



ANNUAL REPORT 2021-2022

Nadia Ramey, Board Chair
Daniela Anello, Head of School

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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

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



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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 2021-22, included 490 Pre-K3 through 5th grade students of whom 49% were Latino, 17% African American, 31% white, and 3% two or more races. In the same year, 40% of DC Bilingual students qualified for free or reduced lunch, 32% 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 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.

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, and 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.

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 2021-22 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.
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](#): DC Bilingual's YouTube channel includes recordings of schoolwide event livestreams, hands-on activities, read alouds, and other fun video content for students and families to enjoy.
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 the Blackboard platform, 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.
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.
11. Family-Teacher Conferences (FTCs) & 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. Our Expos bring families and staff together while distributing academic and well-being resources and information.

During school year 2021-22, three FTCs took place on the following dates:

- FTC 1: Tuesday, November 23 (1-4pm), and Wednesday, November 24 (8-4pm)
 - FTC 2: Thursday, February 3 (1-4pm), and Friday, February 4 (8-4pm)
 - FTC 3: Thursday, April 21 (1-4pm), and Friday, April 22 (8-4pm)
12. School year 2021-22 [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 2021-22 includes:

- 401 students (82%) participated in a virtual home visit
- FTC 1: 90% virtual attendance
- FTC 2: 88% virtual attendance
- FTC 3: 87% virtual attendance

II. School Performance

A. Performance and Progress

1. Progress toward mission

During the 21/22 school year, DCB continued measuring rigorous academic goals and tracked progress made towards these throughout the school year.

DCB SY 21/22 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.

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

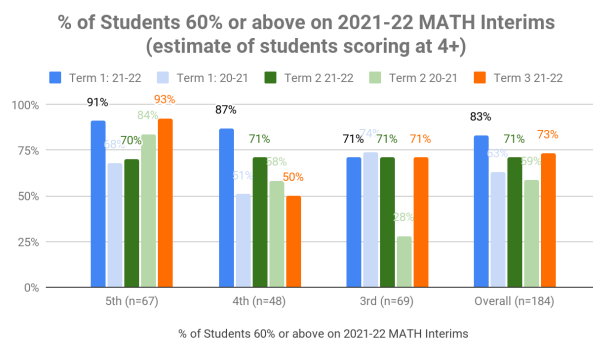
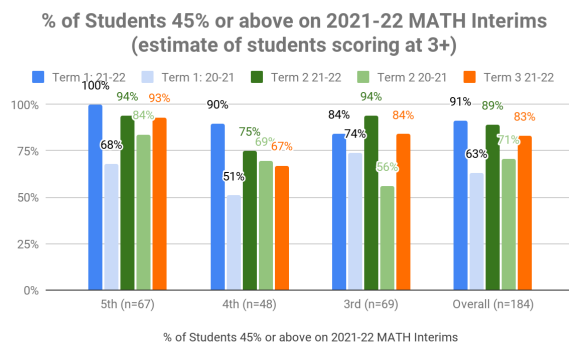
Goal 3: School Environment (Attendance and Re-enrollment)

- A. 90% 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).

Progress made toward mission August 2021-June 2022

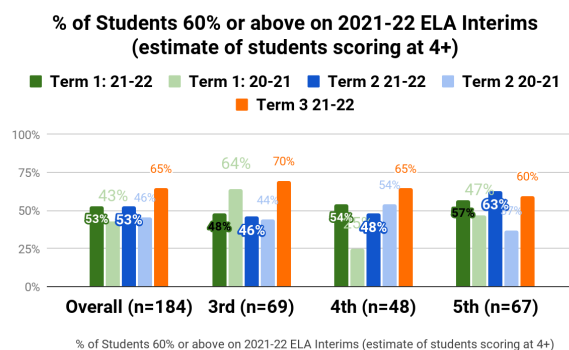
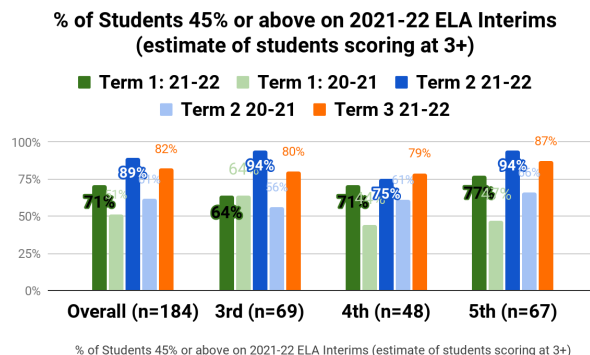
Goal 1A: Student Achievement (MATH)

