2020-21 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 2020-21, three PTCs took place on the following dates:



- Term 1: Thursday, November 5 (1-4pm), and Friday, November 6, 2020 (8-4pm)
- Term 2: Thursday, February 4 (1-4pm), and Friday, February 5, 2021 (8-4pm)
- Term 3: Thursday, April 22 (1-4pm), and Friday, April 23, 2021 (8-4pm)

12. School year 2020-21 [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.

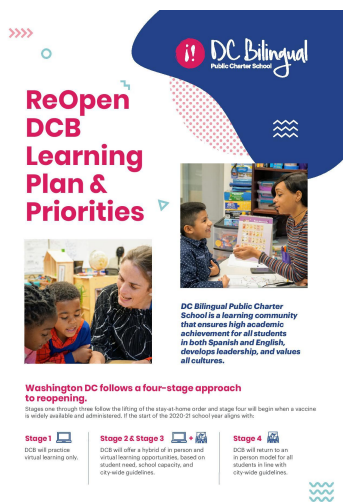
**Family Involvement Data from school year 2020-21 includes:**

- 398 students (84%) participated in a virtual home visit
- PTC 1: 90% virtual attendance
- PTC 2: 90% virtual attendance
- PTC 3: 86% virtual attendance
- Materials: ~2,700 boxes of materials distributed for virtual school in 6 distribution days throughout the school year

**3. Instructional Plan During Covid-19**

DC Bilingual worked to meet its academic goals, and provide students with appropriate access to high quality instruction during the course of the school year, while maintaining a strong pulse on safety guidelines.

In preparation, in June 2020, DC Bilingual formed ReOpen DCB, a working group composed of DC Bilingual staff, parents, and board members. Meeting weekly, the working group researched best practices and made recommendations for a successful 2020-21 school year in line with [city-wide guidelines](#), [DC Deputy Mayor for Education recommendations](#), and the unique needs of our dual language model.



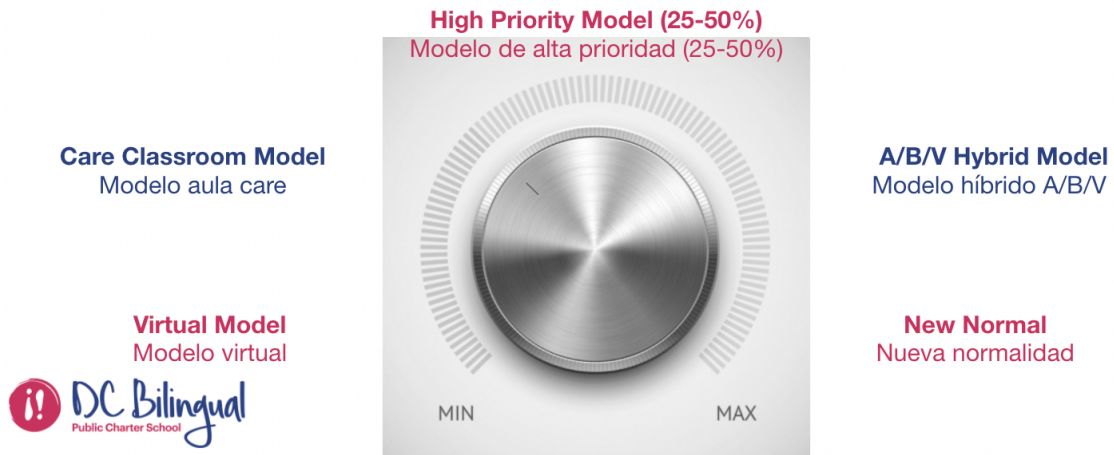
DC Bilingual’s began the 2020-21 school year with the following [reopening plan](#), and made adjustments throughout the school year as changes took place in regard to new rules from the government or a shift in the prevalence of COVID-19.

DC Bilingual families were invited to form part of all reopening decision-making conversations via the schools parent reopening committee (all parents who signed up to attend were included in this work), and via community surveys and town hall meetings that occurred throughout the school year.

The below reopening dial was created and agreed upon by school staff, parent reopening focus group and the school’s reopening committee.

## Instructional Program Dial

The path to 100% in-person learning is not linear. DCB will dial-up or dial-back in-person learning based on community health indicators as guided by the CDC, our school-based mitigation strategies, and stakeholder input.



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The school year began with a virtual school learning model, and throughout the year “dialed up” to end the year with A/B/V Hybrid model for all students.

The virtual learning model followed the below daily schedule.

Contents	Frequency (days)	Time	Group size	Format
Morning meeting	every day, both teachers	15 min (start of the day)	whole class, teachers presenting, setting them up for the day	synchronous (zoom) -- option 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 content per language (4 groups) with possibility for more if needed	15 - 45 minutes	small group based on data	synchronous (zoom)
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	15 - 45 minutes	small group based on data	synchronous (zoom)

	day			
Science	teacher - every day student- 2 days per week	15 - 45 minutes	half class (repeat lesson for each half)	synchronous (zoom)

On February 8th, DCB launched its Care Classroom model. This program brought around 30 students back to DCB to experience their virtual learning on-site. While onsite they had a chance to socialize with Hive staff and a few classmates. Students received DCB cooked meals, and when not in their virtual learning spent time outdoors or experiencing hands-on play opportunities.

After reviewing the reopening criteria for the remainder of the school (CARE program learning parent feedback; focus group discussion feedback; and instructional staff input, DCB decided to dial-up to a **25% Hybrid model on Monday, March 29.**

Below is the timeline that DCB followed in preparation for hybrid reopening:

- February 22- March 5 – Care classroom model continues to serve 30 students daily
- March 8 - Care classroom model opens additional spaces for staff children only
- March 15 – All instructional staff return to campus for staff training (week 1) on the days they are assigned to be on site for 25%
- March 22 – All instructional staff on campus for staff training (week 2) on the days they are assigned to be on site for 25%
- March 29 – Students eligible for 25% Hybrid model return to campus

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 20/21 school year DCB set rigorous academic goals and tracked progress made towards these throughout the school year.

