Appendix A

January 24, 2013

Alberto Gomez, Board Chair
Carlos Rosario International Public Charter School
1100 Harvard Street, NW
Washington, DC 20009

Dear Mr. Gomez:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews to gather and document authentic evidence to support the oversight of all PCSB schools. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting student academic achievement expectations specified in the charter granted to such school. Your school was selected to undergo a Qualitative Site Review during the 2012-13 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal

Qualitative Site Review Report
On December 4, 5, and 12, 2012, a Qualitative Site Review team conducted on-site reviews of Carlos Rosario International Public Charter School. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this, PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. We also conducted focus groups with a random selection of students, a group of teachers, and your administrators.

Enclosed is the team's report. You will find that the Qualitative Site Review Report is focused primarily on the following areas: mission/goals of the school's charter, classroom environments, instructional delivery, meeting the needs of all learners, professional development, and school climate.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Carlos Rosario PCS. Thank you for your continued cooperation as the PCSB makes every effort to ensure that Carlos Rosario PCS is in compliance with its charter.

Sincerely,

Scott Pearson
Executive Director

Enclosures
cc: School Leader

CHARTER GOALS

This table summarizes the goals that Carlos Rosario International Public Charter School ("Carlos Rosario PCS") contracted to in its charter and the evidence that the Qualitative Site Review ("QSR") team observed of the school meeting the goal during the Qualitative Site Visit. These goals are what the school indicated that it should be held accountable to.

Goal as Identified by the School	Evidence
Students will achieve proficiency in English language and life skills.	The QSR team observed several classroom activities focused on English instruction, including: creative role plays, structured student dialogues, group exercises, one-on-one tutoring, computer-assisted English instruction, simulated/mock interviews, student and teacher read-alouds, student dictations, classroom libraries, and the Spark3000 reading program.
Students increasing their opportunity to become naturalized American citizens and fully contributing members of American society.	The QSR team observed mock interviews that focused on the citizenship examination. The school provides leadership training and coordinates access to health and legal services.
Students will earn their GED or high school equivalency, thereby increasing their potential for employment and/or continuing education.	The QSR team observed students using the General Equivalency Diploma ("GED") computer lab to improve their online test taking skills and using classroom computer centers to practice their computer and test-taking skills. Teachers designed instructional delivery strategies in the English language arts and mathematics classes to address components of the GED exam. Additionally, teachers used mock interviews and simulated debates and essays to assess students' readiness for the GED exam.
Students will become more employable.	The QSR team did not look for evidence related to this goal while on the site visits.
Through workshops, students will acquire necessary life skills.	According to school leaders, Carlos Rosario PCS offers comprehensive support services for its students, including individual bilingual counseling, job counseling and placement, leadership training, and college application and financial aid support. The QSR team observed teachers linking classroom skills to real-life situations, such as potential employers' expectations for English fluency. Student government members were present during student focus group interviews; they indicated that their participation in the student government allows them to practice leadership skills. Students also cited several extracurricular activities that support this goal: grammar and math clubs, Latin and zumba dance groups, legal clinics, and additional remedial computer instruction.
Regular attendance.	The QSR team did not look for evidence related to this goal while on the site visits. The school incentivizes attendance with cafeteria vouchers for perfect attendance.

SCHOOL MISSION

This rubric summarizes the school's performance on aligning its operations with the mission and goals of its charter.

School Mission	Limited	Satisfactory	Proficient	Exemplary
The school's mission and educational goals as articulated in the charter application and subsequent amendments are implemented in the day to day operations of the school.	Limited observations of day to day observations as aligned with mission and educational goals by any school stakeholders.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by some staff members.	Day to day operations and activities as aligned with mission and educational goals are demonstrated by nearly all staff members.	Day to day operations and activities as aligned with the mission and educational goals are demonstrated by students throughout the school building.
The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	Administrators and Board members demonstrate a limited understanding of the school's design. Evidence of its use in the management and governance of the school is substantially lacking.	Administrators and Board members demonstrate an adequate understanding of the school's design. There is evidence that understanding of the design is sometimes used to effectively manage and govern the school.	Administrators and Board members demonstrate a good understanding of the school's design. There is evidence that understanding of the design is used to effectively manage and govern the school.	All key administrators and Board members demonstrate an excellent understanding of the school's design. There is significant evidence that understanding of the design is used to effectively manage and govern the school.
The school's curriculum and instruction are aligned with the school's mission and educational goals.	School curriculum and instruction are not aligned with the mission and educational goals and/or are utilized in limited/no classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in some classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in most classrooms.	School curriculum and instruction are aligned with the mission and educational goals and are utilized in all classrooms.
The school has met or is making progress toward meeting the educational goals of its charter.	The school demonstrates limited evidence of progress towards monitoring and making progress towards few of the goals of its charter.	The school demonstrates adequate evidence of progress towards monitoring and making progress towards some of the goals of its charter.	The school demonstrates proficient evidence of progress towards monitoring and making progress towards most of the goals of its charter.	The school demonstrates exemplary evidence of progress towards monitoring and making progress towards all of the goals of its charter.

School Mission Summary

According to the charter application, the mission of Carlos Rosario International PCS is to provide education that prepares an adult immigrant population of Washington, DC to become invested, productive citizens and members of American society who give back to family and community. The school strives to accomplish this through excellence in teaching and learning in partnership with the community and by fostering a safe and compassionate learning environment. This is what PCSB staff and consultants looked for when visiting the classrooms, attending a parent meeting and board meeting, and conducting the focus groups.

The QSR team's observations during its visits to the school were consistent with the well-documented evidence of the school's success. Carlos Rosario PCS is nationally recognized as a leader in adult education and citizenship training; the school's dedication to fostering students to become effective American citizens is apparent in the school's everyday operations. The QSR team noted the strong school culture and consistent dedication to the school's mission among students, faculty, and administrators.

Graphic presentations and exhibits depict a diverse student population representing 72 countries and speaking 37 different languages. Administrators provided data documenting students' significant accomplishments and high achievement, including GED attainment and English proficiency rates. Instructional programs are grounded in Equipped for the Future and Secretary's Commission on Achieving Necessary Skills (SCANS) standards, and aligned with the Comprehensive Adult Student Assessment System ("CASAS") Life Skill Competencies and Adult Basic Education. The school provides workforce development services, foundational literacy and skills through English as a second language courses (levels 1 – 8), and basic technology use training. The GED programs and the "ESL for Families" family literacy program also support the school's mission. According to one student and reiterated by others, "the purpose of the school is to help everyone who wants to achieve their goals, become good citizens, and contribute to this country through different programs."

A review of recent Board of Trustee minutes, showed that most meetings had a full quorum with members of the leadership staff presenting. Discussion has typically centered on academics, governance, and finance. The QSR team noted evidence that the Board and school administration deploy resources effectively to further the academic and organizational success of the school. The QSR team further noted that the school is led by a strong Board with effective, engaged Trustees and a dedicated and passionate Executive Director who is widely recognized for her service to the community and her leadership.

CLASSROOM ENVIRONMENTS

This rubric summarizes the school's performance on the Classroom Environments elements of the rubric during the scheduled and unscheduled visits.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

Class Environment	Limited	Satisfactory	Proficient	Exemplary
Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.

Classroom Environments Summary

The QSR team observed thirty-five classrooms. Approximately 80% of them scored proficient or exemplary on elements of the Classroom Environment Rubric, which includes five elements: Environment of Respect, Culture of Learning, Managing Classroom Procedures, Managing Student Behavior, and Organization of Physical Space.

The QSR team observed informal but respectful interactions between students and teachers. The review team observed positive interactions, respectful talk, politeness, and respect for students' lives outside the classroom. Classroom environments were cooperative and professional, and different ethnicities were celebrated in posted work.

The QSR team noted most teachers effectively establishing a culture for learning. Teachers displayed pride in student performance and regularly related the importance of content to real-life scenarios, such as, "If you are going to be effective writers and speakers, you must know how to conjugate verbs into the proper tenses." Teachers also reminded students that instruction was to assist them with passing the GED examination.

The QSR team noted clearly established procedures and routines; students demonstrated knowledge of these procedures through their actions, such as signing in upon entry to the classroom to confirm attendance. Students assisted teachers in distributing handouts and quietly exited the class to use the bathroom without disrupting instruction.

The review team did not observe any incidents of disrespectful behavior and students complimented each other on several occasions. Students encouraged each other with statements like "You try it," "Don't be afraid," and "What do you think?" In one case, the QSR team observed students reprimanding another student whose cell phone rang during class.

Teachers organized their classrooms to allow for ease of teacher and student movement. Classrooms were safe. Decorations included grammar rules posted for reference, students' pictures, and artifacts from different ethnic groups and different countries, particularly those represented in the student body. Most classrooms had computer centers and libraries containing books, newspapers, and other texts appropriate to students'

reading levels. The QSR team noted teachers using Smart boards to aid instruction.

INSTRUCTIONAL DELIVERY

This rubric summarizes the school's performance on the Instructional Delivery elements of the rubric during the scheduled and unscheduled visits.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Satisfactory	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.
Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests, and seeks to ensure success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interest and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.

Instructional Delivery Summary

Overall, approximately 90% of classrooms were proficient or exemplary in areas of Instructional Delivery, including: Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Demonstrating Flexibility.

The QSR team observed clear and accurate communication that included expectations for and purposes of each learning activity. Teachers informed students of academic and work-related standards to be accomplished during instructional tasks and units. For example, "You will be able to prepare PowerPoint presentations, present the slide show, and write an evaluation of each presentation."

While some questions were open-ended and required students to use critical thinking skills in order to correctly respond, most questions were limited to low-level questioning and required students to recall previously taught information, such as: "What must an essay introduction include?" and "What abbreviations do we need to use in this sentence?"

The QSR team noted a variety of instructional delivery strategies designed to engage students, including teacher and student demonstrations, small and whole group activities, and use of technology during guided and independent practices. Students helped each other complete activities.

Teachers used formative assessments to assess students' mastery of content, such as quizzes, demonstrations, and presentations. The QSR team also observed teachers circulating throughout the room to check written work for accuracy.

The QSR team did not review teachers' lesson plans in advance and thus was unable to compare observed instruction to lesson plans. As such, the team could not identify real-time adjustments based on student needs. In some cases, the QSR team observed teachers giving students a few more minutes than originally allotted to complete activities.

MEETING THE NEEDS OF ALL LEARNERS

This rubric summarizes the school's performance on the elements of the rubric related to meeting the needs of all learners.

All Learners' Needs	Limited	Satisfactory	Proficient	Exemplary
The school has strategies in place to meet the needs of students at risk of academic failure.	The school has implemented a limited number of programs to help students who are struggling academically to meet school goals. Resources for such programs are marginal; or the programs experience low participation given the students' needs.	The school has implemented programs and provided adequate resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate.	The school has implemented special programs and provided significant resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is moderate to high.	The school has implemented research- based and/or special programs and provided a full complement of resources to help students who are struggling academically to meet school goals. Based on individual needs, student participation is high.
The school has strategies in place to meet the needs of English Language Learners ("ELLs").	The school has a program in place to meet the needs of English Language Learners who enroll at the school. In order to comply with federal regulations, however, the program could benefit from increased staffing, improved staff qualifications and/or additional resources.	The school has a program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal regulations, which include sufficient staffing with requisite training and resources.	The school has a successful program in place to meet the needs of English Language Learners who enroll at the school. The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and resources.	The school has a successful program(s) in place to meet the needs of any English Language Learners who enroll at the school. The services are in keeping with, and in some ways, exceed federal standards for staffing with requisite training, qualifications and resources.

Meeting the Needs of All Learners Summary

Carlos Rosario PCS serves a population of immigrant and English learning students; according to the school leaders, the school provides resources and programs that surpass local and federal regulations for ELL and special education students. In addition to a staff that includes bilingual and multilingual certified teachers, translators, and paraprofessionals, the school has a Supportive Services Department that provides services in four major languages: English, Spanish, Amharic, and Vietnamese. Services include individual bilingual counseling, vocational counseling and placement, childcare and health referrals, life skills workshops, and financial aid assistance. The school's curriculum, which was validated by the Georgetown University Center for Language Education and Development, offers intensive language and life skills instruction for students.

PROFESSIONAL DEVELOPMENT

This rubric summarizes the school's performance on the Professional Development elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with administrators, faculty, and staff.

Professional Development	Limited	Satisfactory	Proficient	Exemplary
Time is made available throughout the year.	The school offers very few professional development days throughout the school year, and teachers indicate that they do not have enough time for ongoing professional development and planning.	The school offers several professional development activities throughout the school year, although teachers indicate they could use more time for planning.	The school day and the annual calendar reflect a strong focus on professional development and planning. Most teachers agree that they are given sufficient time for professional development and planning.	The school day and the annual calendar reflect a high priority given to professional development and planning. All teachers agree that they are given sufficient time for a variety of professional development opportunities and planning.
Extra support is in place for novice teachers.	The school offers limited formal or informal support and guidance for novice teachers. These teachers do not think that the support is adequate.	The school offers formal or informal support and guidance to novice teachers. These teachers think that the support is adequate.	The school has implemented a support system that is effective in meeting the needs of novice teachers.	The school has implemented a highly structured support system that is highly effective in meeting the needs of novice teachers.