Summary: 3rd, 4th, 5th and schoolwide percentages exceeded goals and previous year's results for 45% or more, 3rd, 4th, 5th and schoolwide percentages met or exceeded goals and/or previous year's results for 60% or more.



Goal 1A: Student Achievement (ENGLISH)

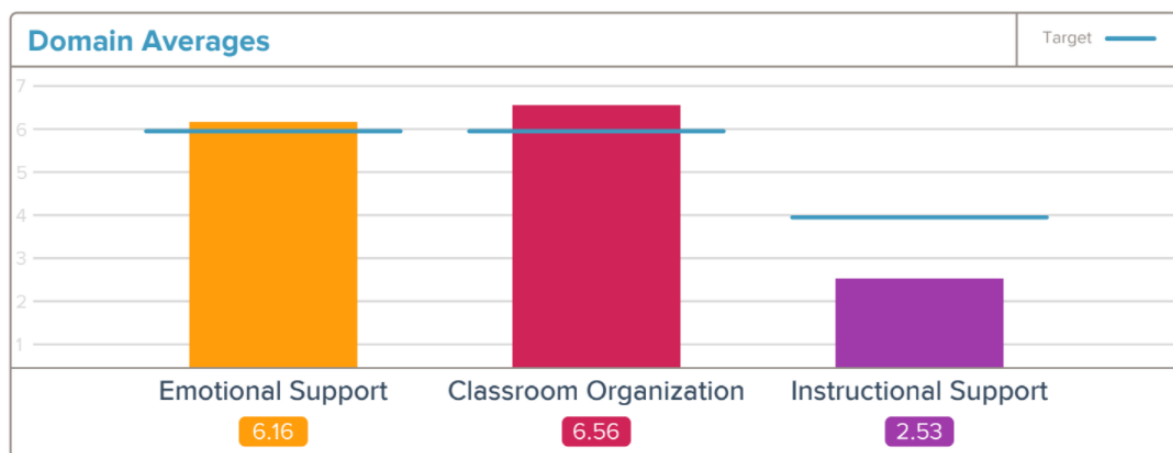
Summary: 3rd, 4th, 5th and schoolwide percentages met or exceeded goals and previous year's results for 45% or more. 3rd, 5th and schoolwide percentages met or exceeded goals and previous year's results for 60% or more.



Goal 1B: Student Achievement (CLASS/PK)

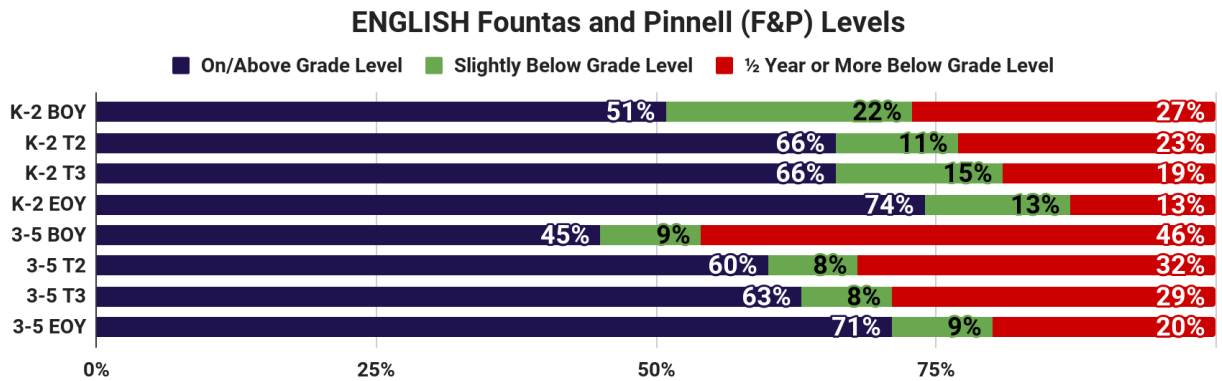
Summary: DCB's PK program exceeded its goal of 6 in both Emotional Support and Classroom Organization. The PK program did not meet the Instructional Support goal of 3.5.

