



**MUNDO VERDE BILINGUAL PUBLIC CHARTER SCHOOL
ANNUAL REPORT 2019-2020**

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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 implements 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	Contribute to a better world: put their learning to use to improve	Create authentic work: demonstrate original thinking and

complex ideas and consider multiple perspectives	communities (e.g., citizenship, service)	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, and authentic age-appropriate audiences in the broader community.

Grades K-5 conduct two expeditions a year, lasting approximately twelve weeks. PreK conducts shorter units.

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 with growing into stewards and leaders for the environment.

Expedition SY2019-2020	Fall	Spring
PK*	Clothing	Exercise
Kindergarten*	Eat more vegetables!	Animal 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 (Cancelled due to COVID)	

*Our expeditions are implemented at both campuses and adapted to local environment where relevant.

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.

At Mundo Verde, staff 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 facing 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.

The Profile of a Mundo Verde Graduate: Global Stewards in the World

We've begun to collect 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. Below is a snapshot of the four core qualities of graduates and the components of our model we believe are contributing to the quality, and the ways we are gathering evidence of the change we see in our students and ultimately our graduates

1. Mundo Verde students feel ownership of their learning and are motivated to succeed. Learning experiences are tailored to each student's individual needs, skills and interests.	
<i>Mundo Verde Key components</i>	<i>Student Evidence</i>
<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.	
<i>Mundo Verde Key components</i>	<i>Student Evidence</i>

<ul style="list-style-type: none"> • Bilingual literacy • 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.

<i>Mundo Verde Key components</i>	<i>Student Evidence</i>
<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 • Commitment to no suspensions, resulting in very low to no suspensions year over year. • Increased development among students in resolving challenging emotional situations

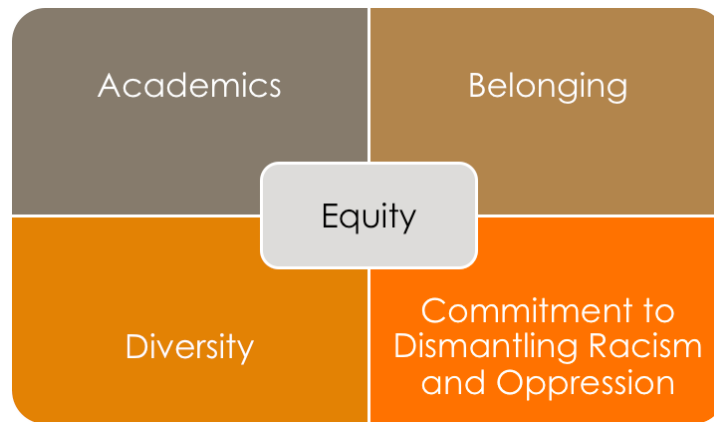
4. Students feel they belong, can find their voices and see themselves reflected in their learning. Students deepen their understanding of other cultures and people who do not share their background.

<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 practices rooted on equity 	<ul style="list-style-type: none"> • Black Lives Matter posters • Identity artwork • Student voice in school meal menu development • 3rd grade bookmarks

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.

At Mundo Verde we actively work to promote equity and inclusion for all students and families and we are particularly proud of the economic, racial, and ethnic diversity of our school's leadership, teaching team, and student body.



Recognizing that it is not enough to only be diverse in the student body, Mundo Verde's leadership is aligning the success of our 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.

Over the last two years, Mundo Verde has honed its focus on equity, specifically by prioritizing our students with highest needs and investing in strategic measures to close the achievement gap. This has included anti-bias education for staff, increased data literacy amongst teaching teams, and training on brain-based approaches to learning as well as trauma-informed practice. In the spring of this school year with the impact of COVID revealing the realities of our students with many challenges— housing instability, limited access to technology, and / or families marginalized from local resources— our community committed to addressing the basic needs of many of our families providing food, desks, technology and helping secure reliable internet service.

With the wave of aggressions committed against the black community and the social resistance that ensued, we asked ourselves once again to consider what more we could do as a school to address the needs of black students. This informed our guiding question for SY21, ***"How do we center the needs of our black students and families in short term and long-term planning focused on research and best practices."***

From this guiding question, Mundo Verde has now begun to redesign around reversing the pattern of privilege which Black families are often denied, from personalized outreach, to VIP reservations for family appointments and conferences. The impact of COVID made these measures necessary as never was it clearer that in a social crisis, black and brown families were disproportionately impacted by school closures. Whether it was family illness, or limited resources, Mundo Verde understands that no learning can take place without strengthening personal relationships, connecting families to basic resources, and ensuring families are given special consideration for traumatic events that impact a child's ability to learn.

In this coming school year, as we continue to amplify our focus on stakeholders who are Black, we will collect qualitative and quantitative data to help us understand the experience of students who are Black in order to ensure they benefit from the promises of dual immersion- a known educational equalizer for black students.

Family Engagement

Mundo Verde's family engagement and communication aim to ensure these goals²:

- Families are invited and consistently supported to participate in school events through multiple strategies (e.g., providing translators, childcare, 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.

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 categories³:

- **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.

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 children's learning, we have summarized opportunities 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
<i>Back to School Nights</i> Who: Teachers, Families	<i>Goal:</i> Establish communication between families, teachers and staff and provide the school community a sense of expectations for the school year.

² Adapted from EL Education Framework for Implementation Review

³ Adapted from Flamboyant Foundation's School Wide Family Engagement Rubric

	<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></p> <p>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></p> <p>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>
<p>2. Partnering with families to support student achievement</p>	
<p><i>Parent Teacher Conferences</i> PreK (three times a year) Grades K-5 (once a year)</p> <p>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> Grades K-5 (twice a year)</p> <p>Who: Students, Families (With Teacher assistance)</p>	<p><i>Goal:</i> Conferences led by students in order to help them act as leaders of their 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> Students 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>

	Families and young writers celebrate the end of each writing unit.
<i>Ongoing communication between teacher and family</i> Who: Teachers, Families	<i>Goal:</i> Support open lines of communication with families and teachers. 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.
<i>Portfolio of student work and communication about student progress</i> (monthly after the first six weeks of school) Who: Teachers, Families, Students	<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. 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.
3. Investing families in school success	
<i>Community Conversations</i> Who: Parent/Guardians, School Leaders, Staff	<i>Goal:</i> Provide families a meaningful opportunity to shape the school's success. Provide opportunities throughout the year for open communication between families and school leadership. Families meet with Leadership and school personnel to provide feedback on school priorities and school's progress along established goals.
<i>Coffee with the Principal</i> Who: Families, School Leaders	<i>Goal:</i> Provide families a meaningful opportunity to shape the school's success. Provide families an opportunity monthly to learn about school initiatives and priorities and to provide feedback to members of School Leadership.

Due to COVID, the following events were modified:

1. **Student-Led Conferences:** Student-led conferences, planned for the spring were instead replaced with parent/teacher meetings centered on student's progress throughout the year and especially informal reports on end-of-year progress on essential skills and knowledge for the next grade. Given the unusual circumstance of the public health emergency, we saw less consistency in the implementation of this strategy.
2. **Celebrations** of student learning were impacted by school closings. Teachers persevered through the challenging time and managed to not only provide the basic activities but in some cases even go above and beyond by adapting Celebrations of Learning into a distance learning format. Some created video collages on YouTube or galleries on google classroom with samples, photos and student work that families could watch together at a time that was convenient others hosted group presentations all of which allowed for students and families to experience-- even in a lighter version-- the pride in showcasing the skills and knowledge learned during their Spring Expeditions.
3. **Ongoing communication between teacher and family:** The school maintained communication with families following school closures with weekly bulletins, text messages and emails in order to share evolving knowledge of our plans in response to the city-wide call for school closures. In addition, we held parent meetings virtually in English and Spanish via Zoom as follows:
 - April 23 "State of the School"
 - May 28 - Family Virtual Question and Answer Sessions
 - June 3 - Family Virtual Question and Answer Sessions
4. **Portfolio of Student Work**
As school closures left staff generally unable to access school buildings, student portfolios were not sent home in all classes. Instead, school leaders asked teachers to conduct end of year formative assessments of student knowledge and skills for the next grade in reading and math in both languages. Families received a summary of students' progress in the first three quarters of the school year and a snapshot of student performance in essential skills in the fourth quarter.
5. **Parent Surveys:** During school closures, Mundo Verde implemented the use of POSSIP, a text-based

survey system that provides school leaders with analysis of priority concerns and recommendations for how to ensure families receive a prompt response to their most serious and pervasive dilemmas. The use of surveys helped establish a form of communication with families, providing school personnel and leaders with essential trends impacting families' experience during virtual learning in the spring and the fall. The school was able to respond to issues from basic human needs like food instability or internet access to more serious concerns, like families who relocated for sustainability and students who were struggling with virtual technology.

MUNDO VERDE'S RESPONSE TO COVID 19

Along with countless school systems around the world, Mundo Verde responded to the unprecedented COVID-19 pandemic while charting new territory, balancing public health concerns and considering how to minimize interruptions in learning. This meant having to pivot quickly and introduce changes dynamically and cooperatively. In matters of days, school personnel adapted to ever changing guidance and scenarios: We went from anticipating the possibility of a short-term closing to permanently closing in-person school for the rest of the school year and ramping-up into remote learning while working to maintain contact and extend support to our most vulnerable families.

