



# Annual Report 2017-18

Harvard Street Campus and  
Central Office  
1100 Harvard Street, NW  
Washington, DC 20009  
202-797-4700

Sonia Gutierrez Campus  
514 V Street, NE  
Washington, DC 20002  
202-734-4900

Board Chair: Patricia Sosa

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# ANNUAL REPORT NARRATIVE



## Mission Statement

The mission of the **Carlos Rosario International Public Charter School** is to provide education that prepares the diverse adult immigrant population of Washington, D.C. 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.

*Note: We have submitted a request to slightly modify our existing mission to a version which is shorter and uses less jargon so as to be more accessible to the English language learners in our community.*

# School Program

## School Overview Highlights

- Serving Washington, D.C.'s diverse immigrant population since 1970
- Nationally and internationally recognized as a model in adult education
- Offering award-winning holistic model of adult education for immigrants, which includes language, literacy, civic engagement, GED, workforce development, entrepreneurship and comprehensive supportive services
- Providing classes and services to more than 2,500 students annually
- Named a Tier 1 school by the D.C. Public Charter School Board in 2014-15, 2015-16 and 2016-17 school years
- Ranked a Washington, D.C. Top Workplace by *Washington Post* for three consecutive years 2015-2017
- Chartered in 1998 by D.C. Public Charter School Board
- Accredited by the Middle States Association

## 2017-2018 School Year Details

- School Calendar:  
August 28, 2017 - June 20, 2018
- Two instructional semesters of approximately 19 weeks each

### Schedule of Classes

#### Morning Session

Monday-Friday, 8:45 AM-11:30 AM

#### Afternoon Session

Monday-Friday, 1:00 PM-3:45 PM

#### Evening Session

Monday-Thursday, 6:00 PM-9:00 PM

## Student Demographics

The Carlos Rosario School serves students ages 16 and older. **Eighty-four percent** are low-income students according to the Department of Agriculture Federal Poverty Guidelines.

**Ninety-eight percent** are English language learners. For the 2017-18 school year we served students from 90 different countries speaking 49 languages.