DCB SY 21/20 Academic Goals:

#### **Goal 1: Student Achievement (PARCC and CLASS)**

- A. Students will grow 3% pts (to **71%** in English and **66%** in Math for 2021) on PARCC each year for both Math & Reading at 3+. Students will grow 2% pts (to **42%** in English and **33%** in Math for 2021) on PARCC each year for both Math and Reading at 4+. Progress towards goals will be measured by Term Interim.
- B. DCB PK CLASS program averages will meet or exceed 6 in Emotional Support and Classroom Organization; and will meet or exceed 3.5 in Instructional Support. *(Data available at the end of the year - NOTE if assessment occurs)*

#### **Goal 2: Student Progress (Fountas & Pinnell)**

- A. The percent of DCB students on grade level will increase by 10 percentage points from BOY 2020 to June 2021.
- B. In addition, DCB students will show an average of 1.0 years of growth in English and 1.0 years in Spanish by Spring 2021
- C. 1-2 Equity Goal: By June 2021 we will decrease the percentage of students eligible for Free & Reduced who are significantly below grade by 50% in Spanish and English (52% to 26% or 13 students in English; 62% to 31% or 16 students in Spanish)
- D. 3-5 Equity Goal: By June 2021 we will decrease the percentage of Black/African American students 3 years or more below by at least 50% (28% to 14%), and increase the percentage of Black/African American students 0.49 years below grade level (or higher) by at least 50% (7% to 21%).

#### **Goal 3: School Environment (Attendance and Re-enrollment)**

- A. 92% of eligible students will re-enroll and attend DCB Bilingual from year to year.
- B. 90% of enrolled students will attend school daily (In-Seat Attendance Rate).

#### **Goal 4: School Equity**

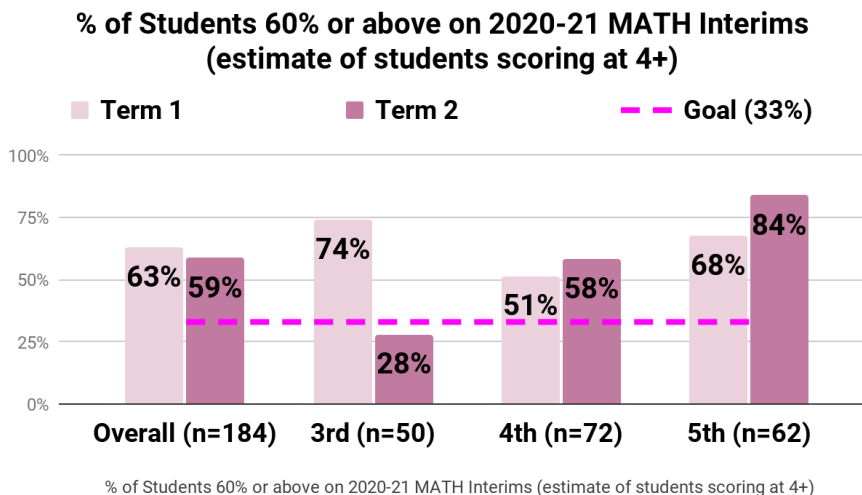
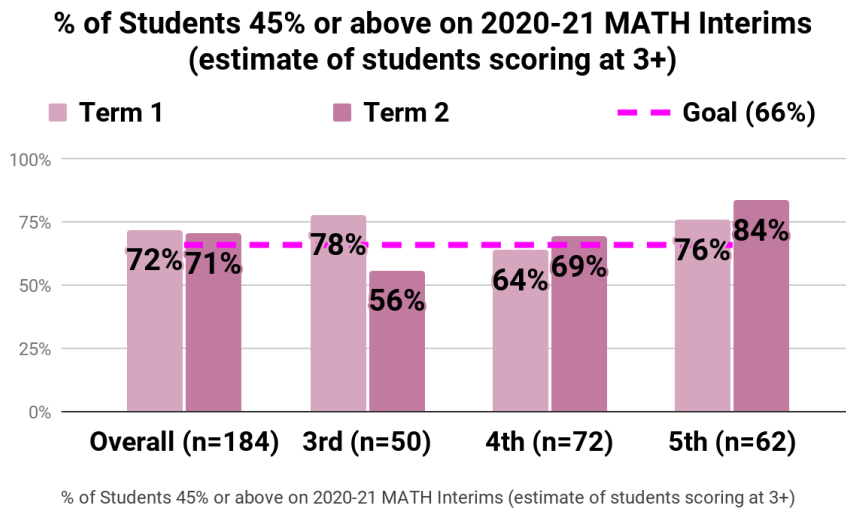
- A. By June 2021, Tier 3 and 4 behavior will decrease 20% from baseline (SY 2019-20 data)
- B. By June 2021, DCB will significantly reduce the disproportionality with which subgroups are represented among Tier 3 and 4 behavior infractions
- C. By June 2021, 60% of teachers will score highly effective in both Culture of Learning and Managing Student Behavior (teacher evaluation rubric)

**Progress made toward mission August 2020-June 2021**

**Goal 1A: Student Achievement (MATH)**

**Summary:** 3rd, 5th and schoolwide percentages met or exceeded goals for 45% or more, 4th and 5th grade percentages met or exceeded goals for 60% or more.