Professional Development Summary

According to the teacher and administrator focus groups, the school's professional development ("PD") program provides opportunities for teachers to study best practices in the fields of adult education and linguistics. The professional development calendar, which was reviewed by the QSR team, indicates that teachers receive professional development throughout the year. Teachers are expected to attend professional conferences, give presentations back to their colleagues, and participate in just-in-time training. All teachers receive support from their immediate instructional supervisors and a full-time instructional coach who works with teachers on a one-to-one basis. This support includes reflection forums after classroom observations. ELL teachers of all levels also have access to a comprehensive Teacher Resource Guide and lesson plan exemplars.

Recent PD activities included "Current TESOL Trends and Teaching Strategies," "Let's Talk Speaking Activities and Strategies for Beginning ELLs," "How to Manage Your Online Personal Learning Network," and "Sheltered Instruction in Workforce Programs." Teachers also cited the revision of the curriculum to align with national standards as another critical component of the professional development program.

Novice teachers also have assigned peer mentors. The professional development program includes a New Teacher Induction Program focused on mentoring, topic-driven teacher study circles, and a Teacher Evaluation Agreement.

SCHOOL CLIMATE

This rubric summarizes the school's performance on the School Climate elements of the rubric during the scheduled and unscheduled classroom observations and as discussed during the focus groups with students, faculty, and staff.

School Climate	Limited	Satisfactory	Proficient	Exemplary
The school is a safe and orderly learning environment.	The school's discipline policies and practices are not well-articulated or understood by most of the staff, students and parents. Such policies and practices are partially implemented due to the lack of clarity or understanding and, as a result, the learning environment provides limited safety and order.	The school's discipline policies and practices are adequately articulated and understood by the administration and by most of the staff, students and parents. Such policies and practices may not be fully implemented, due to a lack of clarity or understanding. The learning environment, however, is relatively safe and orderly.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are consistently implemented, providing for a safe and orderly learning environment.	The school's discipline policies and practices are clearly articulated and understood by the administration, staff, students and parents. Such policies and practices are fully implemented by students and staff, providing for a consistently safe and orderly learning environment.

School Climate Summary

The school's discipline policy is clearly outlined in the student handbook and shared during a student assembly each semester. According to school leaders, the discipline policy is non-negotiable. It is preventive in design and allows every student to receive a second chance if he/she is suspended or expelled, depending on the violation.

Carlos Rosario PCS offers comprehensive support services for its students, including individual bilingual counseling, job counseling and placement, leadership training, and college application and financial aid support. Health care services include free vision screening, eye examinations, and HIV testing by the La Clinica del Pueblo and the Mayor's Office of Latino Affairs. Students receive free legal services and the District of Columbia Bar Association provides a series of four Saturday legal clinics to students and to members of the local community. Student-organized activities include Hispanic Heritage Month, African American History Month, and Asian Pacific Spring Festival. Extracurricular clubs and activities include Computers for Beginners in Amharic and Spanish and Zumba dancing. The student government association, elected by students, ensures that the student voice is heard in all major operational decisions. Among student recognition and honors are school cafeteria vouchers for perfect attendance and end-of-the-semester classroom celebrations. The school's provision of bus transportation from the Metro is another service provided to students as parking is very difficult at both campuses.

Appendix B

CHARTER RENEWAL APPLICATION
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Part One: Application for Charter Renewal

MISSION STATEMENT

Our mission is to provide education that prepares the diverse adult immigrant population of Washington, DC to become invested, productive citizens and members of American society who give back to family and community. The school accomplishes this through excellence in teaching and learning in partnership with the community by fostering a safe and compassionate learning environment.

SCHOOL OVERVIEW

A community activist, Carlos Rosario, established PEILA by obtaining a federal grant with the purpose to provide English instruction and support services to the Latino community. Mr. Rosario then negotiated with the DC Public School System (DCPS) so that the grant would go through the school system and the program would be established in collaboration with the school system to ensure the quality of the program. The program grew, was integrated into the DC School system budget, merged with the DCPS Americanization program, and opened its doors to immigrants from around the world.   The School was named a national model in adult education by the US Department of Education and grew to serve over 4,000 students annually.

Following the closure of all DCPS adult education programs due to DC's financial crisis, Sonia Gutierrez, principal of the school, founded the Carlos Rosario International Career Center, a nonprofit organization.   Then, Ms. Gutierrez, in collaboration with Allison Kokkoros, applied for charter school status in 1997. In 1998 the DC Public Charter School Board granted unconditional approval of the charter application and the School became the first adult charter school in the nation. Throughout its history the Carlos Rosario International Public Charter School has transformed individuals, families and communities through providing award-winning adult education to the District's diverse immigrant adult population.

A highly-qualified, diverse, and dedicated team of faculty and staff provide programs including English as a Second Language, GED, ESL for Families (Family Literacy), Citizenship, Technology Essentials and Workforce Development as well as comprehensive support services to more than 2,000 students annually. Our students represent more than 72 countries and speak over 37 different languages.

A student-centered, holistic approach is key to our success. The Carlos Rosario School continuously surpasses local and national expectations for immigrant adult education programs and is dedicated to supporting students as they move into pathways that successfully prepare them for their future. Ethiopian native and Carlos Rosario School nurse aide training graduate Wondimu Dalkero said, "This is a place where our dreams become real."

The School earned accreditation in 2005 through the Middle States Association. In April of 2012 the Middle States Association awarded full re-accreditation to the School. The final report outlining the findings of the validation team, stated, "The Visiting Team wishes to commend the school for its warm welcome, culture of continuous improvement, exceptionally clean and well-maintained building, state of the art technological resources, desire and commitment to expand its program to serve more students and its corporate advisory committees which help keep the workforce program current while providing job opportunities and career paths for its graduates."

As a model in adult education, throughout the school year the School hosts on average 200 educators, international dignitaries, politicians, and global businessmen and women from countries around the globe who come to study our holistic model of foundational skills, workforce development and support services. One English as a Foreign Language teacher sponsored through the US State Department said, "I learnt a lot of things from visiting this school today. I am lucky to be here. The class set up, methodology, and strategies of teaching are excellent."

HIGHLIGHTS AS A CHARTER SCHOOL

Since gaining its charter in 1998, the School has grown from a small grassroots educational facility renting space out of church basements to a model in adult education preparing to expand into a new state of the art building in Ward 5.

- In 1998 the School was granted unconditional approval of the charter application.
- From 1998 to 2004 the School grew to operate out of six different sites including church basements.
- In 2004 the School completed renovations on the 1100 Harvard Street location and consolidated all operations to this location.
- In 2005 the School gained accreditation from the Middle States Association. In 2012 the School earned full re-accreditation.

- In 2007 the School amended its charter expanding to meet community needs by adding ESL for families, advanced English as a Second Language, and workforce development.
- In 2007 The National Alliance for Public Charter Schools inducts Carlos Rosario School president and founder, Sonia Gutierrez, into the Charter School's Hall of Fame.
- In 2008 in our 10th year of operations as a charter we were found to be exemplary in the following areas: curriculum and standards, assessment, school climate, and governance and management.
- In 2009 the School is one of only two schools to receive a DC Public Charter School Board Gold Star Award in recognition of 100% compliance.
- In 2009 due to growing waiting lists and lack of space, satellite sites were added to address community needs.
- In 2011 Allison Kokkoros is awarded "Most Outstanding Adult Education Principal" by the DC Public Charter School Board. Two Carlos Rosario School students were also honored at the event.
- In 2012 ground is broken on the Sonia Gutierrez campus in northeast Washington, DC, which will house programs including workforce development and enable the School to remove 200 students from its waiting list.

FULFILLMENT OF CHARTER GOALS

ACADEMIC GOALS

The School's goals for student academic achievement in the areas of Literacy, English as a Second Language (ESL), GED and Citizenship are measured through a myriad of formal and informal assessments, supports for student learning, and gathering of student feedback. Students set short-term goals in their classes which inform instruction along with student portfolios. Vocabulary is developed via school-wide activities that include Drop Everything and Read (DEAR), an annually published student literary arts magazine and school-wide essay contests and spelling bees. All students, from literacy level to advanced ESL and workforce, achieve academically at high levels. The School is dedicated to meeting the diverse needs of its unique student population.

NON ACADEMIC GOALS

A holistic approach to education allows the School to fully accomplish its nonacademic goals. Students develop personally, gaining cross-cultural understanding, preparation for higher education and civic participation thanks to

comprehensive supportive services. Students grow socially and economically because of ESL and workforce development curricula that emphasize student skills and employability. One nurse aide training graduate from Ethiopia said upon completing his training, "I know 100% that I will not be without a job. This training has helped me know so many people and so much information." Workforce program students enjoy tremendous support of career specialists, teachers and a manager who continually meet to develop specific plans for current program students. The School celebrates multiculturalism by bridging individual culture to American culture and civics through cultural celebrations, curricula focusing on consumerism, civics, individual rights and responsibilities, and more. The School cultivates higher-order thinking skills for all students, helping them to succeed in American society and function in the economy of the 21st century.

ORGANIZATIONAL GOALS

The School realizes its organizational goals of an exceptional school climate, promoting a warm community fostering student responsibility and volunteerism every day, in every class and event. All students, employees and guests of the School feel so welcome and safe that the School is often referred to as a second home. A strong student government association thrives, embodying the Mission as these student government representatives are invested, productive members of our School, actively giving back to their school and community. Staff, faculty, students and community members contribute thousands of volunteer hours to the School each year. The School partners with other community organizations and our workforce program implementation and design is informed by corporate advisory committees.

FULFILLMENT OF STUDENT ACADEMIC ACHIEVEMENT EXPECTATIONS

Since the start of its charter, the School has demonstrated consistently high achievement in all academic areas: acquisition of ESL literacy; mastery of beginning ESL levels; mastery of intermediate ESL levels; mastery of advanced ESL levels; demonstration of ability to pass citizenship exam; mastery of Pre-GED subject matter for the purposes of class completion; mastery of pre-GED subject matter for the purpose of passing the GED examination; and workforce program certification.

COMPLIANCE WITH LAWS

The Carlos Rosario School has consistently remained in compliance with all applicable laws in the areas of Health and Safety, Enrollment Data, Maintenance and Dissemination of Student Records, Civil Rights Statutes, and other applicable laws.

Additionally, in serving adult students with special needs the Carlos Rosario School takes pride in providing services for students who are challenged by physical, vision, and/or hearing disabilities. We offer hearing and vision screening to all beginning level ESL students. This commitment to complete compliance also carries over to our financial responsibilities. The Carlos Rosario School takes its fiduciary responsibilities seriously by ensuring public funds are used appropriately by having good internal controls and reporting. The school has been a leader in reporting compliance and fiscal soundness as evidenced by the Charter Board's decision to allow quarterly financial reporting versus monthly.

CRITERION 1: FULFILLMENT OF CHARTER GOALS

ACADEMIC GOALS

In the original charter application submitted by the Carlos Rosario School in 1997 and the amendment submitted 2006 we outlined various goals for academic student achievement for those enrolled in Literacy, English as a Second Language (Level 1 through 8), GED, and Citizenship. While the School measures student success using a variety of formal assessments, student learning is also evidenced through informal assessment tools. Per the DC Public Charter School Board guidelines, we will discuss evidence of academic goal attainment not measured by testing. These informal measures are critical in assessing whether we are meeting academic achievement expectations. The School incorporates various mechanisms to support student learning, and we have put in place systems to ensure the diverse needs of our unique population are being met.

INFORMAL ASSESSMENTS

Many of our informal assessments involve the larger school community and encourage students to take responsibility for individual learning. These assessments include student short-term goal achievement, portfolios, a school-wide spelling bee, a student-led literary arts magazine, internal and external essay contests, mock elections and a GED math and science fair.

The identification of specific short term goals is a hallmark in adult education for encouraging motivation and persistence. It has been our practice since 2004 to ask students to determine short- term goals, and then achievement of goals or progress toward those goals are assessed at the end of each semester. (Please see Appendix A for a sample goals report.) These goals are largely academic in nature, but also include other important aspects of learning such as life skills goals that can be achieved with increased English language abilities. For example, typical student goals include wanting to improve speaking, develop vocabulary, or parents wanting to be able to read to their children. In 2005-2006, 49% of students said that they met their goal. In 2006-2007, 52% of students said that they met goal. In contrast, 85% reported meeting their goal in school year 2007-2008. Eighty percent met their goals in school year 2008-2009, 75% in school year 2009-2010, and 75% in school year 2010-2011. As evidenced

from these results, the rate of students meeting their goals consistently increased in both the 2005-2006 school year and the 2006-2007 school year and has remained high since 2007. The high rate of students meeting personal goals is due to the School's data-based approach to student learning. After receiving student goals, teachers analyze how they will use these to shape instruction inside the classroom; educators then also report on this in their Teacher Evaluation Agreement (TEA).

