



LAMB PCS

2020-2021 Annual Report

Alan Golding
Board Chair

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Table of Contents

School Description	2
Mission	2
School Program	2
Curriculum Design and Instructional Approach	2
Student Characteristics	4
Family Engagement	5
COVID-19 Operations	6
School Performance	7
Performance and Progress	7
Goals and Academic Achievement	8
Unique Accomplishments	11
List of Donors	12
School Year 2020 - 2021 Campus Data Report	13
Appendices	16
Appendix A: Staff Roster 2020-2021 School Year	16
Appendix B: Board Roster 2020-2021 Academic Year	20
Appendix C: Unaudited Year-end 2020 -2021 Financial Statement	21
Appendix D: Approved 2021-2022 Fiscal Year Budget	23

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 2020-2021, LAMB served 528 students from all eight wards. The school has two facilities, one in Ward 4 (at the former Kingsbury School campus at 5000 14th St. NW) 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 helps 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 2020-2021 School Year

Race/Ethnicity		
American Indian or Alaskan Na...	1	0.20%
Asian	13	2.56%
Black or African American	82	16.14%
Hispanic/Latino	142	27.95%
Two or more races	54	10.63%
White	216	42.52%

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.)

COVID Impact: While LAMB did everything possible to provide balanced instruction, due to the restrictions of the pandemic, it was not always possible. However, classrooms were continually assessed and adjustments were made towards this goal.

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. This report was suspended this year due to the pandemic.

In the meantime, LAMB used the SY19 PARCC scores along with SY20 MAP and ARC scores to begin to build an understanding of the impact of instructional loss.

PARCC Scores

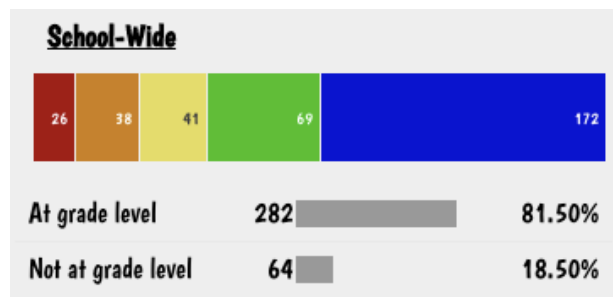
Due to the COVID-19 pandemic, students did not take the Partnership for Assessment of Readiness for College and Careers (PARCC) test in 2020. We continue to rely on the results from the 2018 assessments to guide our plan to close the academic achievement gaps with children of color and those from economically disadvantaged families.

NWEA MAP

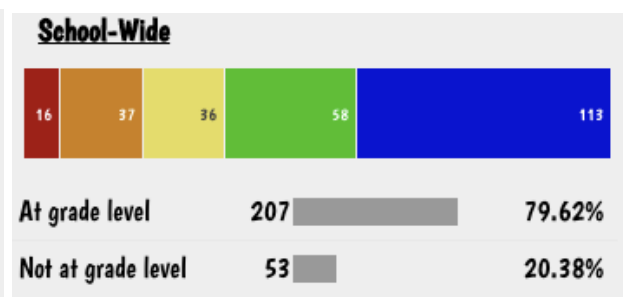
LAMB adopted the NWEA MAP test to provide standardized assessment data, so this was the baseline year for data. This test is conducted three times a year, providing more data that support mid-year adjustments to the program. We will continue to conduct NWEA MAP assessments even when the city returns to PARCC. We will also work to contribute to city-wide assessment data collaborations.

Overall we saw the number of students performing at or above grade level in all subjects decline throughout the year. We believe this was due to the impact of the pandemic and virtual and hybrid learning operations.

