



## DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

### Charter and/or Charter Agreement Amendment Application

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#### Part I: General Information

**\*All applicants must complete this section\***

**SUBMITTED BY:**

**Lyney Wood Jeffries - Board Chair, Mundo Verde Bilingual PCS**

**Kristin Scotchmer - Executive Director, Mundo Verde Bilingual PCS**

**SUBJECT: Charter Amendment Request for: (Mark all that apply)**

☒ Enrollment Ceiling Increase

☒ Program Replication of Grades Served

☐ Grade Level Expansion (Single grade)

☐ Grade Level Expansion (Grade Band)

☒ Additional Facility or New Location

☐ Goals and Achievement Expectations

☐ Mission or Education Philosophy

☐ Curriculum, Standards or Assessments

☐ Name Change – Campus or Facility

☐ Campus Reconfiguration

☐ LEA Status for Special Education

☐ Special Education Enrollment Preference

☐ Governance Structure

(Bylaws, Articles of Incorporation or Management)

☐ Graduation Requirements

☐ Competency-Based Learning Application

**SUBMISSION DATE: March 31, 2017**

#### SCHOOL BACKGROUND

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*Please address the following questions in their entirety. This information provides helpful background to the DC PCSB Board as it reviews these requests.*

##### Overview of School Performance

**1.** Provide the following information about your Local Education Agency (LEA) by campus:

a) Campus name(s) and location(s): **Mundo Verde Bilingual Public Charter School, 30 P Street NW, Washington, DC 20001.**

b) Year opened: **2011**

c) Grade levels served (Currently and at maturation of charter agreement, if applicable): **PreKinder-12th grades, PreKinder-5th grades operating directly, and grades 6-12 served by agreement with DC International School.**

d) Date that charter will be eligible for possible renewal: **2021.**

**2.** Please select the performance indicators below that describe the school's current performance\*: (Mark all that apply)

☒ Currently rated Tier 1, or met at least 2/3 of targets on the most recent Adult PMF.

☒ School is not currently under corrective action.

*For questions, please contact DC PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.*

☒ Has historically met enrollment projections w/in 80% of target.

☒ School has been in operation for 3+ years.

☐ School is currently accredited. **Accreditation process is underway.**

\*If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here: **NA**

## Part I: General Information (continued)

### PROPOSAL

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**Mundo Verde Bilingual Public Charter School** submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on \_\_\_\_\_, 20\_\_\_\_ (leave blank if this has not been determined).

We would like to open our second campus with expanded enrollment in time for SY 2018-19.

1. Please provide details on the selected amendment(s) above and describe the requested change(s). Please describe any planning that is already underway to prepare for the proposed change(s).

For the last two years, Mundo Verde's board of directors and senior staff has been exploring a vision to promote our model and educational tools as a force positively impacting schools and students beyond the walls of our current building. We have concluded an initial period of investigation and learning from other schools that have broadened their impact. Based on what we have learned in that work, we have established the following priorities: to expand the number of students we serve directly, and to share learning and materials from our replication efforts more broadly.

To these ends, Mundo Verde requests permission to amend its charter to 1) increase its enrollment ceiling, 2) replicate program of grades currently served, and 3) add an additional facility at a new location. These amendments combined will serve to support Mundo Verde's goal to launch a second school to serve significantly more students in the District of Columbia - creating as many as 600 new seats for students.

2. How will the amendment(s) selected above support or enhance the school's mission?

This amendment will support Mundo Verde in better meeting demand for its program, as evidenced by long waiting lists and strong rates of re-enrollment among current families.

In addition, this amendment will support Mundo Verde's growth to scale, and that shift will better support the long-term financial sustainability of the overall program.

3. When did your school's board approve the proposed amendment(s)? Please attach minutes from the meeting and vote results.

The Mundo Verde board has been exploring replication and growth for the last two years. We've been specifically considering a 2018 launch of a second campus since September 2016. On March 28, the board approved moving

forward with beginning the amendment process and it will vote to formally approve the amendment April 19.

4. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g., meeting minutes). Please describe any notable support for or opposition to the proposed amendment(s).

We have engaged senior staff in the proposal to expand our school. We will be strategically engaging families and the ANC for the proposed neighborhood over the next two months.

