



MUNDO VERDE BILINGUAL PUBLIC CHARTER SCHOOL

ANNUAL REPORT 2017-2018

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Our Mission

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

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

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

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

School Program

Curriculum Design & Instructional Approach

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

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

Biliteracy & Language

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

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

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

- *English and Spanish Language Proficiency*, including reading comprehension

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

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

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

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

EL Education

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

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

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

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

Students are engaged in project-based Learning Expeditions– interdisciplinary, real-world investigations– that engage students in purposeful in-depth studies of a single theme or topic. The expeditions are aligned to Common Core Standards for literacy and math and framed around key concepts of sustainability: the natural, social, and economic systems that comprise our complex world. They result in high-quality work, such as performances or books that are shared with parents, teachers, and peers, as well as with authentic age-appropriate audiences in the broader community. Every grade level conducted two expeditions for SY17-18, each lasting approximately twelve weeks. As a culminating learning experience, our 5th graders engage in a Capstone Expedition, a service learning project that combines mastery of literacy and language acquisition in both English and Spanish, project-based learning (EL Education), integration of all subjects and the critical thinking and deep understanding of complex issues that are core to Education for Sustainability. Through the capstone trip, Mundo Verde students demonstrate the acquisition of knowledge and skills associated to growing into stewards and leaders for the environment.

Expedition SY17-18	Fall	Spring
PK	Caring for clothing	Exercise for Healthy Bodies
Kindergarten	Eat more vegetables!	Animals in our Green Spaces
1st Grade	Hey! That's Not Trash	Mundo Verde Community: Treasures & Maps
2nd Grade	Markets: Entrepreneurship, Production, and Business Dynamics	Earth's treasure chest: From the core to the surface
3rd Grade	The Right to Read: The Power of Education and Reading and Literacy Heroes	Save the Water: Our Rich Watersheds
4th Grade	Clash of Cultures: Colonial Interdependence	Renewable Energy: The Carbon Cycle and Our Own Footprint
5th Grade	Voices of History: Access and Representation Throughout History	Sustainable Engineering
	5th Grade Capstone Trip: Expedition in Miami	

Sustainability Content & Values

Our framework for the 21st century posits that sustainability and bilingualism are essential tools for change, tools that prepare students to succeed and take on personal responsibility for tomorrow's world. Mundo Verde's sustainability values, content focus and instructional models (Two-Way Language Immersion and EL Education) are brought together with great intentionality to support students' growth as stewards and change-agents. We define sustainability as working to improve the quality of life for all beings - ecologically, economically, and socially - now and for future generations.

Interdisciplinary expeditions (project-based thematic units) focus on the natural, social and economic systems that comprise our world, preparing students to become complex problem solvers with a deep commitment to sustainability. As a direct result of this integrated approach, Mundo Verde students develop a sense of identity, culture, place and purpose, as well as the knowledge, skills, values, and the intellectual efficacy (the ability to effect change) necessary to be sustainability minded global stewards. To realize this, Mundo Verde's sustainability curriculum aims to develop in students an understanding of the interconnectedness of all systems and the long-term effect of our actions on future generations. We teach our students behaviors that promote their personal well-being and the well-being of those around them now and in the future.

Character Development

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

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

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

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

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

culture to others.

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

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

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

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

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

Student-Centered Instruction & High Performance

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

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

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

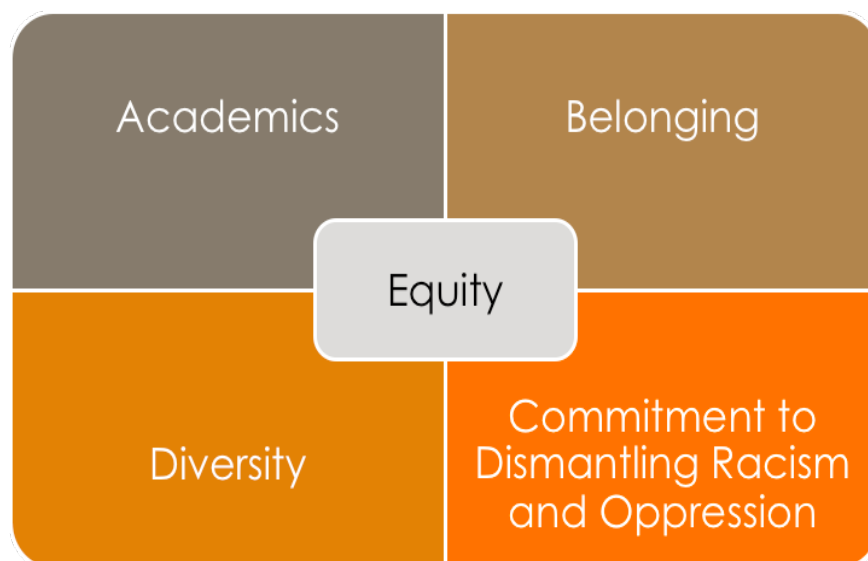
Small classes and low teacher/student ratio support individualized instruction through small cooperative groups and teacher-student continuity. The differentiated instruction and inclusion of students of varying abilities in the same classroom meets the needs of each learner and benefits the achievement,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

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

Culture for Equity

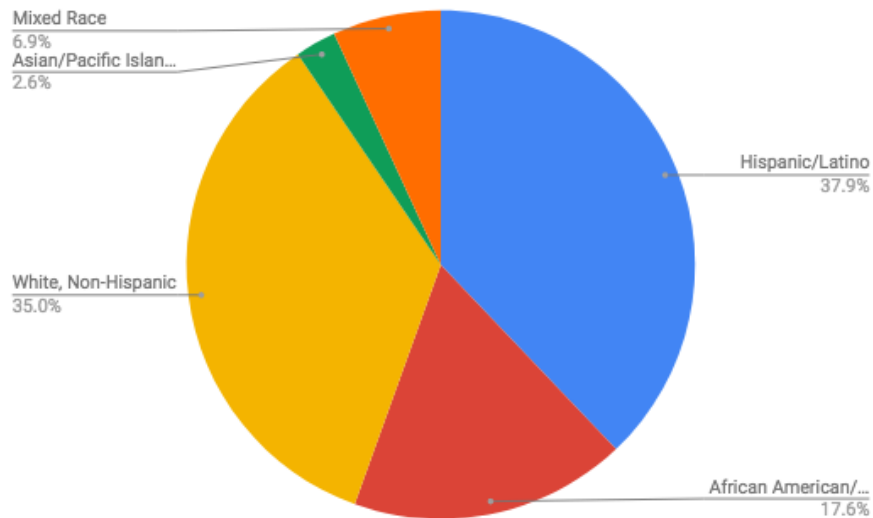
Purposefully diverse and culturally inclusive, Mundo Verde was founded to empower students to reach their full potential and give them the skills they need to work together to solve sustainability challenges. The school's success is shown in high attendance and re-enrollment rates and an increasing number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

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

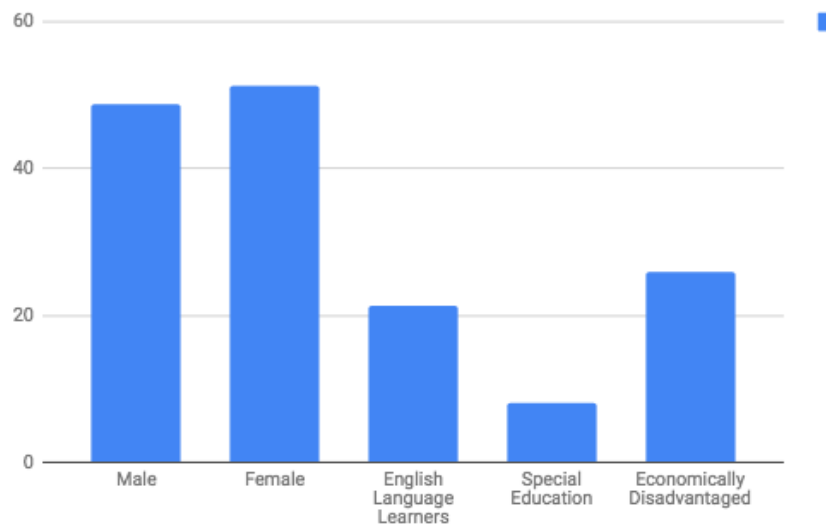


Recognizing that it is not enough to only be diverse in student body, Mundo Verde's leadership is aligning the success of the school explicitly to a focus on race and equity. The effort is long-term, broad and deep. It focuses on equity as it concerns academic opportunity and performance, feeling a sense of belonging, building diversity in our staff and student body and maintaining a commitment to dismantling racism and oppression) and includes various elements from curriculum and instruction, staffing, professional development and family involvement.

