



# 2019 Annual Report

April Martin  
Board Chair

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*LAMB PCS acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.*

## School Description

### Mission

LAMB's (Latin American Montessori Bilingual) 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.

We accomplish our mission by:

- Using the Montessori method which, through highly individualized instruction, fosters independence and the love of learning.
- Implementing a dual language immersion model in English and Spanish.

### 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. In 2001 LAMB's charter application was unanimously approved by the DC Public Schools Board of Education Chartering Authority. The school opened its doors in 2003.

LAMB serves students in grades pre-kindergarten 3 (PK3) through 5th. In 2018 – 2019, LAMB served 476 students from all eight wards. The school has three facilities, two in Ward 4 (at the Historic Military Road School on Missouri Ave. and the Walter Reed Campus) and one in Ward 5 in Brookland (on Perry Street).

### Curriculum Design and Instructional Approach

LAMB uses the Montessori Cosmic Curriculum, an interconnected series of lessons that lays a broad foundation of learning. The curriculum exposes children to history, geography, anthropology, biology, chemistry, physics, astronomy, botany, and ecology through a series of integrated lessons we call Great Lessons. LAMB's Montessori curriculum is aligned with the Common Core State Standards.

Montessori education is unique. It is designed to meet children's needs at each of their stages of development and to accommodate each child's learning preferences and pace. Dr. Maria Montessori, who designed the curriculum, did so based on important observations about children. She observed that all children:

- Want to learn
- Want to be independent
- Learn through play and work
- Have “absorbent” minds
- Pass through “sensitive” periods
- Pass through stages of development

These six principles form an approach in which children are seen as eager, active learners whose needs and preferences vary. LAMB follows these principles. We see our role as guides and supporters of the students’ learning. We empower our children to work independently within clearly outlined limits and expectations.

LAMB follows the Montessori model of mixing children who are close in age together in multi-age communities (classrooms). This structure lets students experience being part of the youngest, middle, and oldest group in a community. Each of these experiences help students grow. We have a program for each of these clusters:

- Primary (PreK3 - Kindergarten): LAMB has nine Primary communities serving students ages three to six.
- Lower Elementary (1st - 3rd Grade): LAMB has eight Lower Elementary communities serving students ages six to nine.
- Upper Elementary (4th - 5th grade): LAMB has four Upper Elementary communities serving students ages nine to twelve.

In addition to the Montessori curriculum, LAMB uses a dual English and Spanish language immersion model. Our goal is that our students will be fluent in both languages by 5th grade. All of our communities, other than PreK3, receive classes in Spanish and in English while learning core academic subjects. These classes are structured slightly differently, depending on the community level:

- Primary and Lower Elementary (PreK3 to 3rd grade)
  - PreK3: Instruction is in Spanish only. Students nap in the afternoon.
  - PreK4 and Kinder: Instruction is in both languages, one in the morning and one in the afternoon. One instructor per language.
  - 1st through 3rd grade: Instruction is in both languages.
- Upper Elementary (4th and 5th grade)
  - Instruction is in both languages.

Although our focus is on teaching students Spanish, we value and celebrate Latin American heritage in several ways. Most of our staff are originally from a Latin American country or are

descended from Latino immigrants. We incorporate our heritage into our work and share it with our students.

In addition, to broaden their educational experience, students receive visual arts, music, and physical education classes. Students receive these classes with trained art, music, and physical education specialists. Additionally, Elementary students receive lesson on technology.

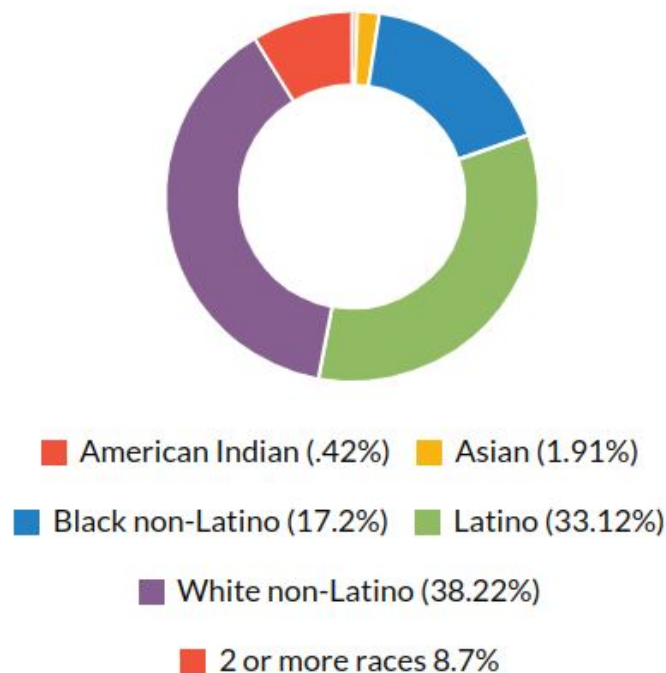
The goals of LAMB's enrichment program include:

