



**MUNDO VERDE BILINGUAL PUBLIC CHARTER SCHOOL
ANNUAL REPORT 2021-2022**

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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 critical 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.

Regarding biliteracy and student performance goals, 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. Like other EL Education schools, Mundo Verde 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 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 year, Mundo Verde students demonstrate the acquisition of knowledge and skills associated with growing into stewards and leaders for the environment.

| Learning Expeditions By Grades | | |
|--------------------------------|--|---|
| SY 2021-2022 ² | Fall | Spring |
| PK | Clothing | Exercise |
| Kindergarten | Vegetable Guardians | Why Do Animals Look The Way They Look? |
| 1st Grade | The People and Places of Mundo Verde | Trash or Treasure? |
| 2nd Grade | The Material World | Geology Rocks! |
| 3rd Grade | The Right to Read: the power of literacy and education | Save Our Water: Our Rich Watersheds |
| 4th Grade | Rewriting History: Exploring our Nation's Identity | Energy and Us: The Carbon Cycle, our footprint and climate change |
| 5th Grade | Voices of History: Access and Representation Throughout the United States and Latin American History | Sustainable Systems: Designing for our future |

Sustainability Content & Values

Our framework for the 21st century posits that sustainability and bilingualism are essential tools for change. These tools 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

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

² Learning in a re-entry year during the COVID 19 Pandemic demanded prioritization on primary academic standards and skill maintenance. Expeditions were adapted to best suit the instructional challenges of the times while giving students an opportunity to discover, discuss, and create meaningful artifacts inspired in their Expedition topic of study.

integrated approach, Mundo Verde students develop a sense of identity, culture, place, and purpose, as well as the knowledge, skills, values, and 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 growth as healthy young people. Our school culture emphasizes character and mutual respect and focuses on developing a caring, supportive school community where 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 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 more profound 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.

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 a 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.³

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, and 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 challenges, 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 community members 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 work and helps to set a standard for excellent work from all students. Expos are the most important way for us to celebrate work and 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 start to deepen our understanding of the profile of our Mundo Verde graduates. The student who walks

³ 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>)

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 |

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

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

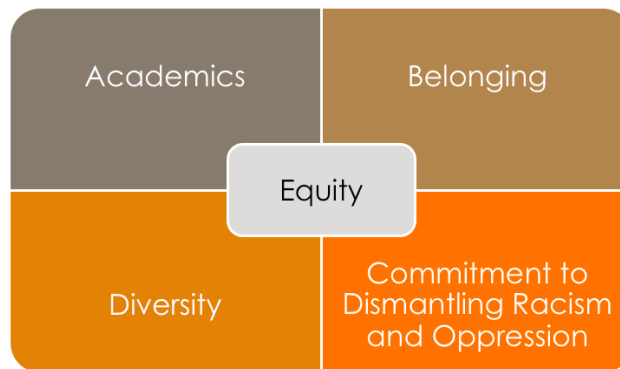
| 4. Students feel they belong, can find their voices, and see themselves reflected in their learning. Students deepen their understanding of other cultures and people who do not share their background. | |
|---|-------------------------|
| <i>Mundo Verde Key components</i> | <i>Student Evidence</i> |
| | |

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

Culture for Equity

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

At Mundo Verde, we actively promote equity and inclusion for all students and families. 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 four years, Mundo Verde has honed its focus on equity, specifically by prioritizing our students with the highest needs and investing in strategic measures to close the achievement gap. In the summer of 2020, we decided as a school to establish a laser focus on ensuring that we improved the experience in our school of Black staff, students, and caregivers - radically interrupting the ways in which our school was however unintentionally reproducing structures of racism and inequity. School Year 21-22 was guided by the organizational priority: of focusing 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. 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 practices. Other strategies include increasing access from personalized outreach to VIP reservations for family appointments and conferences for Black and at-risk families.

Family Engagement

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 worked to maintain some of its traditions for engaging families albeit modified or implemented virtually due to COVID.

Mundo Verde's family engagement and communication aim to ensure these goals:⁴

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

Our family engagement strategies help us ensure that families feel a part of our school community and know the best ways to support their child(ren)'s progress in school. They are organized into the following three categories⁵:

- **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,

⁴ Adapted from EL Education Framework for Implementation Review

⁵ Adapted from Flamboyant Foundation's School Wide Family Engagement Rubric

we have summarized opportunities in the chart below. The majority of the engagements below took place in virtual settings due to COVID mitigation.

| 1. Creating a welcoming and engaging climate with strong relationships and communications between families and school staff | |
|---|---|
| Initiative | Purpose and Description |
| <i>Back to School Nights</i> Who: Teachers, Families | <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 briefly presents the plans for the year.</p> <p>Parents can meet with their child's class families and teachers to learn about the school day and how to engage in their child's academic life.</p> |
| <i>Welcome Meetings (Summer/Fall)</i> Who: Teachers, Families | <p><i>Goal:</i> Learn about Family's hopes and dreams for the school year.</p> <p>Welcome meetings took the place of home visits as an important way to begin the year with a focus on staff/family relationships and to begin cultivating important connections between home and school.</p> <p>One-on-one conferences with family/caregivers that include students and establish a personalized relationship in an informal gathering.</p> |
| Participating in and Supporting the School Community Who: Families, community members, staff as relevant | <p><i>Goal:</i> Leverage family interest and talents to support the school community.</p> <p>While this year we were not able to offer traditional volunteer opportunities (e.g., experts for expeditions and chaperones for fieldwork). There were still several ways parents supported our community (translators for meetings or documents, serving as parent liaisons, or with the parent/caregiver groups and affinity groups).</p> <p>For example, Parents/Caregivers of Black Students: This is a family-led affinity space designed to promote the success and belonging of Black children at Mundo Verde. We aim to work cooperatively with our school's administration, which is actively seeking to improve the experiences of, and outcomes for, Black students at Mundo Verde.</p> <p>Classroom liaisons represented 45 classrooms across both campuses as important bridges, linking families to the classroom, providing support to teachers, and supporting increased belonging and engagement of our diverse family community.</p> |
| 2. Partnering with families to support student achievement | |
| <i>Parent Teacher Conferences</i> PreK (three times a year) Grades K-5 (once a year) Who: Teachers, Families | <p><i>Goal:</i> Reinforce relationship; share data on academics and social-emotional learning, goals for the school year</p> <p>In addition to testing and other assessments, parent-teacher conferences are an important way for families to hear from and discuss with teachers the strengths and weaknesses they are observing in their child – across both social-emotional and academic indicators. Parents/Caregivers receive progress reports ahead of meeting dates to discuss with their child's teacher during their conference. Discussing student progress reports helps develop strong partnerships with caregivers so that learning at home and school are aligned and supportive.</p> <p>This year Parent Teacher Conferences were lengthened to 30-minute meetings to allow more time per family/caregiver with teachers this year. Additionally, meeting times are distributed throughout two dates to meet parent availability better.</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 relating to learning targets/ standards and grade-level competencies. These events invite students to reflect on and articulate key aspects of learning. They are powerful opportunities to demonstrate their learning publicly.</p> <p>The first round of Celebrations of Learning was held virtually for most classes but given teacher capacity, these varied by grade and classroom. By the spring expedition, with many students vaccinated and the option of holding gatherings outdoors, we could host celebrations closer to our Mundo Verde normal baseline.</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. Families and young writers celebrate the end of each writing unit with presentations, read-alouds, and one-on-one and small-group readings.</p> <p>Some teachers hosted virtual publishing parties, while others held parties just for the students in each classroom.</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 met via zoom with Leadership and school personnel to provide feedback on school priorities and the 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 with a meaningful opportunity to shape the school's success.</p> <p>Coffees provide families and school leaders meaningful opportunities to get to know one another; learn about school initiatives and priorities; share concerns, ask questions, provide feedback; and cultivate a community committed to the success of every student.</p> <p>Families and caregivers had monthly opportunities to join their principal via a virtual meeting to learn about school initiatives and priorities and provide feedback to School Leadership members.</p> |
| <p><i>Dialogue Groups</i> (Virtual)</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 has been working with Mundo Verde families and Caregivers for two years in 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 see each other and to understand better 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> <p>Four dialogue groups took place during SY20-21, and four more took place this school year. Throughout ten sessions, families discussed topics of identity, race, and power dynamics.</p> |
| <p><i>Parent/Caregiver Surveys</i></p> | <p><i>Goal:</i> To maintain a regular pulse-check via an established form of communication with families that provides school personnel and leaders with essential trends impacting families' experience throughout the year.</p> <p>Mundo Verde continued using POSSIP, a text-based survey system that provides school leaders with an analysis of priority concerns and recommendations for ensuring families receive a prompt response to their most serious and pervasive dilemmas.</p> |