Overall Program Averages



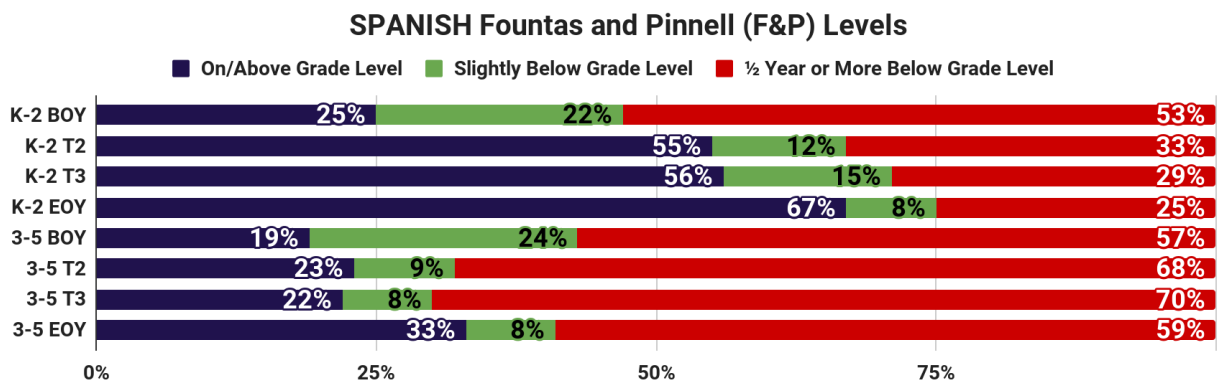
Goal 2A: Student Achievement (ENGLISH)

Summary: K-5 met the goal of increasing the percentage of students On/Above Grade level by 10 percentage points.



Goal 2A: Student Achievement (SPANISH)

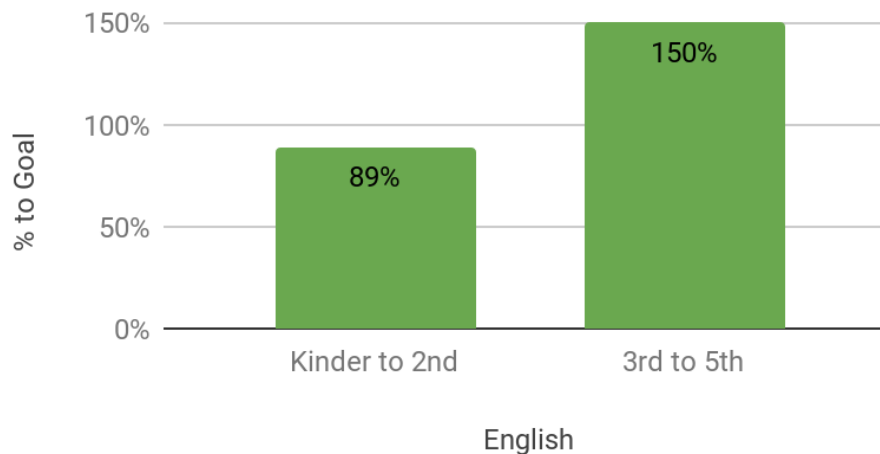
Summary: K-5 met the goal of increasing the percentage of students On/Above Grade level by 10 percentage points.



Goal 2B: Student Growth (ENGLISH)

Summary: 3-5 is above expectation of growth. K-2 is slightly below.

