

**LATIN AMERICAN MONTESSORI BILINGUAL
PUBLIC CHARTER SCHOOL
ANNUAL REPORT
2017-2018**



Latin American Montessori Bilingual Public Charter School

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Table of Contents

I. School Description2
A. Mission Statement2
B. School Program2
C. Curriculum Design.....3
D. Parent Involvement.....7

II. School Performance11
A. Performance and Progress11
B. Goals and Academic Achievement Expectations14
C. Lessons Learned and Actions Taken19
D. Unique Accomplishments20
E. List of Donors23

III. Data Report.....25

APPENDIX A: STAFF ROSTER
.....29

APPENDIX B: BOARD ROSTER34

APPENDIX C: UNAUDITED 2017-2018 FINANCIAL STATEMENTS
.....35

APPENDIX D: APPROVED 2018-2019 BUDGET38

APPENDIX E: SCHOOL PERFORMANCE REPORT
.....39

I. School Description

A. Mission Statement

Latin American Montessori Bilingual Public Charter School (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.

B. School Program

LAMB began with the premise that all children can learn and deserve a school that supports nurtures and transforms their natural curiosity and eagerness into knowledge. LAMB was founded by the Latin American Youth Center, an acclaimed non-profit organization in the District of Columbia that has a fifty-year history and a dynamic reputation for providing services to DC's children, youth and families. In 2001 a unanimous approval of LAMB's charter application by the DC Public Schools Board of Education Chartering Authority for the creation of a school where children, whose native language is Spanish, could learn English and non-native Spanish speakers could learn Spanish. LAMB PCS began operating in 2003 under authorization from the DC Board of Education, and currently serves students in grades pre-kindergarten (PK) through 5th. In 2017 – 2018, LAMB served 462 students.

Students By Ward		
City Wards	Number of Students per Ward	Percentage of Students per Ward
Ward 1	59	8%

Ward 2	8	3%
Ward 3	20	6%
Ward 4	232	50%
Ward 5	91	20%
Ward 6	26	6%
Ward 7	18	4%
Ward 8	8	3%
Total Students	462	100%

LAMB has 3 facilities known as: Missouri, South Dakota, and Walter Reed. Our Missouri facility is located in the former Military Road School, one of the first public schools for freed African American children in the nation. The Missouri facility is owned by LAMB and the other two facilities are leased. LAMB is scheduled to consolidate into one facility, the Kingsbury school, within the next several years.

C. Curriculum Design and Instructional Approach

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.

"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

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.

Based on the Montessori model, 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. 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.

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.

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 students experience a two way immersion program in which their individual needs are met through English and Spanish instruction in a Montessori environment. LAMB integrates the Montessori educational philosophy and best practices for bilingual instruction.

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 students' 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 positive behavioral success of students. Tier II and Tier III interventions provide students with research and teacher-based intervention strategies. Some students receiving Tier II interventions may have a Student Support Team (SST). The SST consists 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 an SST or an Individualized Education Plan.

The Student Support Team (SST)

The SST 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 interventions, and evaluates the effectiveness of interventions and the need to continue or close the case. 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 (PBIS)

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 utilize Positive Behavior Intervention Supports (PBIS) to encourage positive behavior. We 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)

D. Parent Involvement

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.

To help ensure that LAMB meets its ambitious objectives, we rely on parent participation. All communication is delivered in a bilingual format from our internal to external communication. 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. 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. LAMB conducts parent satisfaction surveys following these events and alters and develops future parent education sessions based on interest and need.

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 LAMB facilities. The PTO participates in and helps organize 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.

Student Presentations and Special Events

During the course of the school year, families are invited to attend a variety of events at the school. 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.

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 both parents and/or guardians are encouraged 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 check daily. Classroom/teacher notes, snack schedules, and student work is placed in the student folders.

School Bulletin

The bulletin is sent out each week via email, and hard copies 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

Montessori Compass is an online student information system used to share progress reports, attendance reports, and photos with parents. Montessori Compass is also used for messaging between parents and teachers.

OneCallNow

OneCallNow is a service used to send out emergency and timely messages such as the School Bulletin or school closures or delays, via email, text messages, and voice messages.