Description of the Mundo Verde distance learning program

Mundo Verde mobilized to ensure that students could access educational programming for core content classes during the closure focusing on the following priorities:

- 1) *Short Term Learning Materials:* Hard-copy packets of age-appropriate review/practice materials for Spanish reading, English reading, and math were prepared and distributed for all students for the first two weeks of the lockdown (The packets were also made available for pick up and shared the PDF in case the packets did not make it home).
- 2) *Hardware & Technology for Families:* The school made Chromebooks available to families who did not have tablets or computers at home for their child. We held on-campus technology distribution days and home deliveries. For families who lacked access to the internet we procured hotspots and supported families in signing up for free and discounted internet service.
- 3) *Software & Platforms:* For context, Mundo Verde's pedagogic approach is low on technology and does not introduce students to computers until 2nd/3rd grade. Distance Learning relied heavily on technology and screen-time which meant a big shift for students, teachers, and families alike. Within two-weeks personnel had been trained on platforms, how to adapt curriculum, and ways to connect with students virtually. Distance learning in the spring included home access to teacher-assigned content and videos in Google classroom and Blogger as well as live-streaming of lessons through Zoom, and video calls to confer with students about their progress and well-being individually or in small groups. Additionally, the school provided access to several tools that allowed for leveled differentiation and asynchronous access such as Dreambox, Raz Kids, Ready Rosie, and Zearn.

"...Teachers have been absolutely incredible. Super heros. Tireless. Positive. Delivering a new normal and helping the kids cope, stay engaged and feel happy each day. This was tremendously challenging as we all took it on together, and I was so impressed with how our teachers - the core and specials teachers- led."

- 4) *Equity*: Teachers were trained and instructed on ways in which to spot and address inequities during distance learning (E.g. ensuring all students had access to the tasks and when necessary providing accommodations) and to identify students and families in crisis or who could benefit from additional outreach.
- 5) *Inclusion*: Mundo Verde sought continuity of services to students with IEPs, 504 Plans, and Response to Intervention programming and ensured access to related service providers and ongoing intervention/accommodations as stated by IEP's and RTI plans. Students who received behavioral health services continued to receive those services via telehealth.

"I appreciate that my son was still receiving all of his one-on-one supports outside of the class time. He was very engaged and really enjoyed his meetings with his small group of classmates."
- 6) *Language Learning*: We employed adaptive tools to accommodate all students and particularly benefit language learners (key lessons made available in recorded videos for review at student's own pace, teacher-provided scaffolds and accommodations, etc.). In the spring we continued to provide intervention to students with no or little exposure to Spanish via the *ADELANTE* program, a pilot designed to increase fluency and decrease student's "affective filter" (attitudes that impact the success or failure of acquiring a second language and can produce anxiety and self-consciousness, reluctance to participate or collaborate, and disinterest).
- 7) *Leaning on our unique mission for connections*: We leveraged the talent and care from some of our most beloved special educators and staff members to offer enrichment opportunities and optional specials classes as a way to build normalcy and joy into virtual learning (e.g. recipes to make at home from our food service staff, lessons on how to establish your own backyard/windowsill garden from our Cooking and Gardening teacher and fun lessons in art, music, movement, storytime and games).
- 8) *Social Emotional and Mental Wellness*: We collaborated with local mental health and wellness organizations to bolster services for students, families and staff (*WISE* and *Restorative DC*).

Student Monitoring and Family Outreach

We prioritized family outreach to locate and maintain contact with all of our families. Family outreach had two purposes, facilitating student participation in online learning and identifying students with the most chronic cases of absences to avoid learning loss but and to identify families in crisis. We implemented a *Student Find Protocol* in which staff identified students after a week of no participation. Student participation was tracked via:

- Weekly contact logs where teachers tracked student appearance in live videos and/or small group instruction.
- Submission of student work and formative assessment. (For PK students, parent emails regarding participation were accepted in order to reduce screen time and show regard for what is age appropriate).
- Participation in small group or individual interventions to students in RTI, with IEP's or 504's as documented by the Student Support Team.

- Reports from software and platforms tracking log-ins and activity.
- Outreach calls to all families conducted by operations staff members/ front desk personnel as part of the re-enrollment process. During these calls staff screened for special needs using a series of questions designed to identify hardship.

Approaches for calls were positive and supportive with the main objective of identifying barriers and troubleshooting solutions. Mundo Verde mobilized to help families obtain basic necessities like masks, food, medicines, and school supplies (via grocery deliveries, gift cards to groceries and pharmacies). School staff made referrals and helped families in securing access to support from local organizations providing mental health services, food, and financial support. In some cases, the school made referrals and direct gifts from collaborating benefactors and a COVID-Response fund established by Mundo Verde families.

In order to maintain communication with families the school launched POSSIP communications, text-based surveys that produce tiered priorities of family feedback in order to help school leaders prioritize areas of need and concern quickly. This was particularly beneficial during the rapidly changing scenarios of this time.

Overall, we were able to engage directly and consistently with 831 students through distance learning (out of the 865 students enrolled in SY19-20). Based on our distance learning trackers and other outreach efforts, we estimate that about 855 of our students accessed online learning tools in some capacity.

Assessment of Academic Growth

Student learning was evaluated through assessments aligned with criteria for equity in distance learning focused on predetermined performance standards (Evidence-based and aligned to essential skills). Namely teachers gleaned growth from evidence of skill, proficiency in student work, formative assessment trackers embedded in math and reading platforms, anecdotal data collected in small group instruction via Zoom, and progress monitoring by case managers on IEP goals.

We strived to mitigate the negative impact of the school closures on overall educational progress and outcomes for our most vulnerable students. Students most affected by the closure and less able to participate in the spring will be prioritized for personalized review and intervention during the first six weeks of school. This will be followed by beginning of the year diagnostic data in order to ensure access and mastery of grade level content.

Lessons Learned that will guide future Distance Learning

The process of transitioning to remote learning was abrupt and required everyone to adapt quickly to changes that did not benefit from complete planning or design. Our staff and leadership took time in late spring as we wrapped the school year to listen deeply to understand the individual and collective experiences of students, families, and staff in remote learning. These lessons helped inform planning and implementation for SY20-21 helping provide more robust learning structures, higher expectations, and steady grounding in the core values of Equity/Data, Health (Wellness, Mental, Social Emotional), Safety, Sustainability/Capacity, Empathy/Love. Furthermore

- *Equitable Engagement:* We learned that given the stark difference in the economic realities of our families, we had to do much more as a school to prioritize the needs of our most marginalized families in order to ensure basic access to learning experiences. Planning for family involvement in this year in partnership with Kindred will support more equitable opportunities and more engagement across differences.
- *Sustainability/ Capacity:* The abrupt shift to remote operations required all staff to shift their ways of being and working while maintaining a commitment to the highest quality effort in support of our students and families, even as there was little to no time to design a new approach to student learning. This was particularly challenging for those of our staff who were balancing lives as single parents, primary caregivers of sick family members, mourning COVID-related losses, job losses from partners, and in fear for their own health. As an organization guided by empathy, we prioritized doing the best we could at the time, and then spent significant time during the summer redesigning for more intentionality and quality to be able to offer a more consistent experience to students and families and more sustainability to teachers and staff.
- *Belonging:* *Following a summer of civil unrest and resistance toward the treatment of people Black people we worked to launch the next school year with a marked focus on empathy, love, and belonging. To ensure adhesion, we embedded in our practice the guiding question: "How do we center the needs of Black students, family, and staff in our community?"* which has led to the planning and implementation of a united focus on anti-blackness to level the playing field for black students.
- *Safety:* We have learned more about precautions and redesigns to the school environment that can help mitigate the spread of COVID, we begun implementing modifications to our physical environment, and reimagining our daily practices as necessary to launch learning hub— small-scale in-person opening to serve our most marginalized students and those with the greatest barriers to learning in a virtual environment. This hub model will serve as a pilot to inform feasibility and scalability for launching a wider hybrid learning according to District guidelines and metrics for reopening.

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 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 development of outdoor areas into a 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 the 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

2019-2020:

Opening of our second Campus

- Launching New Calle Ocho Campus
- Establishment of a Network Structure to serve two Campuses
- Advancing as unionized school
- Pivot to distance learning and keeping our community safe

Calle Ocho Campus

Grades: PK3, PK4 & Kindergarten

Staff: 46 Full time/ 12 part time (11 lead teachers, 1 special education teachers, 3 specials teachers, 20 teaching fellows & associates)

Enrollment: 268

Cook Campus

Grades: PK3, PK4, Kindergarten - 5th grades

Staff: 116 Full time/ 23 part time (28 lead teachers, 9 special education teachers, _ specials teachers, 5 teaching fellows & associates)

Enrollment: 606

Network Staff Serving Both Campuses

Staff: 24 full time

Looking Ahead 2020-2021

- Growing Staff by 130 new members
- Stabilizing long-term COVID Response: Virtual Learning, wrap around services to families, planning for re-entry with hybrid learning and eventual recovery.

Calle Ocho Campus

Grades: PK3, PK4, Kindergarten & 1st Grade

Staff: 53 Full time/ 7 part time (16 lead teachers, 1 special education teachers, 3 specials teachers, 26 teaching fellows & associates)

Enrollment: 360

Cook Campus

Grades: PK3, PK4, Kindergarten - 5th grades

Staff: 115 Full time/ 17 part time (27 lead teachers, 10 special education teachers, 5 specials teachers, 31 teaching fellows & associates)

Enrollment: 595

Network Staff Serving Both Campuses

Staff: 27 full time

School Performance

Performance and Progress

Over the years, 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 the 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 methodologies are described in more detail below, in the School Program section above, and in the section Unique Accomplishments 2019-2020.

- **Student -Focused Goals:** 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.
- **Goals for Organizational Performance:** Mundo Verde also has goals that hold 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. These goals are focused on governance, financial sustainability, diversity and whole-school sustainability.