| 4. Supporting Families through Crisis | |
|---|--|
| Crisis Supports | <p>Whether it was a family illness, limited resources, or other hardships, Mundo Verde understands that no learning can take place without strengthening personal relationships, connecting families to essential resources, and ensuring families are given special consideration for traumatic events that impact a child's ability to learn.</p> <p>As our community started recovering from the pandemic, we continued to support basic human needs like food and housing instability, health, and transportation to and from school. This was possible thanks to donations from our community to our Crisis Relief Fund that supported some of the following:</p> <ul style="list-style-type: none"> ● Subsidized and discounted access to Extended Day programming ● Urgent family needs such as grocery store deliveries and gift cards ● Mental Health partnerships that support our staff and families |
| Managing quarantines and Virtual Learning | <p><i>Goal:</i> Sharing information in real-time to respond with urgency to the health crisis. Outreach included calls, texts, and phone calls/zoom conversations.</p> <p>The school maintained communication with families with an intensified focus on students and family support with weekly bulletins, text messages, and emails to share evolving plans for positive cases and mitigation. In addition, we held meetings virtually in English and Spanish on topics including but not limited to:</p> <ul style="list-style-type: none"> ● COVID health & safety sessions ● Reopening update session ● COVID and virtual learning information sessions ● Pediatric vaccination town hall <p>COVID response and notifications increased the number of messages to families by 50 percent of our regular communications.</p> <ul style="list-style-type: none"> ● One out of every two days, there was one positive case or close contact notification ● About 200 communications focused on notifications of Positive cases, Close Contacts, quarantines, and shifts to virtual learning. With various layers of notifications/alerts to help keep everyone in the know as much as possible in the unprecedented shifts required. |
| Vaccine Clinics | <p>To facilitate access to the pediatric COVID vaccine, Mundo Verde hosted a Covid-19 vaccination clinic for 220 5-11-year-old students and community children to receive both doses.</p> |

School Performance

Performance and Progress

Over the years, our overall school performance and the progress our students are demonstrating establish that Mundo Verde is meeting its mission of *fostering high levels of academic achievement among a diverse group of students by preparing them to be successful and compassionate global stewards of their communities*. We are proud 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 2021-2022.

- 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's core overarching goals: *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. As such, Mundo Verde uses multiple tools to measure students' 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 the 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.

Mundo Verde's charter goals for 2021-2022 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 2021-2022. Due to the global health emergency, Mundo Verde was not able to implement some 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.

| <i>Charter Goals and Academic Achievement Expectations</i> | | | |
|---|---------------|---|-------------------|
| Goal | Met / Unmet | Progress Toward Goals | |
| 1. Students will be bi-literate in English and Spanish. a) Students will demonstrate reading comprehension and oral and written fluency in | Partially Met | At least 75% of pre-kindergarten students will meet or exceed growth or achievement expectations (as reported in Spanish on the PMF for the given year) from the fall to the spring administration of the GOLD literacy assessment. | |
| | | Calle Ocho Campus | J. F. Cook Campus |

