



**MUNDO VERDE BILINGUAL PUBLIC CHARTER SCHOOL
ANNUAL REPORT 2018-2019**

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Mundo Verde Bilingual Public Charter School
acknowledges that DC PCSB's review and publication of this annual report does
not imply concurrence or disagreement with the content herein.

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Our Mission

Mundo Verde aims to foster high levels of academic achievement among a diverse group of students by preparing them to be successful and compassionate global stewards of their communities through an engaging curriculum focused on biliteracy and sustainability.

Mundo Verde takes its name from two Spanish words, mundo and verde. Together the words provide a conceptual description of the society envisioned for children as parents and educators—a society that is joined together across differences of language, culture, and national origin to sustain our planet for generations to come.

Translated to “green” in English, **VERDE** symbolizes the earth’s natural and living environment: forests and rivers, clean air, green space—whether urban or rural—and the management and preservation of the earth’s resources for future generations.

In addition to meaning “world,” **MUNDO** stands for the people who live on this planet, their cultures, languages, values, nations, contributions, and our interconnectedness.

School Program

Curriculum Design & Instructional Approach

Mundo Verde is an EL Education School whose curriculum is framed around the unifying themes of biliteracy and sustainability. Our curriculum emphasizes:

- *Biliteracy and language acquisition* in English and Spanish
- *EL Education* through hands-on, project-based interdisciplinary learning expeditions
- Integration of *sustainability-focused content and values*
- *Character and social emotional development*
- *Student-centered instruction* to foster the success of each child

Biliteracy & Language

In a world increasingly shaped by global forces, fluency in more than one language and cross-cultural competence are increasingly critical skills. Mundo Verde’s commitment to biliteracy for all students is based on the belief that fluency in more than one language provides a number of benefits, from the ability to communicate easily and comfortably with speakers of two languages, to better job prospects in the future.

The desired outcome of Mundo Verde’s language immersion program is for students to comfortably and successfully communicate in and learn through both English and Spanish. While language is integrated throughout the curriculum across subject areas, a language immersion program is by its nature literacy-based.

This model ensures that all students attain the goal of biliteracy, specifically:

- *English and Spanish Language Proficiency*, including reading comprehension and oral and written fluency in cognitive/academic language.

- *Performance at Grade Level*, in all academic subjects, regardless of native language.
- *Positive Cross-Cultural Attitudes*, behaviors and competencies that embrace diversity and reflect continual humility regarding personal bias and cultural knowledge.

Mundo Verde is implementing two-way language immersion, an approach identified by the Center for Applied Linguistics as the strongest approach to achieving biliteracy in early childhood and elementary programs. In this approach, students learn academic content in two languages, spending at least half their time in a Spanish-speaking classroom, and experiencing full Spanish immersion in younger grades.

All Mundo Verde students are language learners. As such, students’ learning is not identical in each language classroom, but is carefully planned to create cohesive instruction where the important elements of each language, the strengths of each teacher, and the timing of instruction guide what concepts are learned in each language. Routines, expectations, and classroom environments are aligned across classrooms and grades to create a unified learning experience for each child.

With respect to biliteracy and goals for student performance, Mundo Verde asserts that students’ literacy performance will not be linear or quantitatively parallel in each language. Instead students will develop along a unique path in each language and over time establish the capacity to transfer literacy skills from one language to the other. By fifth grade, students achieve oral, reading, and written cognitive/academic language that supports their continued language learning in middle school.

EL Education

EL Education¹ is a nationally recognized, comprehensive school model based on principles and methods that emphasize high achievement through rigorous integrated curricula, teaching practices that require active participation of all students, character growth, teamwork, and collaborative leadership.

This hands-on, active approach supports rich language and literacy development and reinforces the values of sustainability education. Mundo Verde, like other EL Education schools, measures student success in three core areas: mastery of knowledge and skills, character, and high quality student work.

Mastery of Knowledge & Skills	Character	High Quality Student Work
Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline	Work to become effective learners: develop the mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration)	Create complex work: demonstrate higher-order thinking, multiple perspectives and transfer of understanding
Apply their learning: transfer knowledge and skills to novel, meaningful tasks	Work to become ethical people: treat others well and stand up for what is right (e.g., empathy, integrity, respect, compassion)	Demonstrate craftsmanship: create work that is accurate and beautiful in conception and execution

Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives	Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service)	Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school
Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines		

Students are engaged in project-based Learning Expeditions– interdisciplinary, real-world investigations– that engage students in purposeful in-depth studies of a single theme or topic. The expeditions are aligned to Common Core Standards for literacy and math and framed around key concepts of sustainability: the natural, social, and economic systems that comprise our complex world. They result in high-quality work, such as performances or books that are shared with parents, teachers, and peers, as well as with authentic age-appropriate audiences in the broader community. Every grade level conducted two expeditions for SY18-19, each lasting approximately twelve weeks. As a culminating learning experience, our 5th graders engage in a Capstone Expedition, a service learning project that combines mastery of literacy and language acquisition in both English and Spanish, project-based learning (EL Education), integration of all subjects and the critical thinking and deep understanding of complex issues that are core to Education for Sustainability. Through the capstone trip, Mundo Verde students demonstrate the acquisition of knowledge and skills associated to growing into stewards and leaders for the environment.

Expedition SY18-19	Fall	Spring
PK	We are musicians!	Trees and Us
Kindergarten	Eat more vegetables!	Animals Adaptations
1st Grade	Our Common Spaces	From Scraps to Dirt!
2nd Grade	Markets: Entrepreneurship, Production, and Business Dynamics	Earth's treasure chest: From the core to the surface
3rd Grade	The Right to Read: The Power of Education and Reading and Literacy Heroes	Save the Water: Our Rich Watersheds
4th Grade	Building a Nation: Clash of Cultures	Renewable Energy: The Carbon Cycle and Our Own Footprint
5th Grade	Voices of History: Access and Representation Throughout the United States and Latin American History	Sustainable Engineering
	5th Grade Capstone Trip: Expedition in Puerto Rico	

Sustainability Content & Values

Our framework for the 21st century posits that sustainability and bilingualism are essential tools for change, tools that prepare students to succeed and take on personal responsibility for tomorrow's world. Mundo Verde's sustainability values, content focus

and instructional models (Two-Way Language Immersion and EL Education) are brought together with great intentionality to support students' growth as stewards and change-agents. We define sustainability as working to improve the quality of life for all beings - ecologically, economically, and socially - now and for future generations.

Interdisciplinary expeditions (project-based thematic units) focus on the natural, social and economic systems that comprise our world, preparing students to become complex problem solvers with a deep commitment to sustainability. As a direct result of this integrated approach, Mundo Verde students develop a sense of identity, culture, place and purpose, as well as the knowledge, skills, values, and the intellectual efficacy (the ability to effect change) necessary to be sustainability minded global stewards.

To realize this, Mundo Verde's sustainability curriculum aims to develop in students an understanding of the interconnectedness of all systems and the long-term effect of our actions on future generations. We teach our students behaviors that promote their personal well-being and the well-being of those around them now and in the future.

Character Development

Mundo Verde focuses on students' academic progress, and also on their growth as healthy young people. Our school culture emphasizes character and mutual respect, and focuses on developing a caring, supportive school community in which students participate fully in solving problems together.

Adults at the school work with families to encourage students to develop Habits of Community Stewardship, virtues and values integrated throughout school culture, which in turn, contributes to a supportive learning environment, and enhances students' ability to grapple with challenges in the future and be engaged in the world around them.

In order to support children to be their best, Mundo Verde implements practices to build academic and social-emotional competencies. Some of these practices include: daily classroom morning meetings; the creation of norms as a community; positive teacher language; logical consequences; peace tables, family engagement; collaborative problem solving; and the integration and practicing of our Habits of Community Stewardship (referred to as ESPICA, the acronym created by the habits themselves):

(E) Empathy is respect for self, others and the world around us. Empathy promotes fairness and justice toward others and the natural world around us. Empathy does not assume that our challenges are the same, but that we can all have what we need to grow in an environment of respect and equity. To show empathy is to be willing to advocate for our own needs and the needs of all living things.

(S) Speak Your Truth means expressing our vision and desires for what is possible means that we must first find purpose for our efforts by bravely face our current reality. What we express must also be delivered respectfully, and with trust in our community to receive what we think and feel with equal respect. As part of a bilingual learning community, one must be able to share their perspective with others, while making the effort to cross language and culture to others.

(P) Perseverance is to try and try again. It is to work and revise until we are pleased with the quality of our effort and the craftsmanship of our work, even in the face of adversity and a multitude of challenges. Nothing is perfect, but we learn from our mistakes and never give up on ourselves, one another or the resilience of the natural world. When we work harder we get smarter.

(I) Inquiry means we must ask deeper questions that ask why? and how?, and how do we know? Inquiry is the risk taken when one admits not knowing, and the engine of wonder and curiosity that supports true exploration.

(C) Collaboration is knowing that together we accomplish more than anyone of us alone. The diversity of voices and perspectives combine to create something richer than any one individual, with the capacity to inform answers to problems that, otherwise, seem insurmountable.

(A) Appreciation is a way of taking time to notice our pleasure with ourselves, one another, and the world around us. Appreciation creates joy. Joy is the way in which we make happiness present in all the work we do. To make joy present is to create a warm, fun and healthy place for the Mundo family to learn, love, and grow.

Mundo Verde is proud to be an **Ashoka Changemaker School**, part of a community of leading elementary schools that teach children at their school communities to be *changemakers*: empathic leaders, capable of working in teams to solve shared problems. We continue to be committed to the Changemaker School Community realized through our mission of growing global stewards and in each class of graduates that leave our doors prepared with the skills and confidence to thrive in the modern world and find solutions to the world's problems.

