

LAMB PCS Renewal Report

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Appendix A

Helping children develop a love of learning.
Ayudando a los niños a desarrollar el amor por el aprendizaje.



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Latin American Montessori Bilingual (LAMB)

Public Charter School

Charter Renewal Application

December 15, 2017

LEA Name: Latin American Montessori Bilingual Public Charter School (LAMB-PCS)

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Board Chair: Barrie Lynn Tapia



GREATER WASHINGTON

LAMB PCS Selected for the
2014-2015 Catalogue for
Philanthropy: Greater
Washington as a "small non-
profit worthy of donor dollars."

Diane Cottman
Executive Director

Cristina Encinas
Principal

United Way #9831
CFC #27604

Board of Directors
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Our Mission and School Program

LAMB, the Latin American Montessori Bilingual Public Charter School, is the only accredited dual language Montessori public charter school in the District of Columbia and one of only a few nationwide. Chartered in late 2001 by unanimous approval of the District of Columbia Public Schools Board of Education Chartering Authority, LAMB opened a year and a half later with 57 students. LAMB began with the simple premise that all children can learn and deserve a school that supports, nurtures, and transforms their natural curiosity and eagerness into knowledge.

LAMB's mission is to create a self-directed learning environment in which children, "preschool to fifth grade", build a foundation of knowledge essential for a lifetime of learning while developing bi-literacy in English and Spanish.

LAMB's dual language Montessori educational program consists of both carefully planned and well executed curriculum that includes appropriate standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. LAMB students experience a two-way immersion program in which their individual needs are met through English and Spanish instruction in a Montessori environment. The students' native languages are enriched by their acquisition of a second language. LAMB successfully integrates Montessori educational philosophy and the best practices for bilingual instruction: developing and further enriching the students' native language skills through acquiring a second language.

CORE BELIEFS

LAMB's core beliefs are a matter of faith, not a matter of fact. They express the school's overriding convictions, its inviolate commitments. They outline what members of the school's community of stakeholders are willing to "go to the mat" defending. Because beliefs identify the "line in the sand," they can be used as a lens through which to examine the worthiness of LAMB's future decision or future actions.

We believe that the following Montessori core beliefs are true, including but not limited to:

- (a) All children have "absorbent" minds;
- (b) All children pass through "sensitive" periods;
- (c) All children want to learn;
- (d) All children learn through play/work;
- (e) All children pass through stages of development; and
- (f) All children want to be independent in multi-age classrooms.

We maintain "prepared classroom environments," consistent with Maria Montessori's concept of facilitating maximum independent learning and exploration of the child.

We provide frequent opportunities for children to think critically, make appropriate choices, and grow in their ability to express themselves in creative ways.

We support the development of children in a respectful and loving environment, so they can learn to overcome challenges and reach their fullest potential.

We strive to maintain a balanced language population to support students' cognitive development in English and Spanish.

We foster children's self-esteem by encouraging self-directed work, thus promoting autonomy and allowing children to become caring, cooperative and involved community members.

We believe that we are guardians of the earth and that we are responsible for maintaining an environmentally healthy facility and fostering environmental consciousness in our students.

We value peace by encouraging open, direct, and honest communication that respects all members of the community.

We believe that LAMB stakeholders, including administrators, faculty and staff, students, and parents reaffirm the belief statements in both words and actions.

Basic Programming

LAMB serves children PK3 to 5th grade. LAMB classes are organized into multi-age groupings: Primary (PK3 to Kindergarten), Lower Elementary (1st to 3rd grades), and Upper Elementary (4th to 5th grades). Traditionally, students remain in the same classroom for three years and have the experience of being the youngest and the oldest within the group.

LAMB's mission is to create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning while developing bi-literacy in English and Spanish. Our purpose is to create a bilingual school environment that enables students to learn in a self-directed manner. In order to accomplish our mission, LAMB utilizes the Montessori philosophy and pedagogy to provide children with an environment of academic excellence that celebrates their cultures and languages and leaves no question about their value as a human being.

In order to ensure full bilingual capacity upon graduation, LAMB only enrolls children at the primary level and expands proportionally, as children age through the elementary program. There are two teachers in each class. LAMB's dual language immersion program is attractive to English language learners and monolingual families alike. Students with special needs learn in the least restrictive environment, and a team of specialists guided by a Special Education Coordinator ensures that that students' Individualized Education Plans are fully implemented.

LAMB operates 180 school days, 30 minutes longer than some other schools (8:30 - 3:00 for primary, 8:15 - 3:15 for elementary), plus an additional four weeks during the summer. LAMB also offers an Extended Learning Day Program, which provides an opportunity for at-risk students to be engaged in an additional 2.5 hours daily to work on targeted skills improvement and engage in supervised extra-curricular activities, including STEM, sports, and arts activities.

LAMB currently operates from three sites in Wards 4 and 5 serving 462 students:

LAMB Missouri	1375 Missouri Avenue, NW	PK3-3rd Grade
LAMB South Dakota	1800 Perry Street NE	PK3-3rd Grade
LAMB Walter Reed	1399 Aspen Street NW	1st–5th Grade

Program Description

In many successful educational programs, there are two elements that stand out: working with the children at their own levels and giving them the appropriate skills and concrete tools to build confidence in themselves and their communities. The Montessori educational philosophy incorporates, at its core, "following the child," and respecting the child's cultural and developmental identities. A good bilingual program enriches the child's first language and culture and develops the second language and culture while supporting the first.

Our Annual Priorities based on our Strategic Plan:

1. Increase Academic Achievement
2. Intensify Operational Effectiveness
3. Enhance Professional Development
4. Develop and communicate a clear Growth Matrix and Facility(ies) Development Plan

LAMB marries two educational pedagogies. LAMB students experience a two-way immersion program in which their individual needs are met through Montessori classes conducted in English and Spanish. LAMB is multi-lingual, but the two major mother languages spoken at LAMB are English and Spanish. The students' native languages are enriched by their acquisition of a second, and in some instances a third language. For nearly one hundred years, Maria Montessori's educational techniques have been successfully used in dual language schools throughout Europe, Africa, and Asia.

LAMB's goal is that students will be bilingual and bi-literate, able to read and write on grade level in both English and Spanish by the end of 5th grade. Research on second language acquisition indicates that it takes 5-7 years for a child to develop proficiency in academic language equivalent to that of a native speaker. With bi-literacy as a goal, students must enroll in the school at 3, 4, or 5 years old in order to continue through the elementary program. These additional years in our bilingual program ensures that LAMB students are fully bilingual before

transitioning to middle school programs. For English language learners, this means that they will have the opportunity to exit "ELL" status before they transition to middle school. Many exit by 3rd grade. Mission-related goals focus on developing oral reading fluency in Spanish and English and comprehension skills in both languages.

Classroom manipulative materials are a Montessori trademark. Montessori materials are designed so that students receive instant feedback as they work, allowing them to recognize, correct, and learn from their mistakes without adult assistance. Putting control of the activity in the students' hands strengthens their self-esteem and self-motivation as well as learning.

The Montessori cultural curriculum (science and social studies) forms the basis of the elementary curriculum with language arts and mathematics covered in integrated, interdisciplinary units of study. LAMB believes that the elementary years are a period when students learn how to learn.

The students have a limitless imagination and great energy for memorizing facts. Students exhibit especially strong interest in geography, history, anthropology, biology, earth science, and astronomy. Montessori elementary classrooms are research and project focused with an emphasis on taking field trips, conducting experiments, and bringing in guest presenters who can provide students with "real world" experiences beyond what they can read about in a book or online.

The Montessori elementary "Cosmic Curriculum" is built around the five Great Lessons given at the beginning of each year: creation of the universe; coming of plants and animals; arrival of humans; beginning of language; and development of math and invention. Students remain in the same multi-age classroom for three years, and they experience the telling of the Great Lessons as a classroom tradition. Each year the new youngest students in a class gather for these five group lessons. The older, returning children may come to the lesson if they like, or hear them from afar, experiencing them differently each time depending upon their own growth in understanding. The teacher designs each Great Lesson using stories, music, impressionistic charts, experiments, and games. Following the presentations of the Great Lessons, teachers offer students more specific key lessons that isolate concepts and refine student understanding.

Parent Involvement

The primary participation expected of all parents is volunteerism, attendance at the scheduled parent-teacher conferences each quarter and attendance at special events and workshops organized by teachers, children, and the school administration. Parental involvement is also encouraged through a parent education program. Parents can participate in workshops on topics such as Montessori education, dual language immersion, and behavior management. LAMB conducts parent satisfaction surveys following these events and alters and develops

future parent education sessions based on interest and need. LAMB also has an active PTO, which fundraises for its own operational costs and to support school operations.

Unique Accomplishments

LAMB has achieved Tier 1 status based on PCSB rankings since the rating system began. This Tier 1 ranking, which indicates high standards of performance, is based on the 2016 results of the Performance Management Framework (PMF), PCSB's annual tool for assessing and monitoring charter school performance. In addition to meeting its 15 goals and academic achievement expectations, LAMB is academically high performing on PCSB's Performance Management Framework. It is one of few charter schools that has scored Tier One all four years that PCSB has used the Elementary/Middle School PMF to measure the performance of schools. Aside from academic proficiency, LAMB is meeting its mission and its school's suspension rate is lower than the state average.

As an affiliate, LAMB continues to work with the National Council of la Raza, newly named UNIDOS. This year's CHISPA Program ("Children Investigating Science with Parents and Afterschool") had another successful year, partnering with the Smithsonian National Museum of Natural History and delivering exciting hands-on science activities in Spanish and English to children in K-5. In the spring, UNIDOS sent a team, including videographer, to LAMB and other sites where CHISPA offered programming to capture what CHISPA is all about through interviews, pictures and videos.

When LAMB students complete their education at the end of fifth grade, graduates will demonstrate an excitement for learning, intellectual independence, and will be internally motivated and reflective in their academic pursuits. They will be bi-literate in English and Spanish and will be, at a minimum, proficient in reading, math and science. LAMB graduates will also demonstrate respect for self, others and environment through words and deeds. They will embrace service learning, the arts and social justice.

Fulfillment of Charter Goals

LAMB aims to implement a well-rounded, comprehensive curriculum that instills a sense of wonder about the universe and the child's place within that universe. This includes providing a nurturing and safe environment, supporting the child's physical and emotional well-being as well as the intellectual experimentation and growth.

LAMB has consistently served its students well and been among the highest achieving charter schools in the District of Columbia. It offers a unique and attractive educational program for

District residents as evidenced by low rates of attrition (typically above 95% reenrollment) and a consistently large waiting list of students wishing to enroll. LAMB's bilingual Montessori environments draw residents from all eight wards of the city. LAMB has a proven track record of strong academic achievement, stakeholder satisfaction, legal compliance, and sound fiscal management.

At the October 2016 meeting of the Commission on Elementary Schools of the Middle States Association of Colleges and Schools, it voted to award LAMB, grades PK3 – 5 the term of accreditation for seven years, expiring on December 21, 2023. LAMB had chosen the "Excellence By Design" self-study and accreditation protocol. That uses strategic planning as a vehicle for growth and improvement in student performance and in the school's capacity to effect that growth. The protocol was developed by Middle States and provides for a continuous review of programs and services and of the results of student performance. Moreover, it allows diverse constituent groups to participate in charting the future of the institution.

Excellence By Design also provides the framework for formally aligning all the work of the school to ensure that all of its efforts are coordinated and focused on achieving the school's mission, with the ultimate purpose of:

- Development of a sense of community and common purpose among the school's students and staff, and its community of stakeholders.
- A Plan for Growth and Improvement in student performance and the school's capacity to produce the levels of student performance expected by the school and its community of stakeholders.
- Greater cooperation between all of the school's stakeholders in identifying and implementing practices that have been demonstrated to lead to excellence in student performance and the organization's capacity to produce the desired levels of student performance.

The accreditation process was an important review that enabled LAMB to self-assess and plan in a manner that enhances the school's ability to meet its charter goals. The following pages provide evidence and documentation of LAMB's fulfillment of its charter goals and support the renewal of its charter for an additional five year term.

Original Charter Goals

LAMB's original charter included 15 broad goals, all of which LAMB has consistently met. In 2014, staff of the PCSB conducted a 10 year charter review of LAMB including a Qualitative Site Review (QSR). The chart below summarizes PCSB's determination that the school met all of its

goals and academic achievement expectations in the 2011-12, 2012-13, and 2013-14 school years.

LAMB PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
1. Teach curriculum based in Montessori philosophy of education in English and Spanish language.	Met	LAMB PCS has met both aspects of this goal – it teaches a curriculum based in Montessori philosophy, and it teaches its curriculum in English and Spanish at all levels throughout the 180 day school year.
2. Teach mathematics from base numbers to counting for the four operations: addition, subtraction, multiplication, and division; and introduction to fractions and geometry.	Met	LAMB PCS met this goal. Per PARCC results, LAMB’s math proficiency rates in grades 3-5 have been greater than the state averages. Students showed growth in math skills greater than their peers. Students K-2 nd grade averaged 56% proficiency with kindergarteners scoring 58%, 1 st graders 64% and 2 nd graders struggling with 45% proficiency. The EasyCBM data suggests that there is a plateau at 2 nd grade which is borne out in the PARCC data. Qualitative evidence also supports the school meeting this goal.
3. Teach reading, writing, listening, viewing, and speaking through sequencing, phonetics, pre-reading and -writing, and reading and writing skills development.	Met	LAMB PCS met this goal. The school met the majority of its Early Childhood Targets, which were part of this goal. The overall DIBELS score for K-2 was 59% proficiency. Third through fifth graders showed consistently higher scores with an overall PARCC score of 58% (4+) and/or 86% (3+) English language arts proficiency rate significantly outperforming many of their peers citywide.
4. Teach developmentally appropriate science concepts, pre-school through third grade.	Met	LAMB PCS met this goal. The school is teaching developmentally appropriate science concepts. School records demonstrate that teachers are planning instruction around science concepts in all grades, and students are practicing, improving, and mastering these concepts. LAMB held a Science Fair working in collaboration with the National Institutes of Health, has robotics in its extended learning day program, and has participated in CHISPA (Children Investigating Science with Parents and Afterschool) last several years.
5. Teach the use of Montessori	Met	LAMB PCS met this goal. Middle State and review

<p>sensorial materials which train fine discrimination of the five senses, extend concentration and form bases of academic literacy.</p> <p>6. Teach concentration, independence, and small motor skills as well as specific task mastery.</p>		<p>of Compass documents demonstrate that the school is teaching concentration, independence, small motor skills, and specific task mastery.</p>
<p>7. Create a superior learning environment that promotes, supports, and nurtures an appreciation of learning.</p>	<p>Met</p>	<p>LAMB PCS met this goal. Based on review of its Classroom Assessment Scoring System ("CLASS") scores, input from parents and visitors, and student observations, LAMB teachers and staff create a learning environment that fosters an appreciation of learning.</p>
<p>8. Integrate technology in classroom activities to support the development of academic and non-academic skills acquisition.</p>	<p>Met</p>	<p>LAMB PCS met this goal. Integrated technology includes, wide use of chrome books, smart boards, and Alexandria software for checking books in and out of the library. In addition, LAMB utilizes technology such as Study Island (interventions during and after school), on-line typing at typing.com, coding curriculum at code.org, Wowzer (PARCC preparation), global mapping software in geography and social studies, specialty software in special education for speech and occupational therapy, and use of dropcam to stream activities such as LAMB peace ceremonies and special meetings/PTO discussions to enable parents/families who are unable to physically be on site to participate.</p>
<p>9. Present materials in areas of social studies, history of the universe, and geography.</p>	<p>Met</p>	<p>LAMB PCS met this goal. Middle States' review of lesson plans, student records, and parent, student, and teacher dialogues demonstrate that students are being taught and evaluated on social studies, history of the universe and geography topics. Lesson plans and student report cards contain content area covered, such as Government, Geography, and Ancient Civilizations. Lessons include out-of-class field trips to places such as the Native American Museum, Great Falls, the Capitol Visitor's Center, Embassies, and various art galleries.</p>
<p>10. Present a variety of</p>	<p>Met</p>	<p>LAMB PCS met this goal. LAMB has a dedicated</p>

activities in arts and crafts.		music teacher and two art teachers who serve all grades. There are many opportunities for students to participate in the arts through its core curriculum. Arts, music and dance are also integral to student presentations during peace ceremonies, at parent workshops, and holiday celebrations, as well as in the extended learning day program.
11. Teach independence and self-direction in an atmosphere of free choice.	Met	LAMB PCS met this goal. Independence and self-direction are cornerstones of Montessori. LAMB teaches students independence and self-direction in an environment that allows students to be in control of their learning experience, including planning, hosting and performing at school-wide monthly Peace Ceremonies, student classroom charts of lessons, and daily selection of work from the very youngest PK3 students through the oldest 5 th graders.
12. Students kindergarten through sixth grade will maintain high levels of attendance.	Met	LAMB PCS met this goal. The school has met all early childhood attendance Accountability Targets since 2010-11, and its third through fifth grade attendance has been at or above the charter school average. LAMB does not offer sixth grade.
13. Parents will show satisfaction with LAMB. 14. Students will show satisfaction with LAMB.	Met	LAMB PCS met these goals. LAMB staff met with parents both one-on-one and in larger group meetings, such as the monthly Coffee with the Principal events, the biannual parent workshops, and various meetings and activities throughout the school year. In addition, the PTO conducted surveys soliciting parent feedback throughout the year.
15. Students will demonstrate social emotional competency through Second Step instruction.	Met	LAMB PCS met this goal. Developing students' social-emotional competencies is a primary focus of LAMB PCS. Students are regularly instructed using Second Step, a social-emotional curriculum produced by the Committee of Children, a nonprofit organization that "promotes social-emotional learning and the prevention of bullying, child abuse and youth violence through education." LAMB also scored very high in CLASS, scoring 100% for emotional support, which includes positive climate and teacher sensitivity in regards for student perspective.

The Performance Management Framework (Now the “School Quality Report”)

In November of 2017, LAMB put forward an amendment to change its charter goals and to adopt the Public Charter School Board’s (PCSB) Performance Management Framework (PMF) as LAMB’s goals. The PMF provides a picture of a school’s overall performance using academic and school climate indicators. The framework allows the PCSB to evaluate schools in a systematic and fair manner. Results of the review are publicly available and provide vital information to the Board, schools, families, and the community.

LAMB’s overall performance on the PMF, or School Quality Report follows. LAMB has maintained a Tier I ranking by the PCSB since the PMF tool was first initiated in 2011.

Overall PMF Results

	2011	2012	2013	2014	2015	2016	2017
	84.4%	77.6%	80.5%	75.0% and met the floor of all EC PMF measures	Held Harmless	83.3%	87.7%
Tier Ranking	Tier I	Tier I	Tier I	Tier I		Tier I	Tier I

Throughout the school year, LAMB utilizes a variety of internal assessments and evaluation tools. LAMB tracks and reports student performance data to determine the degree to which it is meeting its academic and non-academic goals and to provide increased instructional opportunities as needed. The goals are established based on our Early Childhood Performance Management Plan (K-2) and our Elementary Performance Management Plan (3-5), which is measured by proficiency on the PARCC. Internal school assessments are used as predictors for the success on the PARCC. In this section, we will summarize LAMB’s performance on the specific indicators of the early childhood and elementary PMF in the years since the PCSB conducted its last review of LAMB’s charter.

Early Childhood

Pre-School and Pre-Kindergarten PMF Indicators			
Year	Indicator	Floor and Target Range	School Performance
2014	Literacy - Bracken School Readiness Assessment	60 to 100	90.6
2015		75 to 100	97.2
2016			97.4
2017			94.4

2014	Mathematics- Bracken School Readiness Assessment	60 to 100	90.6
2015		75 to 100	97.2
2016			96.6
2017			94.4

Elementary

Kindergarten - 2nd Grade PMF Indicators			
Year	Indicator	Floor and Target Range	School Performance
2014	Literacy- Indicadores Dinámicos del Éxito en la Lectura (IDEL)	60 to 100	80.9
2015			79.5
2016			68.1
2017			68.6
2014	Mathematics – EasyCBM	60 to 100	55.7
2015			60.9
2016			58.9
2017			54.7

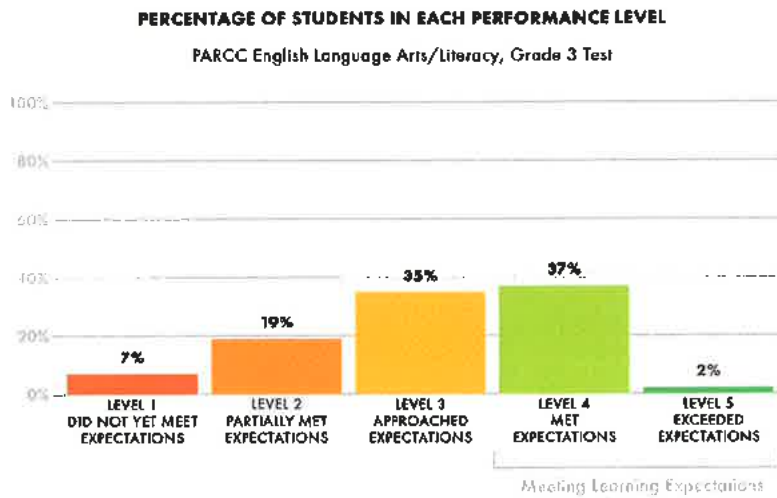
3rd - 5th Grade PMF Indicators - READING			
Year	Indicator	Floor and Target Range	School Performance
2014	Reading - Progress over time	30 to 70	65.7
2015			66.4
2016			76.4
2017			86.4
2014	Reading - DC CAS (Prof & Adv)	28 to 100	73.2
2015	Reading - Approaching College and Career Ready (PARCC)	0 to 100	70.3
2016			75.6
2017			86.7
2014	Reading - DC CAS (Adv only)	0.3 to 25	12.5
2015	Reading - College and Career Ready (PARCC)	0 to 78	52.7
2016		0 to 56	56.7
2017		0 to 58	58.2

3rd - 5th Grade PMF Indicators – MATHEMATICS				
Year	Indicator	Floor and Target Range	School Performance	
2014	Mathematics - Progress over time	30 to 70	66.9	
2015			58.6	
2016			64.4	
2017			76.5	
2014	Math - DC CAS Proficient & Advanced	27 to 100	69.6	
2015	Mathematics - Approaching College and Career Ready	0 to 100	65.3	
2016			66.7	
2017			75.5	
2014	Math DC CAS - Advanced only	0 to 25	17.9	
2015	Mathematics - College and Career Ready	0 to 51	38.9	
2016			0 to 63	47.8
2017			0 to 63	43.9

Third Grade Test Results - The charts below detail how well LAMB did on the PARCC Exam in 2016-2017 as published by DC Learn.

English Language Arts/Literacy (PARCC)

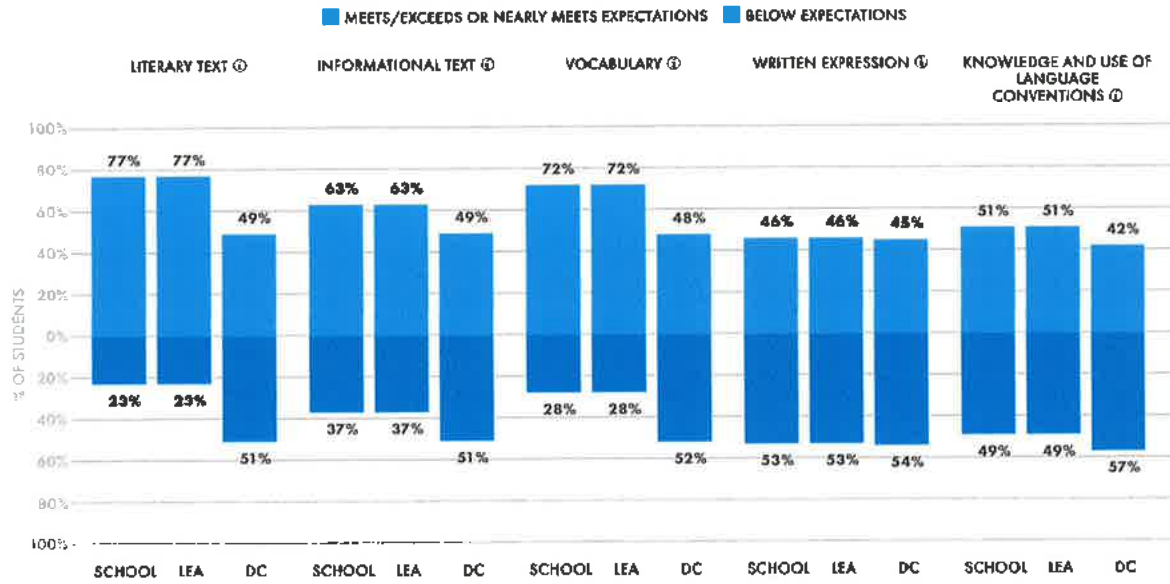
Grade 3



39% of students at Latin American Montessori Bilingual PCS who took the Grade 3 test met or exceeded expectations.

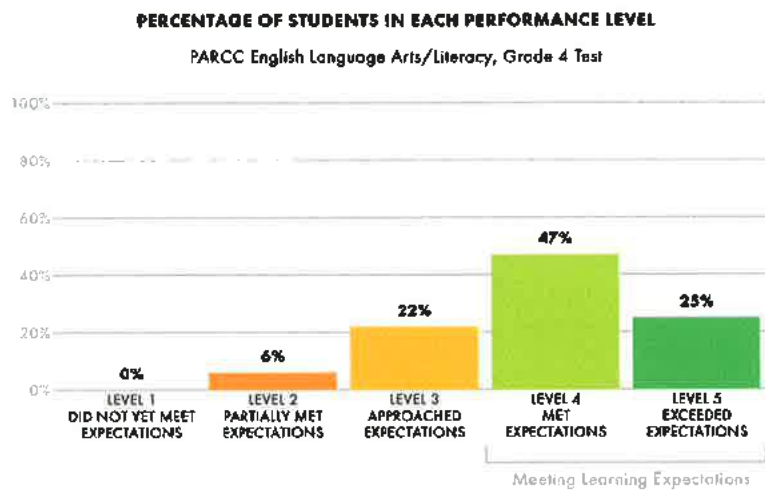
PERCENTAGE IN KEY SUBJECT AREAS

Percent of students who exceeded, met, or nearly met expectations for different components within the Grade 3 Test English Language Arts/Literacy assessment.

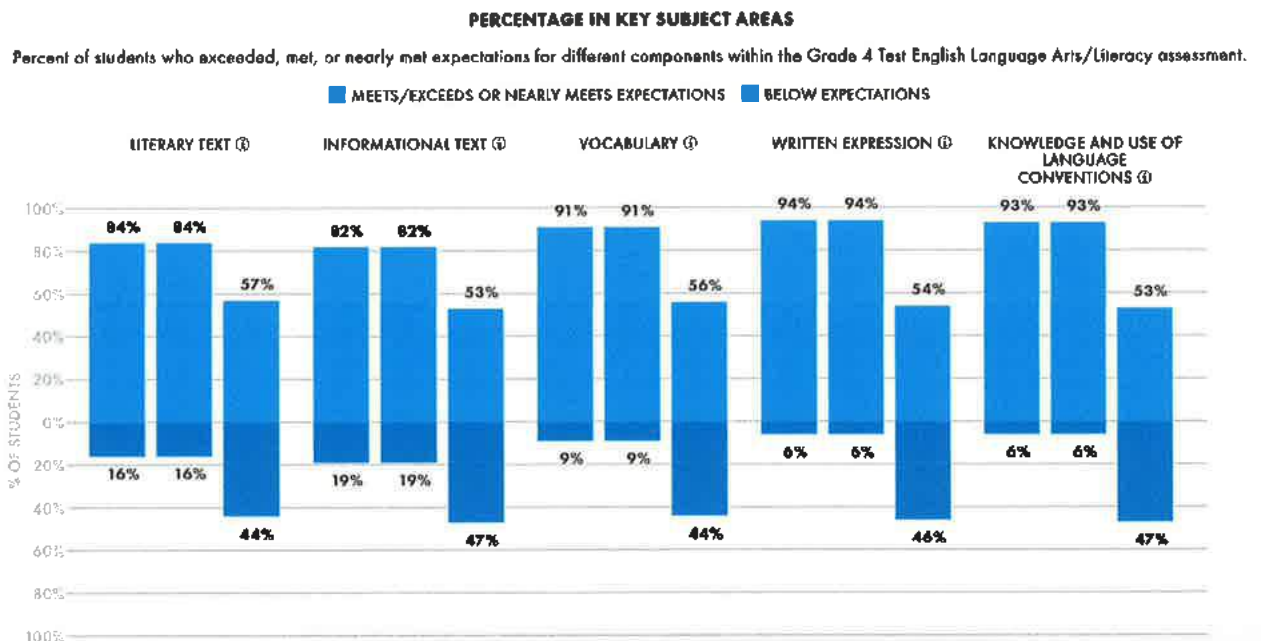


Fourth Grade Test Results – The charts below detail how well LAMB did on the PARCC Exam in 2016-2017 as published by DC Learn.

ENGLISH LANGUAGE ARTS/LITERACY (PARCC) ▾



72% of students at Latin American Montessori Bilingual PCS who took the Grade 4 test met or exceeded expectations.



Additionally, in the November 2017 charter amendment, LAMB PCS proposed to utilize the Teacher Interaction, Classroom Organization and Instructional Support scores from CLASS for the Early Childhood Measure as part of its Early Childhood goals. The CLASS assessment tool became an official part of the PMF (now named the School Quality Report) in the year 2014. The chart below indicates LAMB’s performance on these measures over time.

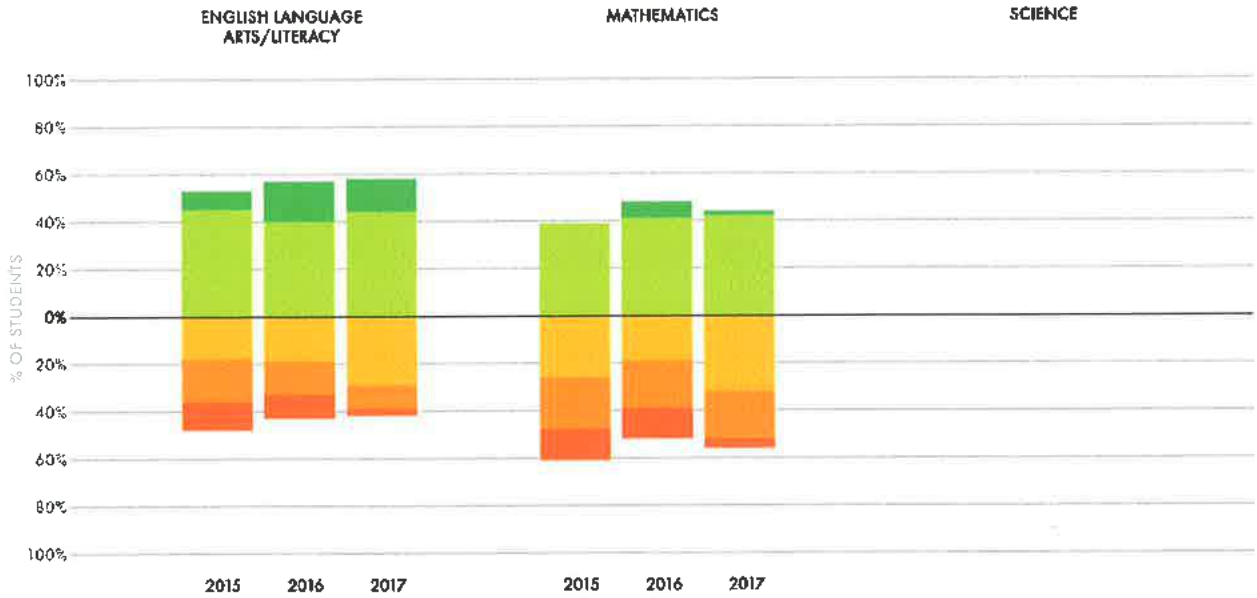
CLASS PERFORMANCE AREAS			
Year	Indicator	Floor and Target Range	School Performance
2014	Emotional Support	3 to 6	6.0
2015			6.3
2016			6.1
2017			6.0
2014	Classroom Organization	3 to 6	5.7
2015			5.8
2016			5.7
2017			5.6
2014	Instructional Support	1 to 4	2.2
2015			2.0
2016		2 to 4	2.2
2017			2.2

Assessment Performance Over Time

PERCENTAGE OF STUDENTS IN LATIN AMERICAN MONTESSORI BILINGUAL PCS AT EACH PERFORMANCE LEVEL OVER TIME

- LEVEL 5: Exceeded Expectations
- LEVEL 4: Met Expectations
- LEVEL 3: Approached Expectations
- LEVEL 2: Partially Met Expectations
- LEVEL 1: Did Not Meet Expectations

This chart displays the percentages of students in each performance level in 2016 and 2017. Each vertical bar represents all students from a given year, and within each vertical bar, each color represents the percentage of students at a specific performance level. Results shown above the 0% line represent students scoring at levels 4 and 5 which indicate being on track for the next grade level and to leave high school college and career ready.



Attendance

School Wide Attendance		
Year	Floor and Target Range	School Performance
2014	82 to 92	95.9
2015	85 to 95	94.4
2016		93.6
2017		95.3

Reenrollment

Reenrollment		
Year	Floor and Target Range	School Performance
2014	60 to 90	94.8
2015	65 to 93	97.3
2016	67 to 92	95.8
2017		96.4

OPPORTUNITIES & CHALLENGES:

LAMB is working with Building Hope to obtain the Kingsbury Center located at 5000 14th Street, NW. This has been part of the school's strategic plan to serve all of its students under one roof. LAMB has made a request for special exception approval to allow the establishment and colocation of a public charter school in the R-16 zone to the DC Board of Zoning Adjustment. LAMB has attended many community meetings and met with a number of groups regarding same, as well as with West Elementary School, which is the neighborhood school in the area. LAMB has a second appearance before the BZA in December 2017 and hopes to be able to open, with a phased approach, at Kingsbury during the 2017-2018 school year.

At the same time, a former LAMB teacher pleaded guilty to two charges of felony second-degree child sexual abuse, one count of attempted child sexual abuse, and three counts of misdemeanor child sexual abuse. The LAMB Community is reeling from these horrific acts. In the aftermath of this dreadful period, the former was sentenced to the maximum time allowed under his plea agreement, which is eight years minus five days, with credit for time served.

During his almost ten-month period of incarceration, LAMB's Board contacted a number of professionals for legal and crisis communication assistance, as well as to initiate the following:

- T & M Investigative Services to conduct an internal investigation

- InSite Solutions for Mental Health and Wellness services for students, staff and families (current and former) as needed
- Baltimore Child Abuse Center for professional development, site safety review and child development policy review
- Charter Board Partners for board development and recruitment

The DC Public Charter School Board has been sent copies of Board correspondence to parents and have met with some LAMB parents regarding DCPCSB charter oversight and legislative issues.

LAMB is now in a period of transition during which its co-founders will be leaving the school and the Board will conduct a replacement search. The DCPCSB will be kept abreast of board actions, including the most recent of which was adding three new board members:

- Selena Gonzales-Jones
- Douglas Tyson
- Jen Carrier

COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

LAMB is in compliance with its charter and applicable laws.

On the following page, and also included as an attachment to this request is LAMB PCS Vendor Payment Summary Chart. The chart is a five-year vendor list of payments, which exceed \$25,000 and include non-procurement, loan, utilities, emergency, brokered, sole source, pass throughs for PCS, and national school lunch program to name a few.

	2016-17	2015-16	2014-15	2013-14	2012-13		
Charter School Incubator Initiative	624,832.00	634,172.00	439,288.00	369,000.00	153,900.00	non-procurement	Rent
Building Hope					1,293,985.26	loan	
CareFirst BlueChoice	312,215.99	316,905.69	263,643.60	466,305.00	332,882.28	brokered	health insurance
John Hancock	307,987.20	265,989.61	235,975.40	249,876.72	107,027.05	non-procurement	retirement plan
Elsie Whitlow Stokes		249,961.48	176,765.71	157,701.25		NSLP	lunch program
Perry Street Prep Public Charter School	288,840.00	46,140.00				non-procurement	rent
Business Card	136,523.94	142,243.69	102,826.14	120,291.27	47,868.28	non-procurement	multiple small expenditures
Revolution Foods, Inc.	115,893.59				105,425.71	NSLP	lunch program
Remcon Companies LLC	97,672.74	115,445.83	106,082.54	101,765.39	86,173.81	month to month	accounting/property mgmt
DC Public Charter School Board v	83,694.56	76,999.47	72,005.59	30,879.92	26,168.00	sole source	administrative fee
DC'S Home Improvement LLC	56,840.84	57,150.00	67,887.00	31,541.74		non-procurement	multiple small expenditures
Searcy Law Offices, LLC	53,520.64					sole source	legal
Papeo	46,237.82	47,011.76	44,856.88	49,984.08	46,060.50	utilities	electricity thru 3rd party
UNUM Life Insurance Co. of America	41,441.95	31,585.46	29,176.72	27,210.01		brokered	disability/life insurance
Vedder Price PC	39,564.86					emergency	legal board contract
Shawe & Rosenthal LLP	35,139.00					emergency	legal board contract
DCI	33,940.34	41,059.66	118,581.90	49,069.12		PCS	pass through SOAR grant
Philadelphia Insurance Companies	32,512.00					brokered	liability/property insurance

United Concordia	31,494.61	26,885.20	27,012.30			brokered	dental insurance
MECCA Group, LLC	31,210.00					sole source	SPED evaluations in Spanish
AFLAC	30,367.01	36,414.68	55,504.92	50,516.50	36,051.96	non-procurement	pass through employee premiums
Kompan			46,919.50			sole source	special playground equipment theme
Maria Rosa Calderon	28,137.97					waiver	hourly charges exceeded 25K threshold
Alliance Member Services		25,582.00		26,777.00	27,210.00	brokered	liability/property insurance
American Reading Co				74,167.00	28,175.00	sole source	specific reading material
Alison's Montessori				34,802.75		sole source	specific Montessori materials
Benesys Impact LLC				28,189.00		sole source	onsite renovation contractor
School Outfitters				28,436.20		sole source	specific education equipment
Barrie School (IAMS)				26,189.84		sole source	Montessori training
Kid Power Inc.					34,155.00	bid	after school program
MZ Therapeutic Consultants, Inc			25,000.00			sole source	SPED specific evaluations
MCN BUILD INC	25,519.00					sole source	onsite renovation contractor
	2,368,601.86	2,116,626.73	1,811,636.20	1,924,806.48	2,337,030.87		

ARTICLES OF INCORPORATION

LAMB adheres to and complies with all applicable laws. See attached documentation.

FINANCIAL STATEMENTS

LAMB conducts an annual independent audit by Kendall, Prebola and Jones, CPAs. See attached documentation and financial statements. Also attached are Financial Report Cards for FY2016, FAR Score 2015, and DCPS Financial and Audit Reviews for Year Ended 6/30/2015, 6/30/2014, 6/30/2013, and 6/30/2012. Annual Audit reports are also for those time periods, and along with Annual Reports have been uploaded into Epicenter.

CONCLUSION and Request for Renewal

In conclusion, LAMB PCS is proud of its work with District of Columbia children and families over the last 15 years. We have made significant progress towards our charter goals and continue to operate with our mission at the forefront of our work, offering high quality dual language Montessori environments in which students can explore and learn following their own inner drives and reaching for their own highest potentials. We respectfully request the Public Charter School Board to renew the LAMB school charter so that we may continue our work in the future.

Helping children develop a love of learning.
Ayudando a los niños a desarrollar el amor por el aprendizaje.



1375 Missouri Avenue, N.W.
Washington, D.C. 20011

1800 Perry Street, N.E.
Washington, D.C. 20018

V 202.726.6200
F 202.722.4125

www.lambpcs.org
facebook.com/LAMBPCS
twitter.com/LAMBPCS

Conclusion and Request for Renewal

Conclusion and Request for Renewal

The Latin American Montessori Bilingual Public Charter School (LAMB PCS) has met or exceeded all of the goals as stated in its Charter Agreement with the DC Public Charter School Board.

LAMB PCS has complied with all applicable laws and maintained a strong financial position since opening in 2003. As such, LAMB PCS respectfully submits this Charter Renewal Application and asks that the DC Public Charter School Board renew the school's charter, without condition, so that LAMB PCS may continue serving families and students in the District of Columbia for the next fifteen years.

The Latin American Montessori Bilingual Public Charter School is applying for the renewal of its charter.

Point person for renewal process: Diane L. Cottman

Certification Statement:

*I, **Barrie Lynn Tapia**, certify that the school has submitted the most current version of the school's articles of incorporation and bylaws to the Epicenter as part of its renewal application.*

Authorized Signature: _____

Must be a member of the Board of Trustees

Print Name: Barrie Lynn Tapia, Board Chair

Date: NOV 30, 2017



LAMB PCS Selected for the 2014-2015 Catalogue for Philanthropy: Greater Washington as a "small non-profit worthy of donor dollars."

Diane Cottman
Executive Director

Cristina Encinas
Principal

United Way #9831
CFC #27604

Board of Directors

Barrie Lynn Tapia, MSW, JD, Chair
Paul Leleck, Treasurer
Tracy Goodman, Esq., Secretary
Bill Eckenbarger, Esq.
Oladele Dosunmu, CPA
Kendall Ladd

ARTICLES OF INCORPORATION

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL,
INC.

TO: Department of Consumer and Regulatory Affairs
Business Regulation Administration, Corporations
Division, 614 H Street, N.W., Washington, D.C.
20001

We, the undersigned natural persons of the age of twenty-one (21) years or more, acting as incorporators of a corporation under the NONPROFIT CORPORATION ACT (D.C. Code, 1981 edition, Title 29, Chapter 5), adopt the following Articles of Incorporation:

FIRST: Name. The name of the corporation (hereinafter called the "Corporation") is Latin American Montessori Bilingual Public Charter School, Inc.

SECOND: Duration. The period of duration of the Corporation is perpetual.

THIRD: Purposes. The Corporation is organized and shall be operated exclusively for charitable, educational, or scientific purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986, as amended, and as may be amended from time to time (the "Code"), including, more specifically:

- (a) To establish, develop, and operate a model Public Charter School for children in Washington, D.C., and to enter into all contracts, leases, or transactions, which are, in whole or in part, related to such activities;
- (b) To further the mission and corporate purposes of the Latin-American Youth Center (hereinafter called the "Youth Center"), a corporation organized under the NONPROFIT CORPORATION ACT;
- (c) The Corporation shall have all powers and authorities now or hereafter conferred upon nonprofit corporations organized under the laws of the District of Columbia; provided, however, that (i) no part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, trustees, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth above, (ii) no substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to

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influence legislation, and the Corporation shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office, and (iii) notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c) (3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Code.

FOURTH: Address. The address of the principal office of the Corporation is 1419 Columbia Rd., N.W., Washington, D.C. 20009.

FIFTH: Registered Agent and Office. The name of the registered agent and the address of the registered office are Cristina Encinas, Latin American Youth Center, 1419 Columbia Rd. N.W., Washington, D.C. 20009.

SIXTH: Member. The sole member of the Corporation shall be the Youth Center. The following powers and responsibilities shall be expressly reserved to the member of the Corporation, which shall retain and exercise such powers in addition to any additional powers and responsibilities as shall be conferred by the laws of the District of Columbia, these Articles of Incorporation, or the Corporation's Bylaws:

- (a) Election of Trustees;
- (b) Filling vacancies on the Board of Trustees;
- (c) Approval of the Chairman of the Board of Trustees; and
- (d) Approval of the President of the Corporation.

SEVENTH: Board of Trustees. The powers of the Corporation shall be vested in a board of directors that shall be called the Corporation's Board of Trustees. The number of members of the Board of Trustees may be increased or decreased pursuant to the Bylaws of the Corporation, but shall never be less than (seven) the minimum number permitted by District of Columbia law applicable to public charter schools now or hereafter in effect.

EIGHTH: Initial Board of Trustees There shall be seven (7) members of the initial Board of Trustees, which shall adopt the initial Bylaws of the Corporation and who will serve until the first annual meeting and until successors are elected and qualify. The initial members of the Board of Trustees are as follows:

- 1) Melissa Murdoch
2919- Cathedral Ave. NW
Washington, DC 20008
- 2) Holy Mc Minn
D.C. Primary Care Association
3643 Warden St., NW
Washington, DC 20010
- 3) Claudia Luna
Latin American Youth Center
419- Columbia Rd., NW
Washington, DC 20009
- 4) Ernest Yombo
The Latin American Youth Center
1419 Columbia Rd., N.W.
Washington, DC 20009
- 5) Marta Martínez
5516- 13th Street, NW
Washington, DC 20011
- 6) Sarah Von der Lippe
1104- East Capitol Street, NE
Washington, DC 20002
- 7) Maritza Hoquee
Sidwell Friends Lower School
4625- 49th Street, NW
Washington, DC 20016

NINTH: Amendment to Articles of Incorporation The Board of Trustees shall have the right to alter, amend, or repeal any provision of these Articles of Incorporation at any meeting of the Board of Trustees by vote of a majority of the members then in office, except that no amendment shall be made which would change the purpose of the Corporation as set forth in Article THIRD hereof.

TENTH: Dissolution Upon the dissolution of the Corporation, the Board of Trustees shall, after making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the

purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c) (3) of the Code, as the Board of Trustees shall determine.

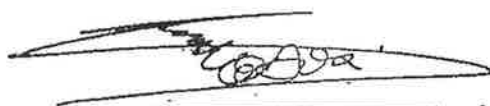
ELEVENTH: Incorporators The name and address, including street and number, of each incorporator of the Corporation are as follows:

Oladele G. Dosunmu
1419 Columbia Rd., N.W.
Washington, DC 20009

Maria C. Fernandez
1419 Columbia Rd., N.W.
Washington, DC 20009

Jose Carlos Vera
1419 Columbia Rd., N.W.
Washington, DC 20009

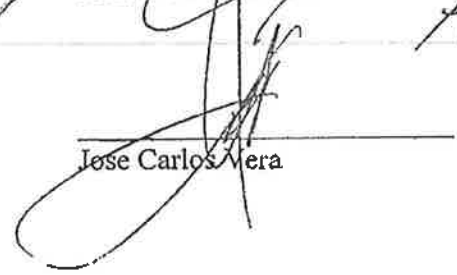
IN WITNESS WHEREOF, the incorporators have signed these Articles of Incorporation on this 13th day of May 2002.



Oladele G. Dosunmu



Maria C. Fernandez



Jose Carlos Vera

DISTRICT OF COLUMBIA) ss:

I, Vilma Cabrera, a notary public for the District of Columbia, hereby certify that on the May 13, 2002, personally appeared before me Oladele G. Dosunmu, who signed the foregoing Articles of Incorporation as incorporator and who swore that the statements therein contained are true to his own knowledge and belief.

IN WITNESS WHEREOF, I have set my signature and seal on the date above written.

Vilma Cabrera
Notary Public

My Commission Expires: 07-14-2004

DISTRICT OF COLUMBIA) ss:

I, Vivian Cabrera, a notary public for the District of Columbia, hereby certify that on the May 13, 2002, personally appeared before me **Maria C. Fernandez**, who signed the foregoing **Articles of Incorporation** as incorporator and who swore that the statements therein contained are true to his own knowledge and belief.

IN WITNESS WHEREOF, I have set my signature and seal on the date above written.

Vivian Cabrera
Notary Public

My Commission Expires: 07 - 14 - 2004

DISTRICT OF COLUMBIA) ss:

I, Wilma Cabrera, a notary public for the District of Columbia, hereby certify that on the May 13, 2002, personally appeared before me Jose Carlos Vera, who signed the foregoing Articles of Incorporation as incorporator and who swore that the statements therein contained are true to his own knowledge and belief.

IN WITNESS WHEREOF, I have set my signature and seal on the date above written.

Wilma Cabrera
Notary Public

My Commission Expires: 07-14-2004



Government of the District of Columbia

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS REGULATION ADMINISTRATION
CORPORATIONS DIVISION
941 NORTH CAPITAL STREET, N.E.
WASHINGTON, D.C. 20002

WRITTEN CONSENT TO ACT AS REGISTERED AGENT

TO:
The Superintendent of Corporations
Department of Consumer and Regulatory Affairs
Business Regulation Administration, Corporations Division
941 North Capital Street, N.E.
Washington, D.C. 20002

(A) BY A DISTRICT OF COLUMBIA RESIDENT

PURSUANT TO D.C. CODE TITLE 29, and TITLE 41

I, Cristina Encinas
A Bona fide Resident of the District of Columbia Herein Consent to Act as a Registered Agent For:

Latin American Montessori Bilingual Public Charter School, Inc.
Name of Business

SIGNATURE OF REGISTERED AGENT

DATE: 1/3/03

(B) BY A LEGALLY AUTHORIZED CORPORATION

THE CORPORATION HEREIN NAMED IS:

An Authorized Corporate Registered Agent in the District of Columbia, per Signatures of its President/Vice-President and Secretary/Assistant Secretary, Herein Consents to Act as Registered Agent For:

NAME OF CORPORATION

SIGNATURE: _____ OF PRESIDENT OR VICE-PRESIDENT

ATTEST: _____ OF SECRETARY OR ASSISTANT SECRETARY

DATE: _____

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



CERTIFICATE

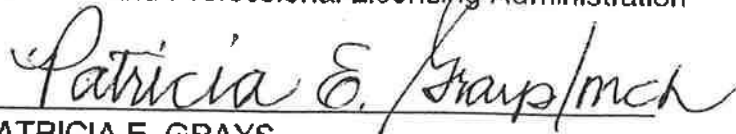
THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF AMENDMENT** is hereby issued to:

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **2nd** day of **July, 2009**.

LINDA K. ARGO
Director

Business and Professional Licensing Administration


PATRICIA E. GRAYS

Superintendent of Corporations
Corporations Division

Adrian M. Fenty
Mayor



District of Columbia Government
Corporations Division
 PO Box 92300
 Washington DC 20090

Articles of Amendment of Domestic Non-Profit Corporation

Pursuant to the provisions of the District of Columbia non-profit Corporation Act, the undersigned adopts the following Articles of Amendment to its Articles of Incorporation:

1. Name the non-profit corporation.
 LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL

2. The following amendment of the Articles of Incorporation was adopted by the Corporation in the manner prescribed by the District of Columbia Non-profit Corporation Act

FIRST: The Articles of Incorporation of the Corporation are hereby amended the following:
 SECOND: This amendment was adopted in the following manner, the amendment was adopted by consent in writing by all members entitled to vote with respect 5/13/09.
 The Articles of Incorporation was filed 1/6/03 and noted:
 (SIXTH): Member - The sole member of the Corporation shall be the Youth Center.
 The amendment should state "The Corporation will have no members."

3. Amendment has been adopted in the following manner: Option A or B or C must be chosen, but not both:

- (A) "The amendment was adopted at a meeting of members held on _____ at which a quorum was present, and the amendment received at least two-thirds of the votes which members present or represented by proxy at such meeting were entitled to cast."
- (B) "The amendment was adopted by consent in writing signed by all members entitled to vote with respect hereto."
- (C) "The amendment was adopted at a meeting of the Board of Director held on _____, and received the vote of a majority of the Directors in office, there being no members having voting rights in respect thereof."

If you sign this form, you agree that you understand that anyone who makes a false statement anywhere on it can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2405.

President/Vice-President	Date	Signature
Diane Cottman	7/2/09	Diane Cottman
Secretary/Assistant Secretary	Date	Signature
Holly McMan	7/2/09	Holly McMan

Mail all forms and required payment to:
 Department of Consumer and Regulatory Affairs
 Corporations Division
 PO Box 92300
 Washington, DC 20090
 Phone: (202) 442-4400

Please check dcra.dc.gov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

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**LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER
SCHOOL**

WRITTEN CONSENT OF SOLE MEMBER

NOVEMBER [], 2008

The undersigned ("LAYC"), being the sole member of Latin American Montessori Bilingual Public Charter School, Inc., a District of Columbia Non-Profit Corporation (the "Corporation"), does hereby consent, pursuant to Section 29-301.35 of the District of Columbia Code, to the adoption of the following resolution: .

WHEREAS, LAYC believes that it is in the best interests of both LAYC and the Corporation that the Corporation be a non-profit corporation without members,

RESOLVED, that the proposed amendments to the Articles of Incorporation of the Corporation adopted by the Board of Trustees of the Corporation on November [], 2008, attached to this Written Consent as Exhibit A, be, and hereby are, approved.

LATIN AMERICAN YOUTH CENTER

By: Lori M. Kaplan

Name: LORI M. KAPLAN

Title: EXECUTIVE DIRECTOR



Founded by the Latin American Youth Center

Latin American Montessori Bilingual
Public Charter School
Escuela Latinoamericana Montessori
Bilingüe Pública Charter

ARTICLES OF AMENDMENT
TO THE
ARTICLES OF INCORPORATION
OF
LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL

Location:
1375 Missouri Avenue, NW
Washington, DC 20011

Telephone: (202) 726-6200
Facsimile: (202) 722-4125
www.lambpcs.org

Board of Directors

Ana Maria Ramos-Kohn, Chair
Barrie Lynn Tapia, Vice Chair
Darryl Grody, Treasurer
Holly McMinn, Secretary
Kim Keating
Paul Leleck
Rocio Inclan-Rodriguez
Lee Smith III
Evelyn Velasquez

Diane L. Coffman
Executive Director
Cristina Encinas
Principal

TO: Department of Consumer and Regulatory Affairs
Business and Professional Licensing Administration
Corporation Division
941 North Capitol Street, NE.
Washington, DC 20002

Pursuant to the provisions of the District of Columbia Non-Profit Corporation Act, the undersigned corporation adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST: The name of the corporation is Latin American Montessori Bilingual Public Charter School (the "Corporation").

SECOND: The Articles of Incorporation of the Corporation are hereby amended and restated in the Form attached as Exhibit A.

THIRD: These amendments were adopted in the following manner: The amendments were adopted by consent in writing signed by all members entitled to vote with respect hereto.

Date: 5/13/09

LATIN AMERICAN MONTESSORI
BILINGUAL PUBLIC CHARTER SCHOOL

By: Diane L. Coffman
Title: Executive Director

ATTEST: Holly McMinn
Secretary

*Helping children develop a love of learning.
Ayudando a los niños a desarrollar el amor por el aprendizaje.*

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL

UNANIMOUS WRITTEN CONSENT
IN LIEU OF A MEETING OF THE BOARD OF TRUSTEES

NOVEMBER ____, 2008

The Board of Trustees (the "**Board**") of Latin American Montessori Bilingual Public Charter School, a District of Columbia non-profit corporation (the "**Corporation**") adopted the following resolutions at its meeting held as of the date written above.

WHEREAS, the Board of the Corporation believes that it is advisable and in the best interests of the Corporation that the Corporation amend and restate its Articles of Incorporation to be a non-profit corporation without members; and

WHEREAS, the Board of the Corporation believes that it is advisable and in the best interests of the Corporation that the Corporation amend and restate its Bylaws to reflect such change in its organizational structure.

NOW THEREFORE, BE IT RESOLVED, that the Articles of Incorporation of the Corporation be amended and restated in the Form attached as Exhibit A;

FURTHER RESOLVED, that the Bylaws of the Corporation be amended and restated in the Form attached as Exhibit B;

FURTHER RESOLVED, that said amendments to and restatement of the Articles of Incorporation be submitted to the sole member of the Corporation for its consideration in accordance with the requirements of Section 29-301.35 of the District of Columbia Code;

FURTHER RESOLVED, that the officers of the Corporation be, and each of them hereby is, authorized to do any and all things and take any and all actions, including execution, delivery, acknowledgement, filing, recording and sealing of any and all documents, certificates, notices, statements or other instruments and the making of any expenditures, that they deem necessary or advisable in order to effectuate or carry out fully the purpose and intent of the foregoing resolutions.

IN WITNESS WHEREOF, this Unanimous Written Consent is hereby executed as of the _____ day of _____, 2008.

Barrie Lynn Lapin
Name:

Holly McMinin
Name:

Rain Julian-Lodriguez
Name:

Dany 77 And
Name:

Hilmes Keating
Name:

C. A. Stone III

Evelyn Velasquez
Ken Miris Samuels
M

Exhibit A

Form of Amended and Restated Articles of Incorporation

AMENDED AND RESTATED ARTICLES OF INCORPORATION

OF

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL

TO: Department of Consumer and Regulatory Affairs
Business Regulation Administration, Corporations
Division, 614 H Street, N.W., Washington, D.C. 20001

We, the undersigned natural persons of the age of twenty-one (21) years or more, acting pursuant to the provisions of the NON-PROFIT CORPORATION ACT (D.C. Code, 1981 edition, Title 29, Chapter 5), adopt the following Amended and Restated Articles of Incorporation:

FIRST: Name. The name of the corporation (hereinafter called the "Corporation") is Latin American Montessori Bilingual Public Charter School, Inc.

SECOND: Duration. The period of duration of the Corporation is perpetual.

THIRD: Purposes. The Corporation is organized and shall be operated exclusively for charitable, educational, or scientific purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986, as amended, and as may be amended from time to time (the "Code"), including, more specifically;

- (a) To establish, develop, and operate a model Public Charter School for children in Washington, D.C., and to enter into all contracts, leases, or transactions, which are, in whole or in part, related to such activities;
- (b) The Corporation shall have all powers and authorities now or hereafter conferred upon nonprofit corporations organized under the laws of the District of Columbia; provided, however, that (i) no part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, trustees, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth above, (ii) no substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office, and (iii) notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

FOURTH: Address. The address of the principal office of the Corporation is [address].

FIFTH: Registered Agent and Office. The name of the registered agent and the address of the registered office are [Name, Address].

SIXTH: Members. The Corporation will have no members.

SEVENTH: Board of Trustees. The powers of the Corporation shall be vested in a board of directors that shall be called the Corporation's Board of Trustees. The number of members of the Board of Trustees may be increased or decreased pursuant to the Bylaws of the Corporation, but shall never be less than the minimum number permitted by District of Columbia law applicable to public charter schools now or hereafter in effect.

EIGHTH: Amendment to Articles of Incorporation. The Board of Trustees shall have the right to alter, amend, or repeal any provision of these Articles of Incorporation at any meeting of the Board of Trustees by vote of a majority of the Trustees then in office.

NINTH: Dissolution. Upon the dissolution of the Corporation, the Board of Trustees shall, after making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code, as the Board of Trustees shall determine.

[Remainder of page left intentionally blank.]

IN WITNESS WHEREOF, these Amended and Restated Articles of Incorporation are signed on this ____ day of _____, 2008.

Diane Lottman
Name: Diane Lottman
Title: Executive Director

Darryl Arady
Name: Darryl Arady
Title: Treasurer

Ana Maria Ramos-Kohn
Name: Ana Maria Ramos-Kohn
Title: Chair

Exhibit B

Form of Amended and Restated Bylaws

AMENDED AND RESTATED BYLAWS

OF

The Latin American Montessori Bilingual Public Charter School

ARTICLE I

Offices

Section 1.01. The principal office of the Latin American Montessori Bilingual Public Charter School (LAMB-PCS) shall be in the District of Columbia. LAMB-PCS may have such other offices either within or without the District of Columbia as the Board of Trustees may from time to time determine or as the business of LAMB-PCS may require.

ARTICLE II

Members

Section 2.01. LAMB-PCS shall have no members.

ARTICLE III

Board of Trustees

Section 3.01. Except as otherwise provided by law or these Bylaws, the Board of Trustees shall have exclusive control over the property, funds and affairs of LAMB-PCS.

Section 3.02. The Board of Trustees shall consist of such number of persons, not less than three (3), as may be fixed from time to time by the Board of Trustees; provided that the number of trustees shall not be reduced so as to shorten the term of any director then in office; and provided, further, that the number of trustees shall initially be seven (7).

Section 3.03. Notwithstanding anything contained in these Bylaws to the contrary, each director shall hold office until a successor is appointed and qualifies or until that director's earlier resignation, removal or death.

Section 3.04. There shall be one class of trustees.

Section 3.05. Whenever a vacancy exists on the Board of Trustees, whether by death, resignation or otherwise, the vacancy shall be filled by the vote of the majority of the trustees then in office. A director elected to fill a vacancy shall hold office for the remainder of the unexpired term of his or her predecessor in office, subject to the power of removal stated in these Bylaws.

Section 3.06. Any director may resign from office at any time upon giving written notice to the Secretary of LAMB-PCS. Any such resignation shall take effect at the time it specifies or if the time be not specified, upon receipt, and the acceptance of such resignation, unless required by its terms, shall not be necessary to make such resignation effective.

Section 3.07. A director may be removed at any time, with or without cause, by the affirmative vote of a majority of the trustees then in office.

ARTICLE IV

Meetings of the Board of Trustees

Section 4.01. Meetings of the Board of Trustees, regular or special, may be held within or without the District of Columbia upon not fewer than five (5) days notice to each director, either personally or by mail, telephone, telegram or facsimile, subject to waiver of notice as provided in the District of Columbia Nonprofit Corporation Act. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Trustees need be specified in the notice or waiver of notice of such meeting. Regular meetings shall be held at least once each year or more often as established from time to time by resolution of the Board of Trustees or as required by the business of LAMB-PCS. Special meetings of the Board of Trustees may be called by the Executive Director at any time and shall be called by the Executive Director upon the written request of a majority of the trustees then in office.

Section 4.02. A majority of the number of trustees then in office shall constitute a quorum for the transaction of business. The act of the majority of the trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees. If a quorum shall not be present at any meeting of the Board of Trustees, the trustees present thereat may adjourn the meeting from time to time, without notice other than announcement at the meeting, until a quorum shall be present.

Section 4.03. Any action required or permitted to be taken at a meeting of the Board of Trustees may be taken without a meeting if consent in writing, setting forth the action so taken, shall be signed by all the trustees eligible to vote thereon.

Section 4.04. Any one or more members of the Board of Trustees may participate in a meeting of such Board by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

Section 4.05. At least annually, the Treasurer shall prepare, on behalf of the Board of Trustees, the Board's annual report, verified by the Treasurer and Executive Director or a majority of the trustees then in office, setting forth (i) the assets and liabilities of LAMB-PCS as of the end of its fiscal year, (ii) the principal changes in assets and liabilities during its fiscal year, (iii) the revenue or receipts of LAMB-PCS during the fiscal year and (iv) the expenses or disbursements of LAMB-PCS during the fiscal year.

ARTICLE V

Committees

Section 5.01. The Board of Trustees, by resolution adopted by a majority of trustees then in office, may designate or appoint one or more committees, each of which shall consist of two or more trustees, which committees, to the extent provided in said resolution, shall have and

exercise the authority of the Board of Trustees in the management of LAMB-PCS. Other committees not having and exercising the authority of the Board of Trustees in the management of LAMB-PCS may be designated and appointed by a resolution adopted by a majority of the trustees present at a meeting at which a quorum is present. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Trustees, or any individual director, of any responsibility imposed by law.

ARTICLE VI

Officers

Section 6.01. The officers of LAMB-PCS shall be elected by the affirmative vote of a majority of the trustees then in office and shall consist of a Chair, a Secretary, and a Treasurer, and may include such other officers and assistant officers as may from time to time be deemed necessary.

Section 6.02. The Board of Trustees may require any of the officers or employees of LAMB-PCS to give bond to LAMB-PCS with sufficient sureties, conditioned upon the faithful performance of the duties of their respective offices or employments.

Section 6.03. Any officer elected or appointed by the Board of Trustees may be removed at any time, with or without cause, by the affirmative vote of a majority of the trustees then in office. Any vacancy occurring in any office of LAMB-PCS shall be filled by the Board of Trustees. An office may be held by the same individual for two or more consecutive terms.

The Chair

Section 6.04. The Chair shall be elected by the Board of Trustees and shall be the chief executive officer of LAMB-PCS. The Chair shall have the power on behalf of LAMB-PCS to perform all acts and execute all documents to make effective the actions of the Board of

Trustees. The Chair shall also perform such other duties as may be assigned from time to time by the Board of Trustees.

The Secretary

Section 6.05. The Secretary shall keep the minutes of all meetings of the Board of Trustees. He or she shall give, or cause to be given, such notice of all meetings of the Board of Trustees as may be required by these Bylaws and shall perform such other duties as shall be assigned to him or her from time to time by the Board of Trustees.

The Treasurer

Section 6.06. The Treasurer shall be responsible for, and have general supervision over, all the financial records and finances of LAMB-PCS. The Treasurer shall render to the Board of Trustees of LAMB-PCS, whenever requested, an account of the financial condition of LAMB-PCS and, in general, shall perform all the duties incident to the office of Treasurer of a corporation and shall perform such other duties as shall be assigned to him or her from time to time by the Board of Trustees.

ARTICLE VII

Compensation of Trustees

Section 7.01. The trustees of LAMB-PCS shall receive no compensation but may be reimbursed for their expenses, if any, incurred in carrying out the purposes of LAMB-PCS, provided that such reimbursement in no way adversely affects LAMB-PCS's qualification under section 501(c)(3) of the Code.

ARTICLE VIII

Fiscal Year

Section 8.01. The fiscal year of LAMB-PCS shall be from September 1st of each year to August 31st of the next year.

ARTICLE IX

Amendments

Section 9.01. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the affirmative vote of two-thirds (2/3) of the trustees then in office, provided that any such alteration, amendment, repeal or adoption shall be consistent with the requirements of section 501(c)(3) of the Code.

ARTICLE X

Indemnification

Section 10.01. To the fullest extent permitted by law, every person who is or was a director, officer, employee, or agent of LAMB-PCS shall have a right to be indemnified by LAMB-PCS against all reasonable expenses incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding in which he or she may become involved as a party or otherwise by reason of being or having been a director, officer, employee, or agent of LAMB-PCS, provided, however, that said claim, action, suit or proceeding shall be prosecuted to a final determination and he or she shall be vindicated on the merits or, in the absence of such a final determination vindicating him or her on the merits, as the Board of Trustees shall determine, subject to the provisions of Section 10.02 hereof, that his or her conduct did not constitute negligence or misconduct in the performance of a duty and that he or she fully cooperated with LAMB-PCS in the defense or disposition of any such claim, action, suit, or proceeding, such determination to be made by the Board acting through a quorum of disinterested trustees or, in the absence of such quorum, on the basis of an opinion of counsel.

Section 10.02. For purposes of Section 10.01 hereof, "reasonable expenses" shall be deemed to include but not be limited to reasonable counsel fees and disbursements, judgments, fines, penalties, and reasonable amounts paid in settlement; and "claim, action, suit, or

proceeding” shall be deemed to include every claim, action, suit, or proceeding, whether civil or criminal, derivative or otherwise, administrative, judicial, or legislative, at the trial level or on review, and shall include any reasonable apprehension or threat of such a claim, action, suit, or proceeding. A settlement plea of *nolo contendere*, consent judgment, adverse civil judgment, or conviction shall not of itself create a presumption that the conduct of the person seeking indemnification constituted negligence or misconduct in the performance of a duty, but the Board of Trustees shall be bound by a civil judgment or conviction adjudging the person liable for or guilty of such negligence or misconduct.

Section 10.03. The right of indemnification shall extend to any person otherwise entitled to it under this Article whether or not that person continues to be a director, officer, employee, or agent of LAMB-PCS at the time such liability or expense is incurred. The right of indemnification shall extend to the legal representative and heirs of any person otherwise entitled to indemnification. If a person meets the requirements of this Article with respect to some matters in a claim, action, suit, or proceeding, but not with respect to others, such person shall be

**LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER
SCHOOL**

WRITTEN CONSENT OF SOLE MEMBER

NOVEMBER [], 2008

The undersigned ("LAYC"), being the sole member of Latin American Montessori Bilingual Public Charter School, Inc., a District of Columbia Non-Profit Corporation (the "Corporation"), does hereby consent, pursuant to Section 29-301.35 of the District of Columbia Code, to the adoption of the following resolution:

WHEREAS, LAYC believes that it is in the best interests of both LAYC and the Corporation that the Corporation be a non-profit corporation without members,

RESOLVED, that the proposed amendments to the Articles of Incorporation of the Corporation adopted by the Board of Trustees of the Corporation on November [], 2008, attached to this Written Consent as Exhibit A, be, and hereby are, approved.

LATIN AMERICAN YOUTH CENTER

By: Lori M. Kaplan

Name: LORI M. KAPLAN

Title: EXECUTIVE DIRECTOR



Middle States Association of Colleges and Schools

Commissions on Elementary and Secondary Schools

3624 Market Street, 2 West | Philadelphia, PA 19104-2680

Phone: 267-284-5000 | www.msa-cess.org

OFFICIAL NOTIFICATION OF ACCREDITATION

December 1, 2016

Ms. Cristina Encinas
Head of School
Latin American Montessori Bilingual Public Charter School
1375 Missouri Avenue, NW
Washington, DC 20011

Dear Ms. Cristina Encinas:

It is my pleasure to inform you that at its October 2016 meeting the Commission on Elementary Schools of the Middle States Association of Colleges and Schools voted to award the following to **Latin American Montessori Bilingual Public Charter School**, grades PK3- 5:

ACCREDITATION

The term of accreditation is for seven years; therefore, your school's accreditation will expire on **December 1, 2023**.

An "Accredited" institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to all requirements for maintenance of accreditation.