In addition to student achievement of short term goals, student portfolios are another way student progress is measured. The portfolio follows the student through his or her entire life at the school and demonstrates student growth. For example, in ESL Level 7 students learn about writing and essay development. To show growth, the students write a paragraph to the best of their ability early in the semester and then, after studying writing and argument, they write a five paragraph essay which also goes into the portfolio. In this way, the portfolio demonstrates growth and is something in which students take pride. In the past, these portfolios were physical files that followed a student from semester to semester, but recently they have been digitized to an e-portfolio version which is attached to a student's electronic record. The portfolios include student goals, a mid-semester reflection, an end-of-semester reflection and activities demonstrating a student's best effort towards achieving selected key curriculum objectives. In order to standardize portfolios, students are required to demonstrate their current ability on key curriculum objectives found within the templates. Portfolios are also used by the teacher to see how the student performed in previous levels or semesters.

One way student vocabulary development is assessed is through an annual school-wide spelling bee, which began in 2006. Each class is given a word list appropriate to their level and theme and students practice their words in the classroom. Then teachers conduct an informal formative assessment in which they have a mock bee within their classroom. The top two winners represent their class in the school wide bee. To date the School has held six spelling bees. The ESL and GED programs participate in these bees. The bee allows students to self-assess where they are in their vocabulary development and allows teachers to measure student abilities in a fun and engaging way that builds school community.

In 2008 we began publishing a student-led literary arts magazine that serves as an important informal assessment of student writing abilities. The School has published six literary arts magazines to date. Student contributions from every level--

Orientation A through Level 8 and also from the workforce programs, Citizenship classes, GED classes, and Spanish literacy classes—are accepted. Students submit creative writing and art work and a team of students, organized by a student editor and faculty advisor, select entries. The magazine is a tangible representation of the growth that students make at the School as they move through our program and increase in English ability. The magazine is shared throughout the School and students take pride in seeing their own work in print and are able to see where their English level is in relationship to the rest of the school. See Appendix B for a copy of school year 2011-2012 literary magazine.

Internal and external essay contests are another way to assess student writing progress. In 2001 we began having an annual essay contest during Black History Month asking students to reflect on what Black History Month or a related quote means to them. Since then, we have had 11 essay contests with students earning prizes in each level of English. Enthusiasm and participation has grown through the years and now not only does every ESL level participate, but also workforce, citizenship, and GED students. The first year we gave out five prizes, and this past year we gave out 13 prizes. This increase reflects the growth of the School's program and also students' excitement about writing.

The citizenship program seeks to increase the knowledge of students by exposing them to a variety of educational enrichment activities. In addition to the regular instruction that occurs, the class takes at least one citizenship class content related field trip per semester. At least one lawyer is invited to be a classroom speaker each semester. During any election cycle that may happen to fall during the semester, students track issues and polling data. A least 12 historical videos are made available to students in class and in the computer lab for the purpose of increasing their knowledge of American history. Role playing is utilized in class to further enhance the delivery of constitutional convention instructional material. Students create timelines and label maps on important national historical developments. First amendment cases are discussed and mock voted upon by students.

Finally, during school year 2011-2012, the School held a math and science fair, which allowed GED students to showcase their knowledge of these concepts. Student displays were set up in the lower level hallways as well as the school auditorium. GED students shared their math and science knowledge with classmates, staff and

faculty. The fair was so popular that GED students decided to form a math club for the 2012-2013 school year.

SUPPORTS FOR STUDENT LEARNING

A variety of activities and systems have been put in place to support student learning. These include student-centered activities, field trips, guest speakers, DEAR, and a student resource room with books and multimedia resources for second language learners.

Student learning is supported through student-centered activities such as role plays, group exercises, learning stations, and more. Additionally, outside speakers enhance classroom learning. For example, board member Laura Campos visited the Citizenship class in the spring of 2012 to share her experience as a political leader. Field trips are also used to bolster student learning. For example students have visited places such as the Frederick Douglas House, Newseum, and the Smithsonian museums.

We also support school-wide literacy through the Drop Everything and Read (DEAR) program, which we began in 2007. We have found that the systematic use of DEAR has helped students to build habits of reading and an academic interest beyond what happens in the classroom. Relatedly, we created a student resource room in 2008. Over the past three years, the Student Resource room has averaged 3,553 student visits per year (SY 2009-2010, 2010-2011, 2011-2012). In September 2012, 159 materials were checked out of the resource room. The increased elective reading is evidence that the school's efforts to foster a love of reading and student confidence in reading abilities are working. More importantly, this increase only serves to further support students' progress in language acquisition.

GARNERING STUDENT FEEDBACK

To ensure we are meeting the needs of our unique student population we have various ways of garnering feedback. Since 1998, we have had a culture of getting input from students on the relevance of course material and course objectives to ensure that we are meeting their needs. We gather student input in student evaluation of teachers at the end of each semester, student satisfaction surveys, which are also filled out at semester end, and periodic surveys to evaluate the curriculum and ensure that it is relevant and useful to students. (Please see Appendix C for a Student Satisfaction Survey Report.)

Student satisfaction surveys are used to gather student feedback on school climate and support services as well as additional specific data used to inform decision making on curriculum. For example, in 2010 the School evaluated how technology lessons had influenced students. Students were asked if they had an email account, and 79% said yes. This is compared with 63% who reported having an email account in 2007. Through this information it was determined there was a need to focus on technology. The student satisfaction survey also informs our curriculum development. For example, in 2010 and 2012 surveys students expressed interest in learning more about small business development. In order to address this interest, the School chose to contract an independent consultant to work with students individually. In this way, the satisfaction survey is a tool to get input from students to make decisions on future curriculum upgrade and academic targets.

CONCLUSION

The Carlos Rosario School is dedicated to ensuring that the diverse needs of our unique student population are being met. We use a range of methods to support student learning and have developed a myriad of informal assessments that go beyond traditional tests to measure achievement. To further measure the impact of the School's programs, teacher evaluations and student surveys are used to gather important data from students.

NON-ACADEMIC GOALS

In its initial charter application the School refers to several different focus areas that would positively impact adult immigrants who would attend the school. The School planned to address student needs in the areas of personal development and socio-economic growth. In addition, we planned to encompass the rights and responsibilities of citizens, parenting and family skills, consumer education, the world of work, health and illness prevention, multicultural awareness and appreciation and participation in the democratic process.   We planned for students to further develop critical thinking, take leadership roles, integrate into American society and function in the 21st Century economy. Through the school's curriculum, instructional practices, supportive services and climate of respect, the school has accomplished what it set out to do.

PERSONAL DEVELOPMENT AND SOCIO-ECONOMIC GROWTH

The School provides all students opportunities for personal development. The Student Supportive Services Department provides the necessary tools for students to become

competent and responsible citizens by providing workshops on a variety of topics such as depression, financial aid for college, tenants' rights, and domestic violence among many others. In addition, extra-curricular activities provide students with enrichment opportunities in such areas as English conversation, Latin dance, math, computers for beginners, English pronunciation, art, and beginning Amharic. Students enjoy life-changing field trips in the DC metro area where they practice English and soft skills in real life situations, transferable to the workplace. Results include cross-cultural understanding that helps our students to be contributing members of society.

Through the School's comprehensive support services students also enjoy the guidance of three bilingual counselors who assist them in exploring alternative strategies for approaching and resolving issues in their lives and help them in turn to address barriers to their persistence and academic achievement.

The ESL and workforce development curricula emphasize skills that enhance students' employability in the Washington, DC region and help students' socio-economic growth. Nurse aide, culinary arts and computer support specialist career training programs have been successful in placing students in jobs in their fields. Our recent career interest survey completed by all students after a career exploration month affirmed that these three career training programs are meeting students' career goals.

Addressing employability and soft skills was a goal for the workforce program in the school's charter amendment application. The workforce program has identified several (non-test based) student goals as a way to measure program quality and student achievement. One goal was aimed at serving the personal and educational needs of workforce students in order to more effectively position them for learning. This first goal was to hold Quality Monthly Meetings. These are meetings among workforce program career specialists, instructors and the head manager to discuss students' progress toward achievements. Quality month meetings have been held each month since the program's inception in 2006. The workforce program also has the goal of "getting to class on time", which is more challenging and nuanced than just attending class. This goal aims to build good workplace habits among students, so they can more effectively transition to the workplace.   The workforce program has an 85% "getting to class on time" rate.

CULTURAL LITERACY

The Carlos Rosario School provides opportunities for immigrant students to learn the rights and responsibilities of citizens, parenting and family skills, consumer education, the world of work, health and illness prevention, multicultural awareness and appreciation and participation in the democratic process. The School's curriculum emphasizes working with individuals of diverse backgrounds, an important 21st Century skill. We provide multi-cultural awareness appreciation by integrating students' cultures and immigration experiences into learning activities in the classrooms. The School also holds annual cultural celebrations during Hispanic Heritage Month, Black History Month and Asian-Pacific Islander Spring Festival. Our students learn pride in their own cultures and languages while respecting and enjoying those of their classmates. The results are a school climate of respect and friendship across languages and cultures. (Please see Attachment D for The Year in Pictures, an annual photo document distributed to students that celebrates the year's activities, including cultural celebrations.)

Parenting and family skills are integrated into our ESL for Families (Family Literacy) classes. These classes help our students better understand the US education system, talk to their children's teachers, help their children with homework and learn the importance of reading to children. This happens while students also learn basic English at the Orientation to ESL 1 Levels.   ESL for Families classes were introduced as part of our charter school amendment. These classes take place in neighborhood elementary schools with high ELL populations. The host school faculty and staff organize parents and propose a partnership with Carlos Rosario School to provide ESL for Families classes at their site. We currently have five classes with other schools requesting expansion.

Lessons on rights and responsibilities of citizens and participation in the democratic process are taught in classes such as ESL, Pre-GED, GED and Citizenship. In these classes students learn about US history and government as well as civic participation. Pass rates for all these programs are high demonstrating that students are engaged in learning. The Workforce Department through the Washington@Work initiative, a partnership between The Community Foundation and Walmart, provides Saturday classes in consumer education and the world of work. Additionally, important life skills such as budgeting, shopping, reading warranties, returning purchases, reading labels are an essential component in our ESL program. Students demonstrate their knowledge of these types of skills though high pass rates on the CASAS exams. Our

recent life skills surveys, differentiated for varied English proficiency levels, clearly show that students feel that the skills are important for them and that their needs are being met in this area.

The Workforce Department also offers a curriculum of health and illness prevention in the nurse aide career training program. We also provide content ESL classes in the area of health. Students in these classes demonstrate that they learn the health content while successfully progressing in their English proficiency.

LEADERSHIP AND CRITICAL THINKING

The charter application stated that students would grow in their ability to use critical thinking, take leadership roles, react appropriately in American society and function in the economy of the 21st Century. Our classroom instruction and student-centered, community-based activities have provided students with the opportunity to do so. Class objectives demonstrate higher order thinking skills that our students are expected to accomplish while learning English or other academic content. Teachers receive training on learning strategies and how to help students to become independent learners. Our curriculum, in particular the life skills portions of our ESL program, helps students learn to navigate American society effectively. The fact that our students matriculate through the curriculum and score well on the CASAS exams demonstrates their learning of these life skills. Our teachers incorporate best practice strategies with students to help them act independently and take leadership roles.

Students identify personal goals and communicate them to their teacher so that they drive the design of the syllabus. 21st Century skills such as using technology and social media, collaboration among diverse classmates, problem-solving are all integrated into our academic program. All students, from literacy level to advanced ESL learn to use computers and the co-teaching model is utilized in our computer-assisted language learning labs. It is common to see our students taking advantage of open computer labs and the computers in the Student Resource Room demonstrating their comfort with technology and their knowledge to work with it independently.

Students actively engage in activities that help them to become critical thinkers, taking action to solve problems in the community. Student government representatives from each class determine a semester project such as fundraising for scholarships, organizing a health fair, neighborhood cleanup, food drives, toy drives and other service project to address needs that they themselves identify. Student government

members also give input to the school principal on student concerns and meet local and national elected officials. The annual Walk for the Homeless has raised thousands of dollars for the needy in Washington, DC.

The School's mission includes students becoming "…members of American society who give back to their family and community." During the 2010-11 school year, our students gave 1,740 hours of volunteer service to community organizations. Adenike Ageliy, a seamstress and literacy student from Nigeria who designed and sewed many of the costumes used for the Asian Pacific Spring Festival in 2012 exemplifies the Carlos Rosario School ideal of leadership and community involvement. She said, "I was very happy to sew for the festival because it's my school, and they are helping me. This is a way to help the school, too. "

STUDENT OUTCOMES

For the focus areas identified in the original charter application, it is clear that the School put mechanisms in place to meet students' needs in personal growth, leadership, critical thinking, multicultural awareness, 21st Century skills, parenting, civic responsibility and others. In past curriculum surveys, students overwhelmingly responded that the skills taught at the School are important to them and very necessary. In student satisfaction surveys, they also respond overwhelmingly that Carlos Rosario School cares about them.

Students take full advantage of the resources provided in the Supportive Service Department, and they are able to obtain and retain productive employment through the job skills and language skills acquired in our workforce training and ESL programs. Our students also learn the importance of participating in their children's school, and they become active partners with the schools in their children's education. Students learn English, critical thinking, and academic skills and often enroll in post-secondary education. Through activities like mock elections, field trips and volunteer work, students become active in the civil life of the community.

