



School Year (SY) 2020-21 Annual Report Narrative I Dream PCS



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I. School Description

A. Mission Statement

I Dream PCS is an intentionally transformative learning community that nurtures children in grades PK3-5 to imagine and fulfill their dreams and aspirations. We collaborate with communities to customize purposeful, self-directed learning opportunities for all children.

B. School Program

I Dream PCS opened in August 2020 in the midst of the COVID-19 pandemic. 56 learners in PK3 - 2nd grades engaged in distance learning in four multi-age virtual classrooms from August 31, 2020 through April 30, 2021. In-person learning began on May 3, 2021 for approximately 50% of the learners, while distance learning continued for the remainder.

The I Dream PCS learner-centered, strengths-based approach to learning is a collaboration between the learner, staff, and the family and incorporates the assets of the community into instruction and the classroom. We achieve this approach in four powerful ways:

Multi-age Classrooms

I Dream PCS utilizes multi-age cohorts that consider stages of child development to foster meaningful relationships over multiple years and provide opportunities for children to mentor one another. Learners have more time to progress academically and socially in multi-age cohorts. Learners also develop deeper relationships with their peers and the coaches guiding their learning.

	Early Childhood		Early Elementary		Late Elementary
Cohort Grade Span	PK3-K		1st-3rd		4th/5th
Subcohort (Classroom) Grade Span	PK3/PK4	PK4/K	1st/2nd	2nd/3rd	4th/5th

Dream Time

Curiosity is essential to deep learning and innovation. Dream Time is inspired by Google's 20% Time. Employees at Google and other innovative tech companies like Yahoo!, LinkedIn and Apple spent 20% of their work time each week developing passion projects. Gmail is an example of a popular innovation that emerged from this practice at Google.

Dream Time is the core component of the I Dream PCS learning model, where learners develop a growth mindset to pursue the unknown & risk making mistakes, which cultivates courage. They take ownership of their learning by making decisions about what & how they will learn, which cultivates self-direction. They transfer knowledge and skills across content and contexts, which cultivates creativity.

In Early Childhood (PK- K) cohorts, Dream Time is not very different from best practices. Coaches build a classroom culture where each learner is known and their interests, strengths, and needs are honored. The learning environment is set up to provide self-directed access to materials and nurture individual and group curiosities. In Early Elementary (1st-3rd grade) cohorts, adult coaches provide more guidance for research and exploration during Dream Time. In Late Elementary (4th/5th grade) cohorts, learners will work more independently or collaborate more with peers.

I Dream PCS coaches conference with and observe learners to document the skills learners use in the explorations and to guide them to transfer the skills and knowledge to their academic learning. Coaches also guide learners to apply the concepts and skills they learned in academic classes during Dream Time.

Dream Collaborators, community members with expertise in a learner's area of interest, often team with learners during this time of experiments, research, building and designing. Dream Collaborators may volunteer in the school or communicate with learners virtually.

All learners co-create goals for Dream Time with their families and coaches that are included in their Customized Learning Plans.

Customized Learning Plans

Every learner at I Dream PCS co-creates a Customized Learning Plan (CLP) with his/her coaches and family to track progress on academic, social emotional learning (SEL), and Dream Time goals. The purpose of the CLP is to engage learners in setting goals with coaches and their families to tailor instruction to the learning needs and interests of the learner. This gives learners the reins to direct their learning through regular reflection and self-assessment of goals with a caring and supportive team of adults. Individualized Education Plans (IEPs) and Individualized Language Plans (ILPs) are the primary learning plans for learners with disabilities and English language learners to ensure they receive the appropriate services, accommodations and modifications to access grade level content. Their CLPs include their Dream Time goals. Because every learner has a learning plan, negative perceptions and stigmatization of learners with special needs are mitigated. Everyone has strengths and areas for growth. The CLP process is used to ensure all learners are exposed to joyfully rigorous grade level content and have meaningful, challenging goals that enable them to meet high expectations and to thrive.