Student Demographics: Race & Ethnicity



Student Demographics: Gender and Special Populations



Staff Demographics			
Racial / Ethnic Group	SY15-16	SY16-17	SY17-18
African American/Black	7%	10%	9.3%
Asian/Pacific Islander	1%	1%	1.4%
Hispanic/Latino	64%	65%	72.7%
White, Non-Hispanic	28%	24%	16.5%

Family Engagement

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

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

(adapted from EL Education Framework for Implementation Review)

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

- **Climate:** We create a welcoming and engaging climate with strong relationships and communications between families and school staff. Educators increasingly eliminate implicit bias towards families and students and focus on families' assets. Families and students believe that they belong in the academic community.
- **Academic Partnership:** We partner with families to support student achievement, listening to families and using what we learn to improve family engagement work.
- **Investing in School Success:** We invest families in school success by ensuring they have the information and capacity to understand their goals, monitor progress, and support success.

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

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

1. Creating a welcoming and engaging climate with strong relationships and communications between families and school staff	
Initiative	Purpose and Description
<i>Back to School Nights</i> Who: Teachers, Families	<i>Goal:</i> Establish communication between families, teachers and staff and provide the school community a sense of expectations for the school year.
<i>Home Visits (Summer/Fall)</i> Who: Teachers, Families	<i>Goal:</i> Learn about Family's hopes and dreams for the school year.
<i>Participating in and Supporting the School Community</i> Who: Families, community members, staff as relevant	<i>Goal:</i> Leverage family interest and talents to support the school community.
2. Partnering with families to support student achievement	
<i>Parent Teacher Conferences PreK-K</i> Who: Teachers, Families	<i>Goal:</i> Reinforce relationship; share data on academics and social emotional learning, goals for the school year
<i>Student Led Conferences- Grades K-5</i> Who: Students, Families (With Teacher assistance)	<i>Goal:</i> Conferences led by students in order to help them act as leaders of their learning.
<i>Celebrations of Student Learning/ Expo</i> Who: Teachers, Families, Students	<i>Goal:</i> Celebrate and publicise the learning of the expedition. Develop a shared understanding of the learning process through students' expedition products and presentations as they relate to learning targets/ standards, and grade level competencies.
<i>Publishing Parties</i> Who: Teachers, Families, Students	<i>Goal:</i> Student and families track and celebrate their writing progress throughout the year in various genres.
<i>Ongoing communication between teacher and family</i> Who: Teachers, Families	<i>Goal:</i> Support open lines of communication with families and teachers.
<i>Portfolio of student work and communication about student progress</i> Who: Teachers, Families, Students	<i>Goal:</i> Ensure that families have access to and understand student academic and social development in real time over the course of the school year.
3. Investing families in school success	
<i>Community Conversations</i> Who: Families, School Leaders, Staff	<i>Goal:</i> Provide families a meaningful opportunity to shape the school's success.
<i>Coffee with Leadership</i> Who: Teachers, Families, Students, School Leaders	<i>Goal:</i> Provide families a meaningful opportunity to shape the school's success.

Our History & Growth

2008-2009

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

2010-2011

Grades: N/A

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

Enrollment: 0

Number of Students on Waiting List: 0

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

2011-2012

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

Enrollment: 122

Number of Students on Waiting List: 400+

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

2012-2013

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

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

Enrollment: 237

Number of Students on Waiting List: 657

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

2013-2014

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

Enrollment: 274

Number of Students on Waiting List: 1,123

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

2014-2015

Grades: PK3, PK4, Kindergarten - 3rd grades

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

Enrollment: 404

Number of Students on Waiting List: 1,013

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

2015-2016

Grades: PK3, PK4, Kindergarten - 4th grades

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

Enrollment: 538

Number of Students on Waiting List: 1,094

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

2016-2017

Grades: PK3, PK4, Kindergarten - 5th grades

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

Enrollment: 558

Number of Students on Waiting List: 1,295

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

2017-2018

Grades: PK3, PK4, Kindergarten - 5th grades

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

Enrollment: 579

Number of students on waiting list: 1,524 (8/21:1,366)

- Stability and consolidation of systems and programming
- Development of Mundo Verde's commercial-grade kitchen and addition of our own Mundo Verde chef to help realize our long-time dream of providing highly

nutritious school meals according to our health and wellness goals.

Looking ahead - 2018-2019

Grades: PK3, PK4, Kindergarten - 5th grades

Staff: 102 Full time/ 29 part time (27 lead teachers, 7 special education teachers, 6 specials teachers, 27 teaching fellows & associates)

Enrollment: 590

Number of students on waiting list: 2,300 applications (8/27: 1,495)

- Planning year for expansion to new campus
- Codification, documentation, evaluation of curriculum and instructional model
- Launch enrollment in December 2018

Looking ahead - 2019-2020

P Street Campus:

PK3, PK4, Kindergarten - 5th grades

Staff: 103 Full time/ 31 part time (27 lead teachers, 7 special education teachers, 6 specials teachers, 26 teaching fellows & associates)

Enrollment: 590

Launch of new campus: 8th Street Campus:

PK3, PK4, Kindergarten, 1st grades

Staff: 40 Full time/ 6 part time (12 lead teachers, 3 special education teachers, 3 specials teachers, 16 teaching fellows & associates, additional staffing to support intervention, special education, student enrichment, and teacher planning)

Enrollment: 280

School Performance

Performance and Progress

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

Mundo Verde's definition of student performance considers success on standardized measures in addition to student development in character, biliteracy, stewardship of the environment, and commitment to work of high quality. In the past years we have taken strides in developing and enriching our academic and social development models to ensure the success of each Mundo Verde student. We are proud of how far Mundo Verde has come and the work we are doing to meet our mission and goals for each student and for the school as a whole. Our programs and methodologies are described in more detail below, in the School Program section above, and in the section Unique Accomplishments 2017-2018.

Charter Goals

Student Achievement Goals

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

Social Emotional Development Goals (Character)

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

Goals for Organizational Performance

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

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

Assessment Methodologies

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

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

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

- Student-related data: Achievement, growth, attendance, behavior, enrollment & re-enrollment
- Externally generated information related to the implementation of its early childhood program: Results from Classroom Assessment Scoring System™ (CLASS™), evaluating interactions taken in classrooms that boost student learning.
- Rates of parent participation, quality of parent engagement, and end-of-year parent survey
- Staff evaluation of quality of implementation of academic program
- External administration of The New Teacher Project Insight and Flamboyant Foundation surveys of lead teachers
- Data on staff satisfaction, retention, and recruitment, including internal administration of a school wide staff survey on work conditions and professional culture
- Evaluation of teacher performance - using iObservation
- External Reviews: These always include EL Education Implementation Review, Responsive Classroom Evaluation, and Education for Sustainability. In SY17-18 this also included a review of practices conducted by Center for Applied Linguistics.