The Carlos Rosario School creates an environment of acceptance, respect and nonviolence among all members of our school community and so teaches performance of the rights and duties of responsible citizens.

ORGANIZATIONAL GOALS

In the Carlos Rosario School application for charter status, we highlighted various aspects of how we would provide high quality comprehensive education for our student population. These initiatives include promoting a warm, community environment, developing a student government association, promoting volunteerism and establishing and maintaining links to other community organizations. We have achieved these objectives through a variety of initiatives.

SCHOOL COMMUNITY CLIMATE

The culture of the Carlos Rosario School has always been one in which the sense of community has been of utmost importance. The belief that all students, faculty and staff should feel welcome, safe and see the Carlos Rosario School as a second home has been instilled by president and founder, Sonia Gutierrez. Faculty and staff have consistently stated through surveys, volunteerism, and overall support of the School that the Carlos Rosario School has an atmosphere of team work and support among teachers and staff.

The administration goes to great lengths to ensure that the hard work and dedication of the faculty and staff are appreciated. Some ways this is demonstrated are hosting yearly staff appreciation lunches, a holiday luncheon, and quarterly social committee potlucks.

STUDENT GOVERNMENT

This culture also permeates the student body and can be seen specifically within the student government. The Student Government Association (SGA) at the Carlos Rosario School contributes substantially to the governance and leadership of the school through facilitating communication between the student body and the school administration while enabling students to practice leadership skills and participate in the larger community.

This group of student leaders consistently stands out stood out as a visible and active force in the school. They host food and toy drives; organize mini-walks for the homeless to benefit local social service organization, L'Arche; volunteer at various local organizations; serve as school spokespersons during visits from international guests; participate in NCLR National Advocacy Days; and much more.

VOLUNTEERISM

Staff, faculty, students and community members have contributed thousands of volunteer hours to the School. During the 2011-2012 school year volunteers contributed 4,243 hours to Carlos Rosario School. These hours included but were not limited to assisting teachers in the classroom, tutoring, assistance with the school dance, and assistance with cultural events/shows. In addition, the Carlos Rosario School students contributed 294 volunteer hours to local nonprofits such as: Food and Friends and DC Central Kitchen. During the 2005-2006 school year, there were approximately 15-20 volunteers. During the 2011-2012 school year there were 115 volunteers donating their time to Carlos Rosario School. This represents a greater than 500% increase in the number of volunteers!

We also have several members from partner organizations who work with us as volunteers. The DC Bar Pro Bono Clinic, one example of the many organizations we have worked with over the years, holds a free legal clinic at the school quarterly and consistently has over 20 lawyers donating their services to our students and local community.

Additionally, our workforce development courses are strengthened by the School's corporate advisory committees. These 19 community members/industry experts volunteer their time by providing valuable insights about industry needs and expectations representing the culinary arts, information technology (IT), and healthcare industries. This year committee members gave guidance on outreach materials and workforce web page materials as well as provided input on fundraising strategies and design ideas for the new workforce expansion building. The IT advisory committee focused on integrating industry trends into the curriculum and developing a fund to provide stipends for student internships. The healthcare advisory committee evaluated strategies for integrating new DC healthcare regulations into the nurse-aide training curriculum.

CRITERION 2: FULFILLMENT OF STUDENT ACADEMIC ACHIEVEMENT EXPECTATIONS

This section outlines student performance for the 15 year span that the Carlos Rosario School has been a charter starting with the 1998-1999 school year and ending with school year 2011-2012, the 14th year. Since the 15th year is currently underway there is no data available at this time. This narrative covers the achievement goals outlined in the initial charter application as well as those goals associated with the 2006 charter amendment. The goals are ESL literacy achievement; ESL achievement; mock citizenship exam achievement; pre-GED subject achievement; GED examination passing; and workforce program certification.

The reported outcomes are based on a comprehensive analysis of accountability systems performance targets as approved, verified and reported to the DC PCSB. Unless otherwise noted, baseline year data does not have a performance target.

FIRST FIVE YEAR SPAN: SY 1998-1999 THROUGH SY 2002-2003

- The passing rate target of students enrolled in ESL literacy classes was achieved in all four measured years following the initial baseline year.
- The passing rate target of students enrolled in ESL classes was achieved in all four measured years following the initial baseline year.
- The passing rate target of students enrolled in Citizenship classes was achieved in three of four measured years following the initial baseline year.
- The achievement target rate for students enrolled in GED classes was met in all four measured years following the initial baseline year.
- The GED test passing rate target for students taking the GED test was achieved in all four measured years following the initial baseline year.

SECOND FIVE YEAR SPAN: SY 2003-2004 THROUGH SY 2007-2008

- The passing rate target of students enrolled in ESL literacy classes was achieved in two of the four measured years following the initial baseline year.
- The passing rate target of students enrolled in ESL classes was achieved in two of four measured years following the initial baseline year.
- The passing rate target of students enrolled in Citizenship classes in two of four measured years following the initial baseline year.

- The achievement target rate for students enrolled in GED classes was met in two of the three measured years following the initial baseline year.
- The GED test passing rate target for students taking the GED test was achieved in all four measured years following the initial baseline year.
- The achievement rate of ESL students meeting the computer skill target was met two out of two times after an initial baseline year, which was 2005-2006.

The Carlos Rosario School charter amendment, which was approved by the PCSB on June 19, 2006, added workforce components to the school's instructional program. The 2006-2007 school year served both as a baseline year as well as a reporting year for targets.
- The Workforce program met 2 of 2 certification rate targets in each of the last two years in this second set of a five year span. The Workforce component did not exist in the first three years of this time span.

THIRD FIVE YEAR SPAN: SY 2008-2009 THROUGH SY 2012-2013

The third set of five years reflects the confluence of our school beginning a new five-year cycle in school year 2008-2009 as well as a transformative change in how the PCSB evaluates charters schools for the purpose of accountability. School year 2008-2009 (year one) was a baseline year to set new targets. In year two all adult charter schools were asked to switch from their accountability plans to pilot a new PMF-based accountability plan; therefore year two was also a baseline year with no performance targets. Thus outcomes are available only for years three and four (year five is currently underway and outcome data has not yet been generated).
- ESL Student Achievement: Met cut score/ TEAAL test passing targets in each of the two reporting years. (Had two baseline years due to PCSB new accountability plan implementation).
- ESL Student Achievement: Met cut score on CASAS Reading LifeSkills Test in each of the two reporting years.
- GED Student Progress: GED students met the Language Progress target rate as measured by the Supera test in each of the two reporting years.
- GED Gateway Measure: GED students met the GED passing rate target on one of the two reporting years of the on-going cycle.
- Workforce Gateway Measure: Culinary Arts students met the Servsafe passing rate in each of the two reporting years.

FIFTEEN YEAR ANALYSIS

- Over the 15 year period the passing rate target for students enrolled in ESL literacy classes was achieved 75% of the time. The average passing rate was 76%.
- Over the 15 year period the passing rate target of students enrolled in ESL classes was achieved 83% of the time. The average number of students passing was 74%.
- Over the 15 year period the passing rate target of students enrolled in Citizenship classes was 63% of the time. The average number of students passing was 72%.
- Over the 15 year period the achievement target rate for students enrolled in GED classes was met 89% of the time. The average number of students passing was 51%.
- Over the 15 year period the GED test passing rate target for students taking the GED test was achieved 90% of the time. The average number of students passing was 66%.
- Over the 15 year period the GED test passing rate target for students taking the GED test was achieved 90% of the time. The average number of students passing was 74%.
- As a result of a charter amendment in 2006, over the second half of the 15 year cycle (the past 7 years) the Workforce Development Department has met their certification passing rate target 100% of the time. The average number of students passing was 94%.

CRITERION 3: COMPLIANCE WITH APPLICABLE LAWS

GENERAL LAWS

Carlos Rosario International Public Charter School has remained in compliance with applicable laws in the areas of Health and Safety, Enrollment Data, Maintenance and Dissemination of Student Records, Civil Rights Statues, and other applicable laws. No issues with legal compliance have arisen in the charter term so corrective action has not been necessary.

HEALTH AND SAFETY

In the area of Health and Safety, the Healthy Schools Act does not apply to Carlos Rosario School as a school for adults. For the Americans with Disabilities Act, the Carlos Rosario School provides accommodations for students identified with disabilities. Students with vision impairments may receive tutoring, specialized electronic equipment to facilitate reading and/or large print materials. Students with hearing impairments may have seating accommodations in the classrooms and/or sound amplifiers. Students with physical disabilities are provided with access ramps, motorized lifts, and elevator keys.

The Carlos Rosario School has been in compliance with the DC Fire Prevention Code in terms of annual fire marshal inspections including building safety and drills. The School has logs and Fire Inspection Reports documenting its compliance.

ENROLLMENT DATA

Charter School Compliance Reviews conducted by PCSB document that the Carlos Rosario School enrollment process has been conducted in a manner that is fair and consistent with the law. The reviews also show that daily attendance and changes in student enrollment are carefully documented.

MAINTENANCE AND DISSEMINATION OF STUDENT RECORDS

The PCSB Compliance Reviews state that student records are stored and managed within a secure environment. Also, the review states that records are available to authorized personnel and that policies and procedures exist for safeguarding student privacy.

COMPULSORY ATTENDANCE LAWS

Carlos Rosario is a school for adults; therefore compulsory attendance laws do not apply.

TITLE 1 OF THE IMPROVING AMERICA'S SCHOOLS ACT

The Carlos Rosario School does not receive Title I funds, so compliance to this law is not applicable.

CIVIL RIGHTS STATUTES AND REGULATIONS OF THE FEDERAL GOVERNMENT AND THE DISTRICT OF COLUMBIA

The School publishes the District of Columbia Non Discrimination Code in the Student Handbook, the Personnel Handbook and on the Teacher Resource CD. It is also provided to all students as part of the enrollment process.

In addition, the School engages in activities to celebrate our cultural diversity. Professional development sessions provide teachers and staff with information on the students' cultures and how to integrate cultural diversity into the curriculum. Teachers are provided with information and strategies to create learning environments that are safe and supportive of all students, including women and LGBT students.

OTHER

The Carlos Rosario School has no additional issues and/or corrective actions with respect to other applicable laws.

SPECIAL EDUCATION LAWS

The Carlos Rosario School is in compliance of all applicable laws related to special education.

IDEA

Carlos Rosario is a school for adults therefore we have neither students covered under IDEA nor students with IEPs.

SECTION 504

The Carlos Rosario School currently provides the following accommodations for students identified with special needs. For students with vision impairments we

provide tutoring, specialized electronic equipment to facilitate reading, and large print materials. For students with hearing impairments we offer seating accommodations in the classrooms as well as sound amplifiers. Additionally, we provide access ramps, motorized lifts, and elevator keys for students with physical disabilities.

ADDITIONAL SERVICES

We also provide the following additional services beyond those required by law. We offer hearing and vision screening with referrals for new students in beginning ESL classes and for students with academic needs. Furthermore, we have an academic review process to identify and document accommodations for students with academic needs. These accommodations include individual counseling, tutoring, native language literacy instruction, testing accommodations, and/or differentiated instruction.

FINANCIAL LAWS

The Carlos Rosario School takes seriously its fiduciary responsibility for using funds appropriately and ensuring good internal controls and reporting. The School has been a leader in reporting compliance and fiscal soundness as evidenced by the Charter Board's decision to allow quarterly financial reporting vs. monthly financial reporting. In addition, we have received no audit and/or compliance findings in the past three years and have always received an unqualified opinion. The School has been and will continue to be in compliance with all local, federal and agency laws and regulations.

REPORTING PROCUREMENT CONTRACTS EQUAL TO OR EXCEEDING $25,000

The Carlos Rosario School has been in compliance with SRA §38-1802.04(c)(1), which indicates that all procurement contracts equal or exceeding $25,000 must be submitted to the Charter Board for review.   Our year end audit includes a compliance component directly related to this. Please find in attached Appendix E the listing of contract over $25,000 for the past two fiscal years.

PROCEDURES FOR ANNUAL AUDITS AND DONATIONS AND ENSURING FISCAL SOUNDNESS

The School also demonstrates compliance with SRA §38-1082.01(c)(11)(ix) and (xi) as evidenced by the audited financial statements. In addition, we also list all donors, including in-kind, who donate in excess of $500 in our annual report. Furthermore,

we demonstrate fiscal soundness as required by SRA §38-1802-139(b), by ensuring compliance with GAAP through an annual audit and periodic reviews of internal controls to ensure prudent fiscal management.

CONCLUSION

We are proud to be a charter school serving immigrant adult populations in the District. Over the School's history thanks to the School's programs tens of thousands of adults have obtained high school diplomas; become U.S. citizens; gained the English skills necessary to advocate for their children; obtained college degrees and workforce certifications; paid millions of dollars worth of taxes; and entered into careers and climbed career ladders. Graduates of our school are now working as successful chefs, bank vice presidents, pharmacists, business owners, and executive directors of community-based organizations who give back to both the School and the community. Perhaps Carlos Rosario School ESL and culinary arts student Najara Werneck said it best, "Carlos Rosario School is not just an institution …Here it's education, dignity and tenderness all together."