- Teaching subject area skills and concepts
- Equipping children to use kinetic and artistic techniques to express ideas
- Building the social and emotional skills students need to collaborate with others

## Student Characteristics

LAMB prides itself on being a diverse and inclusive school. The school was founded with the goal of bringing together Latino and non-Latino children to learn in an environment designed around equity, celebration, and curiosity. Since the day we opened our doors, we have welcomed students from all Wards and backgrounds. The diversity of our students, staff, and families, helps show our students that they are part of a diverse community, city, and planet and understand the richness this diversity creates.

**Student Racial/Ethnic Diversity 2018 - 2019 School Year**



## Family Engagement

When a new child joins LAMB, we consider their entire family a part of our community. Family participation helps us create a richer environment for our students to learn and grow. There are several ways families can engage with the school, including:

**Parent-teacher conferences:** LAMB schedules these formal meetings 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. At these conferences, parents and teachers talk about a student's academic progress.

**Classroom observations:** Parents are invited to visit the school and observe their child at work in the classroom. LAMB encourages parents to observe their child's classroom at least three times per year prior to parent-teacher conferences. We provide a bilingual "Observation Brochure" to help frame the observation in Montessori pedagogy.

**Volunteer opportunities:** To help ensure that LAMB meets its ambitious objectives, LAMB relies on parent participation. 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. Additionally, LAMB encourages parents to share any hobbies or special interests with their child's class and/or the school.

**Family workshops:** Twice a school year, LAMB offers workshops for families and caregivers. We offer information about our Montessori and bilingual methods, child development, behavior management, and more. Teachers and staff lead these sessions.

**Student presentations and special events:** During 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. Frequently, LAMB parents make presentations to classrooms or grade-levels, sharing cultural traditions from around the world.

**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. The PTO participates in and helps organize fundraising events, classroom parents, popcorn day, back-to-school picnic, teacher appreciation lunch, end-of-the-year party, among others. The PTO has various committees that help achieve its work and meets throughout the school year.

### **Parent-teacher communication**

Parents are encouraged to share information about their children with teachers regularly. Parents may communicate with teachers informally during student drop-off or pick up, or they may choose a more formal means of communication.

- Student folders
- Monthly bulletin
- Weekly reminders and news
- Transparent Classroom - This is a Montessori-specific communication platform that LAMB uses to communicate academic progress

## **School Performance**

### **Performance and Progress**

LAMB's 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, guides all our efforts inside and outside the classroom. LAMB's Board of Directors, staff, students, and families work together to operationalize this mission. Below we describe some of the programs and methods we use to pursue our mission.

**Dual language immersion:** LAMB's goal is for students to become bilingual and bi-literate, able to read and write on grade level in both English and Spanish by the end of fifth grade. To accomplish this, we implement a dual English and Spanish language immersion model. All of our communities (classrooms), other than PreK3, receive classes in Spanish and in English while learning core academic subjects.

- PreK3: Instruction is in Spanish only.
- PreK4 through 5th grade: Instruction is in both languages.

Given the importance of our immersion program, all LAMB communications are fully bilingual (website, bulletins, announcements, etc.). Similarly, our school-wide events are always conducted in English and Spanish (family workshops, peace ceremonies, International Day, etc.)

**Focus on Latin America:** Although our focus is on teaching students Spanish, we value and celebrate Latin American heritage in several ways. Most of our staff are originally from a Latin American country or are descended from Latino immigrants. We incorporate our heritage into our work and share it with our students. Furthermore, some of our teachers are with us as part of a cultural exchange program. As part of this program, they share their culture with our students via food, music, stories, traditions, among others.

