



**MUNDO VERDE BILINGUAL PUBLIC CHARTER SCHOOL
ANNUAL REPORT 2020-2021**

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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 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:

- *Language acquisition* in English and Spanish
- 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 increased problem solving, executive functions and cognitive skills, to better career and college 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 complex ideas and consider multiple perspectives	Contribute to a better world: put their learning to use to improve communities (e.g., citizenship, service)	Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school
Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines		

Students are engaged in project-based learning expeditions – interdisciplinary, real-world investigations– that engage students in purposeful in-depth studies of a single theme or topic.¹ 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 SY 2020-2021²	Fall	Spring
PK ²	We are Musicians!	Trees and Us
Kindergarten ²	Vegetable Guardians	Why Do Animals Look The Way They Look?
1st Grade ²	The People and Places of Mundo Verde	Trash or Treasure?
2nd Grade	Market Mania	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: Local Capstone focused on a legacy project (Expedition to Puerto Rico cancelled due to COVID) ³	

¹ Our expeditions are implemented at both campuses and adapted to local environment where relevant.

² For SY 2020-2021 virtual learning and hybrid learning demanded prioritization on primary academic standards and skill maintenance. Expeditions were adapted to best suit the unique instructional format of virtual learning while giving students an opportunity to discover, discuss, and create meaningful artifacts inspired in their Expedition topic of study.

³ In SY 2020-2021 the capstone project for 5th graders shifted from travel to Puerto Rico to a domestic project focused on engaging students in design thinking focused on solving a local sustainability problem affecting the Anacostia Watershed- an an ecosystem that has been plagued by pollution and neglect, impacting the entire city, but especially Wards 7 and 8 where the city's most marginalized and minoritized residents live. In partnership with the Anacostia Watershed Society, student's design project focused on reducing area pollution and littering that contaminates the watershed. Students made bilingual signs for an area park to remind residents and passersby of the important role they play in protecting the watershed.

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. It 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 it 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.⁴

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, 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 is 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

⁴ 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>)

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"> • <i>Biliteracy</i> • <i>Standards-based interdisciplinary projects (expeditions)</i> • <i>Authentic products to an authentic audience addressing a real community problem</i> 	<ul style="list-style-type: none"> • <i>High-quality Student Work/ Expedition products</i> • <i>Revision, feedback</i> • <i>Expedition products, 5th grade books capturing social activist stories</i> • <i>Goal setting documents</i>

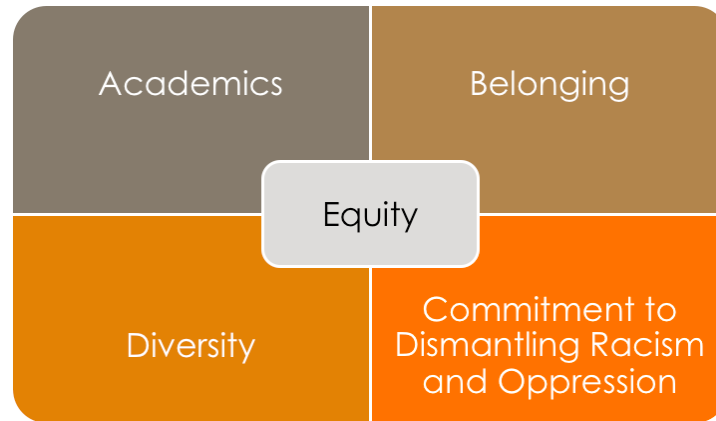
3. Students have the opportunity to build deep, trusting, sustained relationships with each other, their teachers and other adults who care about them.	
<i>Mundo Verde Key components</i>	<i>Student Evidence</i>
<ul style="list-style-type: none"> • <i>Social Emotional Learning/ Responsive Classroom</i> • <i>Crew</i> • <i>Community Meetings</i> • <i>Restorative Practices</i> • <i>Responsive Classroom</i> • <i>Trauma informed, compassionate care</i> • <i>Assessing character</i> • <i>Surveying student and teacher views</i> 	<ul style="list-style-type: none"> • <i>Crew participation</i> • <i>Commitment to no suspensions, resulting in very low to no suspensions year over year.</i> • <i>Increased development among students in resolving challenging emotional situations</i>

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

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 three 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 continues to include 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 this last school year with the impact of COVID continuing to challenge students and families through housing instability, limited access to technology, and / or families marginalized from local resources. Mundo Verde continued to address 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. Mundo Verde’s organizational priority for SY22: Mundo Verde is committed to a focus on belonging and uplifting the experience of Black students, families and staff to ensure equitable access to student achievement, through short and long term goals co-constructed with key stakeholders, which will be measured by continuous and meaningful data collection.

Mundo Verde continues to redesign around reversing the pattern of privilege which Black families are often denied. Some strategies we are using include increasing access 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.

COVID Response and Equity Efforts

In a world where . . .	Mundo Verde
<ul style="list-style-type: none"> • One in three Black children are living in poverty, with that number on the rise due to the economic fallout of COVID-19. • Today’s median Black family owns \$3,600 – just 2 percent of the \$147,000 of wealth the median White family owns. • More than half of our nation’s homeless families are Black. • One in four Black children do not know where their next meal will come from.⁵ 	<ul style="list-style-type: none"> • Mundo Verde intentionally prioritized Black students and families in high need for the return to on campus learning. • Considering the limited resources of families, Mundo Verde continued to provide internet access and access to laptop computers for all families. • With limited staffing and space at the onset of a return to on-campus learning, Mundo Verde designed learning hubs meant to eliminate the many barriers that Black families face in accessing learning during COVID like limited technology, lack of home assistance with technology, and access to basic needs like childcare and meals. • Among those students, Mundo Verde prioritized learning hubs and on-campus learning experiences for homeless students. • Mundo Verde continued to provide fresh meals including fresh fruit and vegetables for families, prioritizing Black families in this distribution.

Family Engagement and COVID Implications

COVID continued to affect the school’s approach to family engagement both because families were under considerable stress from the effects of COVID and because school COVID restrictions created barriers and limitations to in-person interaction. The school engaged in new ways in order to address the disparities caused by the pandemic.

- **Dialogue groups:** The biggest highlight is that all dialogue groups on both campuses concluded and both school campuses engaged in collective action and building equity teams. The first Cook campus dialogue group worked on a plan to use Padres funds for gift cards for families facing food and transportation challenges. The second Cook dialogue group moved forward with some community building strategies. The first Calle Ocho group supported the launch of Comunidad, the campus caregiver group, and the second Calle Ocho group brainstormed future engagement strategies.

⁵ Children’s Defense Fund: https://bit.ly/CDF_Advance_Racial_Justice

Shifts in Caregiver Mindsets and Actions

A large majority of caregivers reported shifts in their knowledge, mindsets, or actions due to their participation in the dialogue group.