5. While considering this amendment request, DC PCSB staff may review the school's history of board actions, DC PCSB audits, community complaints and any relevant data used by DC PCSB to monitor equity in schools. Please describe any DC PCSB audits, notices of concern or other board actions issued against your school in the past 5 years. What was the outcome? Please explain what steps, if any, you've taken to address the concerns that prompted a DC PCSB audit, board action, or community complaint.

NA - to my knowledge we have not prompted any PCSB audit, board action, or any community complaints.

In anticipation of moving to the Truxton Circle neighborhood, we engaged deeply with our current ANC (5E) which serves the communities of Bates, Bloomingdale, Brookland, Catholic University, Eckington, Edgewood, Hanover, and Truxton Circle. Attending monthly ANC meetings as well as neighborhood meetings of the Bates and Hanover Place Associations for over a year, we worked to address concerns regarding parking and traffic in advance of launch of the Mundo Verde campus at 30 P Street NW. We anticipated following a similar approach to ensure that ANC 5A and the neighbors of the property in Brookland are similarly engaged and able to provide feedback to our launch and traffic and safety management plans.

## Section A1.

## Enrollment Ceiling Increase

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**\*ONLY complete this section if applying to amend Enrollment Ceiling Increase:**

*A school should apply for an enrollment ceiling increase if it plans to offer more spaces in the next fiscal year and wishes to be paid for the additional students. A school does not need to apply for a change in enrollment ceiling if it is offering the same total number of spaces but not in the exact grade levels it determined through its Schedule I. If applying for an enrollment ceiling increase, please be sure the school meets the criteria listed in the [Enrollment Ceiling Increase Policy](#). Failure to meet the criteria may result in denial of your charter agreement amendment request.*

**1. Explain the school's rationale for proposing to increase its student enrollment.**

Mundo Verde proposes to increase its student enrollment to better meet demand for its program, as evidenced by long waiting lists and strong rates of re-enrollment among current families.

In addition, increased student enrollment at a second campus will support Mundo Verde's growth to scale, and that shift will better support the long-term financial sustainability of the overall program.

Specifically we request an increase to our enrollment ceiling to serve an additional 600 students at this second campus, launching in school year 2018-19 with 272 students or fewer, and growing to 600 for school year 2024-25.

**2. To ensure schools refrain from using exclusionary practices, DC PCSB staff will review subgroup data related to schools' re-enrollment rates and midyear withdrawals. Please describe any specific subgroups for which you have noticed a substantial decline in re-enrollment rates over the past 3 years. Explain why such declines have occurred, and what the school is currently doing to address the issue.**

Mundo Verde reenrollment rates within subgroups show no substantial decline across any three-year span. However, the rates of withdrawal within DC of African American and Hispanic/Latino students roughly doubled from SY15 to SY16 (see the chart below). The withdrawal rate of white students remained low. Mundo Verde took notice of this divergence, and in SY17 has sought to increase re-enrollment within these communities in the following ways:

- Defining academic performance goals specifically targeting the race/ethnicity achievement gap
- Creating pathways for families to express concerns and request meetings with leadership during the January re-enrollment process

Increasing racial and ethnic diversity among staff

Race/Ethnicity Subgroup	SY14-SY15 (Move from Ward 1 - Ward 5)				SY15-SY16				SY16-SY17			
	Reenrolled	Withdrawal within DC	Withdrawal out of state	Subtotal	Reenrolled	Withdrawal within DC	Withdrawal out of state	Subtotal	Reenrolled	Withdrawal within DC	Withdrawal out of state	Subtotal
Hispanic/Latino	86.89%	8.20%	4.92%		93.04%	4.43%	2.53%		87.56%	8.13%	4.31%	
	106	10	6	122	147	7	4	158	183	17	9	209
Asian	75.00%	25.00%	0.00%		100.00%	0.00%	0.00%		90.00%	0.00%	10.00%	
	3	1	0	4	5	0	0	5	9	0	1	10
Black or African American	94.55%	1.82%	3.64%		86.87%	5.05%	8.08%		88.52%	10.66%	0.82%	
	52	1	2	55	86	5	8	99	108	13	1	122
White	92.59%	4.94%	2.47%		95.08%	1.64%	3.28%		96.99%	2.41%	0.60%	
	75	4	2	81	116	2	4	122	161	4	1	166
Two or More Races	75.00%	16.67%	8.33%		90.00%	0.00%	10.00%		93.33%	3.33%	3.33%	
	9	2	1	12	18	0	2	20	28	1	1	30
American Indian/Alaska	NA	NA	NA		NA	NA	NA		100.00%	0.00%	0.00%	
	0	0	0	0	0	0	0	0	1	0	0	1
Grand Total	245	18	11	274	372	14	18	404	490	35	13	538