The charter goals listed below establish a common measure of success defining how each of our campuses lives into the Mundo Verde vision and mission. See below for details specific to each campus, in which the campus performance against charter goals when relevant is summarized.

A note about 2019-2020 performance - Mundo Verde's charter goals for 2019-2020 are measured based on business rules negotiated with the DC Public Charter School Board in 2020 in advance of our ten-year review, taking place in school year 2020-2021. Due to the global health emergency, Mundo Verde was not able to implement several of the end of year assessments aligned with our charter goals. Where we are unable to report on goals, we provide a brief explanation of the actions we have taken for the goal.

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 oral and written fluency in cognitive/academic Spanish.	No Result Available*	<p>No result for SY19-20 is available. Due to the ongoing public health emergency, we were not able to implement end of year reading and language assessments. The chart below lists the assessments we normally use to measure this goal, but which were not fully implemented in SY2019-20.</p> <table><tr><th>Spanish</th><th>English</th></tr><tr><td><ul style="list-style-type: none">PreK - GOLD Spanish literacyK-5th EDL2 Spanish ReadingK-4th WIDA Spanish Oral ProficiencyGrade 5 Standards Based Measurement of Proficiency (STAMP) in Spanish</td><td><ul style="list-style-type: none">1st-5th Fountas & PinnellGrades 3-5 English Language Arts PARCC</td></tr></table> <p>Actions we have taken to support and evaluate our students through alternative methods relative to this goal: At the end of SY19-20, Mundo Verde maintained a system of asynchronous learning that allowed students to remain exposed to language immersion in English and Spanish. Our academic team also pinpointed key standards of focus for the end of the school year in literacy in English and Spanish in order to maximize the impact of virtual learning for the end of the school year. During the first part of SY20-21, Mundo Verde is implementing MAP assessments in English Reading and Spanish Reading to obtain data on how students have been impacted by the global health emergency and inform what next steps we can take as a school to support students during this time. It is our hope that we will be able to implement the assessments listed below during the end of SY20-21.</p>	Spanish	English	<ul style="list-style-type: none">PreK - GOLD Spanish literacyK-5th EDL2 Spanish ReadingK-4th WIDA Spanish Oral ProficiencyGrade 5 Standards Based Measurement of Proficiency (STAMP) in Spanish	<ul style="list-style-type: none">1st-5th Fountas & PinnellGrades 3-5 English Language Arts PARCC
Spanish	English					
<ul style="list-style-type: none">PreK - GOLD Spanish literacyK-5th EDL2 Spanish ReadingK-4th WIDA Spanish Oral ProficiencyGrade 5 Standards Based Measurement of Proficiency (STAMP) in Spanish	<ul style="list-style-type: none">1st-5th Fountas & PinnellGrades 3-5 English Language Arts PARCC					

2. Students will understand and apply complex mathematical concepts to solve problems.	No Result Available*	<p>No result for SY19-20 is available. Due to the ongoing public health emergency, we were not able to implement end of year math assessments in what was an ongoing public health emergency. The chart below lists the assessments we normally use to measure this goal, but which were not fully implemented in SY19-20.</p> <table><tr><th>Math</th></tr><tr><td><ul style="list-style-type: none">• PreK - GOLD Math• Grades K-2 Math Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)• Grades 3-5 Math PARCC</td></tr></table> <p><i>Actions we have taken to support and evaluate our students through alternative methods relative to this goal:</i> Similar to the efforts we undertook related to language arts and literacy, our academic team identified specific mathematical standards that we prioritized to focus and maximize students learning during the global health emergency. During the first part of SY20-21, Mundo Verde is also implementing the MAP assessments in mathematics in order to gather data to inform instruction.</p>	Math	<ul style="list-style-type: none">• PreK - GOLD Math• Grades K-2 Math Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)• Grades 3-5 Math PARCC
Math				
<ul style="list-style-type: none">• PreK - GOLD Math• Grades K-2 Math Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)• Grades 3-5 Math PARCC				
3. Students will acquire and apply the knowledge, skills, and values of sustainability. a) Students will demonstrate conceptual understanding, investigation and practical reasoning skills to solve scientific problems. b) Students will demonstrate systems thinking and apply knowledge of relationships between economic, social and natural systems. 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.	No Result Available*	<p>No result for SY19-20 is available. Due to the ongoing public health emergency, we were not able to implement assessments of sustainability understandings. The chart below lists the specifics of the assessment we normally use to measure this goal, but which was not fully implemented in SY19-20.</p> <table><tr><th>Sustainability</th></tr><tr><td>On the annual “Evaluation for Sustainability Assessment Tool,” the campus will receive a rating of “Committing” or “Transforming” in at least 6 of 9 subdomains for three assessment domains - Understanding, Learning, and Community.</td></tr></table> <p><i>Actions we have taken to support and evaluate our students through alternative methods relative to this goal:</i> Our curriculum maintains its focus on sustainability during virtual learning. Some modifications are in the process of being implemented to account for the difference in how our model was implemented in remote learning.</p>	Sustainability	On the annual “Evaluation for Sustainability Assessment Tool,” the campus will receive a rating of “Committing” or “Transforming” in at least 6 of 9 subdomains for three assessment domains - Understanding, Learning, and Community.
Sustainability				
On the annual “Evaluation for Sustainability Assessment Tool,” the campus will receive a rating of “Committing” or “Transforming” in at least 6 of 9 subdomains for three assessment domains - Understanding, Learning, and Community.				
4. Students will embrace diversity and demonstrate positive cross- cultural attitudes and behaviors	No Result Available*	<p>Results for SY19-20 are incomplete and inconclusive with respect to student demonstration of diversity and cross-cultural attitudes and behaviors. Due to the ongoing public health emergency, we</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>were not able to implement assessments that we use to measure this goal.</p> <p>Results for those aspects of the goal we were able to measure.</p> <table><tr><th>J. F. Cook Campus</th><th>Calle Ocho Campus</th></tr><tr><td><ul style="list-style-type: none">● Discipline Rates Below Sector Average● Attendance</td><td><ul style="list-style-type: none">● Discipline Rates Below Sector Average● Attendance</td></tr></table> <p>Assessments we normally use to measure this goal, but which were not fully implemented in SY19-20.</p> <table><tr><th>Attitudes and Behaviors</th></tr><tr><td><ul style="list-style-type: none">● PreK - GOLD SEL● 1st-5th Grade Habits of Community Stewardship (Self-assessment)</td></tr></table> <p><i>Actions we have taken to support and evaluate our students through alternative methods relative to this goal:</i> Our curriculum maintains its focus on embracing diversity and positive cross-cultural attitudes and behaviors. Some modifications are in the process of being implemented to account for the difference in how our model was implemented in remote learning.</p>	J. F. Cook Campus	Calle Ocho Campus	<ul style="list-style-type: none">● Discipline Rates Below Sector Average● Attendance	<ul style="list-style-type: none">● Discipline Rates Below Sector Average● Attendance	Attitudes and Behaviors	<ul style="list-style-type: none">● PreK - GOLD SEL● 1st-5th Grade Habits of Community Stewardship (Self-assessment)
J. F. Cook Campus	Calle Ocho Campus							
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Attitudes and Behaviors								
<ul style="list-style-type: none">● PreK - GOLD SEL● 1st-5th Grade Habits of Community Stewardship (Self-assessment)								
<p>5. The school culture will celebrate life-long learning and the school will be a trusted learning community.</p>	<p>No Result Available*</p>	<p>Results for SY19-20 are incomplete and inconclusive with respect to family participation in celebrations of learning and conferences. Due to the ongoing public health emergency, families had much fewer opportunities to participate in celebrations of learning and student led conferences with their students. Mundo Verde is exploring creative ways in which we can celebrate the learning of our students in the context of virtual learning.</p> <p>Metric #1: 90.0% of families will attend at least one celebration of learning, student-led conference, or parent-teacher conference each year.</p> <ul style="list-style-type: none">● Result: Incomplete and Inconclusive <p>Although we do not have quantitative data for this measure, a text-based survey implemented late in SY19-20 reveals qualitative understanding of family perspectives about the school as a trusted partner. Below are two quotes provided by Mundo Verde Families this spring.</p> <p><i>"Thank you for the excellent transparency in your decision making. I have been on almost every phone call that Mundo Verde as leaders have hosted, and it has been very reassuring to hear your thoughts, even if you did not have "100% of the plan locked down."</i></p>						

		<p><i>"The school staff have been amazing given the circumstances this year. In a short period, they converted to distance learning and pushed out content every day. We felt lucky to be a part of MV during these hard times. School has done a great job communicating to students and parents. I especially appreciated check-in calls, parent teacher video conferences and daily video sessions. Thank you"</i></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.	No Result Available*	<p>Metric #1: Annually, the LEA's board will maintain a minimum of two active* committees each year.</p> <ul style="list-style-type: none"> ● <i>Result:</i> The board maintained four active committees. <p>Metric #2: Annually, the LEA's board will hold no more than one meeting where a quorum is not reached.</p> <ul style="list-style-type: none"> ● <i>Result:</i> The board had one meeting where a quorum was not reached. <p>Metric #3: Annually, the LEA's board will hold at least two open meetings that include public comment.</p> <ul style="list-style-type: none"> ● <i>Result:</i> The board held six open meetings and two of them included public comment.
7. The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators, and Board members	Goal met	<p>Metric #1: If no more than 70.0% of the school's student body is represented by one race or ethnicity, the school will be considered to have recruited a diverse group of students.</p> <ul style="list-style-type: none"> ● <i>Result:</i> The largest three groups by race or ethnicity are: Hispanic/Latino 30.4 percent, Black/African American 22.0 percent, and White 34.6 percent <p>Metric #2: The school will regularly (at least annually) offer professional development related to race, equity and inclusion for members of the school community (teachers, staff, administration, and board members).</p> <ul style="list-style-type: none"> ● <i>Result:</i> Training in SY19-20 - Overcoming Racism / Matthew Kincaid - All day training August 2020. https://www.overcomeracism.com/ <p>Metric #3: The school will retain 70.0% of eligible staff (teachers, leadership, and non-instructional staff) and board members each year.</p> <ul style="list-style-type: none"> ● <i>Result:</i> Between 2018-19 and 2019-20, 80.25% of all eligible staff and board returned.
8. The school will be financially sustainable.	Goal met	<p>Metric #1: This goal is assessed using the fiscal management and economic viability section of DC PCSB's charter review and renewal reports.</p> <ul style="list-style-type: none"> ● <i>Result:</i> Our financial position is strong. Clean audit. Long-term planning for facilities acquisition in place. As an annual measure, Mundo Verde ratings on PCSB's Financial Accountability Review are strong.