81% feel more responsible to do something about educational inequity in their school community



77% understand better what equity is and how it plays out in their school



87% spend more time thinking about what it is like to be a parent of a different race or class at school



83% think about how their assumptions affect their behavior at school



71% take more actions to support equity in the school

- **Affinity groups:** given the disproportionate impact COVID had on families of color, Mundo Verde hosted affinity groups for staff and families in order to maintain a lens on how school decisions were impacting certain groups (e.g., Spanish speakers, parents of Black students, undocumented immigrants). School leaders collected feedback and used it to inform plans for learning hubs as a return to on campus learning ensued. This gave school leaders the opportunity to process the school's response to COVID regulations and implications through the eyes of minoritized groups.
- **Student-Led Conferences:** Student-led conferences were replaced with parent/teacher meetings. Centered on student's progress throughout the year and especially reports on end-of-year progress on essential skills and knowledge for the next grade.
- **Celebrations of Student Learning** were impacted by a shift to virtual learning and a focus on key standards to ameliorate truncated learning experiences in the previous school year. Teachers persevered through the challenging time and managed not only to provide the basic activities but in some cases go above and beyond by adapting Celebrations of Learning into a virtual format.
- **Ongoing communication** between the school, teachers and family: The school maintained communication with families with an intensified focus on students and family support with continued school closures with weekly bulletins, text messages, and emails in order to share evolving plans for continued virtual learning and a ramp-up to in-person learning, first through learning hubs focused on our highest need families and then more broadly to families who desired in-person learning in the Spring. In addition, we held over 25 parent meetings virtually in English and Spanish at the campus and network level on topics including but not limited to:

Fall	<ul style="list-style-type: none"> ● COVID Q&A Sessions ● Family Orientation ● Reopening Planning and Virtual Information Sessions ● Reopening Update Session with Q&A ● Learning Hubs Information Session ● Virtual information session ● Family Affinity Sessions
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Spring	<ul style="list-style-type: none"> ● Learning Hub info session ● Virtual Update Session about Expanding On-Campus Learning ● COVID Vaccine Webinar ● Schoolwide Conversation on Expansion Efforts (Calle Ocho) ● Community building with families and caregivers (Campus) ● Coffee with Principal (campus) ● Recovering Together ● Monthly Open Board Meetings
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- **Parent/Caregiver Surveys:** Mundo Verde continued 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 regular pulse-check surveys helped establish a form of communication with families, providing school personnel and leaders with essential trends impacting families’ experience during virtual learning throughout the year. Longer surveys administered in December 2020 and May 2021 served to ground our planning efforts with a clearer sense of family perspectives on risk and priorities related to a number of topics including health, safety, academics, social emotional well being.
- **Family Student Support:** The school continued to provide basic human needs like food instability or internet access to more serious concerns, like families and whose students who struggled to access learning with virtual technology. Our Director of Extended Day Programming and Family Wrap Around Support Coordination worked closely with the Data and Compliance Team, the Student Supports team and Operations to connect with families of students after 3-6 absences from virtual classes to find out the reason for the absences and help the family find solutions to any barriers for participation. Together the team would address the many specific family needs which ranged from technology (replacement chromebooks, hot-spots, help acquiring or upgrading internet services at home or trainings on how to use the online platforms), to administrative (helping families upload doctor notes for excused absences) Facilitating communication between families and teachers (both by supporting teachers in differentiating access and connection to families with higher needs as well as providing interpretation when needed).

Mundo Verde’s Family Engagement Traditions

As much as possible, the school maintained important traditions for engaging families albeit modified or implemented virtually due to COVID.

Mundo Verde’s family engagement and communication aim to ensure these goals:⁶

- 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.

⁶ Adapted from EL Education Framework for Implementation Review

- 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 categories⁷:

- **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.

All in-person meetings mentioned below occurred virtually as necessitated by citywide regulations and CDC recommendations for health and safety.

1. Creating a welcoming and engaging climate with strong relationships and communications between families and school staff	
Initiative	Purpose and Description
<p><i>Back to School Nights</i></p> <p>Who: Teachers, Families</p>	<p><i>Goal:</i> Establish communication between families, teachers, and staff and provide the school community a sense of expectations for the school year.</p> <p>The school leadership will speak briefly about the plans for the year.</p> <p>Parents have the opportunity to meet with their child's class families and teachers to learn about the school day and how to engage in the academic life of their child.</p>
<p><i>Home Visits (Summer/Fall)</i></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 the family's home or family's choice of locale.</p>
<p><i>Participating in and Supporting the School Community</i></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</p>

⁷ Adapted from Flamboyant Foundation's School Wide Family Engagement Rubric

<p>Who: Families, community members, staff as relevant</p>	<p>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> <p>Families and young writers celebrate the end of each writing unit.</p>
<p><i>Ongoing communication between network school leadership/ teacher and family</i></p> <p>Who: Teachers, Families</p>	<p><i>Goal:</i> Support open lines of communication with families, leaders and teachers.</p> <p>Sharing information in real time in order to respond with urgency to student strengths and needs. Includes calls, texts, in-person conversation and sharing of the student portfolio.</p> <p>School forums included Zoom videos to keep families abreast of COVID news and implications for school instructional programming and operation.</p>

<p><i>Portfolio of student work and communication about student progress</i> (monthly after the first six weeks of school)</p> <p>Who: Teachers, Families, Students</p>	<p><i>Goal:</i> Ensure that families have access to and understand student academic and social development in real time over the course of the school year.</p> <p>Teachers develop a portfolio of student work aligned to the learning objectives for the school year. The school sends monthly to all families an overview of student progress, along with their child’s portfolio. Portfolios are also available for families to review in the classroom any day during arrival (8:10-8:25 am). Portfolios are reviewed at parent-teacher or student-led conferences over the course of the school year.</p>
<p>3. Investing families in school success</p>	
<p><i>Community Conversations</i></p> <p>Who: Parent/Guardians, School Leaders, Staff</p>	<p><i>Goal:</i> Provide families a meaningful opportunity to shape the school’s success.</p> <p>Provide opportunities throughout the year for open communication between families and school leadership.</p> <p>Families meet with Leadership and school personnel to provide feedback on school priorities and school’s progress along established goals.</p>
<p><i>Coffee with the Principal</i></p> <p>Who: Families, School Leaders</p>	<p><i>Goal:</i> Provide families a meaningful opportunity to shape the school’s success.</p> <p>Provide families an opportunity monthly to learn about school initiatives and priorities and to provide feedback to members of School Leadership.</p>
<p><i>Dialogue Groups</i></p> <p>Who: Kindred, Mundo Verde Staff and Families</p>	<p><i>Goal:</i> Kindred supports parents of diverse backgrounds in working with school leadership to drive equity and diversity in the school and community.</p> <p>Kindred starts by building authentic relationships between diverse groups of parents through structured dialogues about their backgrounds, race and equity, and goals for their children. The honest conversations and resulting bonds enable parents to really see each other and to better understand how each parent in a school contributes valuable ideas, time, and resources that can benefit all children. Parents culminate their dialogue group with an action they take together that addresses the root cause of inequity in their school.</p>

Our History & Growth

2008-2009

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

2010-2011

Grades: N/A

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

Enrollment: 0

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

2011-2012

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

Enrollment: 122

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

2012-2013

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

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

Enrollment: 237

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

2013-2014

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

Enrollment: 274

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

2014-2015

Grades: PK3, PK4, Kindergarten - 3rd grades

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

Enrollment: 404

- Moved into the renovated J.F. Cook School building and launched green demonstration campus
- Phase II construction: Started Building La Casita 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/ intervention teachers, 3 intervention teachers, 5 specials teachers, 23 teaching fellows & associates)

Enrollment: 558

- Reached scale graduating first 5th grade class
- 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 the 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 (27 lead teachers, 6 special education/ intervention 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/ intervention 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/ intervention teachers, _ specials teachers, 5 teaching fellows & associates)

Enrollment: 606

Network Staff Serving Both Campuses

Staff: 24 full time

2020-2021:

- Investment in facilities and infrastructure to mitigate COVID-19 related risks.
- Operating virtual and on campus learning opportunities with a focus on equity⁸
- Intensified wrap-around supports for families most impacted by the COVID crisis
- Reopened for hybrid learning with the third highest number of openings available to families in the City among charters.