3. DC PCSB will review the school's enrollment trends over the past 3-5 years. What patterns are we likely to find? Is there any context you can provide to explain your current enrollment patterns?
- We will look at the school's enrollment ceiling(s), certificate of occupancy, waitlist/vacant seats, and re-enrollment rates by grade and subgroup.
  - We will review lost instructional time due to out-of-school suspensions, expulsions, and mid-year withdrawals. We will also look at re-enrollment trends for students with infractions.

Mundo Verde's enrollment and waiting lists have consistently grown since opening. We have had a waiting list after October 5th in every grade during every year of operation.

Mundo Verde's re-enrollment rate has never dipped below 91%, despite having moved campuses twice in 5 years. Changes in reenrollment rates within subgroups are explained in question #2.

Changes to total number of out-of-school suspensions over time are explained by Mundo Verde's growth, both in enrollment and age of students served.

Mundo Verde has never had more than 9 out-of-school suspensions recorded in a single year. Furthermore, in SY17, Mundo Verde has implemented an enhanced code of conduct with substantially limits the use of out-of-school suspensions. No out-of-school suspensions have been used this year.

4. DC PCSB will review the school's academic history by looking at the following: 1) All PMF and Accountability Plan results for the past three years, 2) The school's most recent charter review and any Qualitative Site Review (QSR) reports, and 3) Progress towards meeting goals as documented in your annual reports. What patterns are we likely to find? Is there any context you can provide to explain your academic history? Please include any additional information DC PCSB should review when considering your school's academic history.

Mundo Verde is proud of our students' growth on the PARCC Assessment during the first two years of implementation. Please see this link for a chart with performance management framework data displayed for multiple years

<https://docs.google.com/a/mundoverdepcs.org/spreadsheets/d/11LTla4sWKzaH41Q0IfHns9dx7v7xkOnAzuPmywz1uGY/edit?usp=sharing>

When considering all academic data points from year to year, there is one concerning data point - namely a noticeable drop in the percentage of students reading on grade level in at least one language, measured by the F&P/EDL2 literacy assessment. One reason for this decrease, as it appears on the PMF, is the change in the PMF measure: PCSB changed from a combined growth and achievement calculation to achievement only. Even when using consistent metrics, however, the drop is present. We believe this is explained by multiple contextual factors:

- All students in K-2nd grade in SY13 received English language instruction in kindergarten. The K-2 cohort in SY16 included only students who did not receive English language instruction until grade 1. Mundo Verde changed our instructional model to provide Spanish immersion in kindergarten to align with research-based practices with the intent of increasing bilingualism when students reach upper elementary grades. This instructional model anticipates slower reading development in early elementary grades.
- Enrollment increased substantially in SY15 and SY16, including many students in kindergarten with varying levels of prior school experience and reading preparedness.
- Teacher turnover may have disrupted student learning: In SY15, one teacher took a mid-year maternity leave; In SY16, one kindergarten teacher was reassigned and two grade 2 teachers left mid-year in SY16.

Mundo Verde is actively responded to this data in multiple ways in SY17. We established a Student Support Team, which includes 2 full-time intervention teachers and has redesigned our Response to Intervention and reading intervention programs. We also transitioned from content-focused to grade level-focused instructional coaching.

5. DC PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. How will the proposed amendment impact the school's finances? What are the anticipated expenses, and how will the school finance its growth plan?

**Note:** In addition to the narrative below, please see attached a proposed [Mundo Verde 5-year Operating Budget 2019 to 2023](#).

- *Current financial health:* The school has exhibited historical financial strength and is currently rated as a Tier 2 school.
- *How will the proposed amendment impact the school's finances?* As a result of the proposed expansion, the school will ensure and improve its financial position in the intermediate and long term. Beginning with the first year of

expansion in SY18-19, we expect to generate a positive gross margin. This will continue in each of the next five years. Additional space will be acquired via a rent to purchase agreement. This will allow the school to manage expansion costs in the early years, until fully scaled enrollment and operations are attained.