Student-Centered Instruction & High Performance

With a complex instructional model integrating EL Education, Spanish language immersion, and education for sustainability, Mundo Verde fosters critical thinking, problem-solving skills and deep understanding of complex subjects in all our students. Engagement in work with authentic purpose becomes a tool to both motivate learning and to measure deep understanding: *"I learn something, I share it with a friend/colleague, I apply to my life, I act based on that new knowledge or skill."*

Our leadership team is working deeply to establish an expanded definition of student success, using a framework developed by the University of Chicago Consortium on Chicago School Research. Mundo Verde's focus on efficacy and stewardship deeply supports students in their development of agency as defined by CCSR - the ability to make choices about and take an active role in one's life path, rather than solely being the product of one's circumstances. Our focus on language, identity, culture, and place will result in students developing the integrated identity CCSR has documented as critical to student development of the internal framework for making choices and provides a stable base from which to act in the world.¹

¹ University of Chicago Consortium on Chicago School Research *Foundations for Young Adult Success: A Developmental Framework*, 2015. (<https://consortium.uchicago.edu/sites/default/files/publications/Foundations%20for%20Young%20Adult-Jun2015-Consortium.pdf>)

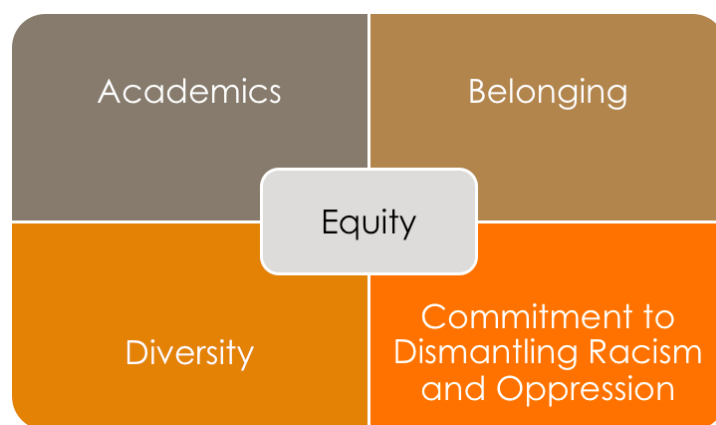
Small classes and low teacher/student ratio support individualized instruction through small cooperative groups and teacher-student continuity. The differentiated instruction and inclusion of students of varying abilities in the same classroom meets the needs of each learner and benefits the achievement, self-concept and social adjustment of all students. When children feel safe, know they belong to a community with peers, mentors, and where they are leaders, they have the confidence to grapple with deep questions, and persevere in the face of challenge, to work through higher order problems, multiple times if necessary, and in collaboration with others to get to an answer, even if that is done in a language that is not their home language.

Mundo Verde’s educational experience emphasizes learning as creativity, fun, and joy, authenticity, and rigor, in developmentally appropriate ways. Celebrations of Learning (Expositions or ‘Expos’ at Mundo Verde) are public demonstrations through which students show parents, teachers, and members of the community what they are learning and doing in school. The Expos demonstrate what has been learned more clearly than just a grade on a report card can. It also gives other students ideas that will help them improve their own work and helps to set a standard for excellent work from all students. Expos are the most important way for us to both celebrate work and to hold students and the school accountable to parents and others who care about the school.

Culture for Equity

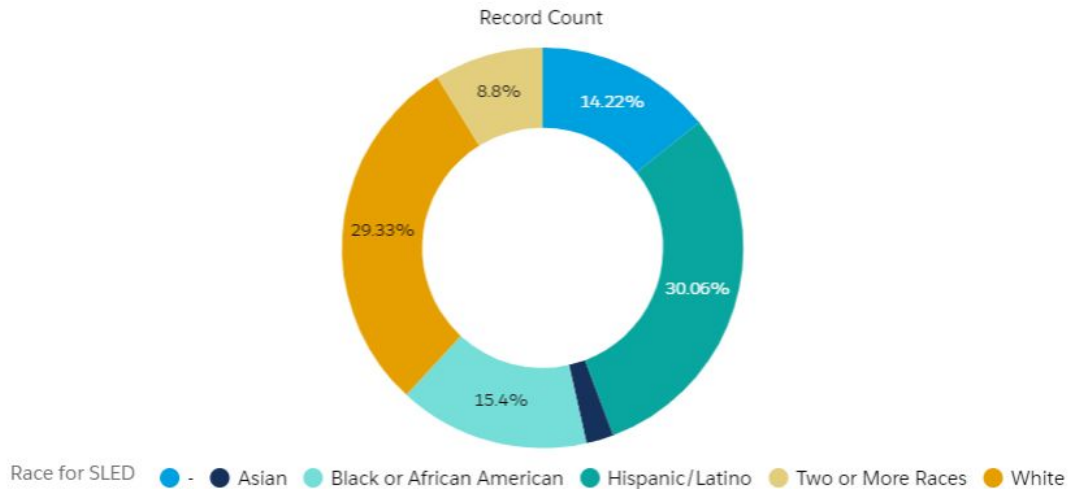
Purposefully diverse and culturally inclusive, Mundo Verde was founded to empower students to reach their full potential and give them the skills they need to work together to solve sustainability challenges. The school’s success is shown in high attendance and re-enrollment rates and an increasing number of applicants from a diverse population.

Mundo Verde actively works to promote equity and inclusion for all students and families and is particularly proud of the economic, racial, and ethnic diversity of its school’s leadership, teaching team, and student body.



Recognizing that it is not enough to only be diverse in student body, Mundo Verde’s leadership is aligning the success of the school explicitly to a focus on race and equity. The effort is long-term, broad and deep. It focuses on equity as it concerns academic opportunity and performance, feeling a sense of belonging, building diversity in our staff

and student body and maintaining a commitment to dismantling racism and oppression) and includes various elements from curriculum and instruction, staffing, professional development and family involvement.



Family Engagement

Mundo Verde's family engagement and communication aim to ensure these goals:

- Families are invited, and consistently supported, to participate in school events through multiple strategies (e.g., providing translators, child care, scheduling, etc.).
- School leaders regularly collect data on family participation and regularly make action plans to ensure maximum involvement of families.
- The school provides multiple high quality ways that families can participate in the school community.
- School leaders and teachers learn about and respect the cultures, backgrounds, and values of their students' families.
- School communications consistently and effectively welcome and accommodate linguistic and cultural differences.

(adapted from EL Education Framework for Implementation Review)

Our family engagement strategies help us ensure that families feel a part of our school community and know the best ways to support their child(ren)'s progress in school. They are organized into the following three categories:

- **Climate:** We create a welcoming and engaging climate with strong relationships and communications between families and school staff. Educators increasingly eliminate implicit bias towards families and students and focus on families' assets. Families and students believe that they belong in the academic community.

- **Academic Partnership:** We partner with families to support student achievement, listening to families and using what we learn to improve family engagement work.
- **Investing in School Success:** We invest families in school success by ensuring they have the information and capacity to understand their goals, monitor progress, and support success.

(adapted from Flamboyant Foundation’s School Wide Family Engagement Rubric)

To help families better identify the different initiatives Mundo Verde offers throughout the school year to learn about student progress and how to support their child(ren) learning, we have summarized in the chart below.

1. Creating a welcoming and engaging climate with strong relationships and communications between families and school staff	
Initiative	Purpose and Description
<p><i>Back to School Nights</i> Who: Teachers, Families</p>	<p><i>Goal:</i> Establish communication between families, teachers and staff and provide the school community a sense of expectations for the school year.</p> <p>The school leadership will speak briefly about the plans for the year.</p> <p>Parents have the opportunity to meet with their child’s class families and teachers to learn about the school day and how to engage in the academic life of their child.</p>
<p><i>Home Visits (Summer/Fall)</i> Who: Teachers, Families</p>	<p><i>Goal:</i> Learn about Family’s hopes and dreams for the school year.</p> <p>Establish Personalized Relationship with parents and students in an informal environment of their choice.</p> <p>One-on-One Conferences with Family including students in family's home or family’s choice of locale.</p>
<p><i>Participating in and Supporting the School Community</i> Who: Families, community members, staff as relevant</p>	<p><i>Goal:</i> Leverage family interest and talents to support the school community.</p> <p>After the first weeks of school, volunteers are encouraged in a variety of capacities: experts for expeditions, chaperones for field work, translators for meetings or documents, and assistants with special events. Interested family volunteers should contact their child’s teacher via email or the receptionist at the Front Desk to coordinate appropriately. School volunteers are required to sign in at the Front Desk and wear a visitor name tag so that they are recognizable to school personnel.</p> <p>Parents can also support our community of families by volunteering to serve as a room parent, or in a committee of the school’s parent association. To learn more about these opportunities please contact the front desk.</p>
2. Partnering with families to support student achievement	
<p><i>Parent Teacher Conferences</i> PreK (three times a year) Grades K-5 (once a year) Who: Teachers, Families</p>	<p><i>Goal:</i> Reinforce relationship; share data on academics and social emotional learning, goals for the school year</p> <p>One-on-One Conferences (may include student) Sharing individualized Evidence of current strengths and needs.</p>
<p><i>Student Led Conferences</i></p>	<p><i>Goal:</i> Conferences led by students in order to help them act as leaders of their</p>