**Next Steps:** Work with instructional leadership to create and execute action plan during onsite learning.

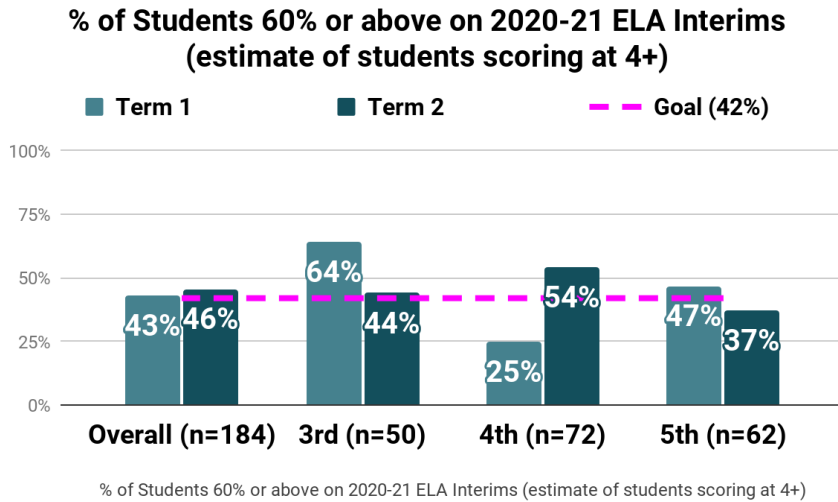
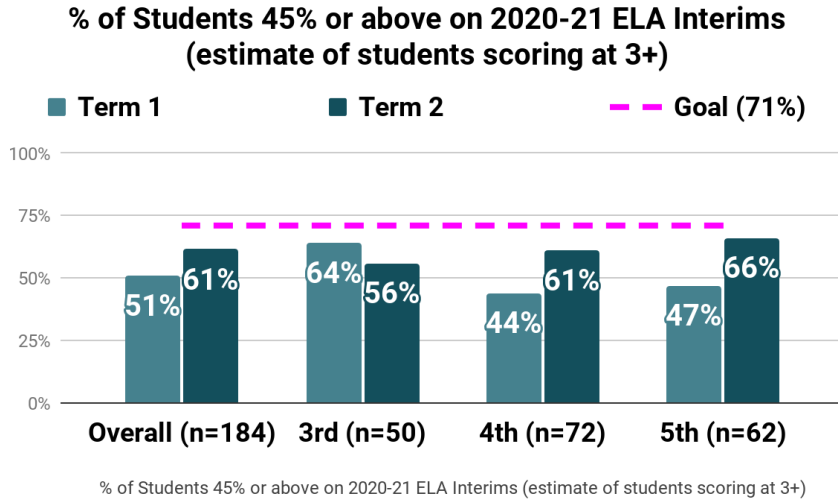


**Goal 1A: Student Achievement (ENGLISH)**

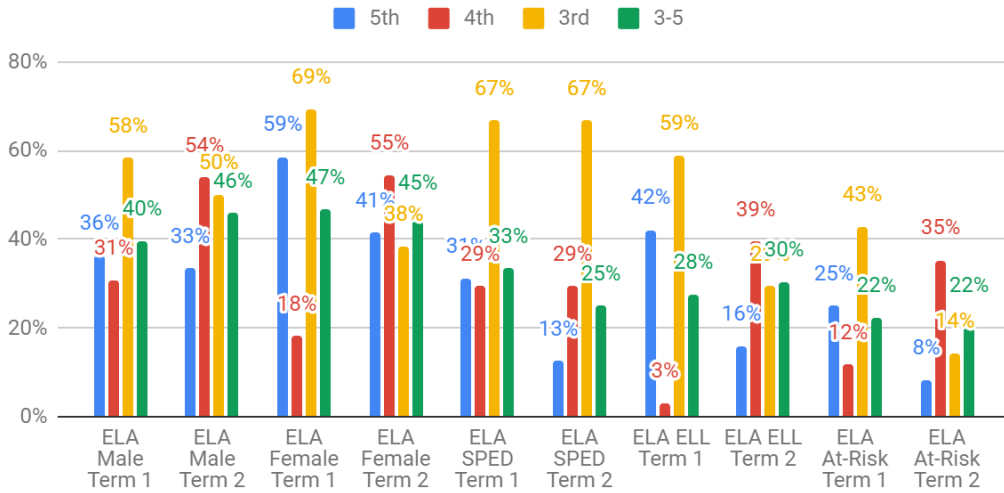
**Summary:** 3rd, 4th, 5th and schoolwide percentages did not meet or exceed goals for

45% or more. 3rd, 4th and schoolwide met or exceeded percentage goal for 60% or more.