- *What are the anticipated expenses, and how will the school finance its growth plan?* In the first three years of expansion, SY18-19 to SY20-21, the school will lease additional space at an escalating rate. This will allow the school to manage occupancy and expansion costs as enrollment, and subsequent revenue, increases with each new grade level. In the fourth year, SY21-22, the school will acquire the facility. In addition to refinancing existing debt, the school will take on new debt to finance the acquisition. The existing, healthy cash balance, supplemented by continued strong performance, will allow the school to cover any cash expenditures required for the acquisition. As enrollment in the new facility reaches its full scale, the school will fund all operating expenses related to the additional facility, as well as any debt service, with per pupil, federal, and private revenue sources related to the additional facility.

6. Will the proposed enrollment ceiling increase because the school to exceed the maximum occupancy load detailed in the school's certificate of occupancy? If so, when and how will the school address this?

We are also proposing a second campus to support expanded enrollment. As a result, the proposed enrollment ceiling increase will not cause the school to exceed the maximum occupancy load detailed in the school's certificate of occupancy.

7. Please include a completed enrollment matrix\* with your charter amendment application.

Click [here](#) for Mundo Verde's proposed enrollment matrix.

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## Section A2.

## Program Replication\*

\*(with no changes to grades configuration or curriculum)

**\*\*ONLY complete this section if applying for a Program Replication of Grade Levels Served.**

*DC PCSB will generally approve a campus replication amendment for LEAs that fit the following criteria:*

- *Have PMF scores of Tier 1 or its equivalent for each PMF related to the LEA for the majority of the past five years, including all existing campuses;*
- *Are financially viable with sufficient financial standing for the past three years; and*
- *Are in compliance with all applicable laws and PCSB policies.*

1. Explain the school's rationale for proposing to replicate, including the growth plan, location, and target population. If this is intended for a restart or take over, please discuss your theory of change.

For the last two years, Mundo Verde's board of directors and senior staff has been exploring a vision to promote our model and educational tools as a force positively impacting schools and students beyond the walls of our current building. We have concluded an initial period of investigation and learning from other schools that have broadened their impact. Based on what we have learned in that work, we have established the following priorities: to replicate our existing program into a second campus and thereby expand the number of students we serve directly, and to share learning and materials from our replication efforts more broadly.

To these ends, Mundo Verde intends to replicate our program, beginning in grades PreKinder-1st - the most mature part of our program - and adding a grade a year.

2. How will the school ensure that the quality of the new campus will be the same as the quality of the existing campus(es)? How will you ensure that quality is maintained across all campuses over time? If the expansion is tied to a takeover or restart, please describe your plan to ensure quality. In your response include:
  - a. Anticipated changes that will be made to your organization structure, including an updated organizational chart.
  - b. Recruitment and staffing plans (including hiring timeline) for these vacancies, including the new principal/academic lead, counselors, and key support staff.
  - c. Professional development and other supports offered to staff at the new campus.

The following documents provide considerations of our planning process, including how we plan to ensure quality of launch and across campuses over time:

*Mundo Verde Expansion-March 2017*

<https://drive.google.com/file/d/0BzC7EOQCZLxoaGVERHYxSkM5YUk/view?usp=sharing>

*Growth-Readiness Self-Assessment Draft\_Mundo Verde\_October 2016*

<https://drive.google.com/file/d/0BzC7EOQCZLxoSVp6RVlnSXZIamc/view?usp=sharing>

Below is an initial organizational chart for our two campus model at scale.

Campus-dedicated Staff (70-75/each)	Core Staff (18-20)
Principal Lead Teachers (29) Specials Teachers (6) Teaching Fellows/Associates (18-24) Extended Day Teaching Associates (10-12)	Chief Academic Officer Instructional Guide Instructional Coaches (3-4) Director of Data and Accountability, Assessment Associate Extended Learning Program Director
Special Educators (10) Intervention Teachers (2) Student Support Coordinator (1) plus partners (e.g., nurse, social worker)	Director of Student Support, Inclusion Manager
Operations Manager, Office Manager Operations Associate, Receptionist(s), Meals Assistant(s) Hourly staff / contractors for meals and maintenance	Chief Operation Officer Director of Operations Business Manager Business Associate Food Initiative and Service Manager Facilities Manager
Extended Day Program Coordinator Communications Associate	Executive Director Development Director, Communications Director, Outreach Coordinator HR Director / Human Talent Coordinator Executive Assistant

3. How many students will be served at the new campus and what is your timeline for expansion? NOTE: If the replication will require an amendment to your enrollment ceiling, you must complete [A1: Enrollment Ceiling Increase](#).

