



# 2019-2020 Annual Report

Roxana Barillas  
Board Chair

1375 Missouri Avenue NW • Washington, DC 20011  
1800 Perry Street NE • Washington, DC 20018  
1399 Aspen Street NW • Washington, DC 20012  
(202) 726-6200  
[www.lambpcs.org](http://www.lambpcs.org)

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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 2019 – 2020, LAMB served 481 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 lessons on technology.

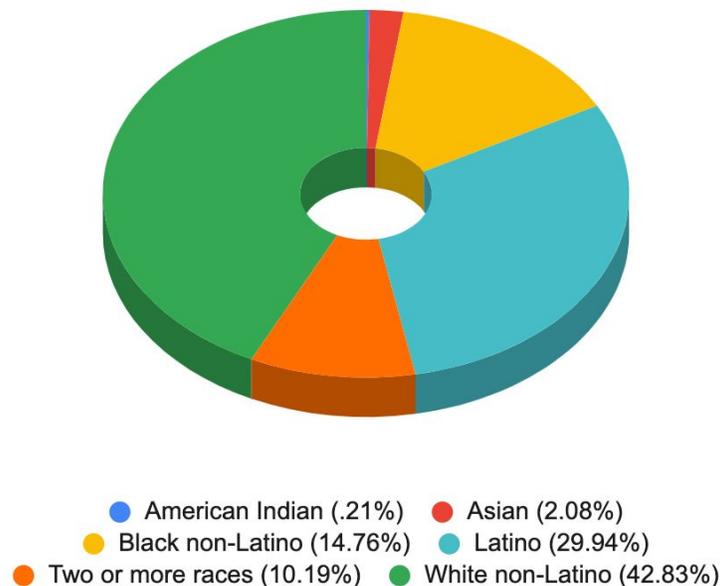
The goals of LAMB's enrichment program include:

- 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 2019-2020 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

## COVID-19 Response

When LAMB closed in March due to COVID-19, our initial response was to ensure that students continued to receive lessons and had work to do from home. At the beginning of the shut-down, we provided paper packets for all of our students from PK3 through 5th grade. As the shut-down continued, most learning materials were online, but available to families in hard copy. We trained staff on various computer programs so that they could continue teaching from home, and we provided chromebooks to any student who needed one.

Student progress was monitored by teachers through various ways. They had circle time each morning during which they would take attendance and check in with students. In addition to lessons every week, teachers also had office hours so that they would be available to parents and students each day of the week. During classes and office hours, teachers received work from students and provided feedback. They are also using programs such as IXL to help track student work and 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. LAMB is meeting its mission using the various programs and methods described below.

**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

Due to the COVID-19 pandemic, students did not take the Partnership for Assessment of Readiness for College and Careers (PARCC) test in 2019. We used the results from the 2018 assessments to guide our plan to close the academic achievement gaps with children of color

and those from economically disadvantaged families. To accomplish this goal, we focused the majority of our professional development efforts on bilingualism, diversity, and equity.

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 2019 - 2020 school year. Below we highlight some of our accomplishments:

- For the ninth 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.
- LAMB staff and families rallied around the LAMB families affected by COVID-19. We raised over \$50,000 to support families who lost jobs or other sources of income due to the pandemic. Twenty-seven families received financial support weekly to help cover grocery expenses. The program ran from March to August, 2020.
- At the start of the school year, LAMB had made a commitment to invest and support staff wellness. Little did we know at the time how important this focus would become once the pandemic arrived in the District. This effort helped us support staff as they dealt with unprecedented times and challenges. For example, we offered yoga twice a week, zumba once a week, and muscular training once a week. These optional classes helped staff connect with each other while staying healthy.
- LAMB boasts teachers and staff who are leaders in the Montessori field. Staff presented at three national Montessori conferences before the pandemic, including the Institute for Montessori Education and Association of Montessori Internationale/USA. Eleven staff members were selected to present for the largest Montessori conference in the United States - American Montessori Society: The Montessori Event - on topics of leadership, classroom best practices, and bilingual approaches in a Montessori environment.
- 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 50 families received complete Thanksgiving dinners, and more than 65 families in need received gifts, including clothing, toys, and gift cards.