At the beginning of the third year in your school's accreditation term, you are required to submit a Mid-Term Report in which you provide evidence that you are implementing your Plan for Growth and Improvement and of progress being made toward achieving your objectives. The Report will be reviewed by the Middle States staff, which will determine whether an on-site visit must be conducted to examine any areas of concern.

In the sixth year of the accreditation term, you will be notified to begin a new self-study to prepare for the next accreditation visit.

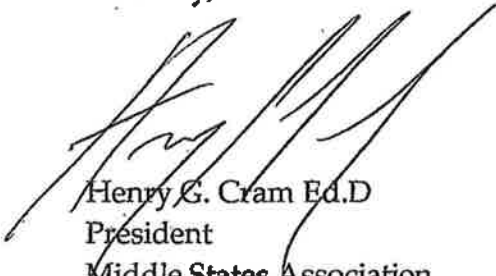
Please accept our sincere congratulations on the recognition of your school as an accredited member of the Middle States Association of Colleges and Schools. Enclosed please find your

The Middle States Association of Colleges and Schools is a non-profit association that fosters school improvement in early-age through higher education and other educational institutions through self-study, evaluation and accreditation.

Latin American Montessori Bilingual Public Charter School
Washington, DC
2 | Page

Commissions on Elementary and Secondary Schools accreditation certificate and other materials you can use to make this achievement known to your community of stakeholders. We are pleased that you continue to be among the schools throughout the world that meet the internationally recognized standards of quality of the Middle States Association of Colleges and Schools. The staff of the Commissions will be happy to be of service to you and your school at any time.

Sincerely,



Henry G. Cram Ed.D
President

Middle States Association

Commissions on Elementary and Secondary Schools

HGC/kl
enc.

Next Activities Due
Mid-Term Report: **Fall 2019**
Team Visit: **Spring 2023**
Accreditation Expires: **12/1/2023**
MSA Internal School Code: **119DC**

L.A.M.I.B. PCS
Vendor Payment Summary
As of June 30, 2017

	2016-17	2015-16	2014-15	2013-14	2012-13	
Charter School Incubator Initiative	524,832.00	534,172.00	439,286.00	369,000.00	153,900.00	rent
Building Hope					1,293,965.26	health insurance
CareFirst BlueChoice	312,215.99	315,805.69	263,643.60	466,305.00	332,862.28	retirement plan
John Hancock	307,987.20	265,989.61	235,975.40	249,876.72	107,027.05	lunch program
Elsie Whitlow Stokes		249,961.48	176,765.71	157,701.25		rent
Perry Street Prep Public Charter School	288,840.00	48,140.00			47,808.28	multiple small expenditures
Business Card	138,523.94	142,243.89	102,826.14	120,291.27	105,425.71	lunch program
Revolution Foods, Inc.	115,893.59					accounting/property mgmt
Ramson Companies LLC	97,672.74	115,445.63	106,062.54	101,755.39	96,173.81	administrative fee
DC Public Charter School Board v	83,694.56	78,999.47	72,005.59	30,879.82	28,188.00	multiple small expenditures
DC'S Home Improvement LLC	56,840.84	57,150.00	67,887.00	31,541.74		legal
Searcy Law Offices, LLC	53,520.84					electricity thru 3rd party
Peppo	49,237.62	47,011.76	44,956.88	49,984.08	46,060.50	disability/life insurance
UNUM Life Insurance Co. of America	41,441.95	31,585.46	29,176.72	27,210.01		legal board contract
Vedder Price PC	39,584.86					legal board contract
Shawe & Rosenthal LLP	35,139.00					pass through SOAR grant
DCI	33,940.34	41,059.66	118,581.80	49,869.12		liability/property insurance
Philadelphia Insurance Companies	32,512.00					dental insurance
United Concordia	31,494.61	26,985.20	27,012.30			SPED evaluations in spanish
MECCA Group, LLC	31,210.00					pass through employee premiums
AFLAC	30,367.01	36,414.88	55,504.92	50,518.50	36,051.98	special playground equipment theme
Kompan			46,919.50			hourly charges exceeded 25K threshold
Maria Rosa Calderon	26,137.97					liability/property insurance
Alliance Member Services		25,582.00		26,777.00	27,216.00	specific reading material
American Reading Co				74,167.00	28,175.00	onsite Montessori materials
Alison's Montessori				34,802.75		onsite renovation contractor
Genesys Impact LLC				29,199.00		specific education equipment
School Outfitters				28,438.20		montessori training
Barrie School (IAMS)				26,189.64	34,155.00	after school program
Kid Power Inc.			25,000.00			SPED specific evaluations
WZ Therapeutic Consultants, Inc						onsite renovation contractor
MCN BUILD INC	25,515.00					
	2,356,601.86	2,116,526.73	1,811,636.20	1,924,506.49	2,337,030.87	



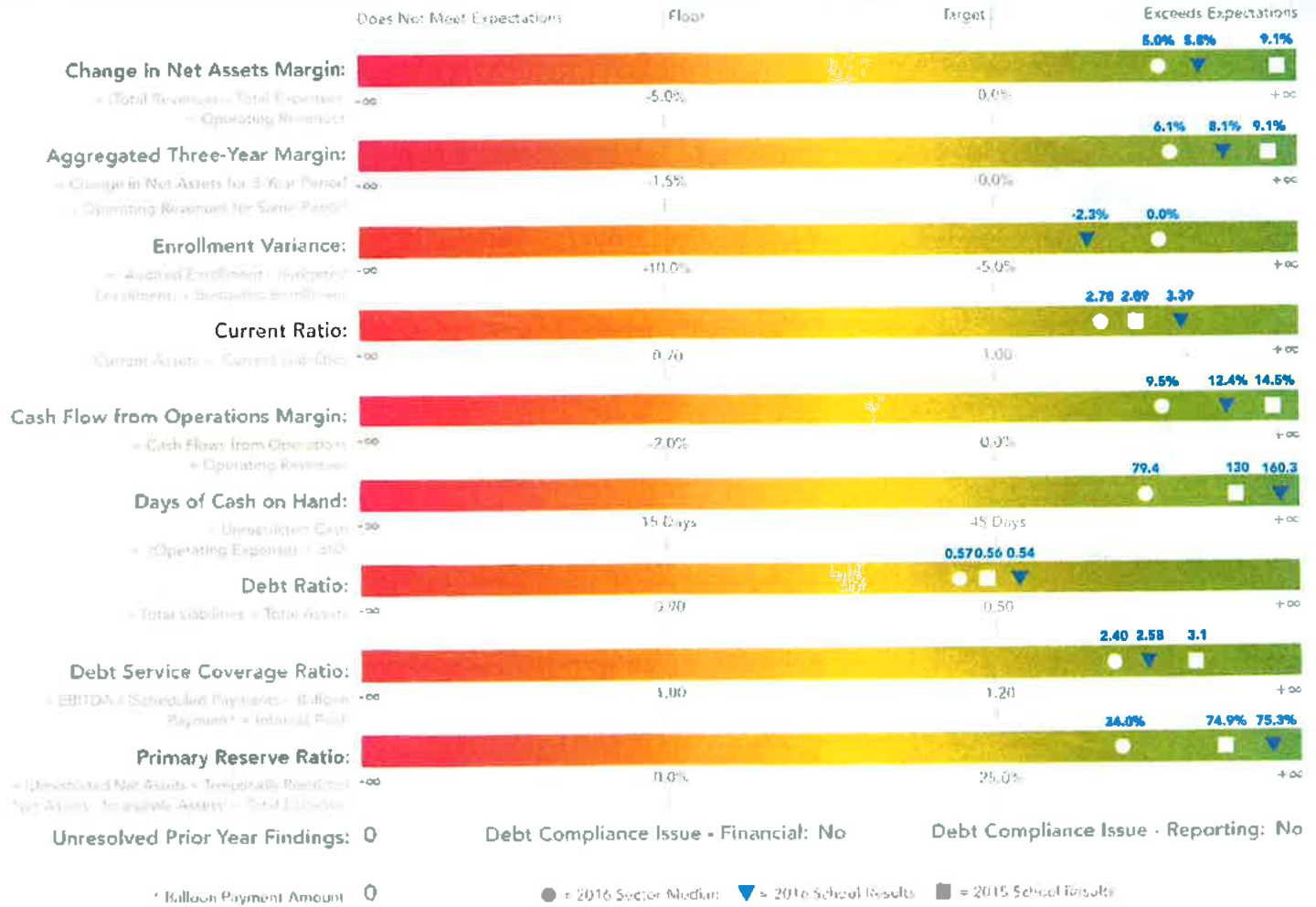
LATIN AMERICAN MONTESSORI BILINGUAL PCS

FY2016 Financial Report Card

Opened:
2003 - 2004

Audited Enrollment:
374

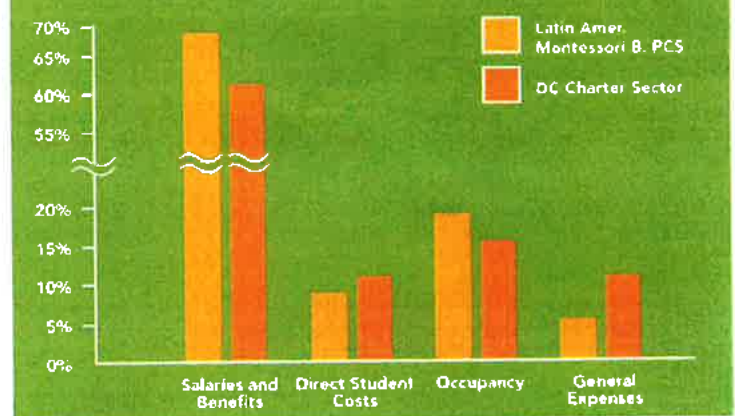
KEY FINANCIAL INDICATORS



Comments from the School



PCS EXPENSES BY CATEGORY



LATIN AMERICAN MONTESSORI BILINGUAL PCS

FY2016 Financial Report Card

FINANCIAL POSITION

	2016	2015
Total Assets	\$12,077,321	\$11,568,227
Current Assets	\$3,476,501	\$2,758,468
Total Liabilities	\$6,566,049	\$6,505,177
Current Liabilities	\$1,026,982	\$955,051
Net Asset Position	\$5,511,272	\$5,063,050

FINANCIAL ACTIVITIES

	2016	2015
Revenues and Support	\$7,769,775	\$7,441,560
Expenses	\$7,187,172	\$6,763,946
Non-operating Revenues (Expenses)	\$(134,381)	\$(42,497)
Surplus (Deficit)	\$448,222	\$677,614

AUDIT FINDINGS

	2016	2015
Qualified/Modified/Adverse Opinion on the Financial Statements	No	No
Material Weakness in Internal Control over Financial Reporting (GAS)	No	No
Non-compliance Material to the Financial Statements (GAS)	No	No
Modified Opinion on Major Federal Award Programs (Uniform Guidance)	No	No
Material Weaknesses in the Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	No	No
Findings and Questioned Costs	0	0
Going-Concern Issue	No	No

REVENUES/EXPENSES PER STUDENT

	2016	2015	2016 Sector Median
DC Funding per Student	\$17,657	\$18,433	\$17,657
Philanthropic Funding per Student	\$581	\$484	\$581
Total Revenues per Student	\$20,775	\$21,883	\$20,775
Expenses per Student	\$19,217	\$19,778	\$19,644

PCSB OBSERVATIONS

DEBT:

\$5.4M balance from June 2013 M&T Bank refinancing of existing debt related to purchase and renovation of Missouri Ave campus. Interest one-month LIBOR+2.50%; balloon payment of \$4.6M due June 2020. America's Charter Finance Corporation, an affiliate of Building Hope, has provided a limited guarantee of \$340,000 for 7 years or until the loan reaches a loan-to-value ratio of 80%.

Liability of \$302,523 for interest rate swap agreement with M&T Bank swapping a portion of the floating rate note into a fixed rate. The School pays the bank interest at a fixed rate of 4.71%, matures 2020.

FACILITIES:

The School owns land of \$721,000, and building and improvements of \$9.4M.

\$634,172 rent expense under May 2013 sub-sublease agreement with CSII for the School facility located at 3825 18th St. NE. Rent expense is net of a rent subsidy provided by a grant from CSII to supplement the annual required usage fee.

NON-OPERATING:

An unrealized gain of \$582,683 was recorded in 2016 related to the interest rate swap.

OTHER:

The School is a founding member school of the District of Columbia International School (DCI). This agreement allows students graduating from the final

grade at the School to attend middle and high school at DCI. The School is one of five language immersion schools in DC that have entered into this agreement with DCI.

The school entered into a sub-lease rental agreement in June 2016 with Perry Street Prep Public Charter School for rental of the facility located at 3825 18th St. NE. Expires June 20, 2028. No rent expense was due at year-end.

OTHER:

School has submitted Notice of Interest in the Walter Reed Reuse Plan. The Reuse Plan was approved by the US Department of Housing and Urban Development in January 2014 and includes the School. It is unclear when redevelopment will begin.

The School is a founding member school of the District of Columbia International School (DCI). This agreement allows students graduating from the final grade at the School to attend middle and high school at DCI. The School is one of five language immersion schools in DC that have entered into this agreement with DCI.

FAR Score Methodology

Score – Current Methodology	100.00 %
Tier – Current Methodology	1
Score – Revised Methodology	98.91 %
Tier – Revised Methodology	1

Current Methodology

	Weight	Indicator of Concern	Value	Points Lost
Statement Opinion	10	Qualified / Modified	Unmodified	0.00
Statement of Material Weakness	2	Yes	No	0.00
Non-Compliance with GAAP	2	Yes	None	0.00
Federal Program Opinion	2	Qualified / Modified	NA	0.00
Federal Program Material Weakness	2	Yes	NA	0.00
Findings	2	1	0	0.00
Unresolved Prior Year Findings	2	1	0	0.00
Going Concern Issue	4	Yes	No	0.00
Debt Compliance Issue	2	Yes	No	0.00
Operating Surplus/Deficit	6	X < 0	\$677,614	0.00
Change in Enrollment	8	X < -5%	6.88 %	0.00
Earnings Before Depreciation and Amortizations	6	X < 0	\$976,397	0.00
Aggregated 3-Year Total Margin	4	X < -1.5	9.30 %	0.00
Current Ratio	6	X > 1.0	2.9	0.00
Days of Cash On Hand	6	X > 30	130	0.00
Cash Flow from Operations	8	X < 0	\$1,086,477	0.00
Multi-Year Cumulative Cash Flow	4	X < 0	\$1,475,567	0.00
Debt Ratio	8	X > 0.92	0.56	0.00
Modified Debt Service Ratio	4	X > 0.15	11.3 %	0.00
Net Asset Position	8	X < 0	\$5,063,050	0.00
Primary Reserve Ratio	4	X < 0	0.75	0.00
	100			

Revised Methodology

	Weight	Healthy Range	Value	Points Lost
Statement Opinion	12	Unqualified / Unmodified	Unmodified	0.00
Statement of Material Weakness	5	No	No	0.00
Unresolved Prior Year Findings	5	Target: 0 Floor: None; schools will lose 5 points for each infraction.	0	0.00
Debt Compliance Issue	7	No	No	0.00
Change in Net Assets Margin	5	Target: X > 0 Floor: X < -5% Points Lost Per 1%: 1.00	0.10	0.00
Aggregated 3-Year Total Margin	5	Target: X > 0 Floor: X < -1.5% Points Lost Per 1%: 3.33	9.30 %	0.00
Days of Cash On Hand	12	Target: X > 45 Floor: X < 15 Points Lost Per Day: 0.40	130	0.00
Operating Cash Flow Margin	5	Target: X > 0 Floor: X < -2% Points Lost Per 1%: 2.50	0.15	0.00
Current Ratio	12	Target: X > 1.00 Floor: X < 0.70 Points Lost Per 1%: 0.40	2.9	0.00
Debt Ratio	7	Target: X < 0.50 Floor: X > 0.90 Points Lost Per 1%: 0.18	0.56	-1.09
Debt Payments % of Revenue	12	Target: X > 1.20 Floor: X < 1.00 Points Lost Per 1%: 0.60	8.09 %	0.00
Primary Reserve Ratio	7	Target: X > 25% Floor: X = 0 Points Lost Per 1%: 0.28"	0.75	0.00
Enrollment Variance	6	Target: X > -5% Floor: X < = -10% Points Lost Per 1%: 1.20	-4.20 %	0.00
	100			

Automatic Tier 3	
Non Compliance with GAAP	0.00
Going Concern Issue	No
Days of Cash on Hand	130
Current Ratio	2.9
Debt Ratio	0.56

DC PUBLIC CHARTER SCHOOL FINANCIAL AND AUDIT REVIEW LATIN AMERICAN MONTESSORI BILINGUAL PCS Annual Financial Report for the Year Ended June 30, 2015

FINANCIAL SNAPSHOT		FINANCIAL DASHBOARD					2015 DC-PCS Median	Indicator of Concern
		FY2015	FY2014					
PROFILE								
<i>First Year of Operation:</i> 2003-04		FY2015	FY2014					
DC Funding Allocation		\$6,304,233	\$5,616,843					
Federal Awards		\$480,484	\$495,699					
Unrestricted Cash, end of year		\$2,442,425	\$1,661,243					
GAAP FINANCIALS								
<i>Financial Position</i>		FY2015	FY2014					
Total Assets		\$11,568,227	\$10,946,739					
Current Assets		\$2,758,468	\$1,979,211					
Total Liabilities		\$6,505,177	\$6,435,658					
Current Liabilities		\$955,051	\$915,362					
Net Asset Position		\$5,063,050	\$4,511,081					
<i>Financial Activities</i>								
Support and Revenues		\$7,484,057	\$7,127,668					
Expenses		\$6,763,946	\$6,444,051					
Nonoperating Revenue (Expense)		(\$42,497)	\$0					
Surplus (Deficit)		\$677,614	\$683,617					
SCHOOL'S COMMENTS								
FINANCIAL PERFORMANCE								
Operating Surplus (Deficit)		\$677,614	\$683,617	218,571	< 0			
Enrollment Variance		-4.20 %	(new measure)	3.4%	< -5.0%			
Earnings before Depreciation (EBAD)		\$976,397	\$981,788	531,451	< 0			
Aggregated 3-Year Total Margin		9.30 %	10.99 %	3.3%	< -1.5%			
LIQUIDITY								
Current Ratio		2.9	2.2	2.1	< 1.0			
Days of Cash on Hand		130	93	54	< 30			
Cash Flow from Operations		\$1,086,477	\$970,943	617,141	< 0			
Multi-Year Cumulative Cash Flow		\$1,475,567	(\$84,297)	216,141	< 0			
DEBT BURDEN								
Debt Ratio		0.56	0.59	0.62	> 0.92			
Modified Debt Service Ratio		11.3 %	(new measure)	11.7%	> 15.0%			
SUSTAINABILITY								
Net Asset Position		\$5,063,050	\$4,511,081	1,870,615	< 0			
Primary Reserve Ratio		0.75	0.70	0.29	< 0.00			
TRENDING MEASURES								
	FY2015	FY2014	FY2013	FY2015 DC-PCS Median	FY2015 DC-PCS Median			
Audited Enrollment	342	320	273	381	381			
Total Revenues per Student	\$21,883	\$22,274	\$19,543	18,908	18,908			
DC Funding per Student	\$18,433	\$17,553	\$17,531	16,081	16,081			
Expenses per Student	\$19,778	\$20,138	\$17,887	18,616	18,616			
Program Expenses per Student	\$18,310	\$18,524	\$16,320	15,558	15,558			
G&A Expense Ratio	7 %	7 %	8 %	14%	14%			
Personnel Expense Ratio	62 %	62 %	63 %	60%	60%			
Occupancy Expense Ratio	16 %	16 %	20 %	15%	15%			

DC PUBLIC CHARTER SCHOOL FINANCIAL AND AUDIT REVIEW

LATIN AMERICAN MONTESSORI BILINGUAL PCS

Annual Financial Report for the Year Ended June 30, 2015

FINANCIAL AUDIT		OBSERVATIONS	
AUDITOR	OPINION DATE	OBSERVATIONS ON THE FY2015 FINANCIAL STATEMENTS	
FY2015: Kendall, Prebola, and Jones	11/25/2015	DEBT: \$5,520,296 balance from June 2013 M&T Bank refinancing of existing debt related to purchase and renovation of Missouri Ave campus; P&L, balloon payment due June 2020, projected to be \$4,772,739. \$340,000 loan guarantee provided by America's Charter School Finance Corporation (an affiliate of Building Hope); expires June 2020 or until the loan to value ratio reaches the standard 80% required by M&T Bank. Liability of \$168,142 for interest rate swap agreement with M&T Bank for a notational amount equal to the obligation under the loan payable whereby a portion of the floating rate was swapped into a fixed rate. The School pays the bank interest at a fixed rate of 4.71% on the principal loan balance through the termination date of the sweep agreement, which is June 26, 2020.	
FY2014: Kendall, Prebola, and Jones	10/10/2014		
<u>SUMMARY OF FY2015 AUDIT RESULTS</u>			
Opinion on the Financial Statements (GAAP)	Unmodified		
Material Weaknesses in Internal Control over Financial Reporting (GAS)	No		
Noncompliance Material to the Financial Statements (GAS)	None		
Opinion on Major Federal Award Programs (A133)	NA		
Material Weaknesses in Internal Control over Compliance with Major Federal Programs (A133)	NA		
Findings and Questioned Costs	0		
Unresolved Prior Year Audit Findings	0		
Going-Concern Issue	No		
Debt-Compliance Issue	No		
FY2015 Audit Findings:			
<p>RELATED PARTY TRANSACTIONS: CSII provides operating facilities through lease agreements. An Officer on the board of CSII serves as a board member of the School.</p> <p>FACILITIES: The School owns land of \$721,000 and building and improvements, value \$7,817,626. \$439,296 rent expense under May 2013 sub-sublease agreement with CSII for the School facility located at 3825 18th Street NE. Rent expense is net of a rent subsidy provided by a grant from CSII to supplement the annual required usage fee.</p> <p>OTHER: School has submitted Notice of Interest in the Walker Reed Reuse Plan. The Reuse Plan was approved by the U.S. Department of Housing and Urban Development in January 2014 and includes the School. It is unclear when redevelopment can begin.</p> <p>The School is a founding member school of the District of Columbia International School (DCI). This agreement allows students graduating from the final grade at the School to attend middle and high school at DCI. The School is one of five language immersion schools in DC that have entered into this agreement with DCI.</p>			

DC PUBLIC CHARTER SCHOOL FINANCIAL AND AUDIT REVIEW
LATIN AMERICAN MONTESSORI BILINGUAL PCS
 Annual Financial Report for the Year Ended June 30, 2014

FINANCIAL SNAPSHOT		FINANCIAL DASHBOARD					2014 DC-PCS Median	Indicator of Concern	
<u>PROFILE</u>		<u>FINANCIAL PERFORMANCE</u>							
<i>First Year of Operation:</i> 2003-04	FY2014	FY2013							
DC Funding Allocation	5,616,843	4,785,838	Operating Surplus (Deficit)	683,617	452,208	223,403	< 0		
Federal Awards	495,699	140,284	Enrollment Variance	17.2%	3.8%	3.8%	< -5.0%		
Unrestricted Cash, end of year	1,661,243	966,858	Earnings before Depreciation (EBAD)	981,788	807,640	542,708	< 0		
			Aggregated 3-Year Total Margin	11.0%	9.7%	4.4%	< -1.5%		
<u>GAAP FINANCIALS</u>		<u>LIQUIDITY</u>							
<i>Financial Position</i>	FY2014	FY2013	Current Ratio	2.2	1.5	2.2	< 1.0		
Total Assets	10,946,739	10,292,872	Days of Cash on Hand	93	71	57	< 30		
Current Assets	1,979,211	1,184,441	Cash Flow from Operations	970,943	902,226	682,821	< 0		
Total Liabilities	6,435,658	6,465,408	Multi-Year Cumulative Cash Flow	-84,297	161,233	222,053	< 0		
Current Liabilities	915,362	812,308	<u>DEBT BURDEN</u>						
Net Asset Position	4,511,081	3,827,464	Debt Ratio	0.59	0.63	0.59	> 0.92		
			Modified Debt Service Ratio	10.9%	12.3%	11.9%	> 15.0%		
<i>Financial Activities</i>			<u>SUSTAINABILITY</u>						
Support and Revenues	7,127,668	5,335,263	Net Asset Position	4,511,081	3,827,464	1,691,777	< 0		
Expenses	6,444,051	4,883,055	Primary Reserve Ratio	0.70	0.78	0.31	< 0.00		
Surplus (Deficit)	683,617	452,208	<u>TRENDING MEASURES</u>						
			(For Information Only)						
NOTES TO FINANCIAL REPORT		FY2014	FY2013	FY2012	FY14 DC-PCS Median	FY14 DC-PCS Median			
<p>Financial Dashboard: Definitions for these measures accompany the report. Measures outside the norm, defined by the Indicator of Concern, are highlighted.</p> <p>Trending Measures: Definitions for these measures accompany the report. Trending Measures provide historical context to current financial performance and are compiled for information purposes.</p> <p>Summary of Audit Results: Definitions for these measures accompany the report. Results that vary from expected performance are highlighted.</p>		Audited Enrollment	320	273	263	361			
		Total Revenues per Student	22,274	19,543	20,391	19,058			
		DC Funding per Student	17,553	17,531	17,735	16,105			
		Expenses per Student	20,138	17,887	17,262	18,518			
		Program Expenses per Student	18,524	16,320	15,635	15,671			
		G&A Expense Ratio	7%	8%	8%	13%			
		Personnel Expense Ratio	62%	63%	53%	60%			
		Occupancy Expense Ratio	16%	20%	19%	16%			

DC PUBLIC CHARTER SCHOOL FINANCIAL AND AUDIT REVIEW
LATIN AMERICAN MONTESSORI BILINGUAL PCS
 Annual Financial Report for the Year Ended June 30, 2014

FINANCIAL AUDIT		OBSERVATIONS AND RECOMMENDATIONS	
AUDITOR	OPINION DATE	OBSERVATIONS ON THE FY2014 FINANCIAL STATEMENTS	
FY2014: Kendall, Prebola, and Jones	10/10/2014	<p>Related Party <i>Charter School Incubator Initiative</i> (an affiliate of Building Hope) provides operating facilities through lease agreements. An officer on the board of Charter School Incubator Initiative serves as a board member of the School.</p> <p>Facility</p> <ul style="list-style-type: none"> \$5,653,100 outstanding from June 2013 M&T Bank refinancing of all existing debt related to purchase and renovation of Missouri Avenue campus; P&L, balloon June 2020. \$340,000 loan guarantee provided by America's Charter School Finance Corporation (an affiliate of Building Hope); expires June 2020 or until the loan to value ratio reaches the standard 80% required by M&T Bank. \$200,000 restricted cash for debt service fund. \$369,000 rent expense under May 2013 sub-sublease agreement with Charter School Incubator Initiative for the School facility located at 3825 18th Street NE. Rent expense is net of a rent subsidy provided by a grant from Charter School Incubator Initiative to supplement the annual required usage fee. <p>Sundry</p> <ul style="list-style-type: none"> School has submitted Notice of Interest in the Walter Reed Reuse Plan for a second school facility. The Reuse Plan was approved by the U.S. Department of Housing and Urban Development in January 2014 and includes the School. It is unclear when the property will be turned over to DC and when re-development can begin. <p>Subsequent Event</p> <ul style="list-style-type: none"> Subsequent to October 2014, the School entered into an agreement with the newly formed District of Columbia International School (DCI). This agreement allows students graduating from the final grade at the School to attend middle and high school at DCI. The School is one of five language immersion charter schools in DC that have entered into this agreement with DCI. <p>RECOMMENDATIONS FOR COLLABORATIVE GOVERNANCE</p> <p>No recommendations are offered.</p>	
FY2013: Kendall, Prebola, and Jones	10/18/2013		
SUMMARY OF FY2014 AUDIT RESULTS			
Opinion on the Financial Statements (GAAP)	Unmodified		
Material Weaknesses in Internal Control over Financial Reporting (GAS)	No		
Noncompliance Material to the Financial Statements (GAS)	None		
Opinion on Major Federal Award Programs (A133)	NA		
Material Weaknesses in Internal Control over Compliance with Major Federal Programs (A133)	NA		
Findings and Questioned Costs	0		
Unresolved Prior Year Audit Findings	0		
Going-Concern Issue	No		
Debt-Compliance Issue	No		
FY2014 Audit Findings:			
None			
PCS COMMENT (limited to 600 characters)			
<p style="color: red; text-align: center;">PCS are invited to submit any relevant comments regarding this annual financial report, for inclusion here in the final (public) version</p>			

DC PUBLIC CHARTER SCHOOL FINANCIAL AND AUDIT REVIEW
LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL
Annual Financial Report for the Year Ended June 30, 2013

Draft 4/17/2014

FINANCIAL SNAPSHOT		FINANCIAL DASHBOARD					2013 DC-PCS Median	Indicator of Concern	
PROFILE		FINANCIAL PERFORMANCE							
<i>First Year of Operation: 2003-04</i>	<u>FY2013</u>	<u>FY2012</u>	<u>FY2013</u>	<u>FY2012</u>	<u>2013 DC-PCS Median</u>	<u>Indicator of Concern</u>			
DC Funding Allocation	4,785,838	4,664,366	807,640	1,090,884	661,081	< 0			
Federal Awards	140,284	382,352	9.71%	7.89%	4.6%	< -1.5%			
Unrestricted Cash, end of year	966,858	1,745,540							
GAAP FINANCIALS		LIQUIDITY							
<i>Financial Position</i>	<u>FY2013</u>	<u>FY2012</u>							
Total Assets	10,292,872	11,209,279	Current Ratio	1.5	1.0	2.2	< 0.5		
Current Assets	1,184,441	2,086,778	Days of Cash on Hand	71	138	70	< 30		
Total Liabilities	6,465,408	7,834,023	Cash Flow from Operations	902,226	1,164,160	578,525	< 0		
Current Liabilities	812,308	2,105,154	Multi-Year Cumulative Cash Flow	161,233	1,266,933	847,402	< 0		
Net Asset Position	3,827,464	3,375,256	DEBT BURDEN						
			Debt Ratio	0.63	0.70	0.62	> 0.92		
			Debt Service Ratio	9.5%	11.2%	1.8%	> 10.0%		
<i>Financial Activities</i>			SUSTAINABILITY						
Support and Revenues	5,335,263	5,362,861	Net Asset Position	3,827,464	3,375,256	1,691,777	< 0		
Expenses	4,883,055	4,540,030	Primary Reserve Ratio	0.78	0.74	0.28	< 0.00		
Surplus (Deficit)	452,208	822,831	TRENDING MEASURES						
			(For Information Only)						
NOTES TO FINANCIAL REPORT									
Financial Dashboard: Definitions for these measures accompany the report. Measures outside the norm, defined by the indicator of concern, are highlighted.									
Summary of Audit Results: Definitions for these measures accompany the report. Results that vary from expected performance are highlighted.									
Trending Measures: Definitions for these measures accompany the report. Trending Measures provide historical context to current financial performance and are compiled for information purposes.									
		Audited Enrollment	273	263	199	172			
		Total Revenues per Student	19,543	20,391	17,252	17,775			
		DC Funding per Student	17,531	17,735	15,162	15,949			
		Expenses per Student	17,887	17,262	16,764	17,686			
		Program Expenses per Student	16,320	15,635	14,655	15,045			
		G&A Expense Ratio	8%	8%	12%	13%			
		Personnel Expense Ratio	63%	53%	58%	54%			
		Occupancy Expense Ratio	20%	19%	26%	unavailable			

DC PUBLIC CHARTER SCHOOL FINANCIAL AND AUDIT REVIEW
LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL
Annual Financial Report for the Year Ended June 30, 2013

FINANCIAL AUDIT		OBSERVATIONS AND RECOMMENDATIONS
AUDITOR	OPINION DATE	OBSERVATIONS ON THE FY2013 FINANCIAL STATEMENTS
FY2013: Kendall, Prebola, and Jones	10/18/2013	<p>Related Party</p> <ul style="list-style-type: none"> Charter School Incubator Initiative (an affiliate of Building Hope) provides operating facilities through lease agreements. A board member of the School is an officer on the board of Charter School Incubator Initiative. <p>Facility</p> <ul style="list-style-type: none"> \$5,780,000 o/s from June 2013 M&T Bank refinancing of all existing debt related to purchase and renovation of Missouri Avenue campus; P&I, balloon June 2020. \$340,000 loan guarantee provided by America's Charter School Finance Corporation (an affiliate of Building Hope); expires June 2020. \$200,000 restricted cash for debt service fund. \$153,900 rent expense under lease agreement with Charter School Incubator Initiative for the Taylor Street facility. <p>Sundry</p> <ul style="list-style-type: none"> School has submitted Notice of Interest in the Walter Reed Reuse Plan for a second school facility. Memorandum of Agreement with DC was executed in January 2012. Final determination is not yet known.
FY2012: Kendall, Prebola, and Jones	10/19/2012	
SUMMARY OF FY2013 AUDIT RESULTS		
Opinion on the Financial Statements (GAAP)	Unqualified	
Material Weaknesses in Internal Control over Financial Reporting (GAS)	No	
Noncompliance Material to the Financial Statements (GAS)	No	
Opinion on Major Federal Award Programs (A133)	NA	
Material Weaknesses in Internal Control over Compliance with Major Federal Programs (A133)	NA	
Findings and Questioned Costs	0	
Unresolved Prior Year Audit Findings	0	
Going Concern Issue	No	
Debt-Default Issue	No	
PCS COMMENT (limited to 600 characters)		RECOMMENDATIONS FOR COLLABORATIVE GOVERNANCE
		No recommendations are offered.

CHARTER AUDIT RESOURCE MANAGEMENT (CHARM™)
Latin American Montessori Bilingual Public Charter School
Annual Financial Report (Draft-3/22/13)
June 30, 2012

FINANCIAL SNAPSHOT		FINANCIAL DASHBOARD INDICATORS					2012	2011	2012 DC-PCS Median	Indicator of Concern
PROFILE										
PCS Established: 2003	FY2012	FY2011								
Enrollment	263	199								
DC Funding Allocation	4,664,366	3,017,157								
Federal Awards	382,352	216,131								
Unrestricted Cash, end of year	1,745,540	805,625								
GAAP FINANCIALS										
Financial Position										
Total Assets	11,209,279	10,367,105								
Current Assets	2,086,778	unavailable								
Total Liabilities	7,834,023	7,814,680								
Current Liabilities	2,105,154	unavailable								
Net Asset Position	3,375,256	2,552,425								
Financial Activities										
Support and Revenues	5,362,861	3,433,130								
Expenses	4,540,030	3,335,980								
Surplus (Deficit)	822,831	97,150								
CONTRACT COMPLIANCE RATING										
STATEMENT OF FINANCIAL POSITION										
Current Ratio	1.0	1.4	1.9	< 0.5						
Debt Ratio	0.70	0.75	0.66	> 0.92						
Capitalization Ratio	0.30	0.25	0.34	< 0.10						
Net Asset Position	3,375,256	2,552,425	1,995,012	< 0						
Expendable Net Assets	3,375,256	2,466,329	1,438,649	< 0						
Primary Reserve Ratio	0.74	0.74	0.31	< 0.00						
Days of Cash on Hand	138	87	59	< 30						
STATEMENT OF ACTIVITIES										
Operating Surplus (Deficit)	822,831	97,150	349,943	< 0						
Earnings before Amortization/Depreciation	1,090,884	unavailable	638,842	< 0						
Revenues per Student	20,391	17,252	18,405	< 15,000						
Expenses per Student	17,262	16,764	17,645	< 15,000						
Program Expenses per Student	15,635	unavailable	14,858	< 10,000						
G&A Expense Ratio	8%	12%	14%	> 20%						
Personnel Expense Ratio	53%	58%	57%	> 70%						
Occupancy Expense Ratio	19.1%	26.3%	14.9%	> 20.0%						
DC Facility Allowance Ratio	77%	62%	75%	< 75%						
CASH FLOW & DEBT SUMMARY										
Cash Flow from Operations	1,164,160	546,005	729,610	< 0						
Current Debt Ratio	19.8%	2.6%	0.0%	> 20.0%						
Second-Year Debt Ratio	44.5%	2.7%	0.0%	> 20.0%						
Debt Service Ratio	11.2%	17.1%	1.3%	> 20.0%						

This box is reserved for a future measure to be determined by the PCSB, intended to rate a school's compliance with disclosure requirements for procurement contracts as per the School Reform Act of 1995 as Amended.

CHARTER AUDIT RESOURCE MANAGEMENT (CHARM™)
Latin American Montessori Bilingual Public Charter School
Annual Audit Summary (Draft-3/22/13)
June 30, 2012

FINANCIAL AUDIT		OBSERVATIONS AND RECOMMENDATIONS
AUDITOR	OPINION DATE	OBSERVATIONS ON THE FY2012 FINANCIAL STATEMENTS <ul style="list-style-type: none"> • \$2,667,548 o/s from United Bank refinancing; P&I, balloon August 2018. • \$1,630,612 o/s from Building Hope financing; balloon September 2013. • \$1,869,990 o/s from Reinvestment Fund (A) financing; balloon September 2013. • \$920,535 o/s from Reinvestment Fund (B) financing; balloon September 2013. • \$52,500 o/s from Reinvestment Fund (C) financing; balloon September 2013. <p>• School has submitted Notice of Interest for space at the BRAC Installation at the Walker Reed Army Medical Center for a second school facility.</p>
FY2012: Kendall, Prebola, and Jones	10/19/12	
FY2011: Kendall, Preboal and Jones	10/21/11	
SUMMARY OF FY2012 AUDIT RESULTS		
Opinion on the Financial Statements (GAAP)	Unqualified	
Material Weaknesses in Internal Control over Financial Reporting (GAS)	No	
Noncompliance Material to the Financial Statements (GAS)	None	
Opinion on Major Federal Award Programs (A133)	N/A	
Material Weaknesses in Internal Control over Major Federal Programs (A133)	N/A	
Material Weaknesses in Internal Control over Major Federal Programs (A133)	N/A	
Findings and Questioned Costs	None	
Unresolved Prior Year Audit Findings	None	
CHARM™ SCORE		RECOMMENDATIONS FOR COLLABORATIVE GOVERNANCE <ol style="list-style-type: none"> 1. Review the financing plan with school officials for loans maturing September 1, 2013 of approximately \$4 million.



The CHARM Score is a composite indicator of financial health. From a base of 100%, it reflects each school's Annual Audit results and selected financial dashboard indicators. Standards and norms are established by performance of the DC public charter school sector. While a low score does not necessarily mean a financially troubled school, it is a warning calling for a PCSB site review. In some cases, such visits clarify the school's unique financial structure that resulted in a lower CHARM Score than is reflective of actual financial health. In other cases, PCSB has implemented monitoring procedures of plans to improve financial performance and remediate audit deficiencies. Outside parties, including financial institutions, may contact PCSB for additional information but are expected to perform independent due diligence.

**Latin American Montessori Bilingual
Public Charter School**



**Comparative Financial Statements and
Auditor's Report**

For the years ended June 30, 2017 and 2016

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Kendall, Prebola and Jones, LLC
Certified Public Accountants

Board of Directors
Latin American Montessori Bilingual
Public Charter School, Inc.
1375 Missouri Avenue NW
Washington, DC 20011

INDEPENDENT AUDITOR'S REPORT

Report on the Financial Statements

We have audited the accompanying financial statements of the Latin American Montessori Bilingual Public Charter School, Inc., (a nonprofit organization) which comprise the statements of financial position as of June 30, 2017 and 2016, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Latin American Montessori Bilingual Public Charter School, Inc., as of June 30, 2017 and 2016, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The schedules of functional expenses and schedules of average cost per student are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 27, 2017, on our consideration of the Latin American Montessori Bilingual Public Charter School, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Latin American Montessori Bilingual Public Charter School, Inc.'s internal control over financial reporting and compliance.



Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
September 27, 2017

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2017 AND 2016

<u>ASSETS</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
<u>Current Assets:</u>		
Cash and Cash Equivalents	\$ 3,869,954	\$ 3,201,016
Accounts Receivable	58,048	18,890
Grants Receivable	112,456	177,978
Promises Receivable	6,291	5,217
Prepaid Expenses	<u>48,545</u>	<u>58,625</u>
Total Current Assets	<u>\$ 4,095,294</u>	<u>\$ 3,461,726</u>
<u>Fixed Assets:</u>		
Fixed Assets, Net of Accumulated Depreciation	<u>\$ 8,048,904</u>	<u>\$ 8,299,001</u>
Total Fixed Assets	<u>\$ 8,048,904</u>	<u>\$ 8,299,001</u>
<u>Other Assets:</u>		
Cash Restricted for Long-Term Purposes	\$ 204,999	\$ 203,005
Interest Receivable	-	933
Deposits	<u>53,390</u>	<u>53,556</u>
Total Other Assets	<u>\$ 258,389</u>	<u>\$ 257,494</u>
TOTAL ASSETS	<u>\$ 12,402,587</u>	<u>\$ 12,018,221</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>Current Liabilities:</u>		
Accounts Payable	\$ 229,668	\$ 99,707
Accrued Interest Payable	3,426	3,521
Accrued Salary and Vacation	674,232	575,154
Payroll Withholdings and Related Liabilities	152,059	132,900
Refundable Advances	21,838	-
Deferred Revenues	93,707	70,260
Current Portion - Long-Term Debt	<u>137,445</u>	<u>130,665</u>
Total Current Liabilities	<u>\$ 1,312,375</u>	<u>\$ 1,012,207</u>
<u>Long-Term Liabilities:</u>		
Notes Payable	\$ 5,192,219	\$ 5,322,884
Less: Current Portion	(137,445)	(130,665)
Interest Rate Swap	<u>85,907</u>	<u>302,523</u>
Total Long-Term Liabilities	<u>\$ 5,140,681</u>	<u>\$ 5,494,742</u>
Total Liabilities	<u>\$ 6,453,056</u>	<u>\$ 6,506,949</u>
<u>Net Assets:</u>		
Unrestricted	\$ 5,937,812	\$ 5,501,765
Board Designated - PTO	10,628	9,507
Temporarily Restricted	<u>1,091</u>	<u>-</u>
Total Net Assets	<u>\$ 5,949,531</u>	<u>\$ 5,511,272</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 12,402,587</u>	<u>\$ 12,018,221</u>

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2017 AND 2016

	June 30, 2017		June 30, 2016	
	Unrestricted	Temporarily Restricted	Unrestricted	Temporarily Restricted
	Total	Total	Total	Total
Revenues and Other Support:				
Per Pupil Funding Allocation	\$ 6,197,506	-	\$ 6,197,506	-
Per Pupil Funding Allocation - Facilities Allotment	1,330,824	-	1,330,824	-
Federal Entitlements and Grants	187,775	-	187,775	-
State Grants - District of Columbia	24,988	-	24,988	-
Private Grants and Contributions	102,996	15,000	117,996	22,950
Student Fees	159,366	-	159,366	-
Extended Learning Day Program Fees	748,596	-	748,596	-
Interest and Dividends	8,013	-	8,013	-
Loss on Disposal of Fixed Assets	(702)	-	(702)	-
Fundraisers:				
Sales	\$ 18,913	-	\$ 18,913	-
Less: Cost of Direct Benefits to Donors	(14,138)	-	(14,138)	-
Net Revenue from Fundraisers	\$ 4,775	-	\$ 4,775	-
Net Assets Released from Restrictions (Satisfaction of Program Restrictions)	13,909	(13,909)	-	(26,150)
Total Revenues and Other Support	\$ 8,778,046	\$ 1,091	\$ 8,779,137	\$ 7,769,775
Expenses:				
Educational Services	\$ 8,121,267	-	\$ 8,121,267	-
Fundraising	23,233	-	23,233	-
General and Administrative	412,994	-	412,994	-
Total Expenses	\$ 8,557,494	-	\$ 8,557,494	-
Changes in Net Assets before Change in Fair Value of Interest Rate Swap	\$ 220,552	\$ 1,091	\$ 221,643	\$ (3,200)
Changes in Fair Value of Interest Rate Swap	216,616	-	216,616	-
Change in Net Assets	\$ 437,168	\$ 1,091	\$ 438,259	\$ (3,200)
Net Assets, Beginning of Year	5,511,272	-	5,511,272	3,200
Net Assets, End of Year	\$ 5,948,440	\$ 1,091	\$ 5,949,531	\$ 5,511,272

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2017 AND 2016

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
<u>Cash Flows from Operating Activities:</u>		
Changes in Net Assets	\$ 438,259	\$ 448,222
Adjustments to Reconcile Changes in Net Assets to Net Cash Flows from Operating Activities:		
Depreciation	307,461	307,056
Amortization - Debt Issuance Costs	14,775	14,775
Loss on Disposal of Fixed Assets	702	-
Unrealized Loss/(Gain) on Interest Rate Swap	(216,616)	134,381
Deposits - (Increase)/Decrease	166	(48,056)
Accounts Receivable - (Increase)/Decrease	(39,158)	22,178
Grants Receivable - (Increase)/Decrease	65,522	(10,447)
Promises Receivable - (Increase)/Decrease	(1,074)	28,708
Prepaid Expenses - (Increase)/Decrease	10,080	119
Interest Receivable - (Increase)/Decrease	933	(933)
Accounts Payable - Increase/(Decrease)	129,961	(53,288)
Accrued Interest Payable - Increase/(Decrease)	(95)	(90)
Accrued Salary and Vacation - Increase/(Decrease)	99,078	53,272
Payroll Withholdings and Related Liabilities - Increase/(Decrease)	19,159	17,974
Refundable Advances - Increase/(Decrease)	21,838	-
Deferred Revenues - Increase/(Decrease)	<u>23,447</u>	<u>46,935</u>
Net Cash Flows from Operating Activities	<u>\$ 874,438</u>	<u>\$ 960,806</u>
<u>Cash Flows from Investing Activities:</u>		
Purchase of Fixed Assets	\$ (58,066)	\$ (63,155)
Purchase of Money Market - Restricted for Collateral	(203,000)	-
Proceeds on Sale of Money Market - Restricted for Collateral	-	3,000
Purchase of Certificates of Deposit	(204,000)	(203,000)
Proceeds on Sale of Certificates of Deposit	<u>407,000</u>	<u>200,000</u>
Net Cash Flows from Investing Activities	<u>\$ (58,066)</u>	<u>\$ (63,155)</u>
<u>Cash Flows from Financing Activities:</u>		
Repayment on Notes	\$ (145,440)	\$ (138,312)
Interest Restricted for Debt Service	<u>(1,994)</u>	<u>(748)</u>
Net Cash Flows from Financing Activities	<u>\$ (147,434)</u>	<u>\$ (139,060)</u>
Net Increase in Cash and Cash Equivalents	\$ 668,938	\$ 758,591
Cash and Cash Equivalents at Beginning of Year	<u>3,201,016</u>	<u>2,442,425</u>
Cash and Cash Equivalents at End of Year	<u>\$ 3,869,954</u>	<u>\$ 3,201,016</u>

Supplemental Disclosures:

- a) No income taxes were paid during the years ended June 30, 2017 and 2016.
- b) Interest in the amount of \$253,140 and \$262,026, respectively, was paid during the years ended June 30, 2017 and 2016.

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

The Latin American Montessori Bilingual Public Charter School, Inc. (LAMB for short) is a District of Columbia Not-for-Profit Corporation incorporated in 2001 exclusively for educational purposes. LAMB's mission is to lay a foundation of knowledge, habits, attitudes, and skills, which are essential for a lifetime of creative thinking and learning. The overall goal is bi-literacy in English and Spanish. To achieve that, LAMB creates child-centered learning environments for pre-school through 5th grade children, utilizing hands-on Montessori materials which are developmentally appropriate, self-correcting, sequenced and flow from simple to complex in order for students to develop academically, socially and emotionally. LAMB's primary sources of support are local appropriations for Charter Schools from the District of Columbia Government.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

The significant accounting policies of the Charter School are summarized below:

(a) Basis of Accounting and Presentation:

The accompanying financial statements have been prepared on the accrual basis of accounting, which presents financial position, activities, functional expenses, and cash flows in accordance with accounting principles generally accepted in the United States of America.

(b) Revenue Recognition:

Contributions

The Charter School has adopted Financial Accounting Standards Board ASC No. 958-605-25, *Accounting for Contributions Received and Contributions Made*. As such, contributions are recognized as revenue when they are received or unconditionally pledged.

All contributions are available for unrestricted use unless specifically restricted by the donor. Contributions and promises to give with donor imposed conditions are recognized as unrestricted support when the conditions on which they depend are substantially met. Contributions and promises to give with donor imposed restrictions are reported as temporarily restricted support. Unconditional promises to give due in the next year are recorded at their net realizable value. An allowance for uncollectible contributions receivable is provided based upon management's judgement, including such factors as prior collection history and type of contribution.

The Charter School reports gifts of equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. The Charter School reports expirations of donor restrictions when the donated or acquired assets are placed in service.

Federal and Charter School Funding

The Charter School receives a student allocation from the District of Columbia as well as federal funding to cover the cost of academic expenses. The student allocation is on a per pupil basis and includes the academic year funding, special education funding, and a facilities allotment as well as funding for English as a second language. The Charter School recognized this funding in the year in which the school term is conducted. Funding received in advance of the school term is recorded as a refundable advance.

Federal entitlements are recognized based on the allowable costs incurred.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(b) Revenue Recognition: (Continued)

Extended Learning Day Program

The Charter School offers fee-based extended day programming for students in grades pre-school through 5th grade. The hours of operation are structured to coincide with the typical workday of parents of the students. Both the before and after care programs offer food services. Tuition is collected based on a monthly fee. The amount of tuition ranges from full tuition to reduced tuition based on the National School Lunch Program guidelines.

(c) Corporate Taxes:

The Latin American Montessori Bilingual Public Charter School is exempt from federal income taxes (other than on unrelated business income) under the provisions of Section 501(c)(3) of the Internal Revenue Code and similar state income tax laws. Exemption from District of Columbia income taxes was granted to the Charter School effective February 14, 2006. Accordingly, no provisions for income taxes have been provided for in the accompanying financial statements. The Charter School has been classified as other than a private foundation under Section 509(a)(1) of the Internal Revenue Code and accordingly contributions qualify as a charitable tax deduction by the contributor under Section 170(b)(i)(A)(ii). The Charter School did not have any net unrelated business income for the years ended June 30, 2017 and 2016.

The Latin American Montessori Bilingual Public Charter School is also exempt from District of Columbia sales, real estate, and personal property taxes.

(d) Grants:

Grant revenues are received primarily from Federal agencies and the District of Columbia Government. These grants are subject to financial and compliance audits by the grantor agencies. Such audits could result in a request for reimbursement by the agency for expenditures disallowed under the terms and conditions of the appropriate grantor. No provision for possible adjustment has been made in the accompanying financial statements because, in the opinion of management, such adjustment, if any, would not have a material effect on the financial statements.

Cash receipts in excess of costs incurred for grants are reflected as refundable advances until they are expended for the purpose of the grant, at which time they are recognized as unrestricted support. Costs incurred in excess of cash received are reflected as grants receivable.

(e) Net Assets:

The Charter School has adopted Financial Accounting Standards Board ASC No. 958-205-05, *Financial Statements of Not-for-Profit Organizations*. Under FASB ASC No. 958-205-05, the Charter School is required to report information regarding its financial position and activities according to three classes of net assets.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(e) Net Assets: (Continued)

Net assets and revenues, expenses, gains, and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Charter School and changes therein are classified and reported as follows:

Unrestricted Net Assets

Net assets that are not subject to donor-imposed restrictions and over which the Board of Directors has discretionary control. This classification includes net assets subject to donor-imposed conditions, which have been met in the current year and net assets subject to donor-imposed restrictions that have been released from restrictions. Board designated funds in the amount of \$10,628 and \$9,507 as of June 30, 2017 and 2016, respectively, were for the purpose of Parent Teacher Organization activities.

Temporarily Restricted Net Assets

Net assets subject to donor-imposed restrictions that may or will be met, either by actions of the Charter School and/or the passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Temporarily restricted net assets were available at year end for the following purpose:

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
CHISPA Project	\$ 1,091	\$ -
Total	<u>\$ 1,091</u>	<u>\$ -</u>

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose, the passage of time, or by the occurrence of events specified by donors for the following activities:

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Art Education	\$ 10,000	\$ 10,000
CHISPA Project	3,909	8,200
After School Tutoring	<u>-</u>	<u>7,950</u>
Total Released	<u>\$ 13,909</u>	<u>\$ 26,150</u>

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(e) Net Assets: (Continued)

Permanently Restricted Net Assets

Net assets subject to donor-imposed stipulations that requires the net assets be maintained permanently by the Charter School. Generally, the donors of these assets permit the use of all or part of the income earned on any related investments for general or specific purposes. The Charter School did not have any permanently restricted net assets as of June 30, 2017 and 2016.

(f) Donated Services and Materials:

Donated services and materials are recognized as contributions in accordance with FASB ASC 958, *Accounting for Contributions Received and Contributions Made*, if the services received create or enhance nonfinancial assets or require specialized skills, and are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation.

Contributed services and promises to give services that do not meet the above criteria are not recognized. The time contributed by the Charter School's Board of Directors is uncompensated and is not reflected as donated services.

In-kind contributions are recorded in the Statement of Activities at estimated fair value and recognized as revenue and expense (or an asset) in the period they are received. There are no donated services and materials recorded in the financial statements as of June 30, 2017 and 2016.

(g) Basic Programs:

In School Year 2016-2017, LAMB has 426 students (Latino 52%, Black 22%, White 21%, Multi-racial 4%, Asian 1%). Twenty-nine percent of LAMB students are eligible for free and reduced lunch, 49% are English language learners and 14% are students with special needs.

There are other Montessori schools (chartered, traditional, private) in the District of Columbia, but LAMB is the only public, chartered, Montessori, bilingual, primary and elementary education school in the tri-state area and one of only a few nationally. LAMB is audited annually, has a valid Business License, and Certificate of Clean Hands. LAMB is accredited by Middle States of Colleges and Schools and recognized by the DC Public Charter School Board as a Tier 1 school.

Leadership/governance of the organization and their respective roles

LAMB is governed by an all-volunteer Board of Directors. The Board is responsible for school governance, strategic planning, major policy decisions, ensuring compliance with federal and state law, fulfilling charter contract with the DC Public Charter School Board, including academic, financial, legal and fiduciary, and hiring and evaluating the executive director. School leadership or management is conducted by co-founders and senior administrators Cottman and Encinas who lead a staff of 95 in two facilities. Management/administration is paid staff and responsible for the day-to-day school operations; i.e., operationalizing school mission: instruction, curriculum, development, student assessment, school climate, non-academic, school safety and human resources school-wide.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

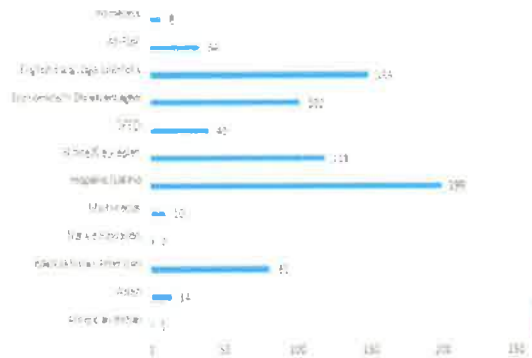
1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(g) Basic Programs: (Continued)

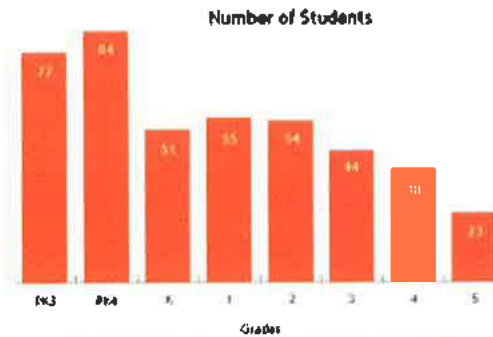
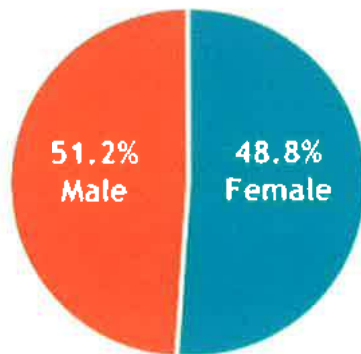
Basic Programming

LAMB serves children PK3 to 5th grade. LAMB classes are organized into multi-age groupings: Primary (PK3 to Kindergarten), Lower Elementary (1st to 3rd grades) and Upper Elementary (4th to 5th grades). Traditionally, students remain in the same classroom for three years and have the experience of being the youngest and the oldest within the group.

Who Are We? - Demographics SY 2016-2017



Who Are We? - Demographics SY 2016-2017



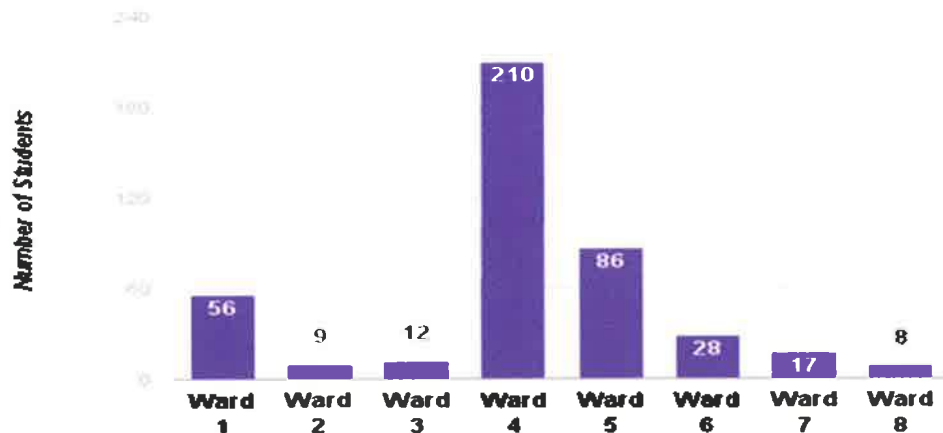
LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(g) Basic Programs: (Continued)

Basic Programming (Continued)

LAMB's mission is to create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning while developing bi-literacy in English and Spanish. Our purpose is to create a bilingual school environment that enables students to learn in a self-directed manner. In order to accomplish our mission, LAMB utilizes the Montessori philosophy and pedagogy to provide children with an environment of academic excellence that celebrates their cultures and languages and leaves no question about their value as a human being.



In order to ensure full bilingual capacity upon graduation, LAMB only enrolls children at the primary level and expands proportionally, as children age through the elementary program. There are two teachers in each class. LAMB's dual language immersion program is attractive to English language learners and monolingual families alike. Students with special needs learn in the least restrictive environment, and a team of specialists guided by a Special Education Coordinator ensures that that students' Individualized Education Plans are fully implemented.

LAMB operates 180 school days, 30 minutes longer than some other schools (8:30 - 3:00 for primary, 8:15 - 3:30 for elementary), plus an additional four weeks during the summer. LAMB also offers an Extended Learning Day Program which provides an opportunity for at-risk students to be engaged in an additional 2.5 hours daily to work on targeted skills improvement and engage in supervised extra-curricular activities, including STEM, sports and arts activities.

LAMB operates from two sites: 1375 Missouri Avenue, NW, in Ward 4 and 1800 Perry Street, NE, in Ward 5. Over the next six years, LAMB will grow to serve 600 students, and expand to Walter Reed for a third site. Each site will serve approximately 180 to 220 students. For the upcoming school year, LAMB will add a third site at Walter Reed and some of the elementary students from both Missouri and Perry Street will be transferred to Walter Reed. Next year, in total LAMB will have between 460 and 475 students.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(g) Basic Programs: (Continued)

Program Description

In many successful educational programs, there are two elements that stand out: working with the children at their own levels and giving them the appropriate skills and concrete tools to build confidence in themselves and their communities. The Montessori educational philosophy incorporates, at its core, "following the child," and respecting the child's cultural and developmental identities. A good bilingual program enriches the child's first language and culture and develops the second language and culture while supporting the first.

Our Annual Priorities based on our Strategic Plan:

1. Increase Academic Achievement
2. Intensify Operational Effectiveness
3. Enhance Professional Development
4. Develop and communicate a clear Growth Matrix and Facility(ies) Development Plan

LAMB marries the two educational pedagogies. LAMB students experience a two-way immersion program in which their individual needs are met through Montessori classes conducted in English and Spanish. LAMB is multi-lingual, but the two major mother languages spoken at LAMB are English and Spanish. The students' native languages, English or Spanish, are enriched by their acquisition of a second, and in some instances a third language. For nearly one hundred years, Maria Montessori's educational techniques have been successfully used in dual language schools throughout Europe, Africa, and Asia.

LAMB's goal is that students will be bilingual and bi-literate, able to read and write on grade level in both English and Spanish by the end of 5th grade. Research on second language acquisition indicates that it takes 5-7 years for a child to develop proficiency in academic language equivalent to that of a native speaker. With bi-literacy as a goal, students must enroll in the school at 3 or 4 years old in order to continue through the elementary program. These additional years in our bilingual program ensures that LAMB students are fully bilingual before transitioning to middle school programs. For English language learners, this means that they will have the opportunity to exit "ELL" status before they transition to middle school. Many exit by 3rd grade. Mission-related goals focus on developing oral reading fluency in Spanish and English and comprehension skills in both languages.

Classroom manipulative materials are a Montessori trademark. Montessori materials are designed so that students receive instant feedback as they work, allowing them to recognize, correct, and learn from their mistakes without adult assistance. Putting control of the activity in the students' hands strengthens their self-esteem and self-motivation as well as learning.

The Montessori cultural curriculum (science and social studies) forms the basis of the elementary curriculum with language arts and mathematics covered in integrated, inter-disciplinary units of study. LAMB believes that the elementary years are a period when students learn how to learn.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(g) Basic Programs: (Continued)

Program Description (Continued)

The students have a limitless imagination and great energy for memorizing facts. Students exhibit especially strong interest in geography, history, anthropology, biology, earth science, and astronomy. Montessori elementary classrooms are research and project focused with an emphasis on taking field trips, conducting experiments, and bringing in guest presenters who can provide students with "real world" experiences beyond what they can read about in a book or online.

The Montessori elementary "Cosmic Curriculum" is built around the five Great Lessons given at the beginning of each year: creation of the universe; coming of plants and animals; arrival of humans; beginning of language; and development of math and invention. Students remain in the same multi-age classroom for three years, and they experience the telling of the Great Lessons as a classroom tradition. Each year the new youngest students in a class gather for these five group lessons. The older, returning children may come to the lesson if they like, or hear them from afar, experiencing them differently each time depending upon their own growth in understanding. The teacher designs each Great Lesson using stories, music, impressionistic charts, experiments, and games. Following the presentations of the Great Lessons, teachers offer students more specific key lessons that isolate concepts and refine student understanding.

The non-academic goals target social emotional competency and emphasize the school's overarching goals of peaceful communication and living where there is a demonstrated respect for self, others and the environment. Self-directed learning and critical thinking are key to developing the confidence and competence to be a contributing member of the community.

LAMB uses the Montessori Grace and Courtesy curriculum and the Practical Life curriculum to help students build the social skills, practical skills, and "know-how" to succeed in life both inside and outside of school settings. Grace and Courtesy and Practical Life lessons involve explicit modeling of manners, common social graces, cooking and cleaning, basic sewing and construction tasks, event planning, service projects, etc.

Parent Involvement

The primary participation expected of all parents is volunteerism, attendance at the scheduled parent-teacher conferences each quarter and attendance at special events and workshops organized by teachers, children, and the school administration. Parental involvement is also encouraged through a parent education program. Parents can participate in workshops on topics such as Montessori education, dual language immersion, and behavior management. LAMB conducts parent satisfaction surveys following these events and alters and develops future parent education sessions based on interest and need. LAMB also has an active PTO, which fundraises for its own operational costs and to support school operations. The Arriba Campaign is the annual fundraiser that parents conduct. This year they raised \$86,189 of which only \$3,625 was restricted to mental health services following a stressful year.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

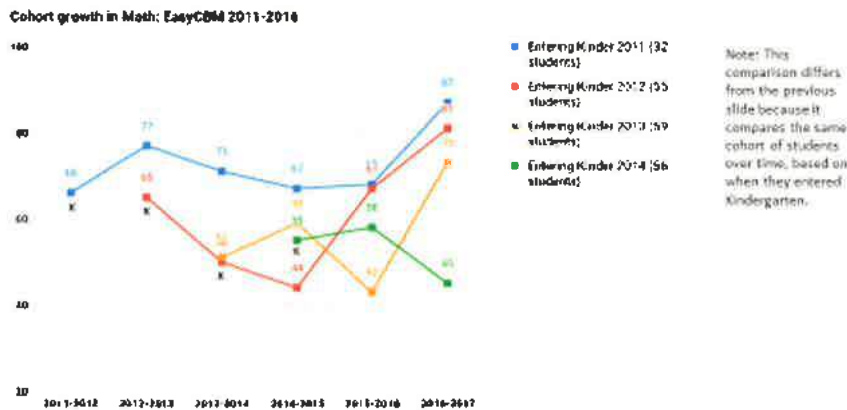
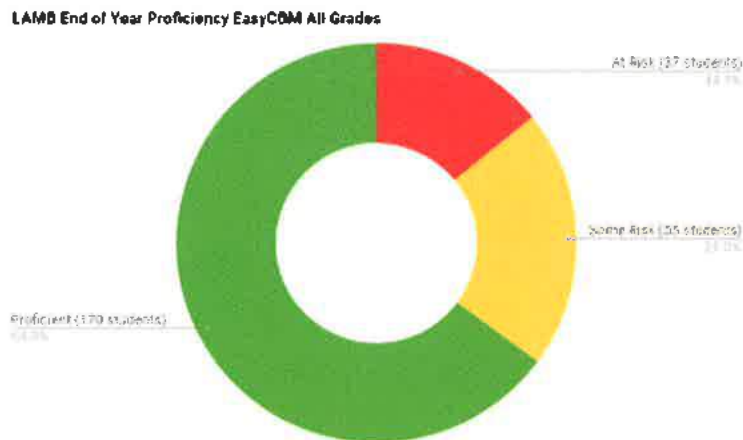
1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(g) Basic Programs: (Continued)

Assessments

LAMB utilizes a variety of assessments and evaluation tools. Test results are made available regularly and in a user friendly format. LAMB tracks and reports student performance data to determine the degree to which it is meeting its academic and non-academic goals, and to provide increased instructional opportunities as needed.

The Partnership for Assessment and Readiness for College and Careers (PARCC), the high stakes test mandated and managed by the Office of the District of Columbia State Superintendent of Education (OSSE). The PARCC results will not be published until 8/15/2017. In the meantime, LAMB has begun the analysis of DIBELS (English), IDEL (Spanish) and easyCBM (Math). LAMB End of Year Proficiency EasyCBM for all grades is below followed by DIBELS and IDEL.



These results will be analyzed by cohorts to better plan for instructional interventions during 2017-2018.

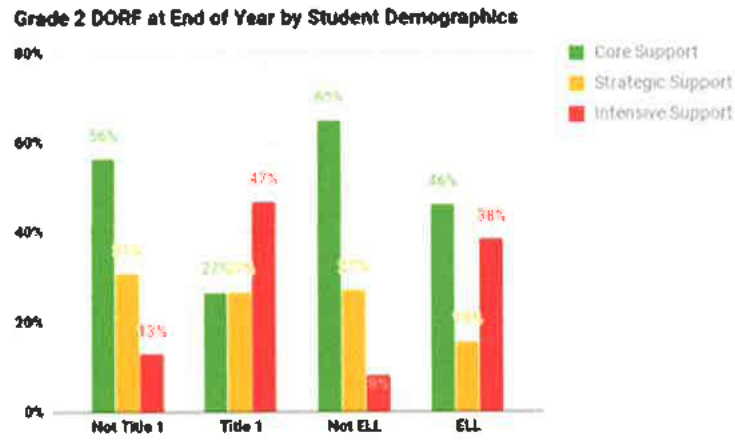
**LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS**

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

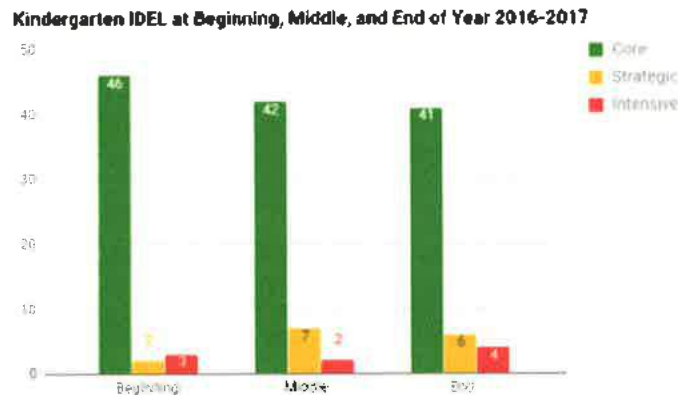
(g) Basic Programs: (Continued)

Assessments (Continued)

Similar analysis is done for Spanish and English language arts proficiency. A sample of both assessments follow:



We cross analyze this test results based on student risk factors such as English Language Learners (ELL) Title I and Special Education Students.