Charter Goals and Academic Achievement Expectations

Goal	Met / unmet	Progress Toward Goals
<p>1. Students will be bi-literate in English and Spanish.</p> <ul style="list-style-type: none"> a) Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic English. b) Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic Spanish. 	Goal met	<p>Result: Approaching 73% (43) of 59 biliteracy achievement benchmarks.</p> <p>Benchmark: Mundo Verde students approached 70% biliteracy achievement benchmarks.</p>
<p>2. Students will understand and apply complex mathematical concepts to solve problems.</p>	Goal met	<p>Result: 68.5%</p> <p>Benchmark: 65% of 3rd -5th graders Approaching College & Career Ready” and Above on PARCC Assessment</p>
<p>3. Students will acquire and apply the knowledge, skills, and values of sustainability.</p> <ul style="list-style-type: none"> a) Students will demonstrate conceptual understanding, investigation and practical reasoning skills to solve scientific problems. b) Students will demonstrate systems thinking and apply knowledge of relationships between economic, social and natural systems. c) Students will develop and apply knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability. 	Goal met	<p>Result: 75%</p> <p>Benchmark: 65% earned of 60 possible points across 15 domains of the Education for Sustainability assessment</p>
<p>4. Students will embrace diversity and demonstrate positive cross- cultural attitudes and behaviors</p> <ul style="list-style-type: none"> a) Students will work collaboratively and resolve conflicts effectively; b) Students will be actively involved in their own education and health c) Students will have a strong sense of place and be active community and environmental stewards. 	Goal met	<p>Result: 100%</p> <p>Benchmark: 95% of pre-kindergarten-3 and - 4 students who make appropriate growth for their age on the Teaching Strategies GOLD social-emotional development assessment.</p>
<p>5. The school culture will celebrate life-long learning and the school will be a trusted learning community.</p>	Goal met	<p>Result: The school has high levels of participation in its two celebrations of learning in which students present their learning to family members and friends. Student Led Conferences allow students to</p>

Charter Goals and Academic Achievement Expectations		
Goal	Met / unmet	Progress Toward Goals
		develop student agency and ownership of their own learning.
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	Result: a deeply engaged Board of 9 members, divided into functional committees, guide policy development, implementation, oversight, and decision-making.
7. The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators, and Board members	Goal met	<p>Results</p> <p>Students: Not one subgroup represents more than 40% of the student body.</p> <p>Benchmark: Mundo Verde enrolls students from all racial and ethnic subgroups, and no one subgroup represents more than 40% of the student body.</p> <p>Staff: Mundo Verde has increased efforts to recruit, hire and maintain staff that represent our student's diversity. Currently 72.7% of staff are Hispanic consistent with the biliteracy model of the school; 9.3% are African American, 1.4% Asian/Pacific Islander, and 16.5% white.</p> <p>Board: We are proud to have increased our board member diversity: 50% African American, 40% white and 10% Hispanic</p>
8. The school will be financially sustainable.	Goal met	Result: Strong financial position. Clean audit. Long-term planning for facilities acquisition in place.
9. Families will have positive views of Mundo Verde and be involved in their child's education	Goal met	<p>Result: 92.3% of families re-enrolled</p> <p>Benchmark: At least 90% of families reenroll.</p> <p>56% of families who applied to Mundo Verde in 2017 ranked it as one of their top 3 choices on their My School DC application (additional note 23% ranked it as their first choice).</p> <p><u>Participation in at least two Family</u></p>

Charter Goals and Academic Achievement Expectations

Goal	Met / unmet	Progress Toward Goals
		<p><u>Engagement Activities (FE)</u> By student: 568 students have at least two FE recorded (excluding “ongoing communication”) / 579 total number counted = 98.1%</p> <p>By family: 387 families had only one FELT recorded overall (excluding “ongoing communication”) / 391 total families = 98.9%</p> <p><u>Home visit during SY17-18</u> Total HVs / total number of students (483/579) By student: 83.4% of families received a home visit</p> <p><u>Total families receiving one or more HV / total number of families (343/391)</u> By family: 87.7% of families received at least one home visit</p> <p>Benchmark: At least 85% of families receive a home visit.</p>
10. The school will not only teach, but also act in accord with its mission and values, operating in an environmentally, socially, and financially sustainable manner –and will report to stakeholders against established sustainability metrics.	Goal met	<p>Result:</p> <ul style="list-style-type: none"> ● Sustainable facilities: Our campus received LEED Gold and LEED Platinum certifications ensuring the positive environmental impact and human benefits of the facilities ● Our students, staff and families connect to the broader community through partnerships with DC Department of Parks and Recreation, as a community composting site, So Others Might Eat, AYUDA, and service learning projects both locally and during field trips like our 5th Grade Capstone Trip to Miami, the 3rd grade DC Water Conservation Expedition and adult literacy project in the Right to Read Expedition.

Unique Accomplishments 2017-2018

Global Stewards in the World

Our proudest moments in recent years are to witness the promotion of our first two classes of fifth graders and their families who showed faith in innovation in our start up years. Together the classes of 2017 and 2018 helped us dream, grow and thrive for which we are forever grateful. As pioneers of the school our 5th graders became role models blazing paths for years to come. Mundo Verde's classes of 2017 and 2018 came a long way from our first class of Kindergartners and Pre-Kindergartners when the school opened in 2011 to the poised and savvy leaders we saw advancing to middle school. To them attribute our early successes and dedicate this annual report.

To our 5th grade students, on the eve of your promotion to middle school,

We are thrilled by all you have accomplished at Mundo Verde and eager to see the honors that await you. In fact, our memory is that you have always been climbing. We have always known you would reach great heights.

It all began with a very steep and narrow staircase in our first building on P St. and 20th Sts. Before you arrived, we wondered how you would climb those gigantic stairs and you did, carefully, one step at a time, with great effort and perseverance.

When we took you as very young children into Rock Creek Park and you wanted to walk through creeks, you did so with adventure in your hearts, jumping one stone to the next, you ventured onward, upward.

Together you have trekked waterways, caverns, cliffs, farms and beaches. And you have helped your school grow and climb. With you we experienced many firsts as a school...

Our first expedition

Our first home here in this building

Our first spelling bee

Our first school dance

Our first Capstone trips to Puerto Rico and to Miami ~ It was on these trips that all your love and learning seemed to come together as we climbed once again, en las fincas, or raised floating high into the canopy of the trees. Along the way, you remembered all that your teachers had taught you about cycles in nature, the need we have for the trees, the way they need us and how we can protect the world around us.

We know you will continue learning and continue soaring. We hope you will continue to seek adventure and take risks. We hope that you will continue to learn by doing, and we know that you will change the world through your love of learning.

*- Founding Principal Dahlia Aguilar & Founding Executive Director Kristin Scotchmer
Promotion Ceremony Remarks*

Evidence of Quality

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

We are proud of our students' performance on the PARCC assessment. While Mundo Verde achieved above the charter sector and the city as a whole for 3rd, 4th and 5th graders on track to be College and Career Ready in both Mathematics and English Language Arts (ELA), we continue to see a need for targeted action to close our academic achievement gaps, particularly between children of color, and those from economically disadvantaged families. To address this continuing achievement gap, Mundo Verde is focusing on four areas as described in Culture for Equity section above: academics, belonging, diversity, and anti-racism.

Garnering Attention and Funding from National Educational Leaders: Over the last year we have hosted and presented our model and strategic plan to several National funders interested in aspects of our unique model, our sustained academic performance, and our plans for growth. This has fit well with our aspirations to go broader and influence students and teachers beyond our walls. We are learning valuable lessons as well as feedback for us to build an understanding of what in our model is transferable, and subsequently the development of materials and tools we can share with others. We are eager to continue our role as thought leaders and opening our doors as a demonstration site to others.

Campus Development and Evergreening

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

A New School Kitchen: With support from families and external supporters Mundo Verde realized the long-standing dream of having our own commercial-grade kitchen. With the opening of our school kitchen, we are now serving breakfast, snacks, and lunch cooked each day with fresh and well sourced, quality ingredients.

School meals are wholesome, creative, and sometimes inspired by our diverse student population with standout dishes like Mexican Pollo Guisado, Mediterranean Mezze platters, Indian vegetable curry, Vietnamese Tofu Salad and all-American grass-fed burgers. In addition to being appealing and tasty, our school meals are powerful in helping us achieve other important goals:

1. Improve our **Environmental Impact** with locally sourced, low-packaging items and careful recipe-scaling aimed to become zero-waste.
2. Serve **health-conscious** balanced and highly nutritional student meals
3. Extend our academic interdisciplinary expeditions with relevant hands-on connections to food.
4. Serve as a **social catalyst** bringing students together over a meal

5. **De-stigmatize school lunch** as an indicator of poverty by enticing more students and their families to enroll in our delicious school meals service
6. Teach important lessons about healthy **food systems and responsible food consumption.**
7. **Inspire families** to cook healthier meals.