- LAMB won the 3th to 5th Grade Category at the 2020 National Cherry Blossom Festival Student Art Contest.

## List of Donors

LAMB thanks the following individuals and institutions for supporting the school during the 2019-2020 year with gifts totaling \$500 or more.

- |                         |   |
|-------------------------|---|
| 1. Maria-Jose Carrasco  | 14. Jessica McVary                          |
| 2. Jen Carrier          | 15. Alicia Moyer                            |
| 3. Nafees Clay          | 16. Roy Ogren                               |
| 4. Amanda Cowley        | 17. Mariana Orloff                          |
| 5. Alison DeSchryver    | 18. Phelan Family Donations                 |
| 6. Dan Goodman          | 19. Audrey Roofeh                           |
| 7. Blanca Guillen-Woods | 20. Deborah Saxon                           |
| 8. Nathan Hodson        | 21. Chris Schriever                         |
| 9. Melissa Huang        | 22. Share Fund                              |
| 10. Marsha Jespersen    | 23. United Way of the National Capital Area |
| 11. Maria Teresa Kumar  | 24. Dionne Wright                           |
| 12. Daniel Larson       |   |
| 13. Caroline Levington  |   |

## School Year 2019 - 2020 Data Report

A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after March 13, 2020. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.

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: 474

### Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	Total Enrolled

<b>Student Count</b>	67	76	77	69	64	34	49	38	474
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<b>Student Data Points</b>	
<b>Source</b>	<b>Data Point</b>
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> 0.2%
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> 94.8%*
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> 2.3% (11 students)*
PCSB	<b>Midyear Entries:</b> 0.0% (0 students)*
PCSB	<b>Promotion Rate (LEA):</b> 99.7%
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> 12.9%
School	<b>Number of Teachers:</b> 54



## Appendices

### Appendix A: Staff Roster 2019 - 2020 School Year

<b>Name</b>	<b>Last Name</b>	<b>Title</b>
Paola	Acuña	Physical Education Teacher
Dilcia	Aguilar	Educational Aide
Juan	Alfaro	Educational Aide
Maira	Aplicano	Educational Aide
Amanda	Arellano	Special Education Teacher
Jennifer	Banos	Elementary Montessori Teacher Intern
Deyanira	Bautista	Counselor
Michelle	Bonilla	ELD Instructor
Dairo	Borja	Administrative Assistant
Rosa	Calderon	Educational Aide
Dayana	Candelaria	Educational Aide
Chiquita	Carpenter	Dedicated Aide
Maria-Jose	Carrasco	Chief of Staff
Veronica	Carrasco	Primary Montessori Teacher
Ivannia	Castillo-Roman	Special Education Teacher
Elis	Cecchetti	Primary Montessori Teacher
Ronald	Chacon	ELD Coordinator
Maria	Chavez	ELD Instructor
Thais	Chirinos	Primary Montessori Teacher Intern
Belen	Contreras	Elementary Montessori Teacher
Everildiz (Lili)	Cordoba Pren	Substitute
Yeison	Cordoba-Hurtado	Administrative Assistant
Karen	Cronin	Elementary Montessori Teacher
Anamigdy	Cruz	Educational Aide
Margarita	Diaz	Interim Assistant Principal
Blanca	Escobar	ELD Instructor
Jovana	Espino	Primary Montessori Teacher