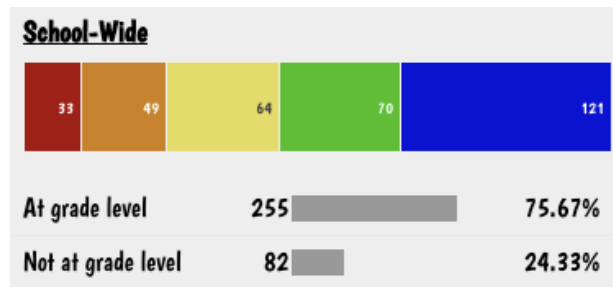
Math Fall



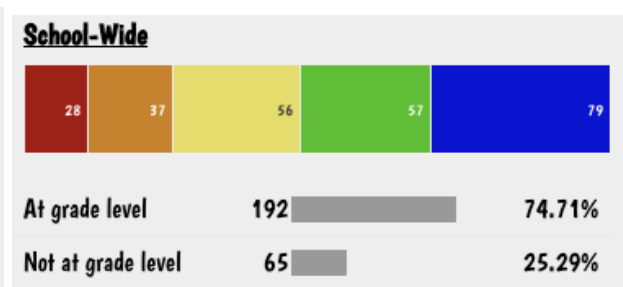
Reading Fall



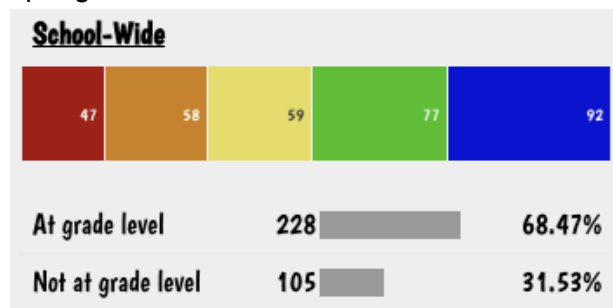
Winter



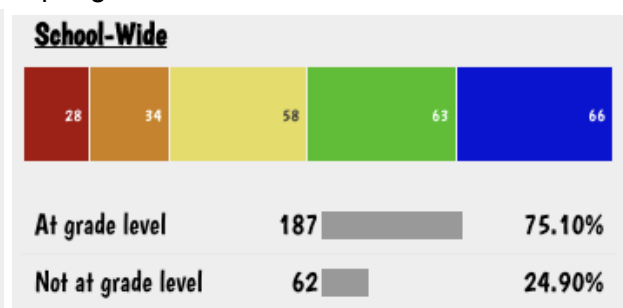
Winter



Spring



Spring



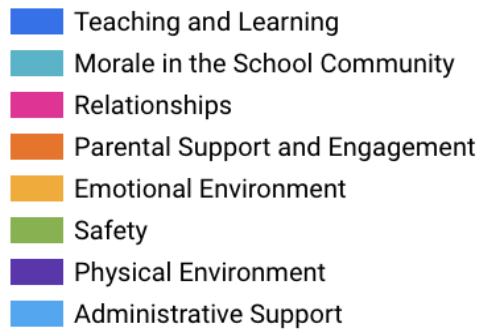
School Climate Survey

LAMB conducted a school climate survey in the fall and spring (previously in spring of 2019) to track staff, parent, and student scores across areas such as communications, safety, and administrative support. The survey is built on the one developed for New Jersey Public Schools and all domains correlate to student achievement.

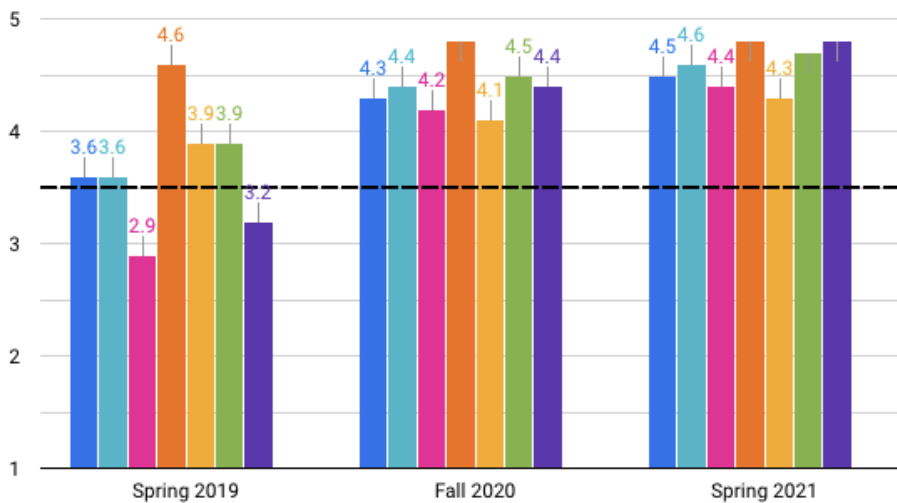
Comparing spring 2019 to spring 2021 LAMB saw increases in all domains for students, and all but one domain for staff. It saw decreases for families, much of which was attributed to the less-than-satisfying distance learning situation. We have learned that in moments of challenge for teachers, returning 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.

In the charts below, the dashed line is the baseline goal - 3.5. Safety and Physical Environment were not tracked this school year due to the pandemic. The survey was not conducted in spring 2020 due to the pandemic and the closure of the school buildings and move to distance learning.