**Next Steps:** Work with instructional leadership to create and execute action plan during onsite learning.

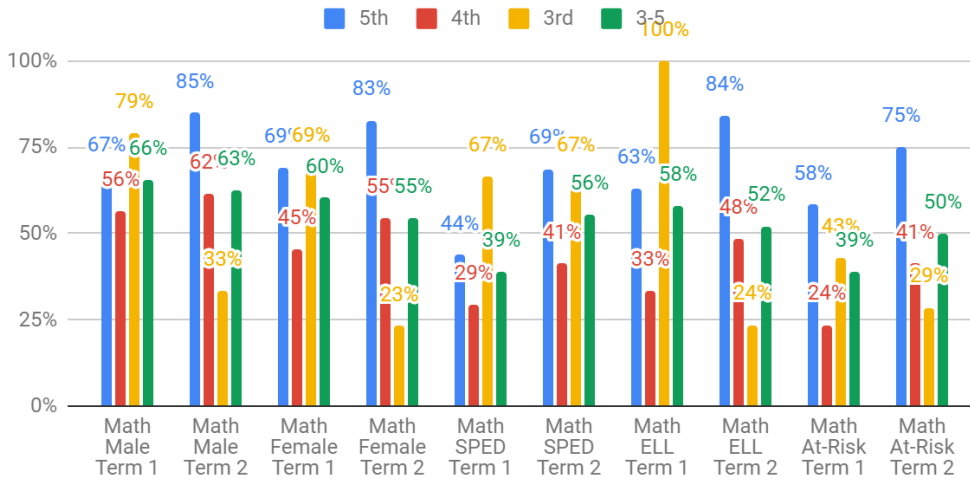


## ELA Interims by Student Groups



Summary

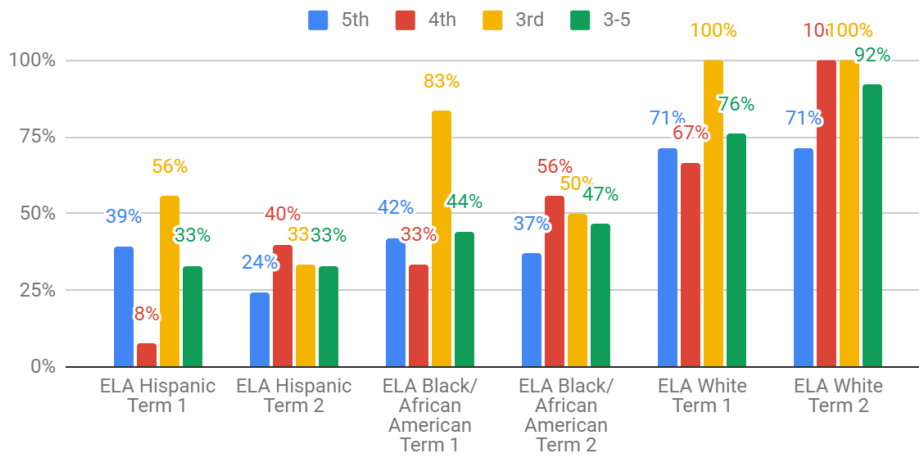
## Math Interims by Student Groups



Summary

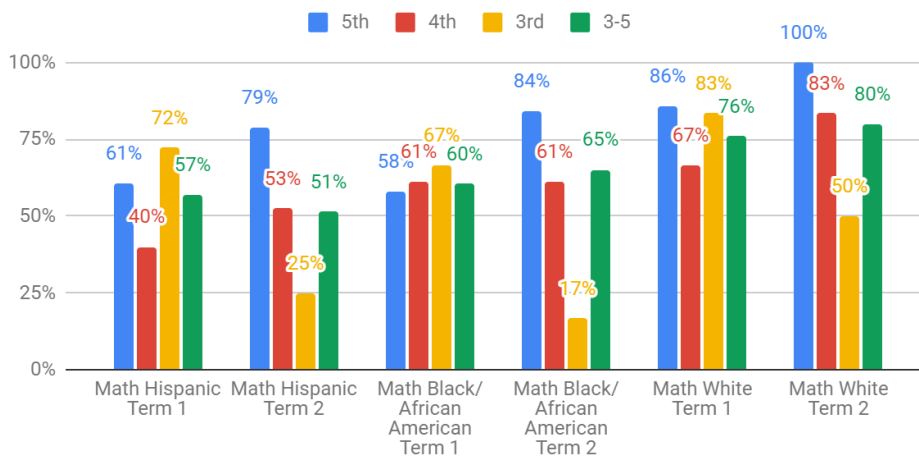


### ELA Interims by Student Groups



Summary

### Math Interims by Student Groups



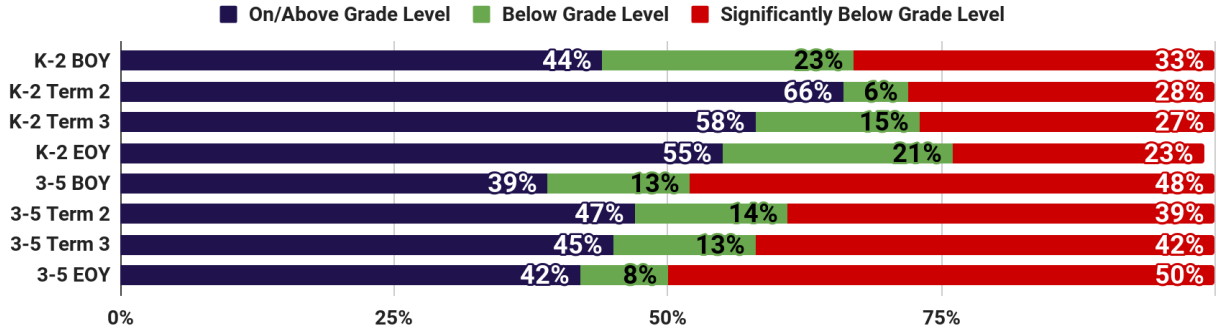
Summary

## Goal 2A: Student Achievement (ENGLISH)

**Summary:** K-2 met the end of year goal (Goal is 54%) with 55% of students meeting or exceeding EOY benchmark.

3-5 did not meet end of year goal (Goal is 49%) with 42% of students meeting or exceeding EOY benchmarks.

### ENGLISH Fountas and Pinnell (F&P) Levels

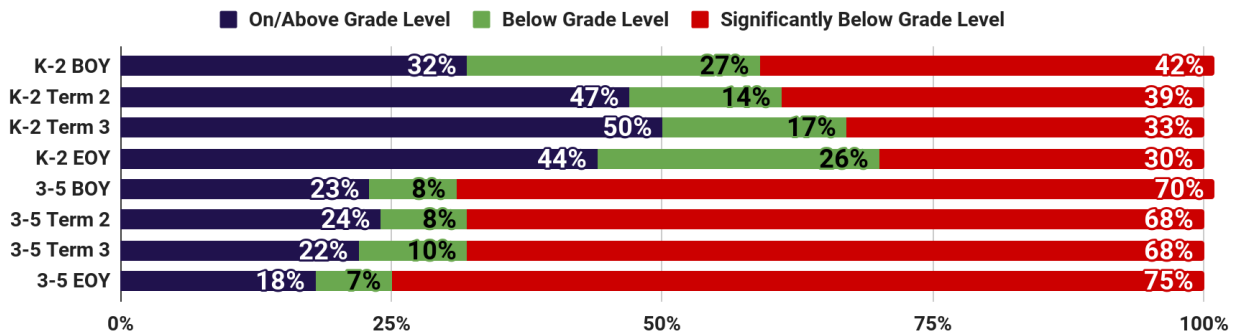


### Goal 2A: Student Achievement (SPANISH)

**Summary:** K-2 met the end of year goal (Goal is 42%) with 44% of students meeting or exceeding EOY benchmark.

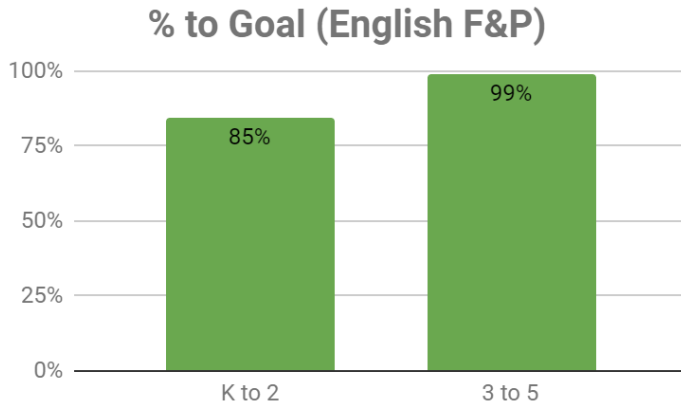
3-5 did not meet end of year goal (Goal is 33%) with 18% of students meeting or exceeding EOY benchmarks.

