



**School Year (SY) 2021-22 Annual Report Narrative  
I Dream PCS**

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## I. School Description

### A. Mission Statement

I Dream PCS co-designs purposeful, self-directed learning with children and families, so they have voice and choice on the path to discovering and pursuing their dreams.

### B. School Program

I Dream PCS opened in August 2020 in the midst of the COVID-19 pandemic. The 2021-2022 school year was the first year of 100% in-person learning in all grades for the entire year. This was essentially our first year of school. Virtual learning during the first year of operation was a very different experience for learners and staff. SY21-22 provided the opportunity to establish deeper relationships between staff, learners, families, and the communities we serve to truly build I Dream PCS to achieve our mission statement.

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-grade Classrooms

I Dream PCS utilizes multi-grade 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
<b>Cohort Grade Span</b>	PK3-K		1st-3rd		4th/5th
<b>Subcohort (Classroom) Grade Span</b>	PK3/PK4	PK4/K	1st/2nd	2nd/3rd	4th/5th

#### Family Engagement

**Relationships** and **Equity** are two of I Dream Public Charter School's Core Values. Healthy relationships are built on trust, with each person giving something of themselves to grow that bond. I Dream PCS honors families as their children's most important teachers, and we foster strong partnerships with families in service of every child's growth and personal success. Family engagement at I Dream PCS is cultivated through:

Partner Visits - Schools often ask families to come to the school building for meetings and events. The onus is on families to arrange their schedules and transportation to come to us. This creates a power dynamic that values schools' needs over the families'. By expecting our staff and school leaders to have some of our meetings and events in community spaces or in families' homes, we are transforming the home-school relationship in a way that

develops empathy, creates cultural understanding and acceptance, and builds trust between the most important adults in a child's education.

Customized Learning Plans - CLPs are living documents co-created with classroom coaches, learners, and families in the fall of every year. Learners share their progress on academic, social emotional learning, and dreamer goals during Learner-led Conferences several times each year. Coaches and families work together to support each learner in achieving their goals, and to celebrate successes. Learn more about CLPs in the section below.

### 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 (PS-PK) cohorts, Dream Time is embedded in interest centers. Coaches build a classroom culture where each learner is known and their interests, strengths, and needs are honored and incorporated in learning centers, a best practice in early childhood classrooms. 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, inquiry, 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.

### Curriculum Overview

I Dream PCS aligns learning to the Common Core Standards using comprehensive, research-based curricula in grades PK3-4. Our social emotional curricula is rooted in the SEL competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Review [Curriculum & Assessment Overview](#) or learn more on Our Curriculum page of the I Dream PCS website (<https://www.idreampcs.org/curriculum.html>).

## **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 our vision and mission:

#### **Our Vision**

*We envision a world where schools are spaces in which all learners experience the freedom to dream, direct their own learning, and co-design the environment that shapes their life journey.*

#### **Our Mission**

*I Dream PCS co-designs purposeful, self-directed learning with children and families, so they have voice and choice on the path to discovering and pursuing their dreams.*

I Dream PCS uses PMF goals to guide its progress, as outlined in our charter. The DC PCSB did not produce PMF scores for SY 21-22. The goals stated in the School Performance Plan are accompanied by general statements of the strategies and tools we use to achieve the Literacy, Social Emotional, School Culture & Climate, Operations, and Finance goals.

I Dream PCS did not meet its projected enrollment of 105 learners. The hesitancy of families to enroll 3- and 4-year olds in school while the virus continued to infect people of all ages significantly impacted our projections. 68 learners were enrolled on Count Day. Significant cuts in expenses and urgent fundraising enabled the school to continue operations without salary cuts or changes to the instructional model.

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 has been our goal since the school opened in August 2020. Achieving this ambitious goal was a challenge while positive COVID cases made attending school a concern and a risk. The attendance rate dropped from 90% in the beginning of the year to 69% in December 2021. That rate was lower for PK learners, at 59%.