Design Awards & Visibility: This school year 2017-2018 marked a year of recognition for our 30 P Street NW campus consisting of two buildings - **La Casa:** our Gold LEED certified renovated main building originally constructed in the 1920s, and **La Casita:** our Platinum LEED certified preschool annex newly constructed in 2014.

1. **COTE Top Ten Awards:** Mundo Verde was one of the 2018 Top-Ten Awardees as selected by The American Institute of Architects (AIA) and the Committee on the Environment (COTE). This is a long-standing and distinguished program celebrating only ten buildings from across the globe that integrate design excellence and environmental performance while also meeting rigorous criteria for social, economic and ecological value. We are proud to share the following jury statements:
 - "The project is a compelling example of a renovation—and an equally compelling addition—that improves the entire site. The sustainable practices, in particular, went well beyond the buildings themselves."
 - "The building and the curriculum integrate sustainability into the occupants' daily lives, including the zero-waste food policy and training on how to properly operate the thermostats."
2. **Committee on Architecture Education (CAE) Tour:** The American Institute of Architects Committee on Architecture selected Mundo Verde for an educational tour. As organizers requested the tour to be presented from the user's perspective, a group of fifth graders served as tour leaders discussing expeditions and how the campus is used to support learning. Mundo Verde's Upper House Instructional Coach spoke to participants about curricula development and building features as teaching tools while our Food Initiative and Wellness Manager discussed the school's sustainability and health and wellness policies, and the school's garden to- table-to compost initiatives.

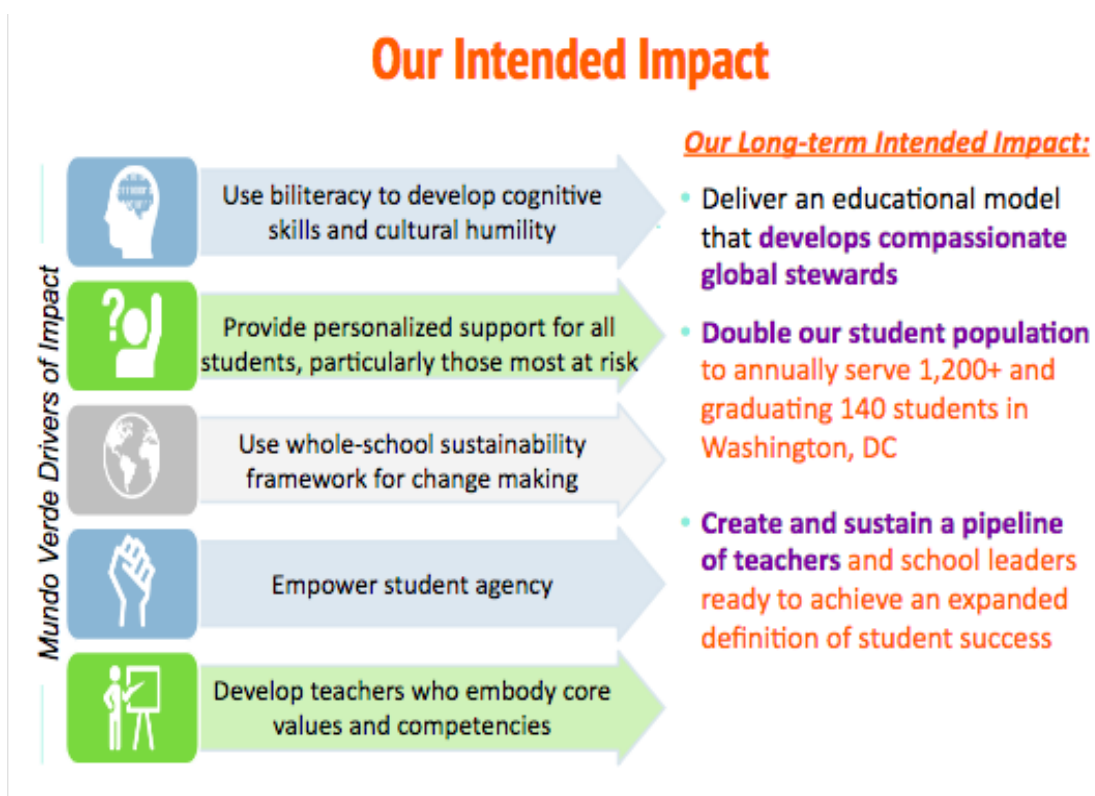
Looking Forward

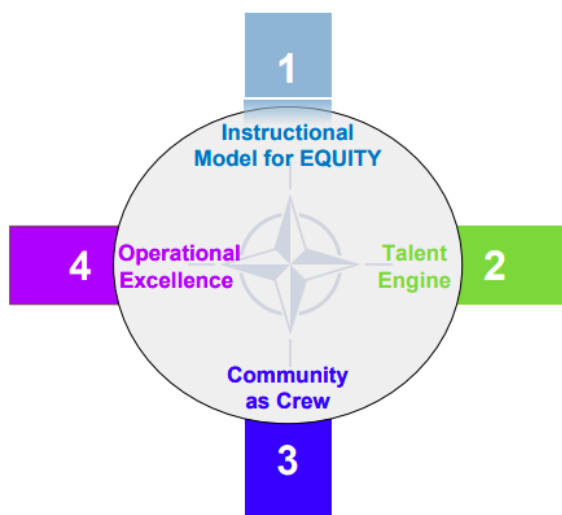
Over the next five to ten years, Mundo Verde aspires to serve more students directly through our second campus, and to support other educators and schools in adopting elements of our educational model. For Mundo Verde, launching a second school will mean we can serve more students directly, in a school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

Approval to Open a Second Campus in 2019-2020: Mundo Verde has been conditionally approved for an expansion in 2019-2020. The DC Public Charter School Board (PCSB) voted in favor of the replication of our elementary school program at a new campus located at 4401 8th Street, NE. (Ward 5) with an eventual student body of 600 students PreK-3 - 5th grade.

Strategic Planning: Mundo Verde's leadership team and board of directors have worked with our community to ensure a plan for continued improvement of our operations and results and a smooth transition into this new phase of development. Beginning in the fall of 2017, Mundo Verde's board of directors and leadership team engaged in planning to establish a road map for our school in the coming years. Through meetings, presentations, study groups, and one-on-one listening sessions taking place from January through May, families and staff provided input on proposed strategic priorities along with other core elements of our plan for growth and maturity in the coming years. In June 2017, Board members reviewed the input provided by our community and integrated the feedback into the strategic plan and formally reaffirmed our proposed intended drivers of impact and four strategic priorities (depicted in the slides below).

Impact: For Mundo Verde, regardless of growth and development, there are certain elements of our program that will always be essential to our identity and mission as a school, namely our drivers of impact. In whatever ways we change and grow over the years, these drivers are central to **our intended impact**. They capture our mission and vision - what we are and aim to be.





Priorities: Like the directional points on a compass, our **strategic priorities**, will increase achievement and deepen our systems and practices right in our current campus at 30 P Street NW and will shape the launching of a second campus in 2019-2020. The school leadership team meanwhile spent the summer defining measurable actions for each priority - defining how we will deepen the quality of our existing campus and how we will successfully launch our second campus.

Detail: proposed Mundo Verde's organizational priorities

1	Instructional Model for Equity: Build capacity to affirm race, equity, and biliteracy in our school model
2	Talent Engine: Plan for the identification, preparation, development, and success of our engine: people (teachers, leaders, operational staff members, board members and volunteers)
3	Community as Crew: Authentically, equitably engage stakeholders in way aligned to intended impact
4	Operational Excellence: Build operational, external relations, and financial systems to support breadth and depth of impact

Structures: To meet the above priorities and support our growth into a networked school with two campuses, the board approved the launch of a **new organizational structure** for school year 2018-2019. This step provides us with a full year to solidify our new leadership structure including the new role of a Chief Schools Officer who is charged with driving school quality and supervising a Principal at each campus.

Our Supporters

Mundo Verde extends heartfelt thanks to all those who have supported the school during the year. The following people and institutions contributed \$500 or more during school year 2017-2018.