### SPANISH Fountas and Pinnell (F&P) Levels



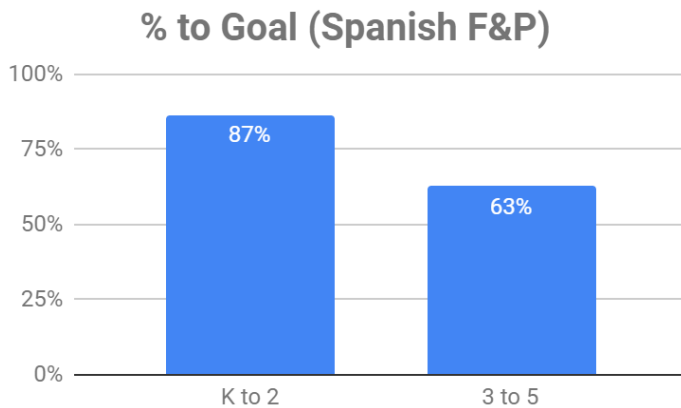
### Goal 2B: Student Growth (ENGLISH)

**Summary:** 3-5 met the 1 year growth goal. K-2 is below the goal of 1 years growth by EOY.

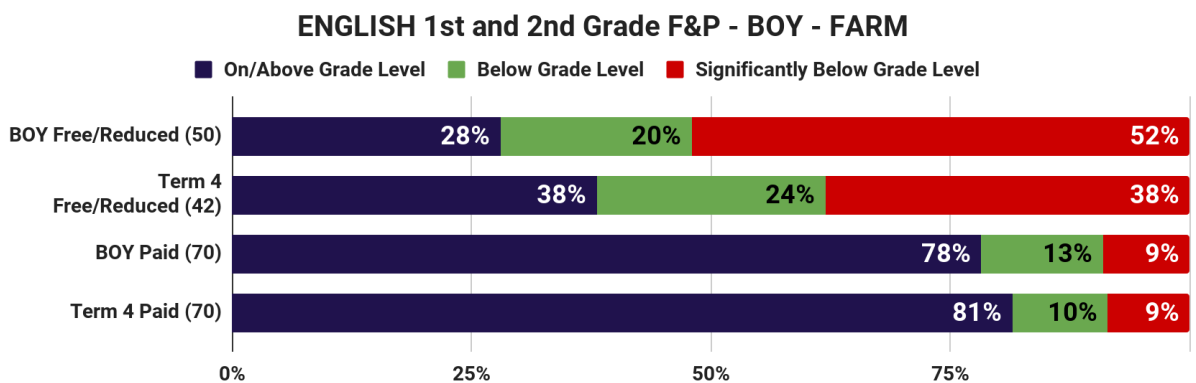


### **Goal 2B: Student Growth (SPANISH)**

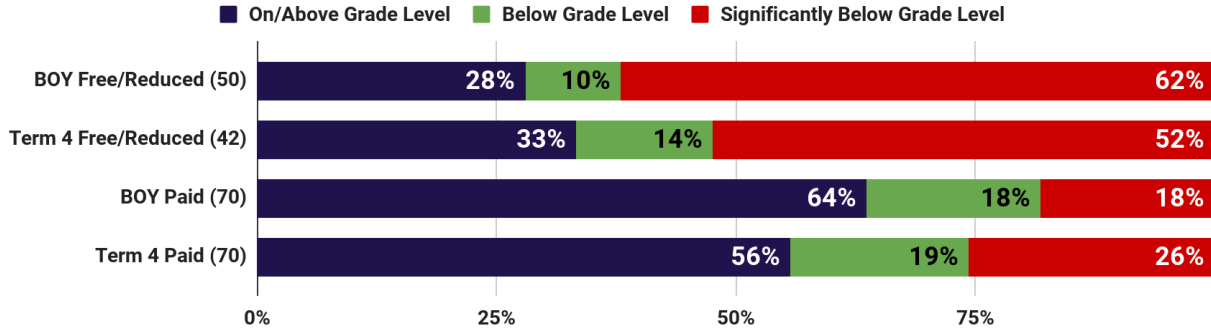
**Summary:** K-2 and 3-5 did not meet the 1 year growth goal by EOY.



**1-2 Equity Goal:** Decrease the percentage of students eligible for Free & Reduced who are significantly below grade by 50% in Spanish and English (52% to 26% or 13 students in English; 62% to 31% or 16 students in Spanish)