Social Media

Facebook ([facebook.com/lambpcs](https://www.facebook.com/lambpcs)) and Twitter (twitter.com/lambpcs) are used to share the latest news and pictures.

Parent Listserv

LAMB parents can also sign up for the parent listserv, an online community managed by the PTO for parents to communicate with each other.

II. School Performance

A. Performance and Progress

LAMB met its mission of creating 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.

Description of key mission-related programs

Mission related programs focus on three major areas: bilingualism, social development, and peace education. LAMB's goal is for students to become bilingual and biliterate, able to read and write on grade level in both English and Spanish by the end of fifth grade. 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 ensure that LAMB students are fully bilingual before transitioning to middle school programs.

The non-academic goals target social emotional competence 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.

Learning Community is an intrinsic value at LAMB and is visible in the daily operations including: 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; older students making presentations to younger students; monthly peace ceremonies; and the frequent photo displays on the big screen at the school's entrances which capture students engrossed in school work and having fun.

LAMB has an open door policy. Administrators are present upon arrival and dismissal times to greet parents and students. Students have the opportunities to 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 for younger students.

The Performance Management Framework (PMF) is a comprehensive evaluation system for charter schools. The Public Charter School Board's PMF enables the public to review school performance across common measures. Schools are placed in three categories known as Tier I, Tier 2, and Tier 3. LAMB was rated Tier 1 for the SY 2017-2018 based on its Early Childhood Performance Indicators and PARCC Test results. The PMF provides a picture of the 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. The PCSB most recent School Quality Report is attached (Appendix E).

Assessments

LAMB utilizes a variety of assessments and evaluation tools. LAMB monitors and reports student performance data to determine the degree to which we are meeting our academic and non-academic goals, and it provides strategic instructional interventions as needed.

LAMB 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. We also use easyCBM as a predictor for PARCC.

LAMB utilizes two benchmark assessments to measure progress in reading in both English and Spanish - the “*Dynamic Indicators of Basic Early Literacy*” (DIBELS), measures the foundational skills for literacy in English. We administer parallel assessments in Spanish, the “*Indicador Dinámico del Éxito en la Lectura*” (IDEL), which is the Spanish version of DIBELS. Both assessments end at 2nd grade.

The Montessori mathematics curriculum uses a variety of manipulative math materials for students Preschool 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

Montessori Early Childhood lessons in the Sensorial Area introduce three concepts, measurement, geometry, and pre-algebraic.

Over the course of the Lower and Upper Elementary years, students use mathematical manipulatives that move in sequence from very concrete representations of concepts to increasingly more symbolic illustrations of concepts. 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.

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. As indicated in the chart below, 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	Met	LAMB PCS met both aspects of this goal – it teaches a curriculum based in Montessori philosophy, and it

<p>education in English and Spanish language.</p>		<p>teaches its curriculum in English and Spanish at all levels throughout the school year.</p>
<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.</p> <p>Students K-5nd grade averaged 63% proficiency with:</p> <ul style="list-style-type: none"> ● Kindergarten - 61%, ● 1st graders - 63% ● 2nd graders - 42%. ● 3rd grade - 73% ● 4th grade - 74% ● 5th grade 70%

<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 60% (4+) and/or 84% (3+) English language arts proficiency rate significantly outperforming many of their peers citywide.</p>
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<p>4. Teach developmentally appropriate science concepts, preschool through third grade.</p>	<p>Met</p>	<p>LAMB PCS met this goal. The school taught developmentally appropriate science concepts. School records demonstrate that teachers planned instruction around science concepts in all grades, and students practiced, improved, and mastered these concepts. LAMB held a Science Fair in collaboration with the National Institutes of Health.</p>
<p>5. Teach the use of Montessori sensorial materials which train fine discrimination of the five senses, extend concentration and form bases of academic literacy.</p>	<p>Met</p>	<p>LAMB PCS met this goal. Middle States Accreditation report, teacher evaluations, student report cards, classroom observation demonstrate that LAMB is teaching the use of Montessori sensorial materials.</p>
<p>6. 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 created a learning environment that fostered an appreciation of learning.</p>
<p>7. Support independence and small motor skills as well as specific task mastery.</p>	<p>Met</p>	<p>LAMB PCS met this goal. The school taught concentration, independence, small motor skills, and specific task mastery.</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 included, the use of chromebooks, smart boards, and Alexandria software for checking books in and out of the library. In addition, LAMB utilized software such as Study Island (interventions during and after school), online typing at typing.com, and 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 webcam 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 contained content area, such as Government, Geography, and Ancient Civilizations. Lessons include out-of-class field trips.</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 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.</p>
<p>11. Teach independence and self-direction in an atmosphere of free choice.</p>	<p>Met</p>	<p>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 5th graders.</p>
<p>12. Students kindergarten through fifth grade will maintain high levels of attendance.</p>	<p>Met</p>	<p>LAMB PCS met this goal. The school 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.</p>
<p>13. Parents will complete surveys to demonstrate satisfaction and provide feedback .</p>	<p>Met</p>	<p>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</p>