Finally, accurate financial reporting is very important to LAMB's success. Individual and corporate donors and families review financial reports for information on which to base their decision to grant funds to LAMB and/or to enroll their children in LAMB. LAMB's governing body reviews financial statements monthly, note any irregularities or problem areas and counsel and make adjustments or corrections where needed to ensure the financial health and stability of the school.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(g) Basic Programs: (Continued)

Unique Accomplishments

LAMB achieved Tier 1 status for a fifth straight year based on PCSB rankings. This Tier 1 ranking, which indicates high standards of performance, is based on the 2016 results of the Performance Management Framework (PMF), PCSB's annual tool for assessing and monitoring charter school performance. In addition to meeting its 15 goals and academic achievement expectations, LAMB is academically high performing on PCSB's Performance Management Framework. It is one of few charter schools that has scored Tier One all four years that PCSB has used the Elementary/Middle School PMF to measure the performance of schools. Aside from academic proficiency, LAMB is meeting its mission and its school's suspension rate is lower than the state average.

As an affiliate, LAMB continues to work with the National Council of la Raza, newly named UNIDOS. This year's CHISPA Program ("Children Investigating Science with Parents and Afterschool") had another successful year, partnering with the Smithsonian National Museum of Natural History and delivering exciting hands-on science activities in Spanish and English to children in K-5. In the spring, UNIDOS sent a team, including videographer to LAMB and other sites where CHISPA is offered to capture what CHISPA is all about through interviews, pictures and videos. The National Science Foundation promoted the video. <https://vimeo.com/210203077> password: websedge

In past years, the DC Association of Chartered Public Schools has recognized LAMB's Upper Elementary Teacher as Most Outstanding Teacher of the Year and both LAMB's senior administrators, Diane Cottman, Executive Director and Cristina Encinas, Principal have been honored by the same body. LAMB also recently went through re-accreditation by Middle States and re-accredited for 7 years. And, this year's Arriba Campaign 2017, which is organized by LAMB parents, raised \$86,189.

In the student lottery, LAMB received 909 eligible applications for enrollment in School Year 2017-2018.

School Year 2017-2018 Lottery Breakdown	
643	PK3 lottery applications received
360	PK4 lottery applications received
181	Ineligible lottery applications received
1184	Total lottery applications received

For School Year 2017-2018, LAMB will open a new site, co-locating with DC International, at Walter Reed, the former army base. LAMB will only serve elementary students at that site and intends to move the entire school under one roof within five years.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(g) Basic Programs: (Continued)

Walter Reed Update

After much planning, negotiating and waiting, LAMB is about to move into Walter Reed Delano Hall in mid-August. LAMB will be co-located with DC International Middle-High School (DCI), which five language focused elementary schools came together to create.

More than 150 construction workers have been thanked for all of their hard work on the project as they make the final push to get all the work completed. Delano Hall is looking great on the inside. MCN Build, our General Contractor, continues to make tremendous progress. The Certificate of Occupancy is scheduled for August 14th and LAMB elementary students begin at Walter Reed at the end of the month. There will continue to be work on site as DCI has on-going construction to complete its Science/Art/Gym addition.

(h) Functional Expense Allocation Policies and Procedures:

Management has elected to prepare a schedule of functional expenses that is presented as supplemental information to the financial statements. The schedule of functional expenses presents an allocation of each expense category between program services, general and administrative, and fundraising activities. Program service costs pertain to educating students. General and administrative costs pertain to supporting activities. Fundraising costs relate to fundraising activities such as special events, fundraisers and the soliciting of contributions.

Management has established functional expense allocation policies and procedures based on a reasonable analysis of cost drivers and reasonable allocation estimates based on financial results and industry standards.

Direct costs, where identifiable, are allocated in whole to the appropriate functional category. Direct student expenses (textbooks, materials, instructional supplies, assessment material, contract educational services, and field trips) are allocated entirely to program services.

Personnel expenses for salaries are allocated based on job descriptions and management estimates of time spent on particular activities. Personnel expenses for salaries are divided into employee categories (executive, teachers, other educational staff, etc.) and then a percentage of time devoted to program services, general and administrative activities, and fundraising activities is applied. All other personnel expenses (employee benefits, payroll taxes, staff development) are allocated based on the weighted average allocation of the direct salaries.

For other expenses where it would not be appropriate to designate 100 percent as a program service cost, general and administrative cost, or fundraising cost, the allocation formula for personnel expenses is utilized for cost allocation purposes.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (Continued)

(i) Use of Estimates:

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of support and revenues and expenses during the reporting period. Actual results could differ from those estimates.

(j) Recognition of Salary Expense:

Salary expense is recognized in the year the service is rendered, which coincides with the academic year. Salaries unpaid at June 30 are recognized as expense and accrued salaries.

(k) Fair Value of Certain Financial Instruments:

Some of the Charter School's financial instruments are not measured at fair value on a recurring basis but nevertheless are recorded at amounts that approximate fair value due to their liquid or short-term nature. Such accounts include cash, accounts receivable, prepaid expenses, accounts payable, and accrued expenses.

(l) Certificates of Deposit:

Certificates of deposit are other investments with original maturities greater than three months and are carried at original cost plus reinvested interest. The certificates of deposit do not qualify as securities as defined in Financial Accounting Standard Board ("FASB") Accounting Standards Codification ("ASC") 320, *Investments - Debt and Equity Securities*, thus the fair value disclosures required by ASC 820, *Fair Value Measurements and Disclosures*, are not provided.

(m) Reclassifications:

Certain accounts in the prior year financial statements have been reclassified for comparative purposes to conform with the presentation in the current year financial statements. These reclassifications had no effect on the change in the net assets or to total net assets from the prior years.

2. ACCOUNTING FOR UNCERTAIN TAX POSITIONS:

Accounting principles generally accepted in the United States of America provide consistent guidance for the accounting for uncertainty in income taxes recognized in the Charter School's financial statements and prescribe a threshold of "more likely than not" for recognition of tax positions taken or expected to be taken in a tax return. The Latin American Montessori Bilingual Public Charter School performed an evaluation of uncertain tax positions for the year ended June 30, 2017, and determined that there were no matters that would require recognition in the financial statements or that may have any effect on its tax-exempt status.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

2. ACCOUNTING FOR UNCERTAIN TAX POSITIONS: (Continued)

As of June 30, 2017, the statute of limitations for tax years 2013 through 2015 remains open with the U.S. federal jurisdiction or the various states and local jurisdictions in which the organization files tax returns. It is the Charter School's policy to recognize interest and/or penalties related to uncertain tax positions, if any, in income tax expense. As of June 30, 2017, the Charter School had no accruals for interest and/or penalties.

3. CASH, CASH EQUIVALENTS AND CERTIFICATES OF DEPOSIT:

Cash and Cash Equivalents

Cash at June 30, 2017 and 2016 totaled \$4,074,953 and \$3,201,021, respectively, and consisted of the following:

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Interest Bearing Checking Accounts	\$ 1,378,781	\$ 1,173,734
Savings Account - Interest Bearing	1,011,190	1,005,743
Money Market - Interest Bearing	456,620	251,475
Non-Interest Bearing Checking Accounts	202,180	210,887
Repurchase - Sweep Checking Account		
- Interest Bearing	1,024,182	557,182
Repurchase - Sweep Checking Account		
- Non-Interest Bearing	<u>2,000</u>	<u>2,000</u>
 Total	 <u>\$ 4,074,953</u>	 <u>\$ 3,201,021</u>

Certificates of Deposit

Certificates of Deposit are valued at original cost. Balances at year end consisted of the following:

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Certificates of Deposit	<u>\$ -</u>	<u>\$ 203,000</u>

For purposes of the cash flow statement and financial statement presentation, cash and cash equivalents are short term, highly liquid investments with maturities of three months or less.

The Latin American Montessori Bilingual Public Charter School maintains its operating funds in six separate financial institutions. These accounts are covered under the Federal Deposit Insurance Corporation (FDIC) Program. Federal Deposit Insurance Corporation insurance coverage is \$250,000 per account category. Deposits held in non-interest-bearing transaction accounts are aggregated with any interest-bearing deposits and the combined total insured up to \$250,000.

As of June 30, 2017 and 2016, \$2,644,003 and \$1,871,373, respectively, of the bank balance was deposited in excess of Federal Deposit Insurance Corporation limits. Due to increased cash flows at certain times during the year, the amount of funds at risk may have been greater than at year end.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

3. CASH, CASH EQUIVALENTS AND CERTIFICATES OF DEPOSIT: (Continued)

The Latin American Montessori Bilingual Public Charter School was at risk for the funds held in excess of the insured amounts. The Charter School has not experienced any losses related to these accounts and does not believe it is exposed to any significant credit risk on cash and cash equivalents.

The Latin American Montessori Bilingual Public Charter School has entered into a sweep-account agreement with Industrial Bank whereby on a daily basis at the close of business available funds are automatically invested into an interest bearing checking account. The amount transferred at the close of business on June 30, 2017 and 2016, respectively, was \$1,021,387 and \$554,298.

As a condition of the mortgage with M&T Bank, an amount of \$200,000 plus reinvested interest is required to be deposited into a reserve account for the purpose of debt service payments in the event the Latin American Montessori Bilingual Public Charter School lacks sufficient funds to make the required mortgage payments. Total cash restricted as of June 30, 2017 and 2016 was \$204,999 and \$203,005, respectively.

4. FAIR VALUE MEASUREMENTS:

Financial Accounting Standards Board ASC Topic No. 820-10, *Fair Value Measurements*, establishes a framework for measuring fair value. Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy under FASB ASC No. 820-10 are described as follows:

Level 1 - Valuation methodology are quoted prices (unadjusted) for identical assets or liabilities in active markets that the organization has the ability to access.

Level 2 - Valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability (such as interest note and yield curves);
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

Level 3 - Inputs to the valuation methodology are unobservable (Supported by little or no market activity) and not corroborated by market data. Unobservable inputs reflect the organization's estimate of what hypothetical market participants would use to determine a transaction price for the asset or liability at the reporting date.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

**LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS**

4. FAIR VALUE MEASUREMENTS: (Continued)

Following is a description of the valuation methodologies used for liabilities measured at fair value. There have been no changes in the methodologies used at June 30, 2017.

Interest Rate Swaps: Valued based on several market inputs such as interest rates, swap spreads and yield curves.

The methods described above may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the Charter School believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date. The following tables set forth by level, within the fair value hierarchy, the Charter School's liabilities measured at fair value as of June 30, 2017 and 2016.

<u>June 30, 2017</u>				
	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Interest Rate Swap	\$ -	\$ 85,907	\$ -	\$ 85,907
Total	<u>\$ -</u>	<u>\$ 85,907</u>	<u>\$ -</u>	<u>\$ 85,907</u>
<u>June 30, 2016</u>				
	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Interest Rate Swap	\$ -	\$ 302,523	\$ -	\$ 302,523
Total	<u>\$ -</u>	<u>\$ 302,523</u>	<u>\$ -</u>	<u>\$ 302,523</u>

5. ACCOUNTS, GRANTS AND PROMISES RECEIVABLE:

Accounts and Grants Receivable

Accounts and grants receivable are current and considered to be fully collectible by management. Balances as of June 30, 2017 and 2016 consisted of the following:

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
<u>Accounts Receivable</u>		
Per Pupil Funding	\$ 55,484	\$ 16,433
Extended Learning Day Program Fees	823	1,502
Reimbursable Expenses	587	-
Employees	180	180
Other	<u>974</u>	<u>775</u>
Total	<u>\$ 58,048</u>	<u>\$ 18,890</u>

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

5. ACCOUNTS, GRANTS AND PROMISES RECEIVABLE: (Continued)

Accounts and Grants Receivable (Continued)

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
<u>Grants Receivable</u>		
Individuals with Disabilities Education Act	\$ 53,728	\$ 13,992
No Child Left Behind - Entitlement	38,897	19,407
National School Lunch Program	18,458	14,896
State Healthy Schools Act	1,373	1,208
Quality Zone Academy Bonds - DC	-	79,183
Increasing Academic Quality	-	48,006
State Farm Field Trip Grant	-	1,286
	\$ 112,456	\$ 177,978
Total		

The Charter School's accounts and grants receivable consists of unsecured amounts due from funding sources whose ability to pay is subject to changes in general economic conditions. Because the Charter School does not require collateral, it is at credit risk for the amounts owed to it through the year and at year end.

Accounts and grants receivable are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectable amounts through a provision for bad debt expense and an adjustment to a valuation allowance based on its assessment of the current status of individual accounts. Balances that are still outstanding after management has used reasonable collection efforts are written off through a charge to the valuation allowance and a credit to accounts or grants receivable. Management believes that an allowance was not required, based on its evaluation of collectability of receivables for the years ended June 30, 2017 and 2016.

Trade receivables related to program service fees are recognized as revenue on the accrual basis of accounting at the time the program activity has occurred. Credit is extended for a period of 60 days with no interest accrual at which time payment is considered delinquent. Trade receivables are written off as uncollectable when payment has not been received after 180 days.

Promises Receivable

Contributions are recognized when the donor makes a promise to give that is, in substance, unconditional. Promises to give represent amounts committed by donors that have not been received by the Charter School. The Charter School uses the allowance method to determine uncollectible promises to give. Balances at year end consisted of the following.

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
General	\$ 6,291	\$ 5,217
Total Promises Receivable	\$ 6,291	\$ 5,217

The above unconditional promises are due to be received within the next year.

LATIN AMERICAN MONTESSORI BILINGUAL
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NOTES TO FINANCIAL STATEMENTS

6. FIXED ASSETS:

Furniture and equipment are recorded at cost, or in the case of contributed property at the fair market value at the date of contribution. If an expenditure in excess of \$500 results in an asset having an estimated useful life which extends substantially beyond the year of acquisition, the expenditure is capitalized at cost and depreciated over the estimated useful lives of the assets. When assets are retired, or otherwise disposed of, the cost and related accumulated depreciation is removed from the accounts and any resulting gain or loss is reflected in income for the period. Depreciation has been provided on the straight-line method over the estimated useful lives of the assets. Depreciation expense for the years ended June 30, 2017 and 2016 was \$307,461 and \$307,056, respectively. Capitalized interest has been recorded as an addition to buildings and improvements in the amount of \$97,927 during the year ended June 30, 2009. Maintenance and repairs are charged to expenses as incurred. Major classifications of fixed assets and their estimated useful lives are as summarized below:

June 30, 2017:

	<u>Depreciable Life</u>	<u>Cost</u>	<u>Accumulated Depreciation</u>	<u>Net Book Value</u>
Building and Improvements	10-39 Years	\$ 9,398,518	\$ 2,197,379	\$ 7,201,139
Land	-	721,000	-	721,000
Computer and Office Equipment	3-5 Years	475,001	348,236	126,765
Total		<u>\$ 10,594,519</u>	<u>\$ 2,545,615</u>	<u>\$ 8,048,904</u>

June 30, 2016:

	<u>Depreciable Life</u>	<u>Cost</u>	<u>Accumulated Depreciation</u>	<u>Net Book Value</u>
Building and Improvements	10-39 Years	\$ 9,398,518	\$ 1,954,168	\$ 7,444,350
Land	-	721,000	-	721,000
Computer and Office Equipment	3-5 Years	440,217	306,566	133,651
Total		<u>\$ 10,559,735</u>	<u>\$ 2,260,734</u>	<u>\$ 8,299,001</u>

7. INTEREST RATE SWAP:

On June 26, 2013, the Charter School entered into an interest rate swap agreement with the Manufacturers and Traders Bank (M & T Bank) for a notional amount equal to the obligation under the loan payable whereby a portion of the floating rate was swapped into a fixed rate. Under the agreement, the Charter School pays the bank interest at a fixed rate of 4.71% on the principal loan balance through the termination date of the swap agreement, which is June 26, 2020.

The swap mechanism is intended to allow the Charter School to realize the potential benefit of a lower fixed rate by reducing the impact of market changes in the variable interest rate. Interest expense related to the interest rate swap for the years ended June 30, 2017 and 2016 was \$81,112 and \$105,476, respectively. At June 30, 2017 and 2016, the fair value of the interest rate swap was \$85,907 and \$302,523, respectively and has been reflected as a liability in the Statements of Financial Position.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

8. LOANS PAYABLE:

Manufacturers and Traders Bank:

On June 26, 2013, the Latin American Montessori Bilingual Public Charter School entered into a term loan with the Manufacturers and Traders Bank (M & T Bank) in the amount of \$5,780,000. This note was for the purpose of consolidating and refinancing all existing debt as it related to the purchase and renovation of the building and land located at 1375 Missouri Avenue, NW. The proceeds were utilized to extinguish debt with United Bank, Building Hope and the Reinvestment Fund in the total amount of \$5,761,692, as well as assist in the financing of a portion of the related loan acquisition and closing costs in the amount of \$18,308. This note calls for consecutive monthly installments of principal and interest each payable over a seven (7) year period based on a twenty-five (25) year amortization.

Maturity on this mortgage is scheduled for June 26, 2020, at which point there is a balloon payment of any remaining outstanding principal and unpaid interest currently scheduled to be in the amount of \$4,772,739. Principal payments are to be made on a monthly basis with yearly level installments adjusted annually on the anniversary date of the loan. The initial monthly principal installment was due on July 26, 2013, in the amount of \$10,575. This note bears interest on a variable basis at two-and-one-half percentage points (2.50%) above the one-month LIBOR rate.

The Charter School entered into an interest rate swap agreement with M & T Bank to hedge floating rate exposure. The seven (7) year swap rate that was fixed at settlement was 2.21%. The effect of coupling the one-month LIBOR rate with a swap agreement is a fixed rate of 4.71%. This loan is secured by the property located at 1375 Missouri Avenue, NW, Washington, DC, together with a security interest in the organization's assets. M & T Bank's security interest was recorded as the first deed of trust. As a condition of this loan, the Charter School must maintain a debt service fund with M & T bank with a deposit in the amount of \$200,000 plus reinvested interest.

As a provision of this loan, the Charter School is permitted to prepay any portion or the principal balance, however they may be subject to a "breakage fee." In the event the swap rate at the time of payoff is lower than the seven (7) year rate established on the day of closing (currently 2.21%), the School would be required to pay an expense equal to the difference between 2.21% and the swap rate at the time of payoff for the number of years remaining in the agreement.

As required by this loan, the America's Charter School Finance Corporation, an affiliate of Building Hope, a Charter Schools Facility Fund, has provided a limited guarantee in the amount of \$340,000. The term of the guarantee is for a seven (7) year period or until the loan to value ratio reaches the standard 80% required by M & T Bank.

The balance of this loan at June 30, 2017 and 2016 prior to netting debit issuance costs was \$5,236,544 and \$5,381,984, respectively. Future minimum required payments of principal and interest on this loan for the next three years are as follows:

<u>Year Ending June 30,</u>	<u>Total</u>	<u>Principal</u>	<u>Interest</u>
2018	\$ 398,969	\$ 152,220	\$ 246,749
2019	398,638	159,312	239,326
2020	<u>4,948,581</u>	<u>4,925,012</u>	<u>23,569</u>
Total	<u>\$ 5,746,188</u>	<u>\$ 5,236,544</u>	<u>\$ 509,644</u>

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

8. LOANS PAYABLE: (Continued)

Debt Issuance Costs:

During the year ended June 30, 2017, the Charter School retroactively adopted the requirements in FASB ASC 835-30 to present debt issuance costs as a reduction of the carrying amount of the related debt rather than as an asset. Long-term debt as of June 30, 2016, was previously reported on the statement of financial position as \$5,381,984 with the associated \$59,100 unamortized debt issuance costs included in other assets. Amortization of the debt issuance costs is reported as interest expense in the Schedules of Functional Expenses. Long term debt at June 30, 2017 and 2016 consisted of the following:

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Notes Payable	\$ 5,236,544	\$ 5,381,984
Less: Unamortized Debt Issuance Costs	<u>(44,325)</u>	<u>(59,100)</u>
Subtotal	\$ 5,192,219	\$ 5,322,884
Less: Current Portion - Principal	(152,220)	(145,440)
Less: Current Portion - Debt Issuance Amortization	<u>14,775</u>	<u>14,775</u>
Total Long-Term Debt, Less Current Portion	<u>\$ 5,054,774</u>	<u>\$ 5,192,219</u>

9. DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD CONTRACT:

The Charter School was initially approved by the District of Columbia Board of Education and later reaffirmed by the District of Columbia Public Charter School Board, to operate a charter school in the District of Columbia. The District of Columbia Public Charter School Board (DCPCSB) is responsible for the ongoing oversight of the School's fiscal management and academic acceptability. The contract dated September 19, 2001, provides for a 15-year charter, unless sooner terminated in accordance with the contract. The charter contract may be renewed for successive 15-year periods if the DCPCSB deems that the Latin American Montessori Bilingual Public Charter School is in compliance with its charter contract and District statutory provisions. In addition, in accordance with the Charter School Act, the DCPCSB is required to review the charter every five years, with the most recent review occurring in the fall of 2014. The DCPCSB may revoke (or not renew) a charter school contract if a school violates applicable law, materially violates the charter contract or fails to meet the student academic achievement expectations set forth in the charter contract. Consequently, management does not anticipate non-renewal or revocation of its charter.

As part of the agreement with the DCPCSB, the Charter School may be charged a public charter school fee, which is not to exceed one percent of the total revenues (less philanthropic and investment revenues) within the annual budget to cover the costs of undertaking the ongoing administrative responsibilities of the Board. For the years ended June 30, 2017 and 2016, the Charter School incurred \$86,491 and \$78,254, respectively, in administrative fees.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

9. DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD CONTRACT: (Continued)

The charter contract provides that the Latin American Montessori Bilingual Public Charter School may educate up to a predetermined number of students. However, this enrollment limit may be raised upon notification to and acceptance by the DCPCSB. The Charter School enrollment ceiling for the year ended June 30, 2017, was not permitted to be greater than 430 students. Audit enrollment for the 2016/2017 year averaged between 423 and 426 students and enrollment for the 2015/2016 year averaged between 372 and 374.

10. PER-PUPIL FUNDING ALLOCATION:

The Charter School receives local funding from the District of Columbia in the form of per-pupil educational allotments and facility allotments. This funding is based on the equivalent number of full-time students and is determined annually. For the year ended June 30, 2017, the per-student rate ranged from \$9,682 to \$12,974 for the educational allotment and \$3,124 for the facility allotment. For the year ended June 30, 2016, the per-student rate ranged from \$9,492 to \$12,719 for the educational allotment and \$3,124 for the facility allotment. Additional allotments were made for Special Education Services and English as a Second Language. Per-pupil funding for the years ended June 30, 2017 and 2016 was as follows:

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Grade Level - Pre-School - 5 th Grade	\$ 4,770,128	\$ 4,072,258
Special Education	566,657	534,821
Summer School	-	50,816
English as a Second Language	759,069	651,151
Facilities Allowance	1,330,824	1,207,289
At-Risk Students	<u>101,652</u>	<u>87,318</u>
Total	<u>\$ 7,528,330</u>	<u>\$ 6,603,653</u>

11. FEDERAL ENTITLEMENTS AND GRANTS:

During the years ended June 30, 2017 and 2016, the Latin American Montessori Bilingual Public Charter School participated in the following federal award programs:

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
National School Lunch Program	\$ 95,150	\$ 82,443
Individuals with Disabilities Education Act (IDEA 611)	52,480	40,975
Elementary and Secondary Education Act (Title III)	21,635	10,624
Elementary and Secondary Education Act (Title II)	17,263	18,288
Individuals with Disabilities Education Act (IDEA 619)	1,247	987
Mental Health Grant	-	5,000
Donated Commodities	-	5,602
Replication and Growth	-	100,000
Increasing Academic Quality	<u>-</u>	<u>38,407</u>
Total	<u>\$ 187,775</u>	<u>\$ 302,326</u>

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

11. FEDERAL ENTITLEMENTS AND GRANTS: (Continued)

Federal formula grants are allocations of money to States or their subdivisions in accordance with distribution formulas prescribed by law or administrative regulation, for activities of a continuing nature not confined to a specific project.

The Charter School receives federal formula grants under the provisions of the No Child Left Behind Act (NCLB) of 2001, P.L 107-110. NCLB funds are not intended to replace state or local educational funding. Rather, NCLB funds provide additional support to states, LEAs, and schools for specific purposes. Grants are provided by the U.S. Department of Education and passed through the District of Columbia Office of State Superintendent of Education.

The National School Lunch Program and School Breakfast Program are part of the child nutrition cluster of programs operated by the U.S. Department of Agriculture. The objectives of the child nutrition cluster programs are to: (1) assist States in administering food services that provide healthful, nutritious meals to eligible children in public and non-profit private schools, residential childcare institutions, and summer recreation programs; and (2) encourage the domestic consumption of nutritious agricultural commodities.

12. COMMITMENTS:

TYCO Integrated Security Leases:

The Latin American Montessori Bilingual Public Charter School entered into four separate contracts with TYCO Integrated Security (formerly ADT) each with their own terms and expiration dates. Payments are required on a quarterly basis for Access Control, Burglar Alarm, Camera and Intercom, and Fire Alarm. Each contract is subject to escalation on a yearly anniversary date. If these leases are not cancelled thirty (30) days prior to expiration, they automatically renew for one full year. Quarterly payments required at June 30, 2017 and 2016 were \$3,913 and \$3,895, respectively. The expense related to these operating leases for the years ended June 30, 2017 and 2016 was \$15,640 and \$15,092, respectively.

Building Lease - 3825 18th Street (Charter School Incubator Initiative):

The Latin American Montessori Bilingual Public Charter School entered into a sub-sublease rental agreement on May 1, 2013, with the Charter School Incubator Initiative (the sublessee) for the rental of a school facility located at 3825 18th Street, NE, in Washington, DC. The rental lease is effective for a fifteen-year period commencing on July 1, 2013, and expiring on June 30, 2028. The School has the right to cancel this agreement any time after June 30, 2018, provided that a one-year notification is given. As a requirement of this lease, a total rental security deposit of \$5,000 was to be made. This lease calls for quarterly lease payments of \$163,125 based on a total "Full Service Market Yearly Usage Fee" of \$652,500 for the entirety of the lease. This fee has been calculated using a full service market rate of \$29 per square foot. The annual usage fee is full service and includes all utilities (gas, water, electricity, and trash removal), building engineering, janitorial, maintenance and repairs, security monitoring and property management. As a provision of this lease, the Latin American Montessori Bilingual Public Charter School has provided the Charter School Incubator Initiative a first priority lien on, and security interest in any and all revenues, grants, awards and other payments, which fund in whole or in part, any of the operating costs of the subleased premises.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

12. COMMITMENTS: (Continued)

Building Lease - 3825 18th Street (Charter School Incubator Initiative): (Continued)

In addition to the sublease agreement, the Charter School Incubator Initiative (grantor) has provided a grant to the Latin American Montessori Bilingual Public Charter School to supplement the annual required usage fee. The grantor offers "Full Service Below Market Usage Fees" calculated as the number of students enrolled on each census date (October) multiplied by the per pupil facilities allowance provided by the District of Columbia Government (currently \$3,124 per student). The Charter School Incubator Initiative will provide a grant for the term of the sub-sublease (15 years) on an annual basis as the difference between the Full Service Market Usage Fee and the Full Service Below Market Usage Fee. Rent expense on this lease for the year ended June 30, 2017, was \$524,832, which consisted of required lease payments of \$652,500 and a rent subsidy of \$127,668. Rent expense on this lease for the year ended June 30, 2016, was \$634,172, which consisted of required lease payments of \$652,500 and a rent subsidy of \$18,328.

Building Lease - 3825 18th Street (Perry Street Prep):

The Latin American Montessori Bilingual Public Charter School entered into a sub-sublease rental agreement on June 23, 2016, with the Perry Street Prep Public Charter School (the sublessee) for the rental of a school facility located at 3825 18th Street, NE, in Washington, DC. The rental lease is effective for a twelve-year period commencing on July 1, 2016, and expiring on June 30, 2028. The School has the right to cancel this agreement any time after June 30, 2018, provided that a one-year notification is given. As a requirement of this lease, a total rental security deposit of \$48,140 was to be made. This lease calls for quarterly lease payments of \$72,210 based on a total "Full Service Market Yearly Usage Fee" of \$288,840 for the entirety of the lease. This fee has been calculated using a full service market rate of \$29 per square foot. The annual usage fee is full service and includes all utilities (gas, water, electricity, and trash removal), building engineering, janitorial, maintenance and repairs, security monitoring and property management. As a provision of this lease, the Latin American Montessori Bilingual Public Charter School has provided the Perry Street Prep Public Charter School a first priority lien on, and security interest in any and all revenues, grants, awards and other payments, which fund in whole or in part, any of the operating costs of the subleased premises. Rent expense related to this lease for the years ended June 30, 2017 and 2016 was \$280,840 and \$-0-, respectively. Future required minimum rental lease payments for the next 5 years are as follows:

<u>Year Ending June 30,</u>	<u>Required Lease Payment</u>
2018	\$ 288,840
2019	288,840
2020	288,840
2021	288,840
2022	<u>288,840</u>
Totals	<u>\$ 1,444,200</u>

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

12. COMMITMENTS: (Continued)

Building Lease - 1399 Aspen St, NW (District of Columbia International School):

The Latin American Montessori Bilingual Public Charter School entered into a sublease rental agreement in November 2016 with the District of Columbia International School for the rental of a school facility located at the former Walter Reed Army Medical Center in Washington, DC. The rental lease is effective for a twenty-nine-year and eleven-month period after the commencement date. As a requirement of this lease, a total rental security deposit of \$130,166 is to be made. A reserve in the amount of \$25,000 is also required. This lease calls for quarterly lease payments. Annual base rent for year one is \$468,600, which is from the Substantial Completion date to June 30, 2018. If the Substantial Completion date occurs after September 30, 2017, and the Charter School is not operating its charter school on the premises, the Charter School will not be required to pay any base rent for the initial term. If the Substantial Completion date occurs after September 30, 2017, and LAMB is operating its charter school on the premises, the base rent will pay a pro rata share of the applicable base rent based on the number of days the building is occupied. Year two annual rent is \$624,800 and year three annual base rent is \$781,000. Each year thereafter, the base rent will increase by the lesser of (a) the percentage increase in the per pupil facilities allowance from the prior year or (b) three percent (3%). There was no rent expense on this lease for the year ended June 30, 2017.

Unsecured Credit Card:

The Latin American Montessori Bilingual Public Charter School utilizes a credit card issued by Bank of America for purchases related to the Organization's activity. The credit card is issued in the name of the Charter School with an unsecured credit limit of \$25,000.

13. RELATED PARTY TRANSACTIONS:

Business Transactions:

The Latin American Montessori Bilingual Public Charter School entered into a sub-sublease rental agreement on May 1, 2013, with the Charter School Incubator Initiative for the rental of a school facility located at 3825 18th Street, NE, in Washington, DC. The rental lease is effective for a fifteen (15) year period commencing on July 1, 2013, and expiring on June 30, 2028. A board member of the Latin American Montessori Bilingual Public Charter School is an officer on the board of the Charter School Incubator Initiative. Rental lease payments made to the Charter School Incubator Initiative for the years ended June 30, 2017 and 2016 was \$524,832 and \$634,172, respectively.

Contributions:

Various board members and employees of the Latin American Montessori Bilingual Public Charter School, organizations for which they are affiliated, and relatives of board members gave contributions to the organization in the amount of \$11,947 and \$9,098 during the years ended June 30, 2017 and 2016, respectively.

District of Columbia International School:

During the year ended June 30, 2016, the Latin American Montessori Bilingual Public Charter School passed through total federal funds of \$75,000 to the District of Columbia International School.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

13. RELATED PARTY TRANSACTIONS: (Continued)

Board Members:

Some of the Board Members have children that are currently enrolled in the Latin American Montessori Bilingual Public Charter School.

14. CONCENTRATIONS:

Revenues:

The Latin American Montessori Bilingual Public Charter School receives public funds from the DC government based on the number of students they enroll according to the Uniform Per Student Funding Formula developed by the Mayor and City Council. This per pupil allocation is supplemented with extra funds for students with special needs. During the years ended June 30, 2017 and 2016, eighty-six percent (86%) and eighty-five percent (85%), respectively, of total support was received from the District of Columbia in the form of per pupil funding.

In addition to the revenue received through the Uniform Per Student Funding, the Charter School receives state and federal foundation grants awarded under the auspices of the U.S. Department of Education (No Child Left Behind and special education) as well as the U.S. Department of Agriculture (Child Nutrition). The Charter School is entitled to receive these funds by virtue of its recognition as a Local Education Agency by the District of Columbia Public Charter School Board (DC PCSB).

The Charter School is limited to enrolling students that are residents of the District of Columbia. As a DC Public Charter School, the School must compete for students against the DC Public School system as well as other DC Public Charter Schools.

15. CONTINGENCIES:

The Latin American Montessori Bilingual Public Charter School was granted its initial charter by the District of Columbia Board of Education and then later reaffirmed by the District of Columbia Public Charter School Board, authorized under the District of Columbia School Reform Act of 1995, Public Law 104-134, as amended. The Latin American Montessori Bilingual Public Charter School has no reason to believe that this relationship will be discontinued in the foreseeable future. However, any interruption of this relationship (i.e., the failure to continue this charter authorization or withholding funds) could adversely affect the Charter School's ability to finance ongoing operations.

The Charter School depends on per pupil allocations, grants, and contributions for a significant portion of its revenues. The ability of the sources of revenues to continue giving amounts comparable with prior years may be dependent upon future economic conditions and continued deductibility for income tax purposes of grants and contributions to the Charter School. While the Charter School's board of directors and management believes the Charter School has the resources to continue its programs, its ability to do so, and the extent to which it continues, may be dependent on the above factors.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

15. CONTINGENCIES: (Continued)

Laws and regulations governing charter schools are complex and subject to interpretation. The Charter School believes that it is in compliance with all applicable laws and regulations and is not aware of any pending or threatened investigations involving allegations of potential wrongdoing.

The viability of public charter schools and funding for these schools is dependent on the consensus of current and future administration of the District of Columbia Government. Any future change in dynamics could adversely affect the operations of public charter schools.

16. SUBSEQUENT EVENTS:

Financial Statement Preparation:

In preparing these financial statements, management has evaluated events and transactions for potential recognition or disclosure through September 27, 2017, the date the financial statements were available to be issued, and has determined that no adjustments are necessary to the amounts reported in the accompanying financial statements.

Enrollment:

Enrollment for the 2017/2018 school year is projected to be approximately four hundred and sixty-two (462) students. These enrollment numbers are up from the current enrollment number four hundred and twenty-six (426) students during the 2016/2017 school year.

17. FUNDRAISING:

During the years ended June 30, 2017 and 2016, expenses incurred for the purpose of fundraising were \$23,233 and \$25,531, respectively.

18. ADVERTISING COSTS:

Advertising and marketing costs are expensed when incurred. Marketing activities were conducted for the purpose of promoting open enrollment and recruiting to the Charter School and to provide outreach to the community. Advertising costs were incurred for the purpose of staff recruitment. Advertising and marketing expenses in the amount of \$2,216 and \$4,858 were incurred during the years ended June 30, 2017 and 2016, respectively.

19. RETIREMENT PLAN:

401(k) Profit Sharing Plan:

The Latin American Montessori Bilingual Public Charter School provides pension benefits for its employees through a defined contribution 401(k) retirement plan which is currently administered by John Hancock Financial Services. In a defined contribution plan, benefits depend solely on amounts contributed to the plan plus investment earnings. Provisions of the plan allow for the employees to contribute up to the statutory limits set by the Internal Revenue Code.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

19. RETIREMENT PLAN: (Continued)

401(k) Profit Sharing Plan: (Continued)

The Charter School is required to make employer non-elective safe harbor contributions of 3% of annual employee compensation for employees with one or more years of employment. Participants are 100% vested in their contributions and the 3% employer safe harbor contribution. Authorized entry dates into the plan are January 1st and July 1st following the date that the eligibility requirements are met. There is no unfunded past service liability. In addition, there is a discretionary profit sharing contribution determined on an annual basis that becomes fully vested after five years of service. The Charter School's contributions for the years ended June 30, 2017 and 2016 consisted of the following:

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
3% Safe Harbor	\$ 102,860	\$ 94,909
2% Profit Sharing	66,556	54,706
Plan Fee	<u>4,832</u>	<u>1,800</u>
Total	<u>\$ 174,248</u>	<u>\$ 151,415</u>

20. EMPLOYEE BENEFITS:

The cost of fringe benefits incurred for the years ended June 30, 2017 and 2016 consisted of the following:

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Social Security/Medicare	\$ 337,369	\$ 284,699
Health Insurance	204,679	193,683
Health Reimbursement Account	83,259	74,972
Life and Disability Insurance	38,143	31,599
Retirement	174,248	151,415
Unemployment	21,366	25,585
Workers Compensation	16,760	15,208
De Minimus	<u>5,767</u>	<u>7,618</u>
Total	<u>\$ 881,591</u>	<u>\$ 784,779</u>

Flexible Benefits Plan:

The Latin American Montessori Bilingual Public Charter School adopted a Section 125 Flexible Benefits Plan (Cafeteria Plan). Under this plan, employees are permitted to use pre-tax benefit dollars through payroll deduction to pay for health and dental insurance premiums.

Health Reimbursement Account:

The Charter School adopted a Section 105 Health Reimbursement Account (HRA) effective August 1, 2014. Under this plan, employees are permitted to use employer provided tax-free dollars to pay for qualified health care expenses.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
NOTES TO FINANCIAL STATEMENTS

21. OCCUPANCY COST:

The cost of occupancy for the years ended June 30, 2017 and 2016 consisted of the following:

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Depreciation	\$ 243,211	\$ 242,589
Interest Expense	267,820	276,822
Rent	813,672	634,172
Insurance - Building	13,988	15,711
Janitorial Services/Supplies	100,749	90,772
Maintenance and Repairs	118,771	44,255
Grounds Maintenance	4,215	12,147
Utilities	67,341	60,382
Security	15,640	15,092
Trash Removal	4,702	3,763
Pest Control	<u>1,875</u>	<u>1,500</u>
Total	<u>\$ 1,651,984</u>	<u>\$ 1,397,205</u>

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE SCHEDULES OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30, 2017 AND 2016

	June 30, 2017			June 30, 2016				
	Total	Educational Services	General and Administrative	Fundraising	Total	Educational Services	General and Administrative	Fundraising
Personnel Salaries and Benefits:								
Principal/Executive Salaries	\$ 448,133	\$ 314,358	\$ 119,059	\$ 14,716	\$ 372,621	\$ 250,095	\$ 106,525	\$ 16,001
Teachers' Salaries	1,625,430	1,625,430	-	-	1,533,945	1,533,945	-	-
Teachers' Aides/Assistants' Salaries	425,846	425,846	-	-	113,143	113,143	-	-
Other Educational Professional Salaries	1,343,981	1,343,981	-	-	1,278,258	1,278,258	-	-
Substitute Teacher Salaries	505,704	505,704	-	-	379,353	379,353	-	-
Clerical Salaries	275,949	230,095	45,854	-	225,780	187,094	38,686	-
Food Service Staff	15,658	15,658	-	-	12,297	12,297	-	-
Business Operation Salaries	111,366	89,093	22,273	-	69,911	55,929	13,982	-
Fiscal Salaries	88,680	-	88,680	-	88,680	-	88,680	-
Employee Benefits	522,856	500,641	20,596	1,619	474,495	453,636	18,954	1,905
Payroll Taxes	358,735	343,493	14,131	1,111	310,284	296,644	12,394	1,246
Staff Development Costs	40,833	39,220	1,613	-	30,115	28,907	1,208	-
Total Personnel, Salaries and Benefits	\$ 5,763,171	\$ 5,433,519	\$ 312,206	\$ 17,446	\$ 4,888,882	\$ 4,589,301	\$ 280,472	\$ 19,152
Direct Student Costs:								
Food Service	\$ 167,054	\$ 167,054	\$ -	\$ -	\$ 244,867	\$ 244,867	\$ -	\$ -
Student Supplies and Materials	167,089	167,089	-	-	112,295	112,295	-	-
Contracted Instructional/Student Services	32,896	32,896	-	-	44,545	44,545	-	-
Special Education	54,897	54,897	-	-	55,885	55,885	-	-
Educational Subscriptions	17,821	17,821	-	-	15,382	15,382	-	-
Other Student Costs	38,187	38,187	-	-	41,498	41,498	-	-
Total Direct Student Costs	\$ 477,944	\$ 477,944	\$ -	\$ -	\$ 514,472	\$ 514,472	\$ -	\$ -
Occupancy Costs:								
Depreciation - Building	\$ 243,211	\$ 232,878	\$ 9,580	\$ 753	\$ 242,589	\$ 231,925	\$ 9,690	\$ 974
Interest Expense - Building	267,820	256,441	10,560	829	276,822	264,633	11,058	1,111
Rent	813,672	779,101	32,051	2,520	634,172	606,294	25,332	2,546
Building Insurance	13,988	13,394	551	43	15,711	15,020	628	63
Utilities	67,341	64,479	2,653	209	60,382	57,728	2,412	242
Contracted Building Services	26,432	25,309	1,041	82	32,502	31,074	1,298	130
Maintenance and Repairs	118,771	113,725	4,678	368	44,255	42,309	1,768	178
Janitorial Service/Supplies	100,749	97,811	2,724	214	90,772	88,164	2,371	237
Total Occupancy Costs	\$ 1,651,984	\$ 1,483,138	\$ 63,828	\$ 5,018	\$ 1,397,205	\$ 1,337,167	\$ 54,557	\$ 5,481

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE SCHEDULES OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30, 2017 AND 2016

	June 30, 2017			June 30, 2016				
	Total	Educational Services	General and Administrative	Fundraising	Total	Educational Services	General and Administrative	Fundraising
Office Expenses:								
Office Supplies and Materials	\$ 11,399	\$ 10,915	\$ 449	\$ 35	\$ 15,878	\$ 15,178	\$ 635	\$ 65
Equipment Rental and Maintenance	15,943	15,266	628	49	13,950	13,337	557	56
Telecommunications	20,905	20,017	823	65	11,221	10,727	448	46
Postage and Shipping	837	801	33	3	1,170	1,118	47	5
Printing and Copying	5,420	5,190	213	17	4,665	4,460	186	19
Consulting	111,420	110,920	500	-	2,755	-	2,755	-
Marketing and Promotion	2,216	2,216	-	-	4,858	4,858	-	-
Total Office Expenses	\$ 168,140	\$ 165,325	\$ 2,646	\$ 169	\$ 54,497	\$ 49,678	\$ 4,628	\$ 191
General Expenses:								
Insurance	\$ 18,409	\$ 17,681	\$ 728	\$ -	\$ 13,918	\$ 13,360	\$ 558	\$ -
Meeting Expenses	641	614	25	2	385	368	15	2
Licenses and Permits	2,040	1,953	81	6	5,483	5,242	219	22
Dues and Subscriptions	14,098	13,499	555	44	14,558	13,919	581	58
Travel	14,935	14,300	589	46	14,553	13,913	582	58
Accounting and Legal Services	256,611	231,711	24,900	-	34,593	9,693	24,900	-
Payroll Service Fee	16,585	15,881	653	51	13,695	13,093	547	55
Authorizer Fee	86,491	83,073	3,418	-	78,254	75,116	3,138	-
Investment in DCI Charter School	-	-	2,530	199	75,000	75,000	-	-
Depreciation	64,250	61,521	-	-	64,467	61,633	2,575	259
Moving Expenses	813	813	-	-	-	-	-	-
Office Expense	21,382	20,295	835	252	17,210	16,276	681	253
Total General Expenses	\$ 496,255	\$ 461,341	\$ 34,314	\$ 600	\$ 332,116	\$ 297,613	\$ 33,296	\$ 707
TOTAL FUNCTIONAL EXPENSES	\$ 8,557,494	\$ 8,121,267	\$ 412,954	\$ 23,233	\$ 7,187,172	\$ 6,788,231	\$ 373,410	\$ 25,531

(See Accompanying Notes and Auditor's Report)

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL, INC.
COMPARATIVE SCHEDULES OF AVERAGE COST PER STUDENT
FOR THE YEARS ENDED JUNE 30, 2017 AND 2016

June 30, 2017		
	Total Cost	Average Cost Per Student
Instructional	\$ 6,538,129	\$ 15,348
Occupancy Cost	1,651,984	3,878
General and Administrative	349,166	819
Fundraising	18,215	43
Total	\$ 8,557,494	\$ 20,088

The above is the average per student cost for the year ended June 30, 2017, and is based on a full time equivalent (FTE) enrollment of 426 students.

June 30, 2016		
	Total Cost	Average Cost Per Student
Instructional	\$ 5,451,064	\$ 14,575
Occupancy Cost	1,397,205	3,736
General and Administrative	318,853	853
Fundraising	20,050	54
Total	\$ 7,187,172	\$ 19,218

The above is the average per student cost for the year ended June 30, 2016, and is based on a full time equivalent (FTE) enrollment of 374 students.

(See Accompanying Notes and Auditor's Report)

Kendall, Prebola and Jones, LLC

Certified Public Accountants

Board of Directors
Latin American Montessori Bilingual
Public Charter School, Inc.
1375 Missouri Avenue NW
Washington, DC 20011

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the Latin American Montessori Bilingual Public Charter School, Inc., (a nonprofit organization), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 27, 2017.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Latin American Montessori Bilingual Public Charter School, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Latin American Montessori Bilingual Public Charter School, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.


Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Latin American Montessori Bilingual Public Charter School, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Kendall, Prebola and Jones
Certified Public Accountants

Bedford, Pennsylvania
September 27, 2017

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2017

FINDINGS - FINANCIAL STATEMENT AUDIT

There were no audit findings in the prior year.

LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL, INC.
SCHEDULE OF FINDINGS
FOR THE YEAR ENDED JUNE 30, 2017

I. Summary of Audit Results

- a. The auditor's report expresses an unmodified opinion on whether the financial statements of the Latin American Montessori Bilingual Public Charter School, Inc., were prepared in accordance with generally accepted accounting principles.
- b. No significant deficiencies relating to the audit of the financial statements have been reported.
- c. No instances of noncompliance material to the financial statements of the Latin American Montessori Bilingual Public Charter School, Inc., which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.

II. Findings relating to the financial statements which are required to be reported in accordance with *Government Auditing Standards*

There were no findings in the current year.

Appendix B

AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL

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AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT

This AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT (this “**Agreement**”) is entered into on this 2nd day of September, 2014 by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (“**PCSB**”) and LATIN AMERICAN MONTESSORI BILINGUAL (LAMB pc), a District of Columbia nonprofit corporation (the “**School Corporation**”).

RECITALS

WHEREAS, pursuant to the Congressionally-enacted District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the “**Act**”), PCSB has authority to charter, monitor, oversee, and amend, renew and/or revoke charters of School Corporations in a manner consistent with the letter and intent of the Act;

WHEREAS, pursuant to §38-1802.03 of the Act, PCSB has the authority to approve petitions to establish public charter schools in the District of Columbia and to approve amendments thereof;

WHEREAS, the School Corporation submitted, and PCSB approved, a petition in accordance with §38-1802.02 of the Act to establish the public charter school known as Latin American Montessori Bilingual Public Charter School (the “**Original Petition**”), and the School Corporation and PCSB entered into a Charter Agreement, dated as of October 2001, memorializing certain obligations of the School Corporation in relation to the operation of the public charter school described in the Original Petition (the “**Original Agreement**”);

WHEREAS, the School Corporation submitted a petition to PCSB pursuant to §38-1802.04(c)(10) of the Act to amend the Original Agreement to expand its enrollment to include students in middle school and high school, and such petition was conditionally approved by PCSB on June 26 17, 2014 (the “**LAMB Charter Amendment**”);

WHEREAS, each of Elsie Whitlow Stokes Community Freedom Public Charter School, Yu Ying Public Charter School, Mundo Verde Public Charter School, and District of Columbia Bilingual Public Charter School (collectively, with the School Corporation, the “**Member Schools**”) also submitted a petition to amend its respective charter to expand its program to include a middle school and a high school on terms and conditions substantially similar to those specified in the LAMB Charter Amendment, and, each adopted an identical mission statement, goals, curricula and education philosophy to that specified in the LAMB Charter Amendment for its middle school and high school, and, after an additional public hearing, PCSB conditionally approved each such petition on June 24, 2013 (each, together with the LAMB Charter Amendment, a “**Member School Charter Amendment**” and collectively, as amended, the “**Combined School Petition**”);

WHEREAS, the Member Schools’ Charter Amendments provide that the Member Schools’ middle school and high school programs (the “**Combined School**”), will be operated by the District of Columbia International School, a District of Columbia nonprofit corporation (“**DCI**” or the “**Combined School Corporation**”);

WHEREAS, pursuant to an Amended and Restated Charter Agreement executed by the School Corporation and PCSB on June 16, 2014 (the "**First Amended Agreement**"), PCSB acknowledged the School Corporation's authority, in accordance with the Combined School Petition, to participate in the Co-located School Campus with the other Member Schools through the establishment of DCI, whose sole purpose is to operate the middle-high schools of the Member Schools as the separate Co-located School Campus;

WHEREAS, pursuant to § 38-1802.01(c-1) of the Act, PCSB has the authority to approve one joint program for applicants seeking to establish a jointly operated school where two or more public charter schools that have adopted, for the combined program, identical mission statements, goals, curricula and educational philosophy may combine to create a jointly operated middle and high school;

WHEREAS, pursuant to the DCI Operation Agreement executed among the Member Schools and DCI (as amended, the "**Assignment**") the Member Schools have assigned, transferred and delegated to, and combined all of their respective authority and responsibilities for the operations of their respective middle schools and high schools, to be combined at the Combined School, to DCI;

WHEREAS, at its July 21, 2014 Board meeting, PCSB voted to approve the Combined School as operated by DCI as the one joint program it has the authority to approve, and to treat DCI as a public charter school pursuant to § 38-1802.01(c-1) of the Act (the "**Combined School Approval**"); and

WHEREAS, the Parties wish to amend, restate and supersede the First Amended and Restated Agreement in order to give effect to PCSB's recognition of the assignment of the rights, responsibilities, and authority of the middle and high schools of the School Corporation to DCI now holding all authority, rights and responsibilities in relation to the Combined School Petition and the operation of the Combined School.

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the parties agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. LAMB PCS was created in 2001 in response to the District of Columbia Board of Education invitation to interested groups to submit an application to establish a public charter school in the District of Columbia. The purpose of the proposed school, then and now, is to make available to early childhood and elementary age students an educational experience consistent with Montessori principles by teaching, in English and Spanish, utilizing Montessori curricula core academic and non-academic subject matter that lay the foundation of knowledge, habits, attitudes, skills and ideas which are essential for a lifetime of creative thinking and enduring love of learning. The philosophy is child-centered, developmentally appropriate, and academically challenging, and embraces the least restrictive learning environment for all students. As such, the School Corporation, which established a public charter school (the "**School**") in the District of Columbia in 2001 and opened after a year and a half of planning in the fall of 2003 shall continue to operate such School in accordance with this Agreement, the

Act, and other applicable federal and District of Columbia laws. Effective as of July 1, 2014, the School's charter shall include elementary grades pre-kindergarten-3 through five and middle and high school grades six through twelve; provided that the middle and high school campus is authorized to be operated solely and jointly with the middle and high school campuses of the other Member Schools, by DCI as detailed in sections 1.1C and 10.6 of this agreement and the DCI Direct Agreement.

A. Effect of Amendment and Restatement. Effective as of September 2, 2014, this Agreement amends and supersedes the Original Agreement, as amended and superseded by the First Amended Agreement, and shall constitute the School Corporation's charter (the "**Charter**") and shall be binding on the School Corporation, the School, and PCSB.

B. Pursuant to §38-1802.03(h)(2) of the Act, the following sections of the Petition are specifically included as part of the Charter:

(i) The School's statement regarding the mission and goals of the School and the manner in which the school will conduct any district-wide assessments, as set forth in Sections 2.1 and 2.3 of this Agreement;

(ii) Proposed Rules and Policies for Governance and Operation of School Corporation [**Attachment A**];

(iii) Articles of Incorporation and Bylaws of the School Corporation [**Attachment B**];

(iv) Procedures to Ensure Health and Safety of Students and Employees at the Elementary School [**Attachment C**];

(v) Assurance to Seek, Obtain, and Maintain Accreditation [**Attachment D**];
and

(vi) Relationship Between School and Employees [**Attachment E**].

The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to these provisions in this Section 1.1(B) of the Agreement, except that the School Corporation shall be permitted to change, and shall not be required to provide PCSB a petition for a charter revision for any proposed changes to its Articles of Incorporation or Bylaws, or changes in its accrediting body.

C. Effect of Combined School Approval. By virtue of the Combined School Approval and the Assignment, the middle and high school campus previously authorized to be created by the School Corporation under the operation of DCI is no longer a part of the School Corporation but rather is a part of the Combined School, which is separately existing and operated by DCI. Pursuant to the Combined School Approval and the Assignment, the School Corporation has assigned, transferred, and delegated all of its authority, rights and responsibilities under the Act with respect to its middle-high school campus to DCI. The Parties further acknowledge that DCI is bound to operate the Combined School in accordance with the Act and a direct agreement between PCSB and DCI that recognizes DCI's possession of the

rights, authority and responsibilities of the middle and high schools of the Member Schools and treats DCI as a public charter school under the Act (“**DCI Direct Agreement**”). The School Corporation shall have no rights to participate in the operation of DCI or the Combined School (except as may be agreed between DCI and the Member Schools from time to time), nor any responsibility for the obligations of DCI or the operation of the Combined School.

1.2 Effective Date and Term. The Charter, executed on June 23, 2003 and effective September 19, 2003, shall continue for a term of fifteen years therefrom unless renewed, revoked, or terminated in accordance with Sections §§38-1802.12 and 1802.13 of the Act and Section 9 below of this Agreement; provided that the middle and high school campuses, the rights, authority, and responsibility of which have been approved as part of the jointly operated middle-high school DCI in accordance with § 38-1802.01(c-1) of the Act and assigned pursuant to the Assignment, will be deemed to have commenced on September 2, 2014 and shall continue for a term of fifteen years therefrom unless renewed, revoked, or terminated in accordance with §§38-1802.12 and 1802.13 of the Act and Section 9 of the DCI Direct Agreement.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. **A.** The School Corporation shall operate its Elementary School Campus in accordance with its mission statement: “The School Corporation aims to create a self-directed learning environment in which children build a foundation of knowledge essential for a life time of learning while developing bi-literacy in English and Spanish.”

B. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the Schools’ mission.

2.2 Age-Grade. **A.** Pursuant to § 38-1802.04(c)(14) of the Act, the School shall provide instruction to students in grades pre-kindergarten through five. In the first five Academic Years following the Amendment Effective Date, the School may provide instruction to students in accordance with **Schedule I**. “**Academic Year**” shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year.

B. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act in order to instruct students in any other age/grade. If the participation of the School Corporation in the Combined School ends for any reason in accordance with the Assignment, the School Corporation must submit a petition to revise its charter to instruct students in any age/grade other than grades pre-k3 through five.

2.3 Goals and Academic Achievement Expectations. **A.** The School is a single Elementary School campus. With respect to the Elementary School, the School Corporation has the following academic achievement expectations and mission-specific goals:

(1) Teach curriculum based in Montessori philosophy of education in English and Spanish language.

(2) Teach mathematics from base numbers to counting for the four operations: addition, subtraction, multiplication, and division; and introduction to fractions and geometry.

(3) Teach reading, writing, listening, viewing, and speaking through sequencing, phonetics, pre-reading and -writing, and reading and writing skills development.

(4) Teach developmentally appropriate science concepts, pre-school through third grade.

(5) Teach the use of Montessori sensorial materials which train fine discrimination of the five senses, extend concentration and form bases of academic literacy.

(6) Create a superior learning environment that promotes, supports, and nurtures an appreciation of learning.

(7) Teach concentration, independence and small motor skills as well as specific task mastery.

(8) Integrate technology in classroom activities to support the development of academic and non-academic skills acquisition.

(9) Present materials in areas of social studies, history of the universe, and geography.

(10) Present a variety of activities in arts and crafts.

(11) Teach independence and self-direction in an atmosphere of

B. The School Corporation shall conduct district wide assessments for its students as required by applicable law and shall report the scores to PCSB in a timely manner, if PCSB does not receive them directly from OSSE.

C. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the School's academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other basis against which the School will be evaluated by PCSB, or the manner in which the School will conduct district-wide assessments, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

2.4 Curriculum. **A.** The School Corporation shall design and implement the educational program set forth in its Original Petition.

B. The School Corporation shall have exclusive control over its instructional methods, consistent with §38-1802.04(c)(3)(a) of the Act, but the School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any material change in the curriculum that results in a material change in the School's mission or goals no later than April 1 prior to the Academic Year in which the modified curriculum will take effect. The School Corporation shall provide PCSB any materials requested by PCSB in

connection with the petition for charter revision. A change in textbooks, formative assessments, or other instructional resources shall not be deemed a material change.

2.5 Students with Disabilities. A. The School Corporation shall provide services and accommodations to students with disabilities in accordance with part B of the Individuals with Disabilities Education Act (20 U.S.C. §1411 *et. seq.*), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 *et. seq.*), Section 504 of the Rehabilitation Act of 1973 (20 U.S.C. 794), and any other federal requirements concerning the education of students with disabilities.

B. Pursuant to §38-1802.10(c) of the Act, the School Corporation has elected to be treated as a local educational agency (“LEA”) for the purpose of providing services to students with disabilities. The School Corporation shall notify PCSB in writing of any change in election by April 1 prior to any Academic Year in which the change in election shall be effective.

SECTION 3. ADMINISTRATION AND OPERATION

3.1 Location. A. The School is a single-campus and shall be located on two sites, at 1375 Missouri Avenue NW, Washington, DC 20011 and 1800 Perry Street, NE, Washington, DC 20018 (the “School Property”).

B. The School shall not operate at a location other than the School Property, unless the School Corporation provides a written request for approval to PCSB at least three (3) months prior to its intended relocation. PCSB reserves the right to delay or prohibit the School’s opening in any such new property until the School Corporation has satisfied the pre-opening requirements listed in **Attachment F**.

3.2 Enrollment. A. Enrollment in the School shall be open to all students of ages or in grades as set forth in Section 2.2 above who are residents of the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by §38-1802.06 of the Act. The School Corporation shall determine whether each student resides in the District of Columbia according to guidelines established by the D.C. Office of the State Superintendent of Education (“OSSE”).

B. If eligible applicants for enrollment at the School for any Academic Year exceed the number of spaces available at the School for such Academic Year, the School Corporation shall select students pursuant to the random selection process in **Attachment G** and in accordance with the requirements of the Act. The random selection process shall include (i) an annual deadline for enrollment applications that is fair and set in advance of the deadline; and (ii) a process for selecting students for each Academic Year (a) if applications submitted by the deadline exceed available spaces, and (b) if spaces become available after the beginning of the Academic Year. The School Corporation shall provide PCSB with written notice of any material change to the random selection process at least thirty (30) days prior to the date of the proposed implementation.

C. The School shall maintain an enrollment of no more than 400 students in the School substantially in accordance with **Schedule I**. The School Corporation shall provide PCSB a written request for approval for an increase in the maximum enrollment of the School no later than three months before the requested change date with (i) evidence that (a) the School Property

has sufficient capacity to accommodate the increased enrollment, and (b) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (ii) a revised Schedule I; and (iii) such other items as PCSB may request.

3.3 Disciplinary Policies. **A.** The School Corporation shall implement student disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students (collectively, ("Discipline Policies")), and shall provide a copy of those policies and procedures to students and parents within the first ten days of the beginning of the school year, and provide a copy to PCSB as part of the annual compliance reporting. Such policies and procedures shall be age/grade level appropriate and consistent with applicable law including, but not limited to, requirements for provision of alternative instruction, and federal laws and regulations governing the discipline and placement of students with disabilities. The School Corporation agrees to provide PCSB with 60 days written notice prior to adoption of any material change to its Discipline Policies. Copies of the current Discipline Policies for the Elementary School Campus (see Attachment H) have been submitted to PCSB.

B. Pursuant to PCSB's Attendance and Discipline Data Policy, the School Corporation shall track suspensions and expulsions, for the School on a monthly basis. using the data management reporting software identified by PCSB.

C. The School Corporation shall report any student expulsions or suspensions for longer than five days to PCSB within ten days of the expulsion or suspension and will maintain records of all expulsions and suspensions by the School. All such data shall be maintained, tracked, and reported by the School Corporation for the School.

3.4 Complaint Resolution Process. Pursuant to §38-1802.04(c)(13) of the Act, the School Corporation shall establish an informal complaint resolution process for the School and shall provide a copy to students, parents, and PCSB. Such policies and procedures shall be consistent with applicable law. The School Corporation shall provide PCSB written notice of a material change to its complaint resolution process at least three (3) months prior to adoption.

3.5 Operational Control. **A.** Pursuant to §1802.04(c)(3) of the Act, the School Corporation shall exercise exclusive control over its expenditures, administration, personnel and instructional methods subject to limitations imposed in § 38-1802.04 of the Act.

B. Pursuant to §38-1802.04(b) of the Act, the School Corporation shall have the following powers consistent with the Act and the terms of this Agreement:

- (i) to adopt a name and a corporate seal;
- (ii) to acquire real property for use as the School's facilities;
- (iii) to receive and disburse funds for School purposes;
- (iv) subject to §38-1802.04 (c)(1) of the Act; to make contracts and leases including agreements to procure or purchase services, equipment, and supplies;
- (v) subject to §38-1802.04 (c)(1) of the Act, to secure appropriate insurance;

(vi) to incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of federal or private funds;

(vii) to solicit and accept any grants or gifts for School purposes;

(viii) to be responsible for the School's operation, including preparation of a budget and personnel matters; and

(ix) to sue and be sued in the School Corporation's own name.

3.6 Accreditation. A. The School Corporation has obtained and shall maintain accreditation from an appropriate accrediting agency as set forth in §38-1802(16) of the Act.

B. The School Corporation shall provide PCSB with a written request for approval for any proposed changes to the School's accreditation.

3.7 Nonsectarian. The School Corporation and the School shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution.

SECTION 4. GOVERNANCE

4.1 Organization. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

4.2 Corporate Purpose. The purpose of the School Corporation as set forth in its articles of incorporation shall be limited to the operation of a public charter school pursuant to §38-1802.04(c)(16) of the Act.

4.3 Governance. A. The School Corporation shall be governed by a Board of Trustees. The Board of Trustees are fiduciaries of the School Corporation and shall operate in accordance with the School Corporation's articles of incorporation and by-laws consistent with this Agreement and the provisions of the Act and the District of Columbia Nonprofit Corporation Act.

B. Pursuant to §38-1802.04(c)(10) of the Act, the Board of Trustees shall provide PCSB with written a request for approval of any material change(s) to its articles of incorporation or bylaws within three (3) months of the effective date of such change.

4.4 Composition. Pursuant to §38-1802.05 of the Act, the Board of Trustees of the School Corporation shall consist of an odd number of members, with a minimum of three (3) members and a maximum of fifteen (15) members, at least two of whom shall be parents of students currently attending the School, and the majority of whom shall be residents of the District of Columbia.

4.5 Authority. Pursuant to §38-1802.05 of the Act, the Board of Trustees shall have the final decision-making authority for all matters relating to the operation of the School, consistent with this Agreement, the Act, and other applicable law, however nothing herein shall

prevent the Board of Trustees from delegating decision-making authority to officers, employees, and agents of the School Corporation. The Board of Trustees shall (i) set the overall policy for the School; (ii) be responsible for overseeing the academic and fiscal integrity of the School; and (iii) assure the School's compliance with this Agreement and the Act.

SECTION 5. FINANCIAL OPERATION AND RECORD KEEPING

5.1 Financial Management. The School Corporation shall operate in accordance with Generally Accepted Accounting Principles ("GAAP") and other generally accepted standards of fiscal management and sound business practices to permit preparation of the audited financial statements required in §38-1802.04(c)(11) of the Act. The School Corporation's accounting methods shall comply in all instances with any applicable governmental accounting requirements.

5.2 Tuition and Fees. The School Corporation shall not charge tuition to any student, other than a non-resident student in accordance with §38-1802.06(e) of the Act, unless such student would otherwise be liable for tuition costs under the Act. The School Corporation may charge reasonable fees or other payment for after school programs, field trips, or similar student activities.

5.3 Costs. The School Corporation shall be responsible for all costs associated with operation of the School including the costs of goods, services, and any district-wide assessments or standardized testing required by this Agreement or by applicable law.

5.4 Contracts. A. Pursuant to §38-1802.04(c)(1) of the Act, the School Corporation shall provide PCSB with respect to any procurement contract awarded by the School Corporation or any entity on its behalf and having a value equal to or exceeding \$25,000, not later than three (3) days after the date on which such award is made (i) all bids for the contract received by the School Corporation, if any; (ii) the name of the contractor who is awarded the contract; and (iii) the rationale for the award of the contract. The PCSB may request copies of these procurement contracts to be provided to the PCSB upon request. The foregoing shall not apply to any contract for the lease or purchase of real property by the School Corporation, any employment contract for a staff member, or any management contract between the School Corporation and a management company designated in its petition

B. The School Corporation shall petition PCSB for a charter amendment pursuant to the requirements of §38-1802.04(c)(10) prior to entering into a contract for the management of the School (a "**School Management Contract**") with any entity other than the entity designated in its Original Petition. The School Corporation shall petition PCSB for a charter amendment pursuant to the requirements of §38-1802.04(c)(10) prior to canceling, terminating, or materially amending, modifying, or supplementing any School Management Contract.

C. The School Corporation shall award "interested party contracts" or "conflicting interest contracts," as those terms are defined in PCSB's Submission of Procurement Contracts and Board of Trustees Meeting Minutes Policy, effective September 15, 2014, and as amended thereafter, pursuant to such PCSB policy, and in accordance with the School Corporation's

conflict of interest policies and procedures, to the extent that the School Corporation's policies are not inconsistent with PCSB's policy.

D. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that PCSB has no responsibility for the debts or action of the School Corporation or the School. The School Corporation shall not purport to act as the agent of PCSB or the government of the District of Columbia with respect to any contract.

5.5 Insurance. The School Corporation shall procure and maintain appropriate insurance sufficient to cover its operations. All insurers shall be independent brokers licensed in the District of Columbia. All insurance policies shall be endorsed to name the Board of Trustees and its directors, officers, employees, and agents as additional insureds. The Board of Trustees shall provide annual proof of insurance coverage sufficient to cover its operations as determined by its Board of Trustees to be reasonably necessary, subject to the availability of such insurance on commercially reasonable terms. The School Corporation's current insurance certificate is attached at **Attachment I**.

5.6 Tax-Exempt Status. The School Corporation shall maintain its tax-exempt status from the federal government and the District of Columbia.

5.7 Enrollment and Attendance Records. **A.** The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Section 7 below.

B. If the School Corporation operates two or more Campuses under the Charter, each Campus shall maintain and submit to PCSB and in state and federal reports, distinct and unique enrollment and attendance records.

5.8 Board of Trustee Meeting Minutes. The School Corporation shall maintain copies of all minutes of meetings of the Board of Trustees of the School Corporation, including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting, certified by an officer of the School Corporation or a member of the Board of Trustees as to their completeness and accuracy. The School Corporation shall make such documents available for inspection by PCSB, its officer, employees, or agents upon request.

SECTION 6. PERSONNEL

6.1 Relationship. All employees hired by the School Corporation shall be employees of the School and, pursuant to §38.1802.07(c) of the Act, shall not be considered to be an employee of the District of Columbia government for any purpose.

6.2 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, the School Corporation shall conduct

random background checks on each employee and each person who regularly volunteers at the School more than ten (10) hours a week, but at a minimum once every two (2) years.

SECTION 7. REPORTING REQUIREMENTS

7.1 Annual Reports. The School Corporation shall deliver to PCSB, by a date specified by PCSB, an annual report in a format acceptable to PCSB which shall include all items required by §38-1802.04(c)(11)(B) of the Act (the "**Annual Report**"). Each Annual Report shall include an assessment of compliance with the performance goals, objectives, standards, indicators, targets, or any other basis for measuring the School's performance as PCSB may request. The School Corporation shall permit any member of the public to view such report on request.

7.2 Audited Financial Statements. As soon as available but no later than one hundred and twenty (120) days after the end of each Academic Year, the School Corporation shall deliver to PCSB financial statements audited by an independent certified public accountant or accounting firm who shall be selected from an approved list developed pursuant to §38-1802.04(c)(11)(B)(ix) of the Act in accordance with GAAP and government auditing standards for financial audits issued by the Comptroller General of the United States. Such audited financial statements shall be made available to the public upon request. These statements may include supplemental schedules as required by PCSB.

7.3 Quarterly Financial Reports. Unless otherwise notified by PCSB, the School Corporation shall prepare and submit to PCSB within thirty (30) days after the end of each fiscal quarter starting with the fiscal quarter beginning July 1, 2014: (i) the balance sheet of the School Corporation at the end of such quarter and the related statements of income and cash flows of the School Corporation for such quarter and for the period from the beginning of the then current Academic Year to the end of such quarter, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as of the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments; and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for such quarter and for the period from the beginning of the then current Academic Year to the end of such quarter. These reports may include supplemental schedules as required by PCSB.

7.4 Budget. No later than June 1 of each Academic Year, the School Corporation shall submit to PCSB its budget, including an annual operating budget, an annual capital budget, and cash flow projections (collectively, a "**Budget**") for the next succeeding Academic Year. The School Corporation's initial Budget shall be in accordance with the Budget submitted with its Petition to PCSB. If PCSB has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded in writing, the School Corporation may only implement a Budget with the prior written approval of PCSB. PCSB may specify the format and categories and information contained in the Budget.