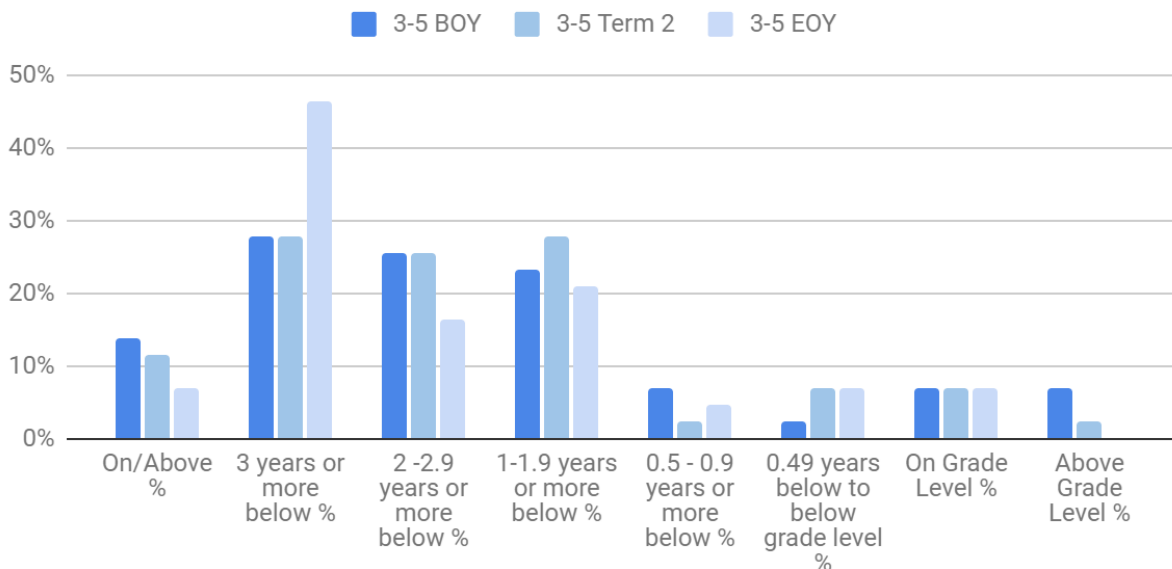


### SPANISH 1st and 2nd Grade F&P - BOY - FARM



**3-5 Equity goal: By June 2021** we will decrease the percentage of Black/African American students 3 years or more below by at least 50% (28% to 14%), and increase the percentage of Black/African American students 0.49 years below grade level (or higher) by at least 50% (7% to 21%).

### Black/African-American Student Achievement in Spanish F&P



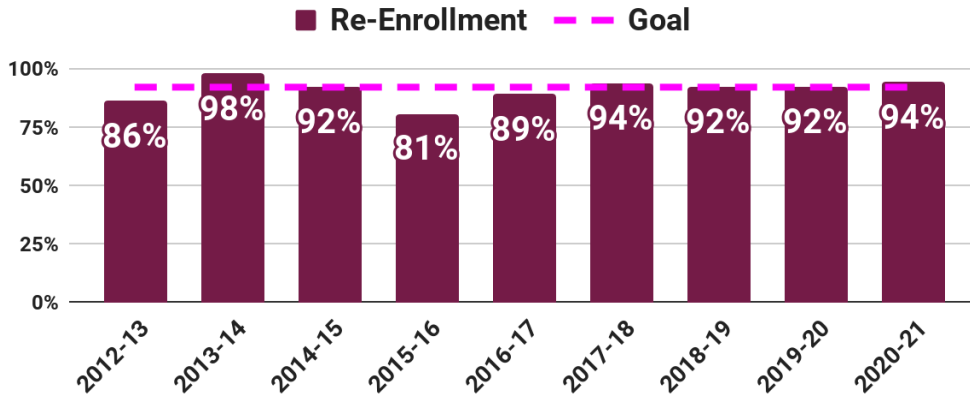
Summary

### Goal #3: School Environment (In-Seat Attendance and Re-Enrollment)

**Summary:** We are below the goal for attendance (YTD) and met the re-enrollment goal this school year.

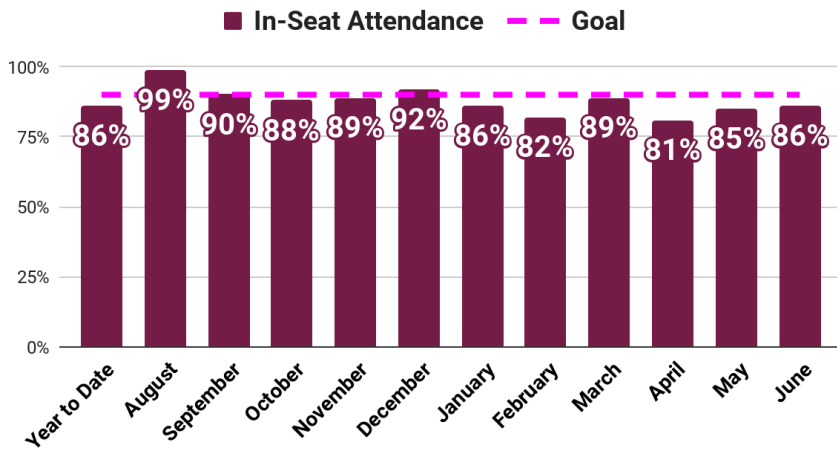
**92%** of eligible students will **re-enroll**

### Student Re-Enrollment Over Time



**90%** of enrolled students **attend school daily**

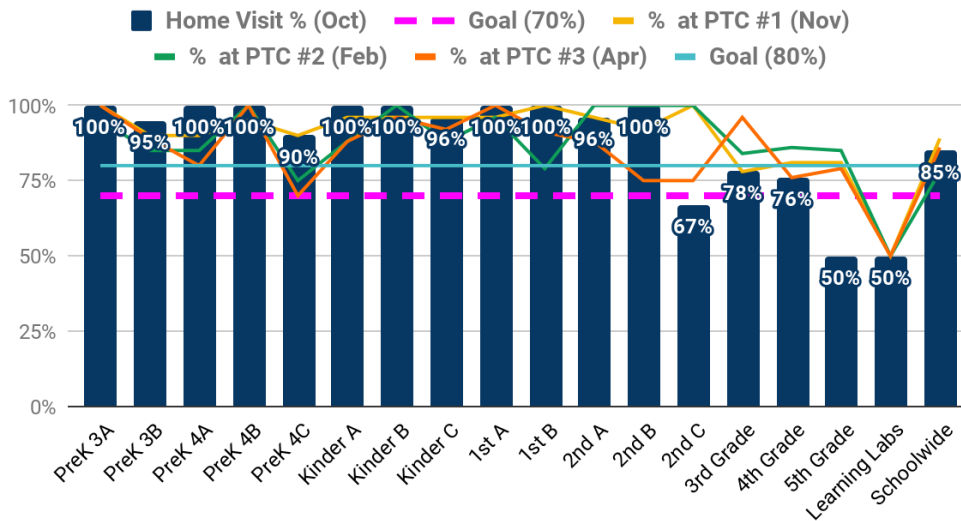
### In-Seat Attendance Rates



### Goal 3: School Environment

**Summary:** We are above goals for family engagement this school year.

## Family Engagement



### Goal 4: School Equity

- A. By June 2021, Tier 3 and 4 behavior will decrease 20% from baseline (SY 2019-20 data)
- B. By June 2021, DCB will significantly reduce the disproportionality with which subgroups are represented among Tier 3 and 4 behavior infractions
- C. By June 2021, 60% of teachers will score highly effective in both Culture of Learning and Managing Student Behavior (teacher evaluation rubric)