Individual Donors \$500 and up

Sarah Alkenbrack and Kevin Batteh	Kimberly Jones
Danielle M. Allen	Aerica Kennedy
Lisa and Derek Bandera	Eileen Lefer
Jennie and Brigham Bowen	Alison MacAdam and Simon Rodberg
Catherine Brown and Robert Gordon	Molly and Ethan Marsh
Linda Capo	Carrie and Chris Mitchell
Isadora Carreras and Kevin Thibault	Gabriela Moreno and Pedro Marzo
Blanche M. Fisher	Janet Morris and Andrea De Michelis
Lynn and Alan Fox	Cherish L. Pennington Photography
Julia Howell Barros and Marco Davis	Sharona Shuster and Edward Pauls
Roy Igersheim	Eddie Suarez of TTR Sotheby's International Realty
Pilar and Robert Jarrin	Dan Theisen (Ed Ops)
Elsa Jimenez and Chris McKee	Tunde and Thomas Wackman
Janet and Henry Jinich	Anna and Jared Weaver
Jonathan Kuhn Architect	Sara and Raymond Williams

Corporate/ Business Donors \$500 and up

The Boeing Company	Premier Bank
The Bromley Charitable Trust	Qualcomm
EdForward	Raytheon Company
Flamboyant Foundation	Share Fund of the Greater Washington Community Foundation
KVS Title	United Way of the National Capital Area
The Marcus Foundation	Volkswagen Group of America, Inc.
	Wells Fargo Community Support Campaign

Data Report

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Mundo Verde Bilingual PCS
PCSB	Campus Name: Mundo Verde Bilingual PCS
PCSB	Grades served: PK3 -5
PCSB	Overall Audited Enrollment: 578

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

Grade	PK3	PK4	KG	1	2	3	4	5	Total number enrolled
Student Count	35	54	97	96	89	85	71	52	579

Student Data Points

School	<p>Total number of instructional days, K-5: 180² Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</p> <p>Total number of instructional days, PK-3 and PK-4: 179 PK-3 and PK-4 students have 179 total instructional days due to their start days varying by their age group.</p>
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%

² Mundo Verde's 2017-2018 calendar had 181 days scheduled, and held 179 days in practice because of two snow days. One snow day was mistakenly not logged in eSchoolPLUS so our records show us having 179 and OSSE's formal record lists us as having 180.

PCSB	In-Seat Attendance: 93.6%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 1.2% (7 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 99.8%
PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB (SY16-17)	College Admission Test Scores: Not Applicable
PCSB (SY16-17)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 27.9%
School	Number of Teachers: 66 (26 lead teachers, 7 special education teachers, 6 specials teachers, 27 teaching fellows & associates) <i>"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.</i>
School	Teacher Salary (Teachers of Record Only - 39) 1. Average: \$57,388.78 2. Range -- Minimum: \$43,500 Maximum: \$84,000

Appendices

A. Staff Roster

Instructional Personnel

Full name	Position Title	Highest Degree Earned	Subject Matter	University Attended
Dilcia Aguilar	Classroom Associate (Pre-K)	GED Certificate	General	University of the District of Columbia
Sandra Aguilar	Teaching Fellow (Pre-K)	Bachelor's	Biology, Chemistry, Pharmacy	Alberto Materrer University
María Alemán de Ventura	Extended Day Associate	Bachelor's	Early Childhood Education	Universidad Modular Abierta
Sandra Algarra	Classroom Associate (Pre-K)	Associate's	General Studies	Catholic University
Mónica Arias-Jiménez	Lead Teacher (5th Grade)	Bachelor's	Chemistry	Universidad de Zulia
Elizabeth Ayala	Intervention Teacher	Associate's	Education	University of the District of Columbia
Macarena Balanda	Teaching Fellow (2nd Grade)	Bachelor's	Business Management	University de Chile
Elizabeth Barriga	Lead Teacher (5th Grade)	Bachelor's	Spanish	University of Delaware
Katalina Beltrán	Lead Teacher (1st Grade)	Bachelor's	Early Childhood Education	Universidad del Caribe
Eloisa Breto Flores	Teaching Fellow (Kindergarten)	Bachelor's	Industrial Engineer	Universidad Católica Andrés Bello
Christina Brown	Intervention Teacher	Master's	Education	Sara Lawrence College
Sara Bruno	Extended Day Associate	Associate's	Child Development	CentroNía
Darryl Buxton	Inclusion Manager	Master's	Educational Administration	Trinity University
María Teresa Cáceres	Lead Teacher (3rd Grade)	Bachelor's	Education	Universidad Arturo Prat
Paola Calderón	Art Enrichment Teacher	Bachelor's	Art	University of Maryland
Nely Cameron (Rivera)	Classroom Associate (Pre-K)	Bachelor's	Early Childhood Education	Universidad Francisco Gavidia Campus Santa Ana
Sharon Cannistra	Lead Co-teacher (2nd Grade)	Bachelor's	Political Science	University of Massachusetts
Natalia Carbone	Lead Teacher (2nd Grade)	Bachelor's	Theology	Universidad Católica Argentina
Dahiana Alcantara	Teaching Fellow (Kindergarten)	Bachelor's	Education	Universidad Tecnológica de Santiago

Tracy Castro-Molina	Substitute Kindergarten Assistant	Associate's	General Studies	Trinity University
María Chafetz	Cooking and Gardening Teacher	Bachelor's	Philosophy	University of Michigan
Thais Chirinos	Teaching Fellow (2nd Grade)	Bachelor's	Psychology	University Central of Venezuela
Luis Colmenares	Extended Day Lead Teacher	Associate's	Applied Computer Science	Universidad de Buenos Aires
Maira Contreras	Classroom Associate (Pre-K)	Bachelor's	Education	Universidad Capitán General Gerardo Barrios
Rubén Contreras	Extended Day Associate	High School	General	High Point High School
Gabriela Covarrubias	Lead Teacher (Kindergarten)	Bachelor's	Language	University of Maryland College Park
Karla Coyuchi	PM Classroom Assistant	High School	General	Lincoln High School
Jody Ellenby	Upper House Coach	Master's	Education	Harvard Graduate School of Education
Yesmi Escobar	Extended Day Associate	Bachelor's	General	Instituto Nacional de El Sauce
Naomi Fortis	Lower House Coach	Master's	Language and Literacy	Harvard Graduate School of Education
Najyyiah-Michelle Gaither	Movement Teacher	Bachelor's	Dance	Arizona State University
Bellanira Gaona	Teaching Fellow (1st Grade)	Bachelor's	Forest Engineering	Universidad Distrital Francisco José de Caldas
Jeffrey García	Extended Day Associate	Bachelor's	Psychology	Catholic University
Andrea García Molina	Lead Teacher (Kindergarten)	Bachelor's	Anthropology	College of the Atlantic
Stephanie Gómez	Extended Day Associate	High School	General	High School Diploma
Ana Gómez	Permanent Substitute	High School	General	High School Diploma
Matías Guerra	Lead Teacher (Pre-K)	Bachelor's	Early Childhood Education	Universidad Luterana Salvadoreña
Ana Guevara	Inclusion Associate	Bachelor's	Early Childhood Education	National Institute-Guatemala
Marina Gutierrez	Lead Teacher (3rd Grade)	Bachelor's	Early Childhood Education	Montgomery College
Annabelle Guzmán	Extended Day Associate	High School	General	High School Diploma
Daniela Guzmán	SPED Co-Teacher (5th Grade)	Bachelor's	Criminal Justice	Trinity University
Jaine Hernandez	Extended Day Lead Teacher	Associate's	General Studies	Trinity University