| | | | | | | | | | | | | | |
|---|---|--|-------------------|-------------|-------------------|-------------------|-------------------|-------------------|-----|--------|---|--------|-------------|
| cognitive/academic English. b) Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic Spanish. | | <table><tr><td>96.95%</td><td>Met</td><td>95.29%</td><td>Met</td></tr></table> | | | | 96.95% | Met | 95.29% | Met | | | | |
| | 96.95% | Met | 95.29% | Met | | | | | | | | | |
| | | At least 60% of K-2 students will meet or exceed achievement expectations in the spring administration of the Fountas & Pinnell (English) or EDL2 (Spanish) assessment as reported on the PMF for the given year. | | | | | | | | | | | |
| | | <table><tr><td colspan="2">Calle Ocho Campus</td><td colspan="2">J. F. Cook Campus</td></tr><tr><td>57.55%</td><td>Approaching</td><td>51.71%</td><td>Approaching</td></tr></table> | | | | Calle Ocho Campus | | J. F. Cook Campus | | 57.55% | Approaching | 51.71% | Approaching |
| | Calle Ocho Campus | | J. F. Cook Campus | | | | | | | | | | |
| | 57.55% | Approaching | 51.71% | Approaching | | | | | | | | | |
| | | At least 85% of all 2 nd to 4 th graders in their third year or more of enrollment will achieve Intermediate or above (inclusive of students scoring Intermediate, Early advanced, and Advanced) on WIDA: Spanish Oral Proficiency Interviews. | | | | | | | | | | | |
| | | <table><tr><td colspan="2">Calle Ocho Campus</td><td colspan="2">J. F. Cook Campus</td></tr><tr><td>80.6%</td><td>Approaching</td><td>82.6%</td><td>Approaching</td></tr></table> | | | | Calle Ocho Campus | | J. F. Cook Campus | | 80.6% | Approaching | 82.6% | Approaching |
| | Calle Ocho Campus | | J. F. Cook Campus | | | | | | | | | | |
| | 80.6% | Approaching | 82.6% | Approaching | | | | | | | | | |
| | Grades 3-5 Each campus will meet both of the following targets in English Language Arts on the PARCC Assessment: | | | | | | | | | | | | |
| | <ul style="list-style-type: none">The percent of students earning a level 4 or above will exceed the percent of students sector-wide in tested grades served by the campus who reach a level 4 or above. | | | | | | | | | | | | |
| | <table><tr><td colspan="2">Calle Ocho Campus</td><td colspan="2">J. F. Cook Campus</td></tr><tr><td>N/A</td><td>N/A</td><td>34% of MV's 3rd-5th graders compared to 20% in the charter sector</td><td>Met</td></tr></table> | | | | Calle Ocho Campus | | J. F. Cook Campus | | N/A | N/A | 34% of MV's 3rd-5th graders compared to 20% in the charter sector | Met | |
| Calle Ocho Campus | | J. F. Cook Campus | | | | | | | | | | | |
| N/A | N/A | 34% of MV's 3rd-5th graders compared to 20% in the charter sector | Met | | | | | | | | | | |
| | <ul style="list-style-type: none">The percent of students earning a level 3 or above will exceed the percent of students sector-wide in tested grades served by the campus who reach a level 3 or above. | | | | | | | | | | | | |
| | <table><tr><td colspan="2">Calle Ocho Campus</td><td colspan="2">J. F. Cook Campus</td></tr><tr><td>N/A</td><td>N/A</td><td>63% of MV's 3rd-5th graders compared to 41.9% in the charter sector</td><td>Met</td></tr></table> | | | | Calle Ocho Campus | | J. F. Cook Campus | | N/A | N/A | 63% of MV's 3rd-5th graders compared to 41.9% in the charter sector | Met | |
| Calle Ocho Campus | | J. F. Cook Campus | | | | | | | | | | | |
| N/A | N/A | 63% of MV's 3rd-5th graders compared to 41.9% in the charter sector | Met | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------|--|-------------------|--|-------------------|--|--------|-----|--------|-----|-------------------|--|-------------------|--|-------|-----|--------|-----|-------------------|--|-------------------|--|-----|-----|---|-----|
| | | <p>Grade 5</p> <p>At least 65% of all 5th-grade students continuously enrolled since 2nd grade will achieve at or above the composite score of 4 (intermediate low) on the Standards-Based Measurement of Proficiency (STAMP) language test.</p> <table><tr><td colspan="2">Calle Ocho Campus</td><td colspan="2">J. F. Cook Campus</td></tr><tr><td>N/A</td><td>N/A</td><td>76.36%</td><td>Met</td></tr></table> | Calle Ocho Campus | | J. F. Cook Campus | | N/A | N/A | 76.36% | Met | | | | | | | | | | | | | | | | |
| Calle Ocho Campus | | J. F. Cook Campus | | | | | | | | | | | | | | | | | | | | | | | | |
| N/A | N/A | 76.36% | Met | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Students will understand and apply complex mathematical concepts to solve problems. | Goal Met | <p>PK3-PK4</p> <p>At least 75% of pre-kindergarten students will meet or exceed growth or achievement expectations (as reported in Spanish on the PMF for the given year) from the fall to the spring administration of the GOLD math assessment.</p> <table><tr><td colspan="2">Calle Ocho Campus</td><td colspan="2">J. F. Cook Campus</td></tr><tr><td>99.24%</td><td>Met</td><td>91.76%</td><td>Met</td></tr></table> <p>K-2</p> <p>At least 60% of all K-2 students will achieve at or above the 50th percentile or meet/exceed their typical spring growth targets on the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) math assessment as reported on the PMF for the given year.</p> <table><tr><td colspan="2">Calle Ocho Campus</td><td colspan="2">J. F. Cook Campus</td></tr><tr><td>60.9%</td><td>Met</td><td>54.3%*</td><td>Met</td></tr></table> <p>3-5</p> <p>Each campus will meet both of the following targets in Math on the PARCC Assessment:</p> <ul style="list-style-type: none">• The percent of students earning a level 4 or above will exceed the percent of students sector-wide in tested grades served by the campus who reach a level 4 or above. <table><tr><td colspan="2">Calle Ocho Campus</td><td colspan="2">J. F. Cook Campus</td></tr><tr><td>N/A</td><td>N/A</td><td>33% of MV's 3rd-5th graders compared to</td><td>Met</td></tr></table> | Calle Ocho Campus | | J. F. Cook Campus | | 99.24% | Met | 91.76% | Met | Calle Ocho Campus | | J. F. Cook Campus | | 60.9% | Met | 54.3%* | Met | Calle Ocho Campus | | J. F. Cook Campus | | N/A | N/A | 33% of MV's 3rd-5th graders compared to | Met |
| Calle Ocho Campus | | J. F. Cook Campus | | | | | | | | | | | | | | | | | | | | | | | | |
| 99.24% | Met | 91.76% | Met | | | | | | | | | | | | | | | | | | | | | | | |
| Calle Ocho Campus | | J. F. Cook Campus | | | | | | | | | | | | | | | | | | | | | | | | |
| 60.9% | Met | 54.3%* | Met | | | | | | | | | | | | | | | | | | | | | | | |
| Calle Ocho Campus | | J. F. Cook Campus | | | | | | | | | | | | | | | | | | | | | | | | |
| N/A | N/A | 33% of MV's 3rd-5th graders compared to | Met | | | | | | | | | | | | | | | | | | | | | | | |

| | | <table><tr><td></td><td></td><td>17% in the charter sector</td><td></td></tr></table> <ul style="list-style-type: none">The percent of students earning a level 3 or above will exceed the percent of students sector-wide in tested grades served by the campus who reach a level 3 or above. <table><tr><th colspan="2">Calle Ocho Campus</th><th colspan="2">J. F. Cook Campus</th></tr><tr><td>N/A</td><td>N/A</td><td>55% of MV's 3rd-5th graders compared to 39% in the charter sector</td><td>Met</td></tr></table> | | | 17% in the charter sector | | Calle Ocho Campus | | J. F. Cook Campus | | N/A | N/A | 55% of MV's 3rd-5th graders compared to 39% in the charter sector | Met |
|---|----------------------|---|----------------|---|---------------------------|--|-------------------|--|-------------------|--|-----|-----|---|-----|
| | | 17% in the charter sector | | | | | | | | | | | | |
| Calle Ocho Campus | | J. F. Cook Campus | | | | | | | | | | | | |
| N/A | N/A | 55% of MV's 3rd-5th graders compared to 39% in the charter sector | Met | | | | | | | | | | | |
| 3. Students will acquire and apply the knowledge, skills, and values of sustainability. a) Students will demonstrate conceptual understanding, investigation, and practical reasoning skills to solve scientific problems. b) Students will demonstrate systems thinking and apply knowledge of relationships between economic, social, and natural systems. c) Students will develop and apply knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability. | No Result Available* | <p>On the annual <i>Review of Sustainability Outcomes</i>, the campus will receive a rating of “Committing” or “Transforming” in at least 6 of 9 nine subdomains for Understanding, Learning, and Community. Note: The school will submit to DC PCSB the “Evaluation of Sustainability Outcomes” report each school year at the time of PMF data collection.</p> <table><tr><th>Sustainability</th></tr><tr><td><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><hr/><p><i>No result for SY21-22 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 it was not fully implemented in SY21-22.</i></p></td></tr></table> <p>Actions we have taken to support and evaluate our students through alternative methods relative to this goal: Our curriculum maintains its focus on sustainability during virtual learning. This was a difficult area to reproduce in the context of frequent quarantines, increased socio-emotional needs as students returned to in-person learning, and modified curriculum progression.</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> <hr/> <p><i>No result for SY21-22 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 it was not fully implemented in SY21-22.</i></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> <hr/> <p><i>No result for SY21-22 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 it was not fully implemented in SY21-22.</i></p> | | | | | | | | | | | | | | |
| 4. The school will not only teach but also act in accord with its mission and values, operating in an | No Result Available* | <p>Annually, the campus will meet or exceed a minimum of 65.0% of points earned across the twelve domains of the “Education for Sustainability Assessment Tool.”</p> <hr/> | | | | | | | | | | | | |