**Montessori curriculum:** LAMB uses the Montessori Cosmic Curriculum, an interconnected series of lessons that lays a broad foundation of learning. The curriculum exposes children to history, geography, anthropology, biology, chemistry, physics, astronomy, botany, and ecology through a series of integrated lessons we call Great Lessons. LAMB's Montessori curriculum is aligned with the Common Core State Standards.

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. 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. 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.

Being a learning community is an intrinsic value at LAMB. As part of this, we provide on-site professional development showcasing teachers as students; family workshops where childcare is provided and students witness their parents attending class; monthly charlas (conversations) with administrators; older students making presentations to younger students; and peace ceremonies (events where students perform).

## **Goals and Academic Achievement**

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. LAMB adopted the PMF as its charter goals. PCSB will report on LAMB's progress in its next PMF report.

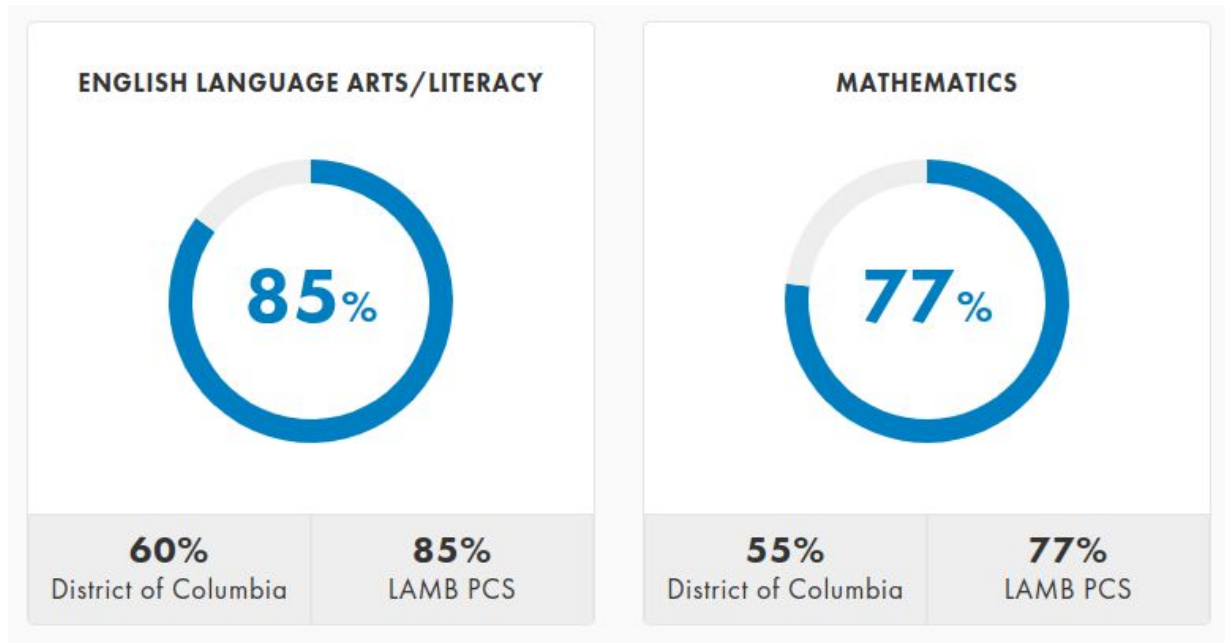
### **PARCC Scores**

Last school year, 3rd, 4th, and 5th-grade students took the Partnership for Assessment of Readiness for College and Careers (PARCC) test.

On the next page, we report our overall results.



**Percent of students who approached, met, or exceeded expectations for grade-level learning standards**



**Percent of students who approached, met, or exceeded expectations for grade-level learning standards**

<div> <div>SCHOOL</div> <div>DISTRICT OF COLUMBIA</div> </div>		
GRADE LEVEL & ASSESSMENT	ENGLISH LANGUAGE ARTS/LITERACY	MATH
All Grades	85%	77%
Grades 3-8 (enrolled)	85%	77%
Grade 3 Test	83%	81%
Grade 4 Test	79%	74%
Grade 5 Test	97%	74%

Among elementary charter schools in D.C. LAMB ranked:

- Third, for students approaching, meeting, and exceeding expectations.