<p>14. Students will participate in focus groups to provide feedback on programming at LAMB.</p>		<p>year. In addition, the PTO conducted surveys soliciting parent feedback throughout the year. LAMB students had several opportunities throughout the year to offer feedback.</p>
<p>15. Students will demonstrate social emotional competence through Second Step instruction.</p>	<p>Met</p>	<p>LAMB PCS met this goal. Students were 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 scored very high in CLASS, scoring 100% for emotional support, which includes positive climate and teacher sensitivity in regards for student perspective.</p>

C. Lessons Learned and Actions Taken

LAMB remained connected to its graduates: LAMB’s first two graduates are now sophomores in colleges in California and Pennsylvania. 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 their visibility in 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. LAMB staff is engaged in current educational research.

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 learning teams.

Evidenced based interventions: What is clear is that when we implement 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 reviewed and updated to move students from proficient to advanced. Based on LAMB’s data, students take longer to acquire literacy skills in Spanish; as a result of this finding we implemented a full immersion Spanish summer school for more than 100 identified students. LAMB was able to provide a full Spanish immersion experience while at the same time provided interventions in reading and math.

D. Unique Accomplishments

Periodically the Principal hosted **Coffee with the Principal and parents.** These informal sessions proved to be 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 provided parent workshops both in Fall and Spring. Workshops included topics such as Supporting Transgender and Gender Non-Binary Students, Teaching Fractions in the Montessori Classroom, Montessori Grammar Symbols and Boxes, and Comparing Spanish and English Language Areas in Primary.

LAMB held our fourth 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.

For the seventh year, LAMB achieved **Tier 1 Status** based on the DC Public Charter School Board's (PCSB) rankings, and this year LAMB was ranked in the top 10 public charter schools in Washington, D.C.

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.

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.

LAMB students, families, and staff celebrated our annual **International Day**. The day included dance showcases, international lunch, carnival activities (hosted by the PTO), and family dance workshops.. The PTO sponsored a carnival that included a moon bounce, carnival games, and face painting.

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. 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.

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. Kindergarten and 5th grade students took part in **promotion ceremonies** celebrating their transition to elementary and middle school.

LAMB students attended an **environmental education program at Hard Bargain Farm** run by the Alice Ferguson Foundation. LAMB students were immersed in hands on learning about watersheds, ecosystems, earth cycles and sustainable farming. Emphasis was put on the importance of teamwork, community and self-confidence during daily team building exercises.

LAMB's summer program, **Spanish Literature-Art-Math-Science(SLAMs)**, operated during the month of July. The weekly themes and field trips were centered around the school's mission of biliteracy, as well as art exploration and Science Technology Engineering and Math (STEM) activities. Montessori mornings came alive with hands-on multisensory discovery as students learned about Spanish Literature, Art, Math, and Science. Arts enrichment in the afternoon included; art, capoeira, robotics, yoga, dance, music, and cooking classes.

The **LAMB Parent Teacher Organization (PTO)** coordinated many activities and events throughout the school year. Fundraising events included the sale of **LAMB stickers and magnets**, the **weekly popcorn sale** at each facility, the **Holiday Tree Sale and Winter Festival**, and the PTO's biggest school fundraiser each year, **¡Arriba!**. The PTO also organized social events the school community including a **Back to School Potluck Picnic**, the **Fall Festival**, the **"Muscles not Motors" (Walk or Bike to School Day)**, and a potluck as part of **Staff Appreciation Day**.