Calle Ocho Campus

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

Staff: 54 Full time (16 lead teachers, 3 Special education/ intervention teachers, 4 specials teachers, 23 teaching fellows & associates, 7 Administrative & Operations)

Enrollment: 360

Cook Campus

Grades: PK3, PK4, Kindergarten - 5th grades

Staff: 111 Full time (27 lead teachers, 16 Special education/ intervention teachers, 5 specials teachers, 18 teaching fellows & associates, 11 Subs, 4 supporting staff, 15 Administrative & Operations)

Enrollment: 595

Network Staff Serving Both Campuses

Staff: 43 full time, 25 Administrative, 18 Learning Hubs/daytime Associates

⁸ Those most in need receive the most personalized and prioritized access.

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 recent years, we have taken strides in developing and enriching our academic and social development models to ensure the individual success of each Mundo Verde student. Our methodologies are described in more detail below, in the School Program section above, and in the section Unique Accomplishments 2020-2021.

- **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 our students' 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 2020-2021 performance - Mundo Verde’s charter goals for 2020-2021 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 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				
<p>1. Students will be bi-literate in English and Spanish.</p> <p>a) Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic English.</p> <p>b) Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic Spanish.</p>	<p>No Result Available*</p>	<p>No result for SY20-21 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 SY2020-21.</p> <table border="1" data-bbox="760 842 1550 1161"> <thead> <tr> <th>Spanish</th> <th>English</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • PreK - GOLD Spanish literacy • K-5th EDL2 Spanish Reading • K-4th WIDA Spanish Oral Proficiency • Grade 5 Standards Based Measurement of Proficiency (STAMP) in Spanish </td> <td> <ul style="list-style-type: none"> • 1st-5th Fountas & Pinnell • Grades 3-5 English Language Arts PARCC </td> </tr> </tbody> </table> <p>Actions we have taken to support and evaluate our students through alternative methods relative to this goal: Through most of SY20-21, Mundo Verde maintained a system of distance learning that allowed students to remain exposed to language immersion in English and Spanish. Our academic team adapted our curriculum as much as possible to the context of distance learning. Mundo Verde did implement MAP assessments in grades 3rd-5th in Reading in Spanish, Reading in English, and Mathematics. We also attempted to implement these assessments in grades K-2nd, but we were not able to guarantee the testing environment for those grades and thus dropped that effort. Mundo Verde is in the process of implementing these assessments from the beginning of SY21-22 and, barring an unforeseen development, should be able to report on the results in the next edition of this annual report.</p>	Spanish	English	<ul style="list-style-type: none"> • PreK - GOLD Spanish literacy • K-5th EDL2 Spanish Reading • K-4th WIDA Spanish Oral Proficiency • Grade 5 Standards Based Measurement of Proficiency (STAMP) in Spanish 	<ul style="list-style-type: none"> • 1st-5th Fountas & Pinnell • Grades 3-5 English Language Arts PARCC
Spanish	English					
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<p>2. Students will understand and apply complex mathematical concepts to solve problems.</p>	<p>No Result Available*</p>	<p>No result for SY20-21 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 SY20-21.</p> <table border="1" data-bbox="760 432 1559 667"> <thead> <tr> <th data-bbox="760 432 1559 495">Math</th> </tr> </thead> <tbody> <tr> <td data-bbox="760 495 1559 667"> <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> </tbody> </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 SY21-22, Mundo Verde has begun implementing the assessments as planned for a more regular school year.</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				
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<p>3. Students will acquire and apply the knowledge, skills, and values of sustainability.</p> <ol style="list-style-type: none"> 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. 	<p>No Result Available*</p>	<p>No result for SY20-21 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 SY20-21.</p> <table border="1" data-bbox="760 1234 1559 1512"> <thead> <tr> <th data-bbox="760 1234 1559 1302">Sustainability</th> </tr> </thead> <tbody> <tr> <td data-bbox="760 1302 1559 1512"> <p>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.</p> </td> </tr> </tbody> </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. This area was a difficult area to reproduce in the context of distance learning. As the city began reopening and students started returning to on-campus learning through learning hubs or hybrid learning, Mundo Verde was able to leverage the regained access to the campus in order to address this part of our charter and mission in practice.</p>	Sustainability	<p>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.</p>
Sustainability				
<p>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.</p>				

<p>4. 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.</p> <p>a) Students will embrace diversity and demonstrate positive cross-cultural attitudes and behaviors. b) Students will work collaboratively and resolve conflicts effectively. c) Students will be actively involved in their own education and health. d) Students will be active community members and environmental stewards.</p>	<p>No Result Available*</p>	<p>Results for SY20-21 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 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 border="1" data-bbox="760 466 1555 661"> <thead> <tr> <th data-bbox="760 466 1161 529">J. F. Cook Campus</th> <th data-bbox="1161 466 1555 529">Calle Ocho Campus</th> </tr> </thead> <tbody> <tr> <td data-bbox="760 529 1161 661"> <ul style="list-style-type: none"> Discipline Rates Below Sector Average Attendance: 91.53% </td> <td data-bbox="1161 529 1555 661"> <ul style="list-style-type: none"> Discipline Rates Below Sector Average Attendance: 90.59% </td> </tr> </tbody> </table> <table border="1" data-bbox="760 701 1555 863"> <thead> <tr> <th data-bbox="760 701 1555 764">Attitudes and Behaviors</th> </tr> </thead> <tbody> <tr> <td data-bbox="760 764 1555 863"> <ul style="list-style-type: none"> DESSA Screeners K-5th (Research-based SEL screeners used to pinpoint areas of need of students) </td> </tr> </tbody> </table>	J. F. Cook Campus	Calle Ocho Campus	<ul style="list-style-type: none"> Discipline Rates Below Sector Average Attendance: 91.53% 	<ul style="list-style-type: none"> Discipline Rates Below Sector Average Attendance: 90.59% 	Attitudes and Behaviors	<ul style="list-style-type: none"> DESSA Screeners K-5th (Research-based SEL screeners used to pinpoint areas of need of students)
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Attitudes and Behaviors								
<ul style="list-style-type: none"> DESSA Screeners K-5th (Research-based SEL screeners used to pinpoint areas of need of students) 								
<p>5. The school culture will celebrate life-long learning and the school will be a trusted learning community.</p>	<p>Goal met</p>	<table border="1" data-bbox="781 932 1560 1138"> <thead> <tr> <th data-bbox="781 932 1170 995"><i>J.F. Cook Campus</i></th> <th data-bbox="1170 932 1560 995"><i>Calle ocho Campus</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="781 995 1170 1138"><i>90.1% of families attended at least one family engagement event</i></td> <td data-bbox="1170 995 1560 1138"><i>95.5% of families attended at least one family engagement event</i></td> </tr> </tbody> </table>	<i>J.F. Cook Campus</i>	<i>Calle ocho Campus</i>	<i>90.1% of families attended at least one family engagement event</i>	<i>95.5% of families attended at least one family engagement event</i>		
<i>J.F. Cook Campus</i>	<i>Calle ocho Campus</i>							
<i>90.1% of families attended at least one family engagement event</i>	<i>95.5% of families attended at least one family engagement event</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.</p>	<p>Goal met</p>	<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 nine open meetings and two of them included public comment. 						
<p>7. The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators, and Board members</p>	<p>Goal met</p>	<p>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 percent, Black/African American 24 percent, and White 33 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"> ● Training in SY20-21: <ul style="list-style-type: none"> - <i>Ongoing</i> - Principal-led data dives and training for equity focused on organizational priority of centering Black students - 9/23/21 - Trauma-informed approaches to teaching and learning through equity lens (intersectionality with culturally relevant pedagogy and competencies) - 1/13/21 - Belonging x Design (Transcend) - 2/3/21 - Restorative Justice and Practices (Restorative DC) - 4/28, 5/5, 5/12/21 - Learning trauma and culturally informed strategies to engage students and support their regulation (AprilMay) <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> We had 38 individuals leave the organization out of 197 individuals during SY20-21 = 80.7% retention.. 						
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	No Result Available*	<p>We believe we met this goal, even as results for SY20-21 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. Instead, Mundo Verde implemented a new concept called “Welcome Meetings” for SY20-21, see data below.</p> <table border="1" data-bbox="760 1465 1555 1864"> <thead> <tr> <th data-bbox="760 1465 1024 1528"></th> <th data-bbox="1024 1465 1289 1528">J. F. Cook Campus</th> <th data-bbox="1289 1465 1555 1528">Calle Ocho Campus</th> </tr> </thead> <tbody> <tr> <td data-bbox="760 1528 1024 1864">Metric #1: The percentage of students re-enrolling at each campus will meet or exceed 85.0% each year.</td> <td data-bbox="1024 1528 1289 1864">90.1%</td> <td data-bbox="1289 1528 1555 1864">89.84%</td> </tr> </tbody> </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.	90.1%	89.84%
	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.	90.1%	89.84%						