<p>Grades K-5 (twice a year)</p> <p>Who: Students, Families (With Teacher assistance)</p>	<p>learning.</p> <p>SLCs allow students to celebrate their success and/or identify strategies to help students reach their goals.</p> <p>Students lead a presentation of their academic and social emotional learning targets and progress over the course of the school year.</p>
<p><i>Celebrations of Student Learning/ Expo</i> (Winter/Spring)</p> <p>Who: Teachers, Families, Students</p>	<p><i>Goal:</i> Celebrate and publicize the learning of the expedition. Develop a shared understanding of the learning process through students' expedition products and presentations as they relate to learning targets/ standards, and grade level competencies.</p> <p>Students display evidence of mastery of knowledge and skills, quality student work and character.</p>
<p><i>Publishing Parties</i></p> <p>Who: Teachers, Families, Students</p>	<p><i>Goal:</i> Student and families track and celebrate their writing progress throughout the year in various genres.</p> <p>One-on-one or small group or/and class reading.</p> <p>Families and young writers celebrate the end of each writing unit.</p>
<p><i>Ongoing communication between teacher and family</i></p> <p>Who: Teachers, Families</p>	<p><i>Goal:</i> Support open lines of communication with families and teachers.</p> <p>Sharing information in real time in order to respond with urgency to student strengths and needs. Includes calls, texts, in person conversation and sharing of the student portfolio.</p>
<p><i>Portfolio of student work and communication about student progress</i> (monthly after the first six weeks of school)</p> <p>Who: Teachers, Families, Students</p>	<p><i>Goal:</i> Ensure that families have access to and understand student academic and social development in real time over the course of the school year.</p> <p>Teachers develop a portfolio of student work aligned to the learning objectives for the school year. The school sends monthly to all families an overview of student progress, along with their child's portfolio. Portfolios are also available for families to review in the classroom any day during arrival (8:10-8:25 am). Portfolios are reviewed at parent-teacher or student-led conferences over the course of the school year.</p>
<p>3. Investing families in school success</p>	
<p><i>Community Conversations</i></p> <p>Who: Parent/Guardians, School Leaders, Staff</p>	<p><i>Goal:</i> Provide families a meaningful opportunity to shape the school's success.</p> <p>Provide opportunities throughout the year for open communication between families and school leadership.</p> <p>Families meet with Leadership and school personnel to provide feedback on school priorities and school's progress along established goals.</p>
<p><i>Coffee with the Principal</i></p> <p>Who: Families, School Leaders</p>	<p><i>Goal:</i> Provide families a meaningful opportunity to shape the school's success.</p> <p>Provide families an opportunity monthly to learn about school initiatives and priorities and to provide feedback to members of School Leadership.</p>

Our History & Growth

2008-2009

- Born as a response to the unmet demand for quality tuition-free, experiential and bilingual education
- Incorporated as a 501(c)(3) and established initial board of directors

2010-2011

Grades: N/A

Staff: 4 (1 lead teacher, executive director, principal, operations manager)

Enrollment: 0

- Charter awarded by the DC Public Charter School Board
- Planning Year
- Awarded national funding for start-up - Walton / New Schools

2011-2012

Grades: PreKinder-3, PreKinder-4, and Kindergarten Staff: 22 (6 lead teachers, 9 teaching fellows)

Enrollment: 122

- Opened doors in a small office space in Dupont Circle, courtesy of the Building Hope Charter School Incubator Initiative

2012-2013

Grades: PK3, PK4, Kindergarten, and 1st grade

Staff: 40 (12 lead teachers, 18 teaching fellows & associates)

Enrollment: 237

- Moved to larger short-term space in Columbia Heights
- Awarded U.S. Department of Education Green Ribbon
- Recognized as an Ashoka Changemaker School
- Awarded the use of the former J.F. Cook Elementary School building for permanent home

2013-2014

Grades: PK3, PK4, Kindergarten- 2nd grades Staff: 51

Enrollment: 274

- Second year in Columbia Heights location
- Campus campaign and financed a \$14 Million construction project to turn the closed J.F. Cook School into a state of the art green demonstration campus
- Joined a consortium of four D.C. language immersion charter schools to form the District of Columbia International School (DCI), a middle-high school. Approval of Mundo Verde's charter through high school ensures students may continue deep inquiry-based language learning through 12th grade

2014-2015

Grades: PK3, PK4, Kindergarten - 3rd grades

Staff: 79 Full Time/24 Part Time (21 lead teachers, 4 specials teachers, 4 special education teachers, 25 teaching fellows & associates)

Enrollment: 404

- Moved into the renovated J.F. Cook School building and launched green demonstration campus
- Phase II of construction: Started Building La Casita, preschool annex and sitework development.
- DCI opens with 210 students in 6th and 7th grades from LAMB, E.W. Stokes, DC Bilingual, and Washington Yu Ying, in Mundo Verde's previous Columbia Heights location, serving 5 Mundo Verde siblings

2015-2016

Grades: PK3, PK4, Kindergarten - 4th grades

Staff: 89 Full time/21 part time (25 lead teachers, 4 specials teachers, 6 special education teachers, 29 teaching fellows & associates)

Enrollment: 538

Number of Students on Waiting List: 1,094

- Mundo Verde finishes the addition of La Casita, an Annex for preschool and Kindergarten. Gold LEED® certification of main building
- Recognized as one of the most diverse schools in the District and the country

2016-2017

Grades: PK3, PK4, Kindergarten - 5th grades

Staff: 98 Full time/ 28 part time (26 lead teachers, 7 special education teachers, 3 intervention teachers, 5 specials teachers, 23 teaching fellows & associates)

Enrollment: 558

- Reached scale graduating first 5th grade class marked with a Capstone Expedition to Puerto Rico
- First rising class advancing to DC International School (44 Mundo Verde students out of 56 advanced to DCI).
- Secured Tier 1 status
- Stage I for Development of Outdoor areas into a Natural Schoolyard for Play and Learning
- Platinum LEED® certification of new building, celebrated with a Ribbon Cutting and plaque placement ceremony.

2017-2018

Grades: PK3, PK4, Kindergarten - 5th grades

Staff: 107 Full time/ 31 part time (26 lead teachers, 7 special education teachers, 6 specials teachers, 27 teaching fellows & associates)

Enrollment: 579

- Stability and consolidation of systems and programming
- Development of Mundo Verde's commercial-grade kitchen and addition of our own Mundo Verde chef to help realize our long-time dream of providing highly nutritious school meals according to our health and wellness goals.

2018-2019

Grades: PK3, PK4, Kindergarten - 5th grades

Staff: 95 Full time/ 27 part time (28 lead teachers, 6 special education teachers, 5 specials teachers, 14 teaching fellows & associates)

Enrollment: 595

- Planning year for expansion to new campus
- Codification, documentation, evaluation of curriculum and instructional model

School Performance

Performance and Progress

Our overall school performance and the progress our students are demonstrating together establish that Mundo Verde is indeed meeting its mission to foster high levels of academic achievement among a diverse group of students by preparing them to be successful and compassionate global stewards of their communities through an engaging curriculum focused on biliteracy and sustainability. We are excited to be one of few schools in the District pursuing a mission focused on preparing students to be compassionate global stewards of their communities.

Mundo Verde's definition of student performance considers success on standardized measures in addition to student development in character, biliteracy, stewardship of the environment, and commitment to work of high quality. In the past years we have taken strides in developing and enriching our academic and social development models to ensure the success of each Mundo Verde student. We are proud of how far Mundo Verde has come and the work we are doing to meet our mission and goals for each student and for the school as a whole. Our programs and methodologies are described in more detail below, in the School Program section above, and in the section Unique Accomplishments 2018-2019.

Charter Goals

Student Achievement Goals

- ✓ Students will be biliterate in English and Spanish.
 - Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic English.
 - Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic Spanish.
- ✓ Students will understand and apply complex mathematical concepts to solve problems.
- ✓ Students will acquire and apply the knowledge, skills and values of sustainability.
 - Students will demonstrate conceptual understanding, investigation and practical reasoning skills to solve scientific problems.
 - Students will demonstrate systems thinking and apply knowledge of relationships and interdependence between economic and social and natural systems.
 - Students will develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.

Social Emotional Development Goals (Character)

- ✓ Students will embrace diversity and demonstrate positive cross-cultural attitudes and behaviors.
- ✓ Students will work collaboratively and resolve conflicts effectively.
- ✓ Students will be actively involved in their own education and health.
- ✓ Students will be active community members and environmental stewards.

Goals for Organizational Performance

These are goals that hold Mundo Verde leaders and other adults involved in students' lives – teachers, families, administrators and Board of Directors – responsible for Mundo Verde's performance and ultimately for student learning. We expect our school will:

- Celebrate life-long learning and become a trusted learning community.
- Be led effectively by an active Board of Directors working with the Head of School and Principal.
- Strive to recruit and retain a diverse group of students, teachers, staff, administrators and Board members.
- Be financially sustainable.
- Foster positive family views of Mundo Verde and involvement in their child(ren)'s education.
- Act in accord with its mission and values, operating in an environmentally, socially and financially sustainable manner – and will report to stakeholders against established sustainability metrics.

Assessment Methodologies

To gather **evidence of student achievement and growth outcomes** Mundo Verde uses:

- Creative Curriculum Teaching Strategies GOLD: math, Spanish literacy, Spanish language, social emotional development, and other early indicators, aligned to the District of Columbia Early Learning Standards (PK3/ PK4)
- Fountas and Pinnell: Literacy (1st grade and up)
- Developmental Reading Assessment (DRA/ EDL2): Literacy in Spanish (Kindergarten and up)
- Group Mathematics Assessment Diagnostic Evaluation- GMADE: Math (Kindergarten to 2nd grade)
- Education for Sustainability Assessment (Australian Sustainable Schools Initiative)
- Oral Proficiency in Spanish: Spanish IPT & Avant STAMP 4Se (Standards-based Measurement of Proficiency).
- Mundo Verde also uses Achievement Network assessments to provide benchmark and interim understanding of student progress.

To gather **evidence of Organizational Progress** Mundo Verde annually dedicates the month of June to conduct a comprehensive end-of-year assessment by reviewing the following materials:

- Student-related data: Achievement, growth, attendance, behavior, enrollment & re-enrollment
- Externally generated information related to the implementation of its early

childhood program: Results from Classroom Assessment Scoring System™ (CLASS™), evaluating interactions taken in classrooms that boost student learning.

- Rates of parent participation, quality of parent engagement, and end-of-year parent survey
- Staff evaluation of quality of implementation of academic program
- External administration of The New Teacher Project Insight and Flamboyant Foundation surveys of lead teachers
- Data on staff satisfaction, retention, and recruitment, including internal administration of a school wide staff survey on work conditions and professional culture
- Evaluation of teacher performance - using iObservation
- External Reviews: These always include EL Education Implementation Review, Responsive Classroom Evaluation, and Education for Sustainability. In SY17-18 this also included a review of practices conducted by Center for Applied Linguistics.