Appendix C

Carlos Rosario International Public Charter School
Public Charter School Accountability Plan
School Years 2004—2008

The mission of the Carlos Rosario International Public Charter School is to empower youth and adults in the local immigrant community of Washington, DC by providing a comprehensive education in a community based setting. The school will seek to prepare students to become fully employable citizens and invested members of American society, as well as expose them to meaningful opportunities in mainstream society.

I. Academic Performance Objectives

Performance Objectives or Goals	Performance Indicators	Measures of Performance Indicators	Annual Target	Five-Year Target	Baseline Data	Strategies for Attainment
I.1. The school meets the language and life skills needs of students who are unable to read and write in their native language.	Student promotion rates	Student Progress Summary Report which includes Rosario criterion-referenced tests, CASAS reading test, and portfolio assessment.	75% of literacy students will be promoted to the next level of competency.	85% of literacy students will be promoted to the next level of competency.	Promotional rates from SY 03-04	1. Administer placement exam and confirm placement of literacy students. 2. Use CASAS class/student profile to ascertain supplemental materials to determine appropriate instructional materials. 3. Implement Literacy and Basic Orientation Curriculum, which includes a technology component and computer-assisted language learning. 4. Issue progress reports to monitor student achievement at end of semester. 5. Maintain portfolios for all students.
I.2. Students will earn their GED or high school equivalency, thereby increasing their potential for employment and/or continuing education.	Students GED passing rates.	GED exam	60% of GED students who take the GED test will pass.	75% of GED students who take the GED test will pass.	Student GED passing rate SY 03-04	1. Place students in GED and pre-GED according to their grade level. 2. Administer the CTBS exam. 3. Implement a GED (Spanish) curriculum, which includes computer-assisted language learning 4. Issue progress reports to monitor student achievement at the end of each semester. 5. Maintain portfolios for students.

I.3. Students will achieve proficiency in English language and life skills.	Student promotion rates	Student Progress Summary: (1) Rosario criterion-referenced tests; (2) Homework completion; (3) Portfolio assessment; (4) and (5) CASAS listening and reading tests.	A minimum of 65-80% of ESL students will be promoted to the next level of competency[1]	85% of ESL students will be promoted to the next level of competency.	ESL promotion rates from SY 2003-2004.	1. Administer oral placement exam and confirm placement of ESL students. 2. Implement ESL curriculum, levels 1 through 4. 3. Follow the required units of the ESL curriculum and establish benchmarks for each level of the ESL performance-based curriculum , which includes a technology component and computer-assisted language learning. 4. Use CASAS class/student profile to get supplemental materials to determine appropriate instructional materials. 5. Issue progress reports to monitor student achievement in the ESL program at the end of each semester. 6. Maintain portfolios for students. 7. To achieve the five-year target, the use of volunteers and tutors in classrooms will be emphasized.

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[1] The annual target is stated in a range that is not significantly different from the previous accountability plan because the school will be raising standards that are used to determine eligibility to be promoted. Raising these standards will increase the instructional quality and integrity of the school, and may reduce the percentage of students promoted to the next level.

II. Student Non-Academic Performance Objectives						
Performance Objectives or Goals	**Performance Indicators**	**Measures of Performance Indicators**	**Annual Target**	**Five-Year Target**	**Baseline Data**	**Strategies for Attainment**
II.1. Students increasing their opportunity to become naturalized American citizens and fully contributing members of American society.	Students' performance on mock USCIS exam.	In-class practice USCIS exam.	60% of students will demonstrate the ability to pass the mock USCIS exam.	75% of students will demonstrate the ability to pass the mock USCIS exam.	In-class practice USCIS test scores from SY 2003-2004.	1. Develop citizenship skills and pride in the history and heritage of the United States through a fully developed Citizenship course. 2. Develop leadership skills among the new generation of naturalized American citizens through involvement in the Student Government. 3. Students will receive leadership and advocacy training workshops, which will enable them to vocalize their individual and community issues and concerns.
II.2 Students will become more employable.	Students who are referred to a job received a job offer.[2]	Reports provided by the Job Developers detailing services provided to each student and placements made	40-50% of students referred to employment were offered the job.	55 % of students referred to employment were offered the job.	SY 2003-2004	1. Job counseling including but not limited to: preparation for job interviews, assistance with resumes and job applications, and escorts to job interviews. 2. Surveys of employers and students will be completed. 3. Attainment of English language and life skills in the classroom setting.

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[2] It is important to note that this indicator is dependent upon external factors such as job market conditions. There is an inverse relationship between jobs available and the probability that students will receive a job offer (i.e. fewer jobs available > more applicants per job > decreased probability of job offer).

| II.3 Through workshops, students will acquire necessary life skills.[3] | Percentage of students who demonstrate life skills acquisition on assessments | Quizzes, task-based or performance based assessments, or surveys | At least 50% of students will acquire life skills. | 70% of students will acquire life skills. | SY 2004-2005 data | 1. Workshops addressing the needs of the student body will be conducted throughout the school year. 2. Attainment of English Language and life skills in the classroom setting. 3. Services provided by the Supportive Services Department which will provide continuity as to what is presented in the workshops. Services included but are not limited to: health referrals, child care referrals, individual counseling, leadership training, job counseling, college/vocational related assistance, financial aid counseling, scholarships, immigration referrals. |

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[3] Life skills workshops address areas including but not limited to health, higher education, community relations and services, and vocational opportunities. The particular topics of the workshops are determined by the immediate and timely needs of students.

Appendix D

2007-2008 Accountability Plan Summary

Carlos Rosario International Public Charter School

Reviewer: Corey Carter and Dr. Jackie Boddie

Date: August 18, 2008

I. ACADEMIC PERFORMANCE OJECTIVES

Annual Target	Assessment Tool	Baseline Data	Data Provided *Annual Report 06-07*	Comments	Target Met?
1.1 3% increment per year of literacy students will be promoted to the next level of. competency.		Established 03-04 67%	School Reported: : 2007-2008 Annual Report - 83% Verified: 81%	Evidence: student records indicated that 120/149 students were promoted.	Yes
1.2a 5% increment per year of GED students who take the GED test will pass.		Established 03-04 44%	School Reported: 2007-2008 Annual Report – 69% Verified: 69%	Evidence: GED exam results 9/13 students passed the exam.	Yes
1.2b 5% increment of students will pass 3 or more subtests on the GED exam.		Established 05-06 92%	School Reported: 2007-2008 Annual Report - 93% Verified: 93%	Evidence: GED exam results. 12/13 students pass 3 or more subtests	Yes
1.3a A minimum of 1% increment per year in the percentage of GED students advancing one grade level in language.		Established 03-04 42%	School Reported: 2007-2008 Annual Report – Language –57% Verified: 57%	Evidence: Summary of GED student scores	Yes
1.3b A minimum of 1% increment per year in the percentage of GED students		Established 03-04 47%	School Reported: 2007-2008Annual Report - Math –63%	Evidence: Summary of GED math scores	Yes

2007-2008 Accountability Plan Summary

Carlos Rosario International Public Charter School
Reviewer: Corey Carter and Dr. Jackie Boddie
Date: August 18, 2008

Annual Target	Assessment Tool	Baseline Data	Data Provided *Annual Report 06-07*	Comments	Target Met?
advancing one grade level in math.			Verified: Math-61%		
1.4 A minimum of 65-70% of ESL students will be promoted to the next level of competency.		Established 03-04 58%	School Reported: 2007-2008 Annual Report - 79% Verified: 79%	Evidence: Summary of student records for ESL scores. Fall-616 promoted, 212 retained Spring781 promoted,193 retained	Yes
1.5 60% of students will achieve proficiency in computer skills		Established 05-06 54%	School Reported: 2007-2008 Annual Report - 73% Verified: 73%	Evidence: per Technology Test Results developed by in house assessment	Yes
1.6 60% of students will achieve short-term goals they set for themselves in class each semester.		Established 05-06 49%	School Reported: 2007-2008 Annual Report - 85% Verified: 85%	Evidence: goal summary sheets 1576/1849 achieved short-term goals.	Yes
1.7 Students will achieve proficiency in industry related workplace skills.			School Reported: 2007-08 Annual Report 92%, 100%, 97% Verified: Student Prom- 92%	Evidence: Student promotion rates 34/37 Student certification testing rates 23/23	Yes

2007-2008 Accountability Plan Summary

Carlos Rosario International Public Charter School

Reviewer: Corey Carter and Dr. Jackie Boddie

Date: August 18, 2008

Annual Target	Assessment Tool	Baseline Data	Data Provided Annual Report 06-07	Comments	Target Met?
			Student Cert-100% Cert. pass rate- 97%	Student certification testing passing rates 22/23	

Academic Targets Met	Academic Targets Not Met	Total Academic Targets
9	0	9

2007-2008 Accountability Plan Summary

Carlos Rosario International Public Charter School

Reviewer: Corey Carter and Dr. Jackie Boddie

Date: August 18, 2008

II. NON-ACADEMIC PERFORMANCE OBJECTIVES

Annual Target	Assessment Tool	Baseline Data	Data Provided *Annual Report 06-07*	Comments	Target Met?
2.1 2.5% increment per year of students will demonstrate the ability to pass the mock USCIS exam		Established 03-04 67%	School Reported: 2007-2008 Annual Report - 95% Verified: 95%	Evidence: Summary of USCIS exam. 42/44 students passed.	Yes
2.2 40-50% of students referred to sources of employment will be offered the job.		Established 03-04 42%	School Reported: 2007-2008 Annual Report - 76% Verified: 76%	Evidence: Records for student employment.	Yes
2.3 At least 50% of students will acquire life skills.		Established 03-04 78%	School Reported: 2007-2008 Annual Report - 74% Verified: 74% scored 80% or above	Evidence: Assessments for series of workshops on life skills. 670/901 students acquired life skills.	Yes
2.4 1 additional workshop/activity per year will be offered to students for enrichment		Established 04-05 37	School reported 2007-2008 Annual Report - 64 workshops/activities offered for SY 07-08 Verified: 64	Evidence: Services Log.	Yes
2.5 2% annual increment in units of counseling service		Established 03-04 2540	School Reported 2007-2008 Annual Report - 5437 Verified: 5437 units per	Evidence: Per Summary of Student Counseling Services Records	Yes

2007-2008 Accountability Plan Summary

Carlos Rosario International Public Charter School
Reviewer: Corey Carter and Dr. Jackie Boddie
Date: August 18, 2008

			Summary of Student Counseling Services Records	
2.6 Parent Literacy Parents in the Family Literacy program will demonstrate involvement in the support of their children's education.	Parent-Teacher Conference Attendance rate	94% (SY 2006-2007)	**School Reported:** 2007-2008 Annual Report – Parent Conferences-100% Reading w/children-96%	2.6 A-Yes 2.6 B- No
	Frequency of parents reading together with children	82% (SY 2006-2007)	**Verified:** Parent Conferences- 100% Reading w/children- Not verifiable	

Non Academic Targets Met	Non-Academic Targets Not Met	Total Non-Academic Targets
6	1	7

Appendix E

Carlos Rosario International Adult Public Charter School
Accountability Plan **Summary**
2010 – 2011 School Year
Dr. Jackie L. Boddie, Academic Officer

Academic Performance

Student Progress		**To be completed at end of school year**	
Performance Indicator & Assessment Tool	**2010-2011 Target**	**Results and Supporting Evidence**	**Target Met?** (yes/no)
Supera Test: Evaluaciones Essenciales	**64%** of GED 100 & GED 200 students enrolled in the fall will advance one grade level in language by the end of the school year.	**76%** of GED 100 & GED 200 students enrolled in the fall advanced one grade level in language by the end of the school year.	**Yes**

Carlos Rosario International Adult Public Charter School Board Chair Signature_____

Date_____

PCSB Chair Signature_____ Date_____

Student Achievement		To be completed at end of school year	
Performance Indicator & Assessment Tool	2010-2011 Target	Results and Supporting Evidence	Target Met? (yes/no)
Test of English Language Achievement for Adult Learners (TEAAL)	**74%** of ESL Levels 2 & 6 students who take the TEAAL post test will achieve a cut score of 70% at the end of the semester.	**74%** of ESL Levels 2 & 6 students who took the TEAAL post test achieved a cut score of 70% at the end of the semester.	Yes
CASAS Test	**75%** of students completing ESL Level 1 & 4 in the fall semester and continuing ESL classes in the spring semester will achieve CASAS Test cut scores of: 200 & 220 respectively by the end of the spring semester. (ESL 1: 200; ESL 4: 220	**82%** of students completing ESL Level 1 & 4 in the fall semester and continuing ESL classes in the spring semester achieved CASAS Test cut scores of: 200 & 220 respectively by the end of the spring semester. (ESL 1: 200; ESL 4: 220	Yes

Carlos Rosario International Adult Public Charter School Board Chair Signature_____
Date_____