9. Families will have positive views of Mundo Verde and be involved in their child’s education	Goal met	<p>We believe we met this goal, even as results for SY19-20 are incomplete and inconclusive with respect to family perspectives of Mundo Verde. Due to the ongoing public health emergency, it was more difficult to implement and track home visits. Mundo Verde is exploring creative ways in which we can involve families in their child’s education in the context of virtual learning including a new concept called “Welcome Meetings,” which were implemented as part of back to school for SY20-21.</p> <p>Although we do not have quantitative data for this measure, a new text-based survey reveals the following qualitative understanding of family perspectives about the school as a trusted partner.</p> <table><tr><th></th><th>J. F. Cook Campus</th><th>Calle Ocho Campus</th></tr><tr><td>Metric #1: The percentage of students re-enrolling at each campus will meet or exceed 85.0% each year.</td><td>● 90.54% of families re-enrolled.</td><td>NA -SY19-20 was Calle Ocho’s first year as a school and hence re-enrollment is not relevant.</td></tr><tr><td>Metric #2: The percentage of families that receive a home visit each year will be 85.0%.</td><td>Incomplete data</td><td>● By student: 94.4% of families received a home visit ● By family: 94.71% of families received at least one home visit</td></tr></table>		J. F. Cook Campus	Calle Ocho Campus	Metric #1: The percentage of students re-enrolling at each campus will meet or exceed 85.0% each year.	● 90.54% of families re-enrolled.	NA -SY19-20 was Calle Ocho’s first year as a school and hence re-enrollment is not relevant.	Metric #2: The percentage of families that receive a home visit each year will be 85.0%.	Incomplete data	● By student: 94.4% of families received a home visit ● By family: 94.71% of families received at least one home visit
	J. F. Cook Campus	Calle Ocho Campus									
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Metric #2: The percentage of families that receive a home visit each year will be 85.0%.	Incomplete data	● By student: 94.4% of families received a home visit ● By family: 94.71% of families received at least one 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.	No Result Available*	<p>Results for SY19-20 are incomplete. Due to the ongoing public health emergency, we were not able to fully implement this assessment of sustainability impact. The chart below describes the measures we normally use to measure this goal, but which were not fully implemented in SY19-20.</p> <table><tr><th>Sustainability</th></tr><tr><td>On the annual “Evaluation for Sustainability Assessment Tool,” the campus will meet or exceed a minimum of 65.0% of points earned, across the twelve domains of the assessment.</td></tr></table> <p><i>A few accomplishments related to our sustainability goal are listed below - Some are new and some are evergreen.</i></p>	Sustainability	On the annual “Evaluation for Sustainability Assessment Tool,” the campus will meet or exceed a minimum of 65.0% of points earned, across the twelve domains of the assessment.							
Sustainability											
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			J. F. Cook Campus	Calle Ocho Campus
		Sustainable facilities	Our campus received LEED Gold and LEED Platinum certifications ensuring the positive environmental impact and human benefits of the facilities	The Calle Ocho Campus is in an initial state of development starting with a basic baseline of sustainable operations through the consistent use of recycling, commercial composting supplies and practices.
		Community Connections	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	Our students, staff and families connect to the broader community through partnerships with community organizations, use of local parks, and field work to local attractions and businesses as part of expeditions.

Assessment Methodologies

As noted earlier, many of these assessments were not able to be administered in SY2019-2020.

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)
- Education for Sustainability Assessment (Australian Sustainable Schools Initiative)
- Oral Proficiency in Spanish: Spanish IPT & Avant STAMP 4Se (Standards-based Measurement of Proficiency).
- Mundo Verde uses MAP 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™ (CLASSTM), 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 Bullseye
- External Reviews: These always include EL Education Implementation Review, Responsive Classroom Evaluation, and Education for Sustainability.

Unique Accomplishments 2019-2020

Student success is often defined in academic terms, alone. Schools like Mundo Verde are expanding that definition to include identity, physical, mental, and emotional factors that can have a profound impact on why — and whether — students thrive. They reflect the experiences of educators that are translating theory into practice. We hope that their stories can support other schools as they expand their own definitions of student success.

Brooke Stafford-Brizard
Director of Whole Child Development, CZI

What a year! Looking back on 2019-2020, we see an eventful year of growth and progress. The year was one of firsts for Mundo Verde - the launch of a new campus, and our staff seeking to formalize their voice through the establishment of a union. It was also a year of deepening and renewal with our growing community of over 2000 staff, students, and family members working together to adapt to challenges and changes both big and small. With the humility of knowing we are working on multiple fronts to elevate the quality in all our programming and improve the experience for each staff, student and family member, below we include additional details on some of what made us most proud during this school year. All of this and more - even as our entire team pivoted to remote operations and learning from March to June of 2020!

1. Growing our Impact: The Calle Ocho Campus

In the fall of 2019, we welcomed 268 PreK3, PK4, and Kindergarten students and their families to our new Calle Ocho Campus located at 4401 8th Street, NE in Ward 5. With every new student, the promise that our school— its campus facilities, the team, and its unique sense community— will grow along, adding a grade each year until our inaugural class of little kindergarteners have sprouted into confident 5th grades (It is our projection that by then the campus will serve approximately 600 students in grades PreK-3 to 5th).

All 600 spaces represent new seats in elementary bilingual educational programs, available to families for the first time beginning in 2019-20. In total, we served 874 students across our two campuses including 400 students new to Mundo Verde, many of them accessing a Spanish immersion program for the first time.

To serve our students, we took over an existing 41,500 square feet building that had been originally built as a dormitory, later retrofitted with classrooms and offices, to serve charter schools in the city for the past ten years. Tucked in a quiet nook of Brookland and lined by aged trees, this building was meant to become the home for our new campus but there was still work to do to make it feel like our forever home. In the summer of 2019, we lovingly renovated our Calle Ocho building to bring alive the “to give it some initial Mundo Verde touches. d The building was transformed with our signature sunny yellow and orange walls, cheery green carpets and the creativity of our instructional team. We furnished classrooms with FSC certified wood furniture, and enhanced the campus sustainability through interior features including low-flow faucets, lighting controlled by occupation sensors, and natural linoleum floors. As the building

only fits approximately 450 students, we are now beginning to plan the development of the additional space needed to serve our full PK3-5th grade program. Part of the project will include a master plan to reduce our campus impact on the environment and improve our sustainability and wellness impact each year.

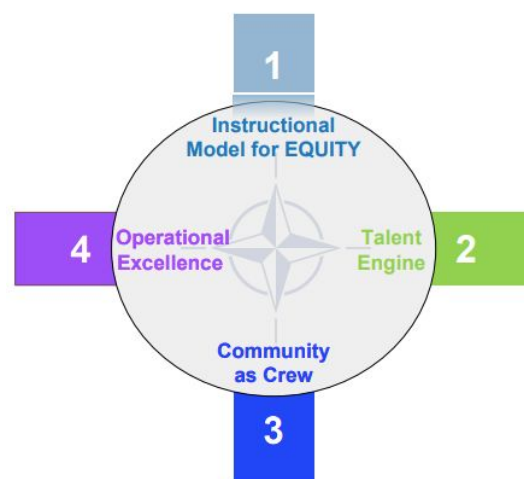
Most importantly, our campus launched with a dynamic team in place and demonstrated strong school culture. From the first day of school, the instructional experience for our students was high-quality - documented through walkthroughs and culminating in celebrations of student learning our the first expeditions. Pre-K students hosted their family members in December to showcase all their learning about clothing: how it is used, what it is made from, how to take care of it and how to reuse it once we can't use it anymore. Meanwhile our "big kids in school, the Kindergarten class had their chance in January to delight their family members with the bountiful harvest of knowledge they gained about vegetables, how they grow, how to prepare them and how they help our bodies.

As Mundo Verde begins its tenth year, we are excited about the ways in which our impact is growing and deepening. For Mundo Verde, launching a second school means we are serving more students directly, in a school system where nearly a third of students are not matched or enrolled to a school they desire. The process of replication itself is also supporting 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.

