

A diverse group of children and a woman are shown in a semi-transparent red and blue gradient overlay. The children are of various ethnicities and ages, looking in different directions. The woman in the foreground is smiling and looking to the right. The text "DC Bilingual Public Charter School" is overlaid in white, bold, sans-serif font across the center of the image.

DC Bilingual Public Charter School

Agenda

1. About DCB
2. Why DCB is Considering Growth
3. Timeline for Growth & Steps Taken
4. Exterior Renderings
5. Next Steps
6. Questions or Comments



A group of young girls are performing in a school hallway. They are wearing traditional Salvadoran folk costumes, which consist of white blouses with blue and red accents and long, dark blue skirts with white lace trim. The girls are holding their skirts out, and some are wearing hats. The hallway has a checkered floor and a white wall with a fire alarm pull station. The text "About DC Bilingual Public Charter School" is overlaid on the image in white, bold, sans-serif font.

About DC Bilingual Public Charter School

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



Learn Languages
Aprender idiomas



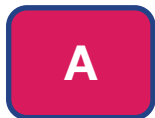
We can become **bilingual, biliterate citizens.**



Earn Respect
Ganar el respeto



We earn respect by **valuing ourselves and others.**



Act Responsibly
Actuar responsablemente



We reflect on and learn from our experiences, notice injustices, and **act to make the world a better place.**



Do Your Best
Hacer lo mejor



We **set goals and move forward one step at a time, even in the face of challenges.**

“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.



A photograph of three children in a room, overlaid with a red and blue gradient. The child in the center is wearing a large, light-colored straw hat and a white collared shirt, smiling broadly. To the left, a child in a blue shirt and a smaller straw hat looks towards the center. To the right, a child in a white shirt looks towards the center. The background is slightly blurred, showing what appears to be a doorway or window.

Why DCB is Considering Growth

Why DCB is Considering Growth

1. To serve more children who we know how to serve (at risk, ELL, SPED, etc.);
2. To meet significant school demand;
3. To add and improve campus amenities;
4. To provide more opportunities and resources to learn, adopt, and share best practices; and
5. To offer more opportunities to hire, retain, and promote talented staff