PCSB Chair Signature_____   Date_____

Gateway		To be completed at end of school year	
Performance Indicator & Assessment Tool	**2010-2011 Target**	**Results and Supporting Evidence**	**Target Met?** (yes/no)
Spanish GED Test	**60%** of students taking the Spanish GED test will pass it by the end of the fiscal year (June 30th).	**58%** of students who took the Spanish GED test passed it by the end of the fiscal year (June 30th).	**No**
ServSafe Certification Test	**90%** of Students in the Culinary Arts program will earn the ServSafe Certification by the end of the school year.	**100%** of students in the Culinary Arts program earned the ServSafe Certification by the end of the school year.	**Yes**

Carlos Rosario International Adult Public Charter School Board Chair Signature_____

Date_____

PCSB Chair Signature_____   Date_____

Leading Indicators		To be completed at end of school year	
Performance Indicator & Assessment Tool	**2010-2011 Target**	**Results and Supporting Evidence**	**Target Met?** (yes/no)
Avg. Daily Attendance Rate	There will be a 69% school-wide average daily attendance rate.	The school-wide average daily attendance rate was **82%**	**Yes**

Mission Specific		To be completed at end of school year	
Performance Indicator & Assessment Tool	**2010-2011 Target**	**Results and Supporting Evidence**	**Target Met?** (yes/no)

Carlos Rosario International Adult Public Charter School Board Chair Signature_____
Date_____

PCSB Chair Signature_____   Date_____

Adult Education Accountability Plan

2011-2012 Final Report: Carlos Rosario International PCS

Student Progress Targets	Progress Results	Met Target?
▪ 64% of GED 100 and GED 200 students enrolled in the fall will advance one grade level in language by the end of the school year on the Supera Test.	▪ **70%** [27 students enrolled; 19) advanced one grade level or more]	**Yes**
Student Achievement Targets	**Achievement Results**	**Met Target?**
▪ 74% of ESL Levels 2 and 6 students who take the TEAAL post-test will achieve a cut score of 70% by the end of the semester.	▪ **78%** [673 students tested; 527 achieved a cut score of 70%]	**Yes**
▪ 75% of students completing ESL Levels 1 and 4 in the fall semester and continuing ESL classes in the spring semester will achieve cut scores of 200 and 220, respectively, on the Comprehensive Adult Student Assessment System (CASAS).	▪ **87%** [344 students completed Levels 1 and 4; 298 achieved the cut score)	**Yes**
Leading Indicator Targets	**Leading Indicator Results**	**Met Target?**
▪ On average, students will attend school 69% of the days.	▪ The average daily attendance was **81.1%**	**Yes**
Gateway Indicator Targets	**Gateway Indicator Results**	**Met Target?**
▪ 60% of eligible students will pass the Spanish General Education Development (GED) exam.	▪ **93%** [44 students took the GED; 41 passed]	**Yes**
▪ 90% of students in the Culinary Arts Program will earn the ServSafe Certification by the end of the school year.	▪ **100%** [26 students enrolled; 26 students earned the certification]	Yes
Mission Specific Targets	**Mission Specific Results**	**Met Target?**
▪	▪	

Targets Met: 5
Targets Missed: 0

Appendix F

Charter School Annual Performance Review

COMPLIANCE REVIEW

Name of School : Rosario Public Charter School   Date of Review: January 11, 2002

Name of Reviewers: Elaine Gordon Myra Spriggs

District of Columbia Public Charter School Board

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
A. Student Enrollment, Attendance, and Discipline Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?	✓ Enrollment procedures were publicly announced.	Yes	Work stations set to deal with specific areas of duty are defined. A variety of outreach actions exist.
	✓ Cutoff date for enrollment was announced in advance.	Yes	"Rolling" entry procedures
	✓ Lottery, if needed, was conducted fairly.	N/A	
	✓ Waiting list is accurately maintained. Students are enrolled in order from list.	Yes	"Rolling" procedures established**.**
B. Are student daily attendance and changes in student enrollment being carefully documented?	✓ Daily attendance reports are on file.	Yes	Average daily attendance is determined (recorded) Attendance Policy established Microsoft access
	✓ Student roster is regularly updated—reflects withdrawals, transfers, new registrations, etc.	Yes	Information maintained through input from staff.
C. Are student suspension and expulsion policies being fairly administered? Have due process procedures been followed?	✓ Suspension and expulsion policies were disseminated to students, parents, & staff.	Yes	Student Handbook Code of Conduct with infractions and actions to be taken
	✓ Procedures for suspension & expulsion are consistent with approved policy.	Yes	Procedures spelled out clearly Disciplinary Procedures (3 steps) with identified staff

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
	✓ There is evidence that due process procedures have been followed. ✓	Yes	Well defined documents and forms
	✓ There is documentation of the basis for each decision to suspend or expel.	N/A	
	✓ Suspensions of 5 days or more and expulsions are promptly reported to PCSB.	N/A	
D. Are student records stored and managed within a secure environment?	✓ Records are available to authorized personnel.	Yes	Records are properly handled.
	✓ Records are stored in locked area.	Yes	Records are stored at central site. (Kalorama)
	✓ Policies and procedures exist for safeguarding student privacy.	Yes	File Maintenance policy and Quality Assurance Files locked
	✓ Policies and procedures are adequately followed.	Yes	Identified and clearly stated.
E. Are required special education assessments being conducted? Are IEPs on file for every student receiving special education	✓ IEPs are on file for students receiving special education services.	N/A	

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SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
services?	✓ Special education assessments are completed within 120 days of referral.	N/A	
F. Are LEP/NEP, special education, and physically disabled (section 504) students being properly identified using accepted assessment techniques? Are provisions made for periodic reassessment to determine continued eligibility for services?	✓ Documentation of parent receipt of Procedural Manual for Parents exists.	N/A	
	✓ Invoices are on file to show documentation of special education services.	N/A	
	✓ For each student designated as LEP/NEP, there is evidence of a home language survey or administration of the LAS or equivalent assessment.	Yes	CASAS Tests Variety in testing strategies Criterion reference exams at the beginning of each level of ESL
	✓ All LEP/NEP students are assessed at least annually.	Yes	CASAS Tests
	✓ Evidence of 504 plans for non-special ed disabled students.	N/A	
G. Are student health records, such as proof of immunization, evidence of allergies, and documentation of health problems being kept accurately and	✓ Student health records exist and are up to date. ✓	Yes	Part of entry requirements Immunization for students 16-25
	✓ Records are stored in a locked area when not in use. ✓	Yes	All students/records are at Kalorama site

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
securely?	✓ Teachers are made aware of student health conditions that may require emergency response.		Generally the school population is adult.
H. Reporting Student Information Are reports on student progress available to students and/or parents in regular intervals?	✓ Students and/or parents receive regular written reports of student performance.	Yes	Trimester reporting

SUMMARY COMMENTS AND RECOMMENDATIONS -- STUDENT PRACTICES:

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
A. Does the school maintain adequate personnel records for staff?	✓ Every employee has an employment agreement (contract) and a job description.	Yes	Files were very comprehensive.
B. Have background checks been conducted for all employees and volunteers who work over 10 hours per week?	✓ Documentation of background checks for all employees and volunteers is on file.	Yes	All background checks were noted. Random check of every 6th folder.
C. Has an employee handbook been developed, distributed to personnel, and regularly updated?	✓ An employee handbook is on file and available to all staff.	Yes	Handbook was on file for review.
D. Does the school have a complaint resolution process for employees?	✓ The complaint resolution process is on file and available to staff (preferably in employee handbook).	Yes	Grievance Procedures were defined in Handbook.

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
E. Are key personnel changes promptly reported to the Charter Board?	✓ Documentation exists to demonstrate that the school has reported key personnel changes to the Board.	Yes	Memos sent to board of Trustees and Public Charter Board.

SUMMARY COMMENTS AND RECOMMENDATIONS – STAFF PRACTICES:

The staff person in charge of employee records has maintained very accurate and up to date files since this reviewer has been visiting the Charter. She is very proud of her filing system.

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
A. Are required insurance certificates on file at both the school and the Charter Board office, and are they in force?	✓ Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Yes	Insure with: Crystal Insurance Agency Washington, DC
B. Does the school maintain an accurate inventory of all school assets, such as furnishings, equipment, and other property?	✓ Inventories are complete.	Yes	Equipment Inventory for furniture & fixtures, machines and computers
	✓ Sources of funds are identified.	Yes	Identified on the Inventory form.
Does the inventory indicate the source of the funds—local, federal, or private—used to purchase or lease each item inventoried?	✓ Equipment and furnishings are properly labeled.	Yes	
C. Are the lease and an active certificate of occupancy on file?	✓ Lease and certificate(s) of occupancy are available for review.	Yes	Certificate on file and Use Agreements for classrooms at the off sites are on file.
D. Does the school maintain copies of all building inspections? All Fire Department inspections and fire drills?	✓ There is a certificate showing DCFD inspections within the past year on file, and documentation of fire drills.	Yes	Drills are held at the sites that house the students which include;: Bell Multicultural High School; Augustana Lutheran church; Calvary Bilingual Multicultural Learning Center; and National Baptist Church.
E. Has the school obtained tax-exempt status within two years of operation?	✓ The school has documentation to show tax-exempt status.	Yes	Certificate is on file.

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
F. Has the school obtained Board approval for any location changes?	✓ The school has documentation to show Board approval for location changes.	Yes	Included in Board minutes
G. Is the school's Board of Trustees structured in compliance with the School Reform Act?	✓ There is an odd number of Trustees, not exceeding 15.	Yes	Because of the make-up of the school population, in lieu of parent representatives there are two alumnae.
	✓ A majority are residents of the District of Columbia.	Yes	
	✓ At least two Trustees are parents of a student attending the school.	Yes	
	✓ Has PCSB been notified of all Board changes, with updated contact information?	N/A	
H. Is the school in compliance with the nonsectarian requirement of the School Reform Act?	✓ Is there any evidence of religious affiliation or instruction?	No	

SUMMARY COMMENTS AND RECOMMENDATIONS – SITE MANAGEMENT:

IV. ACCOUNTABILITY PLAN

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
A. Has the school provided data in its Annual Report for each goal in its Accountability Plan?	✓ Some data is provided for each goal in the Accountability Plan.	**No**	School needs to provide data for each indicator in Annual Report. Data was provided for each indicator during Compliance Review. Need data for indicator: "students will attend at least 6 Life Skills workshops per year" or consider amending that indicator.
B. Can the school verify data provided in the Annual Report for each goal in its Accountability Plan?	✓ Documentation is provided for the data in the Annual Report.	**Yes**	

SUMMARY COMMENTS AND RECOMMENDATIONS – ANNUAL REPORT/ACCOUNTABILITY PLAN:

See comment above. For next year, Rosario needs to address each indicator in Annual Report, and be sure that data corresponds to indicator. Rosario does an excellent job collecting data and providing tables, graphs, etc. to illustrate its successes.

Appendix G

Charter School Annual Performance Review

COMPLIANCE REVIEW

SY 2005-2006

Carlos Rosario International Public Charter School　　　　November 10, 2005

Name of School　　　　　　　　　　　　　　　　　　Date of Review

Ms. Myra Spriggs and Dr. Dolores Cummings

Name of Reviewer

District of Columbia Public Charter School Board

	I. STUDENT INFORMATION				
SITE VISIT REVIEW QUESTIONS	INDICATORS	Examples of what to look for (tools, records, contracts, etc.)	EVIDENCE	COMMENTS	YES/NO
A. Student Enrollment, Attendance, and Discipline Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?	✓ Waiting list is accurately maintained. Students are enrolled in order from list. Do you have a waiting list for students?	Copy of Waiting List Check waiting list to see whether students have been accepted since, and in the order of the wait list	Examined wait-list prioritized by date of application and session desired. Process is consistent with published procedures		Yes
B. Are student daily attendance and changes in student enrollment being carefully documented?	✓ Daily attendance reports are on file.	Examine attendance system in file cabinet or computer Ask to see printed attendance records from 5 random days since the beginning of the year If the system is computerized, what system is it? Does the attendance system show which students are absent and which are present (i.e. is it exception-based or does it require an affirmative "present")? If the school is using an exception-based attendance system, how do you provide evidence to the S.E.O. for NCLB attendance reporting?	Examined both computer and manual lists; manual lists are in locked cabinet in the Registrar's office. OLAMS computer system It is exception-based. Monthly reports to the SEO.		Yes

		I. STUDENT INFORMATION			

SITE VISIT REVIEW QUESTIONS	INDICATORS	Examples of what to look for (tools, records, contracts, etc.)	EVIDENCE	COMMENTS	YES/NO
	✓ Student roster is regularly updated— reflects withdrawals, transfers, new registrations, etc.	Current copy of roster Get the name and title of the staff person responsible for updating your student roster. How are you recording students who leave your school? (e.g., those who transfer, those who dropout, expelled, etc. – see the records of any for this year, or last year if necessary.	Current roster reflects withdrawals, new registration etc. Daimerz Lopez is the Data Entry Specialist. Transfer and withdrawal forms were examined.		Yes
C. Are student suspension and expulsion policies being fairly administered? Have due process procedures been followed?	✓ Suspension and expulsion policies were disseminated to students, parents, & staff.	Do you have parents sign to acknowledge that they've received a parent handbook? Copy of the parent handbook Check handbook for the school disciplinary Parental sign-off sheets		Students are adults or emancipated minors	NA
	✓ There is documentation of the basis for each decision to suspend or expel.	How do you document suspensions/expulsions? Review documentation of at least one suspension and one expulsion			NA
	✓ There is evidence that due process procedures have been followed.	Copies of Manifestation Hearing notes (if student has been identified with special needs) Copies of letters informing parents of right to hearing Notes from long-term suspension and expulsion hearings			NA