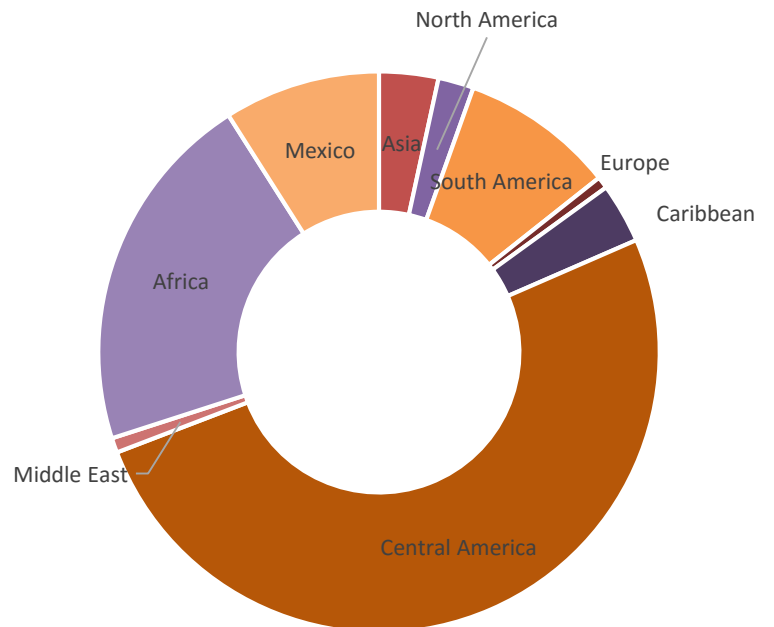
**90**

Countries represented

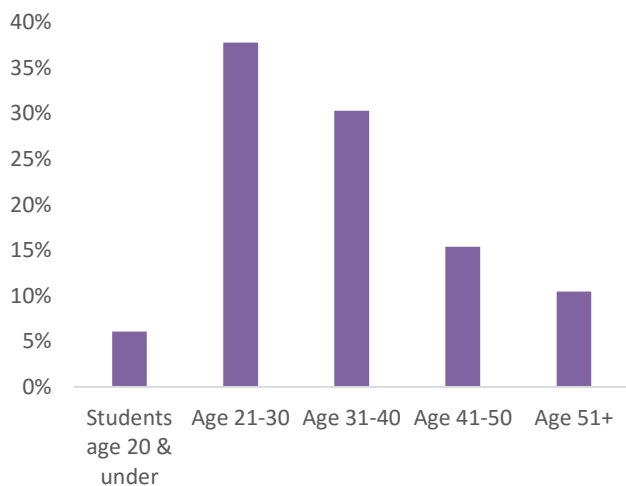
**49**

Languages spoken

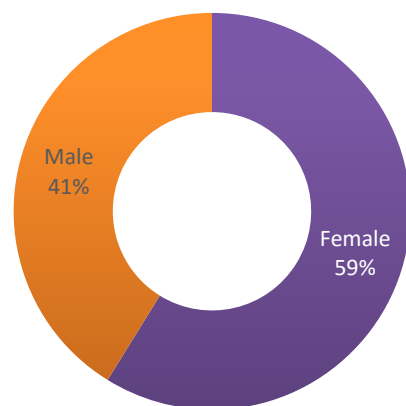
### STUDENTS BY REGION OF ORIGIN



### STUDENTS BY AGE



### STUDENTS BY GENDER



## Summary of Curriculum Design and Instructional Approach

The Carlos Rosario School provides education and resources to the diverse adult learner population of Washington, D.C. through a three-part model: foundational literacy and skills, career training, and support services.

Classes are student-centered and use a blend of content and language instruction. Classes include practical, context-based learning, which prepares students for everyday life and work situations. In addition to English language learning basics, our contextualized ESL curriculum covers:

- Health and wellness
- Consumer education
- Financial literacy
- Parenting and family skills
- Rights and responsibilities of citizens
- Multicultural awareness and appreciation
- Civic engagement
- Soft skills
- Digital literacy
- Numeracy

Our curriculum was created and is continually refined by faculty members and administrators with advanced degrees who have significant experience developing specialized curricula as well as a strong understanding of the School's unique student population.



On a foundational level, student goals, needs, and interests drive instruction. Standards developed by Equipped for the Future (EFF) as well as Common Core College and Career Readiness (CCRS) are integrated throughout the curriculum. Additionally, the ESL curriculum correlates with CASAS Life Skill Competencies as well as ESL language standards and encompasses Adult Basic Education (ABE) performance-based objectives in English language acquisition.

Theories of second language learning and current research on adult education guide curriculum implementation and instructional approaches. Instructional effectiveness is measured in several ways including norm- and criterion-referenced testing; authentic and alternative assessments; and follow-up surveys. Students receive ongoing feedback based on formative assessments, written and oral assignments, teacher observations, and mid-semester as well as final student-teacher conferences.

Tutoring services and in-class paraeducators are provided for students with unique academic needs; these services supplement classroom instruction with lesson plans and activities that respond to students' individual needs and goals. Additionally, thanks to our ongoing volunteer program many students receive individualized and small group assistance in the classroom provided by volunteer community members and Carlos Rosario School graduates.

## Alumni Involvement Efforts



Because we are an adult education school, instead of parent involvement, we focus on alumni engagement. Student graduates and alumni are an integral part of the Carlos Rosario School culture. Alumni are involved in various aspects of the school including serving on our Board of Trustees and corporate advisory committees; acting as informal mentors and classroom volunteers; providing job and field experience opportunities for career training students; and acting as guest speakers in the classroom. In the winter of 2018 we also launched a new Alumni Facebook group to engage our graduate community online.



The Carlos Rosario School's mission and programs are designed to leverage the assets and boost the contributions made by immigrants. These contributions foster inclusion and strengthen the global competencies of D.C.'s workforce.

The following pages include descriptions of our education model which includes foundational literacy and skills, workforce development, and wraparound support services.

Our work for the 2017-18 school year is driven by a strategic plan effective through 2020. The plan outlines four strategic priority areas: growth, programmatic and organizational excellence, leadership development, and long-term sustainability. Priorities for the past school year included strengthening our student outreach and recruitment efforts, growing our civic engagement programming, and enhancing technology systems for student data collection, delivery and analysis.