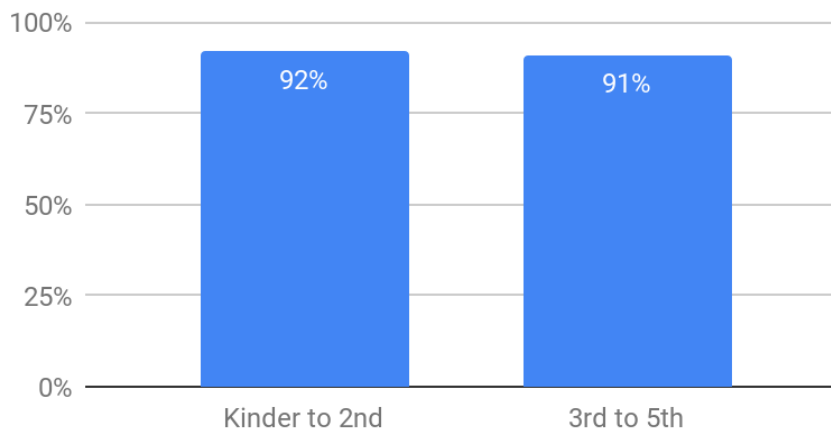
% to 1 year of average growth in English



Goal 2B: Student Growth (SPANISH)

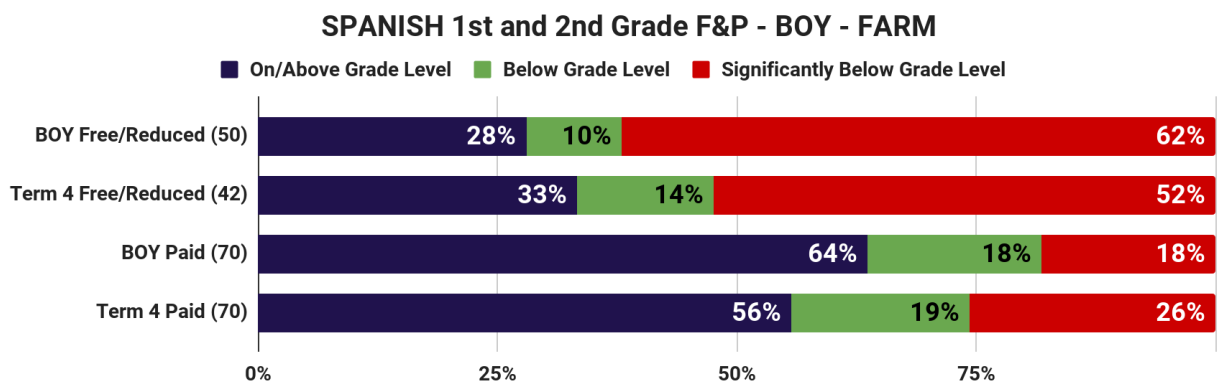
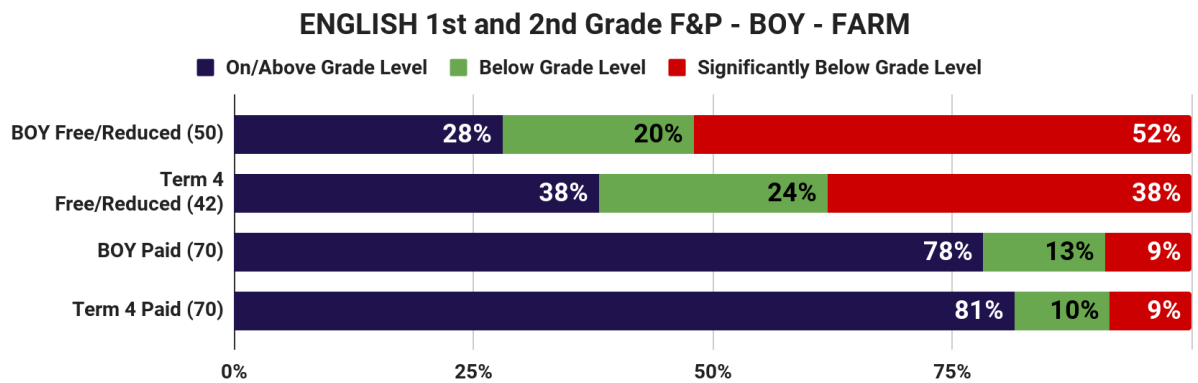
Summary: K-5 is slightly below expectation for growth this year.