- Seventh, for students meeting or exceeding expectations.
- First in the number of students who approached expectations, met, or exceeded them for English and language arts
- Eighth in the number of students who approached expectations, met, or exceeded them for math.

LAMB staff and leadership reviewed and discussed our students' scores. While PARCC scores represent only a small percent of how we measure our overall performance, the data does give us information that we can use to improve our students' academic success. We believe that a variety of factors contributed to our scores. While overall and in comparison with other charter schools, we did well, we are identifying some areas we will focus on improving. We will continue to analyze our data and use it to learn how best to guide our students.

While LAMB performed well overall, we recognize the academic achievement gaps between children of color and those from economically disadvantaged families. One of our top priorities for the 2019 -2020 school year is to close this gap. To accomplish this goal, this school year, we are focusing all our professional development efforts on bilingualism, diversity, and equity. Additionally, we will be rolling out a new behavior management system, Behavior Flip, with a focus on restorative justice and building resilience. We will be spending the fall laying the foundation with teachers and then conducting training and rolling it out in January.

As a community that values lifelong learning, we are always looking to learn and improve on everything we do. Our Instructional Coordinators observed classrooms to 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 will continue to offer coaching to our teaching staff to improve our academic outcomes and the skill sets of our teachers. Additionally, 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. These teams meet throughout the year to discuss articles and books of interest.

We have learned that in moments of challenge for teachers, returning to our Montessori roots provides a clear, time tested path to overcome obstacles. We will continue to review our Montessori curriculum to strengthen it at the individual teacher level as well as at the schoolwide level.

## Unique Accomplishments

LAMB had much to celebrate in the 2018 - 2019 school year. Below we highlight some of our accomplishments:

- For the eighth-year, LAMB achieved Tier 1 status based on the DC Public Charter School Board's (PCSB) rankings. This Tier 1 ranking is based on the results of the School Quality Report, the PCSB's annual tool for assessing and monitoring charter school performance.

- We welcomed new leadership to the school. Dr. Charis Sharp, a national leader in Montessori administration, became our new executive director in February. Dr. Sharp focused her attention on improving the school's climate for all members of our community (students, family, and staff). Through a school climate survey, monthly charlas (conversations), special sessions, and other channels, she identified the school's strengths and needs and developed a plan to improve the school climate and academic outcomes.
- Arriba, our annual Parent Teacher Organization's fundraising campaign achieved 94% of family participation. Arriba not only brought much-needed resources to LAMB, it demonstrated the love and commitment of all our families. Additionally, this week-long campaign brought us together and helped strengthen community ties by hosting a variety of events and celebrations.
- Over 65 staff members attended The Montessori Event, the largest Montessori conference in the world. In addition, LAMB staff presented three different workshops and LAMB students were featured on the Montessori stage giving and receiving Montessori lessons.
- For the past several years, with 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 won the Group Submission Category at the 2019 National Cherry Blossom Festival Student Art Contest. Two of our students also received honorable mentions.
- Marta Perez Garcia, our beloved art teacher, received a grant from the DC Arts and Humanities Commission to work with different communities in DC in an art project against domestic violence. The Museum of Contemporary Art of Puerto Rico took this project to Puerto Rico in the summer.

## List of Donors

LAMB thanks the following individuals and institutions for supporting the school during the 2018 - 2019 year with gifts of \$500 or more.

Lisa Alferieff	Maria-Jose Carrasco	Dale Goldhaber
Amazon Smile	Jennifer Carrier	Erin Golding
Andrea Badillo	Elizabeth Chroust	Theodore Goldman
DaJoie Baker	Lindsay Clark	Kelly Goldstein
Monica Medina	Nafees Clay	Daniel Goodman
Bednarovsky	Maisha Cryor	Allison Gross
Aarti Berdichevsky	Erica Fry Cryor	Nicole Harkin
Clancy Broxton	Doreen Cunningham	Ellen Harms
Leah Brooks	Melissa Del Rios	Eileen Hughes
Ashley Bruns	Exelon	Sarah Hulsey
Katherine Cain	Daniel Fisher	Cristina Jacobs
Jennifer Cama	Ilisa Gertner	Christian Johnson