Charter Goals and Academic Achievement Expectations

Mundo Verde’s evidence of student progress and achievement, for goals outlined in our charter includes data related to the domains of language, literacy, mathematics, sustainability, character/social-emotional development, and other student-related outcomes. In particular, the data provides evidence of one of Mundo Verde core overarching goals, namely that: *Our students will be biliterate in English and Spanish: Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic English and Spanish.*

Biliteracy and bilingualism are complex skill sets, and as such, Mundo Verde uses multiple tools to measure student’s language development and biliteracy skills, as suggested by best practices in bilingual research. Methods are based upon the research-based concept that “bilingual students should be given the choice of demonstrating their academic achievement in content areas in either of their two languages. Substantive content must be differentiated from language proficiency” (La Celle-Peterson and Rivera, 1994). Therefore, assessments of oral Spanish proficiency, literacy in both English and Spanish, and formal mathematics assessments all inform the way student’s biliteracy is measured.

Charter Goals and Academic Achievement Expectations				
Goal	Met / unmet	Progress Toward Goals		
1. Students will be bi-literate in English and Spanish. a) Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic English. b) Students will demonstrate reading comprehension and	Goal met	Result: biliteracy achievement benchmarks. Benchmark: Mundo Verde students approached 70% biliteracy achievement benchmarks. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Rate of kindergarten through 5th grade students reading on grade level in at least one language</td> <td style="width: 40%; text-align: center;">85.5%</td> </tr> </table>	Rate of kindergarten through 5th grade students reading on grade level in at least one language	85.5%
Rate of kindergarten through 5th grade students reading on grade level in at least one language	85.5%			

<p>oral and written fluency in cognitive/academic Spanish.</p>		<p>Rate of 1st grade through 5th grade students (dual language grades) reading on grade level in at least one language</p>	<p>76.6%</p>							
		<p>IPT Oral Spanish Fluency Assessment Rate of kindergarten through 4th grade students scored Early Advanced or Advanced on the Pre-IPT/IPT assessment of oral Spanish language skills</p>	<p>73.38%</p>							
		<p>Rate of kindergarten through 4th students scoring Intermediate or above on the Pre-IPT/IPT assessment of oral Spanish language skills</p>	<p>+89.58%</p>							
<p>2. Students will understand and apply complex mathematical concepts to solve problems.</p>	<p>Goal met</p>	<p>Result: 68.2% Benchmark: 65% of 3rd -5th graders Approaching College & Career Ready” and Above on PARCC Assessment</p> <hr/> <table border="1"> <tr> <td data-bbox="695 898 1097 1058"> <p>Rate of pre-kindergarten-3 and -4 students who make appropriate growth for their age on the Teaching Strategies GOLD math assessment</p> </td> <td data-bbox="1097 898 1518 1058"> <p>100%</p> </td> </tr> <tr> <td data-bbox="695 1058 1097 1184"> <p>Rate of kindergarten through 2nd grade students on grade level or achieving one year’s growth on GMADE assessment</p> </td> <td data-bbox="1097 1058 1518 1184"> <p>62%</p> </td> </tr> <tr> <td data-bbox="695 1184 1097 1310"> <p>Rate of 3rd, 4th, and 5th grade students “Approaching College & Career Ready” and Above on PARCC Assessment</p> </td> <td data-bbox="1097 1184 1518 1310"> <p>68.2%</p> </td> </tr> <tr> <td data-bbox="695 1310 1097 1436"> <p>Rate of 3rd, 4th, and 5th grade students “College and Career Ready” on PARCC Assessment</p> </td> <td data-bbox="1097 1310 1518 1436"> <p>48.2%</p> </td> </tr> </table>	<p>Rate of pre-kindergarten-3 and -4 students who make appropriate growth for their age on the Teaching Strategies GOLD math assessment</p>	<p>100%</p>	<p>Rate of kindergarten through 2nd grade students on grade level or achieving one year’s growth on GMADE assessment</p>	<p>62%</p>	<p>Rate of 3rd, 4th, and 5th grade students “Approaching College & Career Ready” and Above on PARCC Assessment</p>	<p>68.2%</p>	<p>Rate of 3rd, 4th, and 5th grade students “College and Career Ready” on PARCC Assessment</p>	<p>48.2%</p>
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<p>Rate of 3rd, 4th, and 5th grade students “College and Career Ready” on PARCC Assessment</p>	<p>48.2%</p>									

<p>3. Students will acquire and apply the knowledge, skills, and values of sustainability.</p> <p>a) Students will demonstrate conceptual understanding, investigation and practical reasoning skills to solve scientific problems.</p> <p>b) Students will demonstrate systems thinking and apply knowledge of relationships between economic, social and natural systems.</p> <p>c) Students will develop and apply knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.</p>	<p>Goal met</p>	<p>Result:</p> <ul style="list-style-type: none"> ● Scores: TBD, confident about being over 65% ● Process: Sustainability learning targets evaluated & shared with families (In process) <p>Benchmark:</p> <ul style="list-style-type: none"> ● Outcomes: At least 65% earned of 60 possible points across 15 domains of the Education for Sustainability assessment ● Outputs: <ul style="list-style-type: none"> ○ Sustainability learning targets evaluated & shared with families ○ Alignment of curriculum to sustainability learning goal 								
<p>4. Students will embrace diversity and demonstrate positive cross- cultural attitudes and behaviors</p> <p>a) Students will work collaboratively and resolve conflicts effectively;</p> <p>b) Students will be actively involved in their own education and health</p> <p>c) Students will have a strong sense of place and be active community and environmental stewards.</p>	<p>Goal met</p>	<p>Result: 100%</p> <p>Benchmark: 95% of pre-kindergarten-3 and -4 students who make appropriate growth for their age on the Teaching Strategies GOLD social-emotional development assessment.</p> <p>Other leading indicators:</p> <table border="1" data-bbox="691 1192 1503 1646"> <tr> <td data-bbox="691 1192 1230 1327"> <p>Pre-Kindergarten-3 and -4 students who make appropriate growth for their age on the Teaching Strategies GOLD social-emotional development assessment.</p> </td> <td data-bbox="1230 1192 1503 1327"> <p>100%</p> </td> </tr> <tr> <td data-bbox="691 1327 1230 1461"> <p>1st-5th Grade Students will self-assess proficiency in Habits of Community Stewardship on quarterly basis</p> </td> <td data-bbox="1230 1327 1503 1461"> <p>Habits evaluated through student self-assessments</p> </td> </tr> <tr> <td data-bbox="691 1461 1230 1566"> <p>Schoolwide: Discipline Rates Below Sector Average</p> </td> <td data-bbox="1230 1461 1503 1566"> <p>Suspension Rate 0% Expulsion 0%</p> </td> </tr> <tr> <td data-bbox="691 1566 1230 1646"> <p>Schoolwide: Attendance (In seat): Floor 85 - Ceiling 95 (80% rule implemented this year)</p> </td> <td data-bbox="1230 1566 1503 1646"> <p>95.4%</p> </td> </tr> </table>	<p>Pre-Kindergarten-3 and -4 students who make appropriate growth for their age on the Teaching Strategies GOLD social-emotional development assessment.</p>	<p>100%</p>	<p>1st-5th Grade Students will self-assess proficiency in Habits of Community Stewardship on quarterly basis</p>	<p>Habits evaluated through student self-assessments</p>	<p>Schoolwide: Discipline Rates Below Sector Average</p>	<p>Suspension Rate 0% Expulsion 0%</p>	<p>Schoolwide: Attendance (In seat): Floor 85 - Ceiling 95 (80% rule implemented this year)</p>	<p>95.4%</p>
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<p>Schoolwide: Attendance (In seat): Floor 85 - Ceiling 95 (80% rule implemented this year)</p>	<p>95.4%</p>									
<p>5. The school culture will celebrate life-long learning and the school will be a trusted learning community.</p>	<p>Goal met</p>	<p>Result: The school has high levels of participation in its two celebrations of learning in which students present their learning to family members and friends. Student Led Conferences allow students to develop student agency and ownership of their own learning.</p> <p>Data is puling tis...</p>								

<p>6. The school will be led by an active Board of Directors that will work with the Executive Director and Principal to run Mundo Verde effectively.</p>	<p>Goal met</p>	<p>Result: a deeply engaged Board of seven members, divided into functional committees, guide policy development, implementation, oversight, and decision-making.</p>
<p>7. The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators, and Board members</p>	<p>Goal met</p>	<p>Results Students:</p> <ul style="list-style-type: none"> ● Not one subgroup represents more than 40% of the student body. ● We receive applications from all eight wards of the city, ● We continue to be concerned that we are just before the threshold for the conversation. <p>Benchmark: Mundo Verde enrolls students from all racial and ethnic subgroups, and no one subgroup represents more than 40% of the student body.</p> <p>Staff: Mundo Verde has increased efforts to recruit, hire and maintain staff that represent our student’s diversity. Staff continues to be diverse - a majority of staff are Hispanic consistent with the biliteracy model of the school; approximately 10% are Black/African American, Islander, and approximately 15% are white.</p> <p>Board: Our board continues to be diverse: 71.1% African American, 14% white and 14% Hispanic.</p>
<p>8. The school will be financially sustainable.</p>	<p>Goal met</p>	<p>Result: Strong financial position. Clean audit. Long-term planning for facilities acquisition in place.</p>
<p>9. Families will have positive views of Mundo Verde and be involved in their child’s education</p>	<p>Goal met</p>	<p>Result: 93.4% of families re-enrolled. At least 85% of families from MV probably could a home visit</p> <p><u>Benchmark: At least 90% of families reenroll.</u></p> <p>49.04% of families who applied to Mundo Verde in 2019 ranked it as one of their top 3 choices on their My School DC application</p> <p><u>Participation in at least two Family Engagement Activities (FE)</u> <u>Home visit during SY18-19</u> Total HVs / total number of students (/) By student: 81.5% of families received a home visit</p> <p>Total families receiving <u>one or more HV</u> / total number of families (352/415) By family: 84.81% of families received at least one home visit</p>

		Benchmark: At least 85% of families receive a home visit.
10. The school will not only teach, but also act in accord with its mission and values, operating in an environmentally, socially, and financially sustainable manner –and will report to stakeholders against established sustainability metrics.	Goal met	<p>Result:</p> <ul style="list-style-type: none"> ● Sustainable facilities: Our campus received LEED Gold and LEED Platinum certifications ensuring the positive environmental impact and human benefits of the facilities ● Our students, staff and families connect to the broader community through partnerships with DC Department of Parks and Recreation, as a community composting site, So Others Might Eat, AYUDA, and service learning projects both locally and during field trips like our 5th Grade Capstone Trip to Miami, the 3rd grade DC Water Conservation Expedition and adult literacy project in the Right to Read Expedition.