2. Deepening Talent and Infrastructure

Mundo Verde took a number of steps to improve our organizational infrastructure in pursuit of two of our strategic priorities in 2019-2020:

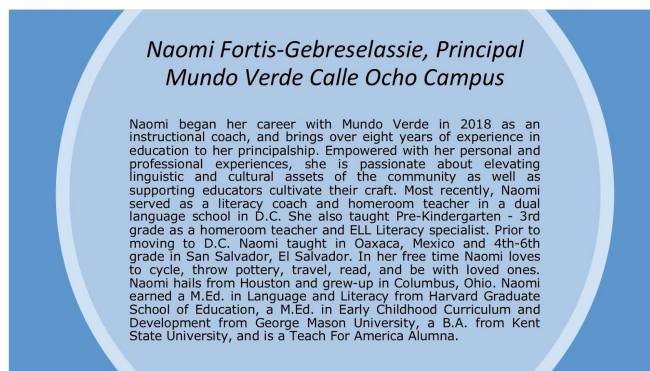
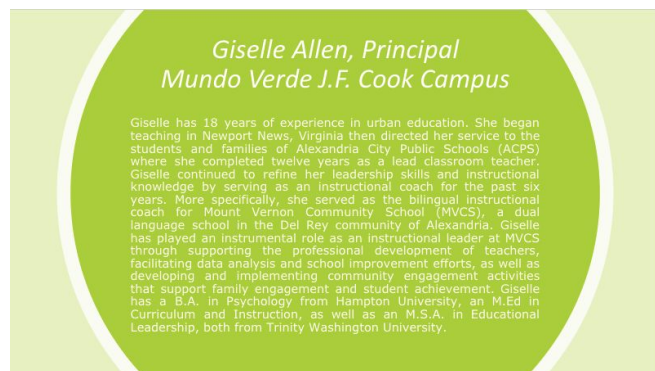
- *Talent Engine*: Planning for the identification, preparation, development and success of our people (professional staff, teachers, leadership, board members and volunteers).
- *Operational Excellence*: Building the external relations, operational and financial systems to support breadth and depth of impact



The accomplishments we are excited to share include:

- The launch of a fully realized *Talent and Human Resource* team - albeit during a remote work landscape - transforming our work in recruiting, developing, and managing staff and deepening our capacity to collaborate with union leadership as we transition to being a unionized school.
- The addition of our two deeply committed Mundo Verde principals— *Giselle Allen*, Principal of the J.F. Cook Campus and *Naomi Fortis-Gebreselassie*, Principal of the

Calle Ocho Campus— instructional leaders of tremendous depth, empathy, warmth, and energy— working to build community at their respective campuses.



- Setting a tone for collaborative labor relations moving forward with the first charter school collective bargaining agreement in the District of Columbia. The contract respects the unique culture of Mundo Verde and the high-achieving school's values of student instructional success, inclusion, sustainability and flexibility. We are also excited to have found a path forward for increasing wages while upholding equity of wages/benefits across diverse categories of employees and recognizing long-term financial sustainability of our school.
- Attracting and retaining 198 outstanding and dedicated staff members. Over 50 staff members have been with the school for five years or more, and almost 90 for three years. To support our expansion, we added nearly 130 new staff to join us across the network and continue to increase the number of black staff on our team as we've grown, particularly in our leadership team. Our teachers continue to grow at Mundo Verde with over 160 hours of professional development annually— ranging from anti-racist and equitable practices to improving teacher wellness, and creating learning environments that are sensitive to students' social emotional needs and mental health.
- Commissioning and acting on the results of two studies focused on improving communications and engagement of stakeholders.
- Seeking and being awarded a \$500,000 Teacher Pipeline Grant from the Office of the State Superintendent for Education in order to recruit and train high-quality candidates new to teaching in charter schools with bilingual education programs and/or with large numbers of English learners. The grant will support what we are calling *Instituto Mundo Verde* with the goal of growing the number of teachers highly trained in the fundamentals of bilingual education to work with English language learners, strengthening the teaching field by recruiting more candidates that speak the heritage languages and represent the culture and experiences of our English learner students. Ultimately the program will help us cultivate a pool of diverse, community-based teachers and develop sustainable and scalable

pathways that allow paraprofessionals and teachers new to the field to reach their full potential.

- Expanding our board of directors by adding four new members, and promoting access to open meetings - average 25-30 observers at each open meeting.

3. Highlighted Nationally for *Whole-Child* Approach

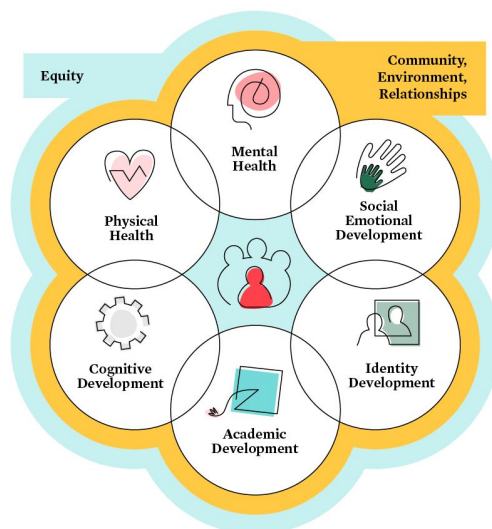
Mundo Verde Bilingual Public Charter School was among two local schools included in a series of ten profiles, highlighting U.S. schools that are expanding the definition of student success, released January 2020 by the Chan Zuckerberg Initiative (CZI). Each of the schools embrace elements of Comprehensive Student Development (CSD), a research-based framework designed to ensure that every young person enters adulthood with the knowledge, skills, habits, and agency to thrive in a changing world.

The CSD framework, visualized in the image below, is rooted in six “universal” domains: academic development (which includes content areas like math, science and social studies), cognitive development (which addresses skills such as perception, attention and executive function), identity development (which involves the values and passions that drive an individual’s sense of purpose, and understanding of how culture and community shape them), physical health (such as nutrition, fitness, and sleep), mental health (including how well students cope with stress, and make meaningful social connections), and social emotional development (which covers intra- and inter- personal skills and mindsets such as self-awareness, self-regulation, resilience and curiosity).

Comprehensive Student Development

The case study showcases how Mundo Verde demonstrates its commitment to facilitating comprehensive student development through:

1. Developmentally appropriate project-based learning experiences.
2. Biliteracy as a mechanism to build “bigger brains” and empathy.
3. Sustainability as a lens to enable student ownership and fuel agency.
4. Quality food, student nutrition, and physical health extend learning.
5. Adult practices that promote continuous growth.



The case studies can be found here:

<https://chanzuckerberg.com/newsroom/whole-child-case-studies/>

Our Supporters

Mundo Verde extends heartfelt thanks to all those who support Mundo Verde in so many meaningful and important ways. As required by DCPSB, below is a list of individuals and institutions who contributed \$500 or more during School Year 2019-2020.

Individual Donors

Maya Naylor	Corey Ealons
Raymond and Sara Williams	Callie and Will Carroll
Danielle Allen	The Kaufman Family Foundation
Brigham and Jennie Bowen	Kevin Russell
Emma Pryor	Lisa Landmeier
Ronald Ray	Alexandra Pardo
Edward Pauls and Sharona Shuster	Jessica Leader and Adrien-Alice Hansel
Matthew and Kimberly Zabrud	Meredith Hunter (via America's Charities AARP)
Sara Procacci Wilson	

Foundations & Corporations

EdForward	Edison Electric Institute
Share Fund of the Community Foundation	DC Small Business Recovery Microgrant Program (via WACIF)
National Capital Region	Raytheon Company
DC Education Equity Fund	
United Way of the National Capital Area	

Government Funding

SOAR Act Teacher Pipeline
SOAR Academic Quality and Early Childhood
Title V-B Replication and Expansion
Elementary and Secondary Education Act (ESEA) Title II-A, Title IIIA
The Individuals with Disabilities Education Act (IDEA) Part B 611 Annual, 619 Preschool
National School Lunch Program

Data Reports by Campus

J.F. Cook Campus Data Report

Source	Data Point
PCSB	LEA Name: Mundo Verde Bilingual PCS
PCSB	Campus Name: Mundo Verde Bilingual PCS - J.F. Cook
PCSB	Grades served: PK3 -5
PCSB	Overall Audited Enrollment: 606

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	40	50	95	99	91	86	78	67	606

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.</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: 0.3%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.01%
PCSB	In-Seat Attendance: 94.8%
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: 1.5% (9 students)*
PCSB	Midyear Entries: 0.2% (0 students)*
PCSB	Promotion Rate (LEA): 100%

PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB (SY16-17)	College Admission Test Scores: Not Applicable
PCSB (SY16-17)	Graduation Rates: Not Applicable

Calle Ocho Campus Data Report

Source	Data Point
PCSB	LEA Name: Mundo Verde Bilingual PCS
PCSB	Campus Name: Mundo Verde Bilingual PCS - Calle Ocho
PCSB	Grades served: PK3 - 1
PCSB	Overall Audited Enrollment: 268

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	76	104	88	N/A	N/A	N/A	N/A	N/A	268

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.</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: 0.4%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 93.0%
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: 1.1% (3 students)
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 100%
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 Points⁴

School	Teacher Attrition Rate			
		Cook Campus	Calle Ocho Campus	Both Campuses
	Lead teachers of record only	16.67%	13.33%	15.79%
	Lead teachers <i>and</i> Teaching Fellows	13.85%	11.43%	13%
	<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	Number of Teachers			
		Cook Campus	Calle Ocho Campus	Both Campuses
	Lead teachers of record only	42	15	57
	Lead teachers <i>and</i> Teaching Fellows	100	35	65

⁴ 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	<p>Teacher Salary</p> <p><i>Lead teachers of record only</i> Average: \$56,954 Minimum: \$47,000 Maximum: \$71,890</p> <p><i>Lead teachers and teaching fellows combined</i> Average: \$50,498 Minimum: \$31,000 Maximum: \$71,890</p>
School	<p>Executive Salaries</p> <p><i>Five most highly compensated individuals in the organization, if over \$100,000:</i> \$130,000, \$125,000, \$111,000, \$110,000, \$100,000</p>