| environmentally, socially, and financially sustainable manner – and will report to stakeholders against established sustainability metrics. 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. | | Mundo Verde was unable to conduct the Education for Sustainability Assessment Tool” in the context of all students returning to in-person learning with the need for a modified curriculum progression due to frequent quarantines and different teaching contexts (in-person, remote, and hybrid). | | | | |
|--|--|---|------------------|-------------------|--|--|
| 5. The school culture will celebrate life-long learning, and the school will be a trusted learning community. | Goal met | <table><tr><th>J.F. Cook Campus</th><th>Calle Ocho Campus</th></tr><tr><td>94.22% of families attended at least one family engagement event</td><td>100% of families attended at least one family engagement event</td></tr></table> | J.F. Cook Campus | Calle Ocho Campus | 94.22% of families attended at least one family engagement event | 100% of families attended at least one family engagement event |
| J.F. Cook Campus | Calle Ocho Campus | | | | | |
| 94.22% of families attended at least one family engagement event | 100% of families attended at least one family engagement event | | | | | |
| 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. | Goal met * | <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">Result: 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">Result: 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">Result: The board held nine open meetings and one of them included public comment. | | | | |
| 7. The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators, and Board members | Mostly Met | <p>Metric #1 (Met): 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">Result: The largest share of the student population by a group is White students at Calle Ocho (37%) and Hispanic/Latino students at Cook Campus (44%). | | | | |

| | | <p>Metric #2 (Met): 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 SY21-22: <ul style="list-style-type: none"> - <i>Ongoing</i> - Principal-led data dives and training for equity focused on the organizational priority of centering Black students <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"> • Result for Staff: We had 58 individuals leave the organization out of 218 individuals during SY21-22 = 73.4% retention⁶. • Result for Board: We retained 100 percent of eligible board members. One board member completed service at the end of seven years of service (having served three full two-year terms). | | | | | | | | | |
|---|-------------------|---|--|-------------------|-------------------|---|--------|--------|--|-------|-------|
| 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 is in place. As an annual measure, Mundo Verde's ratings on PCSB's Financial Accountability Review are strong. | | | | | | | | | |
| 9. Families will have positive views of Mundo Verde and be involved in their child's education | Goal met | <table border="1"> <thead> <tr> <th></th><th>J. F. Cook Campus</th><th>Calle Ocho Campus</th></tr> </thead> <tbody> <tr> <td>Metric #1: The percentage of students re-enrolling at each campus will meet or exceed 85.0% each year.</td><td>86.14%</td><td>86.02%</td></tr> <tr> <td>Welcome Meetings Participation Rate: At least 85% of families will receive a home visit each year.</td><td>94.4%</td><td>87.3%</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. | 86.14% | 86.02% | Welcome Meetings Participation Rate: At least 85% of families will receive a home visit each year. | 94.4% | 87.3% |
| | 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. | 86.14% | 86.02% | | | | | | | | | |
| Welcome Meetings Participation Rate: At least 85% of families will receive a home visit each year. | 94.4% | 87.3% | | | | | | | | | |

⁶ Covid-19 placed significant burdens on everyone across the Globe. Resignations spiked 52% from the average number of resignations during the same time period over the previous three years at the end of the 2021-2022 academic year in D.C. Public Schools. (Natanson, Hannah; Stein, Perry; and Asbury, Nicole. ["D.C.-area schools see spike in teacher resignations."](#) Washington Post 15 July 2022

Unique Accomplishments 2021-2022

School Year 2021-2022 was an eventful year with much growth and progress amid historic changes in 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, focusing on elevating the needs of the most pained amongst us.

Continued expansion of Impact Through Growth

With every student, the promise that our school– its campus facilities, the team, and its unique sense of community– grow. During school year 2021-2022, across both campuses, we served a total of 979 students — including 297 students new to Mundo Verde, many of them accessing a Spanish immersion program for the first time. In the fall of 2021, we grew our Calle Ocho Campus, adding second grade. The school adds a grade each year until our inaugural class of little kindergarteners have sprouted into confident 5th graders. Based on that growth the Calle Ocho campus will serve approximately 600 students in grades PreK-3 to 5th in the school year 2024-2025.

With the addition of our Calle Ocho campus, we are providing more students a quality education in a city-wide school system where nearly a third of students are not matched or enrolled in the quality school they seek. Bringing to scale our second campus 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 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.

Instituto Mundo Verde

Launched and expanded of *Instituto Mundo Verde* and the *Instituto* fellowship, a program for training high-quality candidates new to teaching in bilingual education programs or with large numbers of English learners.

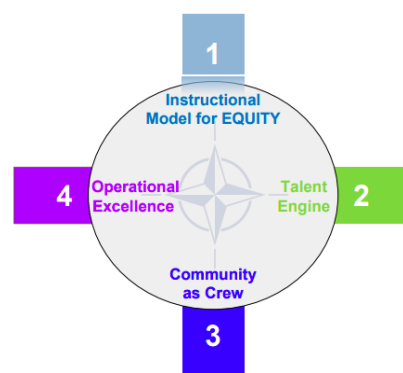
- Forty-eight teachers completed the fellowship. Most participants were native/heritage language speakers or People of Color; many joined the profession from alternative fields.
- Instituto Mentor Teacher Program: Helped prepare nine experienced teachers to provide developing teachers with coaching, guidance, curriculum dives, and culture building.
- Instituto starts fulfilling the vision of being a pipeline of high-quality candidates for open positions. Twenty Instituto Participants were selected based on a competitive process for career advancement.
 - Seven were promoted to lead teachers, five were promoted to teaching fellows, and two were promoted to non-instructional positions with talent and staff supporting roles (HR/Talent and Extended Day Coordinator)
 - Five Instituto Teaching Coaches alumni and one Fellowship Alumna were selected for new positions in instructional leadership (Two coaches in residence, one Dean, and two Directors of Teaching and Learning).

- Mundo Verde received a second SOAR Teacher Pipeline grant from OSSE in spring 2022 to support our teacher fellowship in DC for two more years. We were also honored this spring to be selected as finalists for a New Schools Venture Fund Learning Solutions grant.
- Instituto completed a third-party evaluation from Abt Associates of the first two years of teacher fellowship using participant feedback. Results can be found at this link bit.ly/MundoVerdeEval.

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**, 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 4) Growing our **operational excellence**.



Mundo Verde took a number of steps in 2021-2022 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**.

Some ways that we pursued our organizational priorities

- Continued investing in leadership development for principals and other instructional leaders, including Harvard courses, joining the School Leader Lab (Talent Engine)
- Continued 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)
- Continued acting on the results of two studies focused on improving communications and engagement of stakeholders. (Community as Crew, Operational Excellence)
- Two full-staff Culture Amp surveys were conducted to understand pain points and areas better to focus on improving staff morale and retention. (Talent Engine)
- We leveraged a grant from NoVo Foundation to Learn and conduct Equitable Decision Practices to find the root causes of low morale and retention in our staff. The grant provided technical assistance for a diverse team of staff members that combined various roles, levels, backgrounds, and ethnic representation. The core team and staff that participated in interviews appreciated being part of the process, learning new skills, learning more from staff & supporting staff, and being able to think about what to propose moving forward. The initial process provided valuable feedback gathered in an authentic staff-guided way. (Talent Engine)

- Continued promoting access to open meetings to all community members- averaging 25-30 observers at each open meeting. (Community as Crew).