The I Dream PCS School Team partnered with Bellwether Education Partners to engage in a continuous improvement cycle to improve attendance. Revisions to our attendance entry

and collection of excuse notes, the implementation of an Attendance Team to identify and provide support for learners with excessive absences, along with a full review and revision of our attendance policy resulted in a steady increase in attendance rates. The year ended with an average In-Seat Attendance Rate of 75.5%, six percentage points higher than last year's rate.

I Dream PCS uses differentiated instruction and flexible grouping in Literacy and Math to meet learners where they are, and to design lessons and progress monitoring that aligns with how each learner grows. A full year of in-person learning enabled learners to fully participate in the MAP Reading and Math Growth Assessments, something that was a challenge during virtual learning the previous year. Learners in K-3 who completed the MAP assessments showed a slight decline in the percentage of learners who met their Reading growth goals (from 12% last year to 11% this year), but an increase in learners to achieve their Math growth goals (from 18% last year to 28% this year).

Over 60% of PK learners met their goal in each domain of the Teaching Strategies GOLD assessments. PK learners had the strongest performances in Literacy (81%) and Math (76%).

Social Emotional Learning is just as important as academic learning at I Dream PCS. In an SELWeb assessment administered to K-3 learners, 62% said they feel safe in school, 69% said their coaches care about them, and 72% said their coaches encourage them to learn.

### **B. Unique Accomplishments**

Opening in a pandemic had its challenges for all schools. We are particularly proud of being a second year school with strong partnerships with families from Day One, partnerships that continue through the transition from virtual to in-person learning. Families and staff were apprehensive about in-person learning as the pandemic continued to linger and impact the nation. Our attendance and projected enrollment suffered, but the culture of joyfully engaging learning did not.

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 PCS in our second year of operation.

### **C. List of Donors**

<b>List of Donors FY22, \$500+</b>
NewSchools Venture Fund
EdForward
CityBridge Education
The Ferris Family Foundation

Teach For America
Ted Joseph
Walgreens
Flamboyant Foundation
John Booschever
Chante Chambers
Jen Davis
Morgan Marler
Natalia Bovkun



### III. School Year (SY) 2021-22 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: I Dream PCS
PCSB	Campus Name: I Dream PCS
PCSB	Grades served: PK3-3
PCSB	Overall Audited Enrollment: 68

#### 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>	7	19	17	14	6	5	0	0	0
Grade	7	8	9	10	11	12	Alternative	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	<b>Total number of instructional days:</b> 179 (OSSE waiver)
PCSB	<b>Suspension Rate:</b> 8.6%
PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions:</b> 0.11%
PCSB	<b>In-Seat Attendance:</b> 75.3%
PCSB	<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>
PCSB	<b>Midyear Withdrawals:</b> 11.4% (8 students)*
PCSB	<b>Midyear Entries:</b> 4.3% (3 students)*
PCSB	<b>Promotion Rate (LEA):</b> 100%
PCSB (SY19-20)	<b>Graduation Rate:</b> Not Applicable
School	<b>College Acceptance Rate:</b> N/A

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

### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate:</b> 18% (2 teachers obtained new positions within the LEA, not included in attrition)
School	<b>Number of Teachers:</b> 11
School	<b>Teacher Salary:</b> Average: \$67,179.00 Range -- Minimum: \$57,000.00                      Maximum: \$75,000.00
School	<b>Executive Compensation:</b> Janine Gomez, Executive Director, \$112,000  Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22. <ul style="list-style-type: none"> <li>● Matt Whitnall, Director of Operations, \$112,000.00 <ul style="list-style-type: none"> <li>○ Note: This includes the \$10K PCR Stipend</li> </ul> </li> <li>● Erin Hudson, Principal, \$102,000.00</li> </ul>

\*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY21-22 Charter Sector Attendance Qlik application as of August 2022. 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 2021-22, 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