July Hillon	Lead Teacher (Kindergarten)	Bachelor's	Art History	University of Maryland College Park
Kayla Hogan	Lead Teacher (3rd Grade)	Master's	Teaching	Brandeis University
Daphne Johnson	Restorative Practices Coordinator	Bachelor's	History	University of Maryland-Baltimore
Daquan Johnson	Teaching Fellow (1st Grade)	Bachelor's	Business Administration	University of Maryland-Eastern Shore
Hendres Kelly	Recess Associate	Associate's	Education	University of the District of Columbia
Brooke Kindler	Teaching Fellow (1st Grade)	Bachelor's	Environmental Geology	Allegheny College
Howard Lawson	Extended Day Associate	Associate's	English	Sanz School
Martha Lawson	Extended Day Associate	High School	General	Instituto Nacional de Masaya
David Levin	Intervention Teacher	Bachelor's	Psychology	Universidad Iberoamericana
Peling Li	SPED Instructional Coach	Master's	International Education Development	Teachers College, Columbia University
Julia Lobo	Extended Day Associate	High School	General	High School Diploma
Anai López-Chavez	Inclusion Associate	High School	General	Bell Multicultural
Karen (Tuli) Malarín	Teaching Fellow (Pre-K)	Bachelor's	English Literature and Psychology	University of Vermont
Amalie Malochee	Recess Coordinator	Bachelor's	Political Science	Guilford College
Victor Martínez	Lead Teacher (3rd Grade)	Master's	School Counseling	University of Southern California
Danielle McCormick	Lead Teacher (1st Grade)	Bachelor's	Education	University of Maryland College Park
Adelina McDuffie	Lead Teacher (Kindergarten)	Bachelor's	Education	Universidad Autónoma Benito Juárez de Oaxaca
Karla Mejía	Teaching Fellow (Pre-K)	Bachelor's	Early Childhood Education	CentroNía
Patricia Mena de Saravia	Extended Day Lead Teacher	High School	General	High School Diploma
Jorge Montes	Lead Teacher (Pre-K)	Master's	Special Education	Universidad Central de Bayamón
Paul Moreno	Teaching Fellow (1st Grade)	Master's	Aesthetic and Art History	Universidad Jorge Tadeo Lozano Bogotá
Daniel Motta	SPED Co-Teacher (4th Grade)	Bachelor's	Psychology	Carleton College
Christian Murillo	Extended Day Associate	High School	General	High School Diploma

Daniela Nuñez-Ponte	Lead Teacher (2nd Grade)	Master's	Instructional Psychology	University of Oklahoma
José Ogando	Recess Assistant	Associate's	Elementary Education	University of the District of Columbia
Sarah Ozment	SPED Co-Teacher (2nd/3rd)	Master's	Education	Catholic University
Sharon Pecover	SPED Pull Out Teacher	Master's	Elementary Education	National-Louis University
Nery Pena	Extended Day Lead Teacher	High School	General	High School Diploma
Fabiola Penero	Teaching Fellow (Pre-K)	Bachelor's	Business Administration	Universidad Tecnológica de México
Loidmary Perenguez	Permanent Substitute	Bachelor's	Music	University Institute of Musical Studies
Berenice Pernalet	Instructional Guide	Master's	Bilingual/Bicultural Education	Teachers College, Columbia University
Staci Pugh	P.E. Teacher	Master's	Secondary Education	Grand Canyon University
Lydia Ramirez	Teaching Fellow (Kindergarten)	Master's	International Education	George Washington University
Gaby Revollo	Lead Teacher (Pre-K)	Master's	Early Childhood Education	University of the District of Columbia
Emila Ríos	SPED Teacher	Master's	Early Childhood Education	Santa Maria University
Gabriela Rivera	Inclusion Associate	High School	General	High School Diploma
Karen Rivera-Geating	Intervention Coordinator	Master's	Educational Administration	George Mason University
Jacqueline Rivera-Martínez	Extended Day Associate	High School	General	Oxon Hill High School
Ismenia Robles	Teaching Fellow (Kindergarten)	High School	General	Northwestern High School
Jacqueline Roche	Lead Teacher (1st Grade)	Bachelor's	Deaf Education	Flagler College
Katherine Rodriguez	Extended Day Lead Teacher	Associate's	Elementary Education	Montgomery College
Celso (CJ) Rosas	Teaching Fellow (1st Grade)	Bachelor's	Child and Adolescent Development	California State University, Northridge
Rodrigo Salgado	Lead Teacher (4th Grade)	Bachelor's	Economics	Georgetown University
Juan Samperio	Lead Teacher (4th Grade)	Bachelor's	Political Science	University of Nevada
María Sánchez-Jefferson	Lead Teacher (1st Grade)	Master's	Spanish Translation	Kent State University
Natasha Schoolman	SPED Teacher	Bachelor's	Psychology	Northern Illinois University
Sasha Shahidinejad	Lead Teacher	Bachelor's	Early Childhood Education	Boston University

	(2nd Grade)			
Latrice Stevenson	Lead Teacher (2nd Grade)	Bachelor's	Mass Communication	Claflin University
Marta Suárez López	Extended Day Associate	Bachelor's	Business Management	Universidad de Cartagena
Luz Angela Toro Acuña	Extended Day Lead Teacher	Bachelor's	Education	Universidad de la Salle
Angela Tovar Velasquez	Teaching Fellow (2nd Grade)	Bachelor's	Education	Universidad de la Salle
Paulina (Patty) Trujillo	Lead Teacher (Pre-K)	Bachelor's	Early Childhood Education	Universidad de San Martín de Porres
Jillian Tullish	Lead Teacher (5th Grade)	Bachelor's	Elementary Education	North Carolina State University
Verónica Umanzor	AM Classroom Assistant	High School	General	High School Diploma
Karla Vanegas	Extended Day Associate	Associate's	Elementary Education	Montgomery College
Ada Vásquez	Extended Day Lead Teacher	Associate's	English as a Second Language	Montgomery College
Edgardo Vázquez	Restorative Practices Assistant	Bachelor's	Social Worker	Caribbean University
Astrid Viera Benítez	Permanent Substitute	Associate's	Business Major	Montgomery College
Samantha Villalta	Extended Day Associate	High School	General	High School Diploma
Amber Walson	Music Teacher	Bachelor's	Music	Radford University
Gary Williams	Lead Teacher (4th Grade)	Master's	Elementary Education	American University
Allan Zuñiga Ramos	Extended Day Lead Teacher	Master's	Physical Activity and Sports Management Training	Fundación Universitaria Iberoamericana

Admin/Operations Personnel

Full Name	Position Title	Highest Degree Earned	Subject Matter	University Attended
Dahlia Aguilar	Principal	Master's	Administration	Trinity University
Andrea Battaglia	Nutrition Program Developer	Master's	Health Promotion Management	American University
Claudia Bracho-Urbina	Extended Day Lead Teacher	Ph.D.	Medicine	Universidad Central de Venezuela
John Breyer	Chief Operations Officer	Master's	Business Administration	Elon University

Joe Brophy	Data and Compliance Coordinator	Bachelor's	Jewish Studies	Oberlin College
Jessica Campos	Data and Assessment Coordinator	Bachelor's	Women's Studies	University of Maryland
Isadora Carreras	Director of Development	Master's	Child and Family Studies	University of Denver
Cristina Faz	Executive Assistant	Bachelor's	Business Administration	Instituto Tecnológico de Monterrey
Taquia Gladden	Food Service Assistant	Associate's	Criminal Justice	Montgomery College
Sarah Isel	Master SPED Co-Teacher (2nd/3rd)	Master's	Education	George Mason University
Elsa Jiménez	Outreach Coordinator	Master's	Secondary Education	Queens College
Michelle Johnson	Vice Principal	Bachelor's	Education	University of Illinois
Adriana López-Chavez	Food Service Assistant	High School	General	High School Diploma
Tara Mc Nerney	Sustainability Coordinator	Master's	Strategic Leadership toward Sustainability	Blekinge Institute of Technology
Jose Monterroza	Maintenance Technician	Associate's	Accounting/Management	Instituto Técnico Salvadoreño
Kandra Nova	Business Manager	Associate's	Business Administration	Prince George's Community College
Carlie Pena	Operations Associate	Bachelor's	Fine Arts and Dance	The College of William and Mary
Robyn Pretlow	Director of Operations	Master's	Special Education	George Washington University
Mariela Puentes	Extended Programs Coordinator	Master's	Curriculum & Instruction	Lynch School of Education
Christian Guevara	Extended Programs Admin. Associate	Associate's	Sociology and Statistics	University of Maryland
Gloria Quirarte	Extended Programs Director	Master's	Social Cultural Anthropology	Johns Hopkins University
Diana Rayas	Outreach Coordinator	Master's	Ecotourism and Sustainable Tourism	Universitat Autònoma de Barcelona
Juana Reyes	Part Time Cook	High School	General	High School Diploma
Franklyn Rivera	School Receptionist	High School	General	High School Diploma
Anaxiris Rojas González	School Receptionist	High School	General	Albert Einstein High School
Erika Ruiz	Receptionist	Master's	Sustainable Development	School for International Learning
Miguel SanJuan	Extended Day Receptionist	High School	General	High School Diploma