E. List of Donors

The following individuals, foundations, corporations, and organizations supported LAMB with gifts of \$500 or more between July 1, 2017 and June 30, 2018.

Aarti Bhatia Berdichevsky	Dionne Wright
Alison Paul	Dominique Taylor
Alycia Williams	Doreen Cunningham
Amy Ryan Alexander	Elisabeth Kidder
Angela Lauvray	Elizabeth McCarthy
Ann Lefert	Elizabeth Mykytiuk
Anne Midgette	Erin Golding
Anonymous (unknown to school)	Fidelity Charitable
Ashley Bruns	Greater Washington Community Foundation
Audrey Roofeh	Irene Chiao
Audrey Tafadzwa Pasipanodya	Jeffrey Jacobs
Blanca Guillen-Woods	Jennifer Carrier
Bradford Karrer	Justin Moyer
Brian Van Wye	Kate Francis
Carol Gordon	Katherine Cain
Carrie Dorean	Kelly Goldstein
Cassandra Ogren	Kusai Merchant
Catalogue for Philanthropy	Leah Brooks
Catherine Daily	Leena Im
Catherine Krizan	Lindsay Clark
Christopher Schriever	Lisa Alferieff
Dale Goldhaber	Lisa Falconer
Dan Goodman	Liz Chroust
Daniel Larson	Maria Teresa Kumar
Darryl Clay	Mark Evans
Deborah Saxon	Marta Urquilla

Megan Hansen
Melissa del Rios
Meredith McCullough
Michael Phelan
Michael Scherer
Network For Good
Nicole Harkin
Olive Cordell
Paul Leleck
Platt & Herington
Rachel Perla
Ramzy Azar
Renata Ko
Renee Padavick

Rhea Vaflor
Roy Ogren
Sam Chaltain
Sandra Salstrom
Sarah Hulsey
Suzanne Ehlers
Theodore Goldman
Tyson Shenefield
United Way of the National Capital Area
Valerie Fitton-Kane
Wanda King
William Ecenbarger

III. SY 2017-2018 Annual Report Campus Data Report

Source	Data Point
General Information	
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: 462

Student enrollment by grade level

LAMB serves 462 students preschool 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	Number of Students
PK-3	83
PK-4	79
KG	76

1	45
2	55
3	48
4	43
5	33
Total	462

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	Suspension Rate: 0.0%
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:</p> <p>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:</p> <p>(1) audited enrollment;</p> <p>(2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>
PCSB	Midyear Withdrawals: 1.5% (7 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
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>
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*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

Faculty and Staff Data Points

School	Teacher Attrition Rate: 25%
School	Number of Teachers: 43 “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: \$56,457 2. Range -- Minimum: \$35,000; Maximum: \$89,223

APPENDIX A

Staff Roster

First Name	Last Name	Position 2017-2018
Paola	Acuna	Physical Education Teacher
Juan	Alfaro	Teacher Assistant
Amanda	Arellano	Special Education Teacher
Keanna	Artis	Primary Teacher
Teresa	Aspinwall	Parent Liaison
Deyanira	Bautista	Counselor
Mauricio	Bautista	Day Porter
Alba	Beltran	Teacher Assistant
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
Yeison	Cordoba-Hurtado	Administrative Assistant
Diane	Cottman	Executive Director
Anamigdy	Cruz	Educational Aide
Eduardo	Cuesta	Elementary Teacher
Lauraluz	DeCrescenzo	Special Education Teacher
Margarita	Diaz	Math Specialist