Mundo Verde will serve an additional 600 students through this replication process at a second campus, launching in school year 2018-19 with grades PreKinder (PK3 and PK4), Kindergarten, and possibly First with no more than 272 students. We will grow to serve approximately 600 new students by adding a grade a year. We expect to be at full capacity with grades PreK-5th in school year 2024-25.

4. DC PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. How will the proposed amendment impact the school's finances? What are the anticipated expenses, and how will the school finance its growth plan?

**Note:** In addition to the narrative below, please see attached a proposed [Mundo Verde 5-year Operating Budget 2019 to 2023](#).

- *Current financial health:* The school has exhibited historical financial strength and is currently rated as a Tier 2 school.
- *How will the proposed amendment impact the school's finances?* As a result of the proposed expansion, the school will ensure and improve its financial

position in the intermediate and long term. Beginning with the first year of expansion in SY18-19, we expect to generate a positive gross margin. This will continue in each of the next five years. Additional space will be acquired via a rent to purchase agreement. This will allow the school to manage expansion costs in the early years, until fully scaled enrollment and operations are attained.

- *What are the anticipated expenses, and how will the school finance its growth plan?* In the first three years of expansion, SY18-19 to SY20-21, the school will lease additional space at an escalating rate. This will allow the school to manage occupancy and expansion costs as enrollment, and subsequent revenue, increases with each new grade level. In the fourth year, SY21-22, the school will acquire the facility. In addition to refinancing existing debt, the school will take on new debt to finance the acquisition. The existing, healthy cash balance, supplemented by continued strong performance, will allow the school to cover any cash expenditures required for the acquisition. As enrollment in the new facility reaches its full scale, the school will fund all operating expenses related to the additional facility, as well as any debt service, with per pupil, federal, and private revenue sources related to the additional facility.

***Note: If you have identified a new location, please also complete Section A5: New Location and submit with this request. If not, please note that you must submit Section J when a new location has been identified. Please note that another public hearing will be held once a location has been found.***

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**Section A5.****Additional Facility or New Campus Location**

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**\*ONLY complete this section if applying to amend a Facility or New Location.**

*Any school that is planning to operate a new campus in an existing (or new) location or relocate an existing campus, whether temporarily or permanently, and even if it is taking over an existing campus of another public charter school, must notify DC PCSB of the change and amend its charter agreement to include the new address.*

*DC PCSB will generally approve a campus addition or relocation amendment, if the school has made documented and meaningful effort to engage the community, including the Advisory Neighborhood Commission (ANC), and has made an effort to address their concerns, if any. The school must show proof that it has taken into consideration the current families attending the school and their transportation needs, at least for the first year of operation in the new location.*

**1.** What is the reason for this change in location: [check the reason below that best describes your plan.]

- ☐ Entire campus or school is relocating from current location to a new location?
- ☐ A single campus is both staying in its current location AND expanding into a second location (e.g. some grades in one facility and some in a second temporary space until a permanent facility is found.).
- ☒ School is replicating an existing campus. (Note: Please complete [Section A2: Program Replication of Grade Levels Served.](#))
- ☐ School is creating a new campus being housed in a new facility (Note: Please complete Section C2: Campus Reconfiguration)

**2.** List all of the facilities that the school currently operates along with the new facility(ies) the LEA plans to operate. Include the campus(es) located in each facility, highlighting any changes from what is currently written in its charter agreement.

**Current facility:** 30 P Street NW. Two buildings located on this campus - the fully renovated J.F. Cook School Building (43,000 square feet of classrooms, office, and multipurpose space) and an annex (12,000 square feet consisting of mostly classrooms).