Community Time

Research shows that learners who engage in social emotional learning demonstrate better academic performance, positive attitudes and reduced stress. I Dream PCS learners meet daily in Community Time with their coaches and classroom peers to develop their emotional intelligence and healthy relationships with themselves and others. I Dream PCS embraces The Collaborative for Academic, Social, and Emotional Learning (CASEL) 5 Core Competencies as the Community Time standards. Social emotional learning is also a focus across content areas at I Dream PCS. Learners routinely develop their relationships skills and social awareness through participation in the various collaborative structures used

across instruction. They develop self-management, self-awareness, and responsible decision-making skills to gradually take greater ownership of their learning.

Starting a new school is stressful for everyone. To add to that, many of our learners come to school with trauma in their lives and from the impact of living through a global pandemic.. We want our learners to have a sense of belonging and develop the ability to communicate their thoughts and feelings. At I Dream PCS, we implement Bears, Bears, Everywhere, a social emotional learning approach based on research in Attachment Theory and designed to help children connect with their feelings and to express them in constructive ways.

Restorative Justice

Restorative Justice is a way of being. I Dream PCS embraces restorative practices not only in our classrooms, but also in our adult interactions and school environment.

In alignment with our core values: Equity, Relationships, Purposeful Work, and Collaboration, we are intentional in creating a safe, inclusive, caring school environment by nurturing restorative relationships with and between staff, learners, families and community members. I Dream PCS places the maintenance of healthy, positive relationships and the needs of all involved: those who are harmed, the harmers, and the entire school at the center of our approach to building genuine community. We also walk the talk of restorative practices in our policies and procedures.

II. School Performance

A. Performance and Progress

The I Dream PCS Annual School Performance Plan includes mission-specific goals internal to I Dream PCS and Performance Management Framework goals required by the DC Public Charter School board to achieve the story we want to tell, our theory of action:

When we give black and brown children from undervalued communities AND THE ADULTS WHO CARE FOR THEM the confidence and skills to learn through their passions and dreams, while developing their sense of self and their value in a true community, they will challenge themselves to learn deeply, express who they are, and know who they are in this world to be.

The goals stated in the School Performance Plan are accompanied by general statements of the strategies and tools we will use to achieve the Literacy, Social Emotional, School Culture & Climate, Operations, and Finance goals.

Attendance is an important indicator of learner success in school. An attendance goal is included in the School Culture & Climate focus area of the school performance plan. A 95% In-Seat Attendance Rate was our goal before the COVID-19 pandemic. From August 2020 through April 2021, 100% of I Dream PCS learners engaged in distance learning. Virtual classroom attendance for young learners required parents, grandparents, and child care providers to log in learners on the online platform and ensure learners engaged in

synchronous learning in the mornings four days a week, asynchronous learning on Wednesdays, and small group or 1:1 sessions in the afternoons or evenings based on family schedules. I Dream PCS offered in-person learning in May and June, and about half of our PK3-2nd grade learners entered the building to learn while the remainder continued learning in virtual classrooms. Our In-Seat Attendance Rate at the end of the year was 69.5%. While this percentage is well below the sector average, we saw a 7% increase in the attendance of learners who engaged in learning in-person in May and June.

Administering MAP Reading and Math Growth Assessments virtually in the fall and winter proved a challenge for I Dream staff and families. Training staff and families to conduct online test environments took time and lots of collaboration. Quiet spaces for learners at home without adult or sibling assistance required diligence. A significant number of learners were absent during the testing windows, so the data we were able to collect is limited. In the end, 23% of learners in K-2nd grades met growth goals on the Spring 2021 MAP Reading Growth Assessment. This percentage was a 20 percentage point decline from the fall and 8 percentage points lower than the winter. 18% of learners in K-2nd grades met growth goals on the Spring 2021 MAP Math Growth Assessment. Similar declines from fall and winter occurred. While the decline is significant, the spring MAP growth is the most accurate because the learners assessed were in-person and completed the tests independently. The change from an online testing environment in the fall and winter to in-person in the spring made it impossible to compare MAP growth data over time.