Cristina	Encinas	Principal
Dick	Ertzinger	CFO
Silvia	Flores	Primary Teacher
Damian	Fontanez	Teacher Assistant
Mya	Ford	Occupational Therapist
Martha (Sakeenah)	Franzen	Elementary Teacher
Anabella	Fuentes	ELD Instructor
Cristian	Gajardo	IT Director
Carmen	Galvis	Administrative Assistant
Brian	Garcia	Teacher Assistant
Ainhoa	Godoy	Primary Teacher
Ana	Granados	Administrative Assistant
Cindy	Guerrero-Munguia	Teacher Assistant
Lilian	Guevara	Educational Aide
Liset	Guevara	Elementary Teacher
Ali (Rico)	Harris	Educational Aide
Maria Elena	Herrera	Primary Teacher
Bellenia	Huamani	Elementary Teacher
Adalberto	Islas	Administrative Assistant
Althea	John	Special Education Teacher
Harling	Lagos	Special Education Teacher
Patricia	Linares	Primary Teacher
Ever	Lizama	ELD Instructor
Mauricio	Lopez	ELD Coordinator/Art Teacher
Gemma	Loyola	Elementary Teacher

Claudia	Luna	Primary Teacher
Marta del Pilar	Lynch	Assistant Principal
Johari	Malik	Elementary Teacher
Michelle	Mangan	Intervention Coordinator
Thania	Martinez	ELD Instructor
Laura	Martinez-Garcia	Elementary Teacher
Rachel	Matlock	Elementary Teacher
Michael	Matthew	Interim Principal
Patricia	Medina	Elementary Teacher
Itzel	Mejia-Menendez	Primary Teacher
Carmen	Mendoza	ELD Instructor
Steve	Menendez	Elementary Teacher
Victor	Merced	ELD Coordinator/Math Interventionist
Glenda	Molina	ELD Instructor
Lorena	Molina	Elementary Teacher
Nicodeme	Mondesir	ELD Instructor
Marsy	Montano	Teacher Assistant
Ivan	Morales	Elementary Teacher
Joseph	Morgan	Educational Aide
Ana	Mo-Salazar	Administrative Assistant
Adriana	Mota Rodriguez	Accounting Assistant
Marcelo	Obregon	ELD Instructor
Rosario	Paredes	Psychologist
Wendy	Pena	Educational Aide
Mayra	Peralta	ELD Instructor

Jasmine	Pettus	Teacher Assistant
Iana	Phillips	Elementary Teacher
Jessica	Polanco	Educational Aide
Wendy	Ramirez	Educational Aide
Luz Maria	Ramos	Primary Teacher
Integrati	Reeves	Music Teacher
Mayra	Rivera	Teacher Assistant
Sindy	Rodriguez	Teacher Assistant
Chris	Roe	ELD Instructor
Betsy	Romero	Parent Liaison
Glenda Yesenia	Romero	Educational Aide
Wendy	Romero	Educational Aide
Concepcion	Roque	Educational Aide
Maria Luisa	Rossel	Elementary Teacher
Marty	Roth	Instructional Coordinator
Genesis	Sanchez	Educational Aide
Lucia	Sanchez	Primary Teacher
Paola	Sanchez	ELD Instructor
Teresa	Serrano	Educational Aide
Susana	Silva-Canales	Curriculum Coordinator
Joel	Steinberg	Elementary Teacher
Carolann	Stephens	Elementary Teacher
Malvin	Suarez	Educational Aide
Margaret (Maisie)	Theobald	Elementary Teacher
Elia	Torres	Speech Language Pathologist

Susan	Torres	ELD Instructor
Alexandra	Torres Guerrero	Primary Teacher
Rosa	Turcios Valle	Educational Aide
Maria	Unda	Educational Aide
Yesenia	Urrutia	Teacher Assistant
Maria	Valle	Educational Aide
Alejandra	Velasquez	ELD Instructor
Angie	Villegas	ELD Instructor
Sonal	Vyas	Counselor
Sharamaine	Williams	Interim Executive Director
Anna Marie	Yombo	HR/Special Projects Coordinator
Ernest	Yombo	Assistant Principal
Yolanda	Zamora	Primary Teacher
Ana Maria	Zegarra	Speech Language Pathologist Assistant
Nargi	Zelaya	Educational Aide
Jose	Zermeno	Educational Aide