Eboni	Farmer	SPED Coordinator
Griselle	Feliciano	Reading Interventionist
Silvia	Flores	Primary Montessori Teacher
Damian	Fontanez	Elementary Montessori Teacher
Martha (Sakeenah)	Franzen	Elementary Montessori Teacher
Cristian (Cris)	Gajardo	Information Technology Director
Angel	Galmes	Elementary Montessori Teacher
Carmen	Galvis	ELD Coordinator
Yuliana	Gavidia	ELD Instructor
Emily	Geller	Elementary Montessori Teacher
Ainhoa	Godoy	Primary Montessori Teacher
Roxana	Gonzales	ELD Instructor
Maria	Gonzalez	ELD Instructor
Mikela	Gordon	ELD Instructor
Ana	Granados	Administrative Assistant
Cindy	Guerrero-Munguia	Educational Aide
Lilian	Guevara	Dedicated Aide
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	Elementary Montessori Teacher Intern
David	Jaramillo	ELD Instructor
Althea	John	Special Education Teacher
Yuria	Joo	Elementary Montessori Teacher
Ever	Lizama	Educational Aide
Gemma	Loyola	Elementary Montessori Teacher
Claudia	Luna	Primary Montessori Teacher
Melissa	Majano	ELD Instructor
Michelle	Mangan	Assistant Principal

Mayra	Marenco	Administrative Assistant
Ana Dilia	Marquez	Educational Aide
Thania	Martinez	ELD Instructor
Melvin	Martinez	ELD Instructor
Patrick	McLaughlin	Elementary Montessori Teacher
Gloria	Mejia	Educational Aide
Carmen	Mendoza	Educational Aide
Victor	Merced	Testing & Data Coordinator
Ana Rebeca	Mo-Salazar	Administrative Assistant
Lorena	Molina	Primary Montessori Teacher
Nicodeme	Mondesir	PE & ELD Instructor
Marsy	Montano	Primary Montessori Teacher
Maribel	Morales	ELD Instructor
Ivan	Morales	Elementary Montessori Teacher
Teresa	Mullet	Elementary Montessori Teacher Intern
Brian	Nielsen	CFO/COO
Zoila (Luly)	Noronha	Elementary Montessori Teacher
Rosa	Pacheco	ELD Instructor
Dolores	Peck	Elementary Montessori Teacher
Nathaly	Peña	ELD Instructor
Mayra	Peralta	Educational Aide
Jasmine	Peralta	Educational Aide
Daisy	Perez	Reading Interventionist
Eduardo	Perez Lopez	Educational Aide
Marta	Perez-Garcia	Art Teacher
Jasmine	Pettus	SPED Teacher
Iana	Phillips	Elementary Montessori Teacher
Jessica	Polanco	Educational Aide
Adelaida	Principe	Elementary Montessori Teacher
Wendy	Ramirez	Educational Aide
Nitya	Ramlogan	Art Teacher

Luz Maria	Ramos	Primary Montessori Teacher
Vanessa	Ramos	Primary Montessori Teacher
Integrati	Reeves	Music Teacher
Marco	Reyes	ELD Instructor
Gloria	Rivas	Substitute
Mayra	Rivera	Educational Aide
Glenda (Yesenia)	Romero	Educational Aide
Wendy	Romero	Administrative Assistant
Concepcion	Roque	Educational Aide
Maria Luisa	Rossel	Elementary Montessori Teacher
Beth	Saguto	Elementary Montessori Teacher
Genesis	Sanchez	Dedicated Aide
Paola	Sanchez	Elementary Montessori Teacher Intern
Lucia	Sanchez	Primary Montessori Teacher
Lainie	Santos-Torres	Principal
Teresa	Serrano	Educational Aide
Charis	Sharp	Executive Director
Susana	Silva-Canales	Interim Assistant Principal
Claudia	Silva-Ruschel	Director of Family & Community Engagement
Joel	Steinberg	Elementary Montessori Teacher
Carol	Stewart	Special Education Teacher
Giselle	Tavarez	ELD Instructor
Margaret (Maisie)	Theobald	Elementary Montessori Teacher
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
Maria	Valle	Educational Aide
Maria	Valle de Bustillo	Educational Aide
Autumn	Wilson	Primary Montessori Teacher