Build cognitive and adaptive life skills



Develop dual-language learners and global citizens



Grow and empower the Professional Learning Community



Create an inclusive, vibrant, learning community



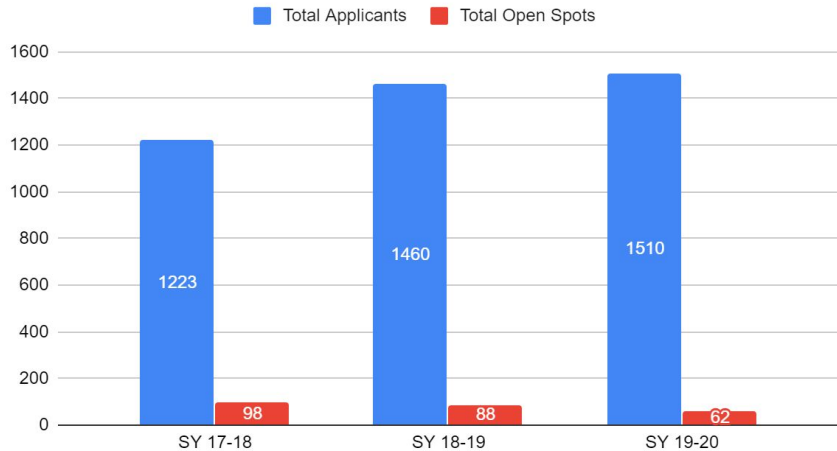
Operate sustainably

Growing Demand for DC Bilingual

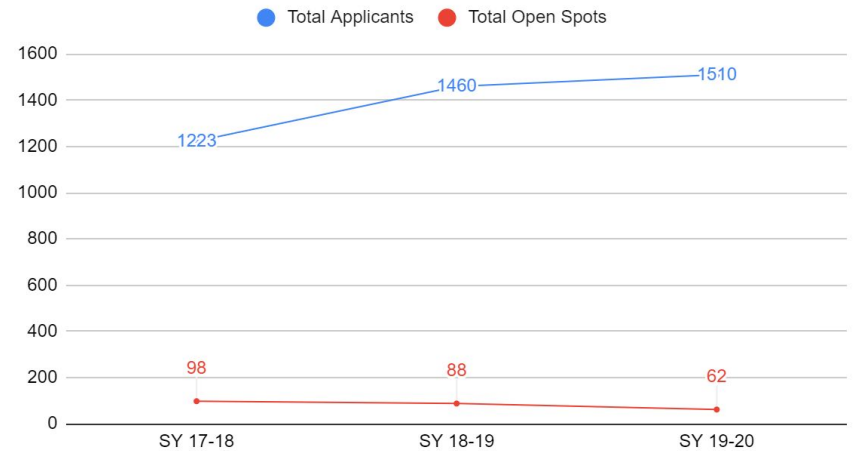
As DCB's demand goes up, the spots available goes down (because of sibling and staff preference)

School Demand Trends

3 Year Historic Waitlist & Applicant Totals

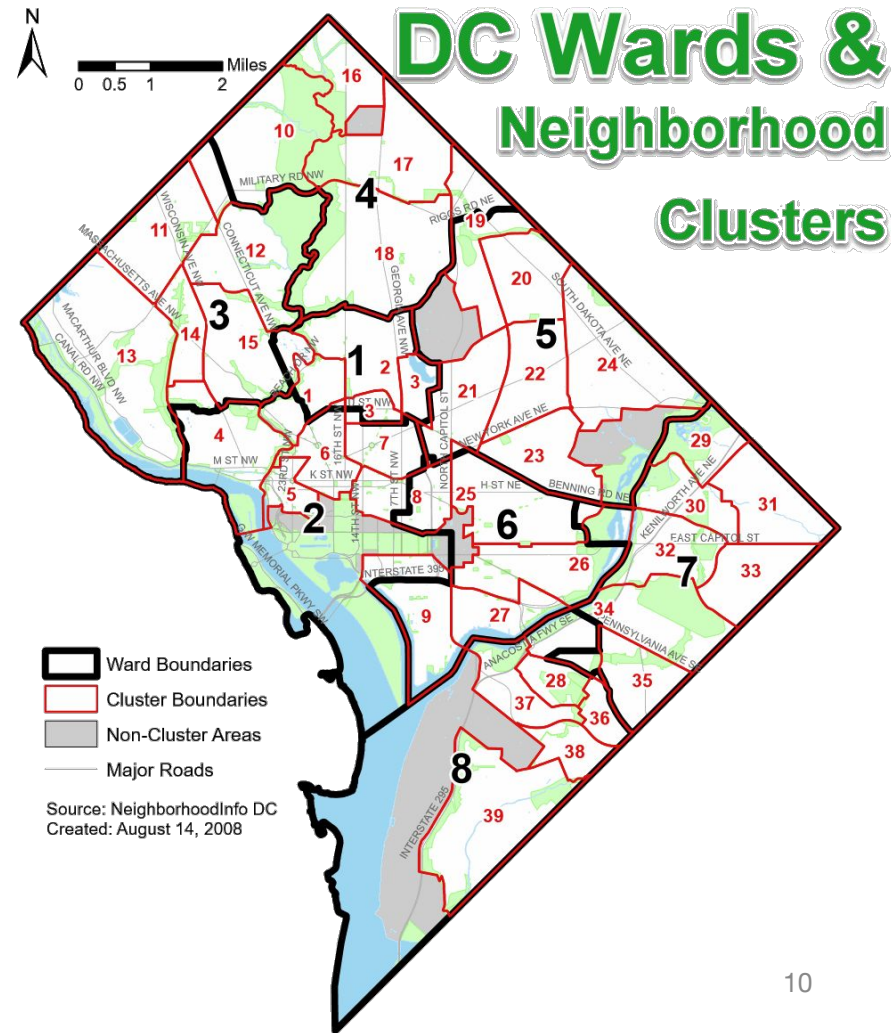


Total Applicants vs Total Open Spots



Demand for DCB by Ward

	SY 18-19	SY 19-20
Ward 1	178	169
Ward 2	30	31
Ward 3	44	46
Ward 4	531	578
Ward 5	398	365
Ward 6	88	92
Ward 7	103	122
Ward 8	88	107



A photograph of three children wearing straw hats, overlaid with a semi-transparent red and blue gradient. The child in the center is smiling and looking towards the camera. The child on the left is looking down, and the child on the right is looking towards the center child. The text "Timeline for Growth & Steps Taken" is centered over the image in white, bold font.