<b>Staff Name</b>	<b>Responsibility</b>	<b>Qualification</b>
Marites Duldulao	PK3/PK4 Lead Coach	Master
Celestelle Webster	PK4/K Lead Coach	Master
Monet Oliver	PK3/PK4 Coach	Associate
Jailah Hill	PK3/PK4 Coach	Bachelor
Erin Hudson	Principal	Master
Janine Gomez	Executive Director	Master
Dainti Richards	K/1 Lead Coach	Master
Leensa Fufa	2/3 Lead Coach	Master
Loretta Durr	K/1 Lead Coach	Bachelor
Mark Henderson	Operations Manager	Bachelor
Marpu Biawogei	Support Specialist	Master
Naomi Washington-Roque	K/1 Coach (Floater)	Master
Matthew Whitnall	Director of Operations	Master
Angela Peyton	2/3 Coach (Floater)	Associate
Jeff Peoples	Dedicated Aide	Associate
Samirah Ali	K-3 Special Education Coach	Bachelor
Sydni Cubia	PK Special Education Coach	Bachelor

**B. Board Roster**

<b>Name</b>	<b>Position</b>	<b>DC Resident</b>	<b>Other Position</b>
Janine Gomez	Ex-Officio; ED	Y	
Chante Chambers	Vice Chair	N	School Performance Committee Member
Dickey Comeaux	Director	Y	School Performance Committee Member
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
Danielle Champ	Director	Y	Parent Board Member
Cristen Jones	Director	Y	Parent Board Member

**C. Unaudited Year-end 2021-22 Financial Statement**

**I Dream Public Charter School**  
**Unaudited Financials: July 2021 through June 2022**  
**Income Statement**

## Revenue

State and Local Revenue	1,702,199
Federal Revenue	694,475
Private Grants and Donations	330,608
Earned Fees	60
<b>Total Revenue</b>	<b>2,727,341</b>

## Expenses

Salaries	1,125,033
Benefits and Taxes	310,322
Contracted Staff	52,562
Staff-Related Costs	13,021
Rent	102,000
Occupancy Service	154,440
Direct Student Expense	339,213
Office & Business Expense	217,552

Total Expenses	2,314,143	
Operating Income	413,198	
Extraordinary Expenses		
Interest	6,774	
Depreciation and Amortization		163,516
Total Extraordinary Expenses		170,290
Net Income	242,908	

<b>Unaudited Financials: July 2021 through June 2022</b>				
<b>Balance Sheet</b>				
Assets				
Assets				
	Current Assets			
		Cash		688,895
		Accounts Receivable		168,846
		Other Current Assets		42,822
		Intercompany Transfers		0
		Total Current Assets		900,562
	Noncurrent Assets			
		Facilities, Net		13,720
		Operating Fixed Assets, Net		103,757
		Total Noncurrent Assets		117,477
	Total Assets			1,018,039
Liabilities and				

Equity				
Liabilities and Equity				
	Current Liabilities			
		Accounts Payable		87,493
		Other Current Liabilities		6,416
		Accrued Salaries and Benefits		52,309
		Total Current Liabilities		146,218
	Equity			
		Unrestricted Net Assets		549,612
		Net Income		242,908
		Temporarily Restricted Net Assets		463
		Total Equity		792,983
	Long-Term Liabilities			
		Senior Debt		76,454
		Other Long-Term Liabilities		2,385
		Total Long-Term Liabilities		78,839
		Total Liabilities and Equity		1,018,039

**D. Approved 2022-23 Budget**

<b>I Dream Public Charter School</b>		
<b>FY23 Board Approved Budget</b>		
<b>SY22-23</b>		
Revenue		
	State and Local Revenue	2,203,731
	Federal Revenue	342,301
	Private Grants and Donations	27,223
	Earned Fees	56,539
	Revenue Total	2,629,794
Expenses		
	Salaries	1,321,639
	Benefits and Taxes	331,542
	Contracted Staff	45,766
	Staff-Related Costs	15,595
	Rent	91,800
	Occupancy Service	147,782
	Direct Student Expense	412,353
	Office & Business Expense	271,181
	Contingency	26,649
	Expenses Total	2,664,307
NET ORDINARY INCOME		(34,513)

Extraordinary Expenses		
	Depreciation and Amortization	70,843
	Interest	69
	Extraordinary Expenses Total	70,913
TOTAL EXPENSES		2,735,219
NET INCOME		(105,425)