		Metric #2: The percentage of families that received a home Visit each year will be 85.0%.(see data below for welcome meetings)	N/A	N/A		
		Welcome Meetings Participation Rate	90.5%	81.7%		
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*	Results for SY20-21 are incomplete. Due to the ongoing public health emergency, we were not able to fully implement this assessment of sustainability impact. <table border="1" data-bbox="760 869 1555 1045" style="margin-top: 10px;"> <tr> <td style="background-color: #d9ead3;">Sustainability</td> </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>			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.
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Assessment Methodologies

*. Assessments not implemented or not fully implemented in SY 2020-2021 are marked with **

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. (Partial)

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 (Partial)
- 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 (Modified)
- External Reviews: These always include EL Education Implementation Review, Responsive Classroom Evaluation, and Education for Sustainability. (Modified)

Unique Accomplishments 2020-2021

School Year 2020-2021 was an eventful year with much growth and progress amid historic changes on the education landscape brought on by the COVID pandemic. Our growing community of over 2000 staff, students, and family members worked together to adapt to challenges and changes with a focus on elevating the needs of the most pained amongst us.

Expanding our Impact Through Growth

During school year 2020-2021, across both campuses we served a total of 955 students — including 262 students new to Mundo Verde, many of them accessing a Spanish immersion program for the first time. In the fall of 2020, we welcomed 360 PreK3, PK4, Kindergarten and first grade students and their families to our Calle Ocho Campus located at 4401 8th Street, NE in Ward 5. With every student, the promise that our school— its campus facilities, the team, and its unique sense of community— grow. The school adds a grade each year until our inaugural class of little kindergarteners have sprouted into confident 5th graders. It is our projection that by then the campus will serve approximately 600 students in grades PreK-3 to 5th.

As Mundo Verde celebrates the impact we have had in our first ten years, we are also excited about the ways in which our impact continues to grow and deepen. Through our second school, we are literally providing more students a quality education, in a city-wide school system where nearly a third of students are not matched or enrolled to the quality school they seek. The continued process of replication itself simultaneously supports 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.

COVID Response

In response to the COVID-19 crisis, Mundo Verde focused on strategies to increase access and support for all students, and especially Black students new to dual language immersion. We leaned into our approach to child development with a focus on equity, deploying resources to meet the needs of students and families during unprecedented times:

- Making **Chromebooks** available to all families.
- Providing **internet access** for families who lacked access through the procurement of hotspots. Supporting families in signing up for free and discounted internet service.
- Preparing and distributing **meals to students at home**. Throughout the first half of the school year, our food service staff created meals that could be picked up by families or delivered to homes (Families eligible for Free and Reduced Meals could sign up for free delivery while others could sign for a weekly fee). The school partnered with Old Dominion Transport (cab company) to deliver meals twice weekly to over 70 families, in total serving 55,000 meals.
- Opening **learning hubs** in strict accordance with public health guidance. We operated onsite learning through hubs between November-March. With a keen

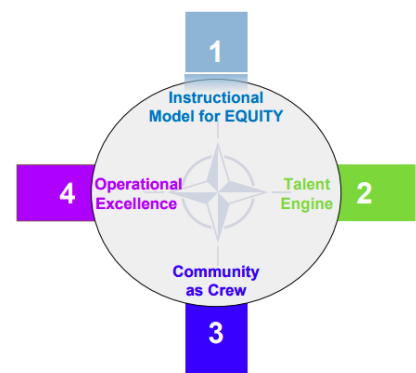
focus on equity, inclusion, and safety, we started by inviting back our students in the most vulnerable situations. Students spent the school day supervised and cared for by Mundo Verde associates while connecting to their teachers and classmates remotely. This enabled us to provide supervision, meals, technical support, and much-needed support to over 60 students from both campuses.

- Launching and expanding **on campus learning** opportunities from March through June. Hybrid learning — a rotating schedule of onsite and remote learning — eventually reaching over 600 students almost all of our students whose families wished them to return to in-person learning.
- Hosting '**Blooming Sessions/Floreciendo**' on Wednesdays, an Outdoor Spanish/Garden Club initiative throughout spring. Families could sign students up for small group outdoor activities featuring work in the garden and lessons on sustainability and composting.
- Creating sustained **connections with families** who were most negatively affected by COVID (families of Black students, immigrant families, and families facing economic and health hardships). We helped families obtain basic necessities like masks, food, medicine, 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 distributed direct gifts from collaborating benefactors and a COVID-Response fund established by Mundo Verde families. To ensure the safety of families in the path and vicinity of events surrounding the Capitol Insurrection, the school initiated a communication tree and supported families in accessing food.
- Removing barriers for students who were not accessing learning online or in-person. Our team of **family and student support** strategically reached out to families to better understand their needs and helped us prioritize these students for extra support and for the return to on campus learning (in addition to technological provisions) like paper, pens, desks and chairs for study areas.

Organizational Priorities

Throughout the challenges that impacted schools and families across the globe, and even as we faced such an unprecedented year, Mundo Verde remained mission driven and focused on our strategic priorities.

Honing in on 1) **instructional equity as our north**, our constant guide; strengthening our infrastructure, effectiveness and efficiency through 2) **building a talent engine** for Mundo Verde's next ten years, 3) building a strong **community as 'crew'**, learning to row all, together with one another; and 3) Growing our **operational excellence**.



1. Instructional Equity as our North

Building upon Whole-Child Approach:

In the last school year we continued to build upon our commitment to facilitating comprehensive student development and a whole child approach. Barriers to learning that pre-existed COVID, and were exacerbated by the crisis, could best be addressed when looking holistically at the needs of children and their families.

Specifically we continued to focus on the core of our model, not relenting in our commitment to biliteracy (cognitive development, academic development) and social emotional learning while accounting for students physical health and wellness through virtual learning and a return to on campus learning.