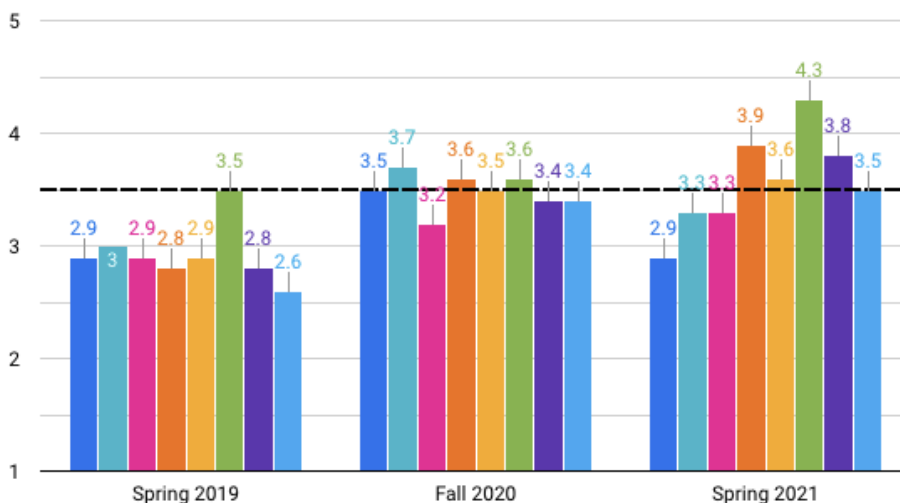
Domains



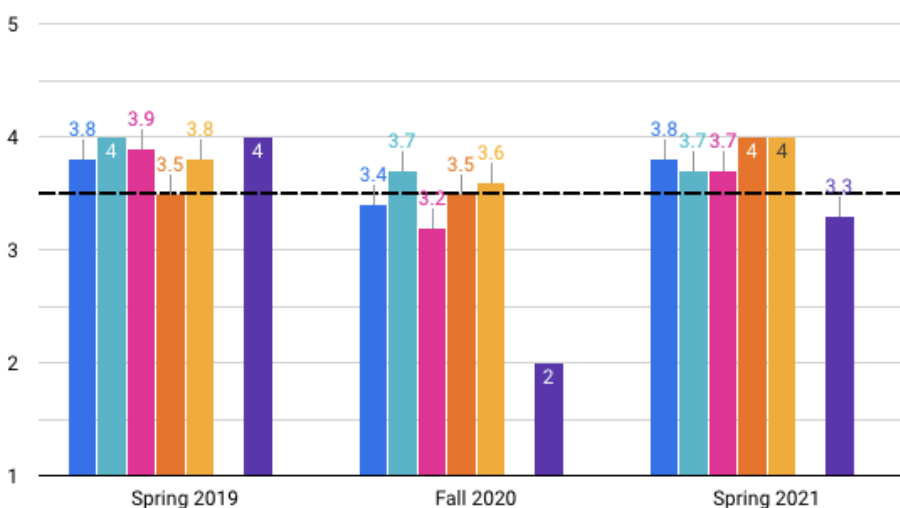
Students



Staff



Parents



Family Engagement

Typically, 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. During the pandemic, these conferences were conducted virtually.

Parent Academic Support: During virtual learning, parents had to take on a great deal more of the instructional support role than ever before. LAMB worked with parents, providing some information sessions and resources to help the process and the whole family. For instance, LAMB worked with a company that allowed a single sign-in for multiple digital learning platforms that made managing a child's schooling a little easier, particularly for families with multiple children at LAMB. We also provided Chromebooks for any child who needed one and hotspots for families that did not have easy access to the internet.

Parent-teacher communication: Parents are encouraged to share information about their children with teachers regularly. During the pandemic, this occurred primarily over email and occasionally via virtual meetings. Parents and teachers also communicated via ParentSquare and Transparent Classroom, a Montessori-specific communication platform used to show academic progress.

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, and other activities, many of which were suspended due to the pandemic. However, much of the fundraising continues and one significant success was the effort to raise and distribute funds to our families most impacted by the COVID quarantine period.

Family Charlas: Throughout the year, LAMB offers information sessions, conversations, and workshops for families and caregivers. These sessions cover everything from recent school events to Montessori and bilingual methods, child development and behavior management, and more. During the pandemic, we conducted these sessions virtually.