% to 1 year of average growth in Spanish



Goal 2C: 1-2 Equity Goal:

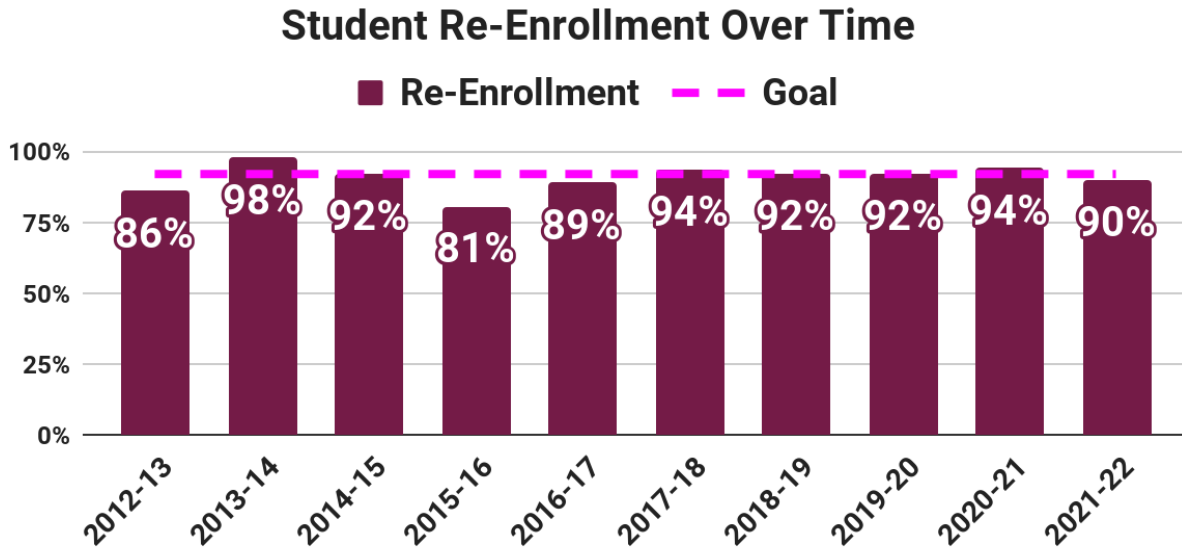
Decrease the percentage of students eligible for Free & Reduced who are significantly below grade by 50% in Spanish and English (52% to 26% or 13 students in English; 62% to 31% or 16 students in Spanish).



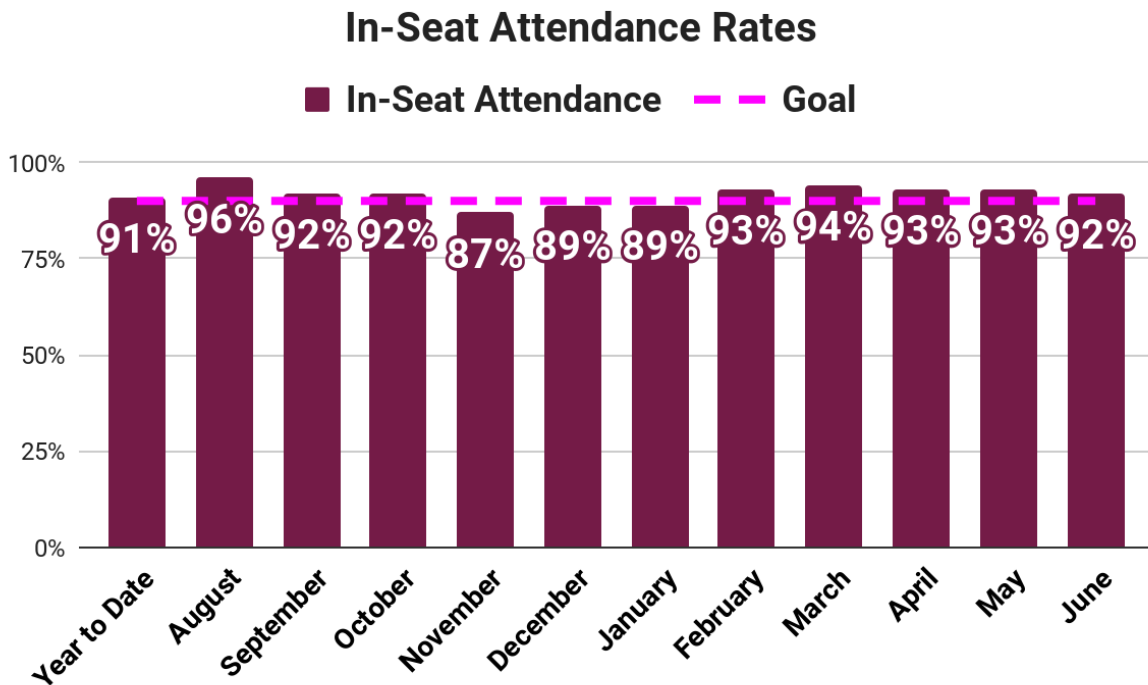
Goal 3: School Environment (In-Seat Attendance and Re-Enrollment)