Bradford Karrer  
 Madeline Karrer  
 Colleen Keenan  
 Elisabeth Kidder  
 Maria Teresa Kumar  
 Daniel Larson  
 Angela Lauvray  
 Ann Lefert  
 Sarah Margon  
 Anne Midgette  
 Justin Moyer

Elizabeth Mykytiuk  
 Henry & Hayes Mykytiuk  
 Roy Ogren  
 Judith Perla  
 Edward Palmieri  
 Alison Paul  
 Politics & Prose  
 Swati Rawani  
 Jennifer Rivers  
 Audrey Roofeh  
 Laura Rusu

Sandra Salstrom  
 Rafael Sandow  
 Deborah Saxon  
 Kathleen Scott  
 Tyson Shenefield  
 Virginia Simpson  
 Penelope Spain  
 Brad Stremlau  
 United Way of the National  
 Capital Area  
 Dionne Wright

## School Year 2018 - 2019 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: 476

Enrollment by grade level according to OSSE's Audited Enrollment Report									
Grade	PK3	PK4	KG	1	2	3	4	5	Total Enrolled
Student Count	73	82	77	70	43	50	45	36	476

Student Data Points	
Source	Data Point
School	<b>Total number of instructional days:</b> 180 Number of instructional days, not including holidays or professional development days, for the majority of the school.
PCSB	<b>Suspension Rate:</b> 0.0%

PCSB	<b>Expulsion Rate:</b> 0.00%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.00%
PCSB	<b>In-Seat Attendance:</b> 94.6%*
PCSB	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide the following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	<b>Midyear Withdrawals:</b> 1.5% (7 students)*
PCSB	<b>Midyear Entries:</b> 0.0% (0 students)*
PCSB	<b>Promotion Rate (LEA):</b> 98.7%
PCSB	<b>College Acceptance Rates:</b> Not Applicable
PCSB	<b>College Admission Test Scores:</b> Not Applicable
PCSB	<b>Graduation Rates:</b> Not Applicable

<b>Faculty and Staff Data Points</b>	
<b>Source</b>	<b>Data Point</b>
School	<b>Teacher Attrition Rate:</b> 13.95%
School	<b>Number of Teachers:</b> 43 <i>"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.</i>
School	<b>School Teacher Salary</b> 1. <b>Average:</b> \$58,182 2. <b>Range -- Minimum:</b> \$45,000 <b>Maximum:</b> \$91,900
School	<b>Executive Salaries</b> <ul style="list-style-type: none"> <li>• \$140,000</li> <li>• \$120,000</li> <li>• \$115,000</li> <li>• \$106,369</li> </ul>

	<ul style="list-style-type: none"> <li>• \$106,369</li> </ul>
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**\*Notes:**

The provided in-seat attendance rates align with the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

## Appendices

### Appendix A: Staff Roster 2018 - 2019 School Year

Name	Last Name	Title
Paola	Acuña	Physical Education Teacher
Dilcia	Aguilar	ELD Instructor
Eboni	Farmer	SPED Coordinator
Juan	Alfaro	Primary Montessori Teacher Assistant
Maira	Aplicano	Educational Aide
Amanda	Arellano	Special Education Teacher
Sara	Arranz	Assistant Principal
Deyanira	Bautista	Counselor
Miriam	Bonilla	Administrative Assistant
Rosa	Calderon	Educational Aide
Jessica	Calixto	Primary Montessori Teacher
Rosa	Canales	Administrative Assistant
Dayana	Candelaria	ELD Instructor
Sharamaine	Williams	Interim Executive Director
Ana Hilda	Caro	Educational Aide
Maria-Jose	Carrasco	Communications & Compliance Manager
Veronica	Carrasco	Primary Montessori Teacher
Maria	Carvajal	Student Support Manager
Ivannia	Castillo-Roman	Special Education Teacher
Elis	Cecchetti	Primary Montessori Teacher
Ronald	Chacon	ELD Coordinator
Maria	Chavez	Substitute
Everildiz (Lili)	Cordoba Pren	Substitute
Yeison	Cordoba-Hurtado	Administrative Assistant
Anamigdy	Cruz	Educational Aide
Anna	Curtis	Reading Specialist
Margarita	Diaz	Math Coach