Due to the pandemic, LAMB suspended several Family Engagement Activities such as student presentations, Peace Ceremonies, special community events, and on-site volunteer opportunities.

COVID-19 Operations

When LAMB closed in March 2020 due to COVID-19, our initial response was to ensure that students continued to receive lessons and had work to do from home. As the pandemic continued into the 2020-2021 school year, LAMB prioritized safety and equity to guide our decisions. We even considered how we could support the health and safety of our community and neighborhood and were able to collaborate with Curative to have a COVID testing kiosk at the front of the school along with the kiosk in front of Perry Street Prep, the school adjacent to our South Dakota campus.

We started school with all classrooms conducting instruction via virtual platforms. This program was redesigned from what we did in the previous school year in the spring when we first closed. LAMB's program model provided us with a unique resource - two teachers per classroom. This enabled us to provide small group instruction and individual student check-ins. From September until March, when we started hybrid, we provided individualized and group instruction in both English and Spanish to our Montessori multi-age classrooms. When we began hybrid instruction we also made changes to the virtual instructional model. Our two-teacher model was also useful here as one teacher was able to provide in-person instruction while the other worked with students in the virtual model.

We knew even before school started that some of our families and students needed daily support, preferably onsite. By mid-September, LAMB had 40 students attending *BASE Spaces*. BASE is our before- and after-school care program. Due to the pandemic, we were not offering this as a service but wanted to keep our wonderful staff engaged and employed. We knew in the previous spring that families had organized multi-family "learning pods" to share support and supervision and that the city was also looking to provide adult-supervised programs for students to support their virtual learning. As a result, we opened BASE Spaces, which provided about 40 students with all-day, four-day-a-week supervision and support for virtual learning. BASE Spaces also provided recess, meals and snacks, and social and emotional learning activities to support these students.

At the beginning of March, LAMB began the hybrid learning program. 60% of our students attended class for two days per week on-site, either Monday and Tuesday or Thursday and Friday. That grew to 80% the week after spring break in late April. The rest of the students remained in virtual learning except a small group of students who remained in BASE Spaces

All in all, LAMB provided a consistent program of both online and hybrid learning to all students and did so while providing a safe environment for our staff and students while maintaining a focus on students and families who needed the most support.

Our New Building

LAMB made significant strides towards its goal of having all of LAMB under one roof. In the winter and spring of 2020 LAMB was able to finally complete the process of purchasing the property at 5000 14th St. NW and begin the renovations. By the summer of 2020 construction was in full swing and nearly complete when the school year began. Because we started in virtual learning mode, we were able to take our time to finish up some of the details on the work we did across 65,000+ square feet of learning spaces.

For financial reasons, we elected to complete the new roof and third floor at a later date. The process, though, of designing, completing, and moving in from three separate facilities was an enormous undertaking that required input and collaboration on the part of the entire community.

The resulting building is absolutely beautiful. It is light-filled, open, and inviting and the staff and students love the classrooms. We are very much looking forward to a time when we can open our doors to the LAMB community and neighborhood.

Finance

The financial elements of financing, purchasing, and remodeling the new building were complex. The process also included the selling of our original property at 1375 Missouri Avenue back to the city. The highlight of the process was the successful all-in tax-exempt bond financing deal which included a favorable investment rating from Standard and Poors. The success of the bond deal has put LAMB on a solid financial footing that will enable us to begin thinking about our long-term strategic initiatives and how we want to both guide and invest in LAMB's future.

LAMB currently has an occupancy limit, per the Board of Zoning Adjustment (BZA) order that allows us to increase from 485 maximum enrollment to 600 students after three years of meeting all requirements. In order to support planned growth and accommodate our enrollment structure, we are keeping three primary classrooms open at our South Dakota campus on Perry Street in Ward 3. During this period of moving to full enrollment, LAMB's has forecasted to have a manageable operating loss in each of the three years. At the end of the three-year period, LAMB will benefit from the increased revenue of being at full enrollment and the lower expenses of no longer having to sustain operations in two campuses. Despite these forecasted losses, LAMB continues to be in an exceptionally strong position from a cash standpoint.