7.5 Enrollment Census. Pursuant to §38-1802.04(c)(12) of the Act, the School Corporation shall provide to OSSE student enrollment data required by OSSE to comply with §38-204 of the District of Columbia Code. Such report shall be in the format required by OSSE for similar reports from District of Columbia Public Schools, and all counts of students shall be conducted in a manner comparable to that required by OSSE for enrollment counts by District of Columbia Public Schools.

7.6 Attendance Data. No later than fifteen (15) days after the end of each month during the Academic Year and during summer school, if offered, the School Corporation shall provide students' daily attendance data, including present, tardy, partial-day absence, excused absence, and unexcused absence for the School using attendance management reporting software identified by PCSB.

7.7 Key Personnel Changes. The chair of the Board of Trustees or an officer of the School Corporation shall provide notice within five days of the chair of the Board of Trustees or an officer of the School Corporation receiving written notice of the intended departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees, an officer of the School Corporation, or key personnel as identified by position in Attachment J (but no later than the time the School Corporation announces such departure publicly) to PCSB identifying the person, the position such person is leaving, the date of such departure, and the actions the School Corporation has taken or intends to take to replace such person.

7.8 Authorizations. Within forty-five (45) days after the end of each Academic Year, the School Corporation shall provide a certification by an officer of the School Corporation or its Board of Trustees that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect. If the School Corporation receives notice, whether formal or informal, of any alleged failure to comply with the terms or conditions of any Authorization, the School Corporation shall provide PCSB, within seven (7) days of receiving such notice, a report detailing the nature and date of such notice and the School Corporation's intended actions in response. "Authorizations" shall mean any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive, declaration, registration, or notice to, from, or with any governmental authority that is required in order to operate the School.

7.9 Events of Default. The School Corporation shall promptly report to PCSB any notice of default or claim of material breach it receives that seriously jeopardizes the continued operation of the School Corporation School including: (i) any claim there has been a material breach of any contract that affects the operation of the School; (ii) any claim or notice of a default under any financing obtained by the School Corporation; and (iii) any claim that the School Corporation has failed to comply with the terms and conditions of any Authorizations required to operate the School. The report shall include an explanation of the circumstances giving rise to the alleged default or breach and the School Corporation's intended response.

7.10 Litigation. The School Corporation shall promptly report to PCSB the institution of any material action, arbitration, government investigation, or other proceeding against the School Corporation or any property thereof (collectively "Proceedings") and shall keep PCSB

apprised of any material developments in such Proceedings. In its Annual Report, the School Corporation shall provide PCSB a schedule of all Proceedings involving any alleged liability or claim against it or, if there has been no change since the last report, a statement to that effect.

7.11 Certificates of Insurance. No later than August 15 of each Academic Year, the School Corporation shall deliver to PCSB a certificate of insurance with respect to each insurance policy required pursuant to Section 5.5 above and **Attachment I**. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall identify underwriters, the type of insurance, the insurance limits, and the policy term. The School Corporation shall furnish PCSB with copies of all insurance policies or other evidence of insurance required pursuant to Section 5.5 above and **Attachment I** upon request.

7.12 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide PCSB with a copy of each such report at the time the School Corporation provides the report as required by the Act.

SECTION 8. COMPLIANCE

8.1 Compliance With Applicable Laws. The School Corporation shall operate at all times in accordance with the Act and all other applicable District of Columbia and federal laws subject to the limitations in Sections 8.2 and 8.3 below or from which the School Corporation is not otherwise exempt, and District of Columbia and federal provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion, ancestry, sexual orientation, gender identification or expression, marital status, or need for special education services.

8.2 Waiver of Application of Duplicate and Conflicting Provisions. Pursuant to §38-1802.10(d) of the Act, no provision of any law regarding the establishment, administration, or operation of public charter schools in the District of Columbia shall apply to the School Corporation or PCSB to the extent that the provision duplicates or is inconsistent with the Act.

8.3 Exemption From Provisions Applicable to D.C. Public Schools. Pursuant to §38-1802.04(c)(3)(B) of the Act, the School Corporation shall be exempt from District of Columbia statutes, policies, rules, and regulations established for the District of Columbia Public Schools by OSSE, Board of Education, Mayor, or District of Columbia Council, except as otherwise provided in the Charter or in the Act.

8.4 Cooperation. The School Corporation shall, and shall cause its Board of Trustees, officers, employees, and contractors to, cooperate with PCSB, its staff, and its agents in connection with PCSB's obligations to monitor the School Corporation.

8.5 Access. Upon reasonable notice, the School Corporation shall grant to PCSB, its officers, employees, or agents, access to the School's property, books, records, operating instructions and procedures, curriculum materials, and all other information with respect to the operation of the School and the School Corporation that PCSB may from time to time request, and allow copies to be made of the same and shall cooperate with PCSB, its officers, employees, or agents, including allowing site visits as PCSB considers necessary or appropriate for the purposes of fulfilling its oversight responsibilities consistent with §38-1802.11(a) of the Act,

provided that the review or access will not unreasonably interfere with the operation of the School.

8.6 Notice of Concern. If PCSB determines through its oversight of the School Corporation that any condition exists that (i) seriously jeopardizes the continued operation of the School Corporation or the School; (ii) is substantially likely to satisfy the conditions for charter revocation pursuant to §38-1802.13 of the Act; and/or (iii) threatens the health, safety, or welfare of students of the School, then PCSB may issue a written notice to the School Corporation stating the reasons for its concerns and inquiry ("**Notice of Concern**"). Upon receipt of such notice and upon request of PCSB, the School Corporation shall meet with PCSB to discuss PCSB's concerns and the School Corporation's response to PCSB's Notice of Concern.

8.7 Administrative Fee. The School Corporation shall pay annually to PCSB, no later than November 15 of each Academic Year, the maximum amount permitted by the Act to cover the administrative responsibilities of PCSB. Notwithstanding the foregoing, PCSB shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual Academic Year funding from the government of the District of Columbia by such date provided that the School Corporation pays PCSB such fee within five (5) business days of the School Corporation's receipt of such funding.

SECTION 9. CHARTER RENEWAL, REVOCATION, AND TERMINATION

9.1 Charter Renewal. The School Corporation may seek to renew its authority to operate as a public charter school in the District of Columbia pursuant to the terms of the Act. If such renewal is granted by PCSB in accordance with the Act, PCSB and the School Corporation shall (i) renew this Agreement with amendments satisfactory to PCSB and the School Corporation; or (ii) enter into a substitute agreement satisfactory to PCSB and the School Corporation.

9.2 Charter Revocation. A. Pursuant to §38-1802.13 of the Act, PCSB may revoke the Charter if PCSB determines that the School has (i) committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the Charter, including violations relating to the education of children with disabilities; or (ii) failed to meet the goals and student academic achievement expectations set forth in the Charter.

B. Pursuant to §38-1802.13 of the Act, PCSB shall revoke the Charter if PCSB determines that the School Corporation (i) has engaged in a pattern of nonadherence to generally accepted accounting principles; (ii) has engaged in a pattern of fiscal mismanagement; or (iii) is no longer economically viable.

9.3 Termination. The rights and obligations of the Parties pursuant to this Agreement shall terminate upon Charter revocation, or nonrenewal, or by mutual written agreement of the parties hereto.

9.4 Probation and Corrective Action. A. If PCSB proposes to revoke the Charter pursuant to §38-1802.13(a) of the Act, PCSB may, as an alternative to charter revocation, place the School Corporation where circumstances or occurrences permit revocation on probation and

require the School Corporation, in consultation with PCSB, to develop and implement a written corrective action plan ("**Corrective Plan**"). The Corrective Plan shall include the reasons that the Charter is subject to revocation under § 38-1802.13(a), the terms and conditions of probation and the results the School Corporation shall achieve to avoid charter revocation. Although PCSB may elect to enter into a Corrective Plan with the School Corporation as an alternative to charter revocation, nothing herein shall require PCSB to place the School on probation or develop a Corrective Plan.

B. If PCSB elects to place the School on probation and enters into a Corrective Plan with the School Corporation, the School Corporation shall provide PCSB a written request for approval five (5) business days prior to taking any of the following actions: (a) waiving any material default under, or material breach of, any School Management Contract; (b) taking any action affecting or waiving or failing to enforce any material right, interest, or entitlement arising under or in connection with any School Management Contract; (c) taking any action affecting any material provision of any School Management Contract or the performance of any material covenant or obligation by any other party under any School Management Contract; or (d) providing any notice, request, or other document permitted or required to be provided pursuant to any School Management Contract (and the DCI Operation Agreement or Operator Direct Agreement) affecting any material rights, benefits, or obligations under any such School Management Contract (and the Agreement or Operator Direct Agreement) in any material respect.

9.5 Mandatory Dissolution. **A.** In accordance with §38-1802.13a of the Act, the School Corporation shall dissolve if the Charter (i) has been revoked by PCSB; (i) has not been renewed by PCSB; or (ii) has been voluntarily relinquished by the School Corporation.

B. In the event of dissolution of the School Corporation, PCSB, in consultation with the Board of Trustees of the School Corporation, shall develop and execute a plan for (i) liquidating the School Corporation's assets in a timely fashion and in a manner that will achieve maximum value; (ii) discharging the School Corporation's debts; and (iii) distributing any remaining assets in accordance with the District of Columbia Nonprofit Corporation Act and §38-1802.13a of the Act.

SECTION 10. OTHER PROVISIONS

10.1 Applicable Law. This Agreement and the Charter and the rights and obligations of the parties hereunder shall be governed by, subject to, construed under, and enforced in accordance with, the laws of the District of Columbia, without regard to conflicts of laws principles.

10.2 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of PCSB in the exercise of any power, right, or privilege hereunder shall impair such power, right, or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right, or privilege preclude other or further exercise thereof or of any other power, right, or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

10.3 Counterparts and Electronic Signature or Signature by Facsimile. This Agreement and any amendments, waivers, consents, or supplements hereto or in connection herewith may be signed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures or signatures received by facsimile by either of the parties shall have the same effect as original signatures.

10.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto, constitutes the entire agreement of the parties and all prior representations, understandings, and agreements are merged herein and superseded by this Agreement. This Agreement may be amended or modified only by written agreement of the parties hereto.

10.5 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

10.6 Assignment. **A.** The Charter runs solely and exclusively to the benefit of the School Corporation and shall not be assignable by either party; provided that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia. Notwithstanding the foregoing, the Parties acknowledge and agree that by virtue of the Assignment and the Combined School Approval, the School Corporation has assigned, transferred, delegated and combined all of its respective authority, rights and responsibilities under the LAMB Amendment, for the creation of the Combined School, to DCI, and that: (i) the Combined School is not a Campus of the School Corporation, (ii) DCI is the holder of all authority and rights in relation to the Combined School; (iii) PCSB shall solely look to DCI for compliance pertaining to the Combined School, will exercise its authority under the Act solely against DCI in the event of non-compliance at the Combined School and as provided in this Agreement, and releases the School Corporation from any and all liability with respect to such noncompliance.

B. In the event that DCI's authority to operate the Combined School is revoked pursuant to Section 9.2 of the DCI Direct Agreement, or the DCI Direct Agreement is terminated pursuant to Section 9.3 of the DCI Direct Agreement, the School Corporation may submit a petition to revise its Charter to include and operate a middle-high school campus as part of the School Corporation pursuant to Section 38-1802.04(c)(10) of the Act.

10.7 No Third Party Beneficiary. Except as expressly provided herein, nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

10.8 Waiver. No waiver of any breach of this Agreement or the Charter shall be held as a waiver of any other subsequent breach.

10.9 Construction. This Agreement shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which party drafted the underlying document.

10.10 Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Agreement without (i) first providing written notice to the other Party describing the nature of the dispute; and (ii) thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter pursuant to §38-180213 of the Act and Sections 9.1, 9.2, and 9.3 above of this Agreement.

10.11 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change thereof is delivered as provided in this Section 10.11) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Latin American Montessori Bilingual Public Charter School
Address: 1375 Missouri Ave., NW
Attention: Diane Cottman
Email: diane@lambpcs.org
Telephone: (202) 726-6200

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the dates written below.

**LATIN AMERICAN MONTESSORI
BILINGUAL PUBLIC CHARTER
SCHOOL**

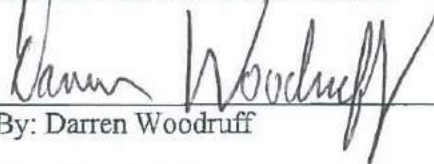


By:

Title: Executive Director

Date: 6/22/2015

**DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD**



By: Darren Woodruff

Title: Board Chair

Date:

SCHEDULE I

Maximum Enrollment Schedule

Latin American Montessori Bilingual (LAMB) Public Charter School

The enrollment schedule in LAMB Public Charter School's 2012 Charter Amendment shows an enrollment ceiling of 314 students during school year 2013-14 with an ultimate ceiling of 357 students during school year 2015-16. In October 2013, PCSB staff permitted LAMB PCS to enroll 400 students beginning school year 2013-14. The school may enroll greater numbers in a particular grade, as long as it does not exceed the total enrollment ceiling.

	School Year 2013-14	School Year 2014-15	School Year 2015-16	School Year 2016-17	School Year 2017-18	School Year 2018-19
Total	400	400	400	400	400	400

ATTACHMENTS

Schedule I	Maximum Enrollment
ATTACHMENT A	Proposed Rules and Policies for Governance and Operation of School Corporation
ATTACHMENT B	Articles of Incorporation and Bylaws of School Corporation
ATTACHMENT C	Procedures to Ensure Health and Safety of Students and Employees at Elementary School
ATTACHMENT D	Assurance to Seek, Obtain, and Maintain Accreditation for Elementary School
ATTACHMENT E	Relationship Between School and Employees at Elementary School
ATTACHMENT F	Pre-Opening Requirements To Operate New Campus Locations
ATTACHMENT G	Random Selection Process for Elementary School
ATTACHMENT H	Disciplinary Policies for Elementary School
ATTACHMENT I	Insurance Certificate of School Corporation
ATTACHMENT J	Key Personnel
ANNEX A	OPERATOR DIRECT AGREEMENT

ATTACHMENT A

Attachment A: Proposed Rules and Policies for Governance and Operation of School Corporation

The Latin American Montessori Bilingual (LAMB) Public Charter School was founded by the Latin American Youth Center, a non-profit community based organization with more than 30 years' experience in the District of Columbia. LAMB is its own Local Education Agency (LEA) with a unique foci of dual language immersion and Montessori beginning with PK-3, early childhood education and continuing through elementary school fifth grade. This combination of pedagogy is not only attractive to District residents, but to national advocacy organizations and university researchers tasked with specialties in language development, service to English language learners, and early childhood education.

LAMB was established as an independent 501(c) (3) and is guided by an all-volunteer Board of Trustees. The Board is responsible for fiscal and programmatic oversight and viability. LAMB is the only accredited, dual language immersion Montessori public charter school in the District of Columbia and one of a few nationwide. There are multiple factors that make LAMB's specialized services highly attractive to District residents: (1) its free; (2) bilingual; (3) Montessori; (4) diverse student population; (5) stable leadership and excellent administrators and teachers; and (6) assessed as a Tier I school; i.e. quality school with quality programs and positive outcomes.

LAMB has dynamic leadership and staff, all of whom possess training, qualifications, linguistic and cultural competence to perform the duties to which s/he is assigned; and have demonstrated commitment to the LAMB's vision and mission. In designing school administration and governance, LAMB founders believed it to be prudent to create two senior leadership positions: (1) executive director and (2) principal. The principal reports to the executive director who reports to the Board of Directors. Both the Executive Director and the Principal are school co-founders and have been with the school since its inception.

The Executive Director has the primary responsibility for non-academic matters, including legal, financial, fund raising, facilities, community/public relations, and Board of Directors communication among other duties. The Executive Director is charged with ensuring that the school mission is fully implemented and realized and has the final decision-making authority. The Principal focuses on the daily school operations, implementing the academic component including refining the educational goals and objectives of the school, instructional assessment, staffing, and student and parent relations. In addition to the chief financial officer (staff or contract) and grants coordinator, there will be teams of highly qualified Montessori teachers, special educators, parent engagement coordinators, support staff, specialists such as occupational and speech therapists (staff or contract). There will also be a combination of staff and contract services that will include, but not be limited to legal, technology, special education, food service, and building maintenance services.

In June 2014 the Public Charter School Board unconditionally approved LAMB's amendment request and that of Elsie Whitlow Stokes Community Freedom Public Charter School, Yu Ying Public Charter School, Mundo Verde Public Charter School and District of Columbia Bilingual Public Charter School to create a second campus and expand grade levels through middle/high school via an Operator Agreement with District of Columbia International (DCI) School to operate the middle/high program.

3. Governance

A Board of Directors/Trustees will govern LAMB. The Board will consist of between five and eleven Trustees. As the school grows, the Board will create a committee structure. Each Board member will belong to at least one Board Committee. The committees may include:

- The Curriculum/Program Committee
- The Finance, Audit and Fundraising Committee
- The Human Resources Committee
- The Executive Committee
-

In addition, the Board will have the authority to establish such other committee(s) as it deems necessary to carry out the mission of the Charter School.

Director/Trustee Selection

The Board of Trustees will be required by the By-laws to have and maintain a specified representation. As terms of office are completed, the existing board shall appoint qualified persons according to the representation required by the by-laws.

Roles and responsibilities of the Board of Trustees.

The Board of Trustees will:

- Demonstrate fundraising and public relations efforts to benefit the School's programs;
- Develop and implement policy for future direction of the School in accordance with the School's mission and guiding principles with a specific emphasis on the dual language immersion Montessori Method of learning and teaching;
- Receive the proposed expenditures for the upcoming school year from the executive director and chief financial officer
- Approve the annual budget;
- Evaluate the executive director
- Approve nominees for the Board of Trustees; and
- Establish Board committees.

4. Fiscal Affairs

Budget

Budgetary Assumptions

Income: The majority of LAMB's income for school operations will be derived from the DCPS Per Pupil Allocations, add-ons for special education and language learners and facilities allowance.

Funding and Fund Raising

In addition to the per pupil fee allocation from the DC Government, LAMB will also apply for grant funds. The Federal NCLB program including Title I-IV and IDEA grants provide annual funds which will vary according to the category/classification of students.

LAMB has planned three sources of funding:

- (1) Seeking grants from foundations and corporate giving programs;
- (2) Fund-raising events; and
- (3) Individual and corporate donors.

Financial Management

The Chief Financial Officer and Executive Director will have the primary responsibilities for financial management. The Board of Trustees will provide oversight.

LAMB has a ***Satisfactory Record of Integrity and Business Ethics***. The organizational chart is a descriptive view of lines of authority and accountability. Further, an independent auditing firm audits LAMB annually. Among its bankers is the minority bank, Industrial Bank of Washington. LAMB strictly follows accounting and operational controls in compliance with the applicable District licensing and tax laws and regulations.

Accounting Procedures. LAMB will maintain an accounting system in accordance with generally accepted accounting principles. LAMB will utilize an independent auditing firm to conduct its annual audit. Currently, LAMB has no due and payable current obligations to the District of Columbia and Federal Governments, including delinquent taxes, Unemployment Insurance and Outstanding Judgments.

Fiscal Controls and Accountability. All requests for expenditures will be documented in written form and must be submitted to the School Administrator who approves or disapproves the request. If the Administrator deems it an appropriate expenditure, s/he signs the request and charges the appropriate line item and contract. The request will then be given to the CFO or his/her designee for payment. A check is then cut and forwarded to the Administrator for signing. Two signatures are required for any check ten thousand dollars or more. The Board Chair and Treasurer will have signature authority. All checks will be computer generated, including payroll and expenditures. LAMB may use the services of an independent payroll company such as ADT or Paycheck. Checks will be kept under lock and key and a signee may not produce a check. Checks may not be signed in advance and a written request for expenditure, signed voucher must precede any check disbursement.

Provision of Financial/Budget Review

The Finance and Fundraising Committee of the Board of Trustees will provide financial/budget review. In addition, there will be an annual audit by an independent auditing firm.

Major Contracts

Description of Planned Contracts

LAMB will secure a contract for food services. Other contracts might include, but not be limited to special education services and financial management. As required, any contract of \$25,000 or more will be submitted to the PCSB including any supporting documentation for the selection of the vendor.

Insurance

LAMB will carry property and liability Insurance in amounts and limits, which are customary for such a school. Certificate of Liability Insurance attached.

ATTACHMENT B

AMENDED AND RESTATED BYLAWS

OF

The Latin American Montessori Bilingual Public Charter School

ARTICLE I

Offices

Section 1.01. The principal office of the Latin American Montessori Bilingual Public Charter School (LAMB-PCS) shall be in the District of Columbia. LAMB-PCS may have such other offices either within or without the District of Columbia as the Board of Trustees may from time to time determine or as the business of LAMB-PCS may require.

ARTICLE II

Members

Section 2.01. LAMB-PCS shall have no members.

ARTICLE III

Board of Trustees

Section 3.01. Except as otherwise provided by law or these Bylaws, the Board of Trustees shall have exclusive control over the property, funds and affairs of LAMB-PCS.

Section 3.02. The Board of Trustees shall consist of such number of persons, not less than three (3), as may be fixed from time to time by the Board of Trustees; provided that the number of trustees shall not be reduced so as to shorten the term of any director then in office; and provided, further, that the number of trustees shall initially be seven (7).

Section 3.03. Notwithstanding anything contained in these Bylaws to the contrary, each director shall hold office until a successor is appointed and qualifies or until that director's earlier resignation, removal or death.

~~Section 3.04. There shall be one class of trustees.~~

Section 3.05. Whenever a vacancy exists on the Board of Trustees, whether by death, resignation or otherwise, the vacancy shall be filled by the vote of the majority of the trustees then in office. A director elected to fill a vacancy shall hold office for the remainder of the unexpired term of his or her predecessor in office, subject to the power of removal stated in these Bylaws.

Section 3.06. Any director may resign from office at any time upon giving written notice to the Secretary of LAMB-PCS. Any such resignation shall take effect at the time it specifies or if the time be not specified, upon receipt, and the acceptance of such resignation, unless required by its terms, shall not be necessary to make such resignation effective.

Section 3.07. A director may be removed at any time, with or without cause, by the affirmative vote of a majority of the trustees then in office.

ARTICLE IV

Meetings of the Board of Trustees

Section 4.01. Meetings of the Board of Trustees, regular or special, may be held within or without the District of Columbia upon not fewer than five (5) days notice to each director, either personally or by mail, telephone, telegram or facsimile, subject to waiver of notice as provided in the District of Columbia Nonprofit Corporation Act. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Trustees need be specified in the notice or waiver of notice of such meeting. Regular meetings shall be held at least once each year or more often as established from time to time by resolution of the Board of Trustees or as required by the business of LAMB-PCS. Special meetings of the Board of Trustees may be called by the Executive Director at any time and shall be called by the Executive Director upon the written request of a majority of the trustees then in office.

Section 4.02. A majority of the number of trustees then in office shall constitute a quorum for the transaction of business. The act of the majority of the trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees. If a quorum shall not be present at any meeting of the Board of Trustees, the trustees present thereat may adjourn the meeting from time to time, without notice other than announcement at the meeting, until a quorum shall be present.

Section 4.03. Any action required or permitted to be taken at a meeting of the Board of Trustees may be taken without a meeting if consent in writing, setting forth the action so taken, shall be signed by all the trustees eligible to vote thereon.

Section 4.04. Any one or more members of the Board of Trustees may participate in a meeting of such Board by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

Section 4.05. At least annually, the Treasurer shall prepare, on behalf of the Board of Trustees, the Board's annual report, verified by the Treasurer and Executive Director or a majority of the trustees then in office, setting forth (i) the assets and liabilities of LAMB-PCS as of the end of its fiscal year, (ii) the principal changes in assets and liabilities during its fiscal year, (iii) the revenue or receipts of LAMB-PCS during the fiscal year and (iv) the expenses or disbursements of LAMB-PCS during the fiscal year.

ARTICLE V

Committees

Section 5.01. The Board of Trustees, by resolution adopted by a majority of trustees then in office, may designate or appoint one or more committees, each of which shall consist of two or more trustees, which committees, to the extent provided in said resolution, shall have and

~~exercise the authority of the Board of Trustees in the management of LAMB-PCS. Other~~
committees not having and exercising the authority of the Board of Trustees in the management
of LAMB-PCS may be designated and appointed by a resolution adopted by a majority of the
trustees present at a meeting at which a quorum is present. The designation and appointment of
any such committee and the delegation thereto of authority shall not operate to relieve the Board
of Trustees, or any individual director, of any responsibility imposed by law.

ARTICLE VI

Officers

Section 6.01. The officers of LAMB-PCS shall be elected by the affirmative vote of a
majority of the trustees then in office and shall consist of a Chair, a Secretary, and a Treasurer,
and may include such other officers and assistant officers as may from time to time be deemed
necessary.

Section 6.02. The Board of Trustees may require any of the officers or employees of
LAMB-PCS to give bond to LAMB-PCS with sufficient sureties, conditioned upon the faithful
performance of the duties of their respective offices or employments.

Section 6.03. Any officer elected or appointed by the Board of Trustees may be
removed at any time, with or without cause, by the affirmative vote of a majority of the trustees
then in office. Any vacancy occurring in any office of LAMB-PCS shall be filled by the Board
of Trustees. An office may be held by the same individual for two or more consecutive terms.

The Chair

Section 6.04. The Chair shall be elected by the Board of Trustees and shall be the chief
executive officer of LAMB-PCS. The Chair shall have the power on behalf of LAMB-PCS to
perform all acts and execute all documents to make effective the actions of the Board of

~~Trustees. The Chair shall also perform such other duties as may be assigned from time to time~~
by the Board of Trustees.

The Secretary

Section 6.05. The Secretary shall keep the minutes of all meetings of the Board of Trustees. He or she shall give, or cause to be given, such notice of all meetings of the Board of Trustees as may be required by these Bylaws and shall perform such other duties as shall be assigned to him or her from time to time by the Board of Trustees.

The Treasurer

Section 6.06. The Treasurer shall be responsible for, and have general supervision over, all the financial records and finances of LAMB-PCS. The Treasurer shall render to the Board of Trustees of LAMB-PCS, whenever requested, an account of the financial condition of LAMB-PCS and, in general, shall perform all the duties incident to the office of Treasurer of a corporation and shall perform such other duties as shall be assigned to him or her from time to time by the Board of Trustees.

ARTICLE VII

Compensation of Trustees

Section 7.01. The trustees of LAMB-PCS shall receive no compensation but may be reimbursed for their expenses, if any, incurred in carrying out the purposes of LAMB-PCS, provided that such reimbursement in no way adversely affects LAMB-PCS's qualification under section 501(c)(3) of the Code.

ARTICLE VIII

Fiscal Year

Section 8.01. The fiscal year of LAMB-PCS shall be from September 1st of each year to August 31st of the next year.

ARTICLE IX

Amendments

Section 9.01. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the affirmative vote of two-thirds (2/3) of the trustees then in office, provided that any such alteration, amendment, repeal or adoption shall be consistent with the requirements of section 501(c)(3) of the Code.

ARTICLE X

Indemnification

Section 10.01. To the fullest extent permitted by law, every person who is or was a director, officer, employee, or agent of LAMB-PCS shall have a right to be indemnified by LAMB-PCS against all reasonable expenses incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding in which he or she may become involved as a party or otherwise by reason of being or having been a director, officer, employee, or agent of LAMB-PCS, provided, however, that said claim, action, suit or proceeding shall be prosecuted to a final determination and he or she shall be vindicated on the merits or, in the absence of such a final determination vindicating him or her on the merits, as the Board of Trustees shall determine, subject to the provisions of Section 10.02 hereof, that his or her conduct did not constitute negligence or misconduct in the performance of a duty and that he or she fully cooperated with LAMB-PCS in the defense or disposition of any such claim, action, suit, or proceeding, such determination to be made by the Board acting through a quorum of disinterested trustees or, in the absence of such quorum, on the basis of an opinion of counsel.

Section 10.02. For purposes of Section 10.01 hereof, "reasonable expenses" shall be deemed to include but not be limited to reasonable counsel fees and disbursements, judgments, fines, penalties, and reasonable amounts paid in settlement; and "claim, action, suit, or

proceeding" shall be deemed to include every claim, action, suit, or proceeding, whether civil or criminal, derivative or otherwise, administrative, judicial, or legislative, at the trial level or on review, and shall include any reasonable apprehension or threat of such a claim, action, suit, or proceeding. A settlement plea of *nolo contendere*, consent judgment, adverse civil judgment, or conviction shall not of itself create a presumption that the conduct of the person seeking indemnification constituted negligence or misconduct in the performance of a duty, but the Board of Trustees shall be bound by a civil judgment or conviction adjudging the person liable for or guilty of such negligence or misconduct.

Section 10.03. The right of indemnification shall extend to any person otherwise entitled to it under this Article whether or not that person continues to be a director, officer, employee, or agent of LAMB-PCS at the time such liability or expense is incurred. The right of indemnification shall extend to the legal representative and heirs of any person otherwise entitled to indemnification. If a person meets the requirements of this Article with respect to some matters in a claim, action, suit, or proceeding, but not with respect to others, such person shall be

BYLAWS

OF

The Latin American Montessori Bilingual Public Charter School

ARTICLE I

Offices

Section 1.01. The principal office of the Latin American Montessori Bilingual Public Charter School (LAMB-PCS) shall be in the District of Columbia. The LAMB-PCS may have such other offices either within or without the District of Columbia as the Board of Directors may from time to time determine or as the business of the LAMB-PCS may require.

ARTICLE II

Members

Section 2.01. The LAMB-PCS shall have a single voting member, the Latin American Youth Center.

ARTICLE III

Board of Directors

Section 3.01. Except as otherwise provided by law or these Bylaws, the Board of Directors shall have exclusive control over the property, funds and affairs of the LAMB-PCS.

Section 3.02. The Board of Directors shall consist of such number of persons, not less than three (3), as may be fixed from time to time by the Board of Directors; provided that the number of directors shall not be reduced so as to shorten the term of any director then in office; and provided, further, that the number of directors shall initially be seven (7).

Section 3.03. Directors shall be elected annually at the annual meeting of the Voting Member by the Voting Member. Notwithstanding anything contained in these Bylaws to the contrary, each director shall hold office until a successor is elected and qualifies or until that

director's earlier resignation, removal or death. If the annual election of the Voting Member is not held on the date designated therefore, the directors shall hold such election as soon thereafter as convenient.

Section 3.04. There shall be one class of directors.

Section 3.05. Whenever a vacancy exists on the Board of Directors, whether by death, resignation or otherwise, the vacancy shall be filled by the Voting Member. A director elected to fill a vacancy shall hold office for the remainder of the unexpired term of his or her predecessor in office, subject to the power of removal stated in these Bylaws.

Section 3.06. Any director may resign from office at any time upon giving written notice to the Secretary of the LAMB-PCS. Any such resignation shall take effect at the time it specifies or if the time be not specified, upon receipt, and the acceptance of such resignation, unless required by its terms, shall not be necessary to make such resignation effective.

Section 3.07. A director may be removed at any time, with or without cause, by the affirmative vote of a majority of the directors then in office or by the Voting Member.

ARTICLE IV

Meetings of the Board of Directors

Section 4.01. Meetings of the Board of Directors, regular or special, may be held within or without the District of Columbia upon not fewer than five (5) days notice to each director, either personally or by mail, telephone, telegram or facsimile, subject to waiver of notice as provided in the District of Columbia Nonprofit Corporation Act. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting. Regular meetings shall be held at least once each year or more often as established from time to time by resolution of the Board of

Directors or as required by the business of the LAMB-PCS. Special meetings of the Board of Directors may be called by the Executive Director at any time and shall be called by the Executive Director upon the written request of a majority of the directors then in office.

Section 4.02. A majority of the number of directors then in office shall constitute a quorum for the transaction of business. The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. If a quorum shall not be present at any meeting of the Board of Directors, the directors present thereat may adjourn the meeting from time to time, without notice other than announcement at the meeting, until a quorum shall be present.

Section 4.03. Any action required or permitted to be taken at a meeting of the Board of Directors may be taken without a meeting if consent in writing, setting forth the action so taken, shall be signed by all the directors eligible to vote thereon.

Section 4.04. Any one or more members of the Board of Directors may participate in a meeting of such Board by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

Section 4.05. At least annually, the Treasurer shall prepare, on behalf of the Board of Directors, the Board's annual report, verified by the Treasurer and Executive Director or a majority of the directors then in office, setting forth (i) the assets and liabilities of the LAMB-PCS as of the end of its fiscal year, (ii) the principal changes in assets and liabilities during its fiscal year, (iii) the revenue or receipts of the LAMB-PCS during the fiscal year and (iv) the expenses or disbursements of the LAMB-PCS during the fiscal year.

ARTICLE V

Committees

Section 5.01. The Board of Directors, by resolution adopted by a majority of directors then in office, may designate or appoint one or more committees, each of which shall consist of two or more directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the LAMB-PCS. Other committees not having and exercising the authority of the Board of Directors in the management of the LAMB-PCS may be designated and appointed by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual director, of any responsibility imposed by law.

ARTICLE VI

Officers

Section 6.01. The officers of the LAMB-PCS shall be elected by the affirmative vote of a majority of the directors then in office and shall consist of a Chair, a Secretary, and a Treasurer, and may include such other officers and assistant officers as may from time to time be deemed necessary.

Section 6.02. The Board of Directors may require any of the officers or employees of the LAMB-PCS to give bond to the LAMB-PCS with sufficient sureties, conditioned upon the faithful performance of the duties of their respective offices or employments.

Section 6.03. Any officer elected or appointed by the Board of Directors may be removed at any time, with or without cause, by the affirmative vote of a majority of the directors then in

office. Any vacancy occurring in any office of the LAMB-PCS shall be filled by the Board of Directors. An office may be held by the same individual for two or more consecutive terms.

The Chair

Section 6.04. The Chair, whose election by the Board of Directors shall be subject to approval by the Member, shall be the chief executive officer of the LAMB-PCS. The Chair shall have the power on behalf of the LAMB-PCS to perform all acts and execute all documents to make effective the actions of the Board of Directors. The Chair shall also perform such other duties as may be assigned from time to time by the Board of Directors.

The Secretary

Section 6.05. The Secretary shall keep the minutes of all meetings of the Board of Directors. He or she shall give, or cause to be given, such notice of all meetings of the Board of Directors as may be required by these Bylaws and shall perform such other duties as shall be assigned to him or her from time to time by the Board of Directors.

The Treasurer

Section 6.06. The Treasurer shall be responsible for, and have general supervision over, all the financial records and finances of the LAMB-PCS. The Treasurer shall render to the Member and the Board of Directors of the LAMB-PCS, whenever requested, an account of the financial condition of the LAMB-PCS and, in general, shall perform all the duties incident to the office of Treasurer of a corporation and shall perform such other duties as shall be assigned to him or her from time to time by the Board of Directors.

ARTICLE VII

Compensation of Directors

Section 7.01. The directors of the LAMB-PCS shall receive no compensation but may be reimbursed for their expenses, if any, incurred in carrying out the purposes of the LAMB-PCS, provided that such reimbursement in no way adversely affects the LAMB-PCS's qualification under section 501(c)(3) of the Code.

ARTICLE VIII

Fiscal Year

Section 8.01. The fiscal year of the LAMB-PCS shall be from September 1st of each year to August 31st of the next year.

ARTICLE IX

Amendments

Section 9.01. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the affirmative vote of two-thirds (2/3) of the directors then in office or the Voting Member at any regular or special meeting, provided that any such alteration, amendment, repeal or adoption shall be consistent with the requirements of section 501(c)(3) of the Code.

ARTICLE X

Indemnification

Section 10.01. To the fullest extent permitted by law, every person who is or was a director, officer, employee, or agent of the LAMB-PCS shall have a right to be indemnified by the LAMB-PCS against all reasonable expenses incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding in which he or she may become involved as a party or otherwise by reason of being or having been a director, officer, employee, or agent of the LAMB-PCS, provided, however, that said claim, action, suit or proceeding shall be

prosecuted to a final determination and he or she shall be vindicated on the merits or, in the absence of such a final determination vindicating him or her on the merits, as the Board of Directors shall determine, subject to the provisions of Section 10.02 hereof, that his or her conduct did not constitute negligence or misconduct in the performance of a duty and that he or she fully cooperated with the LAMB-PCS in the defense or disposition of any such claim, action, suit, or proceeding, such determination to be made by the Board acting through a quorum of disinterested directors or, in the absence of such quorum, on the basis of an opinion of counsel.

Section 10.02. For purposes of Section 10.01 hereof, "reasonable expenses" shall be deemed to include but not be limited to reasonable counsel fees and disbursements, judgments, fines, penalties, and reasonable amounts paid in settlement; and "claim, action, suit, or proceeding" shall be deemed to include every claim, action, suit, or proceeding, whether civil or criminal, derivative or otherwise, administrative, judicial, or legislative, at the trial level or on review, and shall include any reasonable apprehension or threat of such a claim, action, suit, or proceeding. A settlement plea of *nolo contendere*, consent judgment, adverse civil judgment, or conviction shall not of itself create a presumption that the conduct of the person seeking indemnification constituted negligence or misconduct in the performance of a duty, but the Board of Directors shall be bound by a civil judgment or conviction adjudging the person liable for or guilty of such negligence or misconduct.

Section 10.03. The right of indemnification shall extend to any person otherwise entitled to it under this Article whether or not that person continues to be a director, officer, employee, or agent of the LAMB-PCS at the time such liability or expense is incurred. The right of indemnification shall extend to the legal representative and heirs of any person otherwise entitled to indemnification. If a person meets the requirements of this Article with respect to some matters in a claim, action, suit, or proceeding, but not with respect to others, such person shall be

entitled to indemnification as to the former. Advances against liability and expenses may be made by the LAMB-PCS on terms fixed by the Board of Directors subject to an obligation to repay if indemnification proves unwarranted.

Section 10.04. To the fullest extent permitted by law, the directors, officers, employees, and agents of the LAMB-PCS shall in the performance of their duties be fully protected in relying in good faith upon the books of account or reports made to the LAMB-PCS by any of its officers or committees selected and supervised with reasonable care, by an independent certified public accountant, by an appraiser selected with reasonable care by the Board of Directors or by any such committee, or in relying in good faith upon other records of the LAMB-PCS.

Section 10.05. Without limiting the generality of the foregoing and to the fullest extent permitted by the laws of the District of Columbia, the LAMB-PCS may purchase and maintain insurance against all or a portion of any liabilities and expenses, if any, resulting from the indemnification of any of the foregoing persons pursuant to this Article X.

Section 10.06. This Article X shall not exclude any other rights of indemnification or other rights to which any director, officer, employee, or agent may be entitled by contract, by vote of the Board of Directors or as a matter of law. If any clause, provision, or application of this Article shall be determined to be invalid, the other clauses, provisions or applications shall not be affected but shall remain in full force and effect. The provisions of this Article X shall be applicable to claims, actions, suits, or proceedings made or commenced after its adoption, whether arising from acts or omissions occurring before or after its adoption.

These Bylaws are deemed effective as of May 13, 2002, having been adopted by unanimous written consent of the Board of Directors dated May 13, 2002, and filed with the records of the LAMB-PCS.

A handwritten signature in black ink, appearing to read "Sharon R. Kelly", is written over a solid horizontal line.

Secretary

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF AMENDMENT** is hereby issued to:

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **2nd** day of **July, 2009**.

LINDA K. ARGO
Director

Business and Professional Licensing Administration

A handwritten signature in cursive script that reads "Patricia E. Grays/mch".

PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Adrian M. Fenty
Mayor



District of Columbia Government
Corporations Division
PO Box 92300
Washington DC 20090

Articles of Amendment of Domestic Non-Profit Corporation

Pursuant to the provisions of the District of Columbia non-profit Corporation Act, the undersigned adopts the following Articles of Amendment to its Articles of Incorporation:

1. Name the non-profit corporation.

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL

2. The following amendment of the Articles of Incorporation was adopted by the Corporation in the manner prescribed by the District of Columbia Non-profit Corporation Act:

FIRST: The Articles of Incorporation of the Corporation are hereby amended the following:

SECOND: This amendment was adopted in the following manner, the amendment was adopted by consent in writing by all members entitled to vote with respect 5/13/09.

The Articles of Incorporation was filed 1/6/03 and noted:

(SIXTH): Member - The sole member of the Corporation shall be the Youth Center.
The amendment should state "The Corporation will have no members."

3. Amendment has been adopted in the following manner: Option A or B or C must be chosen, but not both:

(A) "The amendment was adopted at a meeting of members held on _____ at which a quorum was present, and the amendment received at least two-thirds of the votes which members present or represented by proxy at such meeting were entitled to cast."

(B) "The amendment was adopted by consent in writing signed by all members entitled to vote with respect hereto."

(C) "The amendment was adopted at a meeting of the Board of Director held on _____, and received the vote of a majority of the Directors in office, there being no members having voting rights in respect thereof."

If you sign this form, you agree that you understand that anyone who makes a false statement anywhere on it can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCDC § 22-2405.

President/Vice President	Date	Signature
Diane L Cottman	7/2/09	Diane L Cottman
Secretary/Assistant Secretary	Date	Signature
Holly McMan	7/2/09	Holly McMan

Mail all forms and required payment to:
Department of Consumer and Regulatory Affairs
Corporations Division
PO Box 92300
Washington, DC 20090
Phone: (202) 442-4400

Please check dcra.dc.gov to view organizations required to register, to search business names, to get step-by-step guidelines to register an organization, to search registered organizations, and to download forms and documents. Just click on "Corporate Registrations."

JUL - 2 2009

**LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER
SCHOOL**

WRITTEN CONSENT OF SOLE MEMBER

NOVEMBER [], 2008

The undersigned ("LAYC"), being the sole member of Latin American Montessori Bilingual Public Charter School, Inc., a District of Columbia Non-Profit Corporation (the "Corporation"), does hereby consent, pursuant to Section 29-301.35 of the District of Columbia Code, to the adoption of the following resolution:

WHEREAS, LAYC believes that it is in the best interests of both LAYC and the Corporation that the Corporation be a non-profit corporation without members,

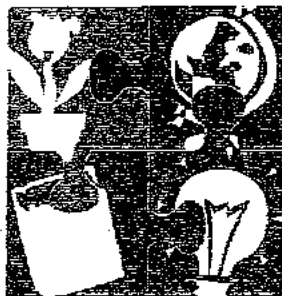
RESOLVED, that the proposed amendments to the Articles of Incorporation of the Corporation adopted by the Board of Trustees of the Corporation on November [], 2008, attached to this Written Consent as Exhibit A, be, and hereby are, approved.

LATIN AMERICAN YOUTH CENTER

By: Lori M Kaplan

Name: LORI M. KAPLAN

Title: EXECUTIVE DIRECTOR



Founded by the Latin American Youth Center

Latin American Montessori Bilingual
Public Charter School
Escuela Latinoamericana Montessori
Bilingüe Pública Charter

ARTICLES OF AMENDMENT
TO THE
ARTICLES OF INCORPORATION
OF
LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL

Location:
1375 Missouri Avenue, NW
Washington, DC 20011

Telephone: (202) 726-6200
Facsimile: (202) 722-4125
www.lambpcs.org

Board of Directors

Ana Maria Ramos-Kohn, Chair
Barrie Lynn Topis, Vice Chair
Darryl Grady, Treasurer
Holly McMinn, Secretary
Kim Keating
Paul Leleck
Rocio Inclan-Rodriguez
Lee Smith III
Evelyn Velasquez.

Diane L. Cozman
Executive Director
Cristina Encinas
Principal

TO: Department of Consumer and Regulatory Affairs
Business and Professional Licensing Administration
Corporation Division
941 North Capitol Street, NE.
Washington, DC 20002

Pursuant to the provisions of the District of Columbia Non-Profit Corporation Act, the undersigned corporation adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST: The name of the corporation is Latin American Montessori Bilingual Public Charter School (the "Corporation").

SECOND: The Articles of Incorporation of the Corporation are hereby amended and restated in the Form attached as Exhibit A.

THIRD: These amendments were adopted in the following manner: The amendments were adopted by consent in writing signed by all members entitled to vote with respect hereto.

Date: 5/13/09

LATIN AMERICAN MONTESSORI
BILINGUAL PUBLIC CHARTER SCHOOL

By: Diane Cozman
Title: Executive Director

ATTEST: Holly McMinn
Secretary

Helping children develop a love of learning.
Ayudando a los niños a desarrollar el amor por el aprendizaje.

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL

**UNANIMOUS WRITTEN CONSENT
IN LIEU OF A MEETING OF THE BOARD OF TRUSTEES**

NOVEMBER __, 2008

The Board of Trustees (the "Board") of Latin American Montessori Bilingual Public Charter School, a District of Columbia non-profit corporation (the "Corporation") adopted the following resolutions at its meeting held as of the date written above.

WHEREAS, the Board of the Corporation believes that it is advisable and in the best interests of the Corporation that the Corporation amend and restate its Articles of Incorporation to be a non-profit corporation without members; and

WHEREAS, the Board of the Corporation believes that it is advisable and in the best interests of the Corporation that the Corporation amend and restate its Bylaws to reflect such change in its organizational structure.

NOW THEREFORE, BE IT RESOLVED, that the Articles of Incorporation of the Corporation be amended and restated in the Form attached as Exhibit A;

FURTHER RESOLVED, that the Bylaws of the Corporation be amended and restated in the Form attached as Exhibit B;

FURTHER RESOLVED, that said amendments to and restatement of the Articles of Incorporation be submitted to the sole member of the Corporation for its consideration in accordance with the requirements of Section 29-301.35 of the District of Columbia Code;

FURTHER RESOLVED, that the officers of the Corporation be, and each of them hereby is, authorized to do any and all things and take any and all actions, including execution, delivery, acknowledgement, filing, recording and sealing of any and all documents, certificates, notices, statements or other instruments and the making of any expenditures, that they deem necessary or advisable in order to effectuate or carry out fully the purpose and intent of the foregoing resolutions.

IN WITNESS WHEREOF, this Unanimous Written Consent is hereby executed as of the _____ day of _____, 2008.

Bernie Lynn Lapad
Name:

Holly McMinan
Name:

Rain Milton-Lopez
Name:

Dan T. Day
Name:

Shirley Keating
Name:

C. A. L. L.

Evelyn Velasquez

Dea Marie Russell

M

Exhibit A

Form of Amended and Restated Articles of Incorporation

AMENDED AND RESTATED ARTICLES OF INCORPORATION

OF

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL

TO: Department of Consumer and Regulatory Affairs
Business Regulation Administration, Corporations
Division, 614 H Street, N.W., Washington, D.C. 20001

We, the undersigned natural persons of the age of twenty-one (21) years or more, acting pursuant to the provisions of the NON-PROFIT CORPORATION ACT (D.C. Code, 1981 edition, Title 29, Chapter 5), adopt the following Amended and Restated Articles of Incorporation:

FIRST: Name. The name of the corporation (hereinafter called the "Corporation") is Latin American Montessori Bilingual Public Charter School, Inc.

SECOND: Duration. The period of duration of the Corporation is perpetual.

THIRD: Purposes. The Corporation is organized and shall be operated exclusively for charitable, educational, or scientific purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986, as amended, and as may be amended from time to time (the "Code"), including, more specifically;

- (a) To establish, develop, and operate a model Public Charter School for children in Washington, D.C., and to enter into all contracts, leases, or transactions, which are, in whole or in part, related to such activities;
- (b) The Corporation shall have all powers and authorities now or hereafter conferred upon nonprofit corporations organized under the laws of the District of Columbia; provided, however, that (i) no part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, trustees, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth above, (ii) no substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office, and (iii) notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

FOURTH: Address. The address of the principal office of the Corporation is Address.

FIFTH: Registered Agent and Office. The name of the registered agent and the address of the registered office are Name, Address.

SIXTH: Members. The Corporation will have no members.

SEVENTH: Board of Trustees. The powers of the Corporation shall be vested in a board of directors that shall be called the Corporation's Board of Trustees. The number of members of the Board of Trustees may be increased or decreased pursuant to the Bylaws of the Corporation, but shall never be less than the minimum number permitted by District of Columbia law applicable to public charter schools now or hereafter in effect.

EIGHTH: Amendment to Articles of Incorporation. The Board of Trustees shall have the right to alter, amend, or repeal any provision of these Articles of Incorporation at any meeting of the Board of Trustees by vote of a majority of the Trustees then in office.

NINTH: Dissolution. Upon the dissolution of the Corporation, the Board of Trustees shall, after making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code, as the Board of Trustees shall determine.

[Remainder of page left intentionally blank.]

IN WITNESS WHEREOF, these Amended and Restated Articles of Incorporation are signed on
this ____ day of _____, 2008.

Diane Lottman

Name: Diane Lottman
Title: Executive Director

Doreyl Grady

Name: Doreyl Grady
Title: Treasurer

Ana Maria Ramos-Kohn

Name: Ana Maria Ramos-Kohn
Title: Chair

Exhibit B

Form of Amended and Restated Bylaws

AMENDED AND RESTATED BYLAWS

OF

The Latin American Montessori Bilingual Public Charter School

ARTICLE I

Offices

Section 1.01. The principal office of the Latin American Montessori Bilingual Public Charter School (LAMB-PCS) shall be in the District of Columbia. LAMB-PCS may have such other offices either within or without the District of Columbia as the Board of Trustees may from time to time determine or as the business of LAMB-PCS may require.

ARTICLE II

Members

Section 2.01. LAMB-PCS shall have no members.

ARTICLE III

Board of Trustees

Section 3.01. Except as otherwise provided by law or these Bylaws, the Board of Trustees shall have exclusive control over the property, funds and affairs of LAMB-PCS.

Section 3.02. The Board of Trustees shall consist of such number of persons, not less than three (3), as may be fixed from time to time by the Board of Trustees; provided that the number of trustees shall not be reduced so as to shorten the term of any director then in office; and provided, further, that the number of trustees shall initially be seven (7).

Section 3.03. Notwithstanding anything contained in these Bylaws to the contrary, each director shall hold office until a successor is appointed and qualifies or until that director's earlier resignation, removal or death.

Section 3.04. There shall be one class of trustees.

Section 3.05. Whenever a vacancy exists on the Board of Trustees, whether by death, resignation or otherwise, the vacancy shall be filled by the vote of the majority of the trustees then in office. A director elected to fill a vacancy shall hold office for the remainder of the unexpired term of his or her predecessor in office, subject to the power of removal stated in these Bylaws.

Section 3.06. Any director may resign from office at any time upon giving written notice to the Secretary of LAMB-PCS. Any such resignation shall take effect at the time it specifies or if the time be not specified, upon receipt, and the acceptance of such resignation, unless required by its terms, shall not be necessary to make such resignation effective.

Section 3.07. A director may be removed at any time, with or without cause, by the affirmative vote of a majority of the trustees then in office.

ARTICLE IV

Meetings of the Board of Trustees

Section 4.01. Meetings of the Board of Trustees, regular or special, may be held within or without the District of Columbia upon not fewer than five (5) days notice to each director, either personally or by mail, telephone, telegram or facsimile, subject to waiver of notice as provided in the District of Columbia Nonprofit Corporation Act. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Trustees need be specified in the notice or waiver of notice of such meeting. Regular meetings shall be held at least once each year or more often as established from time to time by resolution of the Board of Trustees or as required by the business of LAMB-PCS. Special meetings of the Board of Trustees may be called by the Executive Director at any time and shall be called by the Executive Director upon the written request of a majority of the trustees then in office.

Section 4.02. A majority of the number of trustees then in office shall constitute a quorum for the transaction of business. The act of the majority of the trustees present at a meeting at which a quorum is present shall be the act of the Board of Trustees. If a quorum shall not be present at any meeting of the Board of Trustees, the trustees present thereat may adjourn the meeting from time to time, without notice other than announcement at the meeting, until a quorum shall be present.

Section 4.03. Any action required or permitted to be taken at a meeting of the Board of Trustees may be taken without a meeting if consent in writing, setting forth the action so taken, shall be signed by all the trustees eligible to vote thereon.

Section 4.04. Any one or more members of the Board of Trustees may participate in a meeting of such Board by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

Section 4.05. At least annually, the Treasurer shall prepare, on behalf of the Board of Trustees, the Board's annual report, verified by the Treasurer and Executive Director or a majority of the trustees then in office, setting forth (i) the assets and liabilities of LAMB-PCS as of the end of its fiscal year, (ii) the principal changes in assets and liabilities during its fiscal year, (iii) the revenue or receipts of LAMB-PCS during the fiscal year and (iv) the expenses or disbursements of LAMB-PCS during the fiscal year.

ARTICLE V

Committees

Section 5.01. The Board of Trustees, by resolution adopted by a majority of trustees then in office, may designate or appoint one or more committees, each of which shall consist of two or more trustees, which committees, to the extent provided in said resolution, shall have and

exercise the authority of the Board of Trustees in the management of LAMB-PCS. Other committees not having and exercising the authority of the Board of Trustees in the management of LAMB-PCS may be designated and appointed by a resolution adopted by a majority of the trustees present at a meeting at which a quorum is present. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Trustees, or any individual director, of any responsibility imposed by law.

ARTICLE VI

Officers

Section 6.01. The officers of LAMB-PCS shall be elected by the affirmative vote of a majority of the trustees then in office and shall consist of a Chair, a Secretary, and a Treasurer, and may include such other officers and assistant officers as may from time to time be deemed necessary.

Section 6.02. The Board of Trustees may require any of the officers or employees of LAMB-PCS to give bond to LAMB-PCS with sufficient sureties, conditioned upon the faithful performance of the duties of their respective offices or employments.

Section 6.03. Any officer elected or appointed by the Board of Trustees may be removed at any time, with or without cause, by the affirmative vote of a majority of the trustees then in office. Any vacancy occurring in any office of LAMB-PCS shall be filled by the Board of Trustees. An office may be held by the same individual for two or more consecutive terms.

The Chair

Section 6.04. The Chair shall be elected by the Board of Trustees and shall be the chief executive officer of LAMB-PCS. The Chair shall have the power on behalf of LAMB-PCS to perform all acts and execute all documents to make effective the actions of the Board of

Trustees. The Chair shall also perform such other duties as may be assigned from time to time by the Board of Trustees.

The Secretary

Section 6.05. The Secretary shall keep the minutes of all meetings of the Board of Trustees. He or she shall give, or cause to be given, such notice of all meetings of the Board of Trustees as may be required by these Bylaws and shall perform such other duties as shall be assigned to him or her from time to time by the Board of Trustees.

The Treasurer

Section 6.06. The Treasurer shall be responsible for, and have general supervision over, all the financial records and finances of LAMB-PCS. The Treasurer shall render to the Board of Trustees of LAMB-PCS, whenever requested, an account of the financial condition of LAMB-PCS and, in general, shall perform all the duties incident to the office of Treasurer of a corporation and shall perform such other duties as shall be assigned to him or her from time to time by the Board of Trustees.

ARTICLE VII

Compensation of Trustees

Section 7.01. The trustees of LAMB-PCS shall receive no compensation but may be reimbursed for their expenses, if any, incurred in carrying out the purposes of LAMB-PCS, provided that such reimbursement in no way adversely affects LAMB-PCS's qualification under section 501(c)(3) of the Code.

ARTICLE VIII

Fiscal Year

Section 8.01. The fiscal year of LAMB-PCS shall be from September 1st of each year to August 31st of the next year.

ARTICLE IX

Amendments

Section 9.01. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by the affirmative vote of two-thirds (2/3) of the trustees then in office, provided that any such alteration, amendment, repeal or adoption shall be consistent with the requirements of section 501(c)(3) of the Code.

ARTICLE X

Indemnification

Section 10.01. To the fullest extent permitted by law, every person who is or was a director, officer, employee, or agent of LAMB-PCS shall have a right to be indemnified by LAMB-PCS against all reasonable expenses incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding in which he or she may become involved as a party or otherwise by reason of being or having been a director, officer, employee, or agent of LAMB-PCS, provided, however, that said claim, action, suit or proceeding shall be prosecuted to a final determination and he or she shall be vindicated on the merits or, in the absence of such a final determination vindicating him or her on the merits, as the Board of Trustees shall determine, subject to the provisions of Section 10.02 hereof, that his or her conduct did not constitute negligence or misconduct in the performance of a duty and that he or she fully cooperated with LAMB-PCS in the defense or disposition of any such claim, action, suit, or proceeding, such determination to be made by the Board acting through a quorum of disinterested trustees or, in the absence of such quorum, on the basis of an opinion of counsel.

Section 10.02. For purposes of Section 10.01 hereof, "reasonable expenses" shall be deemed to include but not be limited to reasonable counsel fees and disbursements, judgments, fines, penalties, and reasonable amounts paid in settlement; and "claim, action, suit, or

proceeding" shall be deemed to include every claim, action, suit, or proceeding, whether civil or criminal, derivative or otherwise, administrative, judicial, or legislative, at the trial level or on review, and shall include any reasonable apprehension or threat of such a claim, action, suit, or proceeding. A settlement plea of *nolo contendere*, consent judgment, adverse civil judgment, or conviction shall not of itself create a presumption that the conduct of the person seeking indemnification constituted negligence or misconduct in the performance of a duty, but the Board of Trustees shall be bound by a civil judgment or conviction adjudging the person liable for or guilty of such negligence or misconduct.

Section 10.03. The right of indemnification shall extend to any person otherwise entitled to it under this Article whether or not that person continues to be a director, officer, employee, or agent of LAMB-PCS at the time such liability or expense is incurred. The right of indemnification shall extend to the legal representative and heirs of any person otherwise entitled to indemnification. If a person meets the requirements of this Article with respect to some matters in a claim, action, suit, or proceeding, but not with respect to others, such person shall be

**LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER
SCHOOL**

WRITTEN CONSENT OF SOLE MEMBER

NOVEMBER [], 2008

The undersigned ("LAYC"), being the sole member of Latin American Montessori Bilingual Public Charter School, Inc., a District of Columbia Non-Profit Corporation (the "Corporation"), does hereby consent, pursuant to Section 29-301.35 of the District of Columbia Code, to the adoption of the following resolution:

WHEREAS, LAYC believes that it is in the best interests of both LAYC and the Corporation that the Corporation be a non-profit corporation without members,

RESOLVED, that the proposed amendments to the Articles of Incorporation of the Corporation adopted by the Board of Trustees of the Corporation on November [], 2008, attached to this Written Consent as Exhibit A, be, and hereby are, approved.

LATIN AMERICAN YOUTH CENTER

By:

Lori M Kaplan

Name: LORI M. KAPLAN

Title: EXECUTIVE DIRECTOR

ARTICLES OF INCORPORATION

**LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL,
INC.**

TO: Department of Consumer and Regulatory Affairs
Business Regulation Administration, Corporations
Division, 614 H Street, N.W., Washington, D.C.
20001

We, the undersigned natural persons of the age of twenty-one (21) years or more, acting as incorporators of a corporation under the NONPROFIT CORPORATION ACT (D.C. Code, 1981 edition, Title 29, Chapter 5), adopt the following Articles of Incorporation:

FIRST: Name. The name of the corporation (hereinafter called the "Corporation") is Latin American Montessori Bilingual Public Charter School, Inc.

SECOND: Duration. The period of duration of the Corporation is perpetual.

THIRD: Purposes. The Corporation is organized and shall be operated exclusively for charitable, educational, or scientific purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986, as amended, and as may be amended from time to time (the "Code"), including, more specifically:

- (a) To establish, develop, and operate a model Public Charter School for children in Washington, D.C., and to enter into all contracts, leases, or transactions, which are, in whole or in part, related to such activities;
- (b) To further the mission and corporate purposes of the Latin-American Youth Center (hereinafter called the "Youth Center"), a corporation organized under the NONPROFIT CORPORATION ACT;
- (c) The Corporation shall have all powers and authorities now or hereafter conferred upon nonprofit corporations organized under the laws of the District of Columbia; provided, however, that (i) no part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, trustees, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth above, (ii) no substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to

F-6-03
DM

influence legislation, and the Corporation shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office, and (iii) notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c) (3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Code.

FOURTH: Address. The address of the principal office of the Corporation is 1419 Columbia Rd., N.W., Washington, D.C. 20009.

FIFTH: Registered Agent and Office. The name of the registered agent and the address of the registered office are Cristina Encinas, Latin American Youth Center, 1419 Columbia Rd. N.W., Washington, D.C. 20009.

SIXTH: Member. The sole member of the Corporation shall be the Youth Center. The following powers and responsibilities shall be expressly reserved to the member of the Corporation, which shall retain and exercise such powers in addition to any additional powers and responsibilities as shall be conferred by the laws of the District of Columbia, these Articles of Incorporation, or the Corporation's Bylaws:

- (a) Election of Trustees;
- (b) Filling vacancies on the Board of Trustees;
- (c) Approval of the Chairman of the Board of Trustees; and
- (d) Approval of the President of the Corporation.

SEVENTH: Board of Trustees. The powers of the Corporation shall be vested in a board of directors that shall be called the Corporation's Board of Trustees. The number of members of the Board of Trustees may be increased or decreased pursuant to the Bylaws of the Corporation, but shall never be less than (seven) the minimum number permitted by District of Columbia law applicable to public charter schools now or hereafter in effect.

EIGHTH: Initial Board of Trustees There shall be seven (7) members of the initial Board of Trustees, which shall adopt the initial Bylaws of the Corporation and who will serve until the first annual meeting and until successors are elected and qualify. The initial members of the Board of Trustees are as follows:

- 1) Melissa Murdoch
2919- Cathedral Ave. NW
Washington, DC 20008
- 2) Holy Mc Minn
D.C. Primary Care Association
3643 Warden St., NW
Washington, DC 20010
- 3) Claudia Luna
Latin American Youth Center
419- Columbia Rd., NW
Washington, DC 20009
- 4) Ernest Yombo
The Latin American Youth Center
1419 Columbia Rd., N.W.
Washington, DC 20009
- 5) Marta Martinez
5516- 13th Street, NW
Washington, DC 20011
- 6) Sarah Von der Lippe
1104- East Capitol Street, NE
Washington, DC 20002
- 7) Maritza Hoquee
Sidwell Friends Lower School
4625- 49th Street, NW
Washington, DC 20016

NINTH: Amendment to Articles of Incorporation The Board of Trustees shall have the right to alter, amend, or repeal any provision of these Articles of Incorporation at any meeting of the Board of Trustees by vote of a majority of the members then in office, except that no amendment shall be made which would change the purpose of the Corporation as set forth in Article THIRD hereof.

TENTH: Dissolution Upon the dissolution of the Corporation, the Board of Trustees shall, after making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the

purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious, or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c) (3) of the Code, as the Board of Trustees shall determine.

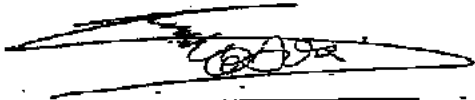
ELEVENTH: Incorporators The name and address, including street and number, of each incorporator of the Corporation are as follows:

Oladele G. Dosunmu
1419 Columbia Rd., N.W.
Washington, DC 20009

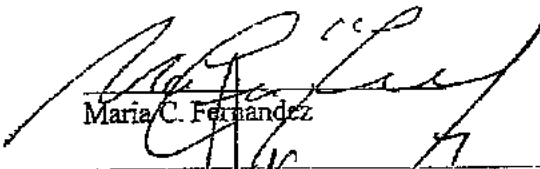
Maria C. Fernandez
1419 Columbia Rd., N.W.
Washington, DC 20009

Jose Carlos Vera
1419 Columbia Rd., N.W.
Washington, DC 20009

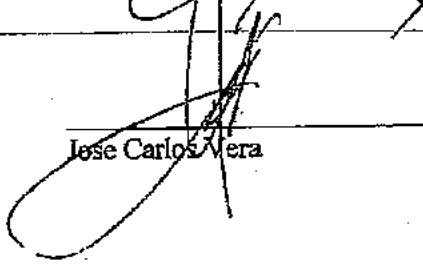
IN WITNESS WHEREOF, the incorporators have signed these Articles of Incorporation on this 13th day of May 2002.



Oladele G. Dosunmu



Maria C. Fernandez



Jose Carlos Vera

DISTRICT OF COLUMBIA) ss:

I, Vilma Cabrera, a notary public for the District of Columbia, hereby certify that on the May 13, 2002, personally appeared before me Oladele G. Dosunmu, who signed the foregoing Articles of Incorporation as incorporator and who swore that the statements therein contained are true to his own knowledge and belief.

IN WITNESS WHEREOF, I have set my signature and seal on the date above written.

Vilma Cabrera
Notary Public

My Commission Expires: 07-14-2004

DISTRICT OF COLUMBIA) ss:

I, Vilma Cabrera, a notary public for the District of Columbia, hereby certify that on the May 13, 2002, personally appeared before me Maria C. Fernandez, who signed the foregoing Articles of Incorporation as incorporator and who swore that the statements therein contained are true to his own knowledge and belief.

IN WITNESS WHEREOF, I have set my signature and seal on the date above written.

Vilma Cabrera
Notary Public

My Commission Expires: 07-14-2004

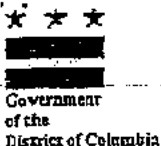
DISTRICT OF COLUMBIA) ss:

I, Vilma Cabrera, a notary public for the District of Columbia, hereby certify that on the May 13, 2002, personally appeared before me Jose Carlos Vera, who signed the foregoing Articles of Incorporation as incorporator and who swore that the statements therein contained are true to his own knowledge and belief.

IN WITNESS WHEREOF, I have set my signature and seal on the date above written.

Vilma Cabrera
Notary Public

My Commission Expires: 07-14-2004



DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS REGULATION ADMINISTRATION
CORPORATIONS DIVISION
941 NORTH CAPITAL STREET, N.E.
WASHINGTON, D.C. 20002

WRITTEN CONSENT TO ACT AS REGISTERED AGENT

TO:
The Superintendent of Corporations
Department of Consumer and Regulatory Affairs
Business Regulation Administration, Corporations Division
941 North Capital Street, N.E.
Washington, D.C. 20002

(A) BY A DISTRICT OF COLUMBIA RESIDENT

PURSUANT TO D.C. CODE TITLE 29, and TITLE 41

I, Cristina Encinas
A Bona fide Resident of the District of Columbia Herein Consent to Act as a Registered Agent For:

Latin American Montessori Bilingual Public Charter School, Inc.
Name of Business

SIGNATURE OF REGISTERED AGENT *Cristina Encinas*

DATE: 1/3/03

(B) BY A LEGALLY AUTHORIZED CORPORATION

THE CORPORATION HEREIN NAMED IS:

An Authorized Corporate Registered Agent in the District of Columbia, per Signatures of its
President/Vice-President and Secretary/Assistant Secretary, Herein Consents to Act as Registered Agent
For:

NAME OF CORPORATION _____
SIGNATURE: _____ OF PRESIDENT OR VICE-PRESIDENT
ATTEST: _____ OF SECRETARY OR ASSISTANT SECRETARY
DATE: _____

ATTACHMENT C



Latin American Montessori Bilingual Public Charter School

1375 Missouri Avenue, N.W.

Washington, D.C. 20011

Telephone: 202.726.6200 Facsimile: 202.722.4125

Attachment C: LAMB Health & Safety

To ensure the health and safety of students, employees, and guests of the Latin American Montessori Bilingual Public Charter School, LAMB will comply with all applicable federal and District of Columbia health and safety regulation and any applicable requirements of the Occupational Safety and Health Administration. Furthermore, LAMB will submit all required reports in a timely manner to the District of Columbia Public Charter School Board. The report shall be open to public inspection and available upon request. In addition, LAMB will submit to all applicable health and safety inspections by government officials, and take appropriate steps to ensure appropriate air quality/ventilation, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulation.

In addition to maintaining a safe facility, LAMB will take steps to provide required and appropriate health and safety training to its staff. For example, staff may be required to complete annual and/or bi-annual courses in preventing, recognizing, and providing basic care for injuries and sudden illnesses until advanced medical personnel arrive, and for some, the Food Handler's Certificate course. Other training alternatives, as may be required or be customary for urban elementary schools, will be explored. The school will be equipped with appropriate first aid kits, and LAMB will consider, in its selection of a facility and allocation of space within such facility, the applicable requirements for obtaining nursing services from the District of Columbia, including the availability of an appropriately-equipped on-site health unit. LAMB will also require evidence of students' required immunizations and provide information to parents on such requirements in a timely manner.

LAMB will ensure that its facilities meet all requirements of the DC Fire Code for fire safety. In addition, LAMB will provide training to staff and students, develop fire evacuation and safety plans, and plan and execute fire and emergency drills in accordance with all such requirements. Emergency routes will be mapped and posted in each room and fire drills will be performed at random on a monthly basis.

If necessary, to ensure the safety of our students arriving at school or departing from school by foot, LAMB will seek assignment of a crossing guard or guards through the Metropolitan Police Department.

ATTACHMENT D

**Middle States Association of Colleges and Schools
Commissions on Elementary and Secondary Schools**

CERTIFICATE OF ACCREDITATION

This is to affirm that

**Latin American Montessori Bilingual Public Charter School
Grades PK-5**

*has demonstrated that it is effectively advancing the quality of educational experiences
it offers its students and meets its responsibilities to the public and the profession of education,
and complies with standards for accreditation that are established by the*

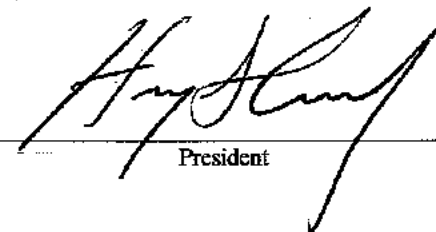
Middle States Association of Colleges and Schools

and is therefore

granted accreditation for the period

May 1, 2009 to May 1, 2016

*subject to the terms of accreditation maintenance set by the
Commissions on Elementary and Secondary Schools.*



President



Chair



ATTACHMENT E

members are advised to consult LAMB fire evacuation maps inside their classroom/office for detailed information regarding evacuation procedures, location of fire alarms, and location of fire extinguishers.