Jovana	Espino	Primary Montessori Teacher
Silvia	Flores	Primary Montessori Teacher
Grace	Lopez	ELD Instructor
Damian	Fontanez	Elementary Montessori Teacher
Martha (Sakeenah)	Franzen	Elementary Montessori Teacher
Cristian (Cris)	Gajardo	Information Technology Director
Carmen	Galvis	ELD Coordinator
Brian	Garcia	Primary Teacher Assistant
Ainhoa	Godoy	Primary Montessori Teacher
Ana	Granados	Administrative Assistant
Cindy	Guerrero-Munguia	Educational Aide
Adriana	Mota Rodriguez	Accounting Assistant
Lilian	Guevara	Dedicated Aide
Liset	Guevara	Elementary Montessori Teacher
Danielle	Hardoon	Elementary Montessori Teacher
Ali (Rico)	Harris	Dedicated Aide
Maria Elena (Nena)	Herrera	Primary Montessori Teacher
James	Hoggard	Accountant
Bellenia	Huamani	Elementary Montessori Teacher
Adalberto	Islas	ELD Coordinator
Althea	John	Special Education Teacher
Yuria	Joo	Elementary Montessori Teacher
Ever	Lizama	Educational Aide
Marta (Pilar)	Lynch	Director of Business Operations
Gemma	Loyola	Elementary Montessori Teacher
Claudia	Luna	Primary Montessori Teacher
Michelle	Mangan	Assistant Principal
Mayra	Marenco	Administrative Assistant
Ana Dilia	Marquez	ELD Instructor
Thania	Martinez	ELD Instructor



Laura	Martinez Garcia	Elementary Montessori Teacher
Patricia	Medina	Elementary Montessori Teacher
Gloria	Mejia	Educational Aide
Carmen	Mendoza	Educational Aide
Steve	Menendez	Elementary Montessori Teacher
Victor	Merced	Testing & Data Coordinator
Ana Rebeca	Mo-Salazar	Administrative Assistant
Glenda	Molina	Educational Aide
Nicodeme	Mondesir	ELD Instructor
Marsy	Montano	Primary Montessori Teacher
Ivan	Morales	Elementary Montessori Teacher
Carmen	Navarro	Substitute
Brian	Nielsen	CFO/COO
Zoila (Luly)	Noronha	Elementary Montessori Teacher
Wendy	Peña	Primary Montessori Teacher Assistant
Mayra	Peralta	Educational Aide
Jasmine	Peralta	ELD Instructor
Marta	Perez	Art Teacher
Eduardo	Perez	ELD Instructor
Jasmine	Pettus	Elementary Montessori Teacher Assistant
Iana	Phillips	Elementary Montessori Teacher
Jessica	Polanco	Educational Aide
Adelaida	Principe	Elementary Montessori Teacher
Wendy	Ramirez	Educational Aide
Nitya	Ramlogan	Elementary Montessori Teacher
Luz Maria	Ramos	Primary Montessori Teacher
Integriti	Reeves	Music Teacher
Mayra	Rivera	Elementary Montessori Teacher Intern
Christopher (Chris)	Roe	Substitute
Betsy	Romero	Director of Family Engagement and School Information
Glenda (Yesenia)	Romero	Educational Aide

Wendy	Romero	Elementary Teacher Assistant
Concepcion	Roque	Educational Aide
Maria Luisa	Rossel	Elementary Montessori Teacher
Martin (Marty)	Roth	Instructional Coordinator
Beth	Saguto	Elementary Montessori Teacher
Genesis	Sanchez	Dedicated Aide
Paola	Sanchez	Elementary Montessori Teacher Intern
Lucia	Sanchez	Primary Montessori Teacher
Teresa	Serrano	Educational Aide
Elia	Torres	Special Education Coordinator
Charis	Sharp	Executive Director
Susana	Silva-Canales	Curriculum Coordinator (& Interim AP)
Joel	Steinberg	Elementary Montessori Teacher
Carol	Stewart	Special Education Teacher
Margaret (Maisie)	Theobald	Elementary Montessori Teacher
Susan	Torres	ELD Instructor
Maria	Unda	Educational Aide
Alexandra	Torres-Guerrero	Primary Montessori Teacher
Rosa	Turcios Valle	Educational Aide
Naomi	Ueki	Primary Montessori Teacher
Alba	Umanzor	Primary Montessori Teacher Assistant
Yesenia	Urrutia	Elementary Montessori Teacher Intern
Maria	Valle	Educational Aide
Maria	Valle de Bustillo	Educational Aide
Alejandra	Velasquez	ELD Instructor
Sonal	Vyas	Mental Health Provider
Malachi	Washington	Educational Aide
Ernest	Yombo	Assistant Principal
Anna Marie	Yombo	HR/Special Projects Coordinator
Yolanda (Yoli)	Zamora	Primary Montessori Teacher
Nargi	Zelaya	Primary Montessori Teacher Assistant