97% of teachers have a Bachelor's Degree
45% have a Master's Degree

APPENDIX B

Board Roster as of May 2018

Chair

Barrie Lynn Tapia, MSW, JD
Residence: Washington, DC

Treasurer

Paul Leleck
Residence: Maryland

Secretary

Tracy Goodman, Esq.
Residence: Washington, DC

Bill Ecenbarger, Esq.
Residence: Washington, DC

Oladele Dosunmu, CPA
Residence: Maryland

Kendall Ladd
Residence: Washington, DC

Selena Gonzales Jones
Residence: Maryland

Douglas Tyson
Residence: Virginia

Jen Carrier
Residence: Washington, DC

APPENDIX C

Unaudited 2017-2018 Financial Statements

Unaudited Year-end 2017-2018

Statement of Activities	12 months ended Jun 30, 2018
Revenue	
DCPS - per pupil payments	\$ 8,766,746
DC Government grants	\$ 23,833
Federal grants	\$ 262,749
Foundation grants	\$ 11,091
Nat'l School Lunch	\$ 58,838
Contributions	\$ 121,420
Interest income	\$ 4,755
E-Rate revenue	\$ 24,593
Student activity fees	\$ 10,760
Extended Learning Day Program	\$ 898,530
Summer Program	\$ 104,075
Miscellaneous income	\$ 303
Total Revenue	\$ 10,287,693
Expense	
PERSONNEL SALARIES AND BENEFITS	
Salaries	
Principal/Executive Salaries	\$ 564,698
Teacher Salaries	\$ 1,848,247
Teacher Aides Salaries	\$ 357,131
Special Education Salaries	\$ 769,523
Other Professional Salaries	\$ 750,138
Clerical Salaries	\$ 280,150
Food Service Staff	\$ 5,814
Business Operation Salaries	\$ 145,321
Support Staff	\$ 644,832
Total Salaries	\$ 5,365,855
Payroll Taxes/Fees	
FICA	\$ 390,338
Unemployment expense	\$ 21,779
Total Payroll Taxes/Fees	\$ 412,117
Employee Benefits	
Health insurance	\$ 388,643
Group TLI & LTDI	\$ 43,265
Workers' comp. insurance	\$ 22,363
Retirement expense	\$ 183,915
Staff Development Costs	\$ 15,629
Fringe benefits - De Minimus	\$ 4,036
Bonuses	\$ 106,286
Total Employee Benefits	\$ 764,138
Total PERSONNEL SALARIES AND BENEFITS	\$ 6,542,109
DIRECT STUDENT EXPENSE	
Educational Furniture & Equipment	\$ 17,758
Educational Materials	\$ 42,802
Testing materials	\$ 1,807
Educational supplies	\$ 55,960
Special Education materials	\$ 290
Educational material/supplies - Other	\$ 814
Educational Subscriptions	\$ 19,795
Special education	\$ 88,438
Student activity expense	\$ 30,747
Food Service	\$ 200,551
Consultants	\$ 46,475
Total DIRECT STUDENT EXPENSE	\$ 505,437
OCCUPANCY EXPENSES	
Rent - Perry St	\$ 288,840
Rent - South Dakota	\$ 462,946
Rent - Walter Reed	\$ 468,600