Unique Accomplishments 2018-2019

Global Stewards In the World

In 2019 we sent off our third class of graduates. A total of 58 students advanced as middle-schoolers into various local schools including DC International, BASIS DC, Washington Latin, Alice Deal Middle School, and San Miguel School.

Our school community delights in seeing them, and other past graduates, return to our school– sometimes to pick up siblings, visit beloved teachers, do community service hours, or to just reconnect. Full of confidence, sparkling eyes, a mix of excitement and nostalgia to be back in the school that saw them grow, and eager to share their stories of strife, success, and adaptation to their new expanded worlds.

Through these visits we have collected qualitative evidence from graduates that begin to deepen our understanding of the profile of our Mundo Verde graduates. The student who walks out of our doors upon graduation: A student, who through sustainability, inquiry based learning and biliteracy develops the cognitive and critical skills needed to show agency, solve problems and make change with compassion, innovation and a growth mindset.

1. Mundo Verde students feel ownership of their learning and motivated to succeed. Learning experiences are tailored to each student's individual needs, skills and interests.

“To me what was unforgettable was second grade. That was the year of our market expedition and we learned so much. We crafted products from recycled materials and sold them to raise funds for a charity. I liked how it felt to be a merchant. It inspired me in a certain way to become a business person. But then there are all the things I learned about technology later that also inspired me to go into engineering. Like in fourth grade part of our Renewable Energy fieldwork included a visit to Scott Sklar House, which did not use any energy at all because of all the green technology or fifth grade when we designed prototypes for technological inventions— and there was even a trip to the convention center. I now can say I enjoyed the strategies Mundo Verde used to teach us. It was like we were in the middle of everything.”

“[When I started at Mundo Verde] ...At first the transition was hard. I had many feelings and I have always been very active so it was hard to focus. I used to hate going to Behavior Support because I thought I'd be getting punished. I started learning ways to focus my energy.”

“One important thing for me was being chosen as a Playworks Junior Coach, it gave me leadership skills and I also learned how to be an includer and how to resolve conflicts. ”

Mundo Verde Key components	Student Evidence
<ul style="list-style-type: none"> ● Education for Sustainability Standards ● Academic mentoring, goal setting in class ● Response to Intervention (RTI) ● Habits of Community Stewardship (ESPICA) 	<ul style="list-style-type: none"> ● Student-Led Conferences ● High quality Student Work/ Expedition products ● Personal Learning Time planner ● Sustainability Assessment

2. Students are held to high expectations. They set short- and long-term learning goals and, with help from their teachers, create plans for how they might reach them.

“Students of Mundo Verde will be able to stand out in middle school because we have some different kind of learning than students at other schools. We have learned already so much about how to keep earth sustainable and how to help other people. We know about leading our own learning and setting goals. If we have difficulties, we will be able to use the habits we learned at Mundo Verde like inquiry, Speak your Truth, Collaboration.”

“At my new [middle] school they often pick me and other Mundo Verde friends for important roles because we can present well and confidently in either language. I like feeling like a leader and being a role model. On my last year at Mundo Verde my teachers really pushed me to see what I could achieve when I put my head into it. They helped me find ways to do it well in fifth grade so things would not be hard in middle school. They had high expectations and they gave me opportunities to take my learning in my own hands. Now I can really express myself with teachers and advocate if I need support or if I need to defend a point of view.”

“I learned to ask questions, If I didn't get something my teachers encouraged me to ask questions or research to better understand it. I also learned to collaborate and inquire with peers first to compare points of view. Our expeditions included research, fieldwork where we went to the actual places where things had happened or where we could see examples in real life. We also learned directly from people who were experts in the field and knew everything about the topics.”

Mundo Verde Key components	Student Evidence
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<ul style="list-style-type: none"> ● Bilingual ● Standards based interdisciplinary project (expeditions) ● Authentic products to an authentic audience addressing a real community problem 	<ul style="list-style-type: none"> ● High quality Student Work/ Expedition products ● Revision, feedback ● Expedition products, 5th grade books capturing social activist stories ● Goal setting documents
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3. Students have the opportunity to build deep, trusting, sustained relationships with each other, their teachers and other adults who care about them.

“When I came to Mundo Verde, I found it to be very different, but I felt welcomed and automatically made friends never felt left out. [At my previous school] I didn't want to keep trying. When I first started, I didn't understand Spanish and I didn't feel like learning, but as years progressed I was excited to get better. I was learning a lot during the school day and I really liked my teachers. Mundo Verde taught me perseverance and to have determination to try my best.”

“I have so many good relationships with people at Mundo Verde. . . The teachers that changed everything. . . They were really inspiring and told me to persevere and never give up. It was crazy how much relationships formed.”

“It used to be that math was really hard and I would get frustrated. I used to say that I was not good with numbers, but my teacher told me that my mind was not fixed and that I could grow my brain and make it be good with numbers. She taught me tricks and formulas, we focused on stairs and ladders each time and advanced. Little by little she showed me how to find fun in numbers. I realized that you just waste time and energy feeling frustrated about what you can't do instead of putting that energy to practice and get better. I now know that what you talk about yourself is what you are going to put forth, so you better put forth something positive.”

Mundo Verde Key components	Student Evidence
<ul style="list-style-type: none"> ● Social Emotional Learning/ Responsive Classroom ● Crew ● Community Meetings ● Restorative Practices ● Responsive Classroom ● Trauma informed, compassionate care ● Assessing character ● Surveying student and teacher views 	<ul style="list-style-type: none"> ● Crew participation ● No suspensions ● Increased development among students in resolving challenging emotional situations

4. Students feel they belong, can find their voices and see themselves reflected in their learning. Students deepen their understanding of other cultures and people who do not share their background.

“Being bilingual is important because you can learn different histories of different people. Also, you can communicate with a larger part of the population than just those who only know English. You can make Spanish speakers feel more at home if you speak in Spanish and you have more opportunity to connect and learn from each other. My parents wanted me to learn a different language so I could do more things in the world.”

“Before Mundo Verde I only spoke in Spanish with my family. Mundo Verde taught me how to handle two languages and balance the world in both languages. I know many other people my age that are embarrassed about speaking Spanish. But here at Mundo Verde I learned that those who speak Spanish are more capable. Because of Mundo Verde I am now more ambitious and want to learn a third language. I feel unique because I can communicate with more people.”

"I have a neighbor who only speaks Spanish so I was playing with him and his Mom asked if I was Dominican but I'm just black, born here, but it made me feel good that I can make stronger relationships with other people and not be limited by words."

<i>Mundo Verde Key components</i>	<i>Student Evidence</i>
<ul style="list-style-type: none"> ● Crew ● Heritage celebrations/ Cultural celebrations ● Social justice issues interwoven in the curriculum ● Tenets of sustainability ● Capstone Trip to Puerto Rico ● Anti-Racist training for teachers and staff to ensure equity practices 	<ul style="list-style-type: none"> ● Black Lives matter posters ● Identity artwork ● Student voice in menu development ● 3rd grade bookmarks

Evidence of Quality

Maintaining Tier 1 Level and strong PARCC scores: Each year, DCPCSB evaluates all District charter schools based on their performance. These evaluations are compiled into school quality reports, which are used to rate schools into Tiers 1, 2 or 3, with 1 being the best. This allows students and families to rate the quality of the school's achievement compared with other public charter schools across Washington, DC. We consider Tier 1 a level of recognition and seal of approval that has helped steer

We are proud of our students' performance on the PARCC assessment. Mundo Verde students continue to outperform the charter sector and the city in the percentage of students demonstrating College and Career Readiness. As students move from 3rd to 5th grade, they demonstrate growth in ELA and overall in Math we see strong performance across grades. We are proud of the growth we see among specific groups of students, especially in Math, even as we know there is room to continue to improve across our school.

Our school's 2019 PARCC results show areas of growth as well as areas in need of continued improvement. We see growth in the performance of our English Learners, Hispanic/Latino, and "At Risk" populations in both ELA and Math. These results are encouraging, and we hope to turn the changes we saw in this year's results into a trend. However, we continue to see decreases in the percentage of students on track to be College and Career Ready in our Black/African American students in both ELA and Math. This trend is of deep concern to us; we began in 2018-2019 thoughtful yet aggressive measures to reverse it and will continue that work in the years to come.

Garnering Attention and Funding from National Educational Leaders: Over the last year we have continued to host and present our model and strategic plan to several National funders interested in aspects of our unique model, our sustained academic performance, and our plans for growth. We are learning valuable lessons and receiving feedback on what about our model is transferable, and subsequently the development of materials and tools we can share with others. We are eager to continue our role as thought leaders and opening our doors as a demonstration site to others.

Campus Development and Evergreening

Mundo Verde is committed to the belief that no matter how green our campus is at a particular moment, there are always ways to make it more sustainable. That sustainable design at its best has a cumulative impact – its impact compounds through the relationship between people and space over time. While our campus now is both LEED Platinum and Gold certified, we are committed to making it more sustainable each year. We will continue to invest in technology, infrastructure, and in recruiting & training people committed to reduce our environmental impact year over year. As we aspire for more, we know that the incremental changes we made last year, this one, and the next will have a cumulative environmental impact. Mundo Verde’s impact will be greener each year and the children walking out of our building will extend that greener ‘footprint’ into our communities across the District and beyond.