Unique Accomplishments

LAMB had much to celebrate in the 2020 - 2021 school year. Below we highlight some of our accomplishments:

- LAMB completed the acquisition and phase I of the remodel of the 77,000 square foot facility at 5000 - 14th St. This was a herculean effort that required the work and collaboration of many people and organizations. LAMB also successfully completed tax-exempt bond financing for the entire project, putting the school on solid financial footing.
- LAMB was able to serve 40 students on-site with learning support in BASE Spaces beginning the second week in September.
- LAMB was invited to present to the DC PCSB March 2021 board about our success in serving students on-site through BASE Spaces and the launch of hybrid instruction.
- LAMB worked with the PTO to collect and distribute \$75 per week to over 20 families who lost jobs due to the pandemic from the time of school closure in March 2020 through the end of the summer as part of emergency support to our families.

- LAMB's commitment to invest and support staff wellness continued to pay off. This effort helped support our staff as they dealt with unprecedented times and challenges. For example, we offered weekly yoga and Zumba classes and incorporated wellness into many professional development sessions. These optional classes helped staff connect while staying healthy. This work was reflected in our Climate Survey with an increase in scores for nearly all areas.
- 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 hosted WARD 4s new Councilmember, Janeese Lewis George for a visit to the school to strengthen our partnerships with key policymakers.
- 90% of LAMB staff completed COVID vaccination by the end of February 2021.
- LAMB maintained our standing as the most popular elementary public or charter school in the My School DC Lottery. Charis Sharp, Executive Director, was also elected to the Common Lottery Board.

List of Donors

LAMB thanks the following individuals and institutions for supporting the school during the 2020-2021 year (July 1 - June 30) with gifts totaling \$500 or more.

- | | |
|--|--------------------------------------|
| 1. AmazonSmile | 31. Leah Karrer |
| 2. Sally M Anderson | 32. Elisabeth Kidder |
| 3. Appletree Institute for Education
Innovation | 33. Daniel Larson |
| 4. Leah Brooks | 34. Dan Larson |
| 5. Ashley Bruns | 35. Angela Lauvray |
| 6. Katherine Cain | 36. Ann Lefert |
| 7. Jennifer Cama | 37. Christie Lerro |
| 8. Timothy Cama | 38. Caroline Levington |
| 9. Maria-Jose Carrasco | 39. Melissa Lindberg |
| 10. Jenn Carrier | 40. Anne Midgette |
| 11. Elizabeth Chroust | 41. Beth Mykytiuk |
| 12. Nafees Clay | 42. National Afterschool Association |
| 13. Russell Comeau | 43. Margaret Noland Mangan |
| 14. Amanda Cowley | 44. Alexandra Pardo |
| 15. Erica Cryor | 45. Alison Paul |
| 16. Doreen Cunningham | 46. Jennifer Phillips |
| 17. CustomInk LLC | 47. Rockefeller Philanthropy |
| 18. Christopher Dunn | 48. D'Annette Roy |
| 19. William Ecenbarger | 49. Sandra Salstrom |
| 20. Exelon | 50. Deborah Saxon |
| 21. Lindsay Ferrer | 51. Chris Schriever |
| 22. Kate Francis | 52. Tyson Shenefield |
| 23. Erin Golding | 53. Courtney Sieloff |
| 24. Theodore Goldman | 54. Christopher Sullivan |
| 25. Kelly Goldstein | 55. James Webb |
| 26. Daniel Goodman | 56. RaNeeka Witty |
| 27. Sarah Hulsey | 57. Dionne Wright |
| 28. Huawei | 58. Joseph Yanoshik |
| 29. Niki Irish | 59. Henry Young |
| 30. Ali Jost | 60. Austin Zentz |

School Year 2020 - 2021 Campus Data Report

School Year (SY) 2020-21 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Latin American Montessori Bilingual PCS
PCSB	Campus Name: Latin American Montessori Bilingual PCS
PCSB	Grades served: PK3--5
PCSB	Overall Audited Enrollment: 519

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	90	78	84	72	66	61	31	37	0

Student Data Points

School	Total number of instructional days: Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 95.0%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 2.3% (12 students)*
PCSB	Midyear Entries: 0.2% (1 student)*

PCSB	Promotion Rate (LEA): 98.2%
PCSB (SY19-20)	Graduation Rate: Not Applicable
School (SY19-20)	College Acceptance Rate: Not Applicable
School (SY19-20)	College Admission Test Score: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 17.3%
School	Number of Teachers: 53 “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: \$59,551 2. Range -- Minimum: \$44,720 Maximum: \$80,500
School	Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21. <ul style="list-style-type: none"> • \$145,000 • \$125,000 • \$115,000 • \$105,000 • \$105,000

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY20-21 Charter Sector Attendance Qlik application as of August 2021. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2020-21, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