Unaudited Year-end 2017-2018

Statement of Activities	12 months ended Jun 30, 2018
Rent - Walter Reed CAM & Oper	\$ 173,034
Depreciation - Occupancy	\$ 243,216
Insurance - building	\$ 14,707
Interest expense	\$ 246,754
Loan expense amortization	\$ 14,775
Janitorial Salaries	\$ 25,141
Janitorial services & supplies	\$ 156,214
Repairs & maintenance	\$ 154,404
Utilities	\$ 73,988
Grounds maintenance	\$ 4,914
Pest control	\$ 1,500
Security	\$ 16,522
Trash removal	\$ 4,500
Total OCCUPANCY EXPENSES	\$ 2,350,054
OFFICE EXPENSES	
Accounting Cost	\$ 95,591
Advertising & Marketing	\$ 3,336
Background Checks	\$ 3,118
Depreciation - General Office	\$ 70,604
Furniture & equipment	\$ 7,997
Office supplies	\$ 11,070
Printing & copying	\$ 28,067
Postage & delivery	\$ 1,174
Payroll processing	\$ 19,830
Telephone	\$ 48,471
Total OFFICE EXPENSES	\$ 289,258
GENERAL EXPENSES	
Administrative fee (DCPS)	\$ 86,818
Bank and service fees	\$ 26,154
Board expenses	\$ 406
Consulting Expense	\$ 232,941
Corporate Filings/Registrations	\$ 3,555
Donations	\$ 259
Dues & subscriptions	\$ 19,246
Fundraising expenses	\$ 6,549
Insurance - liability	\$ 19,667
Legal fees	\$ 372,054
Miscellaneous expense	\$ 351
Moving Expenses	\$ 10,352
Student Assistance	\$ 12,148
Travel	\$ 8,056
Total GENERAL EXPENSES	\$ 798,556
INTEREST RATE SWAP VALUE CHANGE	\$ (122,197)
Total Expense	\$ 10,363,218
Net Income	\$ (75,525)
 Operating income reconciliation	
Net Income	\$ (75,525)
Add: depreciation and amortization expense	\$ 257,991
Less: interest rate swap value change	\$ (122,197)
Operating income	\$ 60,269
Operating income margin	0.6%

Unaudited Year-end 2017-2018

Balance Sheet		Jun-18
ASSETS		
Current Assets		
Checking/Savings	\$	3,553,173
Accounts Receivable		
A/R - ee Advances	\$	2,000
Extended Learning Day Missouri	\$	640
Extended Learning Day S Dakota	\$	1,100
Extended Learning Day Walter Reed	\$	925
Lunch Missouri	\$	837
Lunch South Dakota	\$	442
Lunch Walter Reed	\$	281
Promises Receivable	\$	2,435
Other Receivable	\$	422
Total Accounts Receivable	\$	9,082
Other Current Assets		
Grants receivable	\$	104,104
Prepaid expenses	\$	60,597
Total Other Current Assets	\$	164,701
Total Current Assets	\$	3,726,956
Fixed Assets, net	\$	7,852,179
Other Assets		
M&T Bank - Collateral A/C	\$	205,243
Deferred Financing Costs	\$	29,550
Deposits	\$	683,556
Total Other Assets	\$	918,349
TOTAL ASSETS	\$	12,497,484
LIABILITIES & EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable	\$	380,737
Credit Cards	\$	8,227
Other Current Liabilities		
Accounts Payable - Expense Reim	\$	55,003
Accrued interest payable	\$	3,426
Deposits Summer Program	\$	87,600
Accrued annual leave	\$	51,979
Accrued FICA expense	\$	60,959
Accrued retirement expense	\$	123,216
Accrued salaries payable	\$	796,862
Other P/R related w/h and accruals	\$	8,528
Total Other Current Liabilities	\$	1,187,572
Total Current Liabilities	\$	1,576,535
Long Term Liabilities		
Loan payable - M&T	\$	5,084,324
Interest Rate Swap	\$	(36,290)
Total Long Term Liabilities	\$	5,048,034
Total Liabilities	\$	6,624,569
Equity	\$	5,872,914
TOTAL LIABILITIES & EQUITY	\$	12,497,484