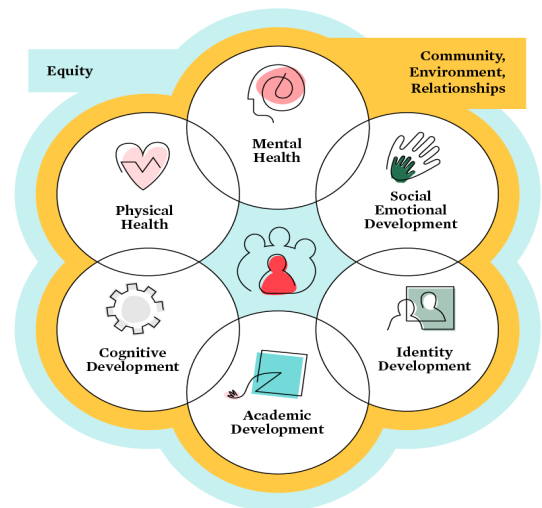
Mental Health: Mundo Verde provided mental health services both virtually through teletherapy and in person via home visits once those were possible.

Physical Health: The school provided healthy meals to students and families. Students participated in movement through formal physical education classes, as well as frequent active breaks for students learning from home.

Academic Development: In addition to providing access to core content and skills, the school helped families acquire needed resources and equipment to support learning like desks, technology, internet service and other tools for learning.

Identity Development: Our equity work was further refined by adding a focus on building teacher and student racial literacy in response to our guiding question: "How do we center the needs of our Black students, staff and families in short term and long-term planning focused on research and best practices." This guiding question has evolved and become an organizational priority reframed as:

"Mundo Verde is committed to a focus on belonging and uplifting the experience of Black students, families and staff to ensure equitable access to student achievement, through short and long term goals co-constructed with key stakeholders, which will be measured by continuous and meaningful data collection."



2. Deepening Talent and Infrastructure

Mundo Verde took a number of steps in 2020-2021 to improve our organizational infrastructure, effectiveness and efficiency with a focus on our remaining three strategic priorities - **building a talent engine** for Mundo Verde's next ten years, bringing our community together as 'crew'; and deepening our **operational excellence**.

We are excited to share the following accomplishments:

- Innovating business structures to keep all employees available to work on payroll, deploying previous afterschool program staff to first help begin onsite learning hubs, and then serve as a critical anchor to our effort to serve over 600 students on campus learning for at least two days each week despite a year of increased costs and uncertainty. (Talent Engine)
- Investing in leadership development for principals and other instructional leaders including Harvard courses, joining the School Leader Lab and participation in Relay's work on Innovation over compliance in Special Education given the strain and demands of leading during COVID. (Talent Engine)
- Continuing to support staff retention by increasing wages and upholding equity of wages/benefits across diverse categories of employees and recognizing long-term financial sustainability of our school. (Talent Engine, Operational Excellence)
- Commissioning and acting on the results of two studies focused on improving communications and engagement of stakeholders. (Community as Crew, Operational Excellence)
- Expanding our HR team from the 2020-2021 staff in order to respond to the needs of our growing network and the heightened needs of the pandemic like additional and specialized staffing. (Talent Engine)
- Expanding the board of directors by adding four new members and promoting access to open meetings - averaging 25-30 observers at each open meeting. (Talent Engine, Community as Crew)
- Supporting parents/caregivers and the school in partnering to co-design equitable, anti-racist schools, our caregiver community completed four 10-week dialogue groups, with 38 caregivers launching two equity teams transforming the nature of family engagement at Mundo Verde, in partnership with Kindred, a non-profit organization (Talent Engine, Community as Crew)
- Serving large numbers of students in-person and on-campus during school year 2020-2021 through the effective work of our operations team: procurement of materials, designing and managing health and safety protocols, launching visitor management system, upgrading HVAC / ventilation systems, and advancing access to and quality of outdoor spaces. (Operational Excellence)
- Implementing the first **Instituto Mundo Verde**. Recruiting and training high-quality candidates new to teaching in bilingual education programs and/or with large numbers of English learners. Launching during the pandemic, Instituto saw 21 fellows complete the program. Out of Cohort #1 at least 20% of participants gained a promotion after their participation in Instituto. For SY21-22 Cohort #2 is starting with 46 fellows, including a larger representation of practitioners in the city outside of Mundo Verde. (Talent Engine)

Our Supporters

Mundo Verde extends heartfelt thanks to all those who support Mundo Verde in 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 2020-2021.

Individual Donors

Nicole Aga	Scott Orloff
Fred Davis	Edward Pauls and Sharona Shuster
Corey Ealons	Christy Petyak
Elliott-Sant'Anna Fund	Natalya Scimeca
Karissa Huntington	Raymond Williams
Roxana Mondragon-Motta	Sara Wilson
Reilly O'Connor	Meredith Hunter (via America's Charities AARP)

Foundations & Corporations

EdForward	Amazon Smile Foundation
Share Fund	

Government Funding

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

Data Report

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: 360

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	78	93	95	94	0	0	0	0	0

Student Data Points

School	Total number of instructional days 181 Number of instructional days, not including holidays or professional development days, for the majority of the school.
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 90.6%*
PCSB	Average Daily Membership: 348.78
PCSB	Midyear Withdrawals: 5.0% (18 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB (SY19-20)	Graduation Rate: Not Applicable
School (SY19-20)	College Acceptance Rate: Not Applicable
School (SY19-20)	College Admission Test Score: Not Applicable

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: 595

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	33	59	90	93	89	86	79	66	0

Student Data Points

School	Total number of instructional days: 181
PCSB	Suspension Rate: 0.2%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 91.5%*
PCSB	Average Daily Membership: 583.05
PCSB	Midyear Withdrawals: 2.5% (15 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB (SY19-20)	Graduation Rate: Not Applicable
School (SY19-20)	College Acceptance Rate:
School (SY19-20)	College Admission Test Score:

Mundo Verde Network Faculty and Staff Data Points⁹

Teacher Attrition Rate			
	Calle Ocho Campus	Cook Campus	Both Campuses
Lead teachers of record only	0%	34%	21%
Lead teachers <i>and</i> Teaching Fellows	6%	27%	18%
<i>Methodology required by PCSB</i>			
Number of teachers retired/resigned/outplaced between <u>October 5, 2020 and first day of school in 2021</u> (number of teachers employed as of October 5, 2020)		X 100	

⁹ 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.

Number of Teachers

	Calle Ocho Campus	Cook Campus	Both Campuses
Lead teachers of record only	20	32	52
Lead teachers <i>and</i> Teaching Fellows	36	48	84

Teacher Salary

Lead teachers of record only Average: \$59,103
 Minimum: \$47,750
 Maximum: \$72,640

Lead teachers and teaching fellows combined Average: \$48,803
 Minimum: \$31,000
 Maximum: \$72,620

Executive Salaries

Five most highly compensated individuals in the organization, if over \$100,000:

\$132,600
 \$ 125,000
 \$112,200
 \$100,000
 \$99,960

APPENDICES

A. Staff Roster

Instructional Personnel

Degrees earned by faculty members: 25% have a high school diploma or equivalent, 13% have earned an associate degree, 40% have a Bachelor's degree, 21% have a Master's degree, and 1% have a PhD degree.