Our Supporters

Mundo Verde extends heartfelt thanks to all 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 2021-2022.

Individual Donors

Jane and John Mahaffie via Schwab Charitable
 Edward Pauls
 Elliott-Sant'Anna Fund
 Elliott-Sant'Anna Fund In memory of Anna Sant'Anna
 Natalya Scimeca
 Kristin Scotchmer
 Beau Yanoshik

Foundations & Corporations

Amazon Smile Foundation
 Education Forward
 United Way of the National Capital Area
 NoVo Foundation

Government Funding

Elementary and Secondary Education Act (ESEA) Title II-A, Title IIIA
 National School Lunch Program
 ESSER II Equivalent
 SOAR Academic Quality and Early Childhood
 SOAR Formula Combined
 SOAR Formula Combined Consolidated
 SOAR Act Teacher Pipeline
 The Individuals with Disabilities Education Act (IDEA) Part B 611 Annual, 619 Preschool
 ARP IDEA
 COVID-19 Positive Case Response and Clinical Supports for Schools
 COVID-19 School Based Testing
 Public Charter School Re-opening Facilities Grant
 Emergency Connectivity Funds

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 through 2nd-grade |
| PCSB | Overall Audited Enrollment: 408 |

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

| Grade | PK3 | PK4 | KG | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------|-----|-----|----|----|----|---|---|---|---|
| Student Count | 46 | 89 | 94 | 90 | 89 | 0 | 0 | 0 | 0 |

Student Data Points

| | |
|------------------|--|
| School | Total number of instructional days 177* Number of instructional days, not including holidays or professional development days, for the majority of the school. *Number below 180 due to school closings related to the health crisis. Mundo Verde's hours of instruction remained comfortably above 1080. |
| PCSB | Suspension Rate: 0.2% |
| PCSB | Expulsion Rate: 0.00% |
| PCSB | Instructional Time Lost to Out-of-School Suspensions: 0.001% |
| PCSB | In-Seat Attendance: 92.10 |
| PCSB | Average Daily Membership: 396.74 |
| PCSB | Midyear Withdrawals: 3.7% (15 students) |
| PCSB | Midyear Entries: 0.0% (0 students) |
| PCSB | Promotion Rate (LEA): 100% |
| PCSB (SY20-21) | Graduation Rate: Not Applicable |
| School (SY20-21) | College Acceptance Rate: Not Applicable |
| School (SY20-21) | 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 through 5th-grade |
| PCSB | Overall Audited Enrollment: 575 |

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

| Grade | PK3 | PK4 | KG | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------|-----|-----|----|----|----|----|----|----|---|
| Student Count | 36 | 59 | 90 | 93 | 89 | 86 | 79 | 66 | 0 |

Student Data Points

| | |
|------------------|--|
| School | Total number of instructional days 177* Number of instructional days, not including holidays or professional development days, for the majority of the school. *Number below 180 due to school closings related to the health crisis. Mundo Verde's hours of instruction remained comfortably above 1080. |
| PCSB | Suspension Rate: 1.9% |
| PCSB | Expulsion Rate: 0.00% |
| PCSB | Instructional Time Lost to Out-of-School Suspensions: 0.03% |
| PCSB | In-Seat Attendance: 89.5% |
| PCSB | Average Daily Membership: 560.58 |
| PCSB | Midyear Withdrawals: 4.00% (23 students) |
| PCSB | Midyear Entries: 0.7% (4 students) |
| PCSB | Promotion Rate (LEA): 100.0% |
| PCSB (SY20-21) | Graduation Rate: Not Applicable |
| School (SY20-21) | College Acceptance Rate: Not Applicable |
| School | College Admission Test Score: Not Applicable |

Mundo Verde Network Faculty and Staff Data Points

Teacher Attrition Rate

| | Calle Ocho Campus | Cook Campus | Both Campuses |
|---|-------------------|-------------|---------------|
| Lead teachers of record only | 20.58% | 29.41% | 25.88% |
| Lead teachers <i>and</i> Teaching Fellows | 22.64% | 28.98% | 26.22% |

Methodology required by PCSB

Number of teachers retired/resigned/outplaced between October 5, 2021 and first day of school in 2022(number of teachers employed as of October 5, 2021) × 100

X 100

Number of Teachers

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.

| | Calle Ocho Campus | Cook Campus | Both Campuses |
|---|-------------------|-------------|---------------|
| Lead teachers of record only | 34 | 51 | 85 |
| Lead teachers <i>and</i> Teaching Fellows | 53 | 69 | 122 |

Teacher Salary

Lead teachers of record only

Average: \$61,359.47

Minimum: \$48,750

Maximum: \$77,000

Lead teachers and teaching fellows combined

Average: \$53,468.77

Minimum: \$31,000

Maximum: \$77,000

Executive Salaries (including bonuses)

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

1. \$140,000
2. \$132,600
3. \$125,000
4. \$115,000
5. \$112,200

APPENDICES

A. Staff Roster

Instructional Personnel

Degrees earned by faculty members: 12.93% have earned a high school diploma or equivalent, 12.93% have an Associate degree, 46.26% have a Bachelor's degree, 26.36% have a Master's degree, 1.49% have earned a Ph.D. degree.

| Full Name | Title | Department | Work Location |
|-------------------------------|---|------------------|---------------|
| Lourdes Abramson | Lead Teacher | Kindergarten | Calle Ocho |
| Frances Adoma | Special Education Teacher | Student Services | Cook Campus |
| Sandra Aguilar | Lead Teacher | PreK 3/4 | Calle Ocho |
| Andre Aina | Special Education Teacher | Student Services | Cook Campus |
| Dante Albuquerque | Lead Teacher | PreK 3/4 | Calle Ocho |
| Dahiana Castillo de Alcántara | Lead Teacher | Kindergarten | Calle Ocho |
| Maria Aleman de Ventura | Teaching Fellow | PreK 3/4 | Calle Ocho |
| Belinda Alfaro | Teaching Fellow | PreK 3/4 | Cook Campus |
| Sandra Algarra | Teaching Fellow | PreK 3/4 | Calle Ocho |
| Melissa Amador | Teaching Fellow | Kindergarten | Cook Campus |
| Alexia Antunez-Hernandez | Lead Teacher | 2nd Grade | Cook Campus |
| Mariel Apellaniz | School Associate | Daytime Support | Cook Campus |
| Marvin Argueta-Sol | Intervention Teacher | Student Services | Network |
| Juan Carlos Arias Jimenez | Lead Teacher | 2nd Grade | Cook Campus |
| Monica Arias Jimenez | Lead Teacher | 5th Grade | Cook Campus |
| Elizabeth Ayala | Bilingual Special Education & Intervention Teacher in Residence | Student Services | Cook Campus |
| Anisa Bailey | Lead Teacher | 2nd Grade | Cook Campus |
| Daniel Barrera Ortega | Lead Teacher | 2nd Grade | Calle Ocho |
| Tiana Beard | Senior Inclusion Manager | Student Services | Network |
| Katalina Beltran | Lead Teacher | 1st Grade | Cook Campus |
| Yasmin Benitez | School Associate | Daytime Support | Cook Campus |
| Kirsten Bourne | Cooking & Gardening Teacher | Specials | Cook Campus |
| Ashley Brice | Dedicated Aide | Student Services | Calle Ocho |
| Sara Bruno | School Associate | Daytime Support | Cook Campus |
| Cesia Caal | Teaching Fellow | 1st Grade | Cook Campus |
| Vilma Cabrera | Lead Teacher | PreK 3/4 | Calle Ocho |
| Nely Cameron Rivera | Teaching Fellow | Kindergarten | Calle Ocho |
| Gina Cantor Quintero | Lead Teacher | 4th Grade | Cook Campus |
| Natalia Carbone | Lead Teacher | 1st Grade | Calle Ocho |
| Johana Cashion | Lead Teacher | Kindergarten | Cook Campus |
| Jenifer Castro | School Associate | Daytime Support | Calle Ocho |