Lizeth	Wong	Mental Health Provider
Eliasib	Yakx	Elementary Montessori Teacher
Anna Marie	Yombo	HR/Special Projects Coordinator
Yolanda (Yoli)	Zamora	Primary Montessori Teacher
Maria Socorro	Zarate	Primary Montessori Teacher
Nargi	Zelaya	Educational Aide
Jose	Zermeno Gamez	Elementary Montessori Teacher Intern
<p>96% of Teachers have a Bachelor's Degree  33% have a Master's Degree</p>		

## Appendix B: Board Roster 2019-2020 Academic Year

**Roxana Barillas**

*Board Chair*

Residence: Maryland

**April Martin**

*Board Chair*

Residence: Washington D.C.

**Suzanne Ehlers**

*Vice-Chair*

Residence: Washington D.C.

**John Zakrajsek**

*Treasurer*

Residence: Washington D.C.

**Jennifer (Jen) Carrier**

*Secretary*

Residence: Washington D.C.

**Katherine Avery**

*Member*

Residence: Washington D.C.

**EIShadey Bekele**

*Member*

Residence: Washington D.C.

**Alan Golding**

*Member*

Residence: Washington D.C.

**Najia Lupson**

*Member*

Residence: Maryland

**Ericka Markman**

*Member*

Residence: Maryland

**Laura Slover**

*Member*

Residence: Washington D.C.

**Renee Stikes**

*Member*

Residence: Washington D.C.

## Appendix C: Unaudited Year-end 2019 -2020 Financial Statement

### Latin American Montessori Bilingual Public Charter School

#### Statement of Activities

Fiscal Year ending June 30, 2020 -- UNAUDITED

	<b>12 months ended 6/30/2020</b>
<b>REVENUE</b>	
Per Pupil Charter Payments - General Education	7,760,242
Per Pupil Charter Payments - Categorical Enhancements	-
Per Pupil Facilities Allowance	1,580,790
Federal Funding	1,520,063
Other Government Funding/Grants	12,715
Private Grants and Donations	21,419
Activity Fees	782,415
In-kind revenue	-
Other Income	98,318
<b>TOTAL REVENUES</b>	<b>11,775,962</b>
<b>FUNCTIONAL EXPENSES</b>	
<i>Personnel Salaries and Benefits</i>	
Principal/Executive Salary	467,254
Teachers Salaries	3,135,886
Special Education Salaries	469,874
Other Education Professionals Salaries	137,628
Business/Operations Salaries	457,609
Administrative/Other Staff Salaries	1,293,683
Employee Benefits and Payroll Taxes	1,320,144
<b>Subtotal: Personnel Expense</b>	<b>7,282,078</b>
<i>Direct Student Expense</i>	
Educational Supplies and Textbooks	155,949
Student Assessment Materials/Program Evaluation	-
Contracted Student Services	434,579
Food Service	169,942
Other Direct Student Expense	37,396
<b>Subtotal: Direct Student Expense</b>	<b>797,866</b>
<i>Occupancy Expenses</i>	
Rent	1,336,066
Depreciation (facilities only)	243,216
Interest (facilities only)	276,442
Building Maintenance and Repairs	263,598
Contracted Building Services	118,094
Other Occupancy Expenses	28,907
<b>Subtotal: Occupancy Expenses</b>	<b>2,266,323</b>
<i>General and Administrative Expenses</i>	
Office Supplies and Materials	11,485
Office Equipment Rental and Maintenance	998
Telephone/Telecommunications	42,403
Legal, Accounting and Payroll Services	117,139
Insurance	15,568
Transportation	26,879
PCSB Administrative Fee	99,073
Management Fee	-
Interest Expense (non-facility)	-
Depreciation and Amortization (non-facility)	72,456
Other General Expense	213,389
<b>Subtotal: General Expenses</b>	<b>599,390</b>
<b>TOTAL EXPENSES</b>	<b>10,945,657</b>
<b>Net Operating Revenue/Expense</b>	<b>830,305</b>