Enhanced play-spaces: At Mundo Verde free play and exploration of the outdoors is a right of all children, a central vehicle for learning and a critical part of a school day. Play offers children opportunities for adventure and creativity, sharpened concentration, problem solving skills, and a direct relationship with the natural world. Studies show that:

- **Play expands knowledge:** role-taking games allow children to experience concepts and create connections to concepts discovered in expeditions and solidifies new learning by helping them practice what they have learned in school.
- **Play supports social-emotional growth:** Through play children develop self-regulation and collaboration strategies, learn about boundaries, and develop empathy. Play allows children to practice cooperating, leading, and perseverance through failing and recovering. Playtime in nature is found to reduce stress and promotes a sense of well-being.
- **Play enhances sensory-motor development:** active play engages students physically with movements that build the neural functioning of the academic centers of the brain and motor development.
- **Play fosters cognitive skills:** Play expands a child’s *representational competence* – the understanding that something can stand for something else and symbolic thinking skills, both essential for literacy and mathematical problem-solving. Play decisions and interactions involve complex reasoning, planning, and creating skills.
- **Play increases a child’s ability to focus in class:** Having unstructured play time outdoors helps children burn energy, improves their moods, enhances brain functioning and I can have an “attention-restorative” effect.
- **Play establishes a sense of place:** Playing in and exploring natural outdoor environments helps children build meaningful and lasting connections with the natural world and their communities. Sense of place is developed when a person really knows, loves, and cares for a place in our communities and therefore becomes invested in sustainability and preservation.

Mundo Verde students play and explore the outdoors daily in our surrounding community enjoying 1-hour recess time in nearby New York Avenue and the Florida Avenue Park. With the support of our community of families, staff, and friends we continue expanding our grounds (originally an asphalt-covered playground and parking spaces) into a comprehensive schoolyard for play and learning filled with natural learning environments

where students can enjoy outdoor classes, interact with nature, play with their friends and find solace.

In the spring of 2019, thanks to a fundraising campaign led by our PADRES association, our on-site schoolyard gained a set of saucer swings, and prepared for the installation of a climbing tree and two story playhouse structure. The swings are in high demand during arrival and dismissal times, during supplemental outdoor time, as a setting for individual R&R break out time or for interventions for students with special needs.

Expansion and Stability

Strategic Planning

Mundo Verde's leadership team and board of directors worked with our community to create and implement a plan for continued improvement of our operations and results and a smooth transition into our new phase of development. As a community, Mundo Verde identified strategic priorities along with other core elements of our plan for growth and maturity in the coming years and formally reaffirmed the intended drivers of impact and four strategic priorities displayed below.

Preparing for Growth

- ***Personnel Structures:*** To meet the above priorities and support our growth into a networked school with two campuses, the board approved the launch of a **new organizational structure** for school year 2018-2019. This step provided us with a full year to solidify our new leadership structure including the new role of a Chief Schools Officer who is charged with driving school quality and supervising a Principal at each campus. Additionally we hired Principals for both campuses: Giselle Allen for P Street and Naomi Fortis-Gebreselassie at Calle Ocho, An Assistant Principal for the P Street Campus, Designated Network staff (in Operations, student supports, and other administrative roles) who will work across both campuses. The spring and early summer were intense in recruiting for the new campus faculty, seeded with a good number of teachers and staff from the P Street campus who requested to be part of the team launching the new school.
- ***Facilities:*** To house our second campus, we secured a commercial facility located at 4401 8th Street NE in the District of Columbia. The building has 41,500 square feet of classrooms, office, and multipurpose space. Initially built as a dormitory, it has been retrofitted for use as a school. It is in good condition, and for the last ten years has served as a home for other charter schools in the city. We dedicated the summer to do basic construction and prepare the building for the opening of our school.
- ***Student Recruitment:*** During the Winter and Spring of 2019 we worked hard at hosting Open Houses and participating in various events around the City to showcase Mundo Verde to prospective families. Mundo Verde participates in the My School DC and therefore all student recruitment is lottery based. This Year, families with children in PK3, PK4 and Kindergarten were able to apply to both campuses. *Although we had contemplated opening with first grade in 2019-2020, after careful consideration our leadership and Board of Directors decided to enroll PreK3, PreK4, and Kinder **only** in our first year at the 8th Street campus.* Demand for a seat at Mundo Verde continues to be high. This year, My School DC received nearly XXXX applications from families interested in sending their children to Mundo Verde (XX at P Street and XX at Calle Ocho). Special outreach efforts

focused broadly on supporting low-income families, families of color, at-risk² families, and families who do not speak English through the application process and after acceptance.

Design Awards & Visibility: We are proud to continue garnering recognition for our 30 P Street NW campus consisting of two buildings - **La Casa:** our Gold LEED certified renovated main building originally constructed in the 1920s, and **La Casita:** our Platinum LEED certified preschool annex constructed in 2014.

1. **LEARNING BY DESIGN magazine** included Mundo Verde in its Fall 2019 edition, showcasing the nation's best educational facility design and construction projects from early childhood, middle school, high school, specialized education and higher education college and university facilities.
2. **AIA DC Tour:** Part of a series in celebration of Architecture month in April we hosted a credit-earning tour coordinated in conjunction with LA.IDEA and presented by our friend and school architect Todd Ray, FAIA of Page, formerly of Studio Twenty Seven Architecture.
3. **ARCHITECT magazine:** Mundo Verde was featured in an article that appeared in the November 2018 issue of ARCHITECT magazine.
4. **2018 AIA Chapter Design Awards:** In November of 2018, a distinguished jury of design professionals based outside of the Washington metropolitan region selected Mundo Verde. The Awards recognize practitioners, educators, and students within the architecture community who demonstrate excellence in design.

Looking Forward

Over the next five to ten years, Mundo Verde aspires to serve more students directly through our second campus, and to support other educators and schools in adopting elements of our educational model. For Mundo Verde, launching a second school will mean we can serve more students directly, in a school system where nearly a third of students are not matched or enrolled to a school they desire. A second school and the process of replication itself will also support our aspirations to go broader and influence students and teachers beyond our walls - by enabling us to operate at a more financially sustainable scale, establishing career pipelines for motivated teachers and staff to grow, and by supporting deeper internal evaluation, an understanding of what in our model is transferable, and subsequently the development of materials and tools we can share with others.

Establishing and growing our Second Campus in 2019-2020: This fall we opened our doors to our first class of PreK3-PK4 students and Kindergartners at our new campus located at 4401 8th Street, NE. (Ward 5). A new grade will be added each year until the school reaches scale in 2024 with an eventual student body of 600 students PreK-3 - 5th grade.

² The at-risk weight applies to students who are homeless, in the District's foster care system, qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), or high school students that are one year older, or more, than the expected age for the grade in which the students are enrolled.

Our Supporters

Mundo Verde extends heartfelt thanks to all those who have supported the school during the year. The following people and institutions contributed \$500 or more during school year 2018-2019.

Donors \$500 and up

Danielle M. Allen	Molly and Ethan Marsh via Fidelity Charitable
Jennie Bowen	Megan and Ben Olsen
Andrea De Michelis and Janet Morris	Rachel Osterman and Kumar Garg
Eliza Erikson	Edward Pauls and Sharona Shuster
Mark and Djinni Field	Todd Ray
Matthew Gardner and Alison Rein	Sophia Sahaf
Meredith Hunter via America's Charities AARP	Katya Semyonova
Karissa Huntington and Bryant Switzky	Eddie Suárez and Family
Roy Igersheim	Dan Theisen
Henry and Rachel Jinich	Jared and Anna Weaver
Ken Kaufman	Raymond and Sara Williams
Lisa Landmeier	Sara Procacci Wilson
Jessica Leader and Adrien-Alice Hansel	Matthew and Kim Zablud
Kristi and Isaac Maiselman	

Corporate/ Business Donors \$500 and up

American Online Giving Foundation Via Benevity	The Marcus Foundation
Chan Zuckerberg Initiative DAF via the Silicon Valley Community Foundation	Omidyar Network
Combined Federal Campaign	Premiere Bank
Edison Electric Institute	Raytheon Company
Flamboyant Foundation	United Way of the National Capital Area
Jonathan Kuhn Architect	Wells Fargo
Lowe's Toolbox for Education	

Data Report

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Mundo Verde Bilingual PCS
PCSB	Campus Name: Mundo Verde Bilingual PCS
PCSB	Grades served: PK3 -5
PCSB	Overall Audited Enrollment: 594

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

Grade	PK3	PK4	KG	1	2	3	4	5	Total number enrolled
Student Count	36	54	97	96	90	81	78	62	594

Student Data Points

School	<p>Total number of instructional days, K-5: 180 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.</p> <p>Total number of instructional days, PK-3 and PK-4: 179 PK-3 and PK-4 students have 179 total instructional days due to their start days varying by their age group.</p>
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 95.4%
PCSB	<p>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.)</p>

PCSB	Midyear Withdrawals: 1.3% (8 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 99.8%
PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB (SY16-17)	College Admission Test Scores: Not Applicable
PCSB (SY16-17)	Graduation Rates: Not Applicable