Appendices

Appendix A: Staff Roster 2020-2021 School Year

First Name	Last Name	Title
Paola	Acuña	Physical Education Teacher
Dilcia	Aguilar	BASE Instructor
Juan	Alfaro	BASE Instructor/Coordinator
Maira	Aplicano	BASE Instructor & Support Staff
Blanca	Arciniega	Human Resources Manager
Amanda	Arellano	Student Support Manager
Ilia	Arevalo	BASE Instructor
Jennifer	Banos	Elementary Montessori Teacher Intern
Deyanira	Bautista	Counselor
Michelle	Bonilla	BASE Instructor
Dairo	Borja	Reading Specialist
Rosa	Calderon	Classroom Assistant
Dayana	Candelaria	Dedicated Aide
Maria-Jose	Carrasco	Chief of Staff
Veronica	Carrasco	Primary Montessori Teacher
Ivannia	Castillo-Roman	Special Education Teacher
Elis	Cecchetti	Primary Montessori Teacher
Adriana Catalina	Chacon	Primary Montessori Teacher Intern
Maria	Chavez	Dedicated Aide
Thais	Chirinos	Primary Montessori Teacher Intern
Belen	Contreras	Elementary Montessori Teacher
Yeison	Córdoba-Hurtado	Receptionist
Karen	Cronin	Elementary Montessori Teacher
Anamigdy	Cruz	BASE Instructor
Margarita	Diaz	Director of Elementary
Joseph	Egan	ELL Coordinator & Teacher
Blanca	Escobar	Classroom Assistant
Jovana	Espino	Primary Montessori Teacher

Eboni	Farmer	Special Education Manager
Griselle	Feliciano	Reading Interventionist
Gabriela	Fernandez-Coffey	Elementary Montessori Teacher
Silvia	Flores	Primary Montessori Teacher
Damian	Fontanez	Elementary Montessori Teacher
Cristian	Gajardo	Information Technology Director
Angel	Galmes	Elementary Montessori Teacher
Yuliana	Gavidia	BASE Instructor
Emily	Geller	Elementary Montessori Teacher
Ainhua	Godoy	Primary Montessori Teacher
Roxana	Gonzales	BASE Instructor
Maria	Gonzalez	BASE Instructor
Mikela	Gordon	BASE Instructor
Cindy	Guerrero-Munguia	Administrative Assistant/Transportation Coordinator
Lilian	Guevara	Dedicated Aide
Danielle	Hardoon	Elementary Montessori Teacher
Maria Elena	Herrera	Primary Montessori Teacher
Fernando	Herrera	BASE Instructor
James	Hoggard	Accountant
Bellenia	Huamani	Elementary Montessori Teacher
Adalberto	Islas	Elementary Montessori Teacher Intern
Althea	John	Special Education Teacher
Yuria	Joo	Elementary Montessori Teacher
Ever	Lizama	BASE Instructor
Mildred	Lopez	BASE Instructor
Gemma	Loyola	Elementary Montessori Teacher
Claudia	Luna	Primary Montessori Teacher
Michelle	Mangan	Dean of Students
Ana Dilia	Marquez	Classroom Assistant
Thania	Martinez	BASE Instructor
Melvin	Martinez	BASE Instructor
Laura	Matney	Elementary Montessori Teacher Intern
Gloria	Mejia	BASE Instructor

Odaly	Mejia	Primary Montessori Teacher
Carmen	Mendoza	Classroom Assistant
Victor	Merced	Testing & Data Coordinator
Taylor	Mitchell	BASE Director
Ana	Mo-Salazar	Administrative Assistant/Registrar
Lorena	Molina	Primary Montessori Teacher
Nicodeme	Mondesir	PE & BASE Instructor
Marsy	Montano	Primary Montessori Teacher
Maribel	Morales	BASE Instructor
Ivan	Morales	Elementary Montessori Teacher
Teresa	Mullet	Elementary Montessori Teacher Intern
David	Murray	Special Education Teacher
Brandlynn	Nelson	Speech-Language Pathologist
Brian	Nielsen	CFO/COO
Zoila	Noronha	Elementary Montessori Teacher
Dolores	Peck	Elementary Montessori Teacher
Mayra	Peralta	BASE Instructor
Jasmine	Peralta	Dedicated Aide
Eduardo	Perez Lopez	BASE Instructor
Marta	Perez-Garcia	Art Teacher
Jasmine	Pettus	Special Education Teacher
Jessica	Polanco	Classroom Assistant
Adelaida	Principe	Elementary Montessori Teacher
Wendy	Ramirez	Classroom Assistant
Nitya	Ramlogan	Admin Support
Luz Maria	Ramos	Primary Montessori Teacher
Vanessa	Ramos	Primary Montessori Teacher
Marco	Reyes	BASE Instructor
Mayra	Rivera	Dedicated Aide
Sindy	Rodriguez	Primary Montessori Teacher
Glenda	Romero	Dedicated Aide
Wendy	Romero	Dedicated Aide
Maria Luisa	Rossel	Elementary Montessori Teacher