Appendices

A. Staff Roster

Instructional Personnel

30% of teachers have Master's degrees or higher, 16% of teachers have a teaching license/certification

Full name	Position Title	Highest Degree Earned	Subject Matter	University Attended	FT/PT	Campus
Lourdes Abramson	Lead Teacher (Pre-K)	Master's	Elementary Education	Mercy College	FT	Calle Ocho
Jamie Acosta	Extended Day Associate	High School	General Studies	N/A	PT	Cook
Sandra Aguilar	Lead Teacher (Pre-K)	Bachelor's	Biology, Chemistry, Pharmacy	Universidad Salvadoreña Alberto Masferrer	FT	Calle Ocho
Dante Alburqueque	Lead Teacher (Pre-K)	Associate's	Child Development	Instituto de Educación Infantil	FT	Calle Ocho
Dahiana Alcantara	Lead Teacher (Kindergarten)	Bachelor's	Education	Universidad Tecnológica de Santiago	FT	Calle Ocho
María Alemán de Ventura	Teaching Fellow (Pre-K)	Bachelor's	Early Childhood Education	Universidad Modular Abierta	FT	Calle Ocho
Belinda Alfaro	Temporary Associate Teacher (Long-Term Substitute Teaching Fellow)	High School	General Studies	N/A	FT	Cook
Sandra Algarra	Teaching Fellow (Pre-K)	Associate's	General Studies	Catholic University of America	FT	Calle Ocho
Roxana Alverenga	Extended Day Lead Teacher	High School	General Studies	N/A	PT	Calle Ocho
Melisa Amador	Substitute Teacher/Extended Day Lead Teacher	Bachelor's	Early Childhood Education	Universidad Nacional Pedagógica Francisco Morazán	FT	Calle Ocho
Gricelda Amaya Lazo	Extended Day Lead Teacher	High School	General Studies	N/A	PT	Cook
Nayla Angola Gonzalez	Classroom Associate (Pre-K)	High School	General Studies	N/A	FT	Calle Ocho
Juan Arias-Jiménez	Lead Teacher (3rd Grade)	Master's	Ecology	Universidade Federal de Ouro Preto	FT	Cook
Mónica Arias-Jiménez	Lead Teacher (5th Grade)	Bachelor's	Chemistry	Universidad de Zulia	FT	Cook
Elizabeth Ayala	Special Education and Intervention	Associate's	Education	University of the District of Columbia	FT	Cook

	Teacher in Residence					
Isaiah "Paul" Barbour	Inclusion Associate	Bachelor's	Psychology	Cheyney University	FT	Cook
Zimar Batista Reyes	Extended Day Associate	Bachelor's	Economics	American University	PT	Cook
Katalina Beltrán	Lead Teacher (1st Grade)	Bachelor's	Early Childhood Education	Universidad del Caribe	FT	Cook
Yasmin Benitez	Extended Day Associate	High School	General Studies	N/A	PT	Cook
Joselyn Blanco	Extended Day Associate	GED	General Studies	Freestate Challenge Academy	PT	Calle Ocho
Claudia Bracho-Urbina	Extended Day Lead Teacher/Medical Support	Ph.D.	Medicine	Universidad Central de Venezuela	PT	Cook
Eloisa Breto Flores	Teaching Fellow (Kindergarten)	Bachelor's	Industrial Engineer	Universidad Católica Andrés Bello	FT	Calle Ocho
Sara Bruno	Extended Day Lead Teacher	Associate's	Child Development	CentroNía	PT	Cook
Kristin Bourne	Cooking and Gardening Teacher	Bachelor's	International Relations	Stanford University	FT	Cook
Vilma Cabrera	Lead Teacher (Pre-K)	Master's	Pre-School Education	Encarnación Rosal de Quetzaltenango	FT	Calle Ocho
Glendys Calderon	Extended Day Lead Teacher	Bachelor's	Economic and Social Sciences	Universidad de Los Andes	PT	Calle Ocho
Paola Calderón	Art Enrichment Teacher	Bachelor's	Art	University of Maryland	FT	Cook
Nely Cameron (Rivera)	Teaching Fellow (Pre-K)	Bachelor's	Early Childhood Education	Universidad Francisco Gavidia Campus Santa Ana	FT	Calle Ocho
Sharon Cannistra	Lead Teacher (Kindergarten)	Bachelor's	Political Science	University of Massachusetts	FT	Calle Ocho
Natalia Carbone	Lead Teacher (Kindergarten)	Bachelor's	Theology	Universidad Católica Argentina	FT	Calle Ocho
Jenifer Castro	Substitute Teacher/Extended Day Lead Teacher	Bachelor's	Nursing	University of the District of Columbia	FT	Cook
Vicki Chrea	Special Education and Intervention Teacher	Master's	Educational Studies	John Hopkins University	FT	Cook
Adriana Constanzo Reyes	Lead Teacher (Pre-K)	Bachelor's	Education	Instituto Superior de Formación Docente Salome Ureña	FT	Calle Ocho
Maira Contreras	Classroom Associate (Pre-K)	Bachelor's	Education	Universidad Capitán General Gerardo Barrios	FT	Cook

Ruben Contreras	Substitute Teacher/Extended Day Lead Teacher	High School	General Studies	High Point High School	FT	Cook
Jennifer Cotom	Teaching Fellow (Pre-K)	High School	General Studies	Bladensburg High School	FT	Cook
Karla Coyuchi	PM Classroom Assistant	High School	General Studies	Lincoln High School	FT	Cook
Nellisa Delgado	Special Education and Intervention Teacher	Bachelor's	Childhood Education	Pace University	FT	Cook
Dominique Edwards	Inclusion Associate	Associate's	Massage Therapy	Everest College	FT	Cook
Barbara Escobar	Lead Teacher (5th Grade)	Master's	Education	Harvard University	FT	Cook
Yesmi Escobar	Classroom Associate (Pre-K)	Bachelor's	General	Instituto Nacional de El Sauce	FT	Calle Ocho
Jovanna Esdaile	Lead Teacher (1st Grade)	Master's	Elementary Education	John Hopkins University	FT	Cook
Mikias Eticha	P.E. Teacher, Extended Day Soccer, Breaks/Operations Support	Bachelor's	Sociology	University of Maryland	FT	Calle Ocho
Arinola Fleming	Lead Teacher (4th Grade)	Master's	Education	Coppin State University	FT	Cook
Madeline Flores	Extended Day Associate	GED	General Studies	Latin America Youth Center	PT	Calle Ocho
Julia Frasier	Teaching Fellow (1st Grade)	Bachelor's	International Studies	Virginia Commonwealth University	FT	Cook
Zenia Fuentes	Lead Teacher (4th Grade)	Bachelor's	Social Justice	Universidad Nacional Autónoma de Honduras	FT	Cook
Najyyiah-Michelle Gaither	Movement Teacher	Bachelor's	Dance	Arizona State University	FT	Cook
Bellanira Gaona	Teaching Fellow (Pre-K)	Bachelor's	Forest Engineering	Universidad Distrital Francisco José de Caldas	FT	Cook
Jeffrey García	Teaching Fellow (Kindergarten)	Bachelor's	Psychology	Catholic University of America	FT	Calle Ocho
Leslie Garcia Hernandez	Extended Day Associate	Associate's	General Studies	Trinity Washington University	PT	Calle Ocho
Andrea García Molina	Lead Teacher (Kindergarten)	Bachelor's	Anthropology	College of the Atlantic	FT	Cook
Elsy Garcia Siliezar	Extended Day Associate	High School	General Studies	N/A	PT	Calle Ocho

Ana Garza-Martinez	Lead Teacher (Pre-K)	Master's	Administrative Leadership	Concordia University	FT	Cook
Elliana Golijov	Special Education and Intervention Teacher	Bachelor's	Elementary and Exceptional Student Education	University of Miami	FT	Calle Ocho
Ana Gómez	Permanent Substitute	High School Diploma	General Studies	N/A	FT	Cook
Ingrid Gomez Gonzalez	Extended Day Associate	High School	General Studies	N/A	PT	Calle Ocho
Matías Guerra	Lead Teacher (Pre-K)	Bachelor's	Early Childhood Education	Universidad Luterana Salvadoreña	FT	Cook
Ana Guevara	Classroom Associate (Pre-K)	Bachelor's	Early Childhood Education	National Institute-Guatemala	FT	Calle Ocho
Marina Gutiérrez	Lead Teacher (3rd Grade)	Bachelor's	Early Childhood Education	Montgomery College	FT	Cook
Kimberly Guzmán	Substitute Teacher/Extended Day Lead Teacher	High School Diploma	General	N/A	FT	Cook
Daniela Guzmán	Special Education Teacher (5th Grade)	Bachelor's	Criminal Justice	Trinity Washington University	FT	Cook
Kayla Hogan	Lead Teacher (3rd Grade)	Master's	Teaching	Brandeis University	FT	Cook
Sary Huby	Lead Teacher (Pre-K)	Bachelor's	Early Childhood Education	Marcelino Champagnat University	FT	Cook
Yania Jones	Extended Day Lead Teacher	Bachelor's	Public Accountant	University of San Buenaventura Medellín	PT	Cook
Hendres Kelly	P.E. Teacher	Associate's	Education	University of the District of Columbia	FT	Cook
Flor Kelly	Instructional Substitute	Bachelor's	Psychology	Universidad de Occidente	FT	Calle Ocho
Hannah Kenagy	Lead Teacher (2nd Grade)	Bachelor's	Education	Wichita State University	FT	Cook
Deborah Lahre-Joyner	School Psychologist	Master's	Counseling Psychology	Immaculata University	FT	Network
Howard Lawson	Recess Assistant	Associate's	English	Sanz School	FT	Cook
Martha Lawson	Teaching Fellow (Kindergarten)	High School	General	N/A	FT	Cook
Nelson Lemnyuy	Inclusion Associate	Bachelor's	Secondary Education	University of Bamenda	FT	Cook
Jack Leng	Cooking & Gardening Teacher	Master's	Environmental Studies	Antioch University	FT	Calle Ocho