**Latin American Montessori Bilingual Public Charter School**  
**Statement of Financial Position**  
at June 30, 2020 -- UNAUDITED

	<u>At 6/30/20</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
Cash and cash equivalents	2,608,132
Accounts receivables	15,947
Prepaid expenses	73,443
Other current assets	37,301
<b>TOTAL CURRENT ASSETS</b>	\$ 2,734,823
<b>PROPERTY, BUILDING AND EQUIPMENT, net</b>	32,842,843
<b>OTHER ASSETS</b>	242,301
<b>TOTAL ASSETS</b>	<u>\$ 35,819,967</u>
<b>LIABILITIES AND NET ASSETS</b>	
<b>Current Liabilities</b>	
Accrued payroll and benefits	1,163,262
Accounts payable and accrued expenses	853,836
Deferred Revenue	10,201
Current portion of long-term debt	6,000,000
Other current liabilities	5,375
<b>TOTAL CURRENT LIABILITIES</b>	\$ 8,032,674
<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>	\$ 21,241,772
<b>TOTAL LIABILITIES</b>	\$ 29,274,446
<b>Net Assets</b>	
Unrestricted	6,521,629
Temporarily restricted	23,892
Permanently restricted	-
<b>TOTAL NET ASSETS</b>	\$ 6,545,521
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u>\$ 35,819,967</u>

## Appendix D: Approved 2020-2021 Fiscal Year Budget

**Latin American Montessori Bilingual Public Charter School**  
2020-2021 Fiscal Year Annual Budget

	<b>2021</b>
	Annual Budget
<b>REVENUE</b>	
Per Pupil Charter Payments - General Education	6,787,583
Per Pupil Charter Payments - Categorical Enhancements	1,978,830
Per Pupil Facilities Allowance	1,785,986
Federal Funding	133,960
Other Government Funding/Grants	35,212
Private Grants and Donations	90,000
Activity Fees	682,899
In-kind revenue	-
Other Income	1,017,000
<b>TOTAL REVENUES</b>	<b>12,511,470</b>
<b>FUNCTIONAL EXPENSES</b>	
<i>Personnel Salaries and Benefits</i>	
Principal/Executive Salary	495,000
Teachers Salaries	2,411,643
Special Education Salaries	1,100,222
Other Education Professionals Salaries	1,104,495
Business/Operations Salaries	339,601
Administrative/Other Staff Salaries	618,000
Employee Benefits and Payroll Taxes	1,481,655
<b>Subtotal: Personnel Expense</b>	<b>7,550,616</b>
<i>Direct Student Expense</i>	
Educational Supplies and Textbooks	283,790
Student Assessment Materials/Program Evaluation	7,400
Contracted Student Services	170,000
Food Service	158,667
Other Direct Student Expense	317,290
<b>Subtotal: Direct Student Expense</b>	<b>937,147</b>
<i>Occupancy Expenses</i>	
Rent	352,500
Depreciation (facilities only)	1,001,915
Interest (facilities only)	1,668,226
Building Maintenance and Repairs	325,000
Contracted Building Services	168,000
Other Occupancy Expenses	47,000
<b>Subtotal: Occupancy Expenses</b>	<b>3,562,641</b>
<i>General and Administrative Expenses</i>	
Office Supplies and Materials	36,500
Office Equipment Rental and Maintenance	7,000
Telephone/Telecommunications	30,000
Legal, Accounting and Payroll Services	145,000
Insurance	20,000
Transportation	5,000
PCSB Administrative Fee	112,660
Management Fee	-
Interest Expense (non-facility)	-
Depreciation and Amortization (non-facility)	75,000
Other General Expense	201,760
<b>Subtotal: General Expenses</b>	<b>632,920</b>
<b>TOTAL EXPENSES</b>	<b>12,683,324</b>
<b>NET INCOME</b>	<b>(171,854)</b>