Over 70% of PK learners met their goal in each domain of the Teaching Strategies GOLD assessments. Every domain had an increase in the percentage of learners meeting or exceeding goals from Fall to Spring.

B. Unique Accomplishments

I Dream PCS is proud of the various accomplishments we've achieved during this challenging year. Opening in a pandemic had its challenges for all schools. We are particularly proud of being a first year school opening during the pandemic. In a year in which parents decided in record numbers to not enroll their children (particularly in PK), we were able to boost enough excitement in the community to be able to open our doors for I Dream PCS's inaugural school year. Despite our entire school operating virtually, we ensured 100% of the families who needed technology to access virtual learning had it. A primary component of early learning is social emotional learning, interaction, and building relationships. Our amazing staff were able to create joyful communities virtually that engaged all learners.

I Dream PCS successfully transitioned to in-person learning in May 2020. We were intentional about every aspect of opening and are proud that we did not report a single positive case of COVID-19 during the weekly testing between our May opening and the end of Summer School in July.

New schools also require additional funding to get off the ground and build up the infrastructure of the organization. We successfully applied for and received donations and grants from both private individuals and philanthropic foundations. We will be forever

grateful for these partnerships and look forward to continuing to work with everyone that helped I Dream become a reality.

C. List of Donors

Donor Name
John Schutty
Lynn and Richmond Abbe
Linette Rodgers
Studio Twenty Seven Architecture
Natalia Bovkun
Joseph Family Fund (Ted Joseph)
228 Accelerator (Caroline Hill)
John Boochever
Duretti Fufa
HomeFree-USA (Milan Giffin)
Charles Moore
John Boochever
Jonathan Poullard

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

Source	Data Point
PCSB	LEA Name: I Dream PCS
PCSB	Campus Name: I Dream PCS
PCSB	Grades served: PK3-2
PCSB	Overall Audited Enrollment: 56

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	17	14	15	5	5	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

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

Student Data Points

School	Total number of instructional days: 180
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 69.1%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 5.4% (3 students)*
PCSB	Midyear Entries: 3.6% (2 students)*
PCSB	Promotion Rate (LEA): Not Applicable
PCSB (SY19-20)	Graduation Rate: Not Applicable
School	College Acceptance Rate: N/A

(SY19-20)	
School (SY19-20)	College Admission Test Score: N/A

Faculty and Staff Data Points

School	Teacher Attrition Rate: 50% (3/6 non- teacher prep program teachers left)
School	Number of Teachers: 6 (12 including teachers in a teacher prep program)
School	Teacher Salary: Average: \$65,647 Range -- Minimum: \$58,000 Maximum: \$70,917
School	Executive Compensation: Janine Gomez, Executive Director, \$110,000 Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21.

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY20-21 Charter Sector Attendance Qlik application as of August 2021. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2020-21, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

Appendices

A. Staff Roster

Staff Name	Responsibility	Qualification
Alexiya Wilson	K/1 grade Special Education Coach	Master
Bryan Miller	1/2 grade Assistant Coach	Bachelor
Celestelle Webster	PK Coach	Bachelor
Erin Hudson	Principal	Master
Janine Gomez	Executive Director	Master
Kayla Shelton-Burleigh	1/2 grade Coach	Master
Leensa Fufa	Director of Inquiry and Learning	Master
Loretta Rosinko	K/1 Coach	Bachelor
Mark Henderson	Operations Manager	Bachelor
Marpu Biawogei	Support Specialist	Master
Maryam Banire	K/1 grade Assistant Coach	Bachelor
Matthew Whitnall	Director of Operations	Master
Rashaa Langston	PK Assistant Coach	Bachelor
Rianna Castor	PK Assistant Coach	Bachelor
Samirah Ali	PK Special Education Coach	Bachelor
Sydni Cubia	PK Assistant Coach	Bachelor
Tameron Colbert	PK Assistant Coach	Bachelor
Tela McNeill	PK Coach	Master