Beth	Saguto	Elementary Montessori Teacher
Genesis	Sanchez	Dedicated Aide
Lucia	Sanchez	Primary Montessori Teacher
Adriana	Sanchez-Benitez	Primary Montessori Teacher
Lainie	Santos-Torres	Principal
Teresa	Serrano	Classroom Assistant
Charis	Sharp	Executive Director
Susana	Silva-Canales	Primary Director
Claudia	Silva-Ruschel	Director of Family & Community Engagement
Joel	Steinberg	Elementary Montessori Teacher
Giselle	Tavarez	BASE Instructor
Margaret	Theobald	Elementary Montessori Teacher
Alexandra	Torres-Guerrero	Interim Assistant Principal
Rosa	Turcios Valle	BASE Instructor
Naomi	Ueki	Primary Montessori Teacher
Alba	Umanzor	Primary Teacher Assistant
Yesenia	Urrutia	Elementary Montessori Teacher
Maria	Valle	Classroom Assistant
Maria	Valle de Bustillo	Educational Aide
Autumn	Wilson	Primary Montessori Teacher
Lizeth	Wong	Counselor
Gregory	Woodward	Principal
Eliasib	Yakx	STEAM Teacher
Anna Marie	Yombo	Office & Operations Manager
Maria Socorro	Zarate	Primary Montessori Teacher
Nargi	Zelaya	Classroom Assistant
Jose	Zermeno Gamez	Elementary Montessori Teacher Intern
96% of Teachers have a Bachelor's Degree		33% have a Master's Degree

Appendix B: Board Roster 2020-2021 Academic Year

Alan Golding

Board Chair (starting November 2020)

Residence: Washington D.C.

Roxana Barillas

Board Chair (until October 2020)

Residence: Maryland

Suzanne Ehlers

Vice-Chair

Residence: Washington D.C.

John Zakrajsek

Treasurer

Residence: Washington D.C.

Jennifer (Jen) Carrier

Secretary

Residence: Washington D.C.

EIShadey Bekele

Member

Residence: Washington D.C.

Najia Lupson

Member

Residence: Maryland

Ericka Markman

Member

Residence: Maryland

John Sanchez

Member

Residence: Maryland

Laura Slover

Member

Residence: Washington D.C.

Renee Stikes

Member

Residence: Washington D.C.

Appendix C: Unaudited Year-end 2020 -2021 Financial Statement

Latin American Montessori Bilingual Public Charter School Statement of Activities

Fiscal Year ending June 30, 2021 -- UNAUDITED

	12 months ended 6/30/2021
REVENUE	
Per Pupil Charter Payments - General Education	6,747,094
Per Pupil Charter Payments - Categorical Enhancements	1,822,580
Per Pupil Facilities Allowance	1,765,344
Federal Funding	574,615
Other Government Funding/Grants	268,137
Private Grants and Donations	134,390
Activity Fees	4,200
In-kind revenue	3,811
Other Income	14,432
TOTAL REVENUES	11,334,603
FUNCTIONAL EXPENSES	
<i>Personnel Salaries and Benefits</i>	
Principal/Executive Salary	458,729
Teachers Salaries	2,480,050
Special Education Salaries	1,042,745
Other Education Professionals Salaries	1,223,166
Business/Operations Salaries	341,164
Administrative/Other Staff Salaries	537,523
Employee Benefits and Payroll Taxes	1,346,919
Subtotal: Personnel Expense	7,430,296
<i>Direct Student Expense</i>	
Educational Supplies and Textbooks	115,075
Student Assessment Materials/Program Evaluation	4,826
Contracted Student Services	327,913
Food Service	80,954
Other Direct Student Expense	58,720
Subtotal: Direct Student Expense	587,489
<i>Occupancy Expenses</i>	
Rent	359,458
Depreciation (facilities only)	923,393
Interest (facilities only)	1,949,661
Building Maintenance and Repairs	148,274
Contracted Building Services	263,324
Other Occupancy Expenses	194,733
Subtotal: Occupancy Expenses	3,838,844
<i>General and Administrative Expenses</i>	
Office Supplies and Materials	9,458
Office Equipment Rental and Maintenance	-
Telephone/Telecommunications	63,630
Legal, Accounting and Payroll Services	164,783
Insurance	11,816
Transportation	1,132
PCSB Administrative Fee	108,247
Management Fee	-
Interest Expense (non-facility)	392
Depreciation and Amortization (non-facility)	42,257
Other General Expense	298,224
Subtotal: General Expenses	699,940
TOTAL EXPENSES	12,556,569
Net Operating Revenue/Expense	(1,221,966)
Gain on sale of property	1,228,360
Net Operating Revenue/Expense	6,394