### Foundational Literacy and Skills

The foundational literacy and skills classes provide the building blocks for a solid academic base by developing language and essential life skills. Ultimately, our foundational literacy and skills programs are designed for



career development and advancement. Foundational classes include literacy, English as a Second Language, GED in English and Spanish, citizenship, and technology essentials.

## Career Training

The career training programs provide theoretical and hands-on learning geared toward English language learners. The classes teach students technical 21<sup>st</sup> Century skills in key local high-growth, high-demand industries which in turn increases students' access to opportunities and earning potential. Advisory committees



made up of industry leaders meet regularly to provide guidance on curriculum and program design and share important industry developments. This ensures instruction and career training meet the continuously evolving demands of each sector. Classes prepare students to pass industry-essential certifications that are key to breaking into and advancing in their chosen fields. Courses are strengthened by field experience opportunities such as internships and connections to industry leaders. We offer classes in the fields of health, IT, culinary arts, education and small business.

## Student Support Services

Carlos Rosario School immigrant adult learners often face a host of diverse challenges related to health, labor rights, housing equity, and much more that threaten to interrupt their educational goals. Many of the students are juggling jobs and family responsibilities along with their classes. These experiences present our students with a unique set of needs that must be met as well as assets to be leveraged. Through the school's student services, learners work together with staff to develop critical solutions to help them succeed in their educational pursuits. Services, which are both culturally and linguistically responsive, are provided by qualified counselors and staff who have a deep, and often first-hand, understanding of the immigrant experience. Areas of student support include mental health counseling, case management, student life services, employment and career, college bound advising, and leadership development.

**4,806**

Hours of direct services such as career advising, mental health counseling, and job placements offered to students





The programs and services highlighted in the School Program section provide English language learners with contextualized instruction and supports that are directly relevant to their short and long-term academic and career goals.

## Meeting Our Mission

The Carlos Rosario School 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**. The school's mission guides our work: helping to set priorities and drive school-wide initiatives. For the 2017-18 school year we are proud to say we remained focused on achieving the goals outlined in our mission as evidenced in the following summary.

### *Education*

Over the 2017-18 school year we continued to provide education and resources to adult learners through our three-part model: foundational literacy and skills, career training, and support services. Over the past school year we completed a curriculum update for all ten levels of ESL. Now from literacy all the way to our advanced ESL classes our students benefit from a contextualized curriculum fit for 21<sup>st</sup> century learners and their career needs. Additionally, we added two new career training programs over the last school year: small business and entrepreneurship supporting students starting and growing their own businesses, and a bilingual paraeducator apprenticeship aimed at preparing students to become certified paraeducators as an entry into a career in education. For the 2017-18 school year some examples of supports provided to students included 773 hours of bilingual mental health counseling, HIV/STI testing for 366 staff and students, and free flu shots administered to 170 people in the school community. Additionally, 1,200 students obtained transportation cards opening the door to free public transportation to school and 446 students and staff members joined the Community BikeShare program gaining access to discounted memberships, safety workshops and more.

### *Family/Community Impact and Engagement*

Language and career skills provided at the school prepare students to excel in the 21<sup>st</sup> century workplace. Graduates of the school are in the community managing restaurants, starting small businesses, serving as community leaders, assisting in classrooms and pursuing college degrees. By gaining essential language skills and career certifications students are earning promotions as well as better jobs and work schedules. This in turn allows students to better provide for themselves and their families. For the 2017-18 school year 76% of students gained employment or entered postsecondary and 93% retain employment or post-secondary student status.

Impacting the broader community is key to the Carlos Rosario mission. For example, our career training programs are offered in high growth, high demand areas. Advisory committees, comprised of industry professionals, provide valuable input on everything ranging from curriculum to field opportunities to ensure there is a direct translation between career training programs and local industries. Additionally, we work with more than 100 local employer partners to ensure that students are not just gaining skills but have access to job opportunities and are putting those skills to work in the community. Over the 2017-18 school year more than 200 students attended job/hiring fairs organized by the school and employer partners. One hundred and eighteen students participated in onsite job interviews.

In addition to students working and studying out in the community, they are also directly giving back through student-led initiatives. For the 2017-18 school year students collected 