**New facility:** 4401 8th Street NE (41,500 square feet of classrooms, office, and multipurpose space). Built as a school building, in good condition, and previously the home of other charters including: Potomac Lighthouse, Inspired Teaching Demonstration school, and Washington YuYing.

**3.** Is the proposed new facility a property that you plan to purchase or lease? How many square feet is this space? Which grade level(s) will be at this location?

We are negotiating a lease with the option to purchase. Our intention is to lease the property for a minimum of the first three years (SY18-19 through SY20-21) at an escalating rate connected to our enrollment and facilities allowance. We will purchase the property in either year four or five of occupancy. This will allow the school to manage occupancy and expansion costs as enrollment, and subsequent revenue, increases with each new grade level. In the fourth year, SY21-22, the school will acquire the facility. In addition to refinancing existing debt, the school will take on new debt to finance the acquisition.

We will locate grades PreKinder - 5th at this location, beginning with grades PreK-3, PreK-4, and Kinder in the first year (SY18-19) and growing one grade a year through 5th grade, until the campus is at scale. The property currently has 41,500. We intend to construct an addition of approximately 15,000 in year four in order to fully accommodate this campus at scale.

4. If the school is planning to move a current campus into a new location, please address:
  - a. How will the change in location impact students who currently attend this campus, and how will you ensure that students will re-enroll?
  - b. Given that students are expected to move; how will you support families that need transportation?

**NA.**

5. Describe the neighborhood of the proposed location (e.g. residential, commercial, metro-accessibility). What value will you bring to this community? In your response, list traditional and public charter schools in close proximity to the new location, identifying schools that serve the same grade span as you will serve at full capacity at this location. Describe how the academic performance, demographics, and mission of your school compare to these schools.

The neighborhood of this proposed location is primarily residential and includes a number of educational facilities related to the Catholic University, and other religiously affiliated institutions. Nearby schools include Washington Yu Ying, and the Washington Jesuit Academy. The closest traditional public school and the neighborhood school by right for families in the immediate areas is Bunker Hill Elementary School at 1401 MICHIGAN AVENUE NE.

6. Describe how you have engaged your school's community in the decision to relocate, expand, or divide into this new location. Submit documentation of your communications with your staff and families regarding this new location. Please explain any potential concerns raised by the school's internal community, including students, teachers, etc. (Not applicable if replicating an existing campus.)

NA. Mundo Verde is replicating an existing campus and does not intend to move current families to this new location unless they desire it.

- 7.** Describe all community outreach that has been done in the local community of the new school location. Submit documentation of communications with nearby principals, neighbors, ANC representatives, Councilmembers, and others, notifying them of your plans. What concerns, if any, have been brought to your attention and how do you plan to address them?

We are just beginning this process. We will be strategically engaging the ANC and community stakeholders of our plans to located at this property over the next two months.

We will look to our recent experience with the launch of our first campus to inform the community outreach process. In anticipation of the establishment of Mundo Verde's campus at 30 P Street in the Truxton Circle neighborhood, we engaged deeply with our current ANC (5E) which serves the communities of Bates, Bloomingdale, Brookland, Catholic University, Eckington, Edgewood, Hanover, and Truxton Circle. Attending monthly ANC meetings as well as neighborhood meetings of the Bates and Hanover Place Associations for over a year, we worked to address concerns regarding parking and traffic in advance of our move and launch.

We anticipate following a similar approach to ensure that ANC 5A and the neighbors of the property in Brookland are similarly engaged and able to provide feedback to our launch and traffic and safety management plans.

- 8.** Will there be newly-created slots for additional students? If so, discuss student recruitment efforts in the new school community.

Mundo Verde's expansion and replication of its PreK-5th grade program to this campus will create a total of almost 600 new slots. Our current student body is highly represented by families living in Wards 4 and 5 neighborhoods adjacent to this location. We will build on outreach we already conduct in neighborhoods to more specifically build awareness in the areas immediately surrounding the location.

- 9.** What is the occupancy maximum at the new location? If the maximum occupancy load for staff and students is less than the total number of staff and students who will occupy the facility at any point in the future, please explain how you will address this issue.

The current occupancy for this building is 435 students plus associated staff. The currently occupancy is sufficient for our program during SY18-19 through SY20-21. With a FAR of 1.8, the location has the flexibility to expand its occupancy load through the construction of up to an additional 40,000 square feet. We will construct a small addition of approximately 15,000 to 20,000

square feet to accommodate an additional 165 students and associated staff in time for SY21-22.