Faculty and Staff Data Points³

School	<p>Teacher Attrition Rate</p> <ul style="list-style-type: none"> Lead teachers of record only: 26.19 (11/42*100) Lead teachers <i>and</i> Teaching Fellows: 22.22 (12/54*100) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><i>Methodology required by PCSB</i></td> </tr> <tr> <td style="width: 70%;"> Number of teachers retired/resigned/outplaced between <u>October 5, 2018 and first day of school in 2019</u> (number of teachers employed as of October 5, 2018) </td> <td style="width: 30%; text-align: center;">X 100</td> </tr> </table>	<i>Methodology required by PCSB</i>		Number of teachers retired/resigned/outplaced between <u>October 5, 2018 and first day of school in 2019</u> (number of teachers employed as of October 5, 2018)	X 100		
<i>Methodology required by PCSB</i>							
Number of teachers retired/resigned/outplaced between <u>October 5, 2018 and first day of school in 2019</u> (number of teachers employed as of October 5, 2018)	X 100						
School	<p>Number of Teachers</p> <ul style="list-style-type: none"> Lead teachers of record only: 42 Lead teachers <i>and</i> Teaching Fellows: 54 						
School	<p>Teacher Salary</p> <table style="width: 100%;"> <tr> <td style="width: 50%;"><i>Lead teachers of record only</i></td> <td>Average: \$57,565.23 Minimum: \$43,500.00 Maximum: \$85,660.00</td> </tr> <tr> <td><i>Teaching Fellow only</i></td> <td>Average: \$34,171.09 Minimum: \$30,000.00 Maximum: \$37,132.00</td> </tr> <tr> <td><i>Lead teachers and Teaching Fellows combined</i></td> <td>Average: \$52,799.76 Minimum: \$30,000.00 Highest on payroll: \$85,660.00 (Maximum can be higher)</td> </tr> </table>	<i>Lead teachers of record only</i>	Average: \$57,565.23 Minimum: \$43,500.00 Maximum: \$85,660.00	<i>Teaching Fellow only</i>	Average: \$34,171.09 Minimum: \$30,000.00 Maximum: \$37,132.00	<i>Lead teachers and Teaching Fellows combined</i>	Average: \$52,799.76 Minimum: \$30,000.00 Highest on payroll: \$85,660.00 (Maximum can be higher)
<i>Lead teachers of record only</i>	Average: \$57,565.23 Minimum: \$43,500.00 Maximum: \$85,660.00						
<i>Teaching Fellow only</i>	Average: \$34,171.09 Minimum: \$30,000.00 Maximum: \$37,132.00						
<i>Lead teachers and Teaching Fellows combined</i>	Average: \$52,799.76 Minimum: \$30,000.00 Highest on payroll: \$85,660.00 (Maximum can be higher)						

³ PCSB definition of teacher: “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	Executive Salaries <i>Five most highly compensated individuals in the organization, if over \$100,000:</i> \$125,000, \$120,440, \$100,000

Appendices

A. Staff Roster

Instructional Personnel

Full name	Position Title	Highest Degree Earned	Subject Matter	University Attended	FT/PT
Sandra Aguilar	Teaching Fellow (Pre-K)	Bachelor's	Biology, Chemistry, Pharmacy	Alberto Materrer University	FT
María Alemán de Ventura	Extended Day Associate	Bachelor's	Early Childhood Education	Universidad Modular Abierta	PT
Sandra Algarra	Classroom Associate (Pre-K)	Associate's	General Studies	Catholic University	FT
Gricelda Amaya Lazo	Extended Day Associate	High School Diploma	General Studies	Carlos Rosario PCS	PT
Cindy Amuzie	Lead Teacher (1st Grade)	Bachelor's	Childhood Education	Saint John's University	FT
Mónica Arias-Jiménez	Lead Teacher (5th Grade)	Bachelor's	Chemistry	Universidad de Zulia	FT
Elizabeth Ayala	Teaching Fellow (SPED)	Associate's	Education	University of the District of Columbia	FT
Elizabeth Barriga	Lead Teacher (5th Grade)	Bachelor's	Spanish	University of Delaware	FT
Katalina Beltrán	Lead Teacher (1st Grade)	Bachelor's	Early Childhood Education	Universidad del Caribe	FT
Claudia Bracho-Urbina	Extended Day Lead Teacher	Ph.D.	Medicine	Universidad Central de Venezuela	PT
Eloisa Breto Flores	Teaching Fellow (Kindergarten)	Bachelor's	Industrial Engineer	Universidad Católica Andrés Bello	FT
Sara Bruno	Extended Day Associate	Associate's	Child Development	CentroNía	PT
Kristin Bourne	Cooking and Gardening Teacher	Bachelor's	International Relations	Stanford University	FT
María Teresa Cáceres	Lead Teacher (3rd Grade)	Bachelor's	Education	Universidad Arturo Prat	FT
Paola Calderón	Art Enrichment Teacher	Bachelor's	Art	University of Maryland	FT
Nely Cameron (Rivera)	Classroom Associate (Pre-K)	Bachelor's	Early Childhood Education	Universidad Francisco Gavidia Campus Santa Ana	FT
Sharon Cannistra	Lead Teacher (2nd Grade)	Bachelor's	Political Science	University of Massachusetts	FT
Natalia Carbone	Lead Teacher (2nd Grade)	Bachelor's	Theology	Universidad Católica Argentina	FT

Dahiana Alcantara	Lead Teacher (4th Grade)	Bachelor's	Education	Universidad Tecnológica de Santiago	FT
Alba Chicas de Perez	Extended Day Associate	Bachelor's	Education	Instituto Nacional de Osicala	PT
Thais Chirinos	Teaching Fellow (2nd Grade)	Bachelor's	Psychology	University Central of Venezuela	FT
Luis Colmenares	Extended Day Lead Teacher	Associate's	Applied Computer Science	Universidad de Buenos Aires	PT
Maira Contreras	Classroom Associate (Pre-K)	Bachelor's	Education	Universidad Capitán General Gerardo Barrios	FT
Gabriela Covarrubias	Lead Teacher (Kindergarten)	Bachelor's	Language	University of Maryland College Park	FT
Karla Coyuchi	PM Classroom Assistant	High School	General	Lincoln High School	FT
Eduardo Cuesta	Lead Teacher (4th Grade)	Bachelor's	Political Science	Complutense of Madrid University	FT
Yesmi Escobar	Extended Day Associate	Bachelor's	General	Instituto Nacional de El Sauce	PT
Arinola Fleming	Lead Teacher (4th Grade)	Master's	Education	Coppin State University	FT
Najyyiah-Michelle Gaither	Movement Teacher	Bachelor's	Dance	Arizona State University	FT
Bellanira Gaona	Teaching Fellow (1st Grade)	Bachelor's	Forest Engineering	Universidad Distrital Francisco José de Caldas	FT
Jeffrey García	Dedicated Aide	Bachelor's	Psychology	Catholic University	FT
Andrea García Molina	Lead Teacher (Kindergarten)	Bachelor's	Anthropology	College of the Atlantic	FT
Ana Gómez	Permanent Substitute	High School Diploma	General	High School Diploma	FT
Matías Guerra	Lead Teacher (Pre-K)	Bachelor's	Early Childhood Education	Universidad Luterana Salvadoreña	FT
Ana Guevara	Classroom Associate (Pre-K)	Bachelor's	Early Childhood Education	National Institute-Guatemala	FT
Marina Gutierrez	Lead Teacher (3rd Grade)	Bachelor's	Early Childhood Education	Montgomery College	FT
Kimberly Guzman	Extended Day Associate	High School Diploma	General	Northwestern High School	PT
Daniela Guzmán	SPED Teacher (5th Grade)	Bachelor's	Criminal Justice	Trinity University	FT
Kayla Hogan	Lead Teacher (3rd Grade)	Master's	Teaching	Brandeis University	FT

Hendres Kelly	P.E. Teacher	Associate's	Education	University of the District of Columbia	FT
Hannah Kenagy	Lead Teacher (2nd Grade)	Bachelor's	Education	Wichita State University	FT
Deborah Lahre-Joyner	School Psychologist	Master's	Counseling Psychology	Immaculata University	FT
Howard Lawson	Recess Assistant	Associate's	English	Sanz School	FT
Martha Lawson	Extended Day Associate	High School	General	Instituto Nacional de Masaya	PT
Julia Lobo	Extended Day Associate	High School	General	High School Diploma	PT
Anai Lopez-Chavez	Extended Day Lead Teacher	High School	General	High School Diploma	PT
Karen (Tuli) Malarín	Lead Teacher (2nd Grade)	Bachelor's	English Literature and Psychology	University of Vermont	FT
Alexandra Marrugo	Extended Day Associate	Bachelor's	Business Management	Universidad de Simon Bolivar	PT
Victor Martínez	Lead Teacher (3rd Grade)	Master's	School Counseling	University of Southern California	FT
Danielle McCormick	Lead Teacher (1st Grade)	Bachelor's	Education	University of Maryland College Park	FT
Adelina McDuffie	Lead Teacher (Kindergarten)	Bachelor's	Education	Universidad Autónoma Benito Juárez de Oaxaca	FT
Karla Mejía	Teaching Fellow (Pre-K)	Bachelor's	Early Childhood Education	CentroNía	FT
Patricia Mena de Saravia	Extended Day Lead Teacher	High School	General	High School Diploma	PT
Angela Molina	Extended Day Associate	Associate's	Architecture	American University	PT
Jorge Montes	Lead Teacher (Pre-K)	Master's	Special Education	Universidad Central de Bayamón	FT
Wilson Morales	Lead Teacher (Pre-K)	Bachelor's	Public Health Advocacy	California State University, Northridge	FT
Paul Moreno	Teaching Fellow (1st Grade)	Master's	Aesthetic and Art History	Universidad Jorge Tadeo Lozano Bogotá	FT
Daniel Motta	SPED Teacher (4th Grade)	Bachelor's	Psychology	Carleton College	FT
Christian Murillo	Extended Day Lead Teacher	High School	General	High School Diploma	PT
Luis Obregon	Extended Day Lead Teacher	Bachelor's	Education	National University of Paraguay	PT