Jose	Zermeno Gamez	Educational Aide
95% of Teachers have a Bachelor's Degree 28% have a Master's Degree		

## Appendix B: Board Roster 2018-2019 Academic Year

**April D. Martin**

*Chair*

Residence: Washington D.C.

**John Zakrajsek**

*Treasurer*

Residence: Washington D.C.

**Suzanne Ehlers**

*Secretary*

Residence: Washington D.C.

**Katherine Avery**

*Member*

Residence: Washington D.C.

**Roxana Barillas**

*Member*

Residence: Maryland

**Jen Carrier**

*Member*

Residence: Washington D.C.

**Najia Lupson**

*Member*

Residence: Maryland

**Ericka Markman**

*Member*

Residence: Maryland

**Victoria Ortega**

*Member*

Residence: Washington D.C.

## Appendix C: Unaudited Year-end 2018 -2019 Financial Statement

**LAMB (Latin American Montessori Bilingual) Public Charter School**  
**Statement of Activities**  
**Fiscal Year ending June 30, 2019 -- UNAUDITED**

**12 months ended**  
**6/30/2019**

### **REVENUE**

Per Pupil Charter Payments - General Education	7,553,449
Per Pupil Charter Payments - Categorical Enhancements	-
Per Pupil Facilities Allowance	1,524,017
Federal Funding	370,073
Other Government Funding/Grants	17,351
Private Grants and Donations	-
Activity Fees	1,080,622
In-kind revenue	-
Other Income	207,460
<b>TOTAL REVENUES</b>	<b>10,752,972</b>

### **FUNCTIONAL EXPENSES**

#### ***Personnel Salaries and Benefits***

Principal/Executive Salary	343,940
Teachers Salaries	2,494,577
Special Education Salaries	510,386
Other Education Professionals Salaries	786,767
Business/Operations Salaries	261,476
Administrative/Other Staff Salaries	1,102,910
Employee Benefits and Payroll Taxes	1,201,608
<b>Subtotal: Personnel Expense</b>	<b>6,701,664</b>

#### ***Direct Student Expense***

Educational Supplies and Textbooks	
118,743	
Student Assessment Materials/Program Evaluation	1,992

Contracted Student Services	41,670
Food Service	206,615
Other Direct Student Expense	543,049

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<b>Subtotal: Direct Student Expense</b>	<b>912,069</b>
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***Occupancy Expenses***

Rent	1,267,659
Depreciation (facilities only)	257,991
Interest (facilities only)	239,356
Building Maintenance and Repairs	339,972
Contracted Building Services	
107,457	
Other Occupancy Expenses	26,881

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<b>Subtotal: Occupancy Expenses</b>	<b>2,239,316</b>
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***General and Administrative Expenses***

Office Supplies and Materials	42,672
Office Equipment Rental and Maintenance	4,037
Telephone/Telecommunications	38,476
Legal, Accounting and Payroll Services	188,375
Insurance	20,448
Transportation	7,860
Professional Development	-
PCSB Administrative Fee	95,366
Management Fee	-
Interest Expense (non-facility)	-
Depreciation and Amortization (non-facility)	72,456
Other General Expense	431,305

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<b>Subtotal: General Expenses</b>	<b>900,995</b>
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<b>TOTAL EXPENSES</b>	<b>10,754,044</b>
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<b>Net Operating Revenue/Expense</b>	<b>(1,072)</b>
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**Statement of Financial Position  
at June 30, 2019 -- UNAUDITED**