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		I. STUDENT INFORMATION			
SITE VISIT REVIEW QUESTIONS	INDICATORS	Examples of what to look for (tools, records, contracts, etc.)	EVIDENCE	COMMENTS	YES/NO
	✓ Suspensions of more than 5 days and expulsions are promptly reported to PCSB	Correspondence notifying PCSB Letter notifying parents Check attendance sheet for more than 5 day suspensions and expulsions			NA
D. Are student records stored and managed within a secure environment?	✓ Records are available to authorized personnel.	Who at the school is authorized to have access to students' records? Check to see if there is a log that shows when someone has removed and returned a student file	Registrar and teachers Access log was examined.		Yes
	✓ Records are stored in locked area.	How are they secured? Principal's office, main office file cabinets, other locked area	Locked cabinet in the Main Office.		Yes
	✓ Policies and procedures exist for safeguarding student privacy.	Safeguarding policy statements, administrative handbook, office manager handbook, etc.	Administrative Handbook states policy. Policy is also in Student Handbook.		Yes
E. Are student health records, such as proof of immunization, evidence of allergies, and documentation of health problems being kept accurately and securely?	✓ Student health records exist and are up to date.	Do you have a nurse? If not, who verifies that student immunizations were up to date? How is the verification handled? Copies of student registration forms Checklist of required items for admittance Copies of student application			NA
	✓ Records are stored in a locked area when not in use.	File cabinet in main office Special Education Coordinator's Office			NA

I. STUDENT INFORMATION					
SITE VISIT REVIEW QUESTIONS	INDICATORS	Examples of what to look for (tools, records, contracts, etc.)	EVIDENCE	COMMENTS	YES/NO
	✓ Teachers are made aware of student health conditions that may require emergency response.	Do you have records that teachers have been notified of these conditions? See written sign-off sheet if possible	Acknowledgement forms examined		Yes
F. Reporting Student Information Are reports on student progress available to students and/or parents in regular intervals?	✓ Students and/or parents receive regular written reports of student performance.	What type of progress reports does the school make, and how often? [for 'small' schools (<500 students), request the progress reports for **3** students per grade; for 'large' schools (>500), request the progress reports for **5** students per grade – you can pick the names from the roster]	Mid and end of semester reports. Reports were examined.		Yes

SUMMARY COMMENTS AND RECOMMENDATIONS -- STUDENT INFORMATION:

II. STAFF INFORMATION

SITE VISIT REVIEW QUESTIONS	INDICATORS	Examples of what to look for (tools, records, contracts, etc.)	EVIDENCE	COMMENTS	YES/NO
A. Does the school maintain adequate personnel records for staff?	✓ Every employee has an employment agreement (contract) and a job description.	Ask to see roster of current staff, with position titles and functions See example of employee contract for 2 random employees Contracts, Offer letters, Employment Agreements	Roster Random selection review Document review		Yes
B. Have background checks been conducted for all employees and volunteers who work over 10 hours per week?	✓ Documentation of background checks for all employees and volunteers is on file.	Check that each employee has current background check on file Ask to see their volunteer list and check for those with <u>more than 10 hours</u> What service do you use to do your background checks (e.g., Metropolitan Police Dept, etc?) (If the service is not MPD, look at service agreement.)	Files are complete N/A Screening & selection services/Crimlink		Yes Yes Yes
C. Has an employee handbook been developed, distributed to personnel, and regularly updated?	✓ An employee handbook is on file and available to all staff.	Check to see key sections: sexual harassment, equal opportunity hiring, drug-free workplace, termination policies, etc.	Personnel Handbook		Yes
D. Does the school have a complaint resolution process for employees?	The complaint resolution process is on file and available to staff	Employee handbook Human Resource Guide	Personnel Handbook		Yes
E. Are key personnel changes promptly reported to the Charter Board?	Documentation exists to demonstrate that the school has reported key personnel changes to the Board. [this applies to administrative positions]	Letters, memo to PCSB of BOT or administrative change	Letters dated May 05 and Nov.05		Yes

SUMMARY COMMENTS AND RECOMMENDATIONS – STAFF INFORMATION:

Comprehensive; professionally presented and meets all compliance requirements.

III. SITE MANAGEMENT INFORMATION

SITE VISIT REVIEW QUESTIONS	INDICATORS	Examples of what to look for (tools, records, contracts, etc.)	EVIDENCE	COMMENTS	YES/NO
A. Does the school maintain an accurate inventory of all school assets, such as furnishings, equipment, and other property? Does the inventory indicate the source of the funds—local, federal, or private—used to purchase or lease each item inventoried?	✓Inventories are complete.	Get a copy if they have it	Inventory copy		Yes
	✓ Sources of funds are identified.		Inventory copy		Yes
	✓ Equipment and furnishings are properly labeled.	Perform random check of labeling in <u>at least one</u> classroom and main office.	Labeled as required; Internal serialization used		Yes
B. Are required insurance certificates on file at both the school and the Charter Board office, and are they in force?	✓ Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	See copy of insurance certificates at each site **(Insurance documents should reflect coverage for the 2005-2006 school year.)**	Current for 05-06; log review		Yes
C. Does the school maintain copies of all building inspections? All Fire Department inspections and fire drills?	There is a certificate showing DCFD inspections within the past year on file, and documentation of fire drills. [Tell new schools that they need to set this up with the Fire Dept if they have not done so]	Fire drill logs [First emergency evacuation drill within first 10 days of the beginning of the school year and monthly thereafter. Evidence should show start/end times] Employee training in fire emergency? Review annual or summer employee orientation agenda; annual faculty meeting	Inspection 3/16/05; log review Emergency plan reviewed	Under direction of Facilities Manager Orientation and activities in Plan	Yes

SITE VISIT REVIEW QUESTIONS	INDICATORS	Examples of what to look for (tools, records, contracts, etc.)	EVIDENCE	COMMENTS	YES/NO
		agenda; or staff handbook with designated excavation assignments			
D. Is the school's Board of Trustees structured in compliance with the School Reform Act?	✓ There is an odd number of Trustees, not exceeding 15.	Board of Trustees Roster – name, position, and address Obtain a copy of an updated Board Roster; Obtain a copy of updated By-Laws for the BOT; Obtain a copy of Board meeting schedule; Obtain copies of Board Meeting Minutes to date. (At minimum schools must submit quarterly Board minutes.)	Roster Copies obtained		Yes
	✓ A majority are residents of the District of Columbia.	Check roster for this information	Roster		Yes
	✓ At least two Trustees are parents of a student attending the school.	Check roster for this information	Roster		Yes
	Has PCSB been notified of all Board changes, with updated contact information?	Check for letters, memos, email to PCSB.	Deputy Director; Letters dated 5/05 and 11/05		Yes
E. Is the school in compliance with the nonsectarian requirement of the School Reform Act?	✓ Is there any evidence of religious affiliation or instruction?	Random check of school curricula, e.g. science, social studies, character ed., etc.	In compliance		Yes

SUMMARY COMMENTS AND RECOMMENDATIONS – SITE MANAGEMENT INFORMATION:

This site has EXCELLENT reporting strategies. Documents were the most professionally developed of any reviewed in this set of six schools. The manner in which compliance requirements are presented should be used as a MODEL for other charters under the Board's jurisdiction. The TEAM approach to the compilation of data is but more evidence of the high trust and efficiency level found. There is the sense of a very strong collaborative effort.

IV. ACCOUNTABILITY PLAN SUMMARY

SITE VISIT REVIEW QUESTIONS	INDICATORS	Examples of what to look for (tools, records, contract, etc.)	EVIDENCE	COMMENTS	YES/NO
A. Has the school provided data in its Annual Report for each goal in its Accountability Plan?	✓ Some data is provided for each goal in the Accountability Plan.	SAT-9 results End-of-the-year exam results Parent sign-sheets Benchmark results Surveys			
B. Can the school verify data provided in the Annual Report for each goal in its Accountability Plan?	✓ Documentation is provided for the data in the Annual Report.				

SUMMARY COMMENTS AND RECOMMENDATIONS – ANNUAL REPORT/ACCOUNTABILITY PLAN:

See Accountability Plan Summary

Appendix H

Charter Review Analysis
Carlos Rosario International Public Charter School
Based on Charter Review Framework
2008

Executive Summary

Carlos Rosario International Public Charter School opened in 1998 to provide education that prepares the diverse adult immigrant population of Washington, DC. In its eleventh year of operation, Carlos Rosario met the nine academic targets of its accountability plan and six of the seven non-academic targets for its Charter Review. Carlos Rosario International Public Charter School met the academic, governance and compliance performance standards for the Charter Review. The school has also met the non-academic performance standards; therefore the school is not a candidate for Charter Revocation. The most recent Program Development Review was conducted in December 2008, and a summary of the findings is enclosed. See *Fig. 1.1*.

Academic

Carlos Rosario International Public Charter School met two of the three academic performance standards; thus the school meets the standard for academic performance. The school attained all of its 5-year academic performance targets, but failed to demonstrate improvement on a majority of the academic goals over the most two recent years. Additionally, Carlos Rosario came within 80% of its assessments targets.

To effectively identify and successfully meet academic performance targets in its accountability plan, Carlos Rosario International PCS systematically collects, records and analyzes student data related to its adult education program's learner population. A range of assessments measures student success in preparation for the GED, the CASAS, the USCIS, and the Workforce Development examinations and certifications.

Founded in 1998, Carlos Rosario International Public Charter School established its mission to provide education that prepares the diverse adult immigrant population of Washington, DC, to become invested, productive citizens and members of American society who will ultimately give back to family and community. Located in the Columbia Heights neighborhood of Washington, DC, the school has a state-of-the-art facility, with bright vibrant classrooms filled with the latest in technology solutions.

Non-Academic

Carlos Rosario International PCS met 1 of the 2 applicable non-academic performance standards; thus the school meets the standard for non-academic performance. Data was unverifiable for the Family Literacy Program target; however, the school's enrollment levels are sufficient to sustain its economic viability.

Organizational – Governance

Carlos Rosario International PCS demonstrated fully functioning or exemplary performance in 7 of 7 categories; thus the school meets this standard for organizational performance. The Board of Trustees at the Carlos Rosario PCS has demonstrated exemplary effectiveness in governing the school. The Board meets on a regular and consistent basis. The Board minutes reflect that subcommittees address

issues related to establishing policy and oversight of academic and financial performance. It has provided adequate resources and ensured stability.

The Board of Trustees at the Carlos Rosario International Public Charter School is committed to fulfilling the mission of the school and articulates a clear understanding of the school design. The Board has left no stone unturned in its exhaustive efforts to ensure that the school functions at the highest possible level of excellence. Towards that end, the Board has also formed committees to address all areas of governance. The Board liaison with the Student Government Association is himself an alumnus and successful community business executive. This liaison gives learners authentic voice and influence in how the school operates. The Board has developed an Alumni Association, as it plans for greater growth, expansion, and ensured sustainability.

Organizational – Compliance

Carlos Rosario International PCS demonstrated an operational to exemplary level of compliance in all categories; thus the school meets this standard for organizational performance. The school has been consistently in compliance with applicable laws, rules and regulations and has the necessary internal controls that will allow for continued success in these areas.

Organizational – Fiscal Management

Based on the information available, PCSB believes that the Carlos Rosario Public Charter School has solid fiscal management processes in place. The school's audit reports reflect sound accounting and internal controls policies. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. Its annual budgets are extremely thoughtful and reflect careful planning and financial savvy. The school continues to be amongst the top performers in terms of cash flow management and liquidity performance metrics primarily because of its reduced dependency on the debt markets. For the year ending June 30, 2008, the school's net assets approached $12 million and its liquidity ratio of 6.32 indicates that the school possessed $6.32 of liquid assets for every $1 of short-term debt (a one-to-one ratio is adequate). As with any not-for-profit organization, the school should also seek to continuously improve its fiscal management and internal controls.