APPENDIX D

Approved 2018 - 2019 Budget

Budget - SY2018-2019

Statement of Activities	12 months ended Jun 30, 2019	
OCCUPANCY EXPENSES		
Rent - Perry St	\$	288,840
Rent - South Dakota	\$	475,757
Rent - Walter Reed	\$	624,800
Rent - Walter Reed CAM & Oper	\$	140,944
Depreciation - Occupancy	\$	243,216
Insurance - building	\$	14,707
Interest expense	\$	228,014
Loan expense amortization	\$	14,775
Janitorial Salaries	\$	29,725
Janitorial services & supplies	\$	156,532
Repairs & maintenance	\$	160,036
Utilities	\$	74,715
Grounds maintenance	\$	4,214
Pest control	\$	1,500
Security	\$	16,352
Trash removal	\$	4,500
Total OCCUPANCY EXPENSES	\$	2,478,626
OFFICE EXPENSES		
Accounting Cost	\$	81,000
Advertising & Marketing	\$	5,000
Background Checks	\$	3,257
Depreciation - General Office	\$	70,604
Furniture & equipment	\$	13,165
Office supplies	\$	10,840
Printing & copying	\$	29,378
Postage & delivery	\$	1,367
Payroll processing	\$	19,721
Telephone	\$	35,320
Total OFFICE EXPENSES	\$	269,652
GENERAL EXPENSES		
Administrative fee (DCPS)	\$	95,947
Bank and service fees	\$	27,200
Board expenses	\$	414
Consulting Expense	\$	132,500
Corporate Filings/Registrations	\$	4,412
Donations	\$	265
Dues & subscriptions	\$	18,391
Fundraising expenses	\$	6,680
Insurance - liability	\$	14,987
Legal fees	\$	181,429
Miscellaneous expense	\$	358
Student Assistance	\$	12,391
Travel	\$	3,070
Contingency	\$	100,000
Total GENERAL EXPENSES	\$	598,043
INTEREST RATE SWAP VALUE CHANGE	\$	-
Total Expense	\$	10,975,393
Net Income	\$	53,155
Operating income reconciliation		
Net Income	\$	53,155
Add: depreciation and amortization expense	\$	257,991
Operating income	\$	311,146
Operating income margin		2.8%

APPENDIX E

School Performance Report

2018
School Quality Report



WARD
4

1375 Missouri Avenue NW
Washington, DC 20011

Latin American Montessori Bilingual PCS

202-726-6200
www.lambpcs.org



TIER SCORES

2014 2015 2016 2017 **2018**



86.0%

School Profile (2018–19)

<p>Board Chairs Selena Gonzalez-Jones Jennifer Carrier</p>	<p>Interim Executive Director Sharamaine Williams</p> <p>First School Year 2003-04</p>	<p>Grades Served</p> <p>● Current Grades ● Future Grades</p> <p>● PK3 ● PK4 ● K ● 1 ● 2 ● 3 ● 4 ● 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ Adult Ed</p> <p style="font-size: small;">Is part of the PK-12 DCI network.</p>
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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 (2017–18)

Total Enrollment
462



<ul style="list-style-type: none"> ■ Asian 1.7% ■ Black Non-Hispanic 17.3% ■ Hispanic / Latino 37.4% ■ Native American / Alaska Native 0.4% ■ Pacific Islander / Native Hawaiian 0.4% ■ White Non-Hispanic 34.2% ■ Multiracial 8.4% 	<p>English Language Learner 29.4%</p> <p>Economically Disadvantaged 23.8%</p> <p>Special Education 15.2%</p> <p>At-Risk Population 9.7%</p>
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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

2018 School Quality Report

(2017–18)

Grades Measured: PK3-5



Points Earned out of Points Possible

Percent of Possible Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts		16.9 out of 17.5	96.5%
Growth on the state assessment in mathematics		14.4 out of 17.5	82.1%

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts Approaching College and Career Ready and Above		6.5 out of 7.5	86.6%
College and Career Ready		5.0 out of 5.0	100.0%
PARCC: Mathematics Approaching College and Career Ready and Above		5.5 out of 7.5	73.1%
College and Career Ready		3.0 out of 5.0	60.2%

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts College and Career Ready		7.8 out of 10.0	78.0%
8th Grade Mathematics College and Career Ready		0.0 out of 0.0	N/A

School Environment (30 points): Predictors of Future Student Progress and Achievement

Attendance In-seat attendance		9.0 out of 9.0	100.0%
Re-enrollment Percent of students eligible to re-enroll		9.0 out of 9.0	100.0%
Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) Emotional Support		4.0 out of 4.0	100.0%
Classroom Organization		3.2 out of 4.0	80.0%
Instructional Support		1.7 out of 4.0	41.3%

TOTAL SCORE

TIER 1

86.0 out of 100

86.0%

Latin American Montessori Bilingual PCS

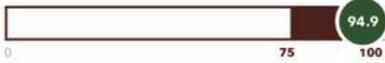
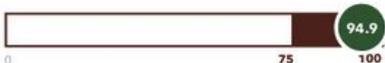
2018 School Quality Report

(2017-18)



Grades Measured: PK3-5

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<p>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>	
<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>	
<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>	
<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>	