Security

Staff members are expected to know and comply with LAMB's security procedures and are expected to report any violations or potential problems to management. Staff members should exercise reasonable care and common sense with regard to their own safety and that of their personal property while on LAMB's premises and while away from the premises on LAMB business.

To maintain security and protect against theft, LAMB reserves the right to inspect all personal property brought onto LAMB's premises, and search staff persons, subject to the limitation that the search or inspection is related to the suspected violation. LAMB may also conduct surveillance of workspaces whenever LAMB believes that doing so is necessary to maintain security.

It is strongly recommended that staff members refrain from bringing valuables that are not needed in the workplace. LAMB is not responsible for the loss, theft, or destruction of a staff member's personal effects. Incidents of theft, vandalism, or willful destruction of school or personal property may lead to an investigation and prosecution.

Staff members may be asked, as part of their duties, to lock or secure entrances/exits and ensure that alarm systems are activated. In the event that a staff member with these responsibilities is unable to perform them, he or she should notify the supervisor and the director on duty immediately.

No staff should duplicate or lend a LAMB key or building access card to anyone at any time. No staff should take a LAMB key out of the Executive Director's office without authorization.

In case of burglary, theft or other criminal acts on a LAMB site, a supervisor should be notified immediately. The police should be contacted and a report made. If LAMB property is stolen, notification must be made to LAMB's Controller to permit notification of LAMB's insurer. A report should be made where the loss, theft, or damage is to LAMB property or to personal property of a staff member or client.

In the case of bomb threats or any other threats that may result in bodily injury, staff members should immediately notify their supervisor who will in turn notify the Executive Director. In the event of an immediate threat, the police should be notified. Staff members receiving a threat directly are to complete a Bomb Threat Record card.

DISCIPLINE POLICY

Unsatisfactory attendance, poor work performance, and conduct that by its nature is contrary to the best interests of LAMB may warrant disciplinary action, including termination.

LAMB reemphasizes that no statements in this Manual are intended to alter the "at-will" employment status of any staff member. Accordingly, LAMB may, at its sole option, exercise any disciplinary option, including, but not limited to, counseling, warnings (written & verbal), outside referrals for counseling or other services, terminations, and suspensions.

Termination of Employment

LAMB has the right to terminate a staff member at any time, for any lawful reason or no reason, with or without notice, consistent with the “at-will” employment status of staff members. Any LAMB statements to the contrary, oral or written, do not change this right, and no manager or other LAMB official, other than the Executive Director, has authority to modify this right in any way.

Termination

The Executive Director makes the final decision on questions of termination due to discharge. At the discretion of LAMB, a staff member faced with termination due to discharge may be offered the opportunity to resign in lieu of discharge.

Resignation

It is expected that a staff member will provide written notice of his or her resignation at least two weeks in advance of the anticipated termination date (six weeks for teachers, three months for administrators).

Reduction in Force

Layoffs may be necessary. If a staff member is laid off under a reduction in force, the staff member loses no seniority if recalled within a three-month period from the date of termination.

Abandonment

A staff member who is absent from work for three (3) consecutive workdays without properly reporting his or her absence will be considered to have abandoned his or her job and thus voluntarily resigned. Under these circumstances, resignation is effective the first day of the unreported absence.

Final Paycheck

A staff member involuntarily terminated will be paid his or her final paycheck on the next work day, unless the staff member is responsible for monies to LAMB, in which case the final paycheck will be available within four days of the date of termination. Staff members voluntarily resigning will be paid on the next payday or within seven days, whichever is earlier. All staff members whose employment is terminated (voluntarily or involuntarily) will be paid accrued vacation and amounts due on outstanding expense accounts, minus money owed to LAMB (e.g., cash advances or loans). In all instances, any amounts owed to LAMB must be paid in full. In addition, LAMB property such as keys, cell phones, credit cards, laptops, and security cards must be returned to the Executive Director. In the event of a *bona fide* dispute concerning the amount of wages due, LAMB will, in accordance with D.C. law, give written notice of the amount conceded to be due and pay that amount without condition within the time required by law.

SCHOOL POLICIES

Equal Opportunity Statement

It is the policy of the Latin American Montessori Bilingual Public Charter School that there shall be no discrimination with respect to employment or any of the terms and conditions of employment, on the basis of race, creed, color, religion, national origin, citizenship, ancestry, sex, age, disability, marital status, familial status, military status, sexual orientation, personal appearance, family responsibilities, matriculation, tobacco use, political affiliation or any other characteristic protected by applicable federal, state, or local laws. Any staff member, including supervisors, involved in improper discriminatory practices will be subject to appropriate disciplinary action, up to and including termination.

ATTACHMENT F

ATTACHMENT F

Pre-Opening Visit Checklist – New Charter School

**Items may be uploaded into Epicenter*

Governance and Management

Area of Review	Examples of Acceptable Documentation
The Board of Trustees has been established.	<ul style="list-style-type: none"> • Meeting minutes from the most recent board meeting* • BOT membership roster*
Leadership roles have been filled.	<ul style="list-style-type: none"> • Organizational Chart with names • Contracts, including position description

Staffing

Area of Review	Examples of Acceptable Documentation
The number of teachers and staff, including special education and/ or ELL teachers	<ul style="list-style-type: none"> • Staffing plan • Teacher roster
Employee roles and responsibilities have been clearly articulated	<ul style="list-style-type: none"> • Staff position descriptions
Employment policies for full-time and part-time staff have been established and are available to teachers and other staff.	<ul style="list-style-type: none"> • Employee handbook* • Confirmation of Receipt (e.g., form from handbook; staff meeting sign-in; etc.)
There is documentation that initial background checks for all staff have been completed.	<ul style="list-style-type: none"> • Background check clearances*
Each teacher has been offered a retirement plan.	<ul style="list-style-type: none"> • DC Teacher Retirement Opt In/Opt Out Form, or similar form.
Leave of absence forms for former DCPS employees have been processed and are on file.	<ul style="list-style-type: none"> • Leave of absence forms on file and reflect processing through DCPS
Plan for when teachers are absent	<ul style="list-style-type: none"> • Copy of school's plan for covering teacher absences (e.g., substitute bank; teacher request form; permanent substitute contracts; etc.)

Curriculum and Instruction

Area of Review	Examples of Acceptable Documentation
Needed instructional materials and supplies have been procured to classrooms at every grade level.	<ul style="list-style-type: none"> • Actual instructional materials and supplies, or evidence that materials and supplies are on order and will be delivered in time for school opening
A school calendar and class schedules exist and provisions have been made for them to be available to every student and every family.	<ul style="list-style-type: none"> • School calendar—includes 180 instructional days, holidays, PD days, inclement weather and emergency closure make-up days*

ATTACHMENT F

Area of Review	Examples of Acceptable Documentation
	<ul style="list-style-type: none"> • Class Schedules • Copy of parent/student/family handbook / resource in which calendar was printed, along with confirmation of receipt (however school tracks that information was given to parent).
Provisions have been made for assessing and serving students with special needs.	<ul style="list-style-type: none"> • Evidence that needed staff is on board to provide special needs services, or evidence that services have been contracted. • Documentation that contracts for services equal to or exceeding \$25,000 have been reviewed by PCSB.

Students and Parents

Area of Review	Examples of Acceptable Documentation
Parents and students will be provided with written information about the school including Discipline Plan (suspensions and expulsions)	<ul style="list-style-type: none"> • Copy of parent/student/family handbook / resource in which the discipline policy is printed, along with confirmation of receipt *
Preliminary class rosters are available to teachers for planning	<ul style="list-style-type: none"> • Student rosters/records are on file and accessible to teachers for planning
Intake process includes measures to identify students with special needs.	<ul style="list-style-type: none"> • Description of process for identifying students with special needs (e.g., copy of information in enrollment packet)
Valid proof of DC residency is on file for each student	<ul style="list-style-type: none"> • All residency forms from OSSE have been completed, including proof of residency form complete with parent's or guardian's name, student name, school staff person's signature, date, and appropriate check offs indicating documents submitted and copy of document submitted.
Procedures are in place for creating, storing, securing and using student academic, attendance, and discipline records.	<ul style="list-style-type: none"> • Evidence that procedures are in place for creating, storing, securing, and using student academic, attendance, and discipline records. (Includes a Safeguard of Student Information Policy that aligns with FERPA) • Evidence that the records of students with disabilities are kept in a secure location • Evidence that parents or adult students have been provided with notice of their rights under FERPA
A complaint resolution process is in place and has been distributed to employees, parents, and students.	<ul style="list-style-type: none"> • Description of complaint resolution process in employee, parent, and student handbooks. *

ATTACHMENT F

Operations

Area of Review	Examples of Acceptable Documentation
<p>Systems are in place to accurately collect and submit attendance and discipline data, and Compliance documents, including the following:</p> <ul style="list-style-type: none"> -system to accurately collect and submit daily attendance -system to accurately collect excused absence documentation -system for mandatory reporting to CFSA and/ or DC Superior Court, when applicable -system to accurately submit discipline incidents -system to accurately submit Compliance documents to PCSB 	<ul style="list-style-type: none"> • Student Information System is in place • Staff member(s) have been trained on ProActive, the school's Student Information System, and Epicenter
<p>Arrangements have been made for food service.</p>	<ul style="list-style-type: none"> • Food service contract • Documentation that contract equal to or exceeding \$25,000 has been reviewed by PCSB. • Record of Basic Business License (BBL)
<p>Provisions have been made for health services and immunization, if appropriate.</p>	<ul style="list-style-type: none"> • Evidence that health services and immunizations services are available (school nurse, contract with local health facility, etc.) • Evidence of access to the immunization registry and a mechanism for entering immunization data.
<p>There are written plans for such life safety procedures as fire drills and emergency evacuation.</p>	<ul style="list-style-type: none"> • Written plans for life safety procedures included in faculty and student handbooks • Fire drill schedule (one drill within the first ten days; and conducted monthly for the remainder of the school year) *
<p>A system is in place for gathering and reporting information needed to qualify for federal entitlement programs, including reporting to PCSB</p>	<ul style="list-style-type: none"> • Evidence that a system is in place for gathering and reporting data needed to qualify for federal entitlement programs (e.g., database on Free and Reduced Lunch paperwork), including reporting to PCSB

Facilities, Furnishings and Equipment

Area of Review	Examples of Acceptable Documentation
<p>Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.</p>	<ul style="list-style-type: none"> • Space meets the needs of the program and number of students to be served

ATTACHMENT F

Area of Review	Examples of Acceptable Documentation
Systems are in place for student drop-off and pick-up	<ul style="list-style-type: none"> • Clear plans on file for student drop-off and pick-up before school, during school hours, and after school
Classroom furniture is available for instruction (or will be)	<ul style="list-style-type: none"> • School admin confirms that classroom furnishings are appropriate for the school's educational model
Necessary equipment, including educational technologies, is installed and ready to operate.	<ul style="list-style-type: none"> • School admin confirms that equipment is installed and is ready (or will be ready) to operate by the first day of school
A Certificate of Occupancy is on file at the school.	<ul style="list-style-type: none"> • Certificate of Occupancy on file at school with an occupancy load that is greater or equal to the number of students PLUS staff in the building*
If needed (eg., for a school occupying temporary space), parent permission slips are on file.	<ul style="list-style-type: none"> • Parent permission slips
Certificates of insurance are on file at the school and PCSB, meeting at least the minimum levels required by the PCSB.	<ul style="list-style-type: none"> • Certificates of insurance on file at school with coverage in accordance with their charter or meeting the minimum levels recommended*: <ul style="list-style-type: none"> • General Liability - \$1000 per occurrence, \$2000 aggregate • Directors and Officers Liability - \$1000 • Educators Legal Liability - \$1000 • Umbrella Coverage - \$3000; \$5000 if providing transportation • Property/Lease Insurance - 100 percent of replacement cost • Boiler and Machinery Insurance - \$1000 (if appropriate actual loss sustained) • Auto Liability Insurance - \$1000 • Workers Compensation - As required by law

ATTACHMENT G



Lottery Procedures for School Year 2014-2015

Application Due Date

March 17, 2014 at 6:00 pm

Lottery

March 21, 2014 at 9:00 am

Admissions Procedures

1. To qualify as an applicant, parents interested in enrolling their children must complete and submit an application before the application deadline. Applications can be submitted online or in-person.
2. LAMB will accept completed applications only within the admissions period. **For school year 2014-2015, the admissions period is January 8 through March 17, 2014.**
3. If LAMB is under-subscribed at the end of the admissions period, LAMB will continue accepting applications through a rolling admissions process throughout the school year until capacity is reached.
4. If LAMB is over-subscribed at the end of the admissions period, all applications will go into a lottery. In the event that the school receives the same number of applications as available openings, neither the lottery nor a waiting list will be required.

Lottery Procedures

1. If there are more enrollment applications from students who are residents of the District of Columbia than there are spaces available, students shall be admitted using a random lottery selection process, except that a preference in admission may be given to an applicant who is a sibling of a current student. In accordance with this sibling preference, applicants whose siblings are current students at LAMB will be enrolled prior to the lottery. If there are more siblings of current students than spaces available, then those siblings shall be admitted through a random lottery selection process.
2. If there are any remaining spaces once siblings of current students have been admitted, the lottery will take place. The names of all remaining applicants who have submitted timely applications will be publicly drawn at random until capacity is reached. Preference shall be given to siblings of applicants who are selected during this process, and those siblings shall be assigned the lowest available numbers on the waiting list.
3. Applicants who are not admitted through the initial lottery process will be placed on a waiting list based on the lottery.
4. All applicants submitting applications after the application period has ended on March 17, 2014, will be added to the end of the waiting list in chronological order by date of receipt of the application.
5. The waiting list will be maintained in the main office and will be available for public inspection.
6. The lottery drawing will be announced in advance and will occur in a public forum.
7. After the lottery, families will be notified of their status on the admissions or waiting list.

ATTACHMENT H

3. Writing samples	
Weekly Individual Plans (WIP) ELEMENTARY Students will develop a weekly plan with teachers that focus on all learning areas and skills and grade level-appropriate assignments. Students will follow and asses their own progress.	Ongoing
IRLA Independent Reading Level Assessment (SPANISH) Formative Assessment Framework for Teaching and Learning Built on Common Core Standards	On-going

Behavior and Discipline Protocol

The Consequence Ladder

Step 7: These are high level consequences such as suspension or expulsion of students. These consequences are only administered by principal or executive director. See below.

Step 6: The top of the ladder is for bigger consequences like, going to the principal's office. If a student appears unable to de-escalate and continues aggressive or disruptive behavior, it is advisable to bring the student to an available counselor or administrator for intervention. Once calm, the student should have the subsequent consequence clearly and concisely explained to him/her by the counselor or administrator. Parent contact made by administrator/counselor.

Step 5: Follow through with consequence (e.g., Let other children go out to play and have Johnny remain inside until he cleans up the room.) *When he does, say, "I'm glad you cleaned up. I'll bet you'll do it even faster tomorrow."* *Other consequences: thinking chair, time-out outside of the classroom, loss of privilege.* Parent contact made by the teacher (incident report).

Step 4: State consequence as a clear choice. (e.g., "You can help pick up the material now, or you can stay inside at recess and help clean up the classroom.") Give child time to make proactive choice.

Step 3: Pay attention to another child who is following directions. (e.g., thank you for putting away your work material, Maria."). *Remember to thank Johnny if he starts to clean up too.*

Step 2: Give a clear, specific instruction to the child who isn't cooperating. (e.g., "Johnny, please put your work material on the shelf now.")

Step 1: Ask nicely. (i.e. "Students, please clean up.")

It's best if discipline is calm, consistent, and predictable and non-judgmental.

Levels of Inappropriate Behavior and Corresponding Consequences

Level	Behavior	Steps on Consequence Ladder
Level 1: Minor issues that can be resolved using proactive strategies in a reasonable amount of time by adults		Steps 1 through 4 and, if behavior is corrected after consequence, up to level 5.
Level 2: Learning Environment is Interrupted	Persistent lack of engagement in learning in a manner that disturbs the school environment	Steps 1 through 5. However if a student rotates through 1-5 more than 2 times; escalate to Step 6.
	Conflict that creates a significant interruption in the learning process or school environment	(Steps 4 and 5; if conflict persists without effective resolution or escalates, you move to Step 6 and consider intervention from counselor to de-escalate student(s).
	Threat of physical aggression	Steps 4 and 5 and/or 6
	Persistent non-compliance with classroom and school norms such that routines and environments are interrupted	Steps 1 through 6
Level 3: The safety and security of people and/or the environment have been violated	<ol style="list-style-type: none"> 1. Physical aggression 2. Throwing objects that can hurt others or 3. Damage school property 4. Harassment/bullying (when repeated and targeted toward one or a particular group of students) 5. Verbally abusive and threatening language (more serious threats of aggression) 	Step 6 Possible Step 7
Level 4: There is a real and imminent threat to students and staff.	<ol style="list-style-type: none"> 6. Weapons possession 7. Suicidal threat or ideation 8. Homicidal threat or ideation 	Step 6 Step 7 Police and/or external crisis team may be called.

In-School Suspension, School Suspension, and Expulsion

Students who, by their disruptive behavior, consistently deprive others of the right to a safe learning environment will be subject to disciplinary action, including in-school suspension, out of school suspension and/or expulsion.

In-school suspension is a disciplinary response to student misconduct. The student will be excluded from participating in regular school activities but will remain in the school environment. He or she will be required to do assignments developed by his/her teachers.

No student shall be suspended or expelled unless the conduct for which he/she is to be disciplined is related to school activities and/or attendance. Disciplinary actions will have no bearing on the student's academic standing.

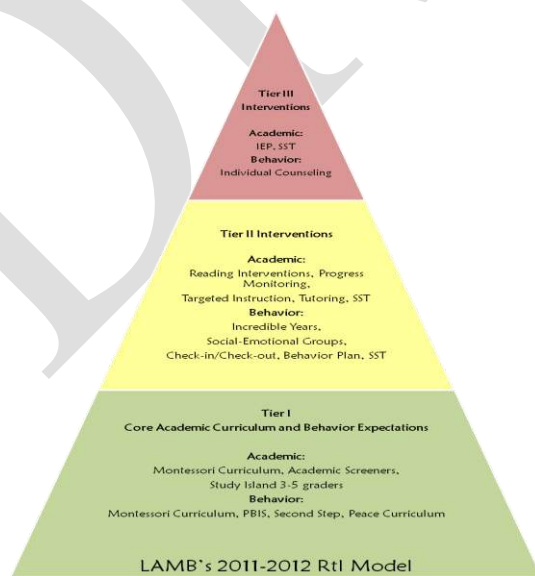
The decision to suspend or expel a student shall be made by the Principal and/or the Executive Director with or without the recommendation of the student's teacher or other staff. The Principal and Executive Director will determine the number of days for suspension based on the severity of the infraction, the age of the student, and previous infractions. The suspension or expulsion shall become effective immediately unless otherwise stated by the Principal and Executive Director.

LAMB requires that a parent/guardian attend a meeting with the Principal and/or Executive Director, and the student's teacher before a suspended student may return to school. The decision to suspend or expel a student shall be made in writing and given to the parent/guardian. The student's parents/guardians have five school days to challenge the decision. After three suspensions from school within the same school year for the same or different infractions, expulsion will be seriously considered.

Response to Intervention

The Response to Intervention Model (RtI) is a three-tiered education model. Tier I features a core academic curriculum, clear behavioral expectations and academic screeners to assess student's academic achievement. Tier II and Tier III provide students with academic and behavior interventions to help them reach their fullest potential. We focus on early literacy skills, mathematics, behavior, and using data to guide instruction.

Tier I is the foundation of LAMB's educational philosophy. LAMB primarily utilizes Montessori education, the Peace Curriculum, and Positive Behavior Intervention Supports to promote the academic and behavioral success of students. However, some students may need additional support. Tier II and Tier III interventions provide students with research and teacher-based interventions. Some students receiving Tier II interventions may have a Student Support Team (SST). The SST may consist of teachers, parents, administrators, service providers, and support staff that collaborates to develop an intervention plan to improve the academic performance and social competency of students. Parents and/or teachers can make an SST referral. Students receiving Tier III interventions must have a SST or an Individualized Education Plan.



The Student Support Team (SST)

The SST Team coordinates services and initiatives related to academics, attendance, positive school culture, and health and wellness to ensure that all students receive appropriate support and necessary intervention. The SST assesses student academic and behavioral needs, identifies goals, strategies, and intervention, and evaluates the effectiveness of interventions. Students can be referred to the SST process by parents and/or teachers.

Student support teams serve as an early-warning system to identify struggling students and provide them with additional support. They help schools intervene earlier with students who face challenges (e.g., academically not on grade level, chronically absent or truant, at risk for grade level retention).

The Student Support Team is not a static group of people. Student Support Team Members consist of an administrator and interested parties (parent, teacher and school counselor), including homeless liaison, if required. The team membership varies depending upon who the child is and what group of people need to be brought together to support the specific behavior or academic concern that has been identified as needing additional support.

Positive Behavior Intervention System

Freedom and responsibility are guiding principles in a Montessori classroom. A child has the freedom of choice and movement as long as she or he acts responsibly. Acting responsibly means acting respectfully towards self, others, and the environment. We are utilizing Positive Behavior Intervention Supports (PBIS) to encourage positive behavior. We have adopted the acronym PAZ to help all members of the LAMB family understand expectations.

Palabras Positivas
Positive Words

Acciones de Respeto
Respectful Actions

Zona de Aprendizaje
Learning Zone

Teachers, administrators, and counselors consistently and regularly teach school and classroom expectations to students and recognize those students who are achieving both school and personal goals for behavior and self-discipline.

LAMB employs a tiered approach to apply consequences and supports for students who are struggling to meet expectations within a peaceful and self-directed learning environment. When students need more support, the charts and graphics below illustrate the tiered approach we will follow.

Special Education

Both Federal (IDEA) and local (DCMR) laws and regulations require that public schools provide a free and appropriate public education (FAPE) to students with disabilities. LAMB complies with these regulations by

ATTACHMENT I

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER The CIMA Companies, Inc. (CIM) 2750 Killarney Dr, Suite 202 Woodbridge, VA 22192-4124 703 739-9300	CONTACT NAME: PHONE (A/C. No, Ext): 703 739-9300		FAX (A/C. No): 7037390761
	E-MAIL ADDRESS: PRODUCER CUSTOMER ID #:		
INSURED Latin American Montessori Bilingual Public Charter School 1375 Missouri Avenue NW Washington, DC 20011	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A : Alliance of Nonprofits for Ins		10023
	INSURER B : Twin City Fire Insurance Compan		29459
	INSURER C : North American Elite Insurance		29700A
	INSURER D :		
	INSURER E :		
INSURER F :			

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC			201314642	09/01/2013	09/01/2014	EACH OCCURRENCE	\$1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$500,000
							MED EXP (Any one person)	\$20,000
							PERSONAL & ADV INJURY	\$1,000,000
							GENERAL AGGREGATE	\$2,000,000
							PRODUCTS - COMP/OP AGG	\$2,000,000
								\$
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS			201314642	09/01/2013	09/01/2014	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
								\$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DEDUCTIBLE RETENTION \$			201314642UMB	09/01/2013	09/01/2014	EACH OCCURRENCE	\$4,000,000
							AGGREGATE	\$4,000,000
								\$
								\$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input checked="" type="checkbox"/> N	N/A	42WECKM4253	09/01/2013	09/01/2014	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER	E.L. EACH ACCIDENT \$500,000 E.L. DISEASE - EA EMPLOYEE \$500,000 E.L. DISEASE - POLICY LIMIT \$500,000
C	D&O Blanket Property			201314642DO CWB000381909	09/01/2013 09/01/2013	09/01/2014 09/01/2014	\$1,000,000 \$7,500,000/\$250,000BPP	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Sexual Misconduct Limit is \$1,000,000
EagleBank, Charter School Incubator Initiative, and Perry Street Prep Public
(See Attached Descriptions)

CERTIFICATE HOLDER

CANCELLATION

Charter School Incubator Initiative 910 17th Street, N.W. Suite 1100 Washington, DC 20006	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
--	---

DESCRIPTIONS (Continued from Page 1)

Charter School, Americans Charter School Finance Corporation and the District of Columbia are additional insured as respects written lease. Waiver of subrogation in favor of certificate holder as per written lease.

ATTACHMENT K

ATTACHMENT K

Key Personnel

1. Diane Cottman, Executive Director
2. Christina Encinas, Principal
3. Richard Ertzinger, Chief Financial Officer

Appendix C

LAMB PCS

ANNUAL REPORT

2016 – 2017



Latin American Montessori Bilingual Public Charter School

1375 Missouri Avenue, NW • Washington, DC 20011

1800 Perry Street NE • Washington, DC 20018

202.726.6200

www.lambpcs.org



Respectfully Submitted
Barrie Lynn Tapia, Board Chair
October 2, 2017

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I. School Description

A. Mission Statement

LAMB's mission is to create a self-directed learning environment in which children build a foundation of knowledge essential for a life time of learning while developing bi-literacy in English and Spanish.

B. School Program

1. Grade and age levels served

In 2016 – 2017, LAMB served 426 students in PK3 through 5th grade, ages 3 through 12.

2. Summary of curriculum design and instructional approach

LAMB is the only accredited dual language Montessori chartered public school in the District of Columbia and one of only a few nationwide. Chartered in late 2001, LAMB opened a year and a half later with 57 students. LAMB began with the simple premise that all children can learn and deserve a school that supports, nurtures, and transforms their natural curiosity and eagerness into knowledge. The educational program (including curriculum, instruction, and assessment) is clearly defined, approved by school governance and the Public Charter School Board (PCSB), and is consistent with the school's mission.

LAMB adheres to Dr. Maria Montessori's six core beliefs: a) All children have "absorbent" minds; b) all children pass through "sensitive" periods; c) all children want to learn; d) all children learn through play/work; e) all children pass through stages of development; and f) all children want to be independent.

LAMB is designed to meet and address the needs of students and intended to produce student learning at all levels. LAMB's dual language Montessori educational program consists of both carefully planned and well executed curriculum that includes appropriate standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. LAMB is sufficiently financed, periodically reviewed, and mission-appropriate. Effective policies and practices are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained.

Based on the Montessori model, LAMB classes are organized into multi-age groupings: Primary (PK3 to Kindergarten), Lower Elementary (1st to 3rd grades) and Upper Elementary (4th to 5th grades). Traditionally, students remain in the same classroom for three years and have the experience of being the youngest, the middle, and the oldest within the group.

There are two teachers dedicated for each class, at least one of who is highly qualified (Praxis II or HOUSSE). Classes are designed to allow children to self-select educational materials and work stations that reflect their inner drives for learning. Teachers are trained to observe students to determine their interests, record progress and/or skills that need strengthening using Montessori Compass, and to plan lessons accordingly. The Montessori teacher's role is to model peaceful concentration and to inspire wonder in the child. This connects the child to the materials in the environment and sparks his or her passion for meaningful exploration.

"And so we discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being. It is not acquired by listening to words, but in virtue of experiences in which the child acts on his environment. The teacher's task is not to talk, but to prepare and arrange a series of motives for cultural activity in a special environment made for the child."

—Maria Montessori

Classroom manipulative materials are a Montessori trademark. Montessori materials are designed so that students receive instant feedback as they work, allowing them to recognize, correct, and learn from their mistakes without adult assistance. Putting control of the activity in the students' hands strengthens their self-esteem and self-motivation as well as learning. A Montessori classroom is disciplined and self-directed. Children are provided with hands-on materials that enable them to learn math, language, science, and history, while at the same time developing intellectual curiosity, self-respect, and respect for the world around them. Instructors give one-on-one and small group lessons, and then monitor the children's progress as they practice and complete work independently at their own pace. This highly individualized, materials-based curriculum is ideal for students with special needs, as differentiated instruction is built into the core of the program.

The Montessori cultural curriculum (science and social studies) forms the basis of the elementary curriculum with language arts and mathematics covered in integrated, interdisciplinary units of study. LAMB believes that the elementary years are a period when students learn how to learn. The students have a limitless imagination and great energy for memorizing facts. Students exhibit especially strong interest in geography, history, anthropology, biology, earth science, and astronomy. Montessori elementary classrooms are research and project focused with an emphasis on taking field trips, conducting experiments, and bringing in guest presenters who can provide students with “real world” experiences beyond what they can read about in a book or online.

The Montessori elementary "Cosmic Curriculum" is built around the five Great Lessons given at the beginning of each year: creation of the universe; coming of plants and animals; arrival of humans; beginning of language; and development of math and invention. Students remain in the same multi-age classroom for three years, and they experience the telling of the Great Lessons as a classroom tradition. Each year the new youngest students in a class gather for these five group lessons. The older, returning children may come to the lesson if they like, or hear them from afar, experiencing them differently each time depending upon their own growth in understanding. The teacher designs each Great Lesson using stories, music, impressionistic charts, experiments, and games. Following the presentations of the Great Lessons, teachers offer students more specific key lessons that isolate concepts and refine student understanding. LAMB elementary Montessori teachers follow a three-year cycle in planning the key lessons that follow the Great Lessons. This ensures that all areas of the Cosmic Curriculum are covered in the upper elementary program and that the child has a broad and varied foundation of social studies and scientific knowledge when he or she transitions from LAMB to another educational environment.

LAMB is a destination school attracting families from all eight wards of the City with triple digit waiting lists for the past eight years. LAMB

LAMB students live in all 8 wards of the City:		
City Wards	Number of Students per Ward	Percentage of Students per Ward
Ward 1	56	13%
Ward 2	9	2%
Ward 3	12	3%
Ward 4	210	49%
Ward 5	86	20%
Ward 6	28	7%
Ward 7	17	4%
Ward 8	8	2%
Total Students	426	100%

marries the two educational pedagogies. LAMB students experience a two way immersion program in which their individual needs are met through English and Spanish instruction in a Montessori environment. The students' native languages, English or Spanish, are enriched by their acquisition of a second language. LAMB successfully integrates the Montessori educational philosophy and the best practices for bilingual instruction: developing and further enriching the students' native language skills through acquiring a second language. For nearly one hundred years Maria Montessori's educational techniques have been successfully used in dual language schools throughout Europe, Africa, and Asia, it is only intuitive that this internationally proven educational method could and does prove successful in the United States with our ELLs.

Local public charter and traditional schools and private Montessori schools are direct competitors of LAMB. Since LAMB began, three additional Montessori schools have been authorized: Shining Stars in 2010, Lee Montessori in 2014, and Breakthrough Montessori in 2015. However the other public traditional and charter schools do not offer a bilingual Montessori program. There are a few schools which offer bilingual programs, but none that are immersion and Montessori programs.

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”

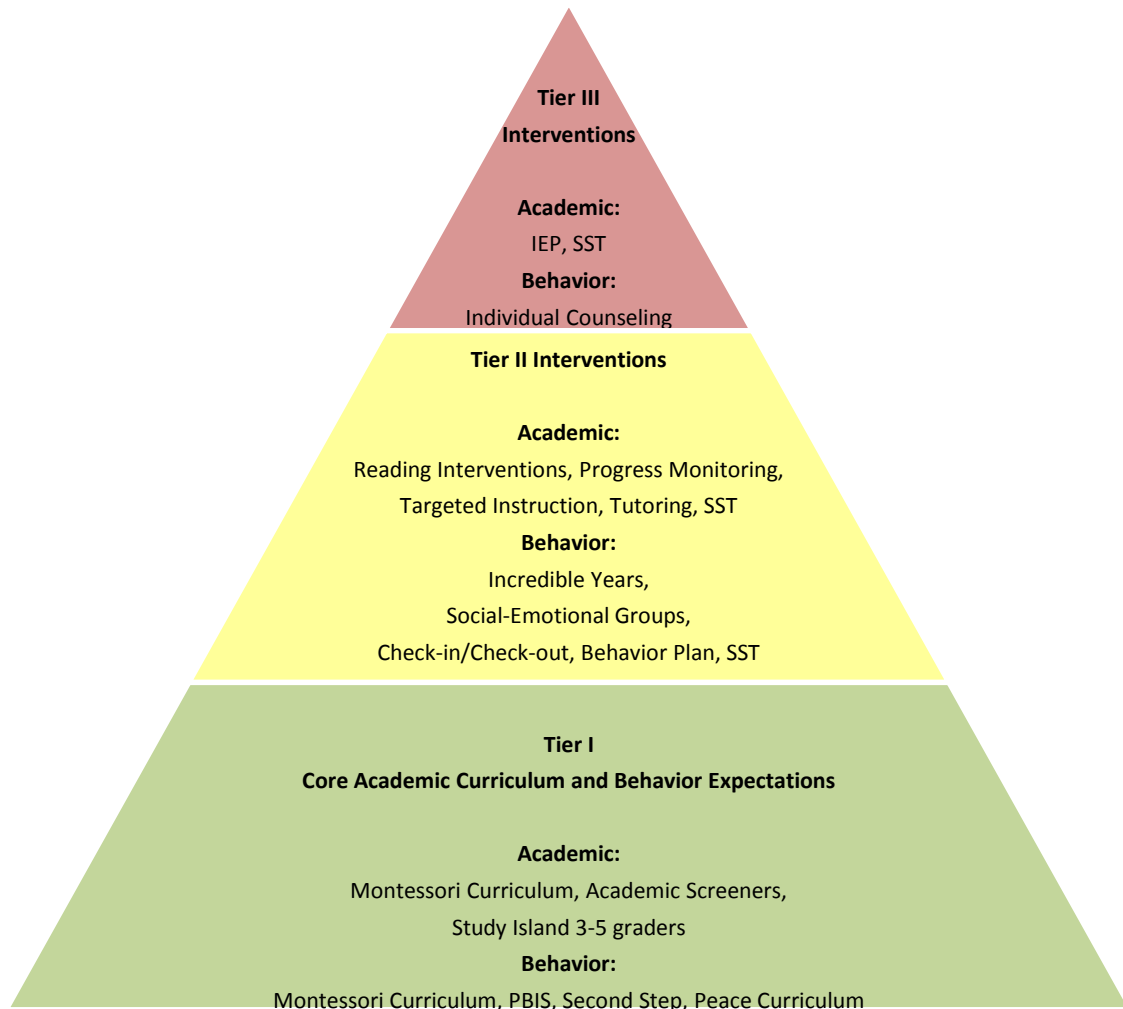
—Flora Lewis

Even with its competitors, LAMB is the only accredited, dual language immersion Montessori public charter school in the District of Columbia and one of a few nationwide. LAMB welcomes new Montessori providers as the need is great and far too much for anyone institution. LAMB is: (1) free to District residents; (2) bilingual; (3) Montessori; (4) diverse student population; (5) stable leadership, including highly qualified governance body, excellent administrators and teachers; (6) safe welcoming environment; and (7) assessed as a Tier I school four years in a row; i.e. quality school with quality programs and positive outcomes.

Response to Intervention

The Response to Intervention Model (RtI) is a three-tiered education model. Tier I features a core academic curriculum, clear behavioral expectations and academic screeners to assess student's academic achievement. Tier II and Tier III provide students with academic and behavior interventions to help them reach their fullest potential. We focus on early literacy skills, mathematics, behavior, and using data to guide instruction.

Tier I is the foundation of LAMB's educational philosophy. LAMB primarily utilizes Montessori education, the Peace Curriculum, dual language model and Positive Behavior Intervention Supports to promote the academic and behavioral success of students. However, some students may need additional support. Tier II and Tier III interventions provide students with research and teacher-based interventions. Some students receiving Tier II interventions may have a Student Support Team (SST). The SST may consist of teachers, parents, administrators, service providers, and support staff that collaborate to develop an intervention plan to improve the academic performance and social competency of students. Parents and/or teachers can make an SST referral. Students receiving Tier III interventions must have a SST or an Individualized Education Plan.



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The SST Team coordinates services and initiatives related to academics, attendance, positive school culture, and health and wellness to ensure that all students receive appropriate support and necessary intervention. The SST assesses student academic and behavioral needs, identifies goals, strategies, and intervention, and evaluates the effectiveness of interventions and the need to continue or close the case. Students can be referred to the SST process by parents and/or teachers.

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Positive Behavior Intervention System (PBIS)

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Palabras Positivas (Positive Words)

Aciones de Respeto (Respectful Actions)

Zona de Aprendizaje (Learning Zone)

3. Description of key mission-related programs

Mission related programs focus on three major areas: bilingualism, social development and peace education.

LAMB's goal is that students will be bilingual and bi-literate, able to read and write on grade level in both English and Spanish by the end of fifth grade. Research on second language acquisition indicates that it takes 5-7 years for a child to develop proficiency in academic language equivalent to that of a native speaker.¹ With bi-literacy as a goal, students must enroll in the school at 3 or 4 years old (or 5 years old beginning SY17-18) in order to continue

¹ *Second language acquisition-essential information*. N.p., 2011. Web. 28 Nov 2011.
<<http://esl.fis.edu/teachers/support/cummin.htm>>.

through the elementary program. These additional years in our bilingual program ensure that LAMB students are fully bilingual before transitioning to middle school programs. For English language learners, this means that they will have the opportunity to exit “ELL” status before they transition to middle school. Many exit by third grade. Mission-related goals focus on developing oral reading fluency in Spanish and English and comprehension skills in both languages.

The non-academic goals target social emotional competency and emphasize the school’s overarching goals of peaceful communication and living where there is a demonstrated respect for self, others and the environment. Self-directed learning and critical thinking are key to developing the confidence and competence to be a contributing member of the community.

LAMB uses the Montessori Grace and Courtesy curriculum and the Practical Life curriculum to help students build the social skills, practical skills, and "know-how" to succeed in life both inside and outside of school settings. Grace and Courtesy and Practical Life lessons involve explicit modeling of manners, common social graces, cooking and cleaning, basic sewing and construction tasks, event planning, service projects, etc. Montessorians view education as a preparation for life. Students need to develop the skills and independence that will enable them to go forward into unknown situations with self-confidence, knowing that they can take care of themselves and will be respected.

“The child is capable of developing and giving us tangible proof of the possibility of a better humanity. He has shown us the true process of construction of the human being. We have seen children totally change as they acquire a love for things and as their sense of order, discipline, and self-control develops within them.... The child is both a hope and a promise for mankind.”

—Maria Montessori

All students can be peace ambassadors. From the moment students arrive at LAMB, they are fully immersed in our school-wide peace culture which is represented by the PAZ matrix presented during our first peace ceremony of the year. During our peace ceremonies, each classroom has the opportunity to showcase their work and teach the broader LAMB

community about important issues such as recycling, the importance of numbers, the galaxies, etc.

The school-wide PAZ matrix is defined as follows: *P (Positive Words), A (Respectful Actions), and Z (Learning Zone)*. The word PAZ is “Peace” in Spanish. Teachers and students developed a matrix with clear expectations for the classroom, hallways, bathroom, library, group work and special events. The rules are posted around the school and the expectation is for all students, teachers, parents and staff to follow and model the behavior expected. In addition students have the opportunity to receive lessons on expected behavior and practice during role play.

LAMB has implemented the Response to Intervention Model (RtI) for the last six years, and Positive Behavior Intervention and supports are part of our initiative to maintain an emotionally healthy environment for children where they can reach their fullest potential. Part of our expectation for teachers is to make four positive comments for every one redirection to a specific child or the whole class. Each teacher has developed a strategy for noticing students following the school rules and often children receive “peace passes” for their positive behavior. Teachers also use peace passes to improve classroom wide behavior, offering an incentive selected by the students.

The concept of the school as a Learning Community is an intrinsic value at LAMB visible in daily operations such as on-site professional development showcasing teachers as students; parent workshops where childcare is provided and students witness their parents attending class; monthly breakfasts with administrators; parent volunteers as librarians; older students making presentations to younger students; monthly peace ceremonies; and the frequent photo displays on the big screen at the school’s entrance which capture students of all grade levels engrossed in school work and having fun.

LAMB has an open door policy and administrators are present at arrival and dismissal times to greet parents and students. Rarely are administrative office doors closed and students have informal conversations with the principal, assistant principal and executive director daily. Students often suggest special projects, field trips or simply share their likes and dislikes about any and everything from a particular item on the school lunch menu to requesting more

physical education equipment. The multi-age span of the classrooms also reinforces civic responsibility with older students serving as role models and caring for younger students.

4. Parent involvement efforts, describing the methods and frequency of parent involvement

LAMB only enrolls students at ages three- and four-years old. When a new student enters LAMB, we feel that a family, rather than an individual, has joined us. By virtue of their age, students must be escorted to school, and we value their parents' input and participation. We each have different responsibilities; and it is important that we understand and respect each other's roles. If we expect children to value education and to achieve, adults must send clear and consistent signals that schooling takes priority.

Achieving one's potential takes priority over everything: socializing, late-nights, holiday travel, after-school activities, or any other activity. As a result, the school expects that students arrive to school on time. We expect parents to arrange their travel and holiday plans, non-emergency medical appointments, and other activities to avoid a conflict with a student's academic and educational obligations.

The primary participation expected of all parents is volunteerism, attendance at the scheduled parent-teacher conferences each quarter AND attendance at special events and workshops organized by teachers, children, and the school administration.

Parent Volunteers

To help ensure that LAMB meets its ambitious objectives, we rely on parent participation. We believe everyone has something to contribute! Parents/guardians are asked to serve a minimum of 30 hours of volunteer service per school year. Parents assist in the classroom, serve on parent committees, prepare classroom materials, organize after-school programs, and/or assist with special events, such as field trips, book fairs, and school celebrations. Volunteer opportunities are available during the day as well as evenings and weekends in order to accommodate busy schedules.

We encourage parents to share any hobbies or special interests with their child's class and/or the school. The child's teacher is the point of contact so that arrangements can be made for

such visits. Parents complete a volunteer interest survey in order to help facilitate a volunteer role in the school. LAMB has a parent liaison at each facility to facilitate parent engagement.

Parent Education

Parental involvement is also encouraged through our parent education program. Parents can participate in workshops on topics such as Montessori education, dual language immersion, and behavior management. Childcare is provided on a sliding fee basis. LAMB conducts parent satisfaction surveys following these events and alters and develops future parent education sessions based on interest and need.

Student Presentations and Special Events

During the course of the school year, families are invited to attend a variety of events at the school. For example, each month from September through June, LAMB students, staff, and parents join together in a celebration of peace and community by attending Peace Ceremony assemblies. At Peace Ceremonies, students and classrooms lead the community in song, offer performances and presentations, and share in celebrating the accomplishments of the community. LAMB also works with parents to bring in cultural exhibits by visiting artists. Frequently, LAMB parents make presentations to classrooms or grade-levels, sharing cultural traditions from around the world.

Classroom Observations

Parents are welcome to visit the school and observe their child at work in the classroom. We strongly encourage parents to observe their child's classroom at least three times per year prior to parent-teacher conferences. Classroom observations are scheduled directly with the teacher. We provide a bilingual "Observation Brochure" to help frame the observation in Montessori pedagogy.

Parent-Teacher Communication

Parents are encouraged to share information about their children with teachers on a regular basis. Parents may communicate with teachers informally during student drop-off or pick up or they may choose a more formal means of communication.

- **Telephone Calls**
Parents wishing to talk to individual teachers may leave messages with the main office, and teachers will return the telephone call as his/her schedule permits, usually within 24 hours.
- **E-mails:** Teachers would like parents to use e-mails for things that are not possible through notes, phone calls, or direct contact after school. E-mails are responded to within two days.
- **Teacher Inbox/Folders:** Parents' notes, questions, concerns, or other information that parents feel is important for the teachers to know may be placed in the teacher's folder located at the classroom entrance. Teachers review the folders daily. In the event that a significant change occurs in a child's life, we ask parents to consider informing their child(ren)'s teacher as soon as possible so that we can be supportive of the child.
- **Parent-Teacher Conferences:** Parents should feel free to contact teachers and staff at any time to discuss or review a student's academic or social progress. Teachers should also be contacted to discuss situations which may be affecting a student's educational and/or social development. Formal parent-teacher conferences are scheduled several times a year; the dates are in the academic school calendar. Parent-teacher conferences typically last 20 minutes, and we encourage both parents and/or guardians to attend. It is important that parents be informed about their child's performance. We encourage parents to maintain open communication with their child's teacher throughout the year.
- **Student Folders:** Each community has student folders that parents/guardians should check daily. Classroom/teacher notes, snack schedules, and student work is placed in the student folders.

In addition to these parent/teacher communication tools, the school has other ways of communicating with parents, including:

- **School Bulletin:** Sent out each week via email, and hard copies of the bulletin are available at the front desk of each facility. The bulletin contains important dates as well as news relevant to the entire school, such as reminders, fundraisers and special events.

- Montessori Compass (<http://montessoricompass.com>): Used to share progress reports, attendance reports, and photos with parents. Montessori Compass is also used for messaging between parents and teachers.
- One Call Now: Used to send out emergency and timely messages such as the School Bulletin or school closures or delays, via email and/or phone.
- Facebook (<http://www.facebook.com/lambpcs>) and Twitter (<https://twitter.com/lambpcs>): used to share the latest news and pictures.
- ELD Newsletters: LAMB's Extended Learning Day (ELD) program creates monthly newsletters which are distributed to program participants via email or hard copy, and are also available in the ELD section of LAMB's website.
- Parent Listserv: LAMB parents can also sign up for the parent listserv, an online community run by the PTO for parents to communicate with each other.

Parent Teacher Organization (PTO)

LAMB has an active Parent Teacher Organization that engages parents in various activities throughout the school year. The PTO is led by two co-presidents (one English-dominant and one Spanish-dominant), two co-secretaries (one English-dominant and one Spanish-dominant), and a treasurer. They conduct monthly PTO meetings open to all parents and staff which are conducted at both LAMB facilities in alternating months.

The PTO participates in and helps organize Back-to-School Nights, fundraising events, library assistance, classroom parents, back-to-school picnic, teacher appreciation lunch, end-of-the-year party, and special events. Fundraisers this year included weekly popcorn sales, Holiday Tree & Wreath Sale and Winter Festival, and the Arriba Campaign. In addition, the PTO helps facilitate communication between parents and the school.

C. School Staff Characteristics

1. Name and titles of those in key leadership positions in the school

Diane Cottman, MAT, Executive Director

Cristina Encinas, MA, Principal

Ernest Yombo, MS, Assistant Principal

Marta del Pilar Lynch, BA, Assistant Principal

Richard Ertzinger, BS, Chief Financial Officer

Noemi Perez-Molina Jefferies, BA, Special Education Coordinator

Susana Silva-Canales, BA and Martin Roth, MA, Instructional Coordinators

Michelle Mangan, MS, Intervention Coordinator

Teresa Aspinwall and Betsy Romero, Parent Liaisons

Cristian Gajardo, Director of Information Technology

Anna Marie Yombo, Human Resources/Special Projects Coordinator

2. Number of teachers

LAMB has forty-three teachers, including classroom, special education, music, art, and physical education. The average elementary class size is 21 students with two teachers and primary classes average 27 students. The majority of staff is highly qualified (PRAXIS II and/or HOUSSSE) as defined by NCLB. Sixty-two percent of LAMB's staff is under the age of 40-years-old. Staff self-identify as 45% Latino/Hispanic, 37% multiracial, 12% Caucasian/white, and 6% African-American/black.

Based on the Montessori model, LAMB classes are organized into multi-age clusters: primary (PK3 to Kindergarten), lower elementary (1st to 3rd grades) and upper elementary (4th to 5th grades). LAMB teachers, staff and administrators are academically and linguistically prepared, care about the children, and are committed to quality education. LAMB is proud of its teaching staff. They represent many cultures, are well-travelled, and are excited about learning and teaching.

Salary Range and Average Salary for Teachers and Administrators

Teachers

**(including teachers, special education teachers,
teacher assistants & teacher interns)**

Average	\$ 53,122
Range	Min: \$ 30,552 Max: \$ 84,975

School Administration

Average	\$ 76,412
Range	Min: \$ 36,000 Max: \$ 113,370

LAMB experienced higher than usual staff turnover with a staff attrition rate of 14%. Eight teachers transitioned from LAMB at the end of the school year to pursue teaching and administrative positions at public and private schools in the DC area and beyond. Six teachers and staff left mid-year due to job opportunities and personal situations.

D. Student Characteristics

1. Student enrollment by grade level

LAMB serves 426 students pre-school through fifth grade. LAMB only enrolls at 3- and 4-years-old. Any student attrition can only be filled with early learners. There is no testing and/or pre-selection of any kind. LAMB relies on a lottery system to fill vacancies as there are more applicants than available slots.

Grade level	Number of Students
PK-3	77

PK-4	84
KG	51
1	55
2	54
3	44
4	38
5	23
Whole School	426

2. Student Demographics

LAMB serves 426 students from pre-school to fifth grade. They self-identify as Latino/Hispanic (45%), African-American/Black (22%), Caucasian/White (48%), American Indian (3%), Asian (2%), Multiracial (13%), Special Needs (9%), Low Income (24%), Homeless (4%), English Language Learners (30%), and Early Childhood Learners (PK3, PK4, K) (50%). The majority are Ward 4 residents (49%), followed by Ward 5 (20%), Ward 1 (13%), Ward 6 (7%), Ward 7 (4%), Ward 3 (3%), Ward 8 (2%) and Ward 2 (2%). District residency is a requirement for LAMB enrollment. Students live in apartments, single-family homes, doubled up housing and some have temporary living arrangements. Their families are equally diverse as their housing with two moms and single moms, grandparents, children of divorce, children whose parents are in the armed services and others who are grieving the loss of a parent. Their needs are as varied as the demographics imply and yet they thrive in the Montessori classroom, a world of choice, where the mantra is “follow the child.”

3. Attendance

In-seat Attendance Rate, whole school	95.3%
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Chronically Absent Rate, whole school	9.19% truant (10+ unexcused absences)

4. Student discipline data

Number of Unique Students with Discipline Records, whole school population	0
Incident : Student Ratio, whole school population	0
Percent of Instructional Days Lost, whole school population	0

E. Finance

LAMB’s fiscal year is July 1 – June 30. The annual approved revised Budget for school year 2016-2017 included \$8,846,124 in Revenues and \$8,673,865 in Expenses, which resulted in an anticipated surplus of \$172,259. Unaudited Expenses amounted to \$8,571,536 (exclusive of the change in the interest rate swap value) resulting in a savings of \$102,329 due to payroll savings including an administrative position being unfilled and substantial savings from selecting a food vendor with lower prices than projected. Part of these savings were offset by unanticipated consulting and legal fees.

Unaudited Revenues in the amount of \$8,792,887 were \$53,237 less than projected as a result of a lower amount of grants than anticipated as well as less income than anticipated from per pupil payments. Part of the deficit was offset by increased revenues from the ELD and Summer programs resulting from higher enrollment than projected. LAMB families were able to raise almost \$100,000 for the third year in a row. As a result of more savings in expenses than the

lower amount of revenues projected, LAMB ended the fiscal year with a surplus from activities of \$221,351 (exclusive of the change in the interest rate swap value) which was \$49,092 more than projected. This surplus and other factors enabled LAMB's cash position to increase \$668,938 from the prior year.

LAMB conducts an annual independent audit by Kendall, Prebola and Jones, CPAs. Appendixes D and E contain copies of LAMB's 2016-2017 unaudited year-end financial statements and the approved budget for 2017-2018.

F. Facilities

LAMB operates its dual language Montessori educational program in two facilities: Missouri Avenue and South Dakota Avenue in the District in Wards 4 and 5 respectively.

LAMB purchased the Military Road School on Missouri Avenue from the District of Columbia Government in May 2008, restored the historic building and added a new wing. In addition to seven classrooms, the administrative offices are housed at this site. Staff who service both sites, such as music and art teachers and special education therapists and counselors, flow freely between the two sites.

LAMB leased space for a second facility beginning in 2012 in response to many years of triple digit waiting lists. Currently LAMB's second facility (the South Dakota Avenue facility) is co-located with Perry Street Preparatory PCS in leased space at 1800 Perry Street NE in Ward 5.

	Missouri Avenue Facility (permanent)	South Dakota Avenue Facility (incubator site)
Location	1375 Missouri Avenue NW Ward 4	1800 Perry Street NE Ward 5
Own/Lease	Own	Lease

Size – square footage	21,755	44,255
Outdoor play space	Yes	Yes
Teacher to Student Ratio (average)	2:23	2:22
# classrooms	3 primary 4 lower elementary	5 primary 4 lower elementary 4 upper elementary
# of Students	162	264
# of Classroom teachers	14 1.5 special education teachers	24 3.5 special education teachers
Specialists	special education coordinator, bilingual speech-language pathologist, bilingual occupational therapist, music teacher, art teachers, bilingual counselor, bilingual psychologist	
Senior administrators	Executive Director, Principal, Chief Financial Officer	
Extended day	Yes	Yes

II. School Performance

A. Performance and Progress

The PCSB created a metric called The Performance Management Framework (PMF). The PMF provides a picture of a school's overall performance using academic and school climate indicators. The framework allows the PCSB to evaluate schools in a systematic and fair manner. Results of the review are publicly available and provide vital information to the Board, schools, families, and the community.

Report cards are published on the PCSB website. The PMF is the first of its kind comprehensive evaluation system for charter schools. Although each charter school is unique, the PCSB's Performance Management Framework (PMF) enables the board to look at school performance across common measures. Schools are placed in three categories called tiers (1, 2, and 3) based on their performance.

LAMB anticipates that it will be rated highly for SY 2016-2017 based on its Early Childhood Performance Indicators and PARCC Test results. The PCSB most recent School Performance Report is attached (Appendix E).

Assessments

LAMB utilizes a variety of assessments and evaluation tools. Test results are made available regularly and in a user friendly format. LAMB tracks and reports student performance data to determine the degree to which it is meeting its academic and non-academic goals, and to provide increased instructional opportunities as needed.

By the end of the school year, LAMB has tested students three times (fall, winter, spring) in mathematics utilizing the easyCBM Math assessment from the University of Oregon. The goals are established based on our Early Childhood Performance Management Plan (K-2) and our Elementary Performance Management Plan (3-5), which is measured by proficiency on the PARCC, but we use easyCBM as a predictor for the PARCC.

“There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.”

- Jiddu Krishnamurti

The Montessori mathematics curriculum relies heavily on the use of manipulative math materials for students ages Pre-School through Kindergarten to develop conceptual understanding in the following areas:

- Numbers 0-10
- Decimal System – 1, 10, 100, 1000
- Numbers 11-100
- Mathematical Operations

- Memorization of Math Facts
- Time
- Money
- Fractions

In addition, Montessori Early Childhood lesson sequences in the Sensorial Area introduce concepts of measurement, geometry, and pre-algebraic concepts.

Over the course of the Lower and Upper Elementary years, students rely on mathematical manipulatives that move in sequence from very concrete representations of concepts to increasingly more symbolic illustrations of concepts. Students finally develop a completely abstract understanding of math and geometry concepts, generally speaking this passage takes place somewhere around the middle of fourth grade.

The most recent standardized test data available is the Partnership for Assessment of Readiness for College and Careers (PARCC). It is the high stakes test mandated and managed by the Office of the State Superintendent of Education (OSSE). The PARCC annual tests are available in English language arts/literacy and mathematics for grades 3-8 and high school. The assessments are supposed to serve as an “educational GPS system,” assessing students’ current performance, and pointing the way to what students need to learn by graduation so they are ready for college and/or a career.

LAMB PARCC DATA:

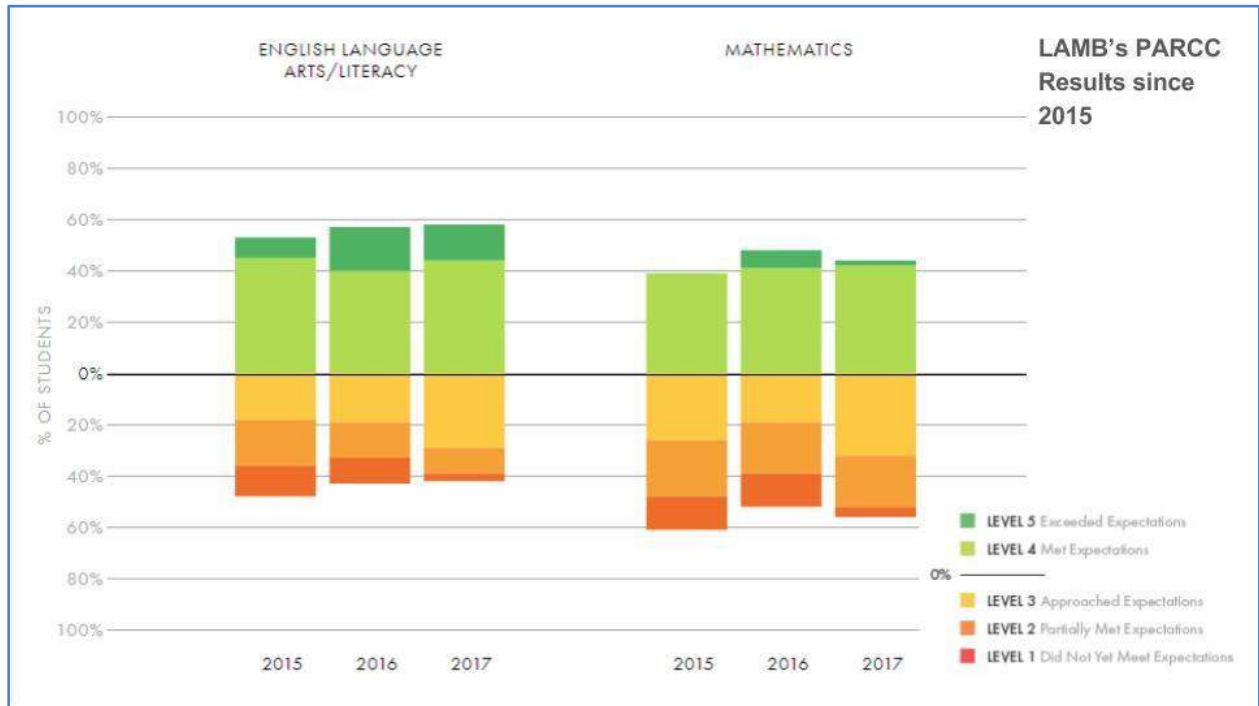
Results Overview

- LEVEL 5 Exceeded Expectations
- LEVEL 4 Met Expectations
- LEVEL 3 Approached Expectations
- LEVEL 2 Partially Met Expectations
- LEVEL 1 Did Not Yet Meet Expectations

ELA

Math

	Students receiving a 4 or above 1.3 ↑	Students receiving a 3 or above 10.4 ↑		Students receiving a 4 or above 3.8 ↓	Students receiving a 3 or above 9.3 ↑
2016-2017 (98 students)	58%	86%	2016-2017 (98 students)	44%	76%
2015-2016 (90 students)	56.7%	75.6%	2015-2016 (90 students)	47.8%	66.7%



LAMB Compared to DC-wide PARCC Results

ELA

	Students receiving a 4 or above (Meeting Expectations)	Students receiving a 3 or above (Approaching Expectations)
LAMB	58%	86%
DC	30.5%	53.3%

Math

	Students receiving a 4 or above (Meeting Expectations)	Students receiving a 3 or above (Approaching Expectations)
LAMB	44%	76%
DC	27%	51.4%

LAMB utilizes two benchmark exams to measure progress in reading - the Dynamic Indicators of Basic Early Literacy (DIBELS), and the Scholastic Reading Inventory (SRI). DIBELS measures the foundational skills for literacy, whereas SRI measures reading comprehension. We give parallel assessments in Spanish, however the SRI is not given in Spanish until 3rd grade, and the IDEL, which is the Spanish version of DIBELS, ends at 3rd grade.

B. Goals and Academic Achievement Expectations and Early Childhood Assessments

The School Reform Act requires that public charter schools report on progress towards goals every year in their annual reports. Following are LAMB's goals and progress status. LAMB met all of its goals.

LAMB PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
1. Teach curriculum based in Montessori philosophy of education in English and Spanish language.	Met	LAMB PCS has met both aspects of this goal – it teaches a curriculum based in Montessori philosophy, and it teaches its curriculum in English and Spanish at all levels throughout the 180 day school year.

<p>2. Teach mathematics from base numbers to counting for the four operations: addition, subtraction, multiplication, and division; and introduction to fractions and geometry.</p>	<p>Met</p>	<p>LAMB PCS met this goal. Per PARCC results, LAMB’s math proficiency rates in grades 3-5 have been greater than the state averages. Students showed growth in math skills greater than their peers. Students K-2nd grade averaged 56% proficiency with kindergarteners scoring 58%, 1st graders 64% and 2nd graders struggling with 45% proficiency. The EasyCBM data suggests that there is a plateau at 2nd grade which is borne out in the PARCC data. Qualitative evidence also supports the school meeting this goal.</p>
<p>3. Teach reading, writing, listening, viewing, and speaking through sequencing, phonetics, pre-reading and -writing, and reading and writing skills development.</p>	<p>Met</p>	<p>LAMB PCS met this goal. The school met the majority of its Early Childhood Targets, which were part of this goal. The overall DIBELS score for K-2 was 59% proficiency. Third through fifth graders showed consistently higher scores with an overall PARCC score of 58% (4+) and/or 86% (3+) English language arts proficiency rate significantly outperforming many of their peers citywide.</p>
<p>4. Teach developmentally appropriate science concepts, pre-school through third grade.</p>	<p>Met</p>	<p>LAMB PCS met this goal. The school is teaching developmentally appropriate science concepts. School records demonstrate that teachers are planning instruction around science concepts in all grades, and students are practicing, improving, and mastering these concepts.</p>

		LAMB held a Science Fair working in collaboration with the National Institutes of Health, has robotics in its extended learning day program, and has participated in CHISPA (Children Investigating Science with Parents and Afterschool) last several years.
5. Teach the use of Montessori sensorial materials which train fine discrimination of the five senses, extend concentration and form bases of academic literacy.	Met	LAMB PCS met this goal. Middle States Accreditation report, teacher evaluations, student report cards, classroom observation, and review of Compass documents demonstrate that LAMB is teaching the use of Montessori sensorial materials.
6. Create a superior learning environment that promotes, supports, and nurtures an appreciation of learning.	Met	LAMB PCS met this goal. Based on review of its Classroom Assessment Scoring System ("CLASS") scores, input from parents and visitors, and student observations, LAMB teachers and staff create a learning environment that fosters an appreciation of learning.
7. Teach concentration, independence and small motor skills as well as specific task mastery.	Met	LAMB PCS met this goal. Middle State and review of Compass documents demonstrate that the school is teaching concentration, independence, small motor skills, and specific task mastery.
8. Integrate technology in classroom activities to support the development of academic and non-academic skills acquisition.	Met	LAMB PCS met this goal. Integrated technology includes, wide use of chrome books, smart boards, and Alexandria software for checking books in and out of the library. In addition, LAMB utilizes technology such as Study

		<p>Island (interventions during and after school), on-line typing at typing.com, coding curriculum at code.org, Wowzer (PARCC preparation), global mapping software in geography and social studies, specialty software in special education for speech and occupational therapy, and use of dropcam to stream activities such as LAMB peace ceremonies and special meetings/PTO discussions to enable parents/families who are unable to physically be on site to participate.</p>
<p>9. Present materials in areas of social studies, history of the universe, and geography.</p>	<p>Met</p>	<p>LAMB PCS met this goal. Middle States’ review of lesson plans, student records, and parent, student, and teacher dialogues demonstrate that students are being taught and evaluated on social studies, history of the universe and geography topics. Lesson plans and student report cards contain content area covered, such as Government, Geography, and Ancient Civilizations. Lessons include out-of-class field trips to places such as the Native American Museum, Great Falls, the Capitol Visitor’s Center, Embassies, and various art galleries.</p>
<p>10. Present a variety of activities in arts and crafts.</p>	<p>Met</p>	<p>LAMB PCS met this goal. LAMB has a dedicated music teacher and two art teachers who serve all grades. There are many opportunities for students to participate in the arts through its</p>

		core curriculum. Arts, music and dance are also integral to student presentations during peace ceremonies, at parent workshops, and holiday celebrations, as well as in the extended learning day program.
11. Teach independence and self-direction in an atmosphere of free choice.	Met	LAMB PCS met this goal. Independence and self-direction are cornerstones of Montessori. LAMB teaches students independence and self-direction in an environment that allows students to be in control of their learning experience, including planning, hosting and performing at school-wide monthly Peace Ceremonies, student classroom charts of lessons, and daily selection of work from the very youngest PK3 students through the oldest 5 th graders.
12. Students kindergarten through sixth grade will maintain high levels of attendance.	Met	LAMB PCS met this goal. The school has met all early childhood attendance Accountability Targets since 2010-11, and its third through fifth grade attendance has been at or above the charter school average. LAMB does not offer sixth grade.
13. Parents will show satisfaction with LAMB. 14. Students will show satisfaction with LAMB.	Met	LAMB PCS met these goals. LAMB staff met with parents both one-on-one and in larger group meetings, such as the monthly Coffee with the Principal events, the biannual parent workshops, and various meetings and activities throughout the school year. In addition, the PTO

		conducted surveys soliciting parent feedback throughout the year.
15. Students will demonstrate social emotional competency through Second Step instruction.	Met	LAMB PCS met this goal. Developing students' social-emotional competencies is a primary focus of LAMB PCS. Students are regularly instructed using Second Step, a social-emotional curriculum produced by the Committee of Children, a nonprofit organization that "promotes social-emotional learning and the prevention of bullying, child abuse and youth violence through education." LAMB also scored very high in CLASS, scoring 100% for emotional support, which includes positive climate and teacher sensitivity in regards for student perspective.

C. Lessons Learned and Actions Taken

LAMB stays connected to its graduates: LAMB graduates, those who completed a full PK3 or PK4 to 5th grade course of study at LAMB are strong academicians, critical thinkers and peace ambassadors. They love learning and they are thriving in their new academic homes. After fourteen years, LAMB has had 102 graduates. Some of them now attend local independent schools including Edmund Burke, Field School, Sidwell Friends, Jesuit School for Boys, Washington School for Girls, San Miguel School, and Washington Waldorf School. LAMB's first two graduates graduated from high school in May 2017 and are headed for college in the fall. The remaining graduates either moved out of state or attend DC public schools, including DC International, Oyster-Adams, Basis, Alice Deal, Capital City, E.L. Haynes, Duke Ellington, Wilson, and Washington Latin. There are also a handful of students who made early transfers to secure middle school slots at other institutions: private and public, chartered and traditional. The foundation they gained at LAMB is a core building block for their future studies and they are sought after because of their achievements and potential.

Simplify and Strengthen: LAMB Instructional Coordinators have increased visits to classrooms to observe and provide feedback to the instructors regarding instructional best practices, development of intervention plans for students who need more support, ideas regarding possible accommodations, and new strategies for behavioral and academic goal setting.

We have learned that in moments of challenge for teachers, returning to our Montessori roots provides a clear, time tested path to overcome obstacles. As Montessorians, LAMB teachers are charged to observe, hold the child in high esteem – respecting his inner guides, and to seek a path that will direct the child’s energies back towards learning. As much as LAMB staff is engaged with current educational research, we also know that we do our best when we strengthen our core Montessori program.

Sharing best practices: LAMB uses Professional Learning Communities (PLC) which is a form of teacher led professional development, or peer to peer learning. PLCs are teachers organized in teams, much like departments. For example, the English-language dominant primary teachers met bi-monthly, reviewed student performance data and curriculum, and planned lessons around specific monthly themes.

Evidenced based interventions: What is clear is that when there are intentional targeted interventions in a particular subject area, there have been improved outcomes. LAMB challenges itself to ensure that all students are working to their fullest potential. To that end, intentional strategies are regularly reviewed and updated to move students from proficient to advanced, and not just move students from basic to proficient.

Based on LAMB’s data which shows that students take longer to develop literacy skills in Spanish, we implemented a full immersion Spanish summer school for more than 100 identified students. While there was more interest than space, we used performance data and historical subgroup analysis to select our summer students.

D. Unique Accomplishments

Twice a month, once at each facility, Principal Encinas hosted **Coffee with the Principal**, a group conversation with parents. These informal sessions were a great opportunity for parents to get answers

to questions they had regarding the school, classroom, school policy and plans, and other related themes.

LAMB teacher Joel Steinberg presented a workshop – **Media Literacy for the Elementary Student** in June. Our children are growing up in a world saturated with media and technology, a world unlike anything that we experienced during our childhood. It can be difficult to know where to draw boundaries, how to set limits and how to keep tabs on what happens online, particularly in regards to social media. In this workshop, staff and parents explored together how we can work to best ensure that media and technology are tools that benefit our children, that foster critical thinking skills, and that impact their lives in a positive way.

As part of our collaboration with the National Council of La Raza (NCLR), the ASPIRA Association, and a network of ten other science museums, LAMB operated the **CHISPA (Children Investigating Science with Parents and Afterschool) Program** at the SD facility. The 2017 program had 18 parent graduates and 23 student graduates in grades 3-5. As part of the program, LAMB parents and staff participated in Family Day at the National Museum for Natural History.

On September 21, 2016, the **International Day of Peace**, students and staff sang “Light a Candle for Peace” and shared the video (<https://youtu.be/3tiTOv50u90>) with the LAMB community.