| | | | |
|---------------------------|--|------------------|-------------|
| Edgar Castro | School Associate | Daytime Support | Calle Ocho |
| Adriana Constanzo Reyes | Lead Teacher | PreK 3/4 | Calle Ocho |
| Ruben Contreras | School Associate | Daytime Support | Calle Ocho |
| Maira Contreras | Classroom Associate | PreK 3/4 | Cook Campus |
| Astrid Cotom | School Associate (Substitute) | Daytime Support | Cook Campus |
| Jennifer Cotom | Teaching Fellow | PreK 3/4 | Cook Campus |
| Brenna Cowardin | Teaching Fellow | 2nd Grade | Cook Campus |
| Karla Coyuchi | School Associate | Daytime Support | Cook Campus |
| Brenda Cruz | Lead Teacher | 2nd Grade | Cook Campus |
| Amy De Los Santos | Teaching Fellow | 2nd Grade | Calle Ocho |
| Ana Delgado | School Associate (Substitute) | Daytime Support | Cook Campus |
| Nellisa Delgado | Special Education and Intervention Teacher | Student Services | Cook Campus |
| Dominique Edwards | Dedicated Aide | Student Services | Cook Campus |
| Rachel Egen | Teaching Fellow | 1st Grade | Cook Campus |
| Paola Encarnacion | Lead Teacher | 2nd Grade | Cook Campus |
| Yesmi Escobar | Teaching Fellow | PreK 3/4 | Calle Ocho |
| Jocelyn Espana | School Associate (Substitute) | Daytime Support | Cook Campus |
| Mikias Eticha | Physical Education Teacher | Specials | Calle Ocho |
| Indigo Ferdinand | Permanent Substitute | Daytime Support | Cook Campus |
| Stefanie Fisher | Speech and Language Pathologist | Student Services | Cook Campus |
| Madeline Flores | School Associate (Substitute & Extended Day) | Daytime Support | Network |
| Najyyiah-Michelle Gaither | Dance Teacher | Specials | Cook Campus |
| Pavsee Gajjar | Lead Teacher | 2nd Grade | Calle Ocho |
| Keara Galvin | Lead Teacher | 3rd Grade | Cook Campus |
| Bellanira Gaona | Lead Teacher | PreK 3/4 | Cook Campus |
| Jeffrey Garcia | Lead Teacher | Kindergarten | Calle Ocho |
| Karina Garciaguirre | School Associate (Substitute & Extended Day) | Extended Day | Calle Ocho |
| Sandra Garciaguirre | Lead Teacher | Kindergarten | Cook Campus |
| Allison Glass | Lead Teacher | 1st Grade | Calle Ocho |
| Ana Gomez | Permanent Substitute | Daytime Support | Cook Campus |
| Jasmin Gueits | School Associate (Substitute) | Daytime Support | Cook Campus |
| Matias Guerra | Lead Teacher | PreK 3/4 | Cook Campus |
| Ana Guevara | Classroom Associate | PreK 3/4 | Calle Ocho |
| Marina Gutierrez | Lead Teacher | 3rd Grade | Cook Campus |
| Kimberly Guzman | Substitute Assigned to 5th Grade | 5th Grade | Cook Campus |
| Daniela Guzman | Special Education and Intervention Teacher | Student Services | Cook Campus |
| Mark Hammond | Dedicated Aide | Student Services | Calle Ocho |
| Lourdes Hernandez | Classroom Associate | PreK 3/4 | Cook Campus |
| Nicole Hester | Dedicated Aide | Student Services | Cook Campus |
| Angela Holbrook | Dedicated Aide | Student Services | Cook Campus |

| | | | |
|------------------------|--|------------------|-------------|
| Bobby Holliman | Lead Teacher | 3rd Grade | Cook Campus |
| Nelida Ibañez | Dedicated Aide | Student Services | Network |
| April Johnson | Physical Education Teacher | Specials | Cook Campus |
| Yania Jones | Lead Teacher | 3rd Grade | Cook Campus |
| Flor Kelly | Lead Teacher | 1st Grade | Calle Ocho |
| Inez Koberg | Lead Teacher | 1st Grade | Calle Ocho |
| Kelsey La Bier | Lead Teacher | 5th Grade | Cook Campus |
| Percy Lamar | Intervention Teacher | Student Services | Cook Campus |
| Martha Lawson | Teaching Fellow | Kindergarten | Cook Campus |
| Howard Lawson | Recess Coordinator | Recess | Cook Campus |
| Griselda Amaya Lazo | School Associate | Daytime Support | Calle Ocho |
| Nelson Lemnyuy | Special Education Teacher in Residence | Student Services | Cook Campus |
| Jack Leng | Cooking & Gardening Teacher | Specials | Calle Ocho |
| Chamia Lessey | Lead Teacher | 2nd Grade | Calle Ocho |
| Julia Lobo | Classroom Associate | Daytime Support | Calle Ocho |
| Wendy Lopez | School Associate | Daytime Support | Calle Ocho |
| Norma Lopez | School Associate (Substitute) | Daytime Support | Cook Campus |
| Anai Lopez-Chavez | Permanent Substitute | Daytime Support | Cook Campus |
| Alexandra Marrugo | Extended Day Support Staff | Extended Day | Cook Campus |
| Nancy Martinez | Lead Teacher | PreK 3/4 | Calle Ocho |
| Karina Martinez | Teaching Fellow | PreK 3/4 | Calle Ocho |
| Consuelo Mattos | Lead Teacher | Kindergarten | Cook Campus |
| Danielle McCormick | Lead Teacher | 4th Grade | Cook Campus |
| Adelina McDuffie | Lead Teacher | Kindergarten | Cook Campus |
| Glenda Medrano | School Associate (Substitute & Extended Day) | Daytime Support | Calle Ocho |
| Karla Mejia de Crespín | Lead Teacher | PreK 3/4 | Calle Ocho |
| Nicole Mella | Dedicated Aide | Student Services | Cook Campus |
| Vicenta Membreno | School Associate (Substitute) | Daytime Support | Calle Ocho |
| Marcel Mendez Sone | Teaching Fellow | Kindergarten | Calle Ocho |
| Flor Mendoza | Lead Teacher | PreK 3/4 | Cook Campus |
| Mario Meza | Lead Teacher | 4th Grade | Cook Campus |
| Jorge Montes | Lead Teacher | Kindergarten | Cook Campus |
| Wilson Morales Larin | Lead Teacher | PreK 3/4 | Calle Ocho |
| Diego Moreira | Cooking & Gardening Teacher | Specials | Cook Campus |
| Jennifer Moreno | School Associate | Daytime Support | Cook Campus |
| Elias Moriera Penado | Teaching Fellow | 2nd Grade | Calle Ocho |
| Ihsan Musawwir | Dedicated Aide | Student Services | Calle Ocho |
| Manuel Navarrete | Art Teacher | Specials | Calle Ocho |
| Sophie Nelson | Lead Teacher | 1st Grade | Cook Campus |
| Virginia O'Rourke | Lead Teacher | 1st Grade | Cook Campus |