Timeline for Growth & Steps Taken

School Growth Timeline

Growth planning year 1,
Community Support & Board
Approval Obtained



SCHOOL YEAR
2019 - 2020

SCHOOL YEAR
2020 - 2021



Growth Planning
Year 2

Growth Planning
Year 3



SCHOOL YEAR
2021 - 2022

SCHOOL YEAR
2022-2023 TO
2028-2029



Years of
Growth!



Steps Taken to Prepare for Growth: 1 of 2

1. Created and Approved Long-Term Growth Plans (Board Approval: Summer 2018)
 - a. School Strategic Plan
 - b. Greenlighting Plan
 - c. Student Recruitment Plan
2. Selection of Growth Site (Board Approval: Aug. 2019)
3. Staffed for Growth (2019-2020 School Year)
 - a. Strategic Advisor
 - b. Two Principals
 - c. Two Coaches
 - d. Chief Financial Officer & Special Projects
4. Staff Survey (Aug. 2019)

Steps Taken to Prepare for Growth: 2 of 2

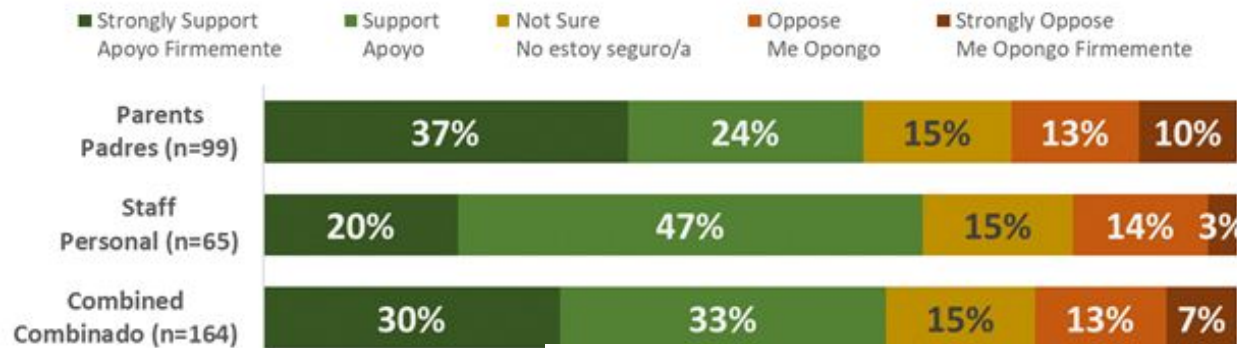
5. Staff and Parents Survey (Dec. 2019)
6. All-Staff Meetings on Growth (June 2019, Aug. 2019, Oct. 2019)
7. Growth Committee Meetings (6 open meetings, Sep.-Dec. 2019)
 - a. Student Pipeline and DC International
 - b. Student Recruitment
 - c. Building Design
 - d. Traffic & Parking
8. Online & In-Person Comment Boxes, [responding](#) to 55 questions in English and Spanish (Sep.-Dec. 2019)
9. Open Board Meeting with Public Comment (Dec. 2019)

Staff and Parent Survey Results

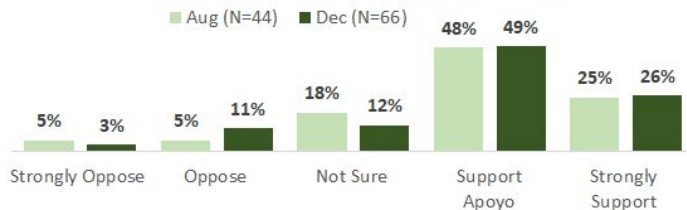
[\(Click for Full Results\)](#)

We elicited staff & family feedback on growth using surveys from Dec 4-Dec 18th. A majority of parents (61%) and staff (67%) support the proposed plan for DCB growth.