First Name	Last Name	Title	Employment Type	Campus
Lourdes	Abramson	Lead Teacher (Kindergarten)	Full Time	Calle Ocho
Sandra	Aguilar	Lead Teacher (Pre-K)	Full Time	Calle Ocho
Dante	Albuquerque	Lead Teacher (Pre-K)	Full Time	Calle Ocho
Maria	Aleman de Ventura	Teaching Fellow (Pre-K)	Full Time	Calle Ocho
Belinda	Alfaro	Teaching Fellow (Pre-K)	Full Time	Cook Campus
Sandra	Algarra	Teaching Fellow (Pre-K)	Full Time	Calle Ocho
Roxana	Alvarenga	Learning Hub/School Associate	Full Time	Network
Melissa	Amador	Substitute Teacher/Extended Day Lead Teacher	Full Time	Calle Ocho
Griselda	Amaya Lazo	Learning Hub Associate	Full Time	Cook Campus
Nayla	Angola Gonzalez	Classroom Associate (Pre-K)	Full Time	Calle Ocho
Monica	Arias Jimenez	Lead Teacher (5th Grade-Spanish Humanities)	Full Time	Cook Campus
Juan	Arias-Jimenez	Lead Teacher (2nd Grade)	Full Time	Cook Campus
Elizabeth	Ayala	Bilingual Special Education and Intervention Teacher in Residence	Full Time	Cook Campus
Anisa	Bailey	Lead Teacher (2nd Grade)	Full Time	Cook Campus
Daniel	Barrera Ortega	Lead Teacher (Kindergarten)	Full Time	Calle Ocho
Zimar	Batista	Learning Hub Associate	Full Time	Cook Campus
Jenny	Beltran	Lead Teacher (1st Grade)	Full Time	Cook Campus
Yasmin	Benitez	On-Call Substitute	Part Time	Cook Campus
Joselyn	Blanco	Learning Hub Associate	Full Time	Cook Campus
Kirsten	Bourne	Cooking & Gardening Teacher	Full Time	Cook Campus
Sara	Bruno	Learning Hub Associate	Full Time	Cook Campus
Vilma	Cabrera	Lead Teacher (Pre-K)	Full Time	Calle Ocho
Stephanie	Calderon	Art Enrichment Teacher	Full Time	Cook Campus
Nely	Cameron (Rivera)	Teaching Fellow (Pre-K)	Full Time	Calle Ocho
Gina	Cantor Quintero	Lead Teacher (4th Grade)	Full Time	Cook Campus
Natalia	Carbone	Lead Teacher (1st Grade)	Full Time	Calle Ocho
Dahiana	Castillo de Alcántara	Lead Teacher (Kindergarten)	Full Time	Calle Ocho

<i>Jenifer</i>	Castro	Substitute Teacher/Extended Day Lead Teacher	Full Time	Cook Campus
<i>Vicki</i>	Chrea	Special Education and Intervention Teacher	Full Time	Cook Campus
<i>Maria</i>	Condemaita-Arbuckle	Learning Hub Associate	Full Time	Cook Campus
<i>Maira</i>	Contreras	Classroom Associate (Pre-K)	Full Time	Cook Campus
<i>Ruben</i>	Contreras	Substitute Teacher/Extended Day Lead Teacher	Full Time	Cook Campus
<i>Adriana</i>	Costanzo Reyes	Lead Teacher (Pre-K)	Full Time	Calle Ocho
<i>Jennifer</i>	Cotom	Teaching Fellow (Pre-K)	Full Time	Cook Campus
<i>Karla</i>	Coyuchi	PM Classroom Assistant	Full Time	Cook Campus
<i>Brenda</i>	Cruz	Teaching Fellow (1st Grade)	Full Time	Cook Campus
<i>Nellisa</i>	Delgado	Special Education and Intervention Teacher	Full Time	Cook Campus
<i>Dominique</i>	Edwards	Inclusion Associate	Full Time	Cook Campus
<i>Yesmi</i>	Escobar	Classroom Associate (Pre-K)	Full Time	Calle Ocho
<i>Barbara</i>	Escobar	Lead Teacher (5th Grade Bilingual Math)	Full Time	Cook Campus
<i>Jovanna</i>	Esdaile	Lead Teacher (1st Grade)	Full Time	Cook Campus
<i>Mikias</i>	Eticha	P.E Teacher, Extended Day Soccer, Breaks/Operations Support	Full Time	Calle Ocho
<i>Arinola</i>	Fleming	Math Intervention Teacher	Full Time	Cook Campus
<i>Julia</i>	Fraser	Teaching Fellow (1st Grade)	Full Time	Cook Campus
<i>Najyyiah-Michelle</i>	Gaither	Movement Teacher	Full Time	Cook Campus
<i>Bellanira</i>	Gaona	Lead Teacher (Pre-K)	Full Time	Cook Campus
<i>Jeffrey</i>	Garcia	Teaching Fellow (1st Grade)	Full Time	Calle Ocho
<i>Elsy</i>	Garcia Siliezar	Learning Hub Associate	Full Time	Cook Campus
<i>Sandra</i>	Garciaguirre	Lead Teacher (Kindergarten)	Full Time	Cook Campus
<i>Allison</i>	Glass	Lead Teacher (1st Grade)	Full Time	Calle Ocho
<i>Elliana</i>	Golijov	Special Education and Intervention Teacher	Full Time	Calle Ocho
<i>Ana</i>	Gomez	Permanent Substitute	Full Time	Cook Campus
<i>Matias</i>	Guerra	Lead Teacher (Pre-K)	Full Time	Cook Campus
<i>Ana</i>	Guevara	Classroom Associate (Pre-K)	Full Time	Calle Ocho
<i>Marina</i>	Gutierrez	Lead Teacher (3rd Grade)	Full Time	Cook Campus
<i>Daniela</i>	Guzman	Special Education and Intervention Teacher	Full Time	Cook Campus
<i>Kimberly</i>	Guzman	Substitute/Extended Day Lead Teacher	Full Time	Cook Campus
<i>Nicole</i>	Hester	Dedicated Aide	Full Time	Cook Campus
<i>Kayla</i>	Hogan	Lead Teacher (3rd Grade)	Full Time	Cook Campus
<i>Sary</i>	Huby	Lead Teacher (Pre-K)	Full Time	Cook Campus
<i>Yania</i>	Jones	Teaching Fellow (1st Grade)	Full Time	Cook Campus

<i>Sandra</i>	Kalu	School Social Worker	Full Time	Network
<i>Kalia</i>	Keith	Lead Teacher (5th Grade-Spanish Humanities & Expedition)	Full Time	Cook Campus
<i>Flor</i>	Kelly	Lead Teacher (1st Grade)	Full Time	Calle Ocho
<i>Hendres</i>	Kelly	P.E. Teacher	Full Time	Cook Campus
<i>Hannah</i>	Kenagy	Lead Teacher (2nd Grade)	Full Time	Cook Campus
<i>Inez</i>	Koberg	Lead Teacher (1st Grade)	Full Time	Calle Ocho
<i>Martha</i>	Lawson	Teaching Fellow (Kindergarten)	Full Time	Cook Campus
<i>Nelson</i>	Lemnyuy	Inclusion Associate	Full Time	Cook Campus
<i>Jack</i>	Leng	Cooking & Gardening Teacher	Full Time	Calle Ocho
<i>Julia</i>	Lobo	On-Call Substitute	Full Time	Cook Campus
<i>Anna</i>	Longnecker	Teaching Fellow (2nd Grade)	Full Time	Cook Campus
<i>Chellseas</i>	Lopez	Learning Hub Associate	Full Time	Cook Campus
<i>Wendy</i>	Lopez	Learning Hub Associate	Full Time	Cook Campus
<i>Anai</i>	Lopez-Chavez	Permanent Substitute	Full Time	Cook Campus
<i>Nancy</i>	Martinez	Lead Teacher (Pre-K)	Full Time	Calle Ocho
<i>Consuelo</i>	Mattos	Lead Teacher (Kindergarten)	Full Time	Cook Campus
<i>Danielle</i>	McCormick	Lead Teacher (4th Grade)	Full Time	Cook Campus
<i>Adelina</i>	McDuffie	Lead Teacher (Kindergarten)	Full Time	Cook Campus
<i>Karla</i>	Mejia	Lead Teacher (Pre-K)	Full Time	Calle Ocho
<i>Nicole</i>	Mella	Learning Hub Associate	Full Time	Cook Campus
<i>Vicenta</i>	Membreno	Learning Hub Associate	Full Time	Cook Campus
<i>Patricia</i>	Mena de Saravia	Teaching Fellow (1st Grade)	Full Time	Calle Ocho
<i>Marcel</i>	Mendez Sone	Teaching Fellow (Pre-K)	Full Time	Calle Ocho
<i>Flor</i>	Mendoza	Teaching Fellow (1st Grade)	Full Time	Cook Campus
<i>Mario</i>	Meza	Lead Teacher (4th Grade)	Full Time	Cook Campus
<i>Michelle</i>	Milberger	Lead Teacher (Kindergarten)	Full Time	Calle Ocho
<i>Jessica</i>	Miranda	Lead Teacher (3rd Grade)	Full Time	Cook Campus
<i>Angela</i>	Molina	Learning Hub Associate	Full Time	Cook Campus
<i>Glenda</i>	Molina Guevara	Learning Hub/School Associate	Full Time	Network
<i>Jorge</i>	Montes	Lead Teacher (Pre-K)	Full Time	Cook Campus
<i>Wilson</i>	Morales Larin	Lead Teacher (Pre-K)	Full Time	Calle Ocho
<i>Jennifer</i>	Moreno	Learning Hub/School Associate	Full Time	Network
<i>Elias</i>	Moriera Penado	Teaching Fellow (Pre-K)	Full Time	Calle Ocho
<i>Daniel</i>	Motta	Special Education and Intervention Teacher	Full Time	Cook Campus
<i>Christian</i>	Murillo Quisilema	Teaching Fellow (Kindergarten)	Full Time	Cook Campus
<i>Manuel</i>	Navarrete	Art Teacher	Independent Contractor	Calle Ocho