- 10.** How will the proposed change impact the school's operations and finances? What are the anticipated expenses, and how will the school finance these expenses?

**Note:** *In addition to the narrative below, please see attached a proposed [Mundo Verde 5-year Operating Budget 2019 to 2023](#).*

Mundo Verde has exhibited historical financial strength and is currently rated as a Tier 2 school. As a result of the proposed expansion, we will ensure and improve the school's financial position in the intermediate and long term. Beginning with the first year of expansion in SY18-19, we expect to generate a positive gross margin. This will continue in each of the next five years. Additional space will be acquired via a rent to purchase agreement. In the first three years of expansion, SY18-19 to SY20-21, the school will lease the additional space at an escalating rate. This will allow the school to manage occupancy and expansion costs as enrollment, and subsequent revenue, increases with each new grade level. In the fourth year, SY21-22, the school will acquire the facility. In addition to refinancing existing debt, the school will take on new debt to finance the acquisition. The existing, healthy cash balance, supplemented by continued strong performance, will allow the school to cover any cash expenditures required for the acquisition. As enrollment in the new facility reaches its full scale, the school will fund all operating expenses related to the additional facility, as well as any debt service, with per pupil, federal, and private revenue sources related to the additional facility.

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## Enrollment Matrix – K-12 Charter Schools

Current Campus ~ 30 P Street NW				
	Academic Year 2016-17	Academic Year 2017-18	Academic Year 2018-19	Academic Year 2019-20
Grade Levels	Current	Projected	Projected	Projected
<b>PK-3</b>	37	37	37	37
<b>PK-4</b>	53	53	53	53
<b>Kindergarten</b>	96	96	96	96
<b>Grade 1</b>	94	94	94	94
<b>Grade 2</b>	86	88	88	88
<b>Grade 3</b>	80	84	84	84
<b>Grade 4</b>	62	80	80	80
<b>Grade 5</b>	55	60	75	75
<b>Total</b>				
LEA Total	563	592	607	607
Projected % - SPED	9%	9%	9%	9%
Projected % - ELL	13%	13%	13%	13%
# Campuses*	1	1	1	1

New Campus							
	Academic Year						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grade Levels	Projected	Projected	Projected	Projected	Projected	Projected	Projected
<b>PK-3</b>	NA	34	34	34	34	34	34
<b>PK-4</b>	NA	54	54	54	54	54	54



<b>Kindergarten</b>	NA	92	92	92	92	92	92
<b>Grade 1</b>	NA		92	92	92	92	92
<b>Grade 2</b>	NA			87	87	87	87
<b>Grade 3</b>	NA				83	83	83
<b>Grade 4</b>	NA					79	79
<b>Grade 5</b>	NA						75
<b>Total</b>							
LEA Total	NA	180	272	359	442	521	596
Projected % - SPED	NA	9%	9%	9%	9%	9%	9%
Projected % - ELL	NA	13%	13%	13%	13%	13%	13%
# Campuses*	NA	1	1	1	1	1	1

<b>Two Campuses ~ 30 P Street / New Campus</b>								
		Academic Year						
	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22	2022-23	2023-24
<b>Grade Levels</b>	Current	Projected	Projected	Projected	Projected	Projected	Projected	Projected
<b>PK-3</b>	37	37	71	71	71	71	71	71
<b>PK-4</b>	53	53	107	107	107	107	107	107
<b>Kindergarten</b>	96	96	188	188	188	188	188	188
<b>Grade 1</b>	94	94	94	186	186	186	186	186
<b>Grade 2</b>	86	88	88	88	175	175	175	175

<b>Grade 3</b>	80	84	84	84	84	167	167	167
<b>Grade 4</b>	62	80	80	80	80	80	159	159
<b>Grade 5</b>	55	60	75	75	75	75	75	150
<b>Total</b>								
LEA Total	563	592	787	879	966	1,049	1,128	1,203
Projected % - SPED	9%	9%	9%	9%	9%	9%	9%	9%
Projected % - ELL	13%	13%	13%	13%	13%	13%	13%	13%
# Campuses*	2	2	2	2	2	2	2	2

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