Julia Lobo	Temporary Associate Teacher (Long-Term Substitute Teaching Fellow)	High School	General Studies	N/A	FT	Calle Ocho
Chelsea López	Extended Day Associate	High School	General Studies	N/A	PT	Cook
Wendy López	Extended Day Associate	High School	General Studies	N/A	PT	Calle Ocho
Anaí Lopez-Chavez	Permanent Substitute	High School	General	N/A	FT	Cook
Nancy Martínez	Teaching Fellow (Pre-K)	Associate's	Hotel Management	Montgomery College	FT	Calle Ocho
Consuelo Mattos	Lead Teacher (Kindergarten)	Master's	Global Education	Teach-Now	FT	Cook
Danielle McCormick	Lead Teacher (4th Grade)	Bachelor's	Education	University of Maryland College Park	FT	Cook
Adelina McDuffie	Lead Teacher (Kindergarten)	Bachelor's	Education	Universidad Autónoma Benito Juárez de Oaxaca	FT	Cook
Amelia McKenzie	Teaching Fellow (Pre-K)	Bachelor's	Computer Programming	Universidad Tecnológica de Panamá	FT	Cook
Karla Mejía	Lead Teacher (Pre-K)	Bachelor's	Early Childhood Education	CentroNía	FT	Calle Ocho
Nicole Mella	Extended Day Associate	High School	General Studies	N/A	PT	Cook
Vicenta Membreno	Extended Day Associate	High School	General Studies	N/A	PT	Calle Ocho
Marcel Méndez	Teaching Fellow (Pre-K)	High School	General Studies	N/A	FT	Calle Ocho
Alexander Mendoza-Orozco	Lead Teacher (2nd Grade)	Master's	Elementary Education and Special Education	John Hopkins University	FT	Cook
Flor Mendoza	Extended Day Lead Teacher	Associate's	Integral Education	Universidad Simon Rodriguez	PT	Cook
Mario Meza	Lead Teacher (4th Grade)	Master's	Education	Buffalo State College	FT	Cook
Angela Molina	Extended Day Lead Teacher	Associate's	Architecture	American University	PT	Cook
Glenda Molina Guevara	Extended Day Lead Teacher	High School	General Studies	N/A	PT	Cook
Jorge Montes	Lead Teacher (Pre-K)	Master's	Special Education	Universidad Central de Bayamón	FT	Cook

Wilson Morales	Lead Teacher (Pre-K)	Bachelor's	Public Health Advocacy	California State University, Northridge	FT	Calle Ocho
Elias Moreira Penedo	Teaching Fellow (Pre-K)	High School	General Studies	N/A	FT	Calle Ocho
Jennifer Moreno	Extended Day Associate	High School	General Studies	N/A	PT	Cook
Daniel Motta	Special Education Teacher (4th Grade)	Bachelor's	Psychology	Carleton College	FT	Cook
Christian Murillo	Teaching Fellow (Kindergarten)	High School	General	N/A	FT	Cook
Luis Obregón	Extended Day Lead Teacher	Bachelor's	Education	Universidad Nacional de Paraguay	PT	Cook
Cecilia Ochoa	Classroom Associate (Pre-K)	Bachelor's	Nursing	Instituto Nacional de Colonia Santa Lucía	FT	Cook
José Ogando	Recess Coordinator	Associate's	Elementary Education	University of the District of Columbia	FT	Cook
Patricia Ordonez	Classroom Associate (Pre-K)	High School	General Studies	N/A	FT	Calle Ocho
Carola Orellana	Substitute Teacher/Extended Day Lead Teacher	Bachelor's	Humanities	Mariscal de Zepita	FT	Cook
Sarah Ozment	Bilingual Reading Intervention Teacher	Master's	Education	Catholic University of America	FT	Cook
Dietrich Paredes	Music Teacher	Bachelor's	Music	El Instituto Universitario de Estudios Musicales	FT	Cook
Sharon Pecover	Special Education Pull Out Teacher	Master's	Elementary Education	National Louis University	FT	Cook
Nery Peña	Classroom Associate (Pre-K)	High School	General	N/A	FT	Cook
Fabiola Penero	Teaching Fellow (Pre-K)	Bachelor's	Business Administration	Universidad Tecnológica de México	FT	Calle Ocho
Johnny Pepen	Inclusion Associate	Bachelor's	Management	American University	FT	Cook
Loidmary Perenguez	Music Teacher	Bachelor's	Music	El Instituto Universitario de Estudios Musicales	FT	Calle Ocho
Rosa Perez	Temporary Associate Teacher (Long-Term Substitute Teaching Fellow)	Master's	Educational Sciences	N/A	FT	Cook
Nicholas Pistone	Teaching Fellow (2nd Grade)	Bachelor's	Spanish and Psychology	Bucknell University	FT	Cook

Romelia Pohlman	Special Education and Intervention Teacher	Bachelor's	Social Psychology	Park University	FT	Cook
Ana Portillo de Gonzalez	Extended Day Associate	Bachelor's	Early Childhood Education	Universidad Pedagógica Del Salvador	PT	Cook
Olinda Pretel Carrera	Extended Day Associate	Associate's	Accounting	Instituto Tecnológico Argentina	PT	Cook
Ana Quinteros	Inclusion Associate	High School	General Studies	N/A	FT	Cook
Carlos Quinteros	Classroom Associate (Pre-K)	High School	General Studies	N/A	FT	Calle Ocho
Karen Ramírez Portillo	Extended Day Associate	Bachelor's	Accounting	Universidad de El Salvador	PT	Calle Ocho
Fernando Rengifo-Caicedo	Speech and Language Pathologist	Ph.D.	Audiology	Salus University	FT	Network
Gaby Revollo	Lead Teacher (Kindergarten)	Master's	Early Childhood Education	University of the District of Columbia	FT	Cook
Franklyn Rivera	Inclusion Associate	High School	General Studies	N/A	FT	Cook
Karla Rivas	Extended Day Associate	Associate's	General Studies	Prince George's Community College	PT	Cook
Gabriela Rivera	Teaching Fellow (2nd Grade)	High School	General Studies	N/A	FT	Cook
Jacqueline Rivera-Martínez	Classroom Associate (Pre-K)	High School	General Studies	N/A	FT	Cook
Ismenia Robles	Teaching Fellow (Kindergarten)	High School	General Studies	N/A	FT	Cook
Martha Rodriguez	Teaching Fellow (Kindergarten)	Associate's	Education	University of the District of Columbia	FT	Calle Ocho
Paola Rojas Rodriguez	Teaching Fellow (Pre-K)	Bachelor's	Psychology	Washington Adventist University	FT	Cook
Aracelly Romero	Extended Day Associate	Associate's	Computer Education	Universidad de Guayaquil	PT	Calle Ocho
Celso (CJ) Rosas	Lead Teacher (1st Grade)	Bachelor's	Child and Adolescent Development	California State University, Northridge	FT	Cook
Jocelyn Salamanca	Teaching Fellow (Pre-K)	Bachelor's	Business Management	University of the District of Columbia	FT	Calle Ocho
Carolina Salazar	Lead Teacher (Kindergarten)	Master's	Early Childhood Education	Grand Canyon University	FT	Calle Ocho
María Sánchez-Jefferson	Lead Teacher (1st Grade)	Master's	Spanish Translation	Kent State University	FT	Cook

Dalia Santos	Teaching Fellow (Kindergarten)	High School	General Studies	Centro de Formación en Ciencias Comerciales	FT	Cook
Delmi Santos	Classroom Associate (Pre-K)	High School	General Studies	Instituto Tecnológico de Comercio	FT	Calle Ocho
Jorge Santos	Substitute Teacher/Extended Day Lead Teacher	Associate's	Liberal Studies	University of the District of Columbia	FT	Cook
Ali Schneiderman	Lead Teacher (4th Grade)	Master's	Instructional Leadership	University of Illinois at Chicago	FT	Cook
Beatriz Serrano	Extended Day Lead Teacher	Associate's	Office Systems Administration	Dewey University	PT	Cook
Yukiea Sheppard	Restorative Practices Assistant	High School	General Studies	N/A	FT	Cook
Olivia Smith	Lead Teacher (3rd Grade)	Bachelor's	Sociology	University of Washington	FT	Cook
Yelson Sosa	Extended Day Associate	High School	General Studies	N/A	PT	Cook
Elvis Sosa-Martinez	Extended Day Lead Teacher	High School	General Studies	N/A	PT	Calle Ocho
Mariana Stagno	Extended Day Associate	Associate's	Arts	Escuela de Bellas Artes	PT	Cook
Doris Tenorio de Alvarado	Classroom Associate (Pre-K)	Bachelor's	Social Work	Universidad Panamericana de El Salvador	FT	Cook
Angela Tovar	Lead Teacher (2nd Grade)	Bachelor's	Education	Universidad de la Salle	FT	Cook
Jillian Tullish	Lead Teacher (5th Grade)	Bachelor's	Elementary Education	North Carolina State University	FT	Cook
Kelley Ukhun	Special Education and Intervention Teacher	Master's	Education, Curriculum & Instruction	Concordia University	FT	Cook
Verónica Umanzor	AM Classroom Assistant	High School	General Studies	N/A	FT	Cook
Ada Vásquez	Classroom Associate (Pre-K)	Associate's	English as a Second Language	Montgomery College	FT	Calle Ocho
Paola Velasco Loya	Teaching Fellow (Kindergarten)	Bachelor's	Library Science	Universidad Autónoma de Chihuahua	FT	Calle Ocho
Fredy Velásquez	Inclusion Associate	High School	General	N/A	FT	Cook
Astrid Viera Benítez	Extended Day Lead Teacher	Associate's	Business Major	Montgomery College	PT	Cook
Any Villafranca	Teaching Fellow (Pre-K)	High School	General Studies	N/A	FT	Calle Ocho