LAMB partnered with the local branches of the **DC Public Library** to bring services to the school. The children’s librarians worked with the school to bring literacy activities for students and to help educate teachers regarding the library’s physical and online collections. Some elementary students visited the local library, signed up for a library account, and/or received lessons on student research. In addition, forty five LAMB students participated in the DC Public Library’s Winter Reading Program. These students recorded their reading and all together they read for 7,497 minutes!

Once again, the **DC United Soccer Club** and LAMB partnered to keep children fit. Students participated in this after school program three days a week, and learned not only soccer skills, but also teamwork, nutrition education, and mentoring.

LAMB held our third annual fundraising **Book Fair at Politics and Prose**, a local independent bookstore, in September. Parents volunteered at the information table, and friends and families purchased books

for the school and for their personal collections. LAMB received 20 percent of the book sales as well as more than 75 donated books for classrooms and libraries.

To celebrate **Hispanic Heritage Month**, LAMB students, staff, and families were treated to a special concert performance by Rita Rosa, an educator, singer, and songwriter. Parents, caregivers, and younger siblings were also invited to the show.

LAMB presented **annual parent workshops** in the fall and spring. The fall workshops, “The Pillars of LAMB,” started with an executive report from Diane Cottman followed by workshops including Montessori 101; Bi-literacy in the Montessori Environment; A Day in the Life of Upper Elementary; Unstuck and On Target; Positive Discipline; Elementary 101; and Second STEP Program. The spring workshops included such topics as Promoting Diversity: How do we introduce equity at LAMB?; The impact of technology on the family and education; Practical Life: an essential component in the child’s development; Great Lessons; Whole Body Learning; Media Literacy for Elementary Student; Community Involvement for the Elementary Child; and Introduction to the PARCC Assessment.

In October **The Middle States Association Commissions on Elementary and Secondary Schools (MSA-CESS)** announced that LAMB had officially earned reaccreditation. Thanks to parents, students, staff, board, and community members for their valuable input during the accreditation process! The reaccreditation is effective from December 1, 2016 – December 1, 2023.

In October, the DC Public Charter School Board (PCSB) announced that LAMB had achieved **Tier 1 status** for a fifth year based on the 2016 School Quality Report. The report, also known as the Performance Management Framework or PMF, measures how well public charter schools prepare students for college or the workforce, improve student math and literacy skills, and perform on the state assessment in English language arts and mathematics. The Report also assesses other metrics that measure school quality such as attendance and the percentage of students that re-enroll each school year. In addition, the report also includes a description of each school’s unique mission and vision and useful information to help prospective families search for schools.

LAMB 5th graders participated in **Buddy Day at DC International School** in November. They had a chance to explore DCI and get to know students, teachers, and learn about life as a middle school student.

In December, LAMB elementary students participated in the annual **Hour of Code** with guidance from LAMB's IT director.

For the past several years, with the financial support from the LAMB community, we have been able to support two holiday projects. The **Thanksgiving Dinner Project** and the **Peace Dove Giving Project** help LAMB families in need of extra support during the holiday season. More than 65 families received complete Thanksgiving dinners, and more than 50 families in need received gifts, including clothing and toys.

The December issue of *Montessori Public* features an article "**Montessori in a Bilingual Public School**" written by LAMB principal Cristina Encinas. The article provides general information on LAMB and the Dual Language Model. Read the article on page 14 at: http://www.montessoripublic.org/wp-content/uploads/2016/12/MontessoriPublic_Vol11.pdf

LAMB participated in the **Ward 5 Education Fair** in January at DC Prep Public Charter School. Many families visited LAMB's table to learn about our Montessori dual-language immersion program.

At the Peace Ceremony on February 24th, special guest Pat Tyson gave a presentation in celebration of **African-American History Month**. Ms. Tyson is not only a graduate of the Military Road School, but is also a member of FREED (Female RE-Enactors of Distinction), an auxiliary organization of the African American Civil War Museum. She came to the Peace Ceremony in Civil War period dress portraying a teacher of that time period, and shared stories of life as an African-American teacher during the Civil War.

LAMB hosted a bilingual **Positive Discipline workshop** to build on the discussion held at the October Parent Workshops. Participants developed a better understanding of the power of key Montessori principles such as freedom within limits, respect, independence, responsibility, conflict resolution, problem solving, etc. Positive Discipline focuses on the positive points of behavior, based on the idea that there are no bad children, just good and bad behaviors.

Seniors from **Paul Public Charter School** visited LAMB in March. Their STEM team held demonstrations on robotics and lava lamps for our elementary students, and two other groups of seniors read books in celebration of **Women's History Month** to the primary students.

Students from American University visited LAMB in March to read to our students in honor of **Dr. Seuss Day/Read Across America Day!**

LAMB was happy to celebrate our neighbor Virginia McLaurin's 108th birthday with her in March, along with the **The Original Harlem Globetrotters**. She is such an inspiration!

LAMB hosted several **Good Touch Bad Touch workshops** in the spring presented by Rosenny Fenton, Clinical Social Worker at DC Department of Mental Health. Ms. Fenton provided parents the opportunity to get guidance on how to talk to children about sexual abuse prevention. The Good Touch/Bad Touch Program is a body safety awareness program which teaches in a very comfortable and age appropriate way how to talk to children about a very sensitive problem.

In May, LAMB hosted special guest Aurora González Azuara who conducted a parent workshop in Spanish. The **Systematic Configurations workshop** is based on the therapeutic method known as Family Constellations and Systemic Constellation. Systematic configurations are brief and effective strategies, which allow us to look at the difficulties that will help us improve the quality of personal and family life. Different topics were addressed such as fears and anxieties, conflict relations, and crisis in general. The goal of this workshop was to help strengthen family and school interactions.

LAMB students, families, and staff celebrated **International Day** on Saturday, May 13, 2017 at the Missouri Avenue building. All ELD dancers from both LAMB sites participated. The day included dance showcases, international lunch, carnival activities (hosted by the PTO), and family dance workshops.

Elementary students from both facilities hosted their second annual **Science Fair** in May. Students displayed and presented a variety of individual science projects. Fellow students, families, and friend were invited to enjoy all the projects that the students had worked so hard on for the previous two months.

The Baltimore Child Abuse Center (BCAC) provided a **Darkness to Light Stewards of Children training** for parents two times in June. Darkness to Light Stewards of Children is a one of the country's leading training programs, which aims to empower adults to prevent, recognize, and react responsibly to child sexual abuse.

Thanks to **Congressman Luis V. Gutierrez** for visiting LAMB in June and spending time with our upper elementary students!

At the end of the school year, **third graders were honored** with certificates for moving up to the Upper Elementary level. Parents and families were invited to attend these special events, which were part of the final peace ceremonies.

The **Kindergarten Promotion Ceremony** was held on June 17, 2017 in the Perry Street Prep auditorium located at 1800 Perry Street, NE. The event is an important milestone in a child's educational experience. Teachers and staff hosted a symbolic and memorable ceremony, followed by light refreshments in the back of the auditorium.

At the end of the school year, **construction at Walter Reed** was well underway on Delano Hall, the building that will house both LAMB and DCI. Architects Perkins Eastman DC and construction company MCN Build (the same company that renovated LAMB SD), have been working since the fall of 2015 on construction and renovations. LAMB will have one wing of the renovated building, which will include 10 elementary classrooms, offices, a multipurpose room, and various other rooms for students and staff.

The **SLAMS (Spanish, Literature, Arts, Math, and Science) Summer Program** ran for four weeks over the summer, and was open to all LAMB students (Pre-K through rising 5th graders) interested in improving their Spanish through high-quality literature, science projects, and extended lessons with Montessori materials. The program took place at our South Dakota Avenue facility.

The **LAMB Parent Teacher Organization (PTO)** coordinated several activities and events throughout the school year, including:

The PTO will began selling **LAMB stickers and magnets** at Back to School Nights and continued to sell them throughout the school year, including at select events and Peace Ceremony days.

The PTO hosted the annual **LAMB Back to School Potluck Picnic** on Saturday, September 24 from 1:00 to 3:00 p.m. at the Arboretum Community Center (2412 Rand Pl NE). There were many LAMB families, teachers and staff at this fun event! There were play facilities and spaces for games, along with great food and drinks for all.

The main revenue stream for the PTO is the annual tree sale in December and the **weekly popcorn sale** at each campus. Popcorn is sold weekly on Wednesdays and relies on parent volunteers at each building. The weekly revenue for popcorn sale averages about \$100-\$120.

The PTO hosted a **Fall Festival** on Sunday, November 6th from 1 to 4 pm at Taft Park, Dwight Mosley Field directly across from the South Dakota building (1800 Perry Street, NE, WDC 20018). LAMB families celebrated the crisp air and pretty leaves with games, food and fall fun.

LAMB held its 6th annual LAMB **Winter Festival and Holiday Tree Sale** in December. The festive event run by the PTO included a bake sale, hot chocolate and apple cider, kids' crafts and more. We had a great turn-out, sold lots of items, enjoyed the bake sale/drinks, and the kids had a ball playing and making crafts.

The PTO arranged for **school photos** to be taken by Satsun Photography in the fall of 2016.

LAMB has always been a great participant the annual "**Muscles not Motors**" (**Walk or Bike to School Day**), and once again students and their families biked, scooted, and walked to school on May 10th. Parents also organized caravans via the parent listserv. The PTO provided a light breakfast for those who participated.

LAMB's ELD Program hosted the **International Festival** on May 13 at the Missouri Building. The PTO sponsored a **carnival** between the primary and elementary dance showcase. There was a moon bounce, carnival games, and face painting.

The PTO coordinated a potluck as part of **Staff Appreciation Day** to show appreciation for LAMB staff during their professional development day on May 19th. Many parents cooked and baked to help recognize the amazing job the teachers and staff does.

¡Arriba!, the PTO's annual fundraising campaign, ran from Wednesday, May 31 through Wednesday, June 7, 2017. More than \$80,000 was raised with 60% of families contributing. As part of the ¡Arriba! campaign, the ¡Arriba! team and the PTO co-hosted a Parents Night Out at Hellbender Brewery as an end of the year party.

The PTO solicited **parent feedback** via a survey (online and on paper) in June to help guide efforts for the next school year. The survey was short, but allowed for very specific feedback on any issues parents wanted to weigh in on.

D. List of Donors

The following individuals, foundations, corporations, and organizations supported LAMB with gifts of \$500 or more between July 1, 2016 and June 30, 2017.

Alferieff, Lisa	Ko, Renata
AmazonSmile	Kumar, Maria Teresa
Anderson, Sally	Lauvray, Angela
Angiln, Yashieka	Lefert, Ann
Anonymous	Leleck, Paul
Aspinwall, Maria	Lynch, Virginia
Bautista, Deyanira	Margon, Sarah
Berdichevsky, Aarti	Merchant, Kusai
Bridgett, Karen	Mittelhauser, Mark
Brooks, Leah	Mykytiuk, Elizabeth
Building Hope	Ney, Valarie
Cain, Katherine	Olive, Cordell
Carrier, Jennifer	Orloff, Mariana
Chiao, Irene	Phelan, Michael
Chroust, Casey	Platt & Herington
Clay, Darryl	Rawani, Swati
Cottman, Diane	REMCON
Cryor, Erica	Richgels, J.
Cryor, Maisha	Ryan Alexander, Amy
Del Rios, Melissa	Saxon, Deborah
Dosunmu, Oladele	Saxon, Ethan
Ecenbarger, William	Shenefield, Tyson
Ehlers, S.	Simpson, Virginia
Flucker, Aisha	Tafadzwa Pasipanodya, Audrey
Ford, Mya	Tapia, Barrie Lynn
Fuhr, David	Taylor, Dominique C.
Goldman, Theodore	Urquilla, Marta
Goldstein, Kelly	Veizaga, Victor
Goodman, Dan	Wheeler, Lauren

Gordon-Zupancic, Cheryl
 Harms, Ellen
 Hulsey, Sarah
 Jespersen, M. Renee
 Karrer, Leah
 King, Wanda

Williams, Juan
 Wright, Dionne

III. SY 2016-17 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Latin American Montessori Bilingual PCS
PCSB	Campus Name: Latin American Montessori Bilingual PCS
PCSB	Grades served: PK3 - 5
PCSB	Overall Audited Enrollment: 426

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	77	84	51	55	54	44	38	23	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	<p>Total number of instructional days: 180</p> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school.</p> <p>If your school has certain grades with different calendars, please note it.</p>
PCSB	<p>Suspension Rate: 0.0%</p>

PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.0%
PCSB	In-Seat Attendance: 95.3%
PCSB	<p>Average Daily Attendance: The SRA requires annual reports to include a school’s average daily membership.</p> <p>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.)</p>
PCSB	Midyear Withdrawals: <i>Validated after the annual report deadline.</i>
PCSB	Midyear Entries: <i>Validated after the annual report deadline.</i>
PCSB	Promotion Rate: 100.0%
PCSB (SY15-16)	College Acceptance Rates: <i>Not Applicable</i>
PCSB (SY15-16)	College Admission Test Scores: <i>Not Applicable</i>
PCSB (SY15-16)	Graduation Rates: <i>Not Applicable</i>

Faculty and Staff Data Points

School	Teacher Attrition Rate: 18%
School	Number of Teachers: 45

	“Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$53,122 2. Range -- Minimum: \$30,522; Maximum: \$84,975

APPENDIX A

Staff Roster

First Name	Last Name	SY16-17 Position
Paola	Acuna	PE Teacher
Juan	Alfaro	Primary Teacher Assistant
Kioma	Alfred	Parent Liaison
Teresa	Aspinwall	Safe Schools/Parent Liaison
Deyanira	Bautista	Counselor
Mauricio	Bautista	Day Porter
Alba	Beltran	Primary Teacher Assistant
Kate	Cain	Music Teacher
Rosa	Canales	Administrative Assistant
Ana Hilda	Caro	ELD Instructor
Veronica	Carrasco	Primary Teacher
Maria	Carvajal	Elementary Teacher
Ivannia	Castillo-Roman	Special Education Teacher
Elis	Cecchetti	Primary Teacher
Ronald	Chacon	ELD Coordinator & Art Teacher
Kimberly	Chiarizzi	Elementary Teacher Intern
Esperanza	Contreras	ELD Instructor

Yeison	Cordoba-Hurtado	Administrative Assistant
Diane	Cottman	Executive Director
Deirdre	Coyoy	Special Education Teacher
Anamigdy	Cruz	Instructional Aide
Eduardo	Cuesta	Elementary Teacher Intern
Leeann	Danley	Reading Specialist
Iashira	De la Rosa	Administrative Assistant
Margarita	Diaz	Math Specialist
Samantha	Ellerbeck	Special Education Teacher
Cristina	Encinas	Principal
Dick	Ertzinger	Controller
Damian	Fontanez	Elementary Teacher Assistant
Mya	Ford	Occupational Therapist
Martha (Sakeenah)	Franzen	Elementary Teacher
Anabella	Fuentes	ELD Instructor
Cristian	Gajardo	IT Director
Brian	Garcia	Behavior Intervention Aide
Manuel (Manolo)	Garcia Fernandez	Elementary Teacher
Ainhoa	Godoy	Primary Teacher Intern
Ana	Granados	Administrative Assistant
Cindy	Guerrero-Munguia	Educational Aide
Ali (Rico)	Harris	Special Education Paraprofessional
Maria Helena	Herrera	Primary Teacher
Bellenia	Huamani	Elementary Teacher Intern
Adalberto	Islas	Temporary Receptionist
Noemi	Jefferies	Special Education Coordinator

Althea	John	Special Education Teacher
Patricia	Linares	Primary Teacher
Mauricio	Lopez	ELD Coordinator & Teacher
Gemma	Loyola	Elementary Teacher
Claudia	Luna	Primary Teacher
Marta del Pilar	Lynch	Assistant Principal
Michelle	Mangan	Intervention Coordinator
Laura	Martinez-Garcia	Elementary Teacher
Patricia	Medina	Elementary Teacher
Itzel	Mejia-Menendez	Primary Teacher
Steve	Menendez	Elementary Teacher
Victor	Merced	Elementary Teacher Assistant
Lorena	Molina	Elementary Teacher
Nicodeme	Mondesir	ELD Instructor
Marsy	Montano	Primary Teacher Assistant
Ivan	Morales	Elementary Teacher
Ana Rebeca	Mo-Salazar	Administrative Assistant
Adriana	Mota Rodriguez	Accounting Assistant
Rosario	Paredes	Psychologist
Wendy	Pena	ELD Instructor
Mayra	Peralta	ELD Instructor
Marta	Perez	Art Teacher
Jasmine	Pettus	Elementary Teacher Assistant
Iana	Phillips	Elementary Teacher
Wendy	Ramirez	Educational Aide
Luz Maria	Ramos-Jacobo	Primary Teacher

Lauraluz	Reyes Alvarado	Elementary Teacher
Mayra	Rivera	Elementary Teacher Assistant
Sindy	Rodriguez	Primary Teacher Assistant
Betsy	Romero	Parent Liaison
Glenda Yesenia	Romero	Educational Aide
Wendy	Romero	Educational Aide
Concepcion	Roque	ELD Instructor
Maria Luisa	Rossel	Elementary Teacher
Martin	Roth	Instructional Coordinator
Genesis	Sanchez	ELD Instructor
Lucia	Sanchez	Primary Teacher
Teresa	Serrano	ELD Instructor
Matthew	Short	ELD Instructor
Susana	Silva-Canales	Curriculum Coordinator
Joel	Steinberg	Elementary Teacher
Carolann	Stephens	Elementary Teacher
Malvin	Suarez	Educational Aide
Marcela	Tampe	Primary Teacher
Elia	Torres	Speech Language Pathologist
Alexandra	Torres Guerrero	Primary Teacher
Sarah	Tupper	Elementary Teacher
Rosa	Turcios Valle	ELD Instructor
Maria	Unda	Educational Aide
Maria Yesenia	Urrutia	ELD Instructor
Maria	Valle	Educational Aide
Alejandra	Velasquez	ELD Instructor

Angie	Villegas	ELD Instructor
Anna Marie	Yombo	HR/Special Projects Coordinator
Ernest	Yombo	Assistant Principal
Yolanda (Yoli)	Zamora	Primary Teacher
Ana Maria	Zegarra	Special Education Teacher
Nargi	Zelaya	Educational Aide

95% of teachers have a Bachelor's Degree
51% have a Master's Degree

APPENDIX B

Board Roster

(Board Members do not have term limits).

Chair

Barrie Lynn Tapia, MSW, JD
Legal Consultant
Residence: Washington, DC
Appointment: 2007 - Present

Treasurer

Paul Leleck
Chief Financial Officer, Building Hope
Residence: Rockville, MD
Appointment: 2009 - Present

Secretary

Tracy Goodman, Esq.
Director, The Health Access Project, The Children's Law Center
Residence: Washington, DC
LAMB Parent
Appointment: 2009 - Present

Bill Ecenbarger, Esq.
Principal, Solo-Practitioner, Law Office of Bill Ecenbarger, Esq.
Residence: Washington, DC
LAMB Parent
Appointment: 2012 - Present

Oladele Dosunmu, CPA
President, OGDOSUNMU CPA
Residence: Bowie, MD
Appointment: 2010 - Present

Kendall Ladd
Donor Relations Manager, Sitar Arts Center
Residence: Washington, DC
Appointment: 2014 - Present

Tim Lee
Individual Gifts Manager, 50CAN
Residence: Washington, DC
Appointment: 2014 - 2017

APPENDIX C

At-Risk Funding

LAMB used at-risk funds for the summer program. The SLAMS (Spanish, Literature, Arts, Math, and Science) Summer Program ran for four weeks over the summer, and was open to all LAMB students (Pre-K through rising 5th graders) interested in improving their Spanish through high-quality literature, science projects, and extended lessons with Montessori materials.

APPENDIX D

Unaudited Year-End 2015-2016 Financial Statement

L.A.M.B. PCS
Balance Sheet
As of June 30, 2017

	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>% Chg</u>
ASSETS			
Current Assets			
Checking/Savings			
Bank of America	251,620	251,470	0%
Capital One	1,011,190	1,005,743	1%
City First	306,954	306,316	0%
Industrial Bank - Checking a/c	2,000	2,000	0%
Industrial Bank - Repo a/c	1,024,183	557,182	84%
M&T Bank - Checking	1,071,826	867,418	24%
United Bank	202,180	210,888	-4%
Total Checking/Savings	3,869,953	3,201,017	21%
Accounts Receivable			
ELD - Missouri	120	225	
ELD - South Dakota	200	790	
Lunch - Missouri	112	52	
Lunch - South Dakota	390	352	
Other Receivables	58,416	20,469	185%
Promises Receivable	5,100	4,636	
Total Accounts Receivable	64,338	26,524	143%
Other Current Assets			
Grants receivable	112,456	177,977	-37%
Prepaid expenses	48,546	58,624	-17%
Total Other Current Assets	161,002	236,601	-32%
Total Current Assets	\$ 4,095,293	\$ 3,464,142	18%
Fixed Assets			
Land	721,000	721,000	0%
Building - Military Rd School	9,398,518	9,398,518	0%
Furniture and equipment	475,002	440,218	8%
Accumulated depreciation	(2,545,616)	(2,260,734)	13%
Total Fixed Assets	\$ 8,048,904	\$ 8,299,002	-3%
Other Assets			
M&T Bank - Collateral A/C	204,999	203,938	1%
Deferred Financing Costs	44,325	59,100	-25%
Deposits	53,390	53,556	0%
Total Other Assets	\$ 302,714	\$ 316,594	-4%
TOTAL ASSETS	\$ 12,446,911	\$ 12,079,738	3%

L.A.M.B. PCS
Balance Sheet
As of June 30, 2017

	<u>June 30, 2017</u>	<u>June 30, 2016</u>	<u>% Chg</u>
LIABILITIES & EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable			
Accounts Payable	220,265	79,881	176%
Credit Card - Bank of America	8,603	17,654	-51%
Total Accounts Payable	228,868	97,535	135%
Other Current Liabilities			
Accrued interest payable	3,426	3,521	-3%
Deferred Revenues	116,635	75,037	55%
P/R related w/h and accruals			
Accrued annual leave	64,650	73,246	-12%
Accrued FICA expense	42,756	36,050	19%
Accrued retirement expense	97,754	86,755	13%
Accrued salaries payable	609,583	501,907	21%
FSA/DCA/Transit deposits	11,549	9,991	16%
Miscellaneous w/h	0		#DIV/0!
Total P/R related w/h and accruals	826,292	707,949	17%
Total Other Current Liabilities	946,353	786,507	20%
Total Current Liabilities	1,175,221	884,042	33%
Long Term Liabilities			
Loan payable - M&T	5,236,544	5,381,984	-3%
Interest Rate Swap	85,907	302,523	-72%
Total Liabilities	\$ 6,497,672	\$ 6,568,549	-1%
Equity			
Net Assets	5,501,765	5,053,282	9%
Net Assets - PTO	9,507	6,568	45%
Net Assets - Temporarily Restricted	0	3,200	-100%
Net Income	437,967	448,139	-2%
Total Equity	\$ 5,949,239	\$ 5,511,189	8%
TOTAL LIABILITIES & EQUITY	\$ 12,446,911	\$ 12,079,738	3%

L.A.M.B. PCS
Statement of Activities - Budget vs. Actual
June 30, 2017

	<u>Actual</u>	<u>Budget</u>	<u>\$ Over Budget</u>
REVENUES			
DCPS - per pupil payments	7,528,330	7,645,272	(116,942)
DC Government grants	24,251	8,500	15,751
Federal grants	92,625	188,000	(95,375)
NSLP claims	95,150	86,500	8,650
Foundation grants	13,909	72,000	(58,091)
Nat'l School Lunch	65,060	96,252	(31,192)
Contributions	121,909	140,000	(18,091)
Interest income	8,013	10,000	(1,987)
E-Rate revenue	738	5,600	(4,862)
Student activity fees	11,446	20,000	(8,554)
Extended Learning Day Program	748,596	534,000	214,596
Summer Program	82,860	40,000	42,860
Total Revenue	\$ 8,792,887	\$ 8,846,124	\$ (53,237)
EXPENSES			
PERSONNEL SALARIES AND BENEFITS			
Salaries			
Principal/Executive Salaries	439,384	458,246	(18,862)
Teacher Salaries	1,625,430	2,027,682	(402,252)
Teacher Aides Salaries	423,346	105,970	317,376
Special Education Salaries	402,221	524,038	(121,817)
Other Professional Salaries	933,621	833,721	99,900
Clerical Salaries	275,949	280,481	(4,532)
Food Service Staff	15,658	14,989	669
Business Operation Salaries	111,366	232,067	(120,701)
Support Staff	505,704	405,667	100,037
Total Salaries	4,732,679	4,882,861	(150,182)
Payroll Taxes/Fees			
FICA	337,369	375,968	(38,599)
Unemployment	21,366	30,303	(8,937)
Total Payroll Taxes/Fees	358,735	406,271	(47,536)
Employee Benefits			
Health insurance	287,938	294,681	(6,743)
Group TLI & LTDI	38,142	42,652	(4,510)
Workers' comp. insurance	16,760	19,043	(2,283)
Retirement expense	174,248	173,663	585
Staff Development Costs	40,834	55,000	(14,166)
Fringe benefits - De Minimus	5,766	10,000	(4,234)
Bonuses	11,250	15,000	(3,750)
Total Employee Benefits	574,938	610,039	(35,101)
TOTAL PERSONNEL SALARIES AND BENEFITS	\$ 5,666,352	\$ 5,899,171	\$ (232,819)

L.A.M.B. PCS
Statement of Activities - Budget vs. Actual
June 30, 2017

	<u>Actual</u>	<u>Budget</u>	<u>\$ Over Budget</u>
DIRECT STUDENT EXPENSE			
Educational Furniture/Equipment	39,895	75,000	(35,105)
Educational materials	57,495	90,000	(32,505)
Testing materials	7,624	5,000	2,624
Educational supplies	59,721	45,000	14,721
Special Education materials	2,354	5,000	(2,646)
Educational Subscriptions	17,821	17,000	821
Special Education	54,098	55,000	(902)
Student activity expense	33,978	35,000	(1,022)
Tutoring	8,140	10,000	(1,860)
Food purchases	18,232	22,200	(3,968)
Student food	150,281	254,800	(104,519)
Consultants	32,896	45,000	(12,104)
Student fee subsidy expense	0	7,500	(7,500)
TOTAL DIRECT STUDENT EXPENSE	\$ 482,535	\$ 666,500	\$ (183,965)
OCCUPANCY EXPENSES			
Rent - Perry St	288,840	288,840	-
Rent - South Dakota	524,832	524,832	-
Depreciation - Occupancy	243,211	240,400	2,811
Insurance - building	13,988	17,600	(3,612)
Interest expense	253,045	251,000	2,045
Loan expense amortization	14,775	14,775	-
Janitorial Salaries	31,595	31,753	(158)
Janitorial services & supplies	69,154	70,000	(846)
Repairs & maintenance	118,772	83,000	55,772
Utilities - Water	13,743	12,000	1,743
Utilities - Gas	3,495	6,000	(2,505)
Utilities - Electricity	50,101	50,000	101
Grounds maintenance	4,215	7,500	(3,285)
Pest control	1,875	2,000	(125)
Security	15,640	17,000	(1,360)
Trash removal	4,702	4,200	502
TOTAL OCCUPANCY EXPENSES	\$ 1,651,983	\$ 1,600,900	\$ 51,083
OFFICE EXPENSES			
Accounting costs	88,680	94,000	(5,320)
Auditing	24,900	26,000	(1,100)
Advertising & Marketing	2,216	2,500	(284)
Background Checks	2,043	3,500	(1,457)
Depreciation - General Office	64,250	86,500	(22,250)
Furniture & equipment	3,896	20,000	(16,104)
Office supplies	7,503	10,000	(2,497)
Copier maintenance	15,943	15,000	943
Copying supplies	5,051	4,800	251
Printing	369	1,200	(831)
Postage & delivery	837	1,200	(363)
Payroll processing	16,585	14,400	2,185
Telephone	20,905	19,000	1,905
TOTAL OFFICE EXPENSES	\$ 253,178	\$ 298,100	\$ (44,922)

L.A.M.B. PCS
Statement of Activities - Budget vs. Actual
June 30, 2017

	<u>Actual</u>	<u>Budget</u>	<u>\$ Over Budget</u>
GENERAL EXPENSES			
Administrative fee (DCPS)	86,491	88,694	(2,203)
Bank and service fees	19,023	12,000	7,023
Board expenses	461	800	(339)
Consulting Expense	111,420	0	111,420
Corporate Filings/Registrations	2,040	2,000	40
Donations	318	5,000	(4,684)
Dues & subscriptions	14,098	16,000	(1,902)
Fundraising expenses	12,679	14,000	(1,321)
Insurance - liability	18,409	15,700	2,709
Legal fees	231,711	25,000	206,711
Loss on disposal of Fixed Assets	702	0	702
Marketing & Promotion	0	13,500	(13,500)
Meeting expenses	180	1,000	(820)
Miscellaneous expense	0	500	(500)
Moving expense	813	0	813
Student Assistance	4,210	0	4,210
Travel	14,935	15,000	(65)
TOTAL GENERAL EXPENSES	<u>\$ 517,488</u>	<u>\$ 209,194</u>	<u>\$ 308,294</u>
TOTAL EXPENSES	<u>\$ 8,571,536</u>	<u>\$ 8,673,865</u>	<u>\$ (102,329)</u>
NET INCOME	<u>\$ 221,351</u>	<u>\$ 172,259</u>	<u>\$ 49,092</u>

APPENDIX E

LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL BUDGET

Fiscal Year 2017-18

INCOME	
Per Pupil Charter Payments	6,944,391
Facilities	1,471,404
Federal Entitlements / Grants/NSLP	196,000
DC Grants	71,300
Income From Private Grants / Donations	115,000
Contributions	100,000
National School Lunch	71,866
Interest Income	3,600
Student Activity Fees	16,600
E-Rate revenue	10,000
Before/After School/Summer	902,000
TOTAL REVENUES:	\$ 9,902,161
EXPENSES	
<i>Personnel Salaries and Benefits</i>	
Instructional Salaries	3,714,591
Administrative Salaries	1,097,567
Payroll Taxes/Fees	474,133
Employee Benefits	632,385
Support Staff	543,900
Staff Development	55,000
Subtotal Personnel Costs:	6,517,576
<i>Direct Student Costs</i>	
Special Education	55,000
Tutoring	10,000
Educational materials & supplies	147,000
Educational materials startup	45,000
Student activity expense	38,700
Food purchases	198,000
Consultants - other	35,000
Subtotal Direct Student Costs:	528,700
<i>Occupancy Expenses</i>	
Rent	1,455,160
Depreciation	240,400
Insurance - building	19,000
Interest expense	258,775
Repairs & Maintenance	90,000
Utilities	71,000
Janitorial services & supplies	72,000
Security	18,000
Trash removal	4,200
Grounds maintenance	5,000
Pest control	2,000
Subtotal Occupancy Expenses:	2,235,535

**LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL
BUDGET**

Fiscal Year 2017-18

Office Expenses

Office supplies	10,000
Furniture & equipment	20,000
Depreciation - General Office	86,500
Telephone	25,000
Accounting/Audit	120,250
Printing & copying	30,600
Postage & delivery	1,500
Advertising	2,500
Background checks	4,000
Payroll processing	19,000

Subtotal Office Expenses:	319,350
----------------------------------	----------------

General Expenses

Administrative fee	79,450
Bank charges	12,000
Board expenses	800
Consulting	50,000
Corp Filing/Registrations	2,000
Donations	5,000
Dues & subscriptions	33,000
Fundraising expenses/Donations	14,000
Insurance - liability	15,700
Legal fees	50,000
Marketing & Promotion	13,500
Miscellaneous expense	500
Meeting expenses	1,000
Travel	15,000

Subtotal General Expenses:	291,950
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TOTAL EXPENSES:	\$ 9,893,111
------------------------	---------------------

INCOME EXCESS (DEFICIENCY):	\$ 9,050
------------------------------------	-----------------

APPENDIX F – School Performance Report

2016
School Quality Report

WARD 4

Latin American Montessori Bilingual PCS

1800 Perry Street NE
1375 Missouri Avenue NW
Washington, DC 20018

202-525-5105
202-726-6200
www.lambpcs.org

TIER SCORES

2016
1
65%

83.3%

School Profile (2016-17)

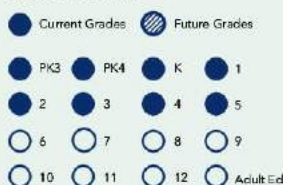
Board Chair

Barrie Lynn Tapia

Executive Director

Diane Cottman

Grades Served



Is part of the PK-12 DCI network.

Principal

Cristina Encinas

First School Year

2003-04

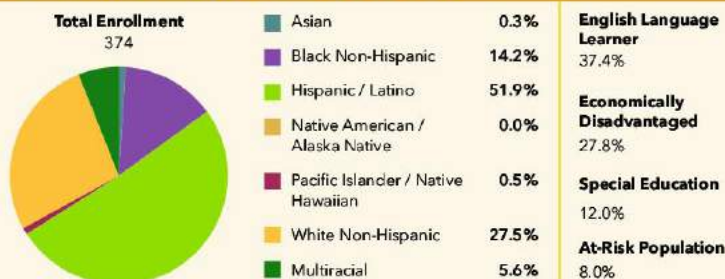
Tier Explanations

- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

For schools serving grades PK-12, DC PCSB uses the **Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

Student Demographics (2015-16)



A Note from the School

Latin American Montessori Bilingual (LAMB) PCS embraces the Montessori philosophy that every child is a natural learner. We combine Montessori with language immersion to create an educational environment with the goal of biliteracy in English and Spanish. Science, social studies, math, language, art, music, movement, character, and community development are all integrated within a holistic learning process. At monthly Peace Ceremonies, students present projects and performances to the community to demonstrate the connection between their academic learning and their concept of themselves as "peace ambassadors." LAMB's reach goes far beyond its school walls with outdoor learning, camping, nature walks, and field trips. At LAMB, students excel academically while demonstrating respect for self, others, and the environment.

Latin American Montessori Bilingual PCS

2016 School Quality Report

(2015–16)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: PK3–5

Student Progress (35 points): Academic Improvement Over Time



Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards



Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)



School Environment (30 points): Predictors of Future Student Progress and Achievement



TOTAL SCORE

TIER 1

83.3 out of 100

83.3%

Latin American Montessori Bilingual PCS

2016 School Quality Report

(2015–16)



Grades Measured: PK3-5

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Bracken School Readines Assessment Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year	<p>0 75 100</p>
PK Math: Bracken School Readines Assessment Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year	<p>0 75 100</p>
K-2 Reading: Indicadores Dinámicos del Éxito en la Lectura (IDEL) Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year	<p>0 60 100</p>
K-2 Math: Easy Curriculum-Based Measures (easyCBM) Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year	<p>0 60 100</p>

Appendix D



LAMB PCS
Latin American Montessori Bilingual
Public Charter School

MONTESSORI BILINGUAL CURRICULUM

Programs

CURRICULUM
(/CURRICULUM/)

PRIMARY (/PRIMARY/)

LOWER ELEMENTARY
(/LOWER-ELEMENTARY/)

UPPER ELEMENTARY
(/UPPER-ELEMENTARY/)

**ARTS AND PHYSICAL
EDUCATION** (/ARTS-AND-PHYSICAL-ED/)

SUPPORT SERVICES
(/SUPPORT-SERVICES/)

**EXTENDED LEARNING
DAY** (/ELD/)

LIBRARY (/LIBRARY/)

“

The things he sees are not just remembered; they form a part of his soul.

— Maria Montessori

The Montessori Method is named for Dr. Maria Montessori, the first female doctor in Italy, who devoted her adult life to the observation and study of children. Rather than "teaching" a child concepts, the Montessori environment is designed to stimulate the child's interest and facilitate his/her understanding and learning capacities. LAMB's Montessori educational philosophy, developmental materials, and learning and teaching techniques provide the environment that research indicates is best suited to a dual-language

provide the environment that research indicates is best suited to a dual language immersion approach.

Montessori education is staged in three learning clusters: 3- to 6-year-olds (Primary), 6- to 9-year-olds (Lower Elementary), and 9- to 12-year-olds (Upper Elementary). The Primary classrooms are organized into practical life, sensorial, and academic areas and students learn while studying in both Spanish and English. Elementary classrooms are organized in the same areas and students learn language arts, mathematics, science, history, and geography while studying in two languages.

LAMB's Montessori dual-language immersion classrooms are a child-size world. The entire environment supports the child's learning. There are two teachers in each classroom, one Spanish-language dominant and one English-language dominant. The Montessori teacher is there to guide and assist in classroom activity.

BEGINNING WITH PRESCHOOL, LAMB OFFERS:

An environment rich in developmentally appropriate experiences:

practical life, sensorial, language, math, art, music, cultural areas, movement

High oral proficiency in the first language:

conversational interactions, vocabulary enrichment activities, children's literature, group activities

First language beginning literacy skills:

sound analysis games, sandpaper letters, movable alphabet, reading object boxes, secret messages, cards, sequenced reading materials

Intensive oral development in the second language:

small group lessons in content areas, giving second language vocabulary for concepts already established in first language, balanced use of both languages for line activities, grace and courtesy, and non-instructional purposes

Readiness for second language literacy:

news period, question games, sandpaper letters, story-telling

A multicultural focus:

integration through practical life, sensorial, math, cultural areas, arts and crafts, music, food preparation activities

LAMB delivers its Montessori curriculum bilingually in Spanish and English. Our youngest Primary students receive the majority of their education in Spanish, with English literacy and vocabulary formally introduced in the Kindergarten year. In the Lower Elementary classrooms, 60% of instruction is delivered in Spanish and 40% is delivered in English. In the Upper Elementary community, Spanish and English instruction is delivered 50-50.

As a public charter school in the District of Columbia, LAMB students participate annually in the high-stakes DC-CAS exams. All third through fifth grade students test in Language Arts and Mathematics. Additionally, fourth grade students also test in Writing, and fifth grade students also test in Science.

For more information about LAMB's bilingual Montessori instruction at the different grade-levels, please see the following pages:

[Primary \(/primary\)](#)

[Lower Elementary \(/lower-elementary\)](#)

[Upper Elementary \(/upper-elementary\)](#)



(http://www.catalogdc.org/cfpdc/checkoff=hblid&charity_id=9)

 Follow us on Twitter
(<http://twitter.com/LAMBPCS>)

 Like us on Facebook
(<http://facebook.com/lambpcs>)

[Notice of Non-Discrimination \(/notice-of-non-discrimination\)](/notice-of-non-discrimination)

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1375 Missouri Avenue, NW • Washington, DC 20011 • Tel: 202.726.6200 Fax: 202.722.4125
1800 Perry Street, NE • Washington, DC 20018 • Tel: 202.525.5105 Fax: 202.621.8621
1399 Aspen Street, NW • Washington, DC 20012 • Tel: 202.829.2600 Fax: 202.829.3202

Appendix E

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter Actions Requiring a Vote

- Approve a Charter Application (15 yrs.)
- Approve a Charter Renewal (15 yrs.)
- Approve Charter Continuance (5 or 10 yrs.)
- Approve a Charter Amendment Request
- Give a Charter Notice of Concern
- Lift the Charter Notice of Concern
- Commence Charter Revocation Proceedings
- Revoke a Charter
- Board Action, Other _____

Non-Voting Board Items

- Public Hearing Item
- Discussion Item
- Read into Record

Policies

- Open a New Policy or Changes to a Policy for Public Comment
- Approve a New Policy
- Approve an Amendment to an Existing Policy

PREPARED BY: Melodi Sampson, Strategy and Analysis Specialist

SUBJECT: Charter Agreement Amendment Request for Latin American Montessori Bilingual Public Charter School - Enrollment Ceiling Increase

DATE: May 16, 2016

The following proposal was opened for public comment from March 15, 2016 until April 18, 2016. A public hearing occurred on April 18, 2016. The DC Public Charter School Board (DC PCSB) received numerous public comments in response to the proposal for an enrollment ceiling increase (Attachment B). Virtually all support the increase; two commenters encourage Latin American Montessori Bilingual PCS (LAMB PCS) to begin enrolling students beyond the school's current pre-kindergarten entry point. Another commenter encourages LAMB PCS to participate in My School DC, DC's common lottery.

Recommendation

DC PCSB staff recommends that its Board approve the charter agreement amendment request for LAMB PCS, and approve Board Chair Darren Woodruff to sign the charter agreement amendment. If approved, LAMB PCS will have authorization to serve 437 students in school year 2016-17, with a maximum enrollment of 602 students in school year 2022-23.

As set forth in the DC PCSB Enrollment Ceiling Increase Policy, there are five baseline criteria for schools to satisfy to receive an enrollment ceiling increase. LAMB PCS fully meets all of the baseline criteria. The school also fully meets the criteria required to receive a DC PCSB staff approval recommendation under the Enrollment Ceiling Increase Policy.

Proposal

On March 8, 2016, LAMB PCS submitted a charter agreement amendment application to DC PCSB requesting an enrollment ceiling increase. On April 28, 2016, the school

submitted a revised charter agreement amendment application to DC PCSB. In the revised submission, the school requests a 602-student ceiling (at capacity in school year 2022-23) and commits to an open enrollment process for open seats in its kindergarten class (beginning school year 2017-18).

The following table compares LAMB PCS’s authorized enrollment with its proposed enrollment:

	Authorized Ceiling	Current Enrollment	Proposed Ceiling						
		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PK3		63	69	72	72	80	72	72	80
PK4		54	82	80	72	72	80	72	72
K		58	51	81	80	72	72	80	72
1		57	56	50	80	80	71	71	79
2		49	56	56	49	80	80	71	71
3		42	49	56	56	48	79	80	71
4		25	42	49	56	55	47	79	79
5		26	25	39	48	56	55	46	78
Total	400¹	374	430	483	513	543	556	571	602

LAMB PCS offers six primary classes for three and four-year-old children. Beginning school year 2016-17, the school will offer two additional primary classes. By school year 2024-25, the school may add one or two more primary classes, increasing their primary classroom count from six to ten.

As reflected in the proposed growth schedule, the school will accept students in pre-kindergarten 3 (PK3), pre-kindergarten 4 (PK4), and kindergarten, which the school agreed to do at the public hearing on April 18, 2016. However, the matrix does not reflect attrition, with cohort sizes remaining relatively constant as they matriculate. While the school will not backfill, LAMB PCS school leaders acknowledge the possibility that some of its students may not re-enroll each year. As a result, their requested enrollment ceiling incorporates buffers in case students decide to remain at LAMB PCS.

LAMB PCS is a feeder school to the DC International (DCI) School. In its agreement with DCI, LAMB PCS is allocated 50 seats for its graduates. While there are many unknowns, including attrition rates and DCI’s future growth, it should be noted that LAMB PCS’s 5th grade enrollment forecast for 2022-23 likely exceeds their DCI allocation. There are many years to address the issue, and leaders from DCI, DCI-feeder schools, the Deputy Mayor’s Office for Education, My School DC, and DC PCSB are meeting to resolve this concern.

Rationale

The school’s enrollment ceiling increase request is in response to demand; LAMB PCS is a highly sought-after program with historical waitlists ranging between 500 and 800 students.

¹ The LAMB PCS 2014 Amended and Restated Charter Agreement does not report enrollment caps by grade, instead limiting the ceiling to 400 students across all grades.

On March 4, 2016, LAMB PCS signed a binding letter of intent with Perry Street Preparatory Public Charter School (Perry Street Prep PCS) to sublease 9,960 square feet of additional space on the second floor of Perry Street Prep PCS's facility. The extra space will give LAMB PCS access to ten classrooms, offices, closets, and restrooms. By acquiring more space, LAMB PCS may provide more DC students the opportunity to attend a high-quality Montessori public charter school.

Background

Currently in its 12th year of operation, LAMB PCS offers a dual language, Montessori program that serves 374 students in PK3 through 5th grade at two Ward 5 facilities: 1800 Perry Street NE and 1375 Missouri Avenue NW. Students attending LAMB PCS are organized into three multi-age groupings in which students receive varied amounts of instruction in Spanish and English, depending on age group. LAMB PCS's mission is to "create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning while developing bi-literacy in English and Spanish."

Historically, LAMB PCS has only accepted students in PK3 and PK4. The school's restrictive admissions policy is mission-driven and research-based; LAMB PCS commits to ensuring its students learn a second language, and it takes five to seven years for a child to "develop proficiency" in another language.² As previously mentioned, at the April 18, 2016 public hearing, the school committed to allowing students to enroll in kindergarten as well when there are spaces available.

LAMB PCS has a history of strong academic performance; the school has achieved Tier 1 status on the Performance Management Framework ("PMF") every year since DC PCSB released the PMF in 2011.³

Proposal Assessment

The DC PCSB Enrollment Ceiling Increase Policy⁴ provides the minimum criteria required for an enrollment ceiling increase as follows:

- 1) The school must have access to a facility to accommodate the projected enrollment;
- 2) The school must have a history of meeting its enrollment projections;
- 3) The school must not be under corrective action;
- 4) The school must be a High Fiscal Performer on the Financial Audit Review (FAR);
and
- 5) If beyond Year Five of operation, the school must be accredited.

As elaborated in the table below, LAMB PCS meets all five of the minimum criteria required for an enrollment ceiling increase.

² See page 8 of the LAMB PCS 2014-15 Annual Report, available here: <http://bit.ly/1UAENUY>.

³ Due to a change in the state assessment, the 2015 PMF was not tiered. LAMB PCS's 2015 PMF is available here: <http://bit.ly/1ZJfYfm>.

⁴ The DC PCSB Enrollment Ceiling Increase Policy is available here: <http://bit.ly/1RPSLZ4>.

Criteria	Meets Criteria? <i>Yes, No, or Partially</i>	Evaluation
Access to Facility	Yes	The school serves students in two facilities, one of which they lease from Perry Street Prep PCS. Beginning school year 2016-17, LAMB PCS will lease an additional 9,960 square feet at the Perry Street PCS site. The proposed enrollment ceiling increase will not exceed the maximum occupancy load permitted in the combined Certificates of Occupancy of both facilities.
Enrollment Projections	Yes	In school year 2014-15, 96% of projected seats were filled. In school year 2015-16, 98% of projected seats were filled.
Financial Audit	Yes	A review of LAMB PCS's most recent audited financial statements yielded no concerns. The school is a High Fiscal Performer on the FAR.
Accreditation	Yes	LAMB PCS is accredited through the Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools until May 2016. The school is participating in the accreditation renewal process and expects an extension following their April 2016 Middle States Site Visit.
Status of Corrective Action	Yes	The school is not under corrective action. The school has not received any notices of concern or charter warnings in the past five years.

As written in the DC PCSB Enrollment Ceiling Increase Policy, DC PCSB staff will generally recommend approval of an enrollment ceiling increase in the following cases:

- 1) For elementary/middle and high schools, a score of 65 or greater on the most recent PMF for all currently operating campuses;
- 2) For schools not tiered meeting all of the school's PMF targets in the most recent school year for all operating campuses (or a Tier 1 rating for adult schools, once tiered);
- 3) Re-enrollment rate of at least 80% at all operating campuses (for grades Pre-K through 12th only);
- 4) Evidence of a wait list of at least the number of students planned in the enrollment increase;
- 5) Fully compliant on all indicators in the school's most recent Compliance Review report; and
- 6) In operation for at least four years.

As elaborated in the table below, LAMB PCS meets all of the criteria for a DC PCSB staff recommendation for approval.

Criteria	Meets Criteria? <i>Yes, No, or Partially</i>	Evaluation
PMF	Yes	LAMB PCS earned Tier 1 status on the 2011, 2012, 2013, and 2014 PMFs. The 2015 PMF was not tiered due to a change in the state assessment.
Re-enrollment Rate	Yes	The school has a re-enrollment rate of 97% as reported in the 2015 PMF.
Waitlist	Yes	Just over 800 PK3 and PK4 students were on the LAMB PCS waitlist for school year 2015-16. Waitlist data for school year 2016-17 are not yet available; however, the school reports receiving 885 pre-kindergarten applicants for school year 2016-17, which suggests a waitlist of 700-800 students.
Compliance	Yes	The school is fully compliant on all indicators in its most recent Compliance Review report.
Years of Operation	Yes	The school is in its twelfth year of operation.

Per the Enrollment Ceiling Increase Policy, DC PCSB staff will consider the factors listed below when making its recommendation for approval or denial to the DC PCSB board:

1. Trends in academic performance;
2. Results of qualitative assessments of academic quality and operational capacity, such as Qualitative Site Reviews ("QSR") or other instruments to be developed by PCSB; (this is particularly important for schools with three years or fewer of operating history);
3. Size and pace of the requested increase; and Rationale for the requested increase.

An analysis of these factors is reported in the table below.

Trends in Academic Performance
LAMB PCS earned Tier 1 status on the 2011, 2012, 2013, and 2014 PMFs.
Qualitative Assessments
The school's last QSR was conducted in April 2014 ahead of its 10-year charter review. The QSR report was positive: 93% of the school's classes were rated "distinguished" or "proficient" in the classroom environment domain and 86% of the school's classes were rated "distinguished" or "proficient" in the instruction domain.
Size and Pace, Rationale
The growth schedule is attainable and allows for steady growth over multiple school years.

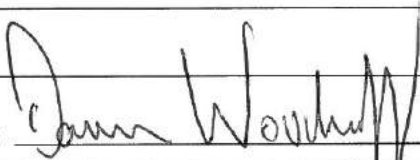
Notification

On March 16, 2016, DC PCSB staff submitted a notification to be published in the DC Register, and staff also notified Advisory Neighborhood Commissioners Karrye Braxton of Ward 4A06, and Ursula Higgins of Ward 5B02. DC PCSB also posted a notice on its website on March 15, 2016 soliciting public comment regarding LAMB PCS's charter amendment request. Copies of these public notices in their entirety may be found here: <http://bit.ly/1pLEv77>.

Attachments to this Proposal

Attachment A: LAMB PCS's Charter Amendment Application
 Attachment B: Public Comment on LAMB PCS's Enrollment Ceiling Increase Request
 Attachment C: LAMB PCS's Charter Agreement Amendment is available here: <http://bit.ly/1Xb1k1i>

Date: <u>5/16/2016</u>
PCSB Action: <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Approved with Changes <input type="checkbox"/> Rejected
Changes to the Original Proposal:

Signature: <u></u>

Attachment A

LAMB Public Charter School's Charter Amendment Application

Part I: General Information

All applicants must complete this section

SUBMITTED BY: **Barrie Lynn Tapia, Board Chair - Latin American Montessori Bilingual Public Charter School (LAMB)**

SUBJECT: **Charter Amendment Request for:** (Mark all that apply)

- Mission or Education Philosophy
- Goals and Academic Achievement Expectations
- Grade Levels to be Served
- Governance Structure (e.g., hiring/dismissal of management companies or changes in bylaws)
- Enrollment Ceiling
- Replication/Operation of additional campus(es)* *(w/ no changes to grade configurations)
- LEA Status for Special Education
- Voluntary Closure of a Campus or Grade Level(s)
- Campus location (Part D1)
- Curriculum, standards, or assessment

SUBMISSION DATE: **3/7/2016**

SCHOOL BACKGROUND

Please address the following questions in their entirety. This information provides helpful background to the PCSB Board as it reviews these requests.

Overview of School Performance

1. Provide the following information about your Local Education Agency (LEA) by campus:
 - a) Campus name(s) and location(s):
**Latin American Montessori Bilingual Public Charter School
1375 Missouri Avenue, N.W.**
 - b) Year opened: **2003**
 - c) Grade levels served (Currently and at maturation of charter agreement, if applicable): **PK3 – 5th Grade**
 - d) Date that charter will be eligible for possible renewal: **2024**
2. Please select the performance indicators below that describe the school's current performance*: (Mark all that apply)
 - Currently rated Tier 1, or met at least 2/3 of targets on the most recent Accountability Plan, EC, or Adult PMF.
 - School is not currently under corrective action.
 - Has historically met enrollment projections w/in 80% of target.

- X School has been in operation for 3+ years.
- X School is currently accredited.

LAMB is currently accredited by Middle States through May 21, 2016 and is currently in the process of re-accreditation utilizing the Excellence by Design Protocol for re-accreditation. Middle States has conducted its pre-site visit and the accreditation team is scheduled to be on-site in April 2016.

*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here:

LAMB operates from two facilities with one PMF.

PROPOSAL

Latin American Montessori Bilingual Public Charter School (LAMB) submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on_____, 20_____ (leave blank if this has not been determined).

1. Please describe the requested change (provide detail on the selection above). Please describe any planning that is already underway to prepare for the proposed change(s).

Based on historical demand for access to seats in high performing schools, the growing number of annual applicants and triple digit wait list LAMB has experienced for almost seven-years, LAMB is submitting a charter amendment application request to increase its enrollment ceiling, thereby enabling it to serve more District residents. LAMB is requesting an increase in its enrollment ceiling from 400 to 650 students over the next ten years. LAMB currently has 374 students PreK-3 through 5th Grade.

Without opening a new early childhood classroom, LAMB's projected enrollment for 2016-2017 is 400 students, including 65 new incoming PreK-3 and Prek-4 students, approximately half of whom will enter through sibling preference. LAMB is waiting for confirmation of the number of returning students.

Last school year, there were more than 800 applicants to LAMB. There are 885 applicants this year and our lottery is open for another week. LAMB recognizes that it cannot effectively serve all the families who apply to the lottery. However, we can increase the number of students served by opening two new primary classrooms. An enrollment ceiling increase would enable LAMB to do so.

How will the amendment(s) selected above support or enhance the school's mission?

LAMB's mission is to create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning while developing bi-literacy in English and Spanish. LAMB was created in 2001 in response to the District of Columbia Board of Education invitation to interested groups to submit an application to establish a public charter school in the District of Columbia. The purpose

of the proposed school, then and now, is to make available to early childhood and elementary age students an educational experience consistent with Montessori principles by teaching, in English and Spanish, utilizing Montessori curricula core academic and non-academic subject matter that lay the foundation of knowledge, habits, attitudes, skills and ideas which are essential for a lifetime of creative thinking and enduring love of learning.

LAMB has had triple digit wait-lists for more than five years. Our steady growth plan has been informed by the need to institutionalize practices, integrate lessons learned into operational practices, a dearth of trained bilingual Montessori instructors and limited space. The number of applicants to LAMB has steadily risen and LAMB's Board of Trustees has continued to examine how it could responsibly increase the number of seats, which has been a goal of the PCSB and City Government; i.e., increasing the number of seats available at high-performing schools. In 2014, after much planning and preparation, LAMB and four other immersion schools – Elsie Whitlow Stokes, Washington Yu Ying, Mundo Verde and DC Bilingual – amended their charters to include a middle and high school campus authorizing the District of Columbia International School to operate the middle and high school.

This amendment will enable LAMB to enroll more students in its high-performing school, thereby providing greater opportunity for increased numbers of District residents to gain bi-literacy in English and Spanish and a foundation of knowledge essential for a lifetime of learning.

2. When did your school's board approve the proposed amendment(s)? Please attach minutes from the meeting and vote results.

LAMB's board has discussed the possibility of expansion for many years as documented by the five moves it has made each time gaining more space from which to operate and serve more District children. In its Board meeting on November 2015, the board voted unanimously to increase its enrollment ceiling to 500 students based on then pending negotiations with Perry Street Prep for an additional five classrooms and/or the opening of the Walter Reed Medical Center site in 2016. LAMB, now, has a Binding Letter of Intent to sublease 9,960 SF of space on the 2nd floor adjacent to existing space which LAMB currently occupies. The space includes classroom, office, closet and restrooms. LAMB's Board voted via electronic mail to increase the enrollment ceiling to 650 students

At last reporting from the Office of the Deputy Mayor of Economic Planning & Development Walter Reed LRA and the Master Builder for the Walter Reed Project, the earliest that Walter Reed will become available for occupancy is school year 2017-2018.

Since then, Perry Street Prep via Ten Square Management Group has expressed a willingness to sublease 10 additional rooms to LAMB.

3. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g.,

meeting minutes). Please describe any notable support for or opposition to the proposed amendment(s).

LAMB has informed its external and internal stakeholders regarding the proposed amendment for an enrollment ceiling increase directly and indirectly through testimonies at public meetings, written announcements in the school's bulletin, on its parent listserv, One Call Messages and shared Power Point presentation of the Executive Director's report and discussion with the parent body at its Parent 360 Conference in February 2016. LAMB's Executive Director routinely speaks at ANC meetings in Ward 4 regarding LAMB's expansion to Walter Reed, the most recent of which was at ANC4B on February 22, 2016. ANC 4A meets the first Tuesday of the month Ft. Stevens Recreation Center and ANC 4B meets the fourth Monday of the month at the Fourth District Police Station. In addition, there are more than 30 support letters attached to this amendment application in support of LAMB's request to increase its enrollment ceiling.

Part II: Specific Revision Requests

Section F. Charter Agreement Amendment – Enrollment Ceiling Increase

***ONLY complete this section if applying to amend Enrollment Ceiling Increase:**

A school should apply for an enrollment ceiling increase if it plans to offer more spaces in the next fiscal year and wishes to be paid for the additional students. A school does not need to apply for a change in enrollment ceiling if it is offering the same total number of spaces but not in the exact grade levels it determined through its Schedule I. If applying for an enrollment ceiling increase, please be sure the school meets the criteria listed in the [Enrollment Ceiling Increase Policy](#). Failure to meet the criteria may result in denial of your charter agreement amendment request.

1. Explain the school's rationale for proposing to increase its student enrollment.

LAMB is the only accredited dual language Montessori chartered public school in the District of Columbia and one of only a few nationwide. When LAMB began in 2003, it was the only Montessori chartered public school in the nation's capital. Thirteen years later there are three Montessori chartered public schools in DC with one more planned to open in school year 2016 – 2017. Even with the growth in public Montessori schools, LAMB cannot serve all of the families who apply for enrollment.

While an increase in our enrollment ceiling will not eradicate a triple-digit waitlist, it will double the number of students LAMB would be able to enroll, thereby increasing the number of seats in a high-performing school.

This excerpt from a parent support letter for this enrollment ceiling increase reflects LAMB's rationale.

"LAMB has expanded several times during its history... We're confident that this expansion will not compromise the school in any way. Rather, the planned expansion proves to us how seriously LAMB takes its educational mission... We cannot thank the school enough for all it has done for our family, and it is our hope that as many children as possible should benefit from the school's excellence both academically and socially."

LAMB is committed to quality education for District children and wishes to expand, responsibly. LAMB began with the simple premise that all children can learn and deserve a school that supports, nurtures, and transforms their natural curiosity and eagerness into knowledge. LAMB is designed to meet and address the needs of students and intended to produce student learning at all levels.

2. PCSB will review the school's enrollment trends over the past 3-5 years. What patterns are we likely to find? Is there any context you can provide to explain your current enrollment patterns?
 - a. We will look at the school's enrollment ceiling(s), certificate of occupancy, waitlist/vacant seats, and re-enrollment rates by grade and subgroup.
 - b. We will review lost instructional time due to out-of-school suspensions, expulsions, and mid-year withdrawals. We will also look at re-enrollment trends for students with infractions.

LAMB's enrollment trends over the past 3-5 years reveal high re-enrollment, a steady increase in number of students served with triple digit wait lists, compliance with certificate of occupancy and federal and other applicable regulations, higher than average percentages of English language learners, few mid-year withdrawals (due to family relocations) and zero out-of-school suspensions and expulsions.

3. PCSB will review the school's academic history by looking at the following: 1) All PMF and Accountability Plan results for the past three years, 2) The school's most recent charter review and any Qualitative Site Review (QSR) reports, and 3) Progress towards meeting goals as documented in your annual reports. What patterns are we likely to find? Is there any context you can provide to explain your academic history? Please include any additional information PCSB should review when considering your school's academic history.

LAMB's Ten-Year Qualitative Site Review, Performance Management Framework, and Accountability Plan results reveal a high-performing school. LAMB is Tier I. LAMB works and strives to improve to ensure that 100% of its students perform at the most proficient level they can. LAMB is committed to providing District children with a school that cares, where critical thinking and academic achievement is valued, students and families are respected, teachers are supported, and respect for self, others and the environment is championed. LAMB is the

only accredited dual language Montessori chartered public school in the District of Columbia and one of only a few nationwide.

LAMB's dual language Montessori educational program consists of both carefully planned and well-executed curriculum that includes appropriate standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. LAMB is sufficiently financed, periodically reviewed and found to be mission-appropriate. Effective policies and practices are in place, along with instructional materials, technology and equipment that are appropriate, functional and well maintained. Additionally, LAMB has two teachers in every classroom, a speech pathologist, occupational therapist, social worker and mental health clinician.

LAMB's history will reveal a pattern of stable leadership and high rate of retention of teachers, staff and students. Part of its historical pattern is also high performance (Tier I status since the PCSB created the PMF), high rate of in-seat attendance and strong parental engagement, along with innovative partnerships that add value and benefits to students and families. Examples of partnerships include the National Council of la Raza, National Institutes of Health, and local universities (American, Catholic, Georgetown, George Washington, Howard, and Trinity). LAMB also participates in the District's Summer Youth Employment Program hiring youth to work in summer programming, and is a site where many youth and young adults complete their community service hours.

LAMB utilizes the Response to Intervention Model (RtI), a three-tiered education model that guides the type and frequency of interventions. Tier I screeners to assess student's academic achievement. Tier II and Tier III provide students with academic and behavior interventions to help them reach their fullest potential. We focus on early literacy skills, mathematics, behavior, and using data to guide instruction.

Tier I is the foundation of LAMB's educational philosophy. LAMB primarily utilizes Montessori education, the Peace Curriculum, a dual language model, and Positive Behavior Intervention Supports to promote the academic and behavioral success of students. However, some students may need additional support. Tier II and Tier III interventions provide students with research and teacher-based interventions. Some students receiving Tier II interventions may have a Student Support Team (SST). The SST may consist of teachers, parents, administrators, service providers, and support staff that collaborate to develop an intervention plan to improve the academic performance and social competency of students. Parents and/or teachers can make an SST referral. Students receiving Tier III interventions must have a SST or an Individualized Education Plan that features a core academic curriculum and clear behavioral expectations.

LAMB's history will also demonstrate that LAMB students routinely testified before City Council when the former Mayor invited youth to testify before the august body; students enter art competitions and routinely place (InterAmerican Development Bank and Cherry Blossom

Art Contest); students participate in Maryland's West Central Regional Destination Imagination Tournament. This is the third year that LAMB students have participated in Destination Imagination (DI), a non-profit organization whose mission is *to develop opportunities that inspire the global community of learners to utilize diverse approaches in applying 21st century skills and creativity*. In the DI program, teams choose one of seven challenges, then over the course of the school year they work together to create and develop their solutions. Most recently, February 27, 2016, LAMB sent three teams of six-each students (3rd to 5th graders) - one team won first place in their division, as well as the Spirit of DI award. The two other LAMB teams won second place in their divisions.

Equally important, LAMB's present and history reveal a school with a welcoming environment that promotes peace and celebration of the uniqueness of the individual and staunch belief that every child has an advocate, someone who believes she or he is greater than the sum of his/her parts. And, as an institution, there is always room for improvement.

4. PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. How will the proposed amendment impact the school's finances? What are the anticipated expenses, and how will the school finance its growth plan?

Note: *In addition to your narrative here, please attach a proposed [5-year Operating Budget](#).*

On the recently released Financial Audit Review, LAMB scored 100% under the current review protocol and 98.9% under the proposed protocol. LAMB is fiscally sound and anticipates that the first year under the growth plan will be tighter than in subsequent years. This is due in part because the number of new students entering the school compared to the total square footage of the space being subleased which cannot be subdivided.

LAMB signed a Binding Letter of Intent with Perry Street Prep on March 4, 2016 as a final step prior to signing a negotiated sublease (LOI Attached). Facilities expenses are \$29 per square foot and will pay for itself by year two. LAMB anticipates that it will have to do some cosmetic improvements (painting and deep cleaning) to the space, but anticipates no major renovation with the exception of needing to install an in-classroom bathroom in one of the classrooms in the event that LAMB opens fifth primary classroom at that location. For the first year, pending hiring, LAMB will open one new primary with the possibility of two. Budgets are being prepared to cover both contingencies. Hiring will commence pending approval of the increased enrollment ceiling.

5. Will the proposed enrollment ceiling increase cause the school to exceed the maximum occupancy load detailed in the school's certificate of occupancy? If so, when and how will the school address this?

The proposed enrollment ceiling increase will not exceed the maximum occupancy load detailed in the certificate of occupancy.

1. Please include a completed enrollment matrix* with your charter amendment application. Click [here](#) for enrollment matrix template.

**If requesting an amendment for more than one campus, please complete a separate enrollment matrix for each campus.*

***If school is not currently at Maximum Enrollment, please add columns to include all projected school years until maximum enrollment is expected to be reached.*

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Enrollment Matrix – All Campuses (Originally Submitted March 8, 2016)

	Academic Year 2015-16	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20	Academic Year 2020-21	Academic Year 2021-22	Academic Year 2022-23	Academic Year 2023-24
Grade Levels	Current	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
PK-3	63	80	72	72	80	72	72	80	72
PK-4	54	74	80	72	72	80	72	72	80
Kindergarten	58	52	74	80	72	72	80	72	72
Grade 1	57	58	52	74	80	72	72	80	72
Grade 2	49	57	58	52	74	80	72	72	80
Grade 3	42	49	57	58	52	74	80	72	72
Grade 4	25	42	49	57	58	52	74	80	72
Grade 5	26	25	42	49	57	58	52	74	80
Total	374	437	484	514	545	560	574	602	600
LEA Total	374	437	484	514	545	560	574	602	600
Projected % - SPED	16%	16%	16%	16%	16%	16%	16%	16%	16%
Projected % - ELL	50%	49%	49%	48%	47%	47%	46%	45%	45%
# Campuses*	1*	1	1	1	1	1	1	1	1

*LAMB is one campus. LAMB operates from 2 facilities.

Enrollment Matrix – All Campuses (Amended April 29, 2016)

	Acad emic Year 2015 -16	Acad emic Year 2016 -17	Acad emic Year 2017 -18	Acad emic Year 2018 -19	Acad emic Year 2019 -20	Acad emic Year 2020 -21	Acad emic Year 2021 -22	Acad emic Year 2022 -23
Grade Levels	Current	Projected	Projected	Projected	Projected	Projected	Projected	Projected
PK-3	63	69	72	72	80	72	72	80
PK-4	54	82	80	72	72	80	72	72
Kindergarten	58	51	81	80	72	72	80	72
Grade 1	57	56	50	80	80	71	71	79
Grade 2	49	56	56	49	80	80	71	71
Grade 3	42	49	56	56	48	79	80	71
Grade 4	25	42	49	56	55	47	79	79
Grade 5	26	25	39	48	56	55	46	78
	374	430	483	513	543	556	571	602
Grade 6								
Grade 7								
Grade 8								
Grade 9								
Grade 10								
Grade 11								
Grade 12								
LEA Total	374	430	483	513	543	556	571	602
Projected % - SPED	16%	16%	16%	16%	16%	16%	16%	16%
Projected % - ELL	50%	49%	49%	48%	47%	47%	46%	45%
# Campuses*	1*	1	1	1	1	1	1	1
*LAMB is one school operating out of 2 facilities.								