B. Board Roster

Name	Position	DC Resident	Other Position
Janine Gomez	Ex-Officio; ED	Y	
Chante Chambers	Vice Chair	N	School Performance Committee Member
Dickey Comeaux	Director	Y	
Douglas Hollis	Secretary	N	
Kandis Gibson	Board Chair	N	Parent Complaint Liaison for PCSB
Kerron Kalloo	Director	N	School Performance Committee Chair
Natalia Bovkun	Director	Y	Finance Committee Member
Ted Joseph	Treasurer	N	Finance Committee Chair
Tony Keith Jr.	Director	Y	
John Boochever	Director	Y	Finance Committee Member

C. Unaudited Year-end 2020-21 Financial Statement

Income Statement				
I Dream Public Charter School				
July 2020 through June 2021				
			4	
				FY21
Income Statement				Actual
Revenue				
	State and Local Revenue			1,320,841
	Federal Revenue			490,960

	Private Grants and Donations	362,261
	Earned Fees	1,514
	Total Revenue	2,175,576
Expenses		
	Salaries	912,596
	Benefits and Taxes	258,340
	Contracted Staff	32,200
	Staff-Related Costs	10,603
	Rent	102,237
	Occupancy Service	59,512
	Direct Student Expense	322,735
	Office & Business Expense	291,843
	Total Expenses	1,990,067
Operating Income		185,509
Extraordinary Expenses		
	Interest	12,202
	Depreciation and Amortization	133,665
	Total Extraordinary Expenses	145,867
Net Income		39,642
Cash Flow Statement		Actual
Net Income		39,642
Cash Flow Adjustments		

	Add Depreciation	133,233
	Operating Fixed Assets	(125,790)
	Other Operating Activities	(50,499)
	Per-Pupil Adjustments	0
	Restricted Equity	26,200
	Unrestricted Equity	(26,200)
	Facilities Project Adjustments	(184,673)
	Total Cash Flow Adjustments	(227,730)
Change in Cash		(188,087)

D. Approved 2021-22 Budget

Board Approved Budget		SY21-22
Revenue		
	Per Pupil Charter Payments - General Education	1,505,655
	Per Pupil Charter Payments - Categorical Enhancements	545,139
	Per Pupil Facilities Allowance	357,840
	Federal Funding	398,837
	Other Government Funding/Grants	95,922
	Private Grants and Donations	150,000

	Revenue Total	3,053,392
Expenses		
	Principal/Executive Salary	182,000
	Teachers Salaries	543,180
	Special Education Salaries	311,420
	Business/Operations Salaries	168,300
	Administrative/Other Staff Salaries	127,200
	Employee Benefits and Payroll Taxes	332,046
	Educational Supplies and Textbooks	40,850
	Student Assessment Materials/Program Evaluation	3,500
	Contracted Student Services	358,330
	Food Service	98,157
	Other Direct Student Expense	23,273
	Rent	109,140
	Depreciation (facilities only)	116,387

	Interest (facilities only)	2,620
	Building Maintenance and Repairs	40,300
	Contracted Building Services	111,858
	Other Occupancy Expenses	15,300
	Office Supplies and Materials	18,634
	Office Equipment Rental and Maintenance	3,000
	Telephone/Telecommunications	21,420
	Legal, Accounting and Payroll Services	93,043
	Insurance	15,000
	Professional Development	70,000
	PCSB Administrative Fee	25,647
	Interest Expense (non-facility)	185
	Depreciation and Amortization (non-facility)	26,919
	Other General Expense	86,135
	Expenses Total	2,943,844

NET ORDINARY INCOME		109,549
TOTAL EXPENSES		2,943,844
NET INCOME		109,549
Cash Flow Adjustments		
	Add Depreciation	138,355
	Operating Fixed Assets	(27,199)
	Other Operating Activities	15,158
	Facilities Project Adjustments	(154,092)
	Cash Flow Adjustments Total	(27,778)
CHANGE IN CASH		81,771
Starting Cash Balance		557,570
Change In Cash		81,771
ENDING CASH BALANCE		639,341