<i>Virginia</i>	O'Rourke	Lead Teacher (1st Grade)	Full Time	Cook Campus
<i>Luis</i>	Obregon	Learning Hub Associate	Full Time	Cook Campus
<i>Cecilia</i>	Ochoa	Classroom Associate (Pre-K)	Full Time	Cook Campus
<i>Patricia</i>	Ordonez	Classroom Associate (Pre-K)	Full Time	Calle Ocho
<i>Carola</i>	Orellana	Teaching Fellow (Pre-K)	Full Time	Cook Campus
<i>Sarah</i>	Ozment	Bilingual Reading Intervention Teacher	Full Time	Cook Campus
<i>Dietrich</i>	Paredes	Music Teacher	Full Time	Cook Campus
<i>Sharon</i>	Pecover	SPED Pull Out Resource Teacher	Full Time	Cook Campus
<i>Nathaly</i>	Pena	Classroom Associate (Pre-K)	Full Time	Calle Ocho
<i>Nery</i>	Pena	Classroom Associate (Pre-K)	Full Time	Cook Campus
<i>Fabiola</i>	Penero	Lead Teacher (Pre-K)	Full Time	Calle Ocho
<i>Johnny</i>	Pepen	Inclusion Associate	Full Time	Cook Campus
<i>Loidmary</i>	Perenguez	Music Teacher	Full Time	Calle Ocho
<i>Rosa</i>	Perez	Teaching Fellow (Kindergarten)	Full Time	Calle Ocho
<i>Romeilia</i>	Pohlman	Special Education and Intervention Teacher	Full Time	Cook Campus
<i>Ana</i>	Portillo de Gonzalez	Teaching Fellow (Kindergarten)	Full Time	Calle Ocho
<i>Olinda</i>	Pretel	Learning Hub Associate	Full Time	Cook Campus
<i>Carlos</i>	Quinteros	Classroom Associate (Pre-K)	Full Time	Calle Ocho
<i>Isis</i>	Ramirez	Teaching Fellow (1st Grade)	Full Time	Calle Ocho
<i>Karen</i>	Ramirez Portillo	Learning Hub Associate	Full Time	Cook Campus
<i>Gaby</i>	Revollo	Lead Teacher (Kindergarten)	Full Time	Cook Campus
<i>Karla</i>	Rivas	On-Call Substitute	Part Time	Cook Campus
<i>Franklyn</i>	Rivera	Inclusion Associate	Full Time	Cook Campus
<i>Gabriela</i>	Rivera	Teaching Fellow (2nd Grade)	Full Time	Cook Campus
<i>Jacqueline</i>	Rivera-Martinez	Classroom Associate (Pre-K)	Full Time	Cook Campus
<i>Ismenia</i>	Robles	Teaching Fellow (Kindergarten)	Full Time	Cook Campus
<i>Martha</i>	Rodriguez	Teaching Fellow (Kindergarten)	Full Time	Calle Ocho
<i>Diana Milena</i>	Rodriguez Velosa	Teaching Fellow (1st Grade)	Full Time	Calle Ocho
<i>Paola</i>	Rojas Rosario	Teaching Fellow (Pre-K)	Full Time	Cook Campus
<i>Celso</i>	Rosas	Lead Teacher (3rd Grade)	Full Time	Cook Campus
<i>Maria</i>	Sanchez-Jefferson	Lead Teacher (1st Grade)	Full Time	Cook Campus
<i>Delmi</i>	Santos	Classroom Associate (Pre-K)	Full Time	Calle Ocho
<i>Jorge</i>	Santos	Substitute Teacher/Extended Day Lead Teacher	Full Time	Cook Campus
<i>Dalia</i>	Santos	Teaching Fellow (Kindergarten)	Full Time	Cook Campus

Ali	Schneiderman	Lead Teacher (4th Grade)	Full Time	Cook Campus
Yukiea	Sheppard	Restorative Practices Associate	Full Time	Cook Campus
Yolanda	Sorto	Teaching Fellow (Pre-K)	Full Time	Calle Ocho
Yelson	Sosa	Learning Hub Associate	Full Time	Cook Campus
Elvis	Sosa-Martinez	Inclusion Associate	Full Time	Calle Ocho
Maria	Stagno	On-Call Substitute	Part Time	Cook Campus
Doris	Tenorio de Alvarado	Teaching Fellow (Pre-K)	Full Time	Calle Ocho
Angela	Tovar Velasquez	Lead Teacher (2nd Grade)	Full Time	Cook Campus
Kelley	Ukhun	Special Education and Intervention Teacher (Upper School)	Full Time	Cook Campus
Veronica	Umanzor	AM Classroom Assistant	Full Time	Cook Campus
Ada	Vasquez	Classroom Associate (Pre-K)	Full Time	Cook Campus
Paola	Velasco Loya	Teaching Fellow (Kindergarten)	Full Time	Calle Ocho
Fredy	Velasquez	Inclusion Associate	Full Time	Calle Ocho
Any	Villafranca	Teaching Fellow (Pre-K)	Full Time	Calle Ocho

Admin/Operations Personnel

First Name	Last Name	Title	Employment Type	Work Location
Dahlia	Aguilar	Chief Schools Officer	Full Time	Network
Giselle	Allen	Principal	Full Time	Cook Campus
Marina	Ayala Mendoza	Prep Cook	Part Time	Cook Campus
Macarena	Balanda Diez	Outreach Coordinator	Full Time	Network
Tiana	Beard	inclusion Manager	Full Time	Network
Miriam	Bonilla	Registrar	Full Time	Network
Claudia	Bracho Urbina	Learning Hub/Hybrid Support Nurse	Full Time	Cook Campus
Jessica	Campos	Data Manager	Full Time	Network
Isadora	Carreras	Director of Development	Full Time	Network
Noelle	Carne	Director of Operational Strategy & Effectiveness	Full Time	Network
Luis	Colmenares	Extended Day Coordinator	Full Time	Cook Campus
Roynetta	Douglas	Acting Principal	Full Time	Cook Campus
Jody	Ellenby	Acting Instructional Guide	Full Time	Network
Jezelle	Estrado	Inclusion Coordinator	Full Time	Network
Naomi	Fortis	Principal	Full Time	Calle Ocho
Cristina	Garza Mejia	Network Team Coordinator	Full Time	Network
Taquia	Gladden	Meals Coordinator	Full Time	Calle Ocho
Christian	Guevara	Operations Coordinator	Full Time	Calle Ocho