Summary: We are above goal for attendance (YTD) and projected to meet re-enrollment goal.

90% of eligible students will re-enroll



92% of enrolled students attended school daily



2. Charter Goals

DC Bilingual-specific goal	Goal met or not met	Evidence
The percent of students scoring proficient or advanced will meet or exceed the state average on the state science assessment.	N/A	Results not available at time of this report.

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>	Yes	School Remains Tier 1 on it's PMF score for school year 2021-22
The percent of students scoring proficient or advanced will meet or exceed the state average on the state science assessment	N/A	Results not available at time of this report.

B. Unique Accomplishments

We are pleased to share that during the 2021-2022 school year, on average, DC Bilingual students in grades 3rd-5th outscored students from the same age group on PARCC standardized tests for math & literacy. For those classified as special education or English-language learners, DC Bilingual students ranked among the top performing public charter schools in DC.

Additionally, we are proud to be named a US Department of Education National Green Ribbon School for 2021.

C. List of Donors (\$500+)

Aaron Lemon-Strauss & Samantha Trepel
Abigail Rybnicek
Ahmar Abbas
Aisha Flucker
Alan & Amy Meltzer Family Foundation
Ann Christ
Anonymous
Arent Fox
Behavioral and Educational Solutions
Boeing
Carolina Rodriguez Garcia
Catherine Robinson
Charter School Growth Fund
CharterFolk
Chloe & Tony Viola
Chris Barrett
CityBridge Foundation
Coastal Sunbelt Produce
Community Foundation of Greater Des Moines
Conor Williams & Gwennan Hollingworth
Dana Kuan & Joel Schafer
Dimick Foundation
Dodge Family Fund
Eagle Bank
Ecoverde Maids
EdOps
Emeril Lagasse Foundation

Emerson Collective
Facebook Payments
Farrin Anello
Fidelity Charitable
Gary & Vicky Mierau
GENYOUth
Gilbane Building Company
Greater Washington Community Foundation
Jackie Gran
John Campbell
Jon Keplinger
Jonelle Anamelechi
Judith & Dennis Fradin
Julia and Bob Anello
Julia Pool
Kellie Bengtson
Lacy Perry
Larry and Kathi Zimpleman
Mary Pendergast
Mayor's Office on Latino Affairs
Morgan Stanley GIFT Fund
Morse and Betty Johnson Family Foundation
Morse and Betty Johnson Family Foundation, Inc.
Nadia Ramey & Jeremiah Wright
Naomi DeVeaux
National Alliance for Public Charter Schools
National Philanthropic Trust
Nina Randolph
Nora Roberts Foundation
Professional Maintenance Management, Inc
Safisha Mance Thomas & Frank Thomas
Schwab Charitable
Share Fund
Tamela Sterling
The Jewish Federation of Greater Washington
The Meltzer Group
The Morris and Gwendolyn Cafritz Foundation
Walter A. Bloedorn Foundation

III. School Level Data 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

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	45	70	72	71	48	69	47	68	0
Grade	7	8	9	10	11	12	Alt.	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

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

Student Data Points

School	Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 0.20%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 91.10%
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.)