Kristin Scotchmer	Executive Director	Bachelor's	Political Science	University of Chicago
Michelle Sinkgraven	Special Projects Coordinator	Master's	Public Management	University of Maryland
Dorothy Steck	Chef	Bachelor's	Fine Arts	University of Maryland
Norma Villanueva	Director of Student Services	Master's	Special Education	University of Maryland
Andrew Walker	Student & Family Services Coordinator	Master's	Special Education	University of Virginia
Kelsey Weisgerber	Food Initiative and Service Manager	Bachelor's	History of Art and Architecture	University of Pittsburgh
Rocío Yoc	Front Desk Manager	Associate's	Business Administration	Trinity University

B. Board Roster

Board Member	Date of Appointment	Date Appointment Expires	Role
Danielle Allen* Managing Partner, Impact for Education	May 2017	June 2023	<i>External Committee, Committee Chair beginning July 2018</i>
Valecia Biddix* Mundo Verde PCS parent	July 2017	June 2023	<i>Academic Committee, Committee Chair Parent Trustee</i>
Corey Ealons* Partner, Vox Global	June 2018	June 2022	<i>External Committee Board Chair beginning July 2018</i>
Lynsey Wood Jeffries* National CEO, Higher Achievement	June 2011	June 2018 (extended from 6/17)	<i>Board Chair Governance Committee, Committee Chair</i>
Ed Pauls* Senior Development Officer, District of Columbia Housing Finance Agency Parent of two Mundo Verde students	June 2011	June 2018 (extended from 6/17)	<i>Board Treasurer Internal Committee - Chair; Parent Trustee; Building Task Force</i>
Michelle Molitor* Founder, CEO FREE, Fellowship for Race & Equity in Education	June 2016	June 2018	<i>Academic Committee</i>
Mikaela Seligman* Executive Director, AchieveMission Parent of two Mundo Verde students	July 2017	June 2023	<i>Governance Committee, Committee Chair beginning July 2018</i>
Stephanie Shultz* Manager, Align TLF Training Platform, DC Public Schools	June 2013	June 2018	<i>Academic Committee</i>
Paco Fabian* Communications Director, Change to Win Federation Parent of two Mundo Verde Students	March 2014	June 2020	<i>Board Secretary External Committee, Committee Co-Chair Parent Trustee</i>
Alicia Williams Director of Human Resources for Food & Water Watch	May 2017	June 2023	<i>Board Vice Chair & Treasurer beginning July 2018 Internal Committee, Committee Chair beginning July 2018</i>

**DC resident*

C. Unaudited 2017-2018 Financial Statements

Income Statement

Mundo Verde

July 2017 through June 2018

	Year-To-Date (YTD)
Income Statement	Actual
Revenue	
State and Local Revenue	10,144,534
Federal Revenue	351,121
Private Grants and Donations	336,804
Earned Fees	1,045,603
Donated Revenue	16,447
Total Revenue	11,894,508
Expenses	
Salaries	5,772,680
Benefits and Taxes	1,464,582
Contracted Staff	51,290
Staff-Related Costs	77,448
Rent	354,306
Occupancy Service	406,161
Direct Student Expense	1,521,886
Office & Business Expense	850,588
Contingency	0
Total Expenses	10,498,940
Operating Income	1,395,569
Extraordinary Expenses	
Interest	511,108
Depreciation and Amortization	659,487
Total Extraordinary Expenses	1,170,595
Net Income	224,974

D. Approved 2018-2019 Budget

Balance Sheet

Mundo Verde

As of June 30, 2018

Balance Sheet		6/30/18
Assets		Year End
Assets		
Current Assets		
Cash		1,289,073
Accounts Receivable		711,124
Other Current Assets		94,874
Intercompany Transfers		0
Total Current Assets		2,095,071
Noncurrent Assets		
Facilities, Net		14,130,625
Operating Fixed Assets, Net		322,509
Total Noncurrent Assets		14,453,135
Total Assets		16,548,206
Liabilities and Equity		Year End
Liabilities and Equity		
Current Liabilities		
Accounts Payable		277,464
Other Current Liabilities		1,478,913
Accrued Salaries and Benefits		342,956
Total Current Liabilities		2,099,332
Equity		
Unrestricted Net Assets		2,912,750
Net Income		224,974
Temporarily Restricted Net Assets		1,549
Total Equity		3,139,273
Long-Term Liabilities		
Other Long-Term Liabilities		(172,669)
Senior Debt		11,482,270
Total Long-Term Liabilities		11,309,601
Total Liabilities and Equity		16,548,206

E. Academic Data and Goals Explained

The following pages summarize Mundo Verde's evidence of student progress and achievement, for goals outlined in our charter in the domains of language, literacy, mathematics, sustainability, character/social-emotional development, and other student-related outcomes.

In particular this data provides evidence of one of Mundo Verde core overarching goals, namely that: *Our students will be biliterate in English and Spanish: Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic English and Spanish.*

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

The table below, "Achievement Benchmarks by Year of Entry", outlines expectations for performance on academic benchmarks, determined by a student's grade of entry onto the program.

Mundo Verde's goal: 80% of the students in an entry-grade cohort will meet the biliteracy benchmarks on the timeline below.

Achievement Benchmarks by Year of Entry				
	Literacy:	Math:	Oral Spanish Proficiency	
Entry Grade	Meeting expectations in at least one language	<u>K-2 GMADE:</u> On grade level and/or one year's growth <u>3- 5 PARCC:</u> Proficient	Intermediate Spanish Oral Proficiency	Early Advanced/ Advanced Spanish Oral Proficiency
PK-K	End of grade 2	End of K	End of grade 1	End of grade 2
1st grade	End of grade 3	End of grade 1	End of grade 2	End of grade 3
2nd grade	End of grade 3	End of grade 2	End of grade 3	End of grade 4
3rd grade	End of grade 4	N/A	End of grade 4	Post grade 5
4th grade	End of grade 5	N/A	Post grade 5	

*Mundo Verde has set math expectations for students entering grades K-2 using GMADE. In grades 3 and up, Mundo Verde uses PARCC scores to assess math proficiency; expectations for benchmarks will be set when baseline scores are obtained for all tested grades.

The table below, "SY18 End of Year Results by Entry-grade Cohort", displays student achievement data on these benchmark measures as of the end of the 2017-2018 school year. Yellow cells indicate that it is a benchmark year for that cohort on that assessment. As the table indicates, there were 59 achievement benchmarks distributed across cohorts within grade levels. We approached our goal of meeting over 70% (43) for 22 of them (benchmarks are marked with peach highlight; black text indicates cohorts that met or approached the benchmark of 80%; red text indicates cohorts that neither met or approached the benchmark of 80% marked with green text).