	<b>At 6/30/19</b>
<b>ASSETS</b>	
<b>Current Assets</b>	
Cash and cash equivalents	3,094,895
Accounts receivables	19,617
Prepaid expenses	88,637
Other current assets	102,615
<b>TOTAL CURRENT ASSETS</b>	<b>\$ 3,305,765</b>
 <b>PROPERTY, BUILDING AND EQUIPMENT, net</b>	 <b>7,546,287</b>
 <b>OTHER ASSETS</b>	 <b>1,512,591</b>
 <b>TOTAL ASSETS</b>	 <b>\$ 12,364,643</b>
 <b>LIABILITIES AND NET ASSETS</b>	
<b>Current Liabilities</b>	
Accrued payroll and benefits	-
Accounts payable and accrued expenses	288,563
Deferred Revenue	-
Current portion of long-term debt	-
Other current liabilities	1,176,434
<b>TOTAL CURRENT LIABILITIES</b>	<b>\$ 1,464,997</b>
 <b>Long-term Liabilities</b>	
Long-term debt, net of current portion	4,925,012
Other long-term liabilities	137,280
<b>TOTAL LONG-TERM LIABILITIES</b>	<b>\$ 5,062,292</b>
 <b>TOTAL LIABILITIES</b>	 <b>\$ 6,527,290</b>
 <b>Net Assets</b>	
Unrestricted	5,826,726
Temporarily restricted	10,628
Permanently restricted	-
<b>TOTAL NET ASSETS</b>	<b>\$ 5,837,353</b>
 <b>TOTAL LIABILITIES AND NET ASSETS</b>	 <b>\$ 12,364,643</b>

## Appendix D: Approved 2019 -2020 Fiscal Year Budget

	<b>2020 <u>Annual Budget</u></b>
<b>REVENUE</b>	
Per Pupil Charter Payments - General Education	7,543,416
Per Pupil Charter Payments - Categorical Enhancements	-
Per Pupil Facilities Allowance	1,594,012
Federal Funding	324,259
Other Government Funding/Grants	23,833
Private Grants and Donations	10,000
Activity Fees	1,090,342
In-kind revenue	-
Other Income	107,764
<b>TOTAL REVENUES</b>	<b>10,693,626</b>
<b>FUNCTIONAL EXPENSES</b>	
<b><i>Personnel Salaries and Benefits</i></b>	
Principal/Executive Salary	545,772
Teachers Salaries	2,557,880
Special Education Salaries	623,472
Other Education Professionals Salaries	512,341
Business/Operations Salaries	456,601
Administrative/Other Staff Salaries	1,308,852
Employee Benefits and Payroll Taxes	1,333,034
<b>Subtotal: Personnel Expense</b>	<b>7,337,954</b>
<b><i>Direct Student Expense</i></b>	
Educational Supplies and Textbooks	146,634
Student Assessment Materials/Program Evaluation	2,982
Contracted Student Services	37,485
Food Service	219,614
Other Direct Student Expense	143,461
<b>Subtotal: Direct Student Expense</b>	<b>550,176</b>
<b><i>Occupancy Expenses</i></b>	



Rent	1,514,561	
Depreciation (facilities only)	257,991	
Interest (facilities only)	220,624	
Building Maintenance and Repairs	349,813	
Contracted Building Services	122,416	
Other Occupancy Expenses	38,120	
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<b>Subtotal: Occupancy Expenses</b>	<b>2,503,525</b>	
 <b><i>General and Administrative Expenses</i></b>		
Office Supplies and Materials	34,392	
Office Equipment Rental and Maintenance	10,058	
Telephone/Telecommunications	38,054	
Legal, Accounting and Payroll Services	156,790	
Insurance	30,063	
Transportation	5,102	
Professional Development		-
PCSB Administrative Fee	94,246	
Management Fee	-	
Interest Expense (non-facility)	-	
Depreciation and Amortization (non-facility)	72,296	
Other General Expense	148,412	
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<b>Subtotal: General Expenses</b>	<b>589,415</b>	
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<b>TOTAL EXPENSES</b>	<b>10,981,070</b>	
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<b>NET INCOME</b>		
<b>(287,444)</b>		