IV. Appendices

A. Staff roster for the 2021-22 school year

DC Bilingual Public Charter School Staff Roster		
School year 2021-2022		
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	Excutive 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 2021-2022 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 2021-2022 financial statement

Income Statement		
DC Bilingual PCS		
July 1, 2021, June 30, 2022		
Income Statement		SY21-22
Revenue		
	State and Local Revenue	10,525,904
	Federal Revenue	1,380,905
	Private Grants and Donations	443,137
	Earned Fees	1,354,995
	Donated Revenue	0
	Total Revenue	13,704,941
Expenses		
	Salaries	7,468,510
	Benefits and Taxes	1,255,465
	Contracted Staff	27,450
	Staff-Related Costs	79,848
	Rent	307,605
	Occupancy Service	714,037
	Direct Student Expense	1,103,931
	Office & Business Expense	1,077,828
	Donated Expense	0
	Contingency	0
	Total Expenses	12,034,673
Operating Income		1,670,268
Extraordinary Expenses		
	Interest	429,820
	Depreciation and Amortization	687,684
	Total Extraordinary Expenses	1,117,504
Net Income		552,764

Income Statement			
DC Bilingual PCS			
July 1, 2021, June 30, 2022			
Balance Sheet			6/30/2022
Assets			Year End
Assets			
	Current Assets		
		Cash	6,117,096
		Accounts Receivable	1,014,662
		Other Current Assets	134,551
		Intercompany Transfers	0
		Total Current Assets	7,266,310
	Noncurrent Assets		
		Facilities, Net	31,028,242
		Operating Fixed Assets, Net	355,708
		Restricted Cash	581,453
		Total Noncurrent Assets	31,965,403
	Total Assets		39,231,713
Liabilities and Equity			Year End
Liabilities and Equity			
	Current Liabilities		
		Accounts Payable	1,626,887
		Other Current Liabilities	2,434,306
		Accrued Salaries and Benefits	580,232
		Total Current Liabilities	4,641,425
	Equity		
		Unrestricted Net Assets	6,957,449
		Net Income	552,764
		Temporarily Restricted Net Assets	48,909
		Total Equity	7,559,122
	Long-Term Liabilities		
		Senior Debt	24,438,831
		Subdebt	2,000,000
		Other Long-Term Liabilities	592,335
		Total Long-Term Liabilities	27,031,166
	Total Liabilities and Equity		39,231,713

D. Approved 2021-2022 budget

DC Bilingual		
FY23 Budget (Board Approved)		
Revenue		
	State and Local Revenue	11,808,266
	Federal Revenue	2,539,672
	Private Grants and Donations	552,184
	Earned Fees	809,935
TOTAL REVENUE	Revenue Total	15,710,058
Expenses		
	Salaries	8,248,169
	Benefits and Taxes	1,449,596
	Contracted Staff	32,427
	Staff-Related Costs	69,660
	Rent	307,605
	Occupancy Service	824,625
	Direct Student Expense	1,553,032
	Office & Business Expense	1,089,647
	Contingency	157,101
	Expenses Total	13,731,864
NET ORDINARY INCOME		1,978,194
Extraordinary Expenses		
	Depreciation and Amortization	1,112,642
	Interest	820,182
	Extraordinary Expenses Total	1,932,824
TOTAL EXPENSES		15,664,687
NET INCOME		45,370
Cash Flow Adjustments		
	Add Depreciation	1,112,642
	Operating Fixed Assets	(278,483)
	Other Operating Activities	(3,758,024)
	Facilities Project Adjustments	1,598,819
	Cash Flow Adjustments Total	(1,325,046)
CHANGE IN CASH		(1,279,676)
Starting Cash Balance		7,194,986
Change In Cash		(1,279,676)
ENDING CASH BALANCE		5,915,310