Appendix I

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Compliant	
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff .	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
	Option 2: Copy of staff certificate to administer medications.			
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Compliant	
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Compliant	
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Compliant	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	N/A	
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	N/A	
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Compliant	
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	

Appendix J

Charter School Annual Performance Review

COMPLIANCE REVIEW

Carlos Rosario Public Charter School   **November 18, 2003**

Name of School   Date of Review

Helen Cymrot, Jeff Stout, Tamara Lumpkin

Name of Reviewer

District of Columbia Public Charter School Board

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
A. Student Enrollment, Attendance, and Discipline	✓ Enrollment procedures were publicly announced.	Yes	The school used radio ads, newspaper ads and fliers to publicize enrollment procedures.
Has the enrollment process been conducted in a manner that is fair and consistent with the law, the Charter Agreement, and the school's announced procedures?	✓ Cutoff date for enrollment was announced in advance.	Yes	Since Rosario is an adult education school, the enrollment procedures were different. Enrollment took place over a two-day period in August right before classes started.
	✓ Lottery, if needed, was conducted fairly.	Yes	There is a waitlist with 563 students on it. Currently, there are 1155 students enrolled.
	✓ Waiting list is accurately maintained. Students are enrolled in order from list.	Yes	Students are selected in order of the waitlist for open slots.
B. Are student daily attendance and changes in student enrollment being carefully documented?	✓ Daily attendance reports are on file.	Yes	Teachers take daily attendance in class and indicate who is present and absent. They do not use a computer program—attendance is entered into an excel spreadsheet by hand.
	✓ Student roster is regularly updated—reflects withdrawals, transfers, new registrations, etc.	Yes	There is a registrar who maintains the student roster. A "reason for leaving" form is completed for each student who leaves the program.
C. Are student suspension and expulsion policies being	✓ Suspension and expulsion policies were disseminated to students, parents, & staff.	Yes	There is a "code of conduct" form that is given to every student. The form indicates specific infractions and corresponding disciplinary actions.

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
fairly administered? Have due process procedures been followed?	✓ Procedures for suspension & expulsion are consistent with approved policy (in their handbook).	Yes	
	✓ There is evidence that due process procedures have been followed.	Yes	There are no special education students currently enrolled in the school.
	✓ There is documentation of the basis for each decision to suspend or expel.	Yes	There is a letter documenting each suspension/expulsion to explain the incident and consequences.
	✓ Suspensions of 5 days or more and expulsions are promptly reported to PCSB	Yes	Submitted with attendance report.
D. Are student records stored and managed within a secure environment?	✓ Records are available to authorized personnel.	Yes	The Head of the School and the registrar have access to student records. There is a log for teachers to sign out records to indicate who viewed records and when.
	✓ Records are stored in locked area.	Yes	Records are in locked file cabinet.
	✓ Policies and procedures exist for safeguarding student privacy.	Yes	Students must give 24 hour notice to view their records—administrator is always present.
	✓ Policies and procedures are adequately followed.	Yes	

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
E. Are required special education assessments being conducted? Are IEPs on file for every student receiving special education services?	✓ IEPs are on file for students receiving special education services.		No IEP students. There are fewer than 10 students under age 18.
	✓ Special education assessments are completed within 120 days of referral.		N/A
F. Are LEP/NEP, special education, and physically disabled (section 504) students being properly identified using accepted assessment techniques? Are provisions made for periodic reassessment to determine continued eligibility for services?	✓ Documentation of parent receipt of Procedural Manual for Parents exists.		N/A
	✓ Invoices are on file to show documentation of special education services.		N/A
	✓ For each student designated as LEP/NEP, there is evidence of a home language survey or administration of the LAS or equivalent assessment.		N/A
	✓ All LEP/NEP students are assessed at least annually.		N/A
	✓ Evidence of 504 plans for non-special ed disabled students.		N/A
G. Are student health records, such as proof of immunization, evidence	✓ Student health records exist and are up to date.	Yes	Registrar verifies health records

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
of allergies, and documentation of health problems being kept accurately and securely?	✓ Records are stored in a locked area when not in use.	Yes	
	✓ Teachers are made aware of student health conditions that may require emergency response.	Yes	Teachers are given a "student admission card" for each student which includes student contact information and all medical information.
H. Reporting Student Information Are reports on student progress available to students and/or parents in regular intervals?	✓ Students and/or parents receive regular written reports of student performance.	Yes	Students receive progress reports at the end of each semester and meet with the teacher.
I. No Child Left Behind Reporting	✓ The school's NCLB report card is posted in a location visible to the public. "Highly qualified teacher" data is posted /available to parents.		N/A

SUMMARY COMMENTS AND RECOMMENDATIONS -- STUDENT PRACTICES:

The school was very prepared for the visit—all information was organized and prepared in a binder. Since Rosario is an adult education center, there are clearly some differences in the way that they work with students—since their students are almost all adults.

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SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
A. Does the school maintain adequate personnel records for staff?	✓ Every employee has an employment agreement (contract) and a job description.	Yes	80 staff, 18 subs
B. Have background checks been conducted for all employees and volunteers who work over 10 hours per week?	✓ Documentation of background checks for all employees and volunteers is on file.	Yes	
C. Has an employee handbook been developed, distributed to personnel, and regularly updated?	✓ An employee handbook is on file and available to all staff.	Yes	
D. Does the school have a complaint resolution process for employees?	✓ The complaint resolution process is on file and available to staff (preferably in employee handbook).	Yes	Not in employee handbook No complaints on file because none have been made

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
E. Are key personnel changes promptly reported to the Charter Board?	Documentation exists to demonstrate that the school has reported key personnel changes to the Board.	Yes	
F. No Child Left Behind: Highly Qualified Teacher Status	✓ How many of your teachers currently meet the 'highly qualified' teacher criteria?	N/A	

SUMMARY COMMENTS AND RECOMMENDATIONS – STAFF PRACTICES:

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
A. Are required insurance certificates on file at both the school and the Charter Board office, and are they in force?	✓ Insurance certificates meeting charter requirements are on file at the school and the Charter Board office.	Yes	Copy submitted.
B. Does the school maintain an accurate inventory of all school assets, such as furnishings, equipment, and other property?	✓ Inventories are complete.	Yes	Copy submitted.
	✓ Sources of funds are identified.	No	Source of funds not on inventory report
Does the inventory indicate the source of the funds—local, federal, or private—used to purchase or lease each item inventoried?	✓ Equipment and furnishings are properly labeled.	Yes	(Head office equip – unable to check other sites)
C. Are the lease and an active certificate of occupancy on file?	✓ Lease and certificate(s) of occupancy are available for review.	Yes	All certificates of occupancy on file, but only one lease on file for HQ
D. Does the school maintain copies of all building inspections? All Fire Department inspections and fire drills?	✓ There is a certificate showing DCFD inspections within the past year on file, and documentation of fire drills.	No	Drill schedule documented, but no DCFD inspections are documented. Bell Multicultural Center has a non-functioning alarm system
E. Has the school obtained tax-exempt status within two years of operation?	✓ The school has documentation to show tax-exempt status.	Yes	

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
F. Has the school obtained Board approval for any location changes?	✓ The school has documentation to show Board approval for location changes.	Yes	
G. Is the school's Board of Trustees structured in compliance with the School Reform Act?	✓ There is an odd number of Trustees, not exceeding 15.	Yes	7 – copy submitted
	✓ A majority are residents of the District of Columbia.	Yes	
	✓ At least two Trustees are parents of a student attending the school.	No	Rosario is adult ed, so no parents are available. They use some former students
	✓ Has PCSB been notified of all Board changes, with updated contact information?	Yes	
H. Is the school in compliance with the nonsectarian requirement of the School Reform Act?	✓ Is there any evidence of religious affiliation or instruction?	No	

SUMMARY COMMENTS AND RECOMMENDATIONS – SITE MANAGEMENT:

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IV. ACCOUNTABILITY PLAN

SITE VISIT REVIEW QUESTIONS	INDICATORS	YES/NO	COMMENTS
A. Has the school provided data in its Annual Report for each goal in its Accountability Plan?	✓ Some data is provided for each goal in the Accountability Plan.	No	Data was available for all but one target. School officials explained that data was not provided because the target was to be deleted in the revised accountability plan. However, the version approved by the Board included the target.
B. Can the school verify data provided in the Annual Report for each goal in its Accountability Plan?	✓ Documentation is provided for the data in the Annual Report.	Yes	For all data that was reported, the school was able to provide data that documented their performance.

SUMMARY COMMENTS AND RECOMMENDATIONS – ANNUAL REPORT/ACCOUNTABILITY PLAN:

As it relates to student employability, the school should consider including placement measures in future accountability plans. Further, the data collection needs to more clearly indicate assistance versus referral and placement. Three simple columns for each category that indicates when each activity occurred would help with verifying their data.

Additionally, regarding student acquisition of life skills, the school and its students would be better served by including survey questions that specifically address life skills, or the measure should be rephrased to more accurately reflect that students will learn more about living in American culture, which is what the survey question used seems to address more. Also, life skills should be defined.

The school needs to development better promotion measures which are clearly aligned, consistent, and valid.

Appendix K

CARLOS ROSARIO PCS: 5 YEAR STATEMENT OF ACTIVITIES ANALYSIS		2008		2009		2010		2011
Revenue:								
Support and revenue:								
Fees and grants from government agencies	$	12,925,772	$	13,241,846	$	13,453,874	$	16,696,333
Total revenue	**$**	**12,925,772**	**$**	**13,241,846**	**$**	**13,453,874**	**$**	**16,696,333**
Expenses:								
Personnel costs	$	6,663,656	$	6,958,738	$	7,722,965	$	8,936,514
Direct Student costs	$	490,819	$	489,455	$	464,583	$	517,840
Occupancy expenses	$	2,350,636	$	2,396,027	$	2,310,097	$	4,066,311
General and administrative expenses	$	2,935,653	$	3,138,958	$	2,553,068	$	2,067,053
Total expenses	**$**	**12,440,764**	**$**	**12,983,178**	**$**	**13,050,713**	**$**	**15,587,718**
Net Income	$	438,337	$	258,668	$	456,411	$	1,057,365
Beginning Net Assets	$	10,860,966	$	11,299,303	$	11,557,971	$	13,171,770
Total Net Assets (Year End Balance)	$	11,299,303	$	11,557,971	$	13,171,770	$	14,229,135
Profit Margin		**3%**		**2%**		**3%**		**6%**
Personnel costs/Total Revenue		**52%**		**53%**		**57%**		**54%**
Direct Student costs/Total Revenue		**4%**		**4%**		**3%**		**3%**
Occupancy expenses/Total Revenue		**18%**		**18%**		**17%**		**24%**
G&A expenses/Total Revenue		**23%**		**24%**		**19%**		**12%**

Personnel costs	54%
Direct Student costs	4%
Occupancy expenses	19%
General and administrative expenses	19%

CARLOS ROSARIO PCS: 5 YEAR STATEMENT OF FINANCIAL POSITION ANALYSIS								
		2008		2009		2010		2011
Assets								
Current Assets:								
Cash/Cash equivalents	$	3,872,359	$	3,381,240	$	5,759,952	$	6,524,297
Grants receivables	$	18,475	$	-	$	-	$	392,808
Other Receivables	$	114,716	$	128,360	$	138,722	$	119,761
Due from related party	$	103,251	$	329,623	$	512,427	$	74,443
Total Current Assets	**$**	**4,108,801**	**$**	**3,839,223**	**$**	**6,411,101**	**$**	**7,111,309**
Non-Current Assets								
PPE net	$	7,117,052	$	6,739,115	$	6,563,406	$	6,652,653
Certificates of deposit	$	-	$	1,257,092	$	1,785,000	$	2,543,000
Other assets	$	-	$	84,000	$	16,500	$	324,000
Facility reserve funds	$	2,200,000	$	2,200,000	$	2,200,000	$	3,200,000
Total Non-Current Assets, net	**$**	**9,317,052**	**$**	**10,280,207**	**$**	**10,564,906**	**$**	**12,719,653**
Total assets	**$**	**13,425,853**	**$**	**14,119,430**	**$**	**16,976,007**	**$**	**19,830,962**
Liabilities and Net Assets								
Current liabilities								
Accounts payable and accrued expenses	$	633,967	$	775,153	$	708,556	$	612,812
Due to related parties	$	-	$	-	$	63,757	$	3,459
Deferred Revenue	$	-	$	-	$	2,255,866	$	3,662,998
Current portion of capital lease obligations	$	15,660	$	42,928	$	42,616	$	33,221
Total current liabilities	**$**	**649,627**	**$**	**818,081**	**$**	**3,070,795**	**$**	**4,312,490**
Long-term liabilties								
Deferred rent	$	1,430,083	$	1,677,047	$	1,839,430	$	2,096,698
Other Liabilities	$	-	$	-	$	16,500	$	324,000
Capital lease obligations	$	46,840	$	66,331	$	34,900	$	26,027
Total liabilities	**$**	**2,126,550**	**$**	**2,561,459**	**$**	**4,961,625**	**$**	**6,759,215**
Net Assets:								
Net Income	$	438,337	$	258,668	$	456,411	$	1,057,365
Beg. Net Assets	$	10,860,966	$	11,299,303	$	11,557,971	$	13,171,770
Total Net Assets (Ending Net Assets)	$	11,299,303	$	11,557,971	$	12,014,382	$	14,229,135
Total liabilities and net assets	**$**	**13,425,853**	**$**	**14,119,430**	**$**	**16,976,007**	**$**	**20,988,350**
Long-term debt/ Total Equity ratio:		0.13		0.15		0.16		0.15
Net-working capital:	$	3,459,174	$	3,021,142	$	3,340,306	$	2,798,819
Liqiudity ratio:		6.32		4.69		2.09		1.65