### Ongoing Work

- Behavior Specialists attended multi day, train the trainer workshops on Restorative Justice
- Behavior Specialists attended NNN training (virtually) and via OSSE
- Points system (negative) removed from all upper grades

### Re-opening Plan

- Due to pod needs, admins on duty will also be responding to behavior calls
- ILT meeting with Equity group bi-weekly to work to identify, and rectify, blind spots in curricula and response
- Weekly upper grade band meetings to discuss behavior, response, to identify on going bias/data trends and restorative practices needed

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 2020-21

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><b>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%</b></p> <p><b>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:</b></p> <p><b>Improvement Provision: The School Corporation has demonstrated</b></p>	Yes	School Remains Tier 1 on it's PMF score for school year 2020-21

<p><b>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.</b></p>		
<p><b>The percent of students scoring proficient or advanced will meet or exceed the state average on the state science assessment</b></p>	<p>N/A</p>	<p>State testing did not occur in school year 2020-21</p>

**B. Unique Accomplishments**

Despite COVID-19, we are pleased to share several accomplishments and milestones achieved during the 2020-21 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 2020-21 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: 474

**School Year (SY) 2020-21 Annual Report: Campus Data Report**

*A note on SY 2020-21: The COVID-19 pandemic caused DC public and public charter school to transition from remote learning to Care classroom, to hybrid model. Schools were not required to report daily attendance or discipline events in the way that was previously required. Therefore, it is important to note that the data for SY 2020-21 is unique from years past.*

Source	Data Point
PCSB	LEA Name: DC Bilingual PCS
PCSB	Campus Name: DC Bilingual PCS
PCSB	Grades served: PK3--5
PCSB	Overall Audited Enrollment: 474

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	39	59	73	47	72	49	73	62	0
Grade	7	8	9	10	11	12	Altern -ative	Adult	SPED*
<b>Student Count</b>	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><b>Total number of instructional days:</b> 180</p> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school. 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 2020-21.</i></p>
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PCSB	<b>Suspension Rate:</b> 0.00%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions:</b> 0.00%
PCSB	<b>In-Seat Attendance:</b> 86.50%*
PCSB	<p><b>Average Daily Attendance:</b>  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. <b>(No action necessary.)</b></p>
PCSB	<b>Midyear Withdrawals:</b> 0.0085.% (4 students)*
PCSB	<b>Midyear Entries:</b> 0.0% (0 students)*
PCSB	<b>Promotion Rate (LEA):</b> 100%
PCSB (SY18-19)	<b>College Acceptance Rate:</b> Not Applicable
PCSB (SY18-19)	<b>College Admission Test Score:</b> Not Applicable
PCSB (SY18-19)	<b>Graduation Rate:</b> Not Applicable

## Faculty and Staff Data Points



**Teaching Staff Degrees Include:**  
**3 Associates**  
**24 Bachelors**  
**20 Masters**  
**5 other**

<b>Last Name</b>	<b>First Name</b>	<b>Staff Member's Title</b>
Addison	Lisa	Afterschool Educator
Adis	Betel	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
Ashton Scott	Ede	Teacher Intern
Ayala	Mirna	Spanish Teacher
Baucom	Imani	English Teacher
Bellevue	Yvesh'a	English 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
Cadet	Lyndsy	Teacher Intern
Calhoun	Mary Laura	Teacher
Calvo	Regina	Afterschool Educator

Carcamo	Ana	Behavior Specialist
Carey	Morgan	Director of Human Resources, Talent, and Diversity
Casey	Elyse	Teacher
Chacon	Luz	Afterschool Educator
Chaverra Valoyes	Yenny	Teacher
Chavez	Teresa	Afterschool Educator
Cochran	Amy	Teacher
Collier	Zherah	Wellness Intern
Collins	Kristin	English Teacher
Cruz	Brian	Arrival /Dismissal Support
Cruz	Ingrid	Afterschool Educator
Cruz	Jonathan	Afterschool Educator
Cruz	Mirian	Spanish Teacher
Daniels	Quantaya	Paraprofessional
Darbouze	Kelie	English Teacher
De Mata Ribeiro	Edson	Arrival/Dismissal Support
Dodson-Cardenas	Nadia	SPED Manager
Diaz	Paulina	K-2 Spanish Teacher
Dorado	Anthony	English Teacher
Drescher	Jacquelyn	Assistant Principal 3-5
Eisenberg	Marina	Director of Operations
Eisenberg	Simon	English Teacher
Ellison	Mark	English Teacher
Escobar	Gloria	ECE Teacher
Escobar	Virginia	Kitchen Support
Ferrufino	Cheila	Arrival/Dismissal Support
Ferrufino	Ritza	SPED Admin/Behavior