| | | | |
|---------------------------|--|------------------|-------------|
| Cecilia Ochoa | Classroom Associate | PreK 3/4 | Cook Campus |
| Fikayo Olu-Ayeni | Special Education and Intervention Teacher | Student Services | Cook Campus |
| Patricia Ordonez | Classroom Associate | PreK 3/4 | Calle Ocho |
| Carola Orellana | Teaching Fellow | PreK 3/4 | Cook Campus |
| Sarah Ozment | Special Education and Inclusion Teacher | Student Services | Network |
| Reynero Pacheco | P.E. Teacher | Specials | Cook Campus |
| Dietrich Paredes | Music Teacher | Specials | Cook Campus |
| Nathaly Pena | Classroom Associate | PreK 3/4 | Calle Ocho |
| Nery Pena | Teaching Fellow | 1st Grade | Cook Campus |
| Fabiola Penero | Lead Teacher | Kindergarten | Calle Ocho |
| Loidmary Perenguez | Music Teacher | Specials | Calle Ocho |
| Rosa Maria Perez Aliaga | Teaching Fellow | Kindergarten | Calle Ocho |
| Rosalyn Pichardo Figueroa | Art Teacher | Specials | Cook Campus |
| Romeilia Pohlman | Special Education and Intervention Teacher | Student Services | Cook Campus |
| Olinda Pretel | School Associate (Substitute) | Daytime Support | Cook Campus |
| Ana Quinteros | School Associate | Daytime Support | Calle Ocho |
| Carlos Quinteros | Teaching Fellow | PreK 3/4 | Calle Ocho |
| Gloria Quirarte | Extended Programs Director | Extended Day | Network |
| Isis Ramirez | Teaching Fellow | 2nd Grade | Calle Ocho |
| Karen Ramirez Portillo | School Associate (Substitute) | Kindergarten | Cook Campus |
| Erica Ramos de Lara | Extended Day Support Staff | Extended Day | Cook Campus |
| Gaby Revollo | Lead Teacher | 2nd Grade | Calle Ocho |
| Abigail Reyes | School Associate | Daytime Support | Cook Campus |
| Brianda Reyes Vazquez | Teaching Fellow | 1st Grade | Cook Campus |
| Karla Rivas | School Associate | Daytime Support | Cook Campus |
| Gabriela Rivera | Teaching Fellow | 2nd Grade | Cook Campus |
| Franklyn Rivera | Special Education and Inclusion Teacher | Student Services | Cook Campus |
| Ismenia Robles | Teaching Fellow | Kindergarten | Cook Campus |
| Martha Rodriguez | Lead Teacher | Kindergarten | Calle Ocho |
| Wilma Rodriguez | Dedicated Aide | Student Services | Calle Ocho |
| Rosmary Rodriguez | School Associate (Substitute & Extended Day) | Daytime Support | Cook Campus |
| Emily Rodriguez Lobo | Classroom Associate | PreK 3/4 | Calle Ocho |
| Diana Rodriguez Velosa | Teaching Fellow | 1st Grade | Calle Ocho |
| Vivian Samayoa | School Associate (Substitute) | Daytime Support | Cook Campus |
| Juliet P. Sanchez Aranda | Lead Teacher | Kindergarten | Cook Campus |
| Maria Sanchez-Jefferson | Lead Teacher | 1st Grade | Cook Campus |
| Delmi Santos | Classroom Associate | PreK 3/4 | Calle Ocho |
| Dalia Santos | Teaching Fellow | Kindergarten | Cook Campus |
| Jorge Santos | Recess Associate | Recess | Cook Campus |

| | | | |
|---------------------------|-----------------------------------|------------------|-------------|
| Patricia Mena de Saravia | Teaching Fellow | 1st Grade | Calle Ocho |
| Allison Schneiderman | Lead Teacher | 4th Grade | Cook Campus |
| Yukiea Sheppard | Restorative Practices Coordinator | Daytime Support | Cook Campus |
| Kara Sholas | Lead Teacher | 5th Grade | Cook Campus |
| Charley Smith | Social Worker in Residence | Student Services | Cook Campus |
| Yolanda Sorto | Teaching Fellow | Kindergarten | Cook Campus |
| Yelson Sosa | School Associate/Extended Day | Daytime Support | Cook Campus |
| Olivia Temple | Lead Teacher | 5th Grade | Cook Campus |
| Doris Tenorio de Alvarado | Teaching Fellow | PreK 3/4 | Calle Ocho |
| Chinara Tobechei | Dedicated Aide | Daytime Support | Calle Ocho |
| Angela Tovar Velasquez | Lead Teacher | 2nd Grade | Calle Ocho |
| Kelley Ukhun | Lead Teacher | 3rd Grade | Cook Campus |
| Veronica Umanzor | Classroom Associate | PreK 3/4 | Cook Campus |
| Mariela Uribe | Teaching Fellow | 1st Grade | Calle Ocho |
| Eliza Izara Vasquez | Substitute Assigned to 5th Grade | Daytime Support | Calle Ocho |
| Ada Vasquez | Classroom Associate | PreK 3/4 | Calle Ocho |
| Paola Velasco Loya | Teaching Fellow | Kindergarten | Calle Ocho |
| Any Villafranca | Teaching Fellow | 1st Grade | Calle Ocho |
| Norma Villanueva | Director of Student Services | Student Services | Network |

Admin/Operations Personnel

| Full Name | Title | Department | Work Location |
|------------------------|--------------------------------|------------------|---------------|
| Zulay Attanasio | Assessment and Data Specialist | Data | Network |
| Marina Ayala Mendoza | Prep Cook | Food Services | Cook Campus |
| Macarena Balandia Diez | Outreach Manager | Outreach | Network |
| Miriam Bonilla | Registrar | Data | Network |
| Claudia Bracho Urbina | School Nurse | Operations | Cook Campus |
| Jessica Campos | Senior Data Manager | Data | Network |
| Isadora Carerras | Director of Development | Outreach | Network |
| Noelle Carne | Director of Operations | Operations | Network |
| Luis Colmenares | Extended Day Coordinator | Extended Day | Cook Campus |
| Bernardo Diaz Morales | Facility Manager | Operations | Calle Ocho |
| Roynetta Douglas | Principal | Leadership | Cook Campus |
| Jody Ellenby | Acting Instructional Guide | Leadership | Network |
| Jezelle Estrado | Inclusion Coordinator | Student Services | Network |
| Laura Fitzgerald | Assistant Principal | Leadership | Cook Campus |
| Cristina Garza Mejia | Network Coordinator | Outreach | Network |
| Taquia Gladden | Meals Coordinator | Food Services | Calle Ocho |
| Christian Guevara | Operations Coordinator | Operations | Calle Ocho |
| Stephone Harris | Senior Operations Manager | Operations | Cook Campus |