José Ogando	Recess Coordinator	Associate's	Elementary Education	University of the District of Columbia	FT
Carola Orellana	Extended Day Associate	Bachelor's	Humanities	Mariscal de Zepita	PT
Sarah Ozment	Bilingual Reading Intervention Teacher	Master's	Education	Catholic University	FT
Sharon Pecover	SPED Pull Out Teacher	Master's	Elementary Education	National-Louis University	FT
Nery Pena	Extended Day Lead Teacher	High School	General	High School Diploma	PT
Fabiola Penero	Teaching Fellow (Pre-K)	Bachelor's	Business Administration	Universidad Tecnológica de México	FT
Loidmary Perenguez	Long-term Substitute 3rd Grade Teacher	Bachelor's	Music	University Institute of Musical Studies	FT
Lydia Ramirez	Lead Teacher (Kindergarten)	Master's	International Education	George Washington University	FT
Gaby Revollo	Lead Teacher (Pre-K)	Master's	Early Childhood Education	University of the District of Columbia	FT
Emila Ríos	SPED Teacher	Master's	Early Childhood Education	Santa Maria University	FT
Karla Rivas	Extended Day Associate	Associate's	General	Prince George's Community College	PT
Gabriela Rivera	Teaching Fellow (2nd Grade)	High School	General	High School Diploma	FT
Jacqueline Rivera-Martínez	Extended Day Receptionist	High School	General	Oxon Hill High School	PT
Ismenia Robles	Teaching Fellow (1st Grade)	High School	General	Northwestern High School	FT
Katherine Rodriguez	Extended Day Lead Teacher	Associate's	Elementary Education	Montgomery College	PT
Celso (CJ) Rosas	Lead Teacher (1st Grade)	Bachelor's	Child and Adolescent Development	California State University, Northridge	FT
Rodrigo Salgado	Intervention Teacher/Dir. of Data	Bachelor's	Economics	Georgetown University	FT
María Sánchez-Jefferson	Lead Teacher (1st Grade)	Master's	Spanish Translation	Kent State University	FT
Beatriz Serrano	Extended Day Associate	Associate's	Office Systems Administration	Dewey University	PT
Marta Suárez López	Extended Day Lead Teacher	Bachelor's	Business Management	Universidad de Cartagena	PT
Angela Tovar Velasquez	Teaching Fellow (2nd Grade)	Bachelor's	Education	Universidad de la Salle	FT

Patricia Tschiderer	Speech and Language Pathologist	Master's	Speech Language Pathology	West Virginia University	FT
Jillian Tullish	Lead Teacher (5th Grade)	Bachelor's	Elementary Education	North Carolina State University	FT
Verónica Umanzor	AM Classroom Assistant	High School	General	High School Diploma	FT
Karla Vanegas	Permanent Substitute	Associate's	Elementary Education	Montgomery College	FT
Ada Vásquez	Extended Day Lead Teacher	Associate's	English as a Second Language	Montgomery College	PT
Edgardo Vásquez	Restorative Practices Assistant	Bachelor's	Social Worker	Caribbean University	FT
Astrid Viera Benítez	Extended Day Lead Teacher	Associate's	Business Major	Montgomery College	PT
Amber Walson	Music Teacher	Bachelor's	Music	Radford University	FT

Admin/Operations Personnel

Full Name	Position Title	Highest Degree Earned	Subject Matter	University Attended	FT/PT
Dahlia Aguilar	Chief Schools Officer	Master's	Administration	Trinity University	FT
Joe Brophy	Data and Compliance Coordinator	Bachelor's	Jewish Studies	Oberlin College	FT
Jessica Campos	Data and Assessment Coordinator	Bachelor's	Women's Studies	University of Maryland	FT
Isadora Carreras	Director of Development	Master's	Child and Family Studies	University of Denver	FT
Jody Ellenby	Upper House Coach	Master's	Education	Harvard Graduate School of Education	FT
Cristina Faz	Executive Assistant	Bachelor's	Business Administration	Instituto Tecnológico de Monterrey	FT
Naomi Fortis	Lower House Coach	Master's	Language and Literacy	Harvard Graduate School of Education	FT
Taquia Gladden	Prep Cook	Associate's	Criminal Justice	Montgomery College	FT
Sandra Guandique	Dishwasher	High School	General	N/A	PT
Christian Guevara	Operations & Technology Associate	Associate's	Sociology and Statistics	University of Maryland	FT
Sarah Isel	Intervention Coordinator	Master's	Education	George Mason University	FT

Michelle Johnson	Principal	Bachelor's	Education	University of Illinois	FT
Adriana López-Chavez	Prep Cook	High School	General	High School Diploma	FT
Jose Monterroza	Maintenance Technician	Associate's	Accounting/Management	Instituto Técnico Salvadoreño	FT
Nehidys Murillo	Bilingual Front Desk Receptionist	Bachelor's	International Business Management	University of Envigado	FT
Berenice Pernalet	Instructional Guide	Master's	Bilingual/Bicultural Education	Teachers College, Columbia University	FT
Bianca Pineda	Prep Cook	High School Diploma	General	N/A	PT
Robyn Pretlow	Director of Operations	Master's	Special Education	George Washington University	FT
Mariela Puentes	Extended Programs Coordinator	Master's	Curriculum & Instruction	Lynch School of Education	FT
Gloria Quirarte	Extended Programs Director	Master's	Social Cultural Anthropology	Johns Hopkins University	FT
Diana Rayas	Director of Communications	Master's	Ecotourism and Sustainable Tourism	Universitat Autònoma de Barcelona	FT
Franklyn Rivera	School Receptionist	High School	General	High School Diploma	FT
Anaxiris Rojas González	School Receptionist	High School	General	Albert Einstein High School	FT
Emily Reckard	School Garden Coordinator	Bachelor's	Environmental Studies	University of North Carolina	FT
Francisco Rodriguez Garcia	Operations Associate	Master's	Computer Information Management	Universidad Sagrado Corazón	FT
Kristin Scotchmer	Executive Director	Bachelor's	Political Science	University of Chicago	FT
Michelle Sinkgraven	Special Projects Coordinator	Master's	Public Management	University of Maryland	FT
Dorothy Steck	Chef	Bachelor's	Fine Arts	University of Maryland	FT
Swann, Dale	Prep Cook	N/A	N/A	N/A	FT
Norma Villanueva	Director of Student Services	Master's	Special Education	University of Maryland	FT
Andrew Walker	Student & Family Services Coordinator	Master's	Special Education	University of Virginia	FT
Kelsey Weisgerber	Food Initiative and Service Manager	Bachelor's	History of Art and Architecture	University of Pittsburgh	FT
Rocío Yoc	Front Desk Manager	Associate's	Business Administration	Trinity University	FT

B.Board Roster

Board Member	Date of Appointment	Date Appointment Expires	Role
Danielle Allen*	May 2017	June 2023	<i>External Committee, Committee Chair beginning July 2018</i>
Valecia Biddix* Mundo Verde PCS parent	July 2017	June 2023	<i>Academic Committee, Committee Chair Parent Trustee</i>
Corey Ealons*	June 2018	June 2022	<i>External Committee Board Chair beginning July 2018</i>
Mikaela Seligman* Mundo Verde PCS parent	July 2017	June 2023	<i>Governance Committee, Committee Chair beginning July 2018</i>
Paco Fabian* Mundo Verde PCS parent	March 2014	June 2020	<i>Board Secretary External Committee, Committee Co-Chair Parent Trustee</i>
Alicia Williams	May 2017	June 2023	<i>Board Vice Chair & Treasurer beginning July 2018 Internal Committee, Committee Chair beginning July 2018</i>
Bisi Oyedele*	September 2018	August 2024	<i>Academic Committee</i>

*DC resident

C.Unaudited 2018-2019 Financial Statements

Income Statement

Mundo Verde

July 2018 through June 2019

Income Statement	Actual
Revenue	
State and Local Revenue	10,795,287
Federal Revenue	496,024
Private Grants and Donations	266,011
Earned Fees	1,239,525
Total Revenue	12,796,847
Expenses	
Salaries	5,822,054
Benefits and Taxes	1,460,116
Contracted Staff	75,000
Staff-Related Costs	76,240
Rent	327,506
Occupancy Service	430,513
Direct Student Expense	1,283,229
Office & Business Expense	887,495
Contingency	0
Total Expenses	10,362,153
Operating Income	2,434,695
Extraordinary Expenses	
Interest	485,468
Depreciation and Amortization	643,044
Total Extraordinary Expenses	1,128,512
Net Income	1,306,183

Balance Sheet

Mundo Verde

As of June 30, 2019

Balance Sheet	6/30/2019
Assets	Current
Assets	
Current Assets	
Cash	2,396,836
Accounts Receivable	571,620
Other Current Assets	77,267
Intercompany Transfers	0
Total Current Assets	3,045,723
Noncurrent Assets	
Facilities, Net	14,233,632
Operating Fixed Assets, Net	259,734
Total Noncurrent Assets	14,493,366
Total Assets	17,539,090
Liabilities and Equity	
Current	
Liabilities and Equity	
Current Liabilities	
Accounts Payable	316,966
Other Current Liabilities	1,710,455
Accrued Salaries and Benefits	394,981
Total Current Liabilities	2,422,401
Equity	
Unrestricted Net Assets	3,139,280
Net Income	1,306,183
Total Equity	4,445,462
Long-Term Liabilities	
Senior Debt	10,828,651
Other Long-Term Liabilities	(157,425)
Total Long-Term Liabilities	10,671,226
Total Liabilities and Equity	17,539,090

D. Approved 2019-2020 Budget

Reporting, v1.5

Mundo Verde Bilingual PCS

SY19-20	
Revenue	
State and Local Revenue	16,512,982
Federal Revenue	808,824
Private Grants and Donations	290,102
Earned Fees	1,589,222
Revenue Total	19,201,130
Expenses	
Salaries	8,638,701
Benefits and Taxes	2,424,211
Contracted Staff	54,942
Staff-Related Costs	134,106
Rent	2,153,817
Occupancy Service	865,568
Direct Student Expense	2,114,717
Office & Business Expense	1,305,163
Contingency	373,771
Expenses Total	18,064,997
NET ORDINARY INCOME	1,136,133
Extraordinary Expenses	
Depreciation and Amortization	674,420
Interest	349,506
Extraordinary Expenses Total	1,023,926
TOTAL EXPENSES	19,088,922
NET INCOME	112,207