2. To what extent do you support the proposed plan for DCB growth?
 ¿En qué medida apoya el plan propuesto para el crecimiento de DCB?



Staff Survey Results (Similar at Both Timepoints)
 To what extent do you support DCB growth?



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Exterior Renderings

Exterior Renderings



Exterior Renderings



Publ



Exterior Renderings



Exterior Renderings



Exterior Renderings



Schedules, Specials, and Outdoor Play

Site plan



Key points:

- **Schedule and 50/50 immersion model will stay the same**
 - Four academic blocks: Spanish Literacy, English Literacy, Math, Science
 - Departmentalization still possible for 5th
- **Specials program will expand**
 - Increased facilities (food lab, stage, tech, library)
 - Food & Wellness teacher SY20-21
 - Specialists will propose program growth
- **Outdoor play**
 - Play structures added in front lawn and back lot
 - 4 play spaces plus field
 - Lunch/recess blocks will remain unchanged

Proposed: Site Plan



NW PLAY
78 STUDENTS
@ 5,8 SF

CENTER PLAY
88 STUDENTS
@ 6,636 SF

EXISTING GARDEN
116 STUDENTS
@ 8,719 SF

SE PLAY
24 STUDENTS
@ 1,806 SF

SW PLAY
30 STUDENTS
@ 2,260 SF

Enrollment Projections: GROWTH

Red= Four Classes/ Blue = Three Classes/ Yellow= Two Classes

Class	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28
PK 3	38	40	72	72	72	72	72	72	72
PK4	43	60	80	80	80	80	80	80	80
K	48	48	72	96	96	96	96	96	96
1st	72	48	48	72	96	96	96	96	96
2nd	51	72	48	48	72	96	96	96	96
3rd	73	50	69	46	46	69	92	92	92
4th	68	70	47	66	44	44	66	88	88
5th	60	65	67	45	63	42	42	63	84
LL S-C			4	4	4	4	8	8	8
Total	453	453	507	529	573	599	648	691	712



A photograph of three children wearing straw hats, overlaid with a semi-transparent red filter. The child in the center is smiling and looking towards the right. The child on the left is looking towards the center. The child on the right is looking towards the center. The text "Next Steps" is centered over the image in a white, bold, sans-serif font.

Next Steps

Next Steps

Construction Project	Program & Community Engagement
<p data-bbox="125 227 376 267">February-July</p> <ul data-bbox="150 316 792 933" style="list-style-type: none"><li data-bbox="150 316 511 354">● Permit Approval<li data-bbox="150 404 454 442">● Traffic Study<li data-bbox="150 491 685 529">● VE work with design team<li data-bbox="150 578 792 666">● Financing - secure term sheets, commitment letters, closing<li data-bbox="150 715 550 753">● Agency approvals<li data-bbox="150 802 492 840">● Complete CDs<li data-bbox="150 889 569 928">● RFP and bid for GC	<p data-bbox="892 227 1139 267">February-May:</p> <ul data-bbox="917 333 1622 1053" style="list-style-type: none"><li data-bbox="917 333 1613 420">● Staff and community communication plan unfolds<li data-bbox="917 491 1497 578">● ANC meetings (for community support & collaboration)<li data-bbox="917 649 1506 687">● PCSB Ceiling Increase request<li data-bbox="917 753 1622 1053">● School committee works begins or continues to support decision-making process for all elements regarding school growth and school strategic priorities & MSA goal

Draft Construction Schedule

Construction Project

Schedule

Spring 2020 - Fall 2020

- Permit work, traffic study, financing, agency approvals

Fall 2020

- Financing and final budget approvals

Spring 2021

- Construction staging (on DCB property) and building

Parking Solution

- DCB is exploring renting 30 additional parking spaces to replace spaces used during construction and lost due to the additional building footprint.



Questions or Comments?