		Specialist
Figueroa	Anacamila	Enrollment & Office Manager
Flores	Maria	Afterschool Educator
Galo	Jhoselyn	Arrival/Dismissal Support
Garcia	Ashley	Afterschool Educator
Gomez	Gema	Arrival/Dismissal Support
Gonzalez-Rodriguez	Leidy	Spanish Teacher
Guerra	Iris	Kitchen Support
Guzman	Ana	Kitchen Support
Hedji	Pierre	Health/PE Teacher
Herman	Hans	Teacher Intern
Hernandez	Doris	Kitchen Support
Hernandez	Mirna	Kitchen Support
Hernandez Araque	Isabela	Instructional Specialist
Hill	Courvaun	Arrival /Dismissal Support
Hiu	Shawna K	Arrival /Dismissal Support
Howard	Daniel	Arrival /Dismissal Support
Ibarra	Roxana	ECE Teacher
Izaguirre	Loanish	Intern
Janssen	Maria	Spanish Teacher
Jimenez Acosta	Elba	Paraprofessional
Jokisch Polo	Christine	Bilingual Counselor
Johnson	Benjamin	Arrival/Dismissal
Keller	Francis	Development & Communications Manager
Kays	Aidan	Sub Receptionist
Kurtz	Heather	Assistant Principal PK-2
Lau	Gloria	Teacher Intern

Leguia	Catherine	English Teacher
Lizarralde	Marina	Spanish Teacher
Liotta	Allison	English Teacher
Lopez Cruz	Maria	ECE Teacher
Ly	Hong Lien	Long Term Substitute Teacher
Maldonado	Jennifer	Arrival/Dismissal Support
Martinez	Ambar	Spanish Teacher
Mccabe	Eleni	Principal PK-2
Mckeeth	Hannah	Spanish Teacher
Medina-Alarcon	Beverly	English Teacher
Mejia Batista	Caroline	Main office Assistant
Mendez Hereaux	Fidias	Maintenance Support
Mendez	Maria Elena	Spanish Teacher
Mendieta	Damian	Spanish Teacher
Mengesha	Eden	Afterschool Educator
Miller-Vierra	Shelsie	Culinary and Gardening Educator
Molina	Karen	Paraprofessional
Moreno	Martha	Intern
Monterroza Pineda	Jose	Maintenance Support Lead
Mulhern	Cecelia	English Teacher
Nolasco	Nora	Afterschool Educator
Osorio	Anastasia	Arrival/Dismissal Support
Palacios Cordoba	Cristian	Afterschool Educator
Pena	Roddy	Music Teacher
Pitty	Felix	Language Specialist
Rainford	Justine	Arrival/Dismissal Support

Ramirez Diaz	Elvia	Arrival/Dismissal Support
Ramnath	Rohini	Resident Principal 3-5
Redd	Trayon	Paraprofessional
Reichler	Yael	Coordinator, Hive Extended Day Program
Rengifo Cordoba	Euclides	Spanish Teacher
Reyes	Kimberlyn	Substitute 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	After School Educator
Romero	Carolina	Main office Assistant
Rosario	Lorena	Spanish Teacher
Salmeron	Yuri	Arrival/Dismissal Support
Santana	Katia	Spanish Coach & Coordinator
Serrano Sanchez	Karen	Spanish Teacher
Shafek	Zeinab	English Teacher
Shola	Kara	Teacher Intern
Skrine	Kyla	English Teacher
Solorzano	Karla	ECE Teacher
Stirling	Catalina	After School Program Director
Sullivan	Esmeralda	Operations Manager
Suriel	Marian	English Teacher
Sutaria	Palak	Occupational Therapist
Syed	Nadia	English Teacher

Thouyaret	Alina	Instructional / Strategic Advisor
Ticho	Arielle	SPED Teacher
Tobar Martinez	Merary	Arrival/Dismissal Support
Ugarte	Maria	Substitute Teacher
Valdez	Eusevia	Operations & Compliance Coordinator
Villablanca Jara	Rodrigo	Spanish Small Group Teacher
Villalobos Esquivel	Murielle	Afterschool Educator
Vizcarra	Angela	English Teacher
Wade	Moriah	SPED Teacher
Wendirade	Desta	ECE Teacher
Winter	Cecilia	Spanish Teacher
Zamora	Garwin	Art Teacher
Zambrano	Isabel	Foodcorps Member

**B. Board roster for the 2020-2021 school year**

Board Member	DC Resident (Yes/No)	Committee/Role
Ahmar Abbas	No	Development
Naomi DeVeraux	No	Education
Denise Gershowitz	Yes	Education
Iris Juarez	Yes	Parent Representative
Maya Holt-Brockenbrough	Yes	Development
Richard Lambert	Yes	Finance/Facilities

Aaron Lemon-Strauss	Yes	Secretary/Education/ Parent Representative
Lori Parris-Brooks	Yes	Finance/Facilities
Nadia Ramey	Yes	Chair/Governance/Parent Representative
Shannon Redd	No	Development
Dara Shaw	Yes	Education
Mekdi Teddese	Yes	Finance/Facilities
Brandon Wallace	No	Education

### C. Unaudited year-end 2020-2021 financial statement

Statement	Actual (6.30.21)	Budget
<b>Revenue</b>		
State and Local Revenue	10,063,086	10,187,085
Federal Revenue	763,898	963,770
Private Grants and Donations	2,364,124	600,000
Earned Fees	125,058	398,485
Donated Revenue	100	0
<b>Total Revenue</b>	<b>13,316,265</b>	<b>12,149,340</b>
<b>Expenses</b>		
Salaries	6,095,122	6,207,448
Benefits and Taxes	1,087,468	1,165,193
Contracted Staff	30,500	31,000
Staff-Related Costs	28,920	51,050
Rent	270,980	299,605
Occupancy Service	614,719	761,435
Direct Student Expense	623,642	1,095,599
Office & Business Expense	843,283	904,445
Donated Expense	100	0
Contingency	0	233,347
<b>Total Expenses</b>	<b>9,594,734</b>	<b>10,749,121</b>
<b>Operating Income</b>	<b>3,721,531</b>	<b>1,400,219</b>
<b>Extraordinary Expenses</b>		
Interest	736,961	729,148
Depreciation and Amortization	624,735	605,919
<b>Total Extraordinary Expenses</b>	<b>1,361,695</b>	<b>1,335,066</b>
<b>Net Income</b>	<b>2,359,836</b>	<b>65,152</b>

## 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