| | | | |
|----------------------------|---|------------------|-------------|
| Diego Herrera | Bilingual Front Desk Receptionist/Interpreter | Operations | Calle Ocho |
| Chantelle Kodua | Nutritionist and Compliance Coordinator | Operations | Cook Campus |
| Jennifer Kouakeu | Principal | Leadership | Calle Ocho |
| Anna Longenecker | Talent Coordinator | HR/Talent | Network |
| Adriana Lopez-Chavez | Prep Cook | Food Services | Cook Campus |
| Paula Martinez | Bilingual Receptionist | Operations | Calle Ocho |
| Maria Miller | Food Service Assistant | Operations | Calle Ocho |
| Jose Monterozza | Facilities Manager | Operations | Network |
| Heleena Moon | Instructional Coach | Instruction | Network |
| Nehidys Murillo Ramirez | Office Manager | Operations | Cook Campus |
| Luis Obregon | Extended Day Coordinator | Extended Day | Calle 8 |
| Pablo Ortiz | Operations Manager | Operations | Calle Ocho |
| Yapsis Palacios | Data Assistant | Data | Network |
| Berenice Pernalet | Director of Innovation | Instruction | Network |
| Blanca Pineda | Prep Cook | Food Services | Cook Campus |
| Robyn Pretlow | Director of Talent/HR & General Counsel | HR/Talent | Network |
| Diana Rayas Meza | Director of Communications | Outreach | Network |
| Karen Rivera Geating | Intervention Coordinator | Student Services | Network |
| Katherine Rodriguez | Operations Manager | Operations | Calle Ocho |
| Joseph Rodriguez | Interim Chief Schools Officer | Instruction | Network |
| Francisco Rodriguez Garcia | Operations Manager | Operations | Cook Campus |
| Anaxiris Rojas-Gonzalez | Office Manager | Operations | Cook Campus |
| Marisol Salamanca | Bilingual Receptionist | Operations | Cook Campus |
| Rodrigo Salgado | Director of Data and Accountability | Data | Network |
| Rosa Salgado | Senior Talent Manager | HR/Talent | Network |
| Kristin Scotchmer | Executive Director | Leadership | Network |
| Wanda Segura Acevedo | Bilingual School Receptionist | Operations | Cook Campus |
| Dorothy Steck | Chef | Food Services | Cook Campus |
| Dale Swann | Sous Chef | Food Services | Cook Campus |
| Carissa Tirado-Marks | School Garden & Sustainability Coordinator | Operations | Cook Campus |
| Angeline Vergara | Health and Safety Manager | Operations | Network |
| Norma Villanueva | Director of Student Services | Student Services | Network |
| Jennifer Yi | HR and Talent Manager | HR/Talent | Network |
| Rocio Yoc | Business Manager | Operations | 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 2015 | June 2022 | <i>External Committee</i> |
| Anneliese Gegenheimer | July 2021 | <i>June 2027</i> | <i>Treasurer beginning July 2021</i> |
| John B. Mahaffie* | March 2020 | June 2026 | <i>Governance Committee Board Vice Chair beginning July 2021</i> |
| Carmenchú Mendiola* Mundo Verde PCS parent | March 2020 | June 2026 | <i>External Committee, Committee Chair Parent Trustee Board Secretary beginning July 2021</i> |
| Bisi Oyedele* Mundo Verde PCS parent | September 2018 | June 2024 | <i>Academic Committee Internal 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</i> |

**DC resident*

C. Unaudited 2021-2022 Financial Statements

| Unaudited Financial Statements | | SY21-22 |
|--------------------------------|-------------------------------------|---------------------|
| Income Statement | | Actual |
| Revenue | | |
| | State and Local Revenue | \$19,908,273 |
| | Federal Revenue | \$3,587,202 |
| | Private Grants and Donations | \$54,685 |
| | Earned Fees | \$731,463 |
| | Donated Revenue | \$2,200 |
| | Total Revenue | \$24,283,823 |
| Expenses | | |
| | Salaries | \$11,235,650 |
| | Benefits and Taxes | \$2,941,765 |
| | Contracted Staff | \$966 |
| | Staff-Related Costs | \$152,487 |
| | Rent | \$2,160,034 |
| | Occupancy Service | \$1,377,648 |
| | Direct Student Expense | \$2,423,787 |
| | Office & Business Expense | \$1,995,253 |
| | Donated Expense | \$2,200 |
| | Contingency | \$0 |
| | Total Expenses | \$22,289,789 |
| Operating Income | | \$1,994,034 |
| Extraordinary Expenses | | |
| | Interest | \$374,782 |
| | Depreciation and Amortization | \$920,932 |
| | Total Extraordinary Expenses | \$1,295,713 |
| Net Income | | \$698,321 |
| Cash Flow Statement | | Actual |
| Net Income | | \$698,321 |
| Cash Flow Adjustments | | |
| | Add Depreciation | \$920,932 |
| | Operating Fixed Assets | -\$160,958 |
| | Other Operating Activities | \$723,635 |
| | Per-Pupil Adjustments | -\$3 |
| | Suspense | -\$1 |
| | Facilities Project Adjustments | -\$2,709,130 |
| | Total Cash Flow Adjustments | -\$1,225,524 |
| Change in Cash | | -\$527,204 |

Balance Sheet

| Balance Sheet | | SY21-22 |
|-------------------------------|--|-----------------|
| Assets | | |
| Assets | | |
| Current Assets | | |
| Cash | | \$5,846,200 |
| Accounts Receivable | | \$1,846,996 |
| Other Current Assets | | \$129,811 |
| Intercompany Transfers | | \$0 |
| Total Current Assets | | \$7,823,007 |
| Noncurrent Assets | | |
| Facilities, Net | | \$13,567,945 |
| Operating Fixed Assets, Net | | \$821,820 |
| Total Noncurrent Assets | | \$14,389,765 |
| Total Assets | | \$22,212,773 |
| Liabilities and Equity | | Year End |
| Liabilities and Equity | | |
| 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 | | \$1,051,141 |
| Total Equity | | \$6,315,549 |
| 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 | | \$22,212,773 |

2022-2023 Budget

| Budget | | SY22-23 |
|--------------------------------|--|---------------------|
| Revenue | | |
| State and Local Revenue | | \$21,630,292 |
| Federal Revenue | | \$1,517,273 |
| Private Grants and Donations | | \$235,295 |
| Earned Fees | | \$1,550,668 |
| Donated Revenue | | \$0 |
| Total Revenue | | \$24,933,529 |
| Operating Expense | | |
| Salaries | | \$12,551,178 |
| Benefits and Taxes | | \$3,098,635 |
| Contracted Staff | | \$5,535 |
| Staff-Related Costs | | \$145,973 |
| Rent | | -\$1,040,292 |
| Occupancy Service | | \$1,499,365 |
| Direct Student Expense | | \$2,327,119 |
| Office & Business Expense | | \$2,092,732 |
| Donated Expense | | \$0 |
| Contingency | | \$725,000 |
| Total Operating Expense | | \$21,405,245 |
| Net Operating Income | | \$3,528,284 |
| Interest, Depreciation | | |
| Depreciation and Amortization | | \$1,458,572 |
| Interest | | \$1,545,996 |
| Total Expenses | | \$24,409,813 |
| Net Income | | \$523,717 |