SY18 End of Year Results by Entry-grade Cohort						
SY17 Grade	Entry Grade	Cohort Size	Literacy	Math	Oral Spanish Proficiency	
			F&P/EDL2: Meeting Expectations in at Least One Language	K-2 GMADE: On grade level and/or one year's growth / 3- 5 PARCC: Approaching	Pre-IPT/IPT: Intermediate or Above	Pre-IPT/IPT: Early Advanced/ Advanced
K	PK-3	41	63%	83%	100%	95%
	PK-4	6	50%	67%	100%	100%
	K	47	68%	53%	89%	70%
	Grade Level	94	65%	67%	95%	83%
1	PK-3	28	54%	82%	89%	39%
	PK-4	46	76%	76%	89%	59%
	K	10	80%	60%	80%	50%
	1	10	80%	100%	60%	60%
	Grade Level	94	70%	79%	85%	52%
2	PK3-4	43	79%	81%	93%	58%
	K	33	76%	82%	97%	61%
	1	8	88%	75%	63%	50%
	2	5	80%	80%	80%	60%
	Grade Level	89	79%	81%	91%	58%

3	PK-K	70	76%	65%	100%	63%
	1	5	100%	100%	100%	60%
	2	5	80%	60%	60%	40%
		3	67%	67%	100%	33%
	Grade Level	83	77%	66%	98%	60%
4	PK-1	59	80%	69%	78%	63%
	2	8	88%	63%	88%	63%
	3	0	N/A	N/A	N/A	N/A
	4	4	75%	50%	75%	25%
	Grade Level	71	80%	67%	79%	61%
5	PK-2	49***	86%	70%	N/A*	N/A*
	3	1	100%	100%	N/A*	N/A*
	4	0	N/A	N/A	N/A*	N/A*
	5	1	100%	100%	N/A*	N/A*
	Grade Level	51	86%	71%	N/A*	N/A*
<p>* In SY17-18, 5th grade used STAMP for Spanish Language proficiency in order to provide a better understanding of our students entry point data as they advance to DCI. See scores below.</p> <p>** PCSB EC FAY definition was followed to compute end of year results for Literacy and Oral Proficiency for all grades.</p> <p>***Two of these students are not included in OSSE's publicly available PARCC data: one did not meet definition of Full Academic Year for SY17-18; one other took the MSAA.</p>						

SY18 End of Year STAMP Results by Entry-grade Cohort: 5th Grade

Speaking									
Cohort	Cohort Size	N/A	1	2	3	4	5	6	7
PK-2	49	12% (6)	2% (1)	2% (1)	18% (9)	27% (13)	39% (19)		
3	1					100% (1)			
4	0								
5	1	100% (1)							
Grade Level	51	14% (7)	1% (1)	1% (1)	18% (9)	27% (14)	37% (19)		
KEY		0 = un-responsive or non-ratable	1 = Novice-Low 2 = Novice-Mid 3 = Novice-High			4=Intermediate-Low 5=Intermediate-Mid 6=Intermediate-High		7= Advanced-Low	

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Writing									
Cohort	Cohort Size	N/A	1	2	3	4	5	6	7
PK-2	49	4% (2)		2% (1)	16% (8)	45% (22)	33% (16)		
3	1					100% (1)			
4	0								
5	1					100% (1)			
Grade Total	51	4% (2)		2% (1)	16% (8)	47% (24)	31% (16)		
KEY		0 = un-responsive or non-ratable	1 = Novice-Low 2 = Novice-Mid 3 = Novice-High			4=Intermediate-Low 5=Intermediate-Mid 6=Intermediate-High			7= Advanced-Low

Listening								
Cohort	Cohort Size	1	2	3	4	5	6	6+
PK-2	49			8% (4)	14% (7)	29% (14)	49% (24)	
3	1						100% (1)	
4	0							
5	1						100% (1)	
Grade Total	51			8% (4)	14% (7)	27% (14)	51% (26)	
KEY		0 = un-responsive or non-ratable	1 = Novice-Low 2 = Novice-Mid 3 = Novice-High			4=Intermediate-Low 5=Intermediate-Mid 6=Intermediate-High		

Reading								
Cohort	Cohort Size	1	2	3	4	5	6	6+
PK-2	49		6% (3)	4% (2)	14% (7)	57% (28)	16% (8)	2% (1)
3	1						100% (1)	
4	0							
5	1						100% (1)	
Grade Level	51		6% (3)	4% (2)	14% (7)	55% (28)	20% (10)	2% (1)
KEY		0 = un-responsive or non-ratable	1 = Novice-Low 2 = Novice-Mid 3 = Novice-High			4=Intermediate-Low 5=Intermediate-Mid 6=Intermediate-High		

Additional measures of student progress and achievement for each domain

DOMAIN / GOAL: Biliteracy & Language		EVIDENCE OF HAVING MET TARGET
TARGET		
<i>Students will be biliterate in English and Spanish: Students will demonstrate reading comprehension and oral and written fluency in cognitive/academic English and Spanish, as measured by:</i> Rate of pre-kindergarten-3 and -4 students who make appropriate growth for their age on the Teaching Strategies GOLD literacy assessment		98.9%
Rate of kindergarten through 5th grade students making one year of growth and/or scoring on grade level on the Fountas and Pinnell assessment		84%
Rate of kindergarten through 5th grade students reading on grade level in at least one language		75%
Rate of 1st grade through 5th grade students (dual language grades) reading on grade level in at least one language		78%
Rate of students enrolled 4-7 years meeting expectations in at least one language		77%
IPT Oral Spanish Fluency Assessment Rate of kindergarten through 5th grade students scored Early Advanced or Advanced on the Pre-IPT/IPT assessment of oral Spanish language skills		56%
Rate of students enrolled 4-7 years scored Intermediate or above on the Pre-IPT/IPT assessment of oral Spanish language skills		73%
Rate of students enrolled 4-7 years scored Early Advanced or Advanced on the pre-IPT/IPT assessment of oral Spanish language skills		47%
Rate of 3rd, 4th, and 5th grade students "Approaching College & Career Ready" and above on PARCC Assessment		65.5%
Rate of 3rd, 4th, and 5th students "College & Career Ready" on PARCC Assessment		45%
DOMAIN / GOAL: Math		EVIDENCE OF HAVING MET TARGET
TARGET		
<i>Students will understand and apply complex mathematical concepts to solve problems.</i> Rate of pre-kindergarten-3 and -4 students who make appropriate growth for their age on the Teaching Strategies GOLD math assessment		100%
Rate of kindergarten through 2nd grade students on grade level or achieving one year's growth on GMADE assessment		75%
Rate of 3rd, 4th, and 5th grade students "Approaching College & Career Ready" and Above on PARCC Assessment		68.5%

Rate of 3rd, 4th, and 5th grade students "College and Career Ready" on PARCC Assessment	45%
DOMAIN / GOAL: Sustainability	EVIDENCE OF HAVING MET TARGET
TARGET	
<i>Students will acquire and apply the knowledge, skills, and values of sustainability.</i> Percent earned of 60 possible points across 15 domains of the Education for Sustainability assessment tool	75%
Alignment of curriculum to sustainability learning goals	Sustainability learning targets evaluated & shared with families
DOMAIN / GOAL: Character Goals	EVIDENCE OF HAVING MET TARGET
TARGET	
<i>Students will embrace diversity and demonstrate positive cross-cultural attitudes and behaviors; work collaboratively and resolve conflicts effectively; and have a strong sense of place and be active community and environmental stewards.</i>	
Rate of pre-kindergarten-3 and -4 students who make appropriate growth for their age on the Teaching Strategies GOLD social-emotional development assessment.	100%
Students in 1st-5th Grade will self-assess proficiency in Habits of Community Stewardship on quarterly basis	Habits evaluated through student self-assessments
Discipline Rates Below Sector Average	Suspension Rate 0% Expulsion 0%
DOMAIN / GOAL: Attendance	EVIDENCE OF HAVING MET TARGET
TARGET	
Attendance (In seat): Floor 85 - Ceiling 95 (80% rule implemented this year)	93.6%
DOMAIN / GOAL: Diversity	EVIDENCE OF HAVING MET TARGET
TARGET	
<i>Mundo Verde will recruit and retain a diverse group of students.</i> Receive applications from all eight wards	Applications citywide
<i>Maintain at least 30% students qualifying for FARM</i>	26.25%

Ensure diverse representation of major DC subgroups

Diversity of subgroups

DOMAIN / GOAL: Family Perspectives & Engagement	
TARGET	EVIDENCE OF HAVING MET TARGET
<i>Families have positive views of Mundo Verde and are involved in their child's education.</i>	92.3%
At least 90% of current families will re-enroll	
Percentage of My School DC applications ranking Mundo Verde as a top 3 school choice	56%
Percentage of families that participated in at least 2 engagements (parent/teacher conferences, home visits, back to school night)	98.1%
At least 85% of families receive a home visit	83.4%