Attachment B

Public Comment on LAMB PCS's Enrollment Ceiling Increase Request

Source	Comment
Angela Anderson	<p data-bbox="553 331 756 363">Comment #1:</p> <p data-bbox="553 401 927 432">To Whom It May Concern:</p> <p data-bbox="553 436 1308 905">I write you today to encourage you to deny the application for enrollment increase at LAMB PCS, due to the Charter's unwillingness to expand their enrollment acceptance grades beyond PK-4. There is attrition at every public school in the district, and the fact that LAMB is unwilling to open these seats to students and families who want to attend is not acceptable. As resident who lives 4 blocks from LAMB's Missouri Avenue location, it is unjust that 2 bad "draws" in a lottery determine that my son could never have another opportunity to lottery for a seat at a nearby charter school that we are interested in attending. This is the only school in DC that does not accept for any grade above PK-4.</p> <p data-bbox="553 909 1308 1108">I would encourage DCPCSB to require that Lamb accept students beyond PK-4 if there are open seats available, and perhaps utilize Logan Montessori's method of acceptance of requiring a transfer from an AMI montessori, to get around their concerns about montessori method for older children.</p> <p data-bbox="553 1113 1247 1178">They should also be required to participate in the common lottery.</p> <p data-bbox="553 1213 1308 1381">LAMB PCS needs to be held to the same standards as all other public charters in the District. Which they currently are not doing. Again, I strongly discourage the board from approving an increase without the expansion of K-6 enrollment opportunities.</p> <p data-bbox="553 1417 792 1482">Thank you, Angela Anderson</p> <p data-bbox="553 1556 894 1587">Follow-up Comment #2:</p> <p data-bbox="553 1623 1308 1854">To follow onto my earlier comments, I forgot to highlight that both Lee and Shining Stars accept in all grades. So, even if a model like Logan would not be possible, it's clear other Montessori charters are making it work. Support for larger admission totals should be hinged on them 1)opening up enrollment beyond PK-4 and 2) joining the common lottery.</p>

Source	Comment
	<p>To be clear I prefer more access (and more seats) for all, which is why LAMB should be held to the same standards as other charters.</p>
<p>Laura Hickein</p>	<p>Dear Ms. Quinn -</p> <p>I support LAMB's enrollment ceiling increase. It is a school with demonstrated high performance and many people eager to attend. Schools like this should be increased.</p> <p>I would like to add that I find LAMB's extremely restrictive admission policies troubling and think LAMB should begin to admit at K as well.</p> <p>Thank you, Laura Hickein</p>
<p>Nakeasha Sanders-Small</p>	<p>Good afternoon,</p> <p>My name is Nakeasha Sanders-Small and I am a hopeful DC public school or public charter school parent. I am writing in support of the request to expand the enrollment of LAMB public charter school. I wholly support the requested increase and recommend that it begin immediately to not only allow additional pre-k3 students but pre-k 4 students. Specifically, I recommend that the school be given the resources to add another pre-3/pre-4 classroom this fall, which would allow them to continually increase their enrollment over the long term.</p> <p>Also, given the current system for pre-k in the District, it is more likely than not that the majority of students seeking admission for pre-k4 failed to secure a spot in last years lottery. Therefore, if more spots are going to be offered, they should go in a higher proportion to those students/parents who are interested but were unlucky in the lottery. This would also ensure that the school is able to increase enrollment in a balanced fashion as is necessary for a successful Montessori model.</p> <p>Lastly, the requested expansion is extremely important as there are obviously a serious demand for such a learning environment and so many students who would benefit from the opportunity to learn in such a rich and proven environment. In fact, it would be great if the school concept could be completely duplicated and offered across the</p>

Source	Comment
	<p>river. Certainly, there are children would benefit but cannot attend due to geographical constraints.</p> <p>But, in the meantime, LAMB's request for expansion must be approved.</p> <p>Thank you,</p> <p>Sincerely, Nakeasha Sanders-Small</p>
Ulrike Haarsager	<p>Dear Madam or Sir,</p> <p>I would like to express my full support for increasing the enrollment ceiling for LAMB. As evidenced by the strong demand for spots in this school, it is clear that DC can only benefit if more students are exposed to this excellent school. This step can be a small contribution towards improving early childhood education for DC children.</p> <p>Best regards, Ulrike Haarsager</p>
Juan Cruz Vieyra	<p>To whom it may concern,</p> <p>We are in full support with LAMB PCS' request to increase its enrollment ceiling from 400 to 650 students over the next ten years. This is a much needed effort to provide more high quality seats.</p> <p>Washington DC desperately needs to start working towards bridging an existing gap on early childhood education. This is an small but important step in that direction.</p> <p>Kind regards,</p> <p>Juan Cruz Vieyra Father of a 3 year old and a 7 month old.</p>
Penelope Spain	<p>To whom it may concern:</p> <p>I would like to send my <i>strong</i> support for LAMB's request to increase its enrollment ceiling over the next few years. LAMB is the only school of its kind in the District of Columbia. Not only does it offer high quality montessori education, which is already highly sought after in the District, it does so in a bilingual environment. In our ever diversifying world,</p>

Source	Comment
	<p>proficiency in more than one language is becoming essential. My son, Amory, is currently in a monolingual pre-k3 school. Although it is a great charter school, it does not offer what LAMB can. We are on the waitlist for pre-k4 at LAMB and are so hopeful that we will have the opportunity for him to enroll. During this year's My School Lottery, almost all of the schools we listed included language immersion. Like last year, our waitlist numbers for all the schools are in the 100s. The District is in desperate need of additional language immersion options for children. I sincerely hope the DC Public Charter School Board approves this request to expand the number of seats at LAMB.</p> <p>Should you have any questions, please don't hesitate to contact me via email [REDACTED] or via phone at [REDACTED].</p> <p>Thank you,</p> <p>Penelope Spain</p>
Minna Williams	<p>To The District of Columbia Public Charter School Board:</p> <p>I support Latin American Montessori Bilingual (LAMB) increasing their maximum student level from 400 to 650 over the next ten years. LAMB is a premier charter school. LAMB received a tier 1 rating by PMF in 2014, 2013, and in 2012 and is a desirable school.</p> <p>The school matches many of the needs for children in the district. For example, the school's Montessori education philosophy allows children to learn through play. They can touch and explore the physical world in a safe learning environment. For many elementary school age children in the District of Columbia recess time is less than 30 minutes and playtime is reduced as children matriculate into older grades.</p> <p>I love that LAMB is a dual language immersion school. Some students in the district only speak Spanish at home. Often when children who only speak Spanish enter an English dominant speaking school they do not learn and can slow the learning for other students in the classroom. LAMB resolves this problem by teaching all the students in their school both languages. Instead of language becoming a</p>

Source	Comment
	<p data-bbox="560 239 1279 369">hurtle for students to learn, language becomes springboard to learning. For instance, vocabulary may increase in children who speak more than one language.</p> <p data-bbox="560 407 1300 474">There is a need for more highly successful schools in DC. Please increase the student ceiling for LAMB.</p> <p data-bbox="560 510 951 541">DC Resident Minna Williams</p>
Karyn Schwartz	<p data-bbox="560 579 919 611">To whom it may concern,</p> <p data-bbox="560 646 1305 1115">I strongly urge you to make approval of LAMB's expansion applications contingent on joining the common lottery. The common lottery leads to the highest level of overall utility and the most efficient allocation of scarce resources. LAMB not joining the common lottery is worse for LAMB, DC families and other schools. LAMB not being in the common lottery leads to cases where a family that prefers Stokes to LAMB only gets into LAMB and a family that prefers LAMB to Stokes only gets into Stokes. Currently both families would be better off if they could switch schools. Under the common lottery, such a scenario would be avoided by families ranking based on true preference.</p> <p data-bbox="560 1157 1305 1255">I speak as someone whose children were accepted at LAMB, but I still think it is inefficient and leads to worse outcomes for the city.</p> <p data-bbox="560 1291 1138 1323">Thank you for considering my comments.</p> <p data-bbox="560 1358 781 1390">Karyn Schwartz</p>

Appendix F

D.C. Public Charter School Board

CHARTER REVIEW ANALYSIS

Latin American Montessori Bilingual Public Charter School

Background

Latin American Montessori Bilingual (LAMB) Public Charter School was chartered by the District of Columbia Board of Education in September 2001 and opened in 2003. The mission of LAMB is “to create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning.” LAMB is governed by a Board of Trustees consisting of 9 members; they operate without a management organization. LAMB is accredited through the Middle States Association of Colleges and Schools through May 2016.

LAMB operates 2 campuses in Wards 4 and 5, serving 267 students in pre-school through the 5th grade. The second site serves 81 pre-school 3 and 4 year old students. Although LAMB is authorized to serve students up to the 3rd grade, it currently serves students in grades 4-5 and has served students up to the 6th grade.

During the most recent Program Development Review it was discovered that LAMB had expanded the grades served without filing a charter amendment with the PCSB as required by the School Reform Act (§38-1802.04 (c) (10)). However, the review team rated the school as proficient or exemplary in most areas. It was noted that the curriculum is further developing and being aligned to state and national standards, while the essential skills that students are expected to achieve have not been fully integrated and communicated among the staff in a systematic way.

LAMB’s overall special education review score is 36 of 39 points which means the overall quality of the special education program is Exemplary. Of the 271 enrolled students, 14% (39 of 271) have been determined eligible for special education services. The school serves special education service levels 1 through 4.

Within the past year, the National Council of La Raza selected LAMB as a best practices site recognized as a school that exemplifies “Core Qualities for Successful Early Childhood Education (ECE) Programs for Bilingualism and Biliteracy.”

Charter Review Summary

LAMB is a Tier I school scoring 84.4 out of 100 percentage points under the Performance Management Framework (PMF). The school has committed one known violation of the conditions, terms, standards or procedures set forth in the charter. That violation is related to serving students in grades outside of what is stated in their charter agreement. However, there are no known violations relating to the education of children with disabilities. The school has not engaged in a pattern of fiscal mismanagement; and has engaged in generally accepted accounting principles, and is economically viable. There are no outstanding board actions. LAMB is technically a candidate for charter revocation as it is serving students in grades outside of their charter agreement and therefore is in violation of the School Reform Act (§38-1802.04 (c) (10)).

Academic Performance Results

The following analysis of Latin American Montessori Bilingual Public Charter School's academic performance is based on the four common PMF indicators:

Standard PMF:

(1) Student Progress: Possible Points – 40

Lamb's 3rd – 5th grade students earned a Median Growth Percentile (MGP) of 81.6 in reading and of 72.9 in mathematics on the DC CAS. Overall, the school scored 100.0% of the possible points in reading or 20 points, and 100% of the possible points in math or 20 points. Thus, LAMB earned 40 of 40 points for its MGP indicator.

(2) Student Achievement: Possible Points – 25

On the DC-CAS, 76.1% of the 3rd – 5th grade students scored proficient or advanced in reading, achieving 69.4% of the possible points or 6.94 points; and 57.4% of the students scored proficient or advanced in math, achieving 52.7% of the possible points on math or 5.27 points. Of these, 10.6 scored advanced only on reading, achieving 42.6% of the possible points or 1.06 points; and 14.9 scored advanced only on math, achieving 59.6% of the possible points or 1.49 points. Thus, LAMB earned 12.76 of 25 points for its Achievement Indicator.

(3) Gateway: Possible Points – 15

Overall, 70.6% of the 3rd grade students scored proficient or advanced in reading. The school earned 64.4% of the possible points or 9.66 points. Thus, LAMB earned 9.66 of 15 points for its Gateway Indicator.

(4) Leading Indicators – 20

Overall, LAMB had an attendance rate of 96.6 %, which earned the school 10 points out of 10 possible points. The re-enrollment rate was 100 %, which earned the school 100% of the possible points or 10 points. Thus, LAMB earned 20 of 20 points for the Leading Indicators.

LAMB earned 84.4 points or 84.4% on the PMF.

Non-Standard PMF:

LAMB met 8 out of 9 targets in their Early Childhood Accountability Plan. The missed target was not within 90% of the established target.

(1) Student Progress: 3 targets established

Lamb met 2 out of the 3 targets. Preschool students did not meet the target for 65% of the students to identify 10 letters in either Spanish or English. Pre-kindergarten students met the target to read Consonant-Vowel-Consonant (CVC) phonetic words in either Spanish or English and able to correctly blend at least 4 out of 5 words when given a sample. Kindergarten through second grade students scored in the low risk range for reading in English and Spanish on the DIEBELS assessment.

(2) **Student Achievement: 3 targets established**

Lamb met 3 out of the 3 targets. 87% of the kindergarten students scored at or above average of the GMADE. 81% of the first grade students scored at or above average on the GMADE. 89% of the second grade students scored at or above average on the GMADE.

(3) **Leading Indicators: 1 target established**

The school met the target. The pre-school and pre-kindergarten students; and the kindergarten students through the second grade attendance rate was 97%.

(4) **Mission Specific: 2 targets established**

The school met the targets. Overall, 67% of the first grade English Language Learners (ELL) increased English language proficiency on the State to State WIDA-ACCESS Assessment by at least one level. 100% of the second-grade ELL students increased their performance by one level on the English State to State WIDA-ACCESS.

Non-Academic Performance Results

The following analysis of Latin American Montessori Bilingual Public Charter School's non-academic performance is based on §38-1802.13(a) (b) of the School Reform Act:

(1) **Compliance** - There is evidence that LAMB has committed a violation of applicable law or a material violation of the conditions, terms, standards, or procedures set forth in the charter. *That violation is related to serving students in grades outside of what is stated in their charter agreement.* The school has submitted Annual Reports and other required documentation in a timely manner; is governed by a Board of Trustees in a manner consistent with the law; has maintained the health and safety of its students; and has not committed any known violations related to the education of children with disabilities. The school is not under PCSB corrective action and had no other compliance issues during the 2010-2011 school year.

(2) **Financial** – Based on the information available, PCSB believes that the Lamb has solid fiscal management processes in place. The school's audit reports (FY08-FY11) reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. The school continues to perform exceptionally well in terms of cash flow and liquidity management. For the year ending June 30, 2011, the school's net assets approached \$2.6 million up \$97K from FY10 year-ending results of \$2.5 million. Additionally, the school's liquidity ratio of 1.44 indicates that the school possessed \$1.44 of liquid assets for every \$1 of short term debt. As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

(3) **Economic viability** – Based on the information contained in the financial analysis, LAMB is economically viable and of sound fiscal health.

Appendix G



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AGENDAS/MINUTES/BOARD DECISIONS

February 27, 2012

**DC Public Charter School Board
Board Meeting Minutes
3333 14th St, NW
Suite 210
Washington, DC 20010**

Board Members in attendance: Mr. Brian Jones (Chair); Mr. John "Skip" McKoy; Mr. Don Soifer; Dr. Darren Woodruff; Ms. Emily Bloomfield; Ms. Sara Mead; Mr. Scott Pearson (ex-officio)

Mr. Brian Jones called the public hearing to order at 7:41pm

Request for Charter Amendment and Enrollment Ceiling Increase- Bridges Public Charter School

Representatives- Olivia Smith, Founder and Principal; Patrick Shaw, Assistant Principal, Betsy Centofanti, Board Member, Brian Patten, Consultant to Bridges.

Mr. Clarence Parks from Staff introduced Bridges Public Charter School's request to amend their charter to increase their current enrollment ceiling and grades served from PS-PK to PS-5 before the Board.

Mr. Brian Jones asked the representatives from the school if they wanted to add anything to what Mr. Parks had stated.

Ms. Olivia Smith said that in their proposed expansion that they are working on moving their mission forward and taking on all students who come to them. They believe the expansion would be similar to their current program and that historically Bridges PCS has served many students with special needs.

Mr. Patrick Shaw spoke about the curricula and informed the Board of the assessments that the school currently uses.

Ms. Betsy Centofanti said that this is not just a whim of the administration, it has the full support of the board of trustees and that over the last year they have conducted an eight-month study on whether they should expand and how they should expand. Their study team consisted of two outside consultants.

Mr. Brian Patten gave an assessment on the fiscal and economic conditions of the school and stated that they will be working with Building Hope upon approval of the process to find a facilities situation.

Mr. Brian Jones asked if the amendment request requires that the school to take on \$7.5 million in loans.

Mr. Brian Patten Brian answered that the number is what they used in their model and that it would not be taken on immediately but be brought up down the road.

Mr. Don Soifer asked how they would work in a temporary facility.

Ms. Olivia Smith said that for two years they can work in their current location or move into the facility next door.

Dr. Darren Woodruff said that the request is to go from the current preschool/pre-k model to fifth grade. He said that is a qualitative shift in the type of program that they want to offer.

Ms. Olivia Smith said that we have the expertise in offering that type of program in the form of their current vice principal.

Dr. Darren Woodruff asked if it is a possible for them to stop at a grade level short of fifth grade.

Ms. Olivia Smith said that it is and that there are some schools in DC that end in third grade, but that is not the intention of their school.



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Mr. Skip McKoy wanted clarification on whether all students or some students are receiving data driven instruction.

Mr. Patrick Shaw said that it would be for all students.

Mr. Brian Jones asked them to speak a little bit about moving from a small preschool program to a much larger elementary program.

Ms. Olivia Smith said that in the nature of growing a school you know the students that are coming through you so you understand the challenges. Starting from preschool it would not be as if a student were just dropped in from third grade.

Mr. Scott Pearson wanted to know when the plan to expand to kindergarten would begin.

Ms. Olivia Smith said fall of 2012 with Board approval.

Mr. Scott Pearson wanted to know if after a certain timeframe it would become difficult for the school to start their kindergarten program.

Ms. Olivia Smith that if the Board could vote on this by next month's meeting it would be beneficial for them to acquire space and proper permitting.

Hearing no other questions, Mr. Brian Jones thanked the representatives from Bridges for coming.

Request for charter continuance, grade expansion and enrollment ceiling increase- Latin American Montessori Bilingual (LAMB) Public Charter School

Representatives: Cristana Encinas, Principal, Diane Cottman; Executive Director; Dick Ertzinger, Chief Financial Officer; Laure Fleming, Assistant Principal

Ms. Theresa Garcia from Staff introduced LAMB PCS's request for charter continuance, grade expansion, and enrollment ceiling increase before the Board.

Ms. Diane Cottman asked if there are any new questions that the Board might have for them since their appearance at the January 2012 Board meeting.

Mr. Brian Jones congratulated them for their Tier 1 designation under the Performance Management Framework (PMF) and asked them to speak about the proposed grade expansion and how that would affect their approach and culture.

Ms. Diane Cottman said that the school has always had a pyramid shape where it is larger in the primary grades and thins out as the children get older. For this school year they were faced with either freezing enrollment or opening a second campus; they chose the latter.

Their families have asked for quite some time for a middle school but they are not sure that they can do that. They plan on continuing their core program and continuing to study to see how they can make a middle school program possible.

She went on to say that they have also been working with other bilingual charter schools on the possibility of creating a language sensitive middle-high school program since they were accepted for space in the redevelopment of Walter Reed Army Medical Center.

Dr. Darren Woodruff asked when the plan is to start the sixth grade.

Diane Cottman said that at the earliest that would be is in two years.

Ms. Sara Mead asked about the gap between the projection and the outcome on their accountability plan for preschool.

Ms. Laure Flemming said that at the end of the preschool class that they would have mastered 3 letter sounds. About 50% of the students speak the target language of Spanish at home and the other 50% speak other languages, predominantly English. When the teachers tested their mastery of these vowel sounds they learned that the students had trouble with certain vowel sounds due to learning two languages concurrently.

Ms. Sara Mead wanted to see how LAMB PCS was adjusting to the Taylor Street campus. Ms. Cristina Encinas said that the students are doing well, the families are happy, and that they have not heard any complaints from the community. They met many of the families of students currently enrolled at the school at the charter school expo.

Dr. Darren Woodruff asked if there is an expansion into high school in the works.

Ms. Cristina Encinas said no, just middle school.

Dr. Darren Woodruff said would they still only take students who are 3-4 years old even when they are running the middle school?

Ms. Diane Cottman said no, that they would have to look at different enrollment models.

Mr. Don Soifer asked if there is any reason why this could not be voted on tonight.

Mr. Brian Jones said no, but that they would want to wait for public comment.

Mr. Brian Jones asked for public comment for the public hearing. Hearing none, he asked for a motion.

Mr. Don Soifer moved to approve LAMB PCS's request for charter continuance, grade expansion, and enrollment ceiling increase. Dr. Darren Woodruff seconded. The motion passed unanimously.

Public hearing adjourned at 8:31pm

Public Meeting

Mr. Brian Jones called the public meeting to order at 8:34pm.

Acknowledgement of Public Officials

No elected officials were present.

Approval of the January Minutes

Mr. Brian Jones asked for a motion to approve the January minutes. The motion was moved, seconded and passed unanimously.

Approval of the Agenda

Mr. Brian Jones asked for a motion to approve the agenda for the evening. The motion was moved, seconded and passed unanimously.

Administrative Committee

Mr. Brian Jones read the contracts for February 2012 for more than \$25,000 that were received by the PCSB and were read and accepted into the record.

School Oversight Committee- Candidate for Charter Revocation- Community Academy Public Charter School

Representatives- Kent Amos, Founder; Francis Smith, Board Member; Brenda Bethea, Director of Compliance and Monitoring; Lynn. Cowan, Board Member

Kimberly Worthington from Staff introduced the matter of the possible revocation of Community Academy Public Charter School's charter before the Board. She detailed the history of the decision, and the desire of the PCSB to close Community Academy PCS's Rand campus, which, with its poor academic performance, was the reason for possible charter revocation for the LEA, and Community Academy PCS's decision to move forward with closing their Rand campus. She recommended that PCSB carefully review Community Academy PCS's closure plan for the Rand campus.

Mr. Brian Jones asked the school for comment.

Mr. Kent Amos said that they have complied with the school closure process and said that they would like to take any questions that the Board might have.

Mr. Brian Jones asked for questions. Hearing none he said that the Board is not voting on the proposal for closure this evening; instead they want to take some time to discuss the process for closure of the Rand campus.

Mr. Kent Amos said that they would like to work with the Board in that spirit.

Mr. Brian Jones said that he agrees and that he wants to make sure that both parties are clear on all of the details of the closure and that he looks forward to a give and take.

Mr. Brian Jones asked Mr. Scott Pearson if we need to vote on closing the Rand Campus. Mr. Scott Pearson said yes.

Dr. Darren Woodruff moved to accept the closure of the Rand campus. Mr. Skip McKoy seconded. The motion passed unanimously.

School Oversight Committee- Candidate for Charter Revocation- Integrated Design and Electronic Academy (IDEA) PCS

Representatives: David Owens, Board Member and Chair of the Restructuring Team; Stephen Marcus, Counsel; Josh Kern, Consultant; Col. William Dexter, Deputy Director of School.

Dr. Jackie Boddie from Staff introduced the matter of IDEA PCS's candidacy for charter revocation, and their proposal to turnaround their school's performance so as to remain open before the Board.

Mr. David Owens wanted to express his deep appreciation to the Board for considering their comprehensive restructuring plan. He understands that they have a high hurdle to overcome, but believes that they are up for the task.

Mr. Brian Jones thanked IDEA PCS for the work that they have put in on this turnaround.

Ms. Sara Mead wanted to clarify two things in terms of ongoing monitoring. She said that there is a plan for the next few months, but if the school fails to meet any of the items or targets on the timelines that would trigger closure, and that later tonight they would discuss changes to the PMF and that that would apply to the school as well if it goes through.

Dr. Darren Woodruff brought up that if IDEA PCS declines by 5 percentage points on the PMF, they will be in danger of closure and that, in fact, any Tier 3 schools would be in danger of closure.

Ms. Emily Bloomfield said that she's seen a lot of improvement and that there seems to be a more formal relationship between Thurgood Marshall Academy (TMA) Public Charter School and IDEA PCS in terms of commitment.

Mr. Josh Kern said that the relationship is not institutional.

Ms. Emily Bloomfield said that this timeline goes until July but does that mean that there is no relationship after then?

Mr. David Owens said that by then there will be new leadership and a new board and that he felt it would not be appropriate to discuss plans that far in advance.

Ms. Emily Bloomfield asked if there will be continued technical support.

Mr. David Owens said yes.

Mr. Don Soifer thanked them for their work on the plan. He said that he had questions of capacity and asked if they could speak to their confidence of the cost of the plan and their ability to meet that.

Mr. David Owens said that he recognizes that they have to spend several hundred thousands of dollars, but that will be augmented with internal staff that can work with consultants.

Everything is on the table and if they have to make adjustments to staff they will do that. There might have to be some staff cuts.

Mr. Don Soifer said that there are currently two or three individuals responsible for part of the turnaround working on the staff of other schools full time. Can anyone speak to that?

Mr. Josh Kern said that this is similar to when TMA trained staff at other schools on grant processes. He went on to say that the sharing of best practices is what the charter movement was founded on and that this process has been approved by TMA PCS's Board.

Mr. Skip McKoy moved the motion to forego closure and accept the turnaround plan and Mr. Don Soifer seconded. The motion passed unanimously.

School Oversight Committee- Request to Increase Enrollment Ceiling- Eagle Academy Public Charter School

Representatives: Cassandra Pinkney, Founder and Executive Director; Jeff Smith, CFO/COO

Ms. Carolyn Trice from Staff introduced the matter of the school's request to increase their enrollment ceiling before the Board.

Mr. Brian Jones asked if there were questions.

Ms. Sara Mead asked about their accountability plan targets and the updated data that the school submitted to the Board earlier that day. One, when the PMF was published early this year schools were provided an opportunity to correct data, why didn't you do it then? Second, even with the data, they are still missed two targets.

Ms. Cassandra Pinkney said that they did submit the corrected data, but that it was past the appropriate deadline.

Mr. Jeff Smith said that they knew that they would not make their targets and so they decided not to beat themselves up about that, knowing that their results would be better the next year.

Ms. Sara Mead said that this is the first year that they will have third graders to take the DC CAS, and if they can speak to what will be done to make sure that they are prepared.

Ms. Cassandra Pinkney said that they have hired a consultant, are working on the curriculum, and are working with the parents.

Mr. Jeff Smith made mention about the school having 17 SPED students enrolled.

Dr. Darren Woodruff said that it is encouraging to hear that the school has so many students with special needs that are being served. He asked if they could elaborate on what is attracting parents to the point that you are oversubscribed?

Ms. Cassandra Pinkney spoke about the parent center, nutrition suggestions to parents, and healthy food and snacks served to students at the school.

Dr. Darren Woodruff asked where they draw from their students from.

Ms. Cassandra Pinkney said that 70% come from Ward 8.

Mr. Jeff Smith said that they have many kids exit from SPED status while attending their school, and that they consciously work to be a community school and have their school open to the community.

Ms. Emily Bloomfield moved to approve the enrollment ceiling increase and Mr. Skip McKoy seconded. The motion passed unanimously.

School Oversight Committee- Request to Relocate or Operate in a New Location- Meridian Public Charter School, Mundo Verde Public Charter School, The Next Step Public Charter School
Mr. Brian Jones asked the Board to consider the schools asking to relocate as a block absent an objection.

Dr. Darren Woodruff moved to grant the request to operate in a new location and Ms. Emily Bloomfield seconded. The motion passed unanimously.

School Oversight Committee- Proposed Notice of Concern- Maya Angelou PCS

Representatives: Milton Shinberg, Architect; Lucretia Murphy, Executive Director; Maggie Kennedy, See Forever Foundation

Ms. Monique Miller from Staff introduced the matter of the school not having a proper Certificate of Occupancy before the Board.

Ms. Lucretia Murphy stated that they are currently sharing a building with a DCPS school and have been working with the city government on a long term lease for their Evans building.

They have occupancy but not site control. They hope to have site control by March 6. She discussed the plans that the school hopes to execute with the architect and zoning administrator that would make them completely up to code. She explained that the only reason the school has been prohibited from obtaining a valid Certificate of Occupancy is because they do not have the requisite amount of student parking spots.

Ms. Sara Mead wanted to clarify that the only reason that the school could not obtain a valid Certificate of Occupancy was over student parking.

Ms. Lucretia Murphy said yes.

Ms. Sara Mead asked if there is space for staff parking.

Ms. Lucretia Murphy said no, but they have plenty of street parking and added that they have never had a student drive to school.

Dr. Darren Woodruff said that it seems like this issuance of a notice of concern stems mostly from a government regulatory issue and not something that the PCSB should ding them for.

Ms. Lucretia Murphy said that often times it is easier to buy a private building rather than working with the government on one of their buildings.

Mr. Milton Shinberg said that this is not a PCSB issue but a Department of Consumer and Regulatory Affairs issue.

Mr. Skip McKoy asked if they are satisfied that the number of spaces that they are in the process of acquiring would suffice for a Certificate of Occupancy.

Ms. Lucretia Murphy said yes.

Mr. Scott Pearson asked if there was any process in which the fire marshal deemed this building as safe?

Ms. Lucretia Murphy said yes. They are actually beneath the capacity for what the building can hold. After the earthquake they were ranked as sound.

Mr. Scott Pearson said that if there are situations where we can be an advocate for you to other DC agencies that you should let us know.

Ms. Emily Bloomfield asked if it is not possible for PCSB staff to work to improve this or work as an advocate for schools.

Ms. Sara Mead said that she finds it ridiculous that DC high schools need to have parking spaces for high school teenagers.

School Oversight Committee- Proposed Notice of Concern- Washington Math Science and Technology Public Charter School

Representatives: Enrique Watson, Director of Student Services and Facility Oversight; Jeneen Ramos, Board Chair

Ms. Monique Miller from staff introduced the matter of the school not having a proper Certificate of Occupancy before the Board.

Mr. Enrique Watson did not want to be redundant and repeat what Maya Angelou PCS said, but added that they are looking for an affordable architect.

Ms. Jeneen Ramos said that their current estimate from their architect is \$26,000 and that they are looking to lower that cost or get another estimate because that is a significant financial

strain on them and asked that PCSB be patient with them.

Mr. Skip McKoy asked if this is something an architectural student could do?
Mr. Enrique Watson said that they may need a licensed architect.

Dr. Darren Woodruff said that if this is a problem many of our schools have, can PCSB provide it as a service to them?

Mr. Scott Pearson asked their total enrollment.

Mr. Enrique Watson said it is 351 students and 60 staff.

Mr. Brian Jones asked to consider both WMST and Maya Angelou as a bloc.

Ms. Sara Mead said that it is bad for the schools not to have Certificates of Occupancy but that she does not want to ding the schools based on what information was brought to light this evening.

Mr. Scott Pearson said his concern is that a fire happens at a school and that there is a death and the school doesn't have a Certificate of Occupancy and wondered would it be possible to vote on this a later time?

Mr. Brian Jones agreed and said he would support a motion but that we should work to change this.

Mr. Scott Pearson said that it is a further sense of concern that their enterprise does not have enough cash reserves to pay the architect, especially at an operation of their size.

Ms. Jeneen Ramos said that their school is not yet at where they need to be in terms of operating.

Mr. Don Soifer moved the motion to issue a notice of concern and Ms. Emily Bloomfield seconded. Dr. Darren Woodruff said that just for the record, that the Board is interested in working with you to help you. The motion passed unanimously.

Discussion of Proposed Board Policies- Data Policy

Ms. Naomi DeVeaux from Staff introduced the matter of creating a new data policy before the Board. This policy would be available for public comment and proposes to have schools submit into ProActive attendance and disciplinary data on a regimented basis.

Ms. Emily Bloomfield asked if schools would know about this?

Mr. Brian Jones said yes. If we agree to move on this there would be a month of public comment before final approval at the next board meeting.

Mr. Brian Jones asked if the data would be made public?

Ms. Naomi DeVeaux said it would be made public to the schools.

Dr. Darren Woodruff said that once we are collecting this data, is there something that we are going to do with it?

Ms. Naomi DeVeaux said that we are planning to use data to drive our decisions here and want to build off the data a system of alerts to make performance officers aware of issues at a school.

Mr. Brian Jones asked what would happen if there are disputes about the data?

Ms. Naomi DeVeaux said that by having clear deadlines and a shared window that Staff and Schools can resolve issues in a timely fashion rather than after the fact.

Ms. Emily Bloomfield asked if we will incorporate this data into the PMF and into issues with discipline that we know are there.

Dr. Darren Woodruff agreed saying that it speaks to the school climate piece. The PMF does a good job of showing the academic piece, but discipline data would be good for showcasing school climate. As we gather this data we should look into the data on alternatives to suspensions.

Ms. Naomi DeVeaux agreed.

Ms. Sara Mead said that in addition to how attendance is reported on the PMF we already provide notices to schools.

Mr. Scott Pearson said that in response to Dr. Darren Woodruff that he is absolutely right about alternatives to suspension and that many of our schools use them and that we should have a sharing session to share those practices.

Ms. Naomi DeVeaux said that we should look at what is a suspension since schools classify it differently.

Mr. Brian Jones asked for a motion to enter this policy for public comment.

Ms. Emily Bloomfield moved to approve and Mr. Don Soifer seconded. The motion passed unanimously.

Discussion of Proposed Board Policies- Revision to PMF Guidelines

Ms. Naomi DeVeaux from Staff introduced a proposal before the Board that would revise the PMF so that it would make any school that is in Tier 3 for three out of five years rather than three

consecutive years as a candidate for charter revocation.

Mr. Brian Jones asked for the rationale for such a change.

Ms. Naomi DeVeaux said that this would be a better way to hold struggling schools accountable rather than having a poor school being saved from closure due to a modest improvement in test scores.

Dr. Darren Woodruff said that we would benefit from feedback of hearing about this from schools.

Mr. Brian Jones asked if she could talk about what the public notice period would look like.

Mr. Scott Pearson said that he intends to email these policies to the board leaders for comment. These policies are being tweeted as we speak.

Ms. Sara Mead moved to approve the motion to enter this policy for public comment, and Dr. Darren Woodruff seconded.

Mr. Skip McKoy asked if there was anything that was the basis for this change.

Ms. Sara Mead said that it also goes towards pushing back against cheating.

The motion passed unanimously.

Public Comment

A gentleman was unclear on the next steps on the policies moving forward. Will there be another discussion forum to get this news out?

Mr. Scott Pearson said that we would communicate it with whatever medium anyone wanted to communicate with us but we were not planning on having community events around it.

Ms. Emily Bloomfield said that people can register their thoughts during the public comment at the next meeting.

The same gentleman asked about governance workshops for Boards and if they will be continued.

Mr. Scott Pearson said that they were canceled because other groups offered governance training that were more effective, especially considering the costs that we incurred from them.

Meeting adjourned at 10:08pm



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Appendix H



2014-15 Ten-Year Charter Review Report

Latin American Montessori Bilingual Public Charter School

October 24, 2014

DC Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010
(202) 328-2660
www.dcpsb.org

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STAFF RECOMMENDATION AND KEY FINDINGS

The District of Columbia Public Charter School Board (“PCSB”) staff has conducted a charter review of the District of Columbia Latin American Montessori Bilingual Public Charter School (“LAMB”) as required by the School Reform Act (“SRA”), and recommends full continuance of the school’s charter.

LAMB PCS fully met all of its goals and student academic achievement expectations. The school has neither materially violated the law nor its charter, and is in strong fiscal health.

In addition to meeting its fifteen goals and academic achievement expectations, the school is academically high performing on PCSB’s Performance Management Framework (“PMF”). It is one of few charter schools that has scored Tier One all four years that PCSB has used the Elementary/Middle School Performance Management Framework (“ES/MS PMF”) to measure the performance of schools serving grades three through eighth. LAMB PCS students consistently outperform their peers in both reading and math achievement and growth as measured by the state assessment. In addition, the school has met the majority of its early childhood targets.

Aside from academic proficiency, the school is fully meeting its mission to “create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning while developing bi-literacy in English and Spanish.” Additionally, the school’s suspension rate is lower than the state average. (The school did not expel or suspend any students in the 2013-14 school year.)

Based on these findings, the PCSB Board voted 6-0 to grant full continuance to the school without conditions.

In 2013, the school amended its charter to include grades 7-12, and to assign all rights, authority, and responsibility regarding students in grades 6-12, to DC International (“DCI”). This provides students attending LAMB PCS an opportunity to earn an International Baccalaureate diploma, with the option of a bilingual certificate.

LAMB PCS accepts students in pre-kindergarten but not in other grades, which the school maintains this is due to its goal that all its children learn a second language, and that it takes children five to seven years to develop fluency.¹ However, this extremely restrictive admissions policy is rare among DC charter schools – including bilingual and Montessori-based schools – and raises concerns about both equity and access. With the addition of DCI, the school will begin to admit some students in sixth grade.

¹ See LAMB PCS 2013-14 annual report, p. 7, attached to this report as Appendix A.

CHARTER REVIEW STANDARD

The SRA provides that “PCSB shall review [a school’s] charter at least once every [five] years.”² As part of this review, PCSB must determine whether:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.”³

If PCSB determines that a school has committed a material violation of law, or has not met its goals and expectations, it may, at its discretion, revoke the school’s charter, or grant the school a conditional continuance.

Additionally, there is a fiscal component to the charter review. PCSB is required by the SRA to revoke a school’s charter if PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles (“GAAP”); (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

LAMB PCS began operation in 2003 under authorization of the DC Board of Education (“DC BOE”) and currently serves students in pre-kindergarten through fifth grade.⁴ Its mission is as follows:

*LAMB PCS aims to create a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning while developing bi-literacy in English and Spanish.*⁵

LAMB PCS has two facilities, located at 1375 Missouri Avenue, NW (Ward 4) and at 1800 Perry Street, NE (Ward 5). The facility on Missouri Avenue, housed in the Military Road School building (established in 1864 as one of first schools to educate freedmen), serves prekindergarten-3 through third grade; and the facility on Perry Street serves students in prekindergarten-3 through fifth grade.

² SRA §38-1802.12(a)(3).

³ SRA §38-1802.12(c).

⁴ See LAMB PCS amended and restated charter school agreement, dated June 23, 2014, attached to this report as Appendix B. In 2011-12, the two sixth grade students were enrolled at the school.

⁵ See Appendix B..

The school offers a dual language Montessori educational program. As such, its students are organized into three multi-age groupings: (1) primary (prekindergarten-3 to kindergarten); (2) lower elementary (first to third grades) and (3) upper elementary (fourth to fifth grades).⁶ Primary students receive the majority of instruction in Spanish, with English literacy and vocabulary formally introduced in kindergarten. Lower elementary students receive 60% of instruction in Spanish and 40% in English; and upper elementary students receive 50% of instruction in Spanish and 50% in English.⁷

The school only enrolls pre-kindergarten-3 and 4 students, on the theory that this is necessary for all students to achieve biliteracy in Spanish and English.⁸ This restrictive enrollment practice has caused the school to have dwindling class sizes in the upper elementary grades. Based on the school’s 2013-14 enrollment, 263 students were enrolled in grades PK3-3rd grade (roughly 43 students per grade), with only 57 students in grades 4-6. Some of this attrition prior to the exit year relates to families seeking a school that extends through middle (and high) school. The school hopes to address this by offering all LAMB PCS students seats at the newly created DCI, which offers a multi-lingual middle and high school with the option for students to earn an IB Diploma at completion.

The school’s overall performance data on PCSB’s ES/MS PMF (which incorporates indicators beyond reading and math proficiency, including academic growth, attendance, and reenrollment) are summarized in the table below. LAMB PCS’s third through fifth grade programs have shown consistently high results, achieving Tier 1 status in all review years to date.

Grade Levels	Ward	Year Opened	2013-14 Student Enrollment	2010-11 ES/MS PMF	2011-12 ES/MS PMF	2012-13 ES/MS PMF	2013-14 ES/MS PMF
3-5	4	2003	57	84.4% Tier 1	77.6% Tier 1	80.5% Tier 1	75.0% Tier 1

Its early childhood grades, which serve a much larger population of students, has been held accountable to the school’s Accountability Plans and, last year the early childhood (“EC”) PMF pilot. In all years, the school met or exceeded the majority of its measures, meeting 100% of them last year.

Grade Levels	Ward	Year Opened	2013-14 Student Enrollment	2010-11 Accountability Plan	2011-12 Accountability Plan	2012-13 Pilot EC PMF	2013-14 Pilot EC PMF
PK3-2	4 and 6	2003	263	8 of 9 targets	4 of 6 targets	7 of 7 targets	N/A

⁶ See LAMB PCS 2012-2013 Annual Report, dated August 30, 2013, attached to this report as Appendix C.

⁷ <http://www.lambpcs.org/curriculum/>, printout attached as Appendix D.

⁸ See Appendix C, p. 5.

Previous Charter Review

PCSB conducted a five-year charter review of LAMB PCS during the 2011-12 school year (its review was delayed after oversight of the school transitioned from DC BOE to PCSB). In this review, PCSB noted that LAMB PCS had strong academic achievement; had no known violations relating to the education of children with disabilities; had not engaged in a pattern of fiscal mismanagement; had followed generally accepted accounting principles; and was economically viable.⁹

However, PCSB also found that the school was serving grades 4-6, which were outside those detailed in its charter. Staff recommended that this violation be cured by the school submitting a petition to amend its charter to serve the additional grades. The school submitted such a petition, which the PCSB Board approved in February 2012.¹⁰ After this, the PCSB Board voted to fully continue the school's charter.¹¹

Charter Amendments

Since the 2010-2011 school year, PCSB and LAMB PCS agreed to amend the school's charter twice. As described above, on February 27, 2012, PCSB granted LAMB PCS's charter amendment request to expand its programming to include fourth through sixth grades.¹²

On June 24, 2013, PCSB conditionally approved the school's charter amendment request to (1) expand to serve grades 7 through 12; (2) contract with the District of Columbia International School; and (3) increase enrollment ceilings to accommodate this expansion.¹³ The Board fully approved this charter amendment on June 16, 2014.¹⁴

⁹ See Appendix C.

¹⁰ PCSB Meeting Minutes for February 27, 2012, attached as Appendix E.

¹¹ See Appendix E.

¹² See Appendix E.

¹³ See Appendix E.

¹⁴ See PCSB Meeting Minutes for June 16, 2014, attached as Appendix F.

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires PCSB to review whether a school has met its goals and student academic achievement expectations (“expectations”) at least once every five years. Goals are specific aims that are measurable and usually related to a school’s mission, which may be categorized as academic, non-academic, and organizational, whereas expectations are student academic aims measured by state or externally validated assessments. Goals and expectations are only considered as part of the renewal analysis if they were included in a school’s charter, charter agreement, charter amendment, or accountability plans approved by the PCSB Board (collectively, the “Charter”).

The chart below summarizes PCSB’s determinations of whether the school met its respective goals and academic expectations in the 2011-12, 2012-13, and 2013-14 school years. These determinations are further detailed in the body of this report.

	Goals and Academic Expectations¹⁵	Met?
1	Teach curriculum based in Montessori philosophy English and Spanish language	Yes
2	Teach mathematics from base numbers to counting for the four operations: addition, subtraction, multiplication, and division; and introduction to fractions and geometry.	Yes
3	Teach reading, writing, listening, viewing, and speaking through sequencing, phonetics, pre-reading and –writing, and reading and writing skills	Yes
4	Teach developmentally appropriate science concepts, pre-school through third grade.	Yes
5	Teach the use of Montessori sensorial materials which train fine discrimination of the five senses, extend concentration and form bases of academic literacy.	Yes
6	Teach concentration, independence and small motor skills as well as specific task mastery.	
7	Create a superior learning environment that promotes, supports, and nurtures an appreciation of learning.	Yes
8	Integrate technology in classroom activities to support the development of academic and non-academic skills acquisition.	Yes
9	Present materials in areas of social studies, history of the universe, and geography.	Yes
10	Present a variety of activities in arts and crafts.	Yes
11	Teach independence and self-direction in an atmosphere of free choice.	Yes
12	Students in kindergarten through sixth grade will maintain high levels of attendance.	Yes
13	Parents will show satisfaction with LAMB.	Yes
14	Students will show satisfaction with LAMB.	Yes
15	Students will demonstrate social emotional competency through Second Step instruction.	Yes

¹⁵ In addition to the goals set forth in LAMB PCS’s charter, PCSB agreed to goals updates as set forth in LAMB PCS’s Accountability Plan for 2008-2013, which are numbered 12-15 in this report.

1. Teach curriculum based in Montessori philosophy English and Spanish language.

Assessment: **LAMB PCS has met this goal.** The school has met both aspects of this goal – it teaches a curriculum based in Montessori philosophy, and it teaches its curriculum in English and Spanish.

Program Description

As discussed above, the school offers a dual language Montessori educational program. In its annual reports, the school describes its bilingual program, noting its goal is that “students will be bilingual and bi-literate, able to read and write on grade level in both English and Spanish by the end of fifth grade.” The school’s summer school program is taught entirely in Spanish, with about 80 students enrolling each year.¹⁶ The school also describes other aspects of its Montessori program:

- The teacher’s role is to “model peaceful concentration and to inspire wonder in the child.”
- Montessori manipulative materials “are designed so that students receive instant feedback as they work, allowing them to recognize, correct, and learn from their mistakes without adult assistance.”
- Elementary classrooms are “research and project focused with an emphasis on taking field trips, conducting experiments, and...guest presenters.”
- The school’s Montessori “Cosmic Curriculum” is “built around the five Great Lessons given at the beginning of each year: creation of the universe; coming of plants and animals; arrival of humans; beginning of language; and development of math and invention.”

Qualitative Evidence

PCSB conducted a Qualitative Site Review (“QSR”) of LAMB PCS in February 2014. During the QSR, PCSB reviewers noted clear evidence that the school was meeting its goal of teaching a Montessori curriculum in English and Spanish. Among other observations, the report noted that:

[S]tudents in all grade levels worked in both English and Spanish environments throughout the day to improve their ability to read in Spanish and English. Student work plans were in both languages, reflecting the school’s focus on dual language as well as their Montessori model whereby students chose which activities to complete throughout the day.¹⁷

In the QSR Report, PCSB noted the following in support of this goal:

- [B]y learning in Spanish for half of the day and English for the other half of the day.
- During Spanish instruction, teachers corrected students’ grammar in Spanish, gently reminded students to use Spanish, and observed students reminding each other to do the same

¹⁶ See Appendix C, pp. 28-29.

¹⁷ See QSR Report of LAMB PCS, dated April 2, 2014, attached as Appendix G.

- Instructors taught students what sounds various Spanish letters made, and asked students to write words using those letters in different activities.
- Students carried clipboards around classrooms with a list of subjects like math and science in both Spanish and English to organize their work plans.
- Available materials for parents, such as sign-in sheets and PCSB’s Parent Guide, are available in Spanish and English.
- Teachers promoted English literacy by asking students to read to them, by encouraging students to try more difficult books, and by modeling how to read with fluency.
- In English instruction, students read books at their levels independently and, in some cases, teachers sat next to them and asked them to read aloud.¹⁸

PCSB staff also found the following evidence in support of this goal:

- Students worked on the same learning task as a whole class, but with choice in how they wanted to complete it.
- Students built upon their work ethic, persistence, and concentration as they completed tasks independently, in small groups, or working with the teacher.
- Students took responsibility for their own work and explained their work plans, which included lists of weekly activities (in the form of pictures for younger students).
- Multiple teachers observed students, modeled how to use different learning stations, and guided students through each station, thus empowering students to complete tasks on their own. Though instructors permitted students to explore and self-direct their learning, they closely monitored the learning with charts, outlines, checklists, resource binders, and data sheets.¹⁹

Student Records

Students are being evaluated according to the Montessori philosophy. LAMB PCS’s student database, MRX, allows the school to track students’ mastery of lessons through the “Progress Analysis” function, which calculates the percentage of lessons in a particular area that a student has “practiced,” “improved,” or “mastered” compared to the total number of active lessons in that subject area. PCSB was able to access and review the progress reports for specific students, and a review of these records indicated that each student is being tracked in all subject areas according to the percentage of lessons that they have practiced, improved, or mastered.

2. Teach mathematics from base numbers to counting for the four operations: addition, subtraction, multiplication, and division; and introduction to fractions.

Assessment: **LAMB PCS has met this goal.** Over the past four academic years, LAMB PCS’s math proficiency rates in grades 3-6 has been greater than the state averages. Students showed growth in math skills greater than their peers. Students with disabilities (“SWDs”) and English language learner

¹⁸ See Appendix G.

¹⁹ See Appendix G.

(“ELL”) students also outperformed their DC peers. Qualitative evidence also supports the school meeting this goal.

Early Childhood Math Performance

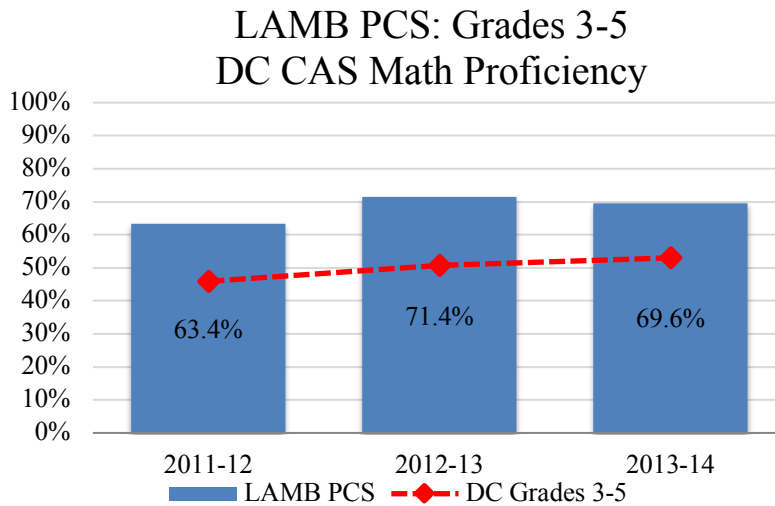
LAMB PCS met the majority of its early childhood targets related to mathematics growth and proficiency, as detailed in the tables below.

PK Math Growth Targets		
Year	Target	Target Met?
2011-12	65% of pre-kindergarten-3 pre-kindergarten-4 students will increase by 4 points or score at least 12 by the spring administration on the Learning Profile Accomplishment-Diagnostic (“LAP-D”) assessment. ²⁰	No Data not available
	65% of kindergarten through second-grade students will increase their total math score by 12 points or score 36 by the spring administration on the Easy Curriculum Based Measures (“Easy CBM”) assessment.	No 61.3% of students increased their math score by 12 points or scored 36 on this assessment
2012-13	60% of kindergarten through second-grade students will score on grade level or higher in mathematics on the Easy CBM assessment.	Yes 62% of students met this goal
2013-14	Rate of pre-kindergarten-3 and -4 students meeting or exceeding average growth goal on the Bracken School Readiness assessment.	90.6% of students Above 60% EC floor
K-2 Math Achievement Targets		
Year	Target	Target Met?
2012-13	60% of kindergarten through second-grade students will score on grade level or higher in mathematics on the Easy CBM assessment.	Yes 62% of students met this goal
2013-14	Rate of kindergarten through second grade students achieving one year of growth or scoring proficient on the Indicadores Dinámicos del Éxito en la Lectura	55.7% of students Above 50% EC PMF Floor

²⁰ In addition to testing counting and matching skills, the LAP-D also tests fine motor, language, and gross motor skills.

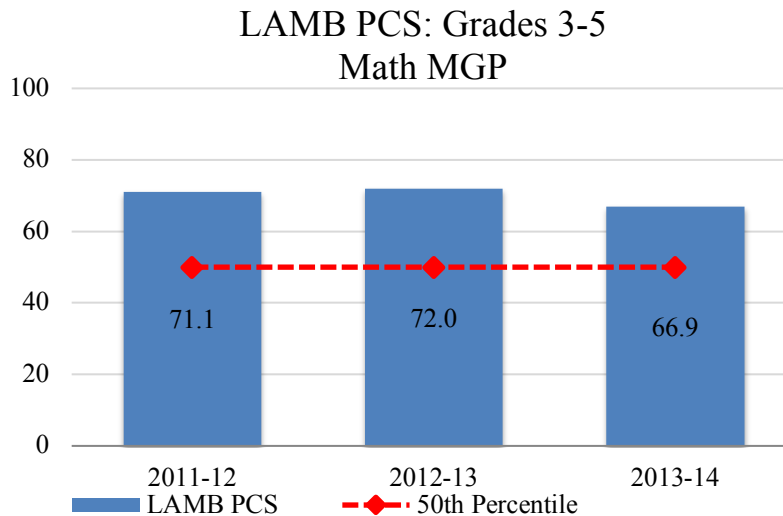
DC CAS Math Proficiency

LAMB PCS’s math proficiency increased from 2011-12 and 2012-13 and has been between 16.6 and 20.7 percentage points above the state average each year.



DC CAS Math Growth

The graph below represents LAMB PCS’ median growth percentile (“MGP”) in reading, which is the median of its individual students’ growth percentiles.²¹ A growth percentile of 50 indicates that a school’s students have “average” growth in reading proficiency, as compared to other DC students in the same grades and with the same initial DC CAS performance. Since 2011-12, LAMB PCS third through fifth grade students have grown in math at a rate higher than their peers.



²¹ A student’s growth percentile (“SGP”) can range from 1% to 99%, and reflects that students’ academic growth compared to that of other DC students in their grade with similar initial proficiency. For example, a student with a reading SGP of 77% SGP has grown in reading proficiency (as measured by the DC-CAS), as much or more than 77% of his/her peers.

Subgroup Math Proficiency

The following table compares the percentage of the school’s SWD population at each special education service level to that of the charter sector as a whole.

	Total SWD Rate	Breakdown of total SWD students by Level of Need			
		Level 1	Level 2	Level 3	Level 4
LAMB PCS	10.0%	46.9%	28.1%	15.6%	9.4%
Charter Sector Average	12.3%	32.1%	32.3%	14.5%	21.2%

Since 2010-11, the math proficiency rate of LAMB PCS’s students with disabilities has been higher than the overall DC proficiency rate for students with disabilities, as detailed in the table below.²²

Math Proficiency Among Students with Disabilities				
	10-11	11-12	12-13	13-14
LAMB PCS	38.5%	50.0%	54.5%	50.0%
State Average (Grades 3-5)	19.3%	20.3%	24.6%	26.4%

ELL students had a higher math proficiency rate than DC-wide ELL students throughout review years:²³

Math Proficiency Among English Language Learner Students				
	10-11	11-12	12-13	13-14
LAMB PCS	N-size <10 ²⁴	55.0%	65.2%	56.0%
State Average (Grades 3-5)	49.2%	46.0%	50.2%	52.4%

²² PCSB did not calculate math MGP for students with disabilities because the number of students in this subgroup was less than 25.

²³ PCSB did not calculate math MGP for English Language Learner students because the number of students in this subgroup was less than 25.

²⁴ PCSB does not report data for years where the number of students taking a test is less than 10.

School Records

The documents submitted by LAMB reflect that students received instruction regarding math-base numbers, the four operations, and fractions and include such presentations for Primary, Lower Elementary, and Upper Elementary students, as appropriate.²⁵ Primary students are evaluated as having practiced, improved, or mastered concepts such as, “[q]uickly recognize quantity of small groups of objects up to 4” through a “[c]olored bead stairs” activity. Upper Elementary students are evaluated on their mastery of topics such as prime factors or solving algebraic equations. Students’ Progress Analysis, Cumulative Records, and Student Activity reports reflect that the school is tracking each student’s mastery of math lessons.

Qualitative Evidence

The QSR team observed many learning stations focused on math concepts and noted several specific examples:

- To build conceptual understanding of place value, students in a few classrooms first had to match a number on a number line with a card and then use beads of different colors (representing tens and ones) to display the number on the card. Early childhood students represented single-digit numbers on cards by putting beads on pipe cleaners. Early childhood students also put sticks in order of size on a mat.
- One teacher worked with a small group of third graders on place value up to 1,000,000, emphasizing the need for them to master this skill before fourth grade.²⁶

3. **Teach reading, writing, listening, viewing, and speaking through sequencing, phonetics, pre-reading and –writing, and reading and writing skills.**

Assessment: **LAMB PCS has met this goal.** The school met the majority of its Early Childhood Targets, which were part of this goal. Third through fifth graders showed consistently high reading proficiency and growth over the review period. Furthermore, LAMB PCS had the highest reading proficiency rate of all DC public charter elementary schools in 2013. Also, its SWDs and ELL students outperformed their peers in all reported review years.

Early Childhood Literacy Growth and Achievement

LAMB PCS met the majority of literacy targets, as detailed in the table below.

²⁵See LAMB PCS Primary, Lower Elementary, and Upper Elementary MRX Scope documents, attached as Appendix H.

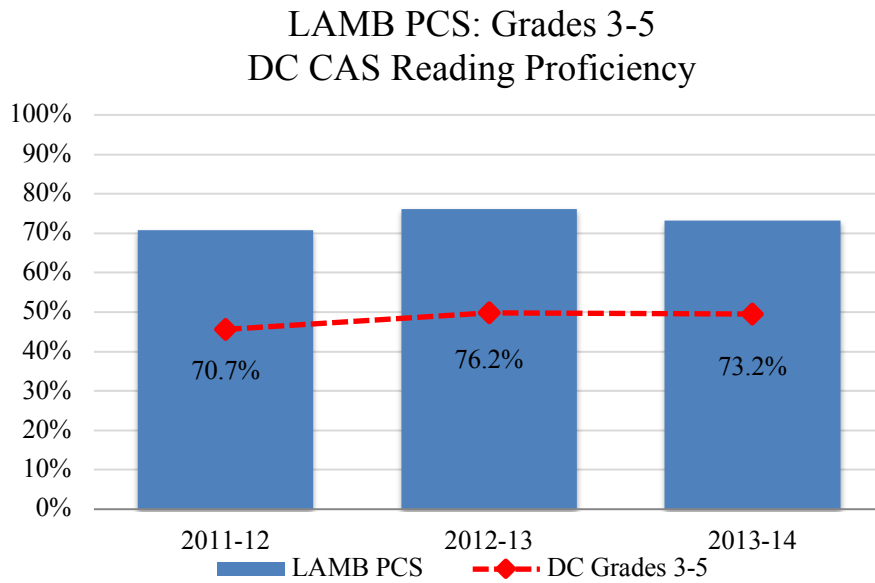
²⁶ LAMB PCS QSR Report dated April 2, 2014, attached as Appendix H.

PK Literacy Growth Targets		
Year	Target	Target Met?
2011-12	65% of pre-kindergarten-3 pre-kindergarten-4 students will increase by 4 points or score at least 12 by the spring administration on the Learning Profile Accomplishment-Diagnostic (“LAP-D”) assessment.	No Results unavailable
2012-13	60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in language composite on the LAP-D assessment.	Yes 83% of students met this goal
2013-14	Rate of pre-kindergarten-3 and -4 students meeting or exceeding average growth goal on the Bracken School Readiness assessment.	90.6% of students Above 60% EC floor
K-2 Literacy Growth Targets		
2012-13	60% of kindergarten through first-grade students will advance at least one level in in reading on the Dynamic Indicators of Basic Early Literacy Skills Assessment (“DIBELS”).	Yes 67% of students met this goal
2013-14	Rate of pre-kindergarten-3 and -4 students meeting or exceeding average growth goal on the Bracken School Readiness assessment.	90.6% of students Above 60% EC floor

Early Childhood Literacy Achievement Targets		
Year	Target	Target Met?
2011-12	65% of kindergarten through second-grade students will score “low risk” for reading (in English) on the DIBELS assessment.	Yes 79.6% of students scored “low risk” on the DIBELS assessment.
	65% of kindergarten through second-grade students will score “low risk” for reading (in Spanish) on the IDEL assessment.	Yes 65.6% of students scored “low risk” on the IDEL assessment
2012-13	60% of kindergarten through second-grade students will score proficient or higher in reading on the IDEL assessment.	Yes 74% of students met this goal
2013-14	Rate of kindergarten through second grade students achieving one year of growth or scoring proficient on the Indicadores Dinámicos del Éxito en la Lectura	80.9% of students Exceeded 60% EC PMF Score

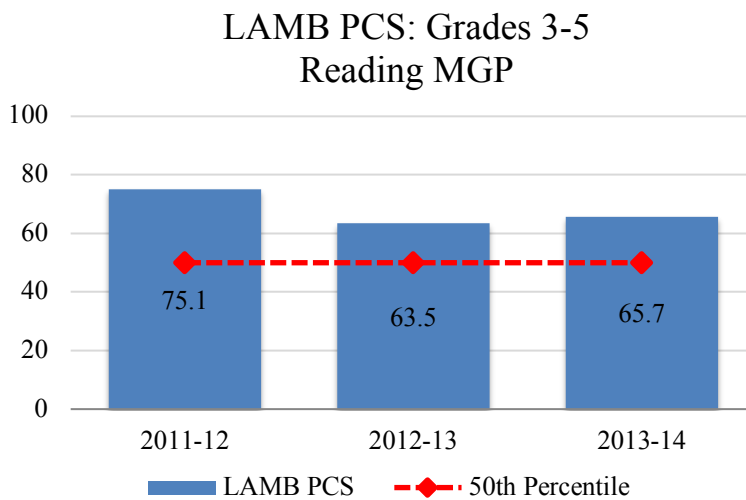
DC CAS Reading Proficiency

Third through fifth graders consistently out-performed their DC peers in reading proficiency over the past three years.



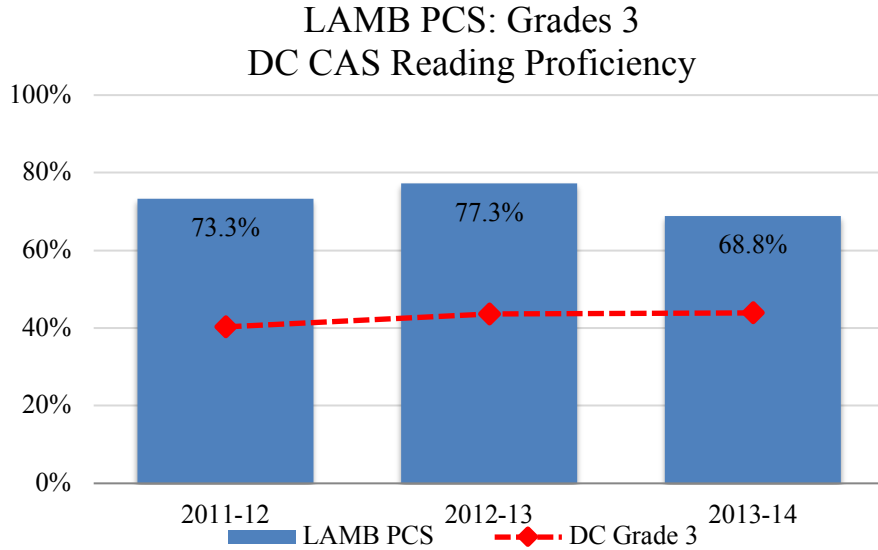
DC CAS Reading Growth

Third through fifth grades also showed growth greater than their peers, with scores ranging from 63.5 to 81.6.



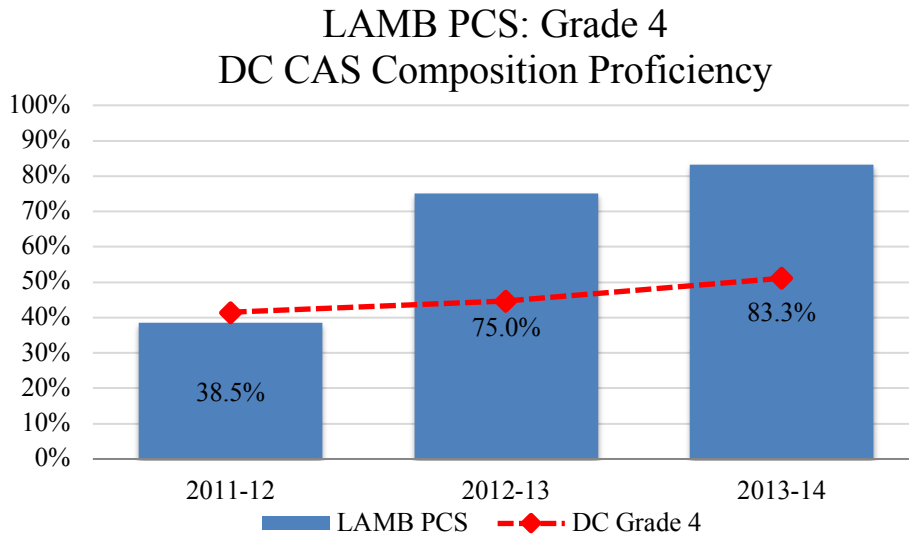
DC CAS Third Grade Reading Proficiency

The third grade is a critical gateway year for childhood literacy. LAMB PCS's third graders showed higher reading proficiency than the state average over the past three years.



DC CAS Composition Proficiency

Although the school's proficiency fell below the city average in 2011-12, proficiency rates improved by almost 40 percentage points in 2012-13, resulting in rates 20 percentage points higher than the city average.



Subgroup Reading Proficiency

SWDs and ELL students outperformed the state average of these subgroup in all review years, as set forth in the tables below.

Reading Proficiency Among Students with Disabilities				
	10-11	11-12	12-13	13-14
LAMB PCS	50.0%	50.0%	45.5%	41.7%
State Average (Grades 3-5)	18.2%	19.2%	21.0%	20.9%

Reading Proficiency Among English Language Learner Students				
	10-11	11-12	12-13	13-14
LAMB PCS	Not reported	55.0%	65.2%	48.0%
State Average (Grades 3-5)	37.4%	34.3%	38.8%	36.2%

Qualitative Evidence

PCSB reviewers observed many examples of students learning these literacy skills.

Early childhood students independently read books of their own choice in various classrooms, in both English and Spanish. During a pull-out session, the teacher gave two students flash cards with pictures and words and asked them to identify the word in Spanish. The teacher also worked individually with one of the students to properly identify the letters of the alphabet in English. Students throughout early childhood classrooms practiced letters and sounds in English and Spanish. Teachers pulled small groups to focus on English instruction and (separately) to focus on Spanish reading development.

...

In English classes in upper grades, students independently chose the books they wanted to read and spent class time reading quietly. Students worked on the “100 Book Challenge.” Students can obtain prizes for reading up to 100 books during the year. Teachers gave whole-group lessons focused on sequencing, decoding different parts of a story, and discussing the story’s themes. Teachers also promoted English literacy by asking students to read to them, challenging students to try more difficult books, and modeling reading with fluency.²⁷

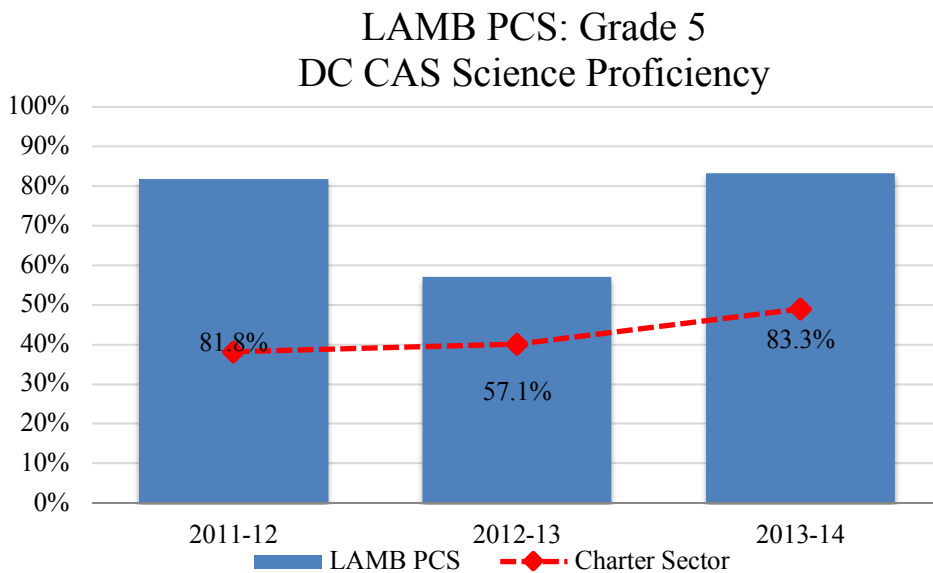
²⁷ See Appendix G.

4. **Teach developmentally appropriate science concepts, pre-school through third grade.**

Assessment: **LAMB PCS met this goal.** A review of the school’s records, as well as qualitative evidence, supports that the school is teaching developmentally appropriate science concepts. School records demonstrate that teachers are planning instruction around science concepts in all grades, and students are practicing, improving, and mastering these concepts. PCSB reviewers saw teachers facilitating lessons on various science-related topics. Additionally, LAMB PCS students who remain at the school through fifth grade have exceeded the state average on the DC CAS science assessment each year since 2011-12, also indicating that the school has met this goal..

DC CAS Science Proficiency

LAMB PCS fifth grade students have exceeded the state average on the DC CAS science assessment each year since 2011-12.



School Records

The MRX documents submitted by LAMB PCS indicated that students received lessons in science-specific topics, such as Biology, Zoology, Botany, Chemistry, and Earth Science.²⁸ Student Progress Analysis, Cumulative Report, and Student Activity records demonstrated that students receive scores and comments in their science lessons.

Qualitative Evidence

The following qualitative evidence supports the school met this goal.

One teacher presented a lesson to a small group of students about the life cycle of a plant. Another teacher worked with a small group of students on a set of pictures, including a picture of a fish, single-cell organism, bird,

²⁸ See Appendix H.

plant, and mammal. Students were asked to identify the organisms that were most alike. There were science experiments with plants placed around the room in a few classrooms, though the review team did not see the students actually conducting any experiments.²⁹

5. **Teach the use of Montessori sensorial materials which train fine discrimination of the five senses, extend concentration and form bases of academic literacy.**
6. **Teach concentration, independence, and small motor skills as well as specific task mastery.**

Assessment: **LAMB PCS met these goals.** PCSB’s QSR and review of MRX documents demonstrates that the school is teaching sensorial skills, concentration, independence, small motor skills, and specific task mastery.

School Records

MRX documents indicate that the school is teaching and evaluating students’ concentration, independence and small motor skills as well as specific task mastery. Specifically, Primary students are taught and evaluated in “Sensorial,” “Social Emotional,” and “Practical Life” subject areas. “Sensorial” lessons include topics such as “Visual Discrimination,” “Tactile Discrimination,” “Auditory Discrimination,” and “Olfactory Discrimination.” Students are taught and evaluated on their motor skills and mastery of tasks such as “Puts on and takes off his/her jacket,” “Clean his/her nose,” “Dress and undress independently,” and “Eats independently.” Students demonstrate independence and concentration through lessons such as “Maintain his belongings in order,” “Keeps work in his/her folder,” and “Selects work spontaneously.” Lower and Upper Elementary students are evaluated on “Work Skills”, including “Ability to work independently,” “Demonstrates concentration,” “Follows written directions,” and “Demonstrates self-motivation.”

Qualitative Evidence

The QSR team observed the following in support of this goal.

widespread use of sensory materials across classrooms and noticed how they were used to teach concentration and fine motor skills. Students used boards with raised letters to trace and practice how to form letters as teachers emphasized the letter sounds. Students in early childhood classrooms practiced fine motor skills as they worked on putting hummus on crackers with utensils. Students also colored, drew pictures, and made artwork out of beads.

...

During a lesson about the life cycle of a plant, the teacher had students touch, see, and smell an actual plant. Students worked on fine motor skills

²⁹ See Appendix H.

as they cut out objects from paper. In an early childhood classroom, the teacher worked with a student to learn to tie a knot independently. Another teacher showed an early childhood student how to pour water using a small pitcher and cups and asked the student to practice on their own.³⁰

7. Create a superior learning environment that promotes, supports, and nurtures an appreciation of learning.

Assessment: **LAMB PCS has met this goal**, based on PCSB’s review of its Classroom Assessment Scoring System (“CLASS”) scores and the school’s QSR findings.