Latin American Montessori Bilingual Public Charter School
Statement of Financial Position
at June 30, 2021 -- UNAUDITED

	<u>At 6/30/20</u>
ASSETS	
Current Assets	
Cash and cash equivalents	4,338,742
Accounts receivables	845,535
Prepaid expenses	93,824
Other current assets	-
TOTAL CURRENT ASSETS	\$ 5,278,100
 PROPERTY, BUILDING AND EQUIPMENT, net	 35,013,050
 OTHER ASSETS	 4,123,746
 TOTAL ASSETS	 \$ 44,414,896
 LIABILITIES AND NET ASSETS	
Current Liabilities	
Accrued payroll and benefits	1,150,657
Accounts payable and accrued expenses	277,770
Deferred Revenue	85,043
Current portion of long-term debt	-
Other current liabilities	-
TOTAL CURRENT LIABILITIES	\$ 1,513,470
 Long-term Liabilities	
Long-term debt, net of current portion	36,741,179
Other long-term liabilities	8,170
TOTAL LONG-TERM LIABILITIES	\$ 36,749,350
 TOTAL LIABILITIES	 \$ 38,262,820
 Net Assets	
Unrestricted	6,121,574
Temporarily restricted	30,503
Permanently restricted	-
TOTAL NET ASSETS	\$ 6,152,076
 TOTAL LIABILITIES AND NET ASSETS	 \$ 44,414,896

Appendix D: Approved 2021-2022 Fiscal Year Budget

Latin American Montessori Bilingual Public Charter School 2021-2022 Fiscal Year Annual Budget

	FY 2022
	Annual Budget
REVENUE	
Per Pupil Charter Payments - General Education	7,267,422
Per Pupil Charter Payments - Categorical Enhancements	1,686,367
Per Pupil Facilities Allowance	1,850,544
Federal Funding	1,179,820
Other Government Funding/Grants	95,000
Private Grants and Donations	-
Activity Fees	1,000,000
In-kind revenue	-
Other Income	96,000
TOTAL REVENUES	13,175,153
FUNCTIONAL EXPENSES	
<i>Personnel Salaries and Benefits</i>	
Principal/Executive Salary	510,000
Teachers Salaries	2,839,387
Special Education Salaries	863,611
Other Education Professionals Salaries	1,450,080
Business/Operations Salaries	510,157
Administrative/Other Staff Salaries	661,200
Employee Benefits and Payroll Taxes	1,668,535
Subtotal: Personnel Expense	8,502,970
<i>Direct Student Expense</i>	
Educational Supplies and Textbooks	105,000
Student Assessment Materials/Program Evaluation	10,000
Contracted Student Services	310,000
Food Service	175,000
Other Direct Student Expense	20,000
Subtotal: Direct Student Expense	620,000
<i>Occupancy Expenses</i>	
Rent	352,500
Depreciation (facilities only)	1,105,000
Interest (facilities only)	1,740,325
Building Maintenance and Repairs	163,125
Contracted Building Services	425,664
Other Occupancy Expenses	56,433
Subtotal: Occupancy Expenses	3,843,047
<i>General and Administrative Expenses</i>	
Office Supplies and Materials	22,500
Office Equipment Rental and Maintenance	7,000
Telephone/Telecommunications	46,000
Legal, Accounting and Payroll Services	136,066
Insurance	16,000
Transportation	10,000
Professional Development	-
PCSB Administrative Fee	111,394
Management Fee	-
Interest Expense (non-facility)	-
Depreciation and Amortization (non-facility)	75,000
Other General Expense	173,300
Subtotal: General Expenses	597,260
TOTAL EXPENSES	13,563,277
OPERATING INCOME (LOSS)	(388,124)