Stephone	Harris	Operations Manager	Full Time	Cook Campus
Diego	Herrera	Bilingual Front Desk Receptionist/Interpreter	Full Time	Calle Ocho
Jennifer	Kouakeu	Acting Assistant Principal	Full Time	Cook Campus
Howard	Lawson	Recess Assistant	Full Time	Cook Campus
Adriana	Lopez-Chavez	Prep Cook	Full Time	Cook Campus
Olivia	Michael	Assistant to the Executive Director	Independent Contractor	Network
Maria	Miller	Food Service Assistant	Full Time	Calle Ocho
Jose	Monterozza	Facilities Manager	Full Time	Network
Nehidys	Murillo Ramirez	Office Manager	Full Time	Cook Campus
Jose	Ogando	Recess Coordinator	Full Time	Cook Campus
Pablo	Ortiz	Operations Manager	Full Time	Calle Ocho
Berenice	Pernalete	Instructional Guide	Full Time	Network
Blanca	Pineda	Prep Cook	Full Time	Cook Campus
Robyn	Pretlow	Director of Talent/HR & General Counsel	Full Time	Network
Gloria	Quirarte	Extended Programs Director	Full Time	Network
Diana	Rayas	Director of Communications	Full Time	Network
Danielle	Revers	Food and Wellness Manager	Full Time	Network
Katherine	Rodriguez	Office Manager	Full Time	Calle Ocho
Francisco	Rodriguez Garcia	Operations Coordinator	Full Time	Cook Campus
Anaxiris	Rojas-Gonzalez	Bilingual Front Desk Receptionist	Full Time	Cook Campus
Rodrigo	Salgado	Director of Data and Accountability	Full Time	Network
Rosa	Salgado	Recruitment Coordinator	Full Time	Network
Kristin	Scotchmer	Executive Director	Full Time	Network
Michelle	Sinkgraven	Director of Recruitment	Part Time	Network
Dorothy	Steck	Chef	Full Time	Cook Campus
Dale	Swann	Sous Chef	Full Time	Cook Campus
Carissa	Tirado-Marks	School Garden & Sustainability Coordinator	Full Time	Cook Campus
Karla	Vanegas-Cueva	Bilingual Front Desk Receptionist	Full Time	Cook Campus
Astrid	Viera Benitez	Temporary Data Associate	Temporary/Intern	Cook Campus

Norma	Villanueva	Director of Student Services	Full Time	Network
Jennifer	Yi	HR and Talent Manager	Full Time	Network
Rocio	Yoc	Business Manager	Full Time	Network

B. Board Roster

Board Member	Date of Appointment	Date Appointment Expires	Role
Valecia Biddix*	July 2017	June 2023	<i>Academic Committee, Committee Chair</i>
Corey Ealons	June 2018	June 2022	<i>External Committee</i>
Mikaela Seligman* Mundo Verde PCS parent	July 2017	June 2023	<i>Governance Committee, Committee Chair beginning July 2018 Parent Trustee</i>
Alicia Williams	May 2017	June 2023	<i>Board Chair beginning July 2021 Internal Committee, Committee Chair beginning July 2018</i>
Bisi Oyedele* Mundo Verde PCS parent	September 2018	August 2024	<i>Academic Committee</i>
Carmenchú Mendiola* Mundo Verde PCS parent	March 2020	March 2026	<i>External Committee, Committee Chair Parent Trustee Board Secretary</i>
John B. Mahaffie*	March 2020	March 2026	<i>Governance Committee Board Vice Chair beginning July 2021</i>
Ajani Husbands	March 2020	March 2026	<i>Internal Committee Parent Trustee</i>
Jason Lorenz	March 2020	March 2026	<i>External Committee</i>

*DC resident

C. Unaudited 2020-2021 Financial Statements

Income Statement

Mundo Verde

July 2020 through June 2021

Income Statement		Actual
Revenue		
	State and Local Revenue	\$18,840,792
	Federal Revenue	\$1,086,775
	Private Grants and Donations	\$134,600
	Earned Fees	\$108,632
	Total Revenue	\$20,170,799
Expenses		
	Salaries	\$9,275,509
	Benefits and Taxes	\$2,237,527
	Staff-Related Costs	\$32,044
	Rent	\$2,190,707
	Occupancy Service	\$987,188
	Direct Student Expense	\$1,655,059
	Office & Business Expense	\$1,478,701
	Contingency	\$0
	Total Expenses	\$17,856,736
	Operating Income	\$2,314,063
Extraordinary Expenses		
	Interest	\$410,971
	Depreciation and Amortization	\$819,202
	Total Extraordinary Expenses	\$1,230,173
	Net Income	\$1,083,891
Cash Flow Statement		Actual
	Net Income	\$1,083,891
Cash Flow Adjustments		
	Add Depreciation	\$819,202
	Operating Fixed Assets	-\$505,824
	Other Operating Activities	\$556,942
	Per-Pupil Adjustments	-\$30,928
	Suspense	\$0
	Facilities Project Adjustments	-\$1,155,537
	Total Cash Flow Adjustments	-\$316,145
	Change in Cash	\$767,746

Balance Sheet

Mundo Verde

As of June 30, 2020

Balance Sheet	
Assets	
Current Assets	
Cash	\$5,846,250
Accounts Receivable	\$1,879,696
Other Current Assets	\$129,811
Intercompany Transfers	\$0
Total Current Assets	\$7,855,757
Noncurrent Assets	
Facilities, Net	\$13,567,945
Operating Fixed Assets, Net	\$821,820
Total Noncurrent Assets	\$14,389,765
Total Assets	\$22,245,522

Liabilities and Equity	Year End
Current Liabilities	
Accounts Payable	\$935,177
Other Current Liabilities	\$3,586,052
Accrued Salaries and Benefits	\$778,805
Total Current Liabilities	\$5,300,034
Equity	
Unrestricted Net Assets	\$5,264,408
Net Income	\$1,083,891
Total Equity	\$6,348,299
Long-Term Liabilities	
Senior Debt	\$10,754,969
Other Long-Term Liabilities	-\$157,780
Total Long-Term Liabilities	\$10,597,189
Total Liabilities and Equity	\$22,245,522

D. Approved 2021-2022 Budget

	SY21-22
Revenue	
State and Local Revenue	\$19,834,793
Federal Revenue	\$1,665,091
Private Grants and Donations	\$293,712
Earned Fees	\$1,484,476
Donated Revenue	\$0
Total Revenue	\$23,278,071
Operating Expense	
Salaries	\$10,933,169
Benefits and Taxes	\$3,052,502
Staff-Related Costs	\$97,142
Rent	-\$468,264
Occupancy Service	\$1,242,231
Direct Student Expense	\$2,004,904
Office & Business Expense	\$1,671,877
Contingency	\$725,000
Total Operating Expense	\$19,258,561
Net Operating Income	\$4,019,510
Interest, Depreciation	
Depreciation and Amortization	\$1,518,956
Interest	\$1,195,266
Total Expenses	\$21,972,784
Net Income	\$1,305,287