Classroom Assessment Scoring System

CLASS is an observational tool that provides a common framework for measuring the quality of classroom interactions that promote children’s development and learning. In the 2013-14 school year, the DC Office of the State Superintendent of Education (“OSSE”) contracted with an external vendor to administer observations of pre-kindergarten classrooms in all DC public schools with early childhood programs. Each school received ratings across three domains:

- *Emotional Support* – how well teachers promote a positive classroom climate
- *Classroom Organization* -- how well teachers manage children's behavior, time and attention
- *Instructional Support* – how well teachers implement the curriculum to promote cognitive and language development

In its initial year of participation in this system, which gives classrooms scores on the scale of 0 to 7, with 7 meeting all of the domain’s standards, the school ranked among the top ten DC charter schools in the Emotional Support and Classroom Organization categories. However, the school scored below the state average in Instructional Support.

	Emotional Support	Classroom Organization	Instructional Support
LAMB PCS	6.0	5.7	2.2
State Average ³¹	5.5	5.1	2.5

Qualitative Evidence

The following qualitative evidence supports that the school met this goal:

Students chose their learning tasks as teachers closely monitored progress. Through the use of work plans, students planned their weekly and daily learning tasks. Teachers empowered students to accomplish learning tasks

³⁰ See Appendix G.

³¹ Included in this average are scores of (1) charter schools; (2) DCPS schools; and (3) pre-school classes operating as part of a community-based organization.

by modeling, followed by guided practice. Students had access to sensory materials that allowed them to learn through multiple modalities. Students demonstrated their appreciation for learning throughout classrooms as they stayed on-task, asked content-related questions, and moved efficiently from one learning task to the next.

One member of the QSR team observed a Second Step class (the school's class focused on social emotional competency) which focused on the four skills for learning: (1) quiet voice, (2) body still, (3) listening, and (4) self-talk. The students listened to a song about the skills and then recited them.³²

8. Integrate technology in classroom activities to support the development of academic and non-academic skills acquisition.

Assessment: **LAMB PCS met this goal.** The school provided several examples of students using technology as part of the school's educational program, as follows. "While the QSR team saw computers in some classrooms and the use of some SMART Boards to display questions or content, team members did not see students using technology themselves."³³

- The school uses 150 desktops, laptops, chrome books, and iPads. There are smart boards and other technological devices in the classroom as well.³⁴
- In 2013-14, LAMB PCS students participated in a program offered by IVECA ("Intercultural Virtual Exchange of Classroom Activities") and engaged with a South Korean elementary school class. Students discussed culture, music, and art.³⁵
- Students use technology to prepare their presentations for the monthly Peace Ceremony.³⁶
- Students made an introduction video for fellow students to ease the transition from the Missouri Avenue campus to the South Dakota campus.³⁷
- The special education team uses iPads Apps during occupational and speech therapy.³⁸
- Students practice math and reading skills using Study Island, which is academic software.³⁹
- Some of the standardized assessments administered by the school are computerized, including easyCBMath, SRI Spanish Comprehension, DIBELS, and IDEL.
- Students use Google Apps for Education. Each Upper Elementary student has an individual school email account.⁴⁰

³² See Appendix G.

³³ See Appendix G, p. 9.

³⁴ See technological submission from the school, attached to this report as Appendix I.

³⁵ See Appendix I.

³⁶ See Appendix I.

³⁷ <https://www.youtube.com/watch?v=pzSG1KrUxpo&feature=youtu.be>.

³⁸ See Appendix I.

³⁹ See Appendix I.

- Some lesson plans focus on technological learning.⁴¹

9. Present materials in areas of social studies, history of the universe, and geography.

Assessment: **LAMB PCS has met this goal**, based on PCSB’s review of the school’s records

Program Description

LAMB PCS’s science and social studies curricula “form[] the basis of the elementary curriculum with language arts and mathematics covered in integrated, inter-disciplinary units of study.”⁴² Noting that its elementary students “exhibit especially strong interest in geography, history, anthropology, biology, earth science, and astronomy,” the school focuses its elementary programming in these subject areas.

School Records

PCSB review of MRX lesson plans and student records demonstrate that students are being taught and evaluated on social studies, history of the universe and geography topics. Lesson plans contain specific topics to be covered, such as Government, Geography, and Ancient Civilizations, and various lessons include out-of-class field trips to the Native American Museum, Great Falls, the Capitol Visitor’s Center, Embassies, and various art galleries.⁴³

10. Present a variety of activities in arts and crafts.

Assessment: **LAMB PCS has met this goal.** The school has one dedicated music teacher and one art teacher who serve all grades, and presents many opportunities for students to participate in the arts through its core curriculum.

School Records

MRX documents for Primary and Upper Elementary levels include specific art lesson plans, including the sequence of lessons and details on the topic of each lesson. MRX student reports include evaluations of students’ art skills in all grade levels.

Qualitative Evidence

PCSB observations support that the school met this goal.

The school’s schedule confirmed specific times designated for art class in each classroom. Colored pictures and drawings hung on walls throughout classrooms and hallways. Students worked on art projects during their work blocks (not necessarily during designated “art” time) such as using colored beads to create pictures.

⁴⁰ See Google apps permission form, attached to this document as Appendix J.

⁴¹ See Spanish lesson plan.

⁴² See Appendix A, p. 4.

⁴³ See science and social studies documents, attached to this report as Appendix K.

One member of the QSR team observed a lower elementary art class where students worked on a craft project for Valentine’s Day. The teacher had told students to bring objects and materials from their homes to make a visual display board. The teacher then gave students colorful paper, glue guns, and blank canvases.⁴⁴

Arts Events

LAMB PCS holds many arts events throughout the year, including:

- The arts and PE teachers put on an annual Arts Festival with all LAMB PCS students. As described in the school’s annual report, “[t]he program included displays of student artwork, the opportunity for selected artists to talk with parents and visitors about their work, and musical and dance performance by elementary students.”⁴⁵
- The school participates annually in the National Cherry Blossom Festival Youth Art Contest. In 2013, LAMB PCS students’ artwork was on display in Union Station.⁴⁶
- In 2013, the school’s Parent-Teacher Organization held a fundraiser where students were invited to make crafts, among other activities.⁴⁷
- The school community participates in a monthly Peace Ceremony, in which “students and classrooms lead the community in song, offer performances and presentations, and share in celebrating the accomplishments of the community.”⁴⁸
- Parent volunteers conduct after school classes in chorus and Latin dance, and their students perform at the year-end Peace Ceremony.⁴⁹

11. Teach independence and self-direction in an atmosphere of free choice.

Assessment: **LAMB PCS has met this goal.** PCSB observed evidence in MRX and during the QSR that the school was teaching students independence and self-direction in an environment that allows students to be in control of their learning experience. For instance, students host and perform at the monthly schoolwide Peace Ceremonies. More evidence that the school met this goal is described below.

School Records

MRX lesson plans and student evaluations indicate that students learn to work independently and are allowed to pursue activities according to their self-directed interest. The “atmosphere of free choice” that is encouraged at LAMB PCS is demonstrated through the varying records of students of the same

⁴⁴ See Appendix G.

⁴⁵ See Appendix A, p. 29.

⁴⁶ See Appendix A, p. 27.

⁴⁷ See Appendix A, pp. 26-27.

⁴⁸ See 11-12 Annual Report, p. 10, attached to this report as Appendix L..

⁴⁹ See Appendix C, p. 28.

age and class. Different students are graded on different activities because students have the independence to pursue their own interests on their own initiative.

Students at all grade levels are specifically graded on skills that demonstrate independence and self-direction. At the Primary level, students are evaluated on “Autonomia” skills such as: “[s]elects work spontaneously,” “[a]ssume[s] responsibilities in the class,” and “[a]ble to carry out small responsibilities.” At the Lower and Upper Elementary levels, students are evaluated on skills such as self-motivation, “[c]omplet[ion of] work cycle,” and “[a]bility to work independently.”

Qualitative Evidence

Qualitative evidence observed by PCSB supports that the school met this goal.

The Montessori philosophy of instruction, including an emphasis on independence and self-direction, was evident throughout all of the observations. Students directed their own learning with work plans and used concrete materials in learning centers. Examples of learning centers included (1) a mat laid out with counting strings of beads in various combinations of numbers (stored in Montessori bead cabinets), (2) geometric solids with geometric stamps, (3) visual cards, (4) three dimensional shapes with matching cards, and (5) snack stations where students worked on motor skills by practicing putting hummus on crackers. Students also exercised choice in the learning tasks they completed, and completed tasks at their own pace.

...

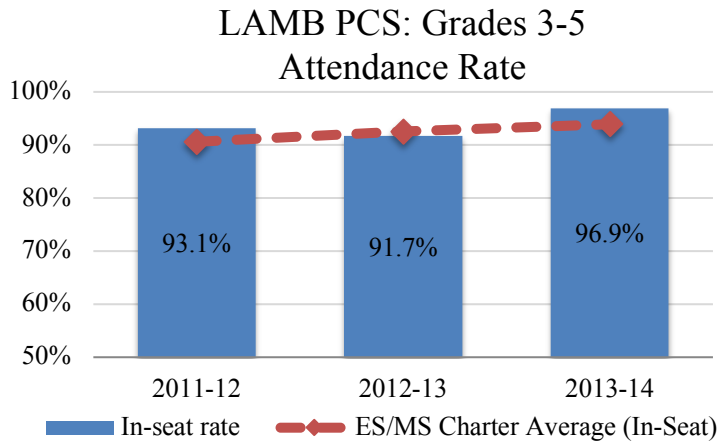
Teachers re-enforced an expectation of independence by guiding students to complete their learning tasks without interfering with other students. Free choice was evident throughout all of the classrooms. In one early childhood classroom, the teacher had headphones available for students who needed them to focus.

12. Students in kindergarten through sixth grade will maintain high levels of attendance.

Assessment: **LAMB PCS met this goal.** The school has met all early childhood attendance Accountability Targets since 2010-11, and its third through fifth grade attendance has been at or above the charter school average.⁵⁰

⁵⁰ Average DC Charter school attendance is calculated for grades three through eight.

PK Attendance Targets		
Year	Target	Target Met? ⁵¹
2010-11	On average, preschool and pre-kindergarten students will attend school 85% of the days.	Yes The average daily attendance was 97.0%.
2011-12	On average, pre-kindergarten-3 pre-kindergarten-4 students will attend school 88% of the days.	Yes The average daily attendance was 98%.
2012-13	On average, pre-kindergarten-3 pre-kindergarten-4 students will attend school 88% of the days.	Yes The average daily attendance was 96.4%.
2013-14	In-Seat Attendance Rate - pre-kindergarten-3 and pre-kindergarten-4 students.	94.6 Above EC PMF Floor of 80.0%
K-2 Attendance Targets		
2010-11	On average, kindergarten through second-grade students will attend school 92% of the days.	Yes The average daily attendance was 97.0%.
2011-12	On average, kindergarten through second-grade students will attend school 92% of the days.	Yes The average daily attendance was 97%.
2012-13	On average, kindergarten through second-grade students will attend school 92% of the days.	Yes The average daily attendance was 97.6%.
2013-14	In-Seat Attendance Rate - kindergarten through second-grade students	95.9% Above PMF floor of 80.0%

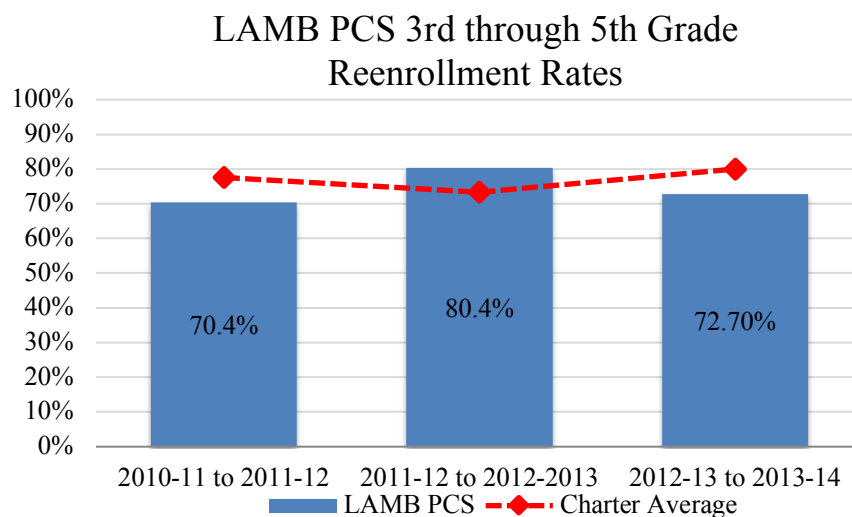


⁵¹ Attendance rates are calculated using the In-Seat Attendance rate.

13. **Parents will show satisfaction with LAMB.**

14. **Students will show satisfaction with LAMB.**

Assessment: **LAMB PCS has met these goals.** PCSB assessed these goals together given their common supporting evidence – student reenrollment and the results of the parent survey administered by the school . Since 2010-11 the school’s reenrollment rate has been at or below the charter sector average. In 2013-14, PCSB calculated early childhood students’ reenrollment rate – LAMB PCS’ early childhood students had a 94.8% reenrollment rate. The school’s reenrollment rate has been affected in the upper grades as families transition from elementary school to secondary schools. The school’s enrollment policy allows for new students to enroll in the pre-kindergarten grades only due to the dual-language Montessori instruction. This has led to the fourth and fifth grade classes, which are taught together, to have many fewer students than the early grades. This trajectory will likely change somewhat due to the school’s recent amendment to add grades 7-12 and to become a partner-school to DCI. DCI will serve students through the twelfth grade and offer students an International Baccalaureate diploma with the opportunity to earn the bilingual degree.



Parent Survey

In 2013-14, LAMB PCS conducted a survey of 176 parents, the results of which support that the school met this goal. The survey asked parents whether they were “very satisfied,” “somewhat satisfied,” “neutral,” “somewhat dissatisfied,” or “very dissatisfied,” with specific aspects of the school, with results as follows:⁵²

- 86% of parents were very satisfied with LAMB overall.
- 78% were very satisfied with the education at LAMB.
- 78% were “very satisfied” with the Montessori approach.
- 89% were very satisfied with the teachers.
- 57% were very satisfied with the administrators

⁵² See LAMB PCS survey results, attached as Appendix M.

- 64% were very satisfied with their child’s academic performance
- 66% were very satisfied” with the school’s responsiveness.

15. Students will demonstrate social emotional competency through Second Step instruction.

Assessment: **LAMB PCS has met this goal.** Developing students’ social-emotional competencies is a primary focus of LAMB PCS. Students are regularly instructed using Second Step, a social-emotional curriculum produced by the Committee of Children, a nonprofit organization that “promot[es] social-emotional learning and the prevention of bullying, child abuse and youth violence through education.”⁵³

Qualitative Evidence

Qualitative evidence observed by PCSB supports this goal.

...{T}eam members...noted that students were generally well behaved and polite to each other. During Second Step class, students sat on the carpet and discussed...the four skills for learning, self-confidence, and coping mechanisms for stress. The teacher led the discussion on self-confidence using a poster from the Second Step curriculum with a picture of a girl that looked distressed and one who looked confident...[and] led a class discussion about identifying the emotions from the poster. Students demonstrated their emotional competency through their participation. A number of students voluntarily raised their hands and were able to articulate their emotions surrounding how people know they have self-confidence and when they don’t feel confident..

In the other Second Step class, the teacher guided students through breathing exercises to help them focus. The teacher held up posters with different sentences and students chose which one they agreed with; sentence pairs included, “Listening with attention helps me learn. Listening with attention helps me play,” and students had to choose the answer based on what they had reviewed during the class. The discussion then moved to respect, and how students can show respect for their peers and for their teacher. Students actively participated in the discussion and offered ways to show respect, such as looking someone in the eye, listening attentively, and facing the speaker.⁵⁴

⁵³ See www.cfchildren.org.

⁵⁴ See Appendix G.

COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires PCSB to determine at least once every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”⁵⁵ The SRA also contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws in annual compliance reviews. Since 2010-11, PCSB has found in its annual compliance reviews that LAMB PCS has been in substantial compliance with all applicable laws detailed in the table below.

Compliance Item	Description	School’s Compliance Status 2010-11 to present
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	In 2011-2012, the school’s application included “language that is not allowable.” ⁵⁶ This issue was resolved.
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process ⁵⁷ and the school must distribute such policies to students and parents.	Compliant since 2010-11
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. ⁵⁸ To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and 	Compliant since 2010-11

⁵⁵ D.C. Code § 38.1802.12(c).

⁵⁶ See LAMB PCS 2011-2012 Compliance Review, attached to this report as Appendix N.

⁵⁷ See *Goss v. Lopez*, 419 U.S. 565 (1975).

⁵⁸ D.C. Code § 38.1802.04 (c)(4)(A).

	regulations.	
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school’s employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2010-11
Insurance As required by the school’s charter	A DC charter school must be adequately insured.	Compliant since 2010-11
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2010-11
Highly Qualified Teachers Elementary and Secondary Education Act (“ESEA”)	DC charter schools receiving Title I funding must employ “Highly Qualified Teachers” as defined by ESEA.	In 2011-12, LAMB PCS did not provide evidence to PCSB that non-HQ staff were on action plans. ⁵⁹ This issue was resolved.
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school’s Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2010-11
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2010-11

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a “Determinations and Findings” form to detail any qualifying procurement contract that the school has executed. LAMB PCS did not submit required documentation regarding three contracts in 2010-11.

⁵⁹ See Appendix N.

Year	Qualifying contracts executed by LAMB PCS	Corresponding documentation submitted to PCSB
2010-11	6	3
2011-12	0	-
2012-13	0	-
2013-14	Data not finalized when this report was published	-

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act (“IDEA”)⁶⁰ and the Rehabilitation Act of 1973.⁶¹ The following section summarizes LAMB PCS’ special education compliance from 2011-12 to the present.

References to Special Education in School Charter

References in a school’s Charter to special education must comply with special education laws. LAMB PCS’ description of serving special education students is appropriate.

OSSE Special Education Compliance Reviews

OSSE monitors charter schools’ special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (also called Special Conditions Reports). OSSE’s findings of LAMB PCS’ special education compliance are summarized below.

Annual Determinations

As required by a federal regulation, OSSE annually analyzes each LEA’s compliance with 20 special education compliance indicators, and publishes these findings in an Annual Determination report.⁶² Each year’s report is based on compliance data collected several years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports. In 2014, OSSE published its 2011 Annual Determination reports (based on the school’s 2011-12 performance).

In 2010, OSSE found that LAMB PCS was 74% compliant with special education requirements, with OSSE noting that LAMB “needs assistance” in fulfilling all applicable federal and local special

⁶⁰ 20 U.S.C. §1413(a)(5).

⁶¹ 29 U.S.C. § 794a *et seq.*

⁶² As required by federal regulation 34 C.F.R. § 300.600(c).

education regulations.⁶³ In 2011, OSSE found that LAMB PCS was 94% compliant, noting that LAMB met all applicable federal and local special education requirements.⁶⁴

On-Site Monitoring Report

OSSE periodically conducts an on-site assessment of an LEA’s special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.

In 2014, OSSE published an on-site Compliance Monitoring Report of LAMB PCS based on the school’s 2013-14 compliance.⁶⁵ The school was required to implement corrections in the following areas:

Student-Level Compliance	
Compliance Area	Number of indicators where correction was required
Initial Evaluations and Reevaluations	2 out of 8
IEP Development	8 out of 15
Least Restrictive Environment	0 out of 2
Total indicators where corrections were required	10 out of 25

LEA-Level Compliance	
Compliance Area	Number of indicators where correction was required
Extended School Year	0 out of 1
Least Restrictive Environment (LEP)	0 out of 1
Individualized Restrictive Environment (IEP)	0 out of 1
Data	0 out of 2
Dispute Resolution	0 out of 2
NIMAS	0 out of 1
Fiscal	8 out of 21
Total indicators where corrections were required	8 out of 29

⁶³ See FFY 2010 IDEA Part B LEA Performance Determination, attached to this report as Appendix O. OSSE assigns to each LEA one of the following “Determination Level”: (1) meets requirements; (2) needs assistance; (3) needs intervention; or (4) needs substantial intervention.

⁶⁴ See FFY 2011 IDEA Part B LEA Performance Determination, attached to this report as Appendix P.

⁶⁵ See 2013-14 On-Site Monitoring Report Attachments, attached to this report as Appendix Q.

Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education Programs detailing District of Columbia LEAs' compliance in three areas: (1) Initial and Reevaluation Timelines; (2) Early Childhood Transition Timelines; and (3) Secondary Transition Requirements.

In recent special conditions reporting on OSSE's DC Corrective Action Tracking System Database ("DCCATS"), LAMB PCS was found to be fully compliant during the review period.

Blackman Jones Implementation Review

With compliance requirements pursuant to the Individuals with Disabilities Education Act (IDEA) and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEA's timely implementation of Hearing Officer Determinations (HODs) and Settlement Agreements (SAs).

As of June 2014, the Blackman Jones Database shows LAMB PCS has no HODs or SAs.

FISCAL REVIEW

STANDARD OF REVIEW

The SRA requires PCSB to revoke a school's charter if PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (“GAAP”);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.

SUMMARY OF FINDINGS

LAMB PCS was identified as a fiscally high performing school by PCSB in FY2013. The School has demonstrated a consistent history of enrollment growth towards stable financial performance and position. The School is economically viable, and has no pattern of fiscal mismanagement and no pattern of non-adherence to GAAP.

FINANCIAL OVERVIEW

The following table provides an overview of the LAMB PCS' financial information over the past four fiscal years. The school is in good financial health. The school has increased its net asset position each year since 2010, in part due to receiving additional public funding as it enrolled more students (from 172 students in 2010 to 273 in 2013).

	Audit Year			
	2010	2011	2012	2013
Audited Enrollment	172	199	263	273
Total DC Funding Allocation	\$2,743,230	\$3,017,157	\$4,664,366	\$4,785,838
Total Federal Entitlements and Funding	184,956	216,131	382,352	140,284
Unrestricted Cash and Cash Equivalents on 6/30/14	478,607	805,625	1,745,540	966,858
Total Assets	10,328,186	10,367,105	11,209,279	10,292,872
Total Current Assets	634,853	973,254	2,086,778	1,184,441
Total Liabilities	7,872,911	7,814,680	7,834,023	6,465,408
Total Current Liabilities	541,396	673,968	2,105,154	812,308
Net Asset Position	2,455,275		3,375,256	3,827,464
Total Revenues	3,057,258	3,433,130	5,362,861	5,335,263
Total Expenses	3,042,030	3,335,980	4,540,030	4,883,055
Change in Net Assets	\$15,228	\$97,150	\$822,831	\$452,208

SPENDING DECISIONS

The following table provides an overview of the school’s spending decisions over the past four years, which are in line with PCSB’s financial metrics for general education public charter schools.

	2010	2011	2012	2013
Total Personnel Salaries and Benefits	\$1,652,092	\$1,984,353	\$2,839,913	\$3,337,085
Total Direct Student Costs	(not detailed)	\$263,781	\$432,820	\$268,966
Total Occupancy Expenses	\$644,227	\$903,897	\$1,022,849	\$1,055,550
Total Office Expenses	(not detailed)	\$65,476	\$103,348	\$70,943
Total General Expenses	\$745,711	\$118,473	\$141,100	\$150,511
Operating Surplus/(Deficit)	\$15,228	\$97,150	\$822,831	\$452,208
as a percent of revenue				
Total Personnel Salaries and Benefits	54%	58%	53%	63%
Total Direct Student Costs	0%	8%	8%	5%
Total Occupancy Expenses	21%	26%	19%	20%
Total Office Expenses	0%	2%	2%	1%
Total General Expenses	24%	3%	3%	3%
Operating Surplus/(Deficit)	0%	3%	15%	8%

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of LAMB PCS establish that the School has adhered to GAAP. The auditor expressed unqualified opinions on the financial statements in each of the past four fiscal years, with no material weaknesses or significant deficiencies identified. The following table provides a summary of the school’s audit results. The School was exempt from Single Audit Act reporting requirements under OMB Circular A-133 in each of the last four fiscal years as the School expended less than \$500,000 in Federal awards each year. The FY2010 finding was due to the school not bidding out qualifying procurement contracts. The school has since cured this point of noncompliance.

	FY2010	FY2011	FY2012	FY2013
Statement Opinion. Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unqualified	Unqualified
Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No	No
Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	Yes	No	No	No
Program Opinion (A133). Review of compliance with federal requirements conducted when school receives \$500K+ in federal funds.	N/A	N/A	N/A	N/A
Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc.	N/A	N/A	N/A	N/A
Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	1	0	0	0
Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected.	0	0	0	0
Going-Concern Issue. Indicates the financial strength of the school is questioned.	N/A	N/A	No	No
Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	N/A	N/A	No	No

FISCAL MANAGEMENT

The school has not engaged in a pattern of fiscal mismanagement. PCSB’s FY2013 FAR study indicates strong financial management at LAMB PCS. The school reported an Operating Surplus in each of the past four fiscal years. Cash Flow from Operations was approximately \$1 million in FY2013 and FY2012.

On June 26, 2013, the School entered into a \$5.7 million term loan with the Manufacturers and Traders Bank (“M&T Bank”), to consolidate and refinance all existing debt related to the purchase and renovation of the school’s Missouri facility. The loan proceeds were used to extinguish \$5.7 million in debt with United Bank, Building Hope, and the Reinvestment Fund from multi-party 2008 financing.

The school has disclosed some related party relationships:

- A board member of the school is an employee of Building Hope. America’s Charter School Finance Corporation (an affiliate of Building Hope) has provided a limited loan guarantee.
- Charter School Incubator Initiative (also an affiliate of Building Hope) provides additional operating facilities through lease agreements for buildings at 3825 18th Street, NE (Taft Building) and 1600 Taylor Street, NE. A board member of the school is an officer on the board of Charter School Incubator Initiative.

ECONOMIC VIABILITY

LAMB PCS is economically viable. Indicators of financial performance, liquidity, debt burden, and sustainability were all within norms for DC charter schools in FY2013. The following tables provide a summary of financial results for the past four fiscal years. Areas of Concern (where the school falls outside the norm among DC charter schools) are highlighted where applicable.

Financial Performance

LAMB PCS’s financial performance has been satisfactory, reflecting effective management of operating and financing activities during land and building acquisition.

	of Concern	2010	2011	2012	2013
Operating Surplus/(Deficit)	< 0	\$15,228	\$97,150	\$822,831	\$452,208
Earnings Before Depreciation	< 0	\$15,228	\$360,696	\$1,090,884	\$807,640
Aggregated 3-Year Total Margin	<1.5	(not measured)	1.70%	7.90%	9.70%

Liquidity

The school's liquidity is good, with all measures within norms for DC charter schools in each of the past four fiscal years.

	Indicator of Concern	Audit Year			
		2010	2011	2012	2013
Current Ratio	< 0.5	1.2	1.4	1	1.5
Days of Cash On Hand	< 30	57	87	138	71
Cash Flow from Operations	< 0	\$150,264	\$546,005	\$1,164,160	\$902,226
Multi-Year Cumulative Cash Flow	< 0	(not measured)	\$805,625	\$1,266,933	\$161,233

Debt Burden

LAMB PCS's debt burden is satisfactory, reflecting responsible management of working capital and cash flow. The M&T Bank financing calls for consecutive monthly installments of principal and interest each payable over a seven-year period based on a 25-year amortization, with a balloon payment in June 26, 2020. An interest rate swap agreement is in place with the bank to hedge floating rate exposure. The school's debt service ratio spiked to 17.1% in FY2011 but has since come down to 9.5% in FY2013. Debt service ratio is tied to revenue so even though the amount of debt didn't decline significantly in 2012, the school's ratio came down due to higher revenue when enrollment increased.

	Indicator of Concern	Audit Year			
		2010	2011	2012	2013
Debt Ratio	> 0.92	0.76	0.75	0.70	0.63
Debt Service Ratio	> 10.0%	3.5%	17.1%	11.2%	9.5%

Sustainability

The school's sustainability is positive, with consistent growth in its net asset position to \$3.8 million at June 30, 2013. Its primary reserve ratio is within norms for DC charter schools in each of the past four fiscal years.

Indicator of Concern	Audit Year			
	2010	2011	2012	2013
< 0	\$2,455,275	\$2,552,425	\$3,375,256	\$3,827,464
< 0.00	0.81	0.74	0.74	0.78

Appendix I

Charter Agreement Amendment

THIRD AMENDMENT TO THE 2014 AMENDED AND RESTATED CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND LATIN AMERICAN MONTESSORI BILINGUAL PUBLIC CHARTER SCHOOL

This Amendment (the “**Amendment**”) is entered into by and between Latin American Montessori Bilingual Public Charter School, a District of Columbia nonprofit corporation (the “**School Corporation**”) and the DC Public Charter School Board (originally “**PCSB**,” hereinafter “**DC PCSB**” or the “**Charter Board**;” collectively, the “**Parties**”). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract in 2003, wherein the School Corporation agreed, among other things, to operate a public charter school (the “**School**”) in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the “**Act**”);

WHEREAS, in 2007 the Board of Education assigned the contract to DC PCSB;

WHEREAS, the Parties entered into an amended and restated contract on September 2, 2014 (the “**Charter Agreement**”), wherein the School Corporation agreed, among other things, to continue operating the School in accordance with the Act;

WHEREAS, on May 16, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to increase its enrollment ceiling; and

WHEREAS, on February 27, 2017, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to add an additional facility to the school property.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.3 of the Charter Agreement will be struck in its entirety and replaced with the following:

2.3 Goals and Academic Achievement Expectations.

A. The School Corporation has selected as its measure of academic achievement expectations for its pre-kindergarten (“**PK**”) through grade five programming the indicators listed in the Early Childhood/Elementary School/Middle School (“**PK-8**”) Performance Management Framework (“**PMF**”).

(i) Changes to the PMF implemented by DC PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, formulas, and weights automatically become part of the measurement of the School’s academic achievement expectations. However, if changes other than those listed above

are made to any PMF that the School Corporation elects not to accept, the School Corporation shall provide DC PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10).

(ii) The School Corporation currently operates one campus. If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated individually by DC PCSB using the measurement of academic achievement expectations and goals outlined in this Section. (“Campus” is defined by DC PCSB’s *Definition of School, Campus and Facility Policy* as having: a distinct grade range; a single school leader responsible for the academic program for the entire grade span of the campus; distinct goals to measure progress and attainment; student matriculation from one grade to the next in a clear progression that does not require internal lotteries; an LEA identifier; and a unique campus-identifier assigned to it by the DC Office of the State Superintendent of Education (“OSSE”). A campus may have a distinct grade span, such as early childhood, elementary, middle, or high school, or a combination of the above. A campus may be in the same facility or different facilities.)

B. Teacher Interaction Score and Additional Measures. The full description of the PMF is contained in the associated Policy & Technical Guide (“PMF Guide”). Pursuant to the PMF Guide, DC PCSB will use a teacher interaction score to assess PK instruction in schools with PK programs as shown in the chart below. If a measure is not included in the School Corporation’s PMF scoring, it will be displayed on the School’s Score Card as an un-tiered measure. The table below includes both the teacher interactive score, which is part of the PMF score, and the additional measures that may be considered as part of the school’s review and renewal but are not part of the school’s score.

Domain	Measure/Assessment		Counts in Scoring?
Pre-kindergarten through kindergarten Emotional Support	Classroom Assessment Scoring System (CLASS) Emotional Support Domain scored by an external vendor as designated by the publisher and detailed in the PK-8 PMF Policy & Technical Guide for that given year.		Yes
Pre-kindergarten Classroom Organization	Classroom Assessment Scoring System (CLASS) Classroom Organization Domain scored by an external vendor as designated by the publisher and detailed in the PK-8 PMF Policy & Technical Guide for that given year.		Yes
Pre-kindergarten Instructional Support	Classroom Assessment Scoring System (CLASS) Instructional Support Domain scored by an external vendor as designated by the publisher and detailed in the PK-8 PMF Policy & Technical Guide for that given year.		Yes
Pre-kindergarten Literacy Student Outcomes	Learning Accomplishment Profile-Diagnostic (SY 2012-13) as designated by the publisher and	Bracken School Readiness Assessment (BSRA-3) (SY 2013-14, 2014-15, 2015-16, 2016-17) as designated	No

	detailed in the PK-8 PMF Policy & Technical Guide for that given year	by the publisher and detailed in the PK-8 PMF Policy & Technical Guide for that given year	
Kindergarten Literacy Student Outcomes	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment (SY 2012-13, 2013-14) as designated by the publisher and detailed in the PK-8 PMF Policy & Technical Guide for that given year.		No
Pre-kindergarten Math Student Outcomes	Bracken School Readiness Assessment (BSRA-3) (SY 2013-14, 2014-15, 2015-16, 2016-17) as designated by the publisher and detailed in the PK-8 PMF Policy & Technical Guide for that given year		No
Kindergarten – Second Grade Reading Student Outcomes	Dinamicos del Exito en la Lectura (IDEL)(SY 2012-13, 2013-14, 2014-15, 2015-16, 2016-17) as designated by the publisher and detailed in the PK-8 PMF Policy & Technical Guide for that given year.		No
Kindergarten-Second Grade Math Student Outcomes	Easy Curriculum-Based Measures (easyCBM) (SY 2012-13, 2013-14, 2014-15, 2015-16, 2016-17) as designated by the publisher and detailed in the PK-8 PMF Policy & Technical Guide for that given year.		No

C. Standard for charter renewal. The School Corporation’s fifteen-year charter renewal will occur in school year **2017-18**. The School Corporation will be deemed to have met its goals and academic achievement expectations if the school :

Charter Renewal: At its fifteen-year charter renewal, obtains an average PMF score for school years **2012-13, 2013-14, 2015-16, and 2016-17** equal to or exceeding 50%; and has met the floor of all Early Childhood PMF measures in school year 2013-14.

Improvement Provision: In cases where a School has not achieved the above thresholds, the DC PCSB Board may, at its discretion, determine that a School has met its goals and academic achievement expectations if it has demonstrated consistent improvement on overall PMF scores over the course of the most recent five-year period; provided that for school year 2014-15, the DC PCSB Board may consider improvement on the PMF indicators and measures. In exercising its discretion, the DC PCSB Board shall also consider the strength of untiered measures.

D. The School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from OSSE.

E. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School’s academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by DC PCSB, or the manner in which the School will conduct district-wide assessments, in accordance with DC PCSB’s *Charter Amendments for Revised*

Goals and Academic Achievement Expectations Policy and no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

SECTION 3. OTHER PROVISIONS

3.1 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

3.2 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

3.3 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

3.4 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

3.5 No Third-Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

3.6 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

3.7 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

3.8 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

3.9 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

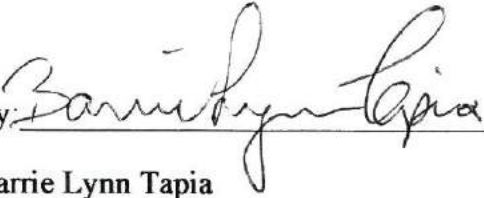
District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, DC 20010
Attention: Scott Pearson, Executive Director
spears@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Latin American Montessori Bilingual Public Charter School
1375 Missouri Ave., NW
Washington, DC 20011
Attention: Diane Cottman, Executive Director
diane@lambpcs.org
Telephone: (202) 726-6200

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

**LATIN AMERICAN MONTESSORI
BILINGUAL PUBLIC CHARTER
SCHOOL**

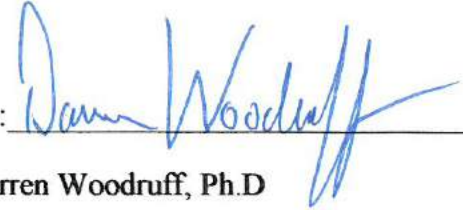
By: 

Barrie Lynn Tapia

LAMB PCS Board Chair

Date:

**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

By: 

Darren Woodruff, Ph.D

DC PCSB Board Chair

Date: 1/22/2018

Appendix J



Latin American Montessori Bilingual PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Discipline Policy and Due Process	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
Student Health	Option 1: Notice of assigned nurse on staff Option 2: Copy of staff certificate to administer medications	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
Student Safety	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
Student Safety	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	



Latin American Montessori Bilingual PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	COMPLIANT	



Latin American Montessori Bilingual PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *Latin American Montessori Bilingual PCS*

February 18, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	Compliant	7/25/14	✓
School Calendar	Compliant	7/25/14	✓
Quarterly Financial Statements - 4th	Compliant	7/31/14	✗
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/15/14	✓
Auditor Engagement Letter	Compliant	8/15/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✓
Annual Report SY2013-2014	Compliant	9/5/14	✓
Fire Drills	Compliant	9/8/14	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/14	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	10/1/14	✓
Accreditation	Compliant	10/10/14	✓
Basic Business License	Compliant	10/10/14	✓
Board Meeting Approved Minutes	Compliant	10/10/14	✓
Certificate of Insurance	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Employee Handbook: Employment Policies	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
Litigation Proceedings Calendar	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓
SPED-Continuum of Services	Compliant	10/10/14	✓
Quarterly Financial Statements - 1st	Compliant	3/16/15	✓

Audited Financial Statements	Compliant	11/3/14	✓
Audited Financial Statements - FAR Data Entry Form	Compliant	11/7/14	✗
Application (for new student enrollment)	Compliant	12/5/14	✓
Fire Drills	Compliant	12/5/14	✓
Lottery Procedures	Compliant	12/5/14	✓
Board Roster	Compliant	12/17/14	✓
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	12/18/14	✓
Student Handbook	Compliant	12/18/14	✓

SY 2014-2015 DC Public Charter School Board Compliance Review Report - Contracts Submission

For LEA/Campus: *Latin American Montessori Bilingual PCS*

Requirement	Compliance Status	Due	On Time
Contracts	1 Submitted	3 days after contract is awarded	0 of 1

Date of Submission to PCSB	Name of Charter School	Vendor	Services to be Provided	Effective Date of Contract-10 days (SRA)	Value of Contract	# of Days Between Date of Contract Award to Vendor & Submission to PCSB
6/17/14	Latin American Montessori Bilingual PCS	KOMPAN, Inc.	Playground Equipment	6/13/14	\$46,920	4

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	<p>Calendar must include the following:</p> <ul style="list-style-type: none"> -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable <p>*If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p>
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	<p><u>Fire drill schedule</u></p> <ul style="list-style-type: none"> -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	<p><u>2013-14 Annual Report includes:</u></p> <ul style="list-style-type: none"> -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

2014-15 Compliance Review Requirements

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	<p>Board makeup must include:</p> <ul style="list-style-type: none"> -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * <p><i>*Adult schools may use alumnae or adult students to satisfy the parent requirement</i></p>
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. OR , an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members <i>*Should confirm staff's understanding of their obligation for reporting sexual abuse of student.</i>

2014-15 Compliance Review Requirements

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: <ul style="list-style-type: none"> • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past TWO years <i>*All volunteers working more than 10 hrs/ week must have background checks</i>
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: <ul style="list-style-type: none"> *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p>Discipline Policy</p> <ul style="list-style-type: none"> -clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents <p>Attendance Policy</p> <ul style="list-style-type: none"> -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) <p>Safeguard of Student Information Policy--aligns with FERPA regulations</p>
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

2014-15 Compliance Review Requirements

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year



January 22, 2016

RE: Annual Compliance Review Report

Dear Board Chair,

The DC Public Charter School Board is required by law to monitor schools for adherence to health and safety regulations; compliance with applicable laws; and fidelity to charter terms and governance standards as outlined in the DC School Reform Act of 1995. This is done, in part, through an annual Compliance Review. As part of the review, schools are required to upload requested documents into Epicenter (an electronic database) in accordance with DC PCSB's compliance calendar, which can be found [here](#) and attached to your report.

This report captures critical aspects specified in the School Reform Act, your charter agreement, and DC PCSB policies and procedures. A rating of *compliant* means the school has satisfied the compliance standards. A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner. A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue. This report also includes a column reflecting the timeliness of submissions. While there is not a penalty for lateness this year, DC PCSB will begin recommending Board action for chronic lateness during next year's Compliance Review cycle.

Congratulations, I am pleased to report that our review found no compliance issues. Please review the attached report(s) for the results of this review. We appreciate the efforts of your Board of Directors, teachers, administrators and staff in serving students of Washington, DC.

Finally, this report includes a summary of your school's Fiscal Year 2015 contract submissions. The report captures all expenditures exceeding \$25,000 and whether they were properly bid and timely submitted to Epicenter. Since FY15 was the first year of implementation for the amended Procurement Contract Submission Policy, schools will not be penalized for noncompliance. However, please review your list of expenditures exceeding \$25,000 in depth.

Sincerely,

A handwritten signature in black ink, appearing to be "SP" or similar initials, written in a cursive style.

Scott Pearson
Executive Director

Enclosures

SY 2015-2016 DC Public Charter School Board Compliance Review Report

Latin American Montessori Bilingual PCS

January 22, 2016

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	Compliant	7/28/15	✓
School Calendar	Compliant	7/28/15	✓
Fire Drill Schedule	Compliant	7/28/15	✓
Auditor Engagement Letter FY2015	Compliant	8/17/15	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/31/15	✓
Charter School Athletics Compliance	Compliant	8/31/15	✓
Annual Report	Compliant	9/8/15	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/15	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	9/30/15	✓
Student/Family Handbook	Compliant	10/8/15	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✓
Certificate of Occupancy	Compliant	10/8/15	✓
Certificate of Insurance	Compliant	10/8/15	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/8/15	✓
Board Roster	Compliant	10/8/15	✓
Litigation Proceedings Calendar	Compliant	10/8/15	✓
Board Meeting Approved Minutes - 1st Quarter	Compliant	10/8/15	✓
School Emergency Response Plan	Compliant	10/8/15	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✓
Child Find Policy	Compliant	10/8/15	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✓
Employee Handbook: Employment Policies	Compliant	10/8/15	✓
Accreditation	Compliant	10/8/15	✓
ADA	Compliant	10/8/15	✓
Title IX	Compliant	10/8/15	✓
ELL	Compliant	10/8/15	✓
Staff Preference	Compliant	10/8/15	✓
SPED-Continuum of Services	Compliant	10/8/15	✓
Quarterly Financial Statements - 1st Quarter	Compliant	10/31/15	✓
Audited Financial Statements 2014-2015	Compliant	12/1/15	✓
Audited Financial Statements - FAR Data Entry Form 2014-2015	Compliant	12/1/15	✓
Student Application (Schools Not Participating in MySchoolsDC)	Compliant	12/8/15	✓
Lottery Procedures (Schools Not Participating in MySchoolsDC)	Compliant	12/8/15	✓
Fire Drills Conducted	Compliant	12/8/15	✓
Basic Business License	Compliant	N/A	✓
DC Non-Profit Status	Compliant	N/A	✓

SY 2015-16 DC Public Charter School Board Compliance Review Report - Contract Submission Summary
Latin American Montessori Bilingual PCS

This report summarizes the school's compliance with contract submission requirements for Fiscal Year 2015 (July 1, 2014 - June 30, 2015).

*Cells highlighted in the following table indicate that the school did not submit contract information for an expenditure over \$25,000.
 If you believe that DC PCSB is missing records or flagging expenditures in error, please contact Mikayla Lytton at mlytton@dcpcsb.org.*

Expenditures over \$25,000 (submitted as part of the audited financial statements)						
Vendor Name	Services Provided	Value	Submitted for Bid?	Explanation, if No	If Renewal, when was contract bid?	DC PCSB Review Notes
Charter School Incubator Initiative	Rent	\$ 439,296.00	No	PCSB exempt		
CareFirst BlueChoice	Health Insurance	\$ 263,643.60	No	broker		While broker-procured services do not need to be bid, DC PCSB requires that the school submit evidence that the broker solicited such services from a range of providers.
John Hancock	Retirement Plan	\$ 246,184.29	No	broker		While broker-procured services do not need to be bid, DC PCSB requires that the school submit evidence that the broker solicited such services from a range of providers.
Elsie Whitlow Stokes	Food Service	\$ 176,765.71	No	renewal	7/14	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
DCI	Middle High School	\$ 118,581.90	No	transfer of grant funds		
Remcon Companies LLC	Accounting; Facility Management	\$ 106,082.54	No	monthly contract no increase in hourly rate		The school should contact DC PCSB to discuss its rationale for this exemption.
Business Card	Credit Card	\$ 102,826.14	No	not applicable for bidding		
DC Public Charter School Board v		\$ 72,005.59	No	mandatory		
DC'S Home Improvement LLC	Building repairs	\$ 67,887.00	No	multiple contracts less than \$25K		
AFLAC	Insurance	\$ 50,979.08	No	transfer of employee deductions		
Kompan	Playground Equipment	\$ 46,919.50	Yes			
Pepco	Utility - Electricity	\$ 44,956.88	No	not applicable for bidding		
UNUM Life Insurance Co. of America	Insurance Plan	\$ 29,178.72	No	broker		While broker-procured services do not need to be bid, DC PCSB requires that the school submit evidence that the broker solicited such services from a range of providers.

United Concordia	Dental Insurance	\$ 27,012.30	No	broker		While broker-procured services do not need to be bid, DC PCSB requires that the school submit evidence that the broker solicited such services from a range of providers.
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Cells highlighted below indicate that the contract was not submitted timely or was not bid appropriately.

Submitted Contracts <i>(submitted to Epicenter throughout the fiscal year)</i>							
Vendor Name	Services Provided	Value	Submission Date	Award Date	Contract Effective Date	Bid Appropriately?	Timely Submitted?
KOMPAN, Inc.	Playground Equipment	\$ 46,919.50	6/17/2014	6/13/2014	6/27/2014	Y	Untimely

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
7/28/2015	2015-16 School Calendar	<p>Calendar must include the following: -minimum 180 days of school (6+ hours)* -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p> <p>*If the school has received permission from PCSB to waive the 6-hour requirement, please make that notation on the school calendar</p> <p>**All Adult Education Programs must include start and end dates for each semester and orientation period</p>	LEA	All Schools
7/28/2015	Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2015-2016 school year. This calendar must also include an assurance statement that the number of meetings is no fewer than what is stated in the school's bylaws.	LEA	All Schools
7/28/2015	High School Course Offering	<p>All courses and credits offered to high school students; include graduation requirements</p> <p>Note: All schools should have the minimum DC graduation course requirements (unless already specified otherwise in the school's charter agreement). Any school that wishes to change their graduation requirements to require less than what OSSE mandates must submit a charter amendment request.</p>	Campus	High Schools ONLY
7/28/2015	Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)	Campus (1 for each facility)	All Schools
8/17/2015	Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
8/31/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
8/31/2015	Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided	Campus	All schools that offer sports
8/31/2015	Annual Teacher and Principal Evaluation Reflection (SY 2014-15)	This reflection details a brief summary of the evaluation process, a classification of the number of teachers and principals in each performance area and next steps for improving your school's evaluation process. Required for PCSB monitoring of Principle 3 of the ESEA Waiver.	LEA and Campus	Title 1 Schools
9/8/2015	Annual Report	<p>2014-15 Annual Report is one document that includes:</p> <ul style="list-style-type: none"> -Narrative (including goal attainment with a description of whether each charter goal was "met" or "missed" and evidence explaining why) -Data Report -Appendices (staff roster; board roster; financials) 	LEA	All Schools in operation SY 2014-2015

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
9/30/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2014-2015; PCSB identified schools
9/30/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2013-2014 and those identified in SY 14-15.
9/30/2015	Professional Development Calendar (SY 2015-16), Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)	LEA	Title 1 Schools
9/30/2015	Adult Education Assessments	Adult education assessment form indicating what assessments the school plans to administer for the current school year. Each adult education program must let PCSB know which assessments the school will be held accountable to for the Adult Education PMF.	Campus	Adult Education Schools
9/30/2015	Early Childhood Assessments	EC Assessment Selection Form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC/ES/MS PMF.	Campus	Early Childhood Schools
10/8/2015	Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students	Campus (1 for each facility)	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/ campuses of an LEA	LEA	All Schools
10/8/2015	School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)	Campus	All Schools
10/8/2015	Board Roster	<p>Board makeup must include:</p> <ul style="list-style-type: none"> -Odd number of voting members -Greater than 3 but no more than 15 -Majority of members residing in DC (include address OR city of residence) -2 parent members (voting members) <p>*Please include all members' email addresses **Adult schools may use alumnae or adult students to satisfy the parent requirement</p>	LEA	All Schools
10/8/2015	Litigation Proceedings Calendar	<p>Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo.</p> <p>*In addition to this annual requirement, please note schools are required to notify PCSB within seven days of receiving any new complaint</p>	LEA	All Schools
10/8/2015	Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2015; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
10/8/2015	School Emergency Response Plan	An assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.	Campus (1 for each facility)	All Schools
10/8/2015	Sexual Violation Protocol	<p>An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members</p> <p>-should confirm staff's understanding of their obligation for reporting sexual abuse of students</p>	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Child Find Policy	<p>An LEA's Child Find procedures should include, but are not limited to, a written description of:</p> <ul style="list-style-type: none"> -how the LEA transitions students from Part C to Part B (if applicable to your student population) -public awareness and universal screening -identification/referral -evaluation and assessment -serving the student <p>*Child Find Procedures apply to students 21 and under (Adult Education programs should also complete this requirement)</p>	LEA	All Schools (DCPS Dependent LEAs should complete the assurance that they comply with DCPS's Child Find Policies and Procedures)
10/8/2015	Staff Roster & Background Checks	<p>Staff/volunteer name, position, indication that background check has been conducted</p> <p>*All volunteers working more than 10 hrs/ week must have background checks</p>	Campus	All Schools
10/8/2015	Employee Handbook (or submit individual policies)	<p>Includes school board-approved policies around compliance with applicable employment laws including:</p> <ul style="list-style-type: none"> -sexual harassment -equal opportunity -drug-free workplace -staff complaint Resolution Process -whistle blower Policy (best practice, not mandatory) 	LEA	All Schools
10/8/2015	Accreditation	<p>Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process</p> <p>*ALL schools in operation for five years or more must be accredited or may be subject to board action per PCSB's Accreditation Policy</p>	LEA	All Schools
10/8/2015	SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Student/Family Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p>Discipline Policy -clear explanation of infractions and what leads to a suspension or expulsion -explanation of manifestation determination process for students with disabilities -due process and appeals procedures for parents if their child is issued a suspension or expulsion *Please note that substantive changes to the discipline policy must be submitted to PCSB as an amendment to the school's charter agreement.</p> <p>Attendance Policy -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) -Grievance Procedure -- process for resolving parent/student complaints -Safeguard of Student Information Policy--aligns with FERPA regulations</p>	LEA	All Schools
10/8/2015	Lease	Lease	Campus (1 for each facility)	New Schools, Schools in a new facility Schools with a new lease agreement
10/8/2015	Staff Preference	<p>Assurance letter stating that enrollment based on staff preference is limited to 10% of the total student population or to 20 students, whichever is less.</p> <p>*If your school does not enact staff preference, please also submit an assurance letter making that clear</p>	LEA	All Schools
10/8/2015	ELL	Assurance letter attesting to and describing the school's compliance with laws and regulations related to the education of English Language Learners.	LEA	All Schools
10/8/2015	ADA	Assurance that the facility is ADA compliant OR if it is not, how the school will meet the needs of students, staff, and community stakeholders who may require accommodations to access the facility.	Campus	All Schools
10/8/2015	Title IX	Assurance letter attesting to and describing the school's compliance with laws and regulations related to Title IX.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/31/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
10/31/2015	Quarterly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	All schools (except those submitting monthly financials)

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
11/30/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
12/1/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 13-14 and those identified in SY 14-15.
12/1/2015	Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools
12/1/2015	Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.	LEA	All Schools
12/8/2015	2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/guardian address, parent/ guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>	LEA	Schools not participating in MySchoolsDC
12/8/2015	2016-2017 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement	LEA	Schools not participating in MySchoolsDC
12/8/2015	Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year	Campus (1 for each facility)	All Schools

Appendix K

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION



Division of Elementary, Secondary and Specialized Education

ENCLOSURE 2
FEDERAL FISCAL YEAR (FFY) 2013 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Latin American Montessori Bilingual (LAMB) Public Charter School
Final Percentage Rating:	85%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> • Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – N/A • Indicator 12 – N/A • Indicator 13 – N/A 	N/A	N/A
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> • All data are submitted timely 	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	Student-level <ul style="list-style-type: none"> • Less than 75% of areas reviewed in compliance 	0	2
3b	Dispute resolution findings	LEA has 26-50 students with IEPs <ul style="list-style-type: none"> • No dispute resolution complaints were filed against the LEA or 0-4 findings of noncompliance 	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 	4	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2013 grants cycle 	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and LEA reported on MOE to OSSE timely 	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> • LEA did not meet minimum “n” size for disability subgroup 	N/A	N/A

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> Less than 90% of noncompliance corrected within one year after the identification of the noncompliance 	0	2
		<ul style="list-style-type: none"> BONUS: LEA has no longstanding noncompliance from FFY 2009, 2010, 2011 and 2012 	1	
Total Number of Points Achieved				17
Total Possible Points from Applicable Elements				20
Percentage of Points Achieved from Applicable Elements				85%



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2014 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Latin American Montessori Bilingual (LAMB) Public Charter School
Final Percentage Rating:	89%
Determination Level:	Meets Requirements

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> Indicator 4b – N/A Indicator 9 – N/A Indicator 10 – N/A Indicator 11 – N/A Indicator 12 – N/A Indicator 13 – N/A 	N/A	N/A
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> FFY 2014 child count data submitted timely FFY 2014 Phase I and Phase II applications submitted timely FY 2015 Maintenance of Effort (MOE) not submitted timely 	2	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> LEA did not receive a report in FFY 2014 as the result of an on-site monitoring visit 	N/A	N/A
3b	Dispute resolution findings	<ul style="list-style-type: none"> No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance 	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 	1.5	1.5
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2014 grants cycle 	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement 	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	<ul style="list-style-type: none"> • Reading assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup • Math assessments: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup 	N/A	N/A

		LEA performance results on Next Generation Assessments in reading and math (Partnership for Assessment of Readiness for College and Careers (PARCC) and the National Center and State Collaborative (NCSC) Alternative Assessment):	Math	Reading
	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c ¹	Proficiency rates are calculated based on the following performance levels: <ul style="list-style-type: none"> • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • NCSC Level 3: Percentage of students who met expectations • NCSC Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum “n” size for disability subgroup 	N/A	N/A
8	Evidence of correction of findings of noncompliance that were issued in FFY 2014 and due for correction in FFY 2015, including progress toward full compliance	<ul style="list-style-type: none"> • The LEA did not receive any findings of noncompliance from FFY 2014 that were due for correction in FFY 2015. 	N/A	N/A
Total Number of Points Achieved				8.5
Total Possible Points from Applicable Elements				9.5
Percentage of Points Achieved from Applicable Elements				89%

¹ For FFY 2014 IDEA Part B Determinations, OSSE is reporting the performance of each LEA’s students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2014 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year. For FFY 2015 and beyond, OSSE will use each LEA’s SWD performance on the state-wide assessments in alignment with the new accountability system that will be developed pursuant to the Elementary and Secondary Education Act, amended by the Every Student Succeeds Act (ESSA). OSSE will provide LEAs information on how this indicator will be calculated in advance of next year’s determinations.



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Aug. 23, 2017

Cristina Encinas

Principal

Latin American Montessori Bilingual (LAMB) Public Charter School

1375 Missouri Ave NW

Washington, DC 20011

Re: Federal Fiscal Year (FFY) 2015 IDEA Part B LEA Performance Determination

Dear Ms. Encinas:

The Individuals with Disabilities Education Act of 2004 (IDEA) requires the Office of the State Superintendent of Education (OSSE) as the State educational agency (SEA) to make determinations annually about the performance of local educational agencies (LEAs). OSSE is required to use the same categories that the United States Department of Education, Office of Special Education Programs (OSEP) uses for state determinations as outlined in Section 616(d) of IDEA. In making such determinations, OSSE will assign LEAs one of the following determination levels:

1. Meets Requirements
2. Needs Assistance
3. Needs Intervention
4. Needs Substantial Intervention

OSSE has determined that under IDEA section 616(d), for FFY 2015, Latin American Montessori Bilingual (LAMB) Public Charter School (PCS) **needs assistance** in implementing the requirements of Part B of IDEA. OSSE's determination is based on the totality of the LEA's data and information, including the LEA's:

1. History, nature and length of time of any reported noncompliance; specifically, the LEA's performance on Indicators 4b, 9, 10, 11, 12 and 13 as outlined in the State Performance Plan (SPP) and FFY 2015 Annual Performance Report (APR);
2. Information regarding timely, valid and reliable data;
3. On-site compliance monitoring, focused monitoring and dispute resolution findings;
4. Sub-recipient audit findings;
5. Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data and compliance with the Funding for Public Schools and Public Charter School Amendment Act of 2011;
6. Performance on selected SPP results indicators; and
7. Evidence of correction of findings of noncompliance, including progress toward full compliance.

Enclosure 1 explains the criteria for each element and the way existing data provided by LEAs were used to make determinations. Not all elements are applicable to each LEA; for example, some LEAs do not

have data for Indicator 12, as they do not serve children within the applicable age range (3 years old). Enclosure 2 describes how Latin American Montessori Bilingual (LAMB) PCS's determination level was calculated. It includes a chart that summarizes each required element, its corresponding rating, the total number of points earned by the LEA and the percentage of applicable points earned by the LEA.

The LEA's FFY 2014 determination was meets requirements. Although IDEA section 616(e)(2)(B) and 34 CFR §§300.600(a) and 300.604 do not require enforcement actions, OSSE is advising Latin American Montessori Bilingual (LAMB) PCS of available sources of technical assistance in order for the LEA to improve performance and results for children and youth with disabilities. Specifically, OSSE publishes its Specialized Education Training & Technical Assistance calendar each fall. These technical assistance opportunities are also communicated to LEAs via the OSSE Look Forward newsletter, LEA meetings, and e-blasts. For more information regarding OSSE's Division of Elementary, Secondary, and Specialized Education Teaching & Learning Unit, please contact Osse.tta@dc.gov.

Any LEA that believes that a specific element reviewed in the determination process is inaccurate may appeal its assigned determination level. The appeal must be made within 30 calendar days of the date of receipt of this letter. The request for appeal must include the submission of all information necessary for OSSE to reconsider the original determination level. Additional information regarding appeals may be found in Enclosure 1.

OSSE is committed to supporting Latin American Montessori Bilingual (LAMB) PCS's efforts to improve results for children and youth with disabilities and looks forward to working with Latin American Montessori Bilingual (LAMB) PCS over the next year. As part of OSSE's ongoing effort to provide useful information to District of Columbia stakeholders, OSSE will be making determination results available to the public after the close of the appeals process. If you have questions about the determinations process or this letter, please contact me at Amy.Maisterra@dc.gov or (202) 481-3757.

Sincerely,

A handwritten signature in black ink, appearing to read 'Amy Maisterra', with a long horizontal flourish extending to the right.

Amy Maisterra, Ed.D, MSW
Assistant Superintendent of Specialized Education

Enclosures (2)



ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2015 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Latin American Montessori Bilingual (LAMB) Public Charter School
Final Percentage Rating:	68%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> Indicator 4b – N/A Indicator 9 – N/A Indicator 10 – N/A Indicator 11 – N/A Indicator 12 – N/A Indicator 13 – N/A 	N/A	N/A
2	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> FFY 2015 child count data not submitted timely FFY 2015 Phase I and Phase II applications not submitted timely FY 2016 IDEA Maintenance of Effort (MOE) not submitted timely 	0	3
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> LEA did not receive a report in FFY 2015 as the result of an on-site monitoring visit 	N/A	N/A
3b	Dispute resolution findings	<ul style="list-style-type: none"> No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance 	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> • Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 • This LEA did not submit an A-133 audit 	1.5	1.5
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> • Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2015 grants cycle 	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> • LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement 	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	<ul style="list-style-type: none"> • Math assessment: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup • Reading assessment: LEA did not serve students in this category or LEA did not meet the "n" size for disability subgroup 	N/A	N/A

		LEA performance results on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment and National Center and State Collaborative (NCSC) Alternative Assessment for the students with disabilities subgroup:	Math	Reading
	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c ¹	Proficiency rates are calculated based on the following performance levels: <ul style="list-style-type: none"> • PARCC Level 4: Percentage of students who met expectations • PARCC Level 5: Percentage of students who exceeded expectations • NCSC Level 3: Percentage of students who met expectations • NCSC Level 4: Percentage of students who exceeded expectations • N/A — LEA did not meet minimum “n” size for disability subgroup 	14%	21%
8	Evidence of correction of findings of noncompliance that were issued in FFY 2015 and due for correction in FFY 2016, including progress toward full compliance	<ul style="list-style-type: none"> • The LEA was not issued any findings of noncompliance in FFY 2015 due for correction in FFY 2016. 	N/A	N/A
Total Number of Points Achieved				6.5
Total Possible Points from Applicable Elements				9.5
Percentage of Points Achieved from Applicable Elements				68%

¹ For FFY 2015 IDEA Part B Determinations, OSSE is reporting the performance of each LEA’s students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2015 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year.

Appendix L

Report Section
Initial Evaluation

Compliance Item
Timely Completion of Initial Evaluation §300.301(c)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	1	0	0.00	1	0	0	100.00

Report Section
Initial Evaluation

Compliance Item
Timely Completion of Initial Evaluation §300.301(c)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	1	0	0.00	1	0	0	100.00

Report Section	Compliance Item		#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Extended School Year	1) ESY Limited Based on Disability	\$300.106(a)(3)	1	0	0	100.00	1	0	0	100.00
LRE (Least Restrictive Environment)	2) Continuum of Alternative Placements	\$300.115	1	0	0	100.00	1	0	0	100.00
IEP (Individualized Education Program)	3) IEP Accessibility	\$300.323(d)(1)	1	0	0	100.00	1	0	0	100.00
Data	4) Students Referred to Special Education Entered Into SEDS	\$300.211	1	0	0	100.00	1	0	0	100.00
Data	5) LEA Timely Response to Data Requests	\$300.211	1	0	0	100.00	1	0	0	100.00
Dispute Resolution	6) LEA Provides Information on State Complaints	OSSE State Complaint Policy	0	0	1	0.00	0	0	1	0.00
Dispute Resolution	7) LEA Timely Implements Corrective Actions	\$300.600(e)	0	0	1	0.00	0	0	1	0.00
NIMAS	8) LEA Provision of Instructional Materials	\$300.172	0	0	1	0.00	0	0	1	0.00
Fiscal	9) LEA Policy/Procedure Governing Budgets	\$80.20	1	0	0	100.00	1	0	0	100.00
Fiscal	10) LEA Procurement Policy/Procedure For Contractor Performance	§80.36(b)(1)	1	0	0	100.00	1	0	0	100.00
Fiscal	11) LEA Policies/Procedures to Ensure Expenditure Approval in IDEA RW	OSSE	1	0	0	100.00	1	0	0	100.00
Fiscal	12) LEA Documentation of Obligation/Reimbursement of Federal Funds Within Grant Period		1	0	0	100.00	1	0	0	100.00
Fiscal	13) LEA Retention of Financial Records For 5 Years	GEPA	1	0	0	100.00	1	0	0	100.00
Fiscal	14) LEA (Controls In Place) Policies/Procedures To Protect Assets Over \$5,000	§	1	0	0	100.00	1	0	0	100.00
Fiscal	15) LEA Code of Conduct For Employees Administering Contracts	§80.36(b)	1	0	0	100.00	1	0	0	100.00
Fiscal	16) LEA Accounting Record to Ensure Federal Funds Not Co-Mingled	\$80.20	1	0	0	100.00	1	0	0	100.00
Fiscal	17) LEA Accurately Tracks IDEA Expenditures/ Set-asides	\$80.20	1	0	0	100.00	1	0	0	100.00
Fiscal	18) LEA Appropriately Charges Salaries to IDEA Grant Programs	OMB Circular A	1	0	0	100.00	1	0	0	100.00
Fiscal	19) LEA Tracks Personnel Supported by IDEA Grant Funds	OMB Circular A-87	1	0	0	100.00	1	0	0	100.00
Fiscal	20) LEA Has Source Documentation for Purchased Items/IDEA Funds Reimbursement		0	0	1	0.00	0	0	1	0.00
Fiscal	21) LEA Followed Procurement Procedures	\$80.36	0	0	1	0.00	0	0	1	0.00
Fiscal	22) LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities		1	0	0	100.00	1	0	0	100.00
Fiscal	23) LEA Correctly Paid and Retained Invoices for Expenditure in IDEA RW	§80.2	0	0	1	0.00	0	0	1	0.00
Fiscal	24) LEA Correctly Procures, Utilizes and Charges Construction Expenses	OMB C	0	0	1	0.00	0	0	1	0.00
Fiscal	25) LEA Utilizes IDEA Funds for Providing CEIS	§§300.226, 300.646	0	0	1	0.00	0	0	1	0.00
Fiscal	26) LEA Properly Tracks Students Who Receive CEIS	§300.226(d)	0	0	1	0.00	0	0	1	0.00
Fiscal	27) LEA Consultation with Rep/Parent of Parentally-placed Students in Private Schools		0	0	1	0.00	0	0	1	0.00
Fiscal	28) LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in F		0	0	1	0.00	0	0	1	0.00
Fiscal	29) LEA Reduction of Expenditures for the Education of Students with Disabilities		1	0	0	100.00	1	0	0	100.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Initial Evaluation and Reevaluation	12) Parents Provided Procedural Safeguards §300.504(a)(1)	4	2	0	66.67	4	2	0	66.67
Initial Evaluation and Reevaluation	13) Parent Consent for Initial Evaluation §300.300(a)	5	1	0	83.33	5	1	0	83.33
Initial Evaluation and Reevaluation	14) Consent Form Signature Prior to Initial Evaluation §300.300(a)	5	0	0	100.00	5	0	0	100.00
Initial Evaluation and Reevaluation	15) Variety of Assessment Tools and Strategies Used §300.304	6	0	0	100.00	6	0	0	100.00
Initial Evaluation and Reevaluation	16) Parent Consent for Reevaluation §300.300(c)(1)	4	0	0	100.00	4	0	0	100.00
Initial Evaluation and Reevaluation	17) Consent Form Signature Prior to Reevaluation §300.300(c)(1)	4	0	0	100.00	4	0	0	100.00
Initial Evaluation and Reevaluation	18) IEP Team Review of Existing Data §300.305	4	0	0	100.00	4	0	0	100.00
Initial Evaluation and Reevaluation	19) Variety of Sources Used to Determine Continued Eligibility §300.306(c)	4	0	0	100.00	4	0	0	100.00
IEP (Individualized Education Program)	20) Parent/Student Invited to IEP Meeting §300.322(a)(1)	9	1	0	90.00	9	1	0	90.00
IEP (Individualized Education Program)	21) Parent/Student Notified of Meeting §300.322(a)(1)	8	1	0	88.89	8	1	0	88.89
IEP (Individualized Education Program)	22) Parent Meets Definition in IDEA Regulations §300.30 -	9	0	0	100.00	9	0	0	100.00
IEP (Individualized Education Program)	23) General Education Teacher Attended IEP Meeting §§300.321(a), 300.321(e)	8	2	0	80.00	8	2	0	80.00
IEP (Individualized Education Program)	24) LEA Designee Attended IEP Meeting §§300.321(a), 300.321(e)	8	2	0	80.00	8	2	0	80.00
IEP (Individualized Education Program)	25) PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities	10	0	0	100.00	10	0	0	100.00
IEP (Individualized Education Program)	26) IEP Contains Measurable Annual Goals §300.320(a)(2)(i)	10	0	0	100.00	10	0	0	100.00
IEP (Individualized Education Program)	28) IEP Statement of Measurable Annual Related Services Goal(s) §300.320(a)(c)	10	0	0	100.00	10	0	0	100.00
IEP (Individualized Education Program)	30) IEP Team Considered Strategies to Address Behavior §300.324(a)(2)	5	0	5	100.00	5	0	5	100.00
IEP (Individualized Education Program)	31) ESY Determined on Individual Basis §300.106(a)(2)	6	4	0	60.00	6	4	0	60.00
IEP (Individualized Education Program)	33) Alternate Assessment Statement of Participation §300.320(a)(6)(ii)(A)	0	1	0	0.00	0	1	0	0.00
IEP (Individualized Education Program)	34) IEP Contains Benchmarks or Short-term Objectives §300.320(a)(2)(ii)	0	1	0	0.00	0	1	0	0.00
IEP (Individualized Education Program)	35) IEP Developed Within 30 Days of Initial Eligibility Determination §300.323(c)(5	1	0	83.33	5	1	0	83.33
IEP (Individualized Education Program)	36) Implementation of Related Services §300.323(c)(2)	10	0	0	100.00	10	0	0	100.00
IEP (Individualized Education Program)	37) Annual IEP Review 300.324(b)(1)(i)	10	0	0	100.00	10	0	0	100.00
LRE (Least Restrictive Environment)	40) Consideration of Harmful Effects §300.116(d)	10	0	0	100.00	10	0	0	100.00
LRE (Least Restrictive Environment)	42) Student Placement Based on IEP §300.116(b)(2)	10	0	0	100.00	10	0	0	100.00

Report Section
Reevaluation

Compliance Item
Reevaluation §300.303(b)(2)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	1	0	0.00	1	0	0	100.00