Ana Yanez	Lead Teacher (2nd Grade)	Bachelor's	Human Development	University of the District of Columbia	FT	Cook
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Admin/Operations Personnel

Full Name	Position Title	Highest Degree Earned	Subject Matter	University Attended	FT/PT	Campus
Dahlia Aguilar	Chief Schools Officer	Master's	Administration	Trinity Washington University	FT	Network
Macarena Balanda	Outreach Coordinator	Bachelor's	Information Systems	Universidad de Chile	FT	Network
Tiana Beard	Inclusion Manager	Master's	Special Education	Grand Canyon University	FT	Cook
Jessica Campos	Data Manager	Bachelor's	Women's Studies	University of Maryland	FT	Network
Elle Carne	Director of Operational Strategy and Effectiveness	Master's	Public Administration	University of Washington	FT	Network
Isadora Carreras	Director of Development	Master's	Child and Family Studies	University of Denver	FT	Network
Luis Colmenares	Extended Day Coordinator	Associate's	Applied Computer Science	Universidad de Buenos Aires	FT	Cook
Roynetta Douglas	Assistant Principal	Ph.D.	Curriculum and Instruction	University of Denver	FT	Cook
Jody Ellenby	Instructional Coach	Master's	Education	Harvard Graduate School of Education	FT	Network
Jezelle Estrado	Inclusion Coordinator	Master's	Developmental Psychology	Columbia College	FT	Network
Cristina Faz	Network Team Coordinator	Bachelor's	Business Administration	Instituto Tecnológico de Monterrey	FT	Network
Naomi Fortis	Principal	Master's	Language and Literacy	Harvard Graduate School of Education	FT	Calle Ocho
Giselle Allen	Principal	Master's	Educational Leadership	Trinity Washington University	FT	Cook
Taquia Gladden	Meals Coordinator	Associate's	Criminal Justice	Montgomery College	FT	Calle Ocho
Liliana Gonzalez	Operations Manager	Bachelor's	Business Studies	Southern New Hampshire University	FT	Calle Ocho
Sandra Guandique	Dishwasher	High School	General	N/A	PT	Cook
Christian Guevara	Operations and Technology Associate	Associate's	Sociology and Statistics	University of Maryland	FT	Cook

Diego Herrera	Bilingual Front Desk Receptionist and Operations Associate/Interpreter	Bachelor's	Anthropology	University of Maryland	FT	Calle Ocho
Jennifer Kouakeu	Instructional Coach	Master's	Elementary Education	Lesley University	FT	Network
Adriana López-Chávez	Prep Cook	High School	General	N/A	FT	Cook
Patricia Mena de Saravia	Extended Day Coordinator	High School	General	N/A	FT	Calle Ocho
María Miller	Food Service Assistant				FT	Calle Ocho
José Monterroza	Maintenance Technician	Associate's	Accounting/Management	Instituto Técnico Salvadoreño	FT	Network
Nehidys Murillo	Office Manger	Bachelor's	International Business Management	Institución Universitaria de Envigado	FT	Cook
Berenice Pernalet	Instructional Guide	Master's	Bilingual/Bicultural Education	Teachers College, Columbia University	FT	Network
Bianca Pineda	Prep Cook	High School Diploma	General	N/A	PT	Cook
Robyn Pretlow	Director of Talent (HR)/General Counsel	Master's	Special Education	George Washington University	FT	Network
Gloria Quirarte	Director of Extended Programs	Master's	Social Cultural Anthropology	Johns Hopkins University	FT	Network
Diana Rayas	Director of Communications	Master's	Ecotourism and Sustainable Tourism	Universitat Autònoma de Barcelona	FT	Network
Danielle Revers	Food and Wellness Manager	Master's	African Studies	University of Edinburgh	FT	Network
Katherine Rodriguez	Office Manger	Associate's	Elementary Education	Montgomery College	FT	Calle Ocho
Anaxiris Rojas	Bilingual Front Desk Receptionist	High School	General	N/A	FT	Cook
Francisco Rodriguez	Operations Manager	Master's	Computer Information Management	Universidad Sagrado Corazón	FT	Cook
Rodrigo Salgado	Director of Data and Accountability	Bachelor's	Economics	Georgetown University	FT	Network
Rosa (Rochi) Salgado	Recruitment Coordinator	Associate's	Management	Universidad Católica del Perú	FT	Network
Kristin Scotchmer	Executive Director	Bachelor's	Political Science	University of Chicago	FT	Network

Michelle Sinkgraven	Director of Recruitment	Master's	Public Management	University of Maryland	FT	Network
Dorothy Steck	Chef	Bachelor's	Fine Arts	University of Maryland	FT	Cook
Dale Swann	Sous Chef	N/A	Culinary Arts	L'Academie de Cuisine Culinary School in Gaithersburg	FT	Cook
Natalia Tellez	Data Coordinator	Bachelor's	Information Systems	University of Chile	FT	Network
Carissa Tirado-Marks	School Garden & Sustainability Coordinator	Bachelor's	Environmental and Sustainability Studies	Indiana University	FT	Cook
Karla Vanegas	Bilingual Front Desk Receptionist	Associate's	Elementary Education	Montgomery College	FT	Cook
Norma Villanueva	Director of Student Services	Master's	Special Education	University of Maryland	FT	Network
Andrew Walker	Student & Family Services Coordinator	Master's	Special Education	University of Virginia	FT	Calle Ocho
Rocío Yoc	Front Desk Manager	Associate's	Business Administration	Trinity Washington University	FT	Network

B. Board Roster

Board Member	Date of Appointment	Date Appointment Expires	Role
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 Parent Trustee</i>
Ajani Husbands	March 2020	March 2026	<i>Internal Committee Parent Trustee</i>
Carmenchú Mendiola*	March 2020	March 2026	<i>External Committee Parent Trustee</i>
Jason Lorenz	March 2020	March 2026	<i>External Committee</i>
John B. Mahaffie	March 2020	March 2026	<i>Governance Committee</i>

*DC resident

C. Unaudited 2019-2020 Financial Statements

Income Statement

Mundo Verde

July 2019 through June 2020

Income Statement	
Income Statement	Actual
Revenue	
State and Local Revenue	\$16,769,080.81
Federal Revenue	\$420,320.56
Private Grants and Donations	\$155,232.96
Earned Fees	\$1,310,044.22
Donated Revenue	\$4,115.40
Total Revenue	\$18,658,793.95
Expenses	
Salaries	\$8,512,364.70
Benefits and Taxes	\$2,016,346.10
Contracted Staff	\$54,900.00
Staff-Related Costs	\$78,193.35
Rent	\$2,258,782.85
Occupancy Service	\$909,732.76
Direct Student Expense	\$1,651,830.75
Office & Business Expense	\$1,175,877.93
Donated Expense	\$4,115.40
Contingency	\$0.00
Total Expenses	\$16,662,143.84
Operating Income	\$1,996,650.11
Extraordinary Expenses	
Interest	\$442,823.98
Depreciation and Amortization	\$696,338.07
Total Extraordinary Expenses	\$1,139,162.05
Net Income	\$857,488.06

Balance Sheet

Mundo Verde

As of June 30, 2020

Balance Sheet		\$44,012.00
Assets		Current
Assets		
Current Assets		
Cash		\$5,078,504.11
Accounts Receivable		\$846,720.14
Other Current Assets		\$218,773.87
Intercompany Transfers		\$0.00
Total Current Assets		\$6,143,998.12
Noncurrent Assets		
Facilities, Net		\$13,849,058.80
Operating Fixed Assets, Net		\$555,646.60
Total Noncurrent Assets		\$14,404,705.40
Total Assets		\$20,548,703.52
Liabilities and Equity		Current
Liabilities and Equity		
Current Liabilities		
Accounts Payable		\$367,357.43
Other Current Liabilities		\$2,758,582.17
Accrued Salaries and Benefits		\$704,066.85
Total Current Liabilities		\$3,830,006.45
Equity		
Unrestricted Net Assets		\$4,406,920.39
Net Income		\$857,488.06
Total Equity		\$5,264,408.45
Long-Term Liabilities		
Senior Debt		\$11,629,330.20
Other Long-Term Liabilities		-\$175,041.58
Total Long-Term Liabilities		\$11,454,288.62
Total Liabilities and Equity		\$20,548,703.52

D. Approved 2019-2020 Budget

	SY20-21
Revenue	
State and Local Revenue	17,420,199
Federal Revenue	2,577,686
Private Grants and Donations	291,482
Earned Fees	1,444,429
Revenue Total	21,733,796
Expenses	
Salaries	9,740,617
Benefits and Taxes	2,673,379
Staff-Related Costs	102,033
Rent	2,154,118
Occupancy Service	1,186,457
Direct Student Expense	2,192,691
Office & Business Expense	1,460,761
Contingency	375,000
Expenses Total	19,885,057
NET ORDINARY INCOME	1,848,738
Extraordinary Expenses	
Depreciation and Amortization	806,926
Interest	402,597
Extraordinary Expenses Total	1,209,523
TOTAL EXPENSES	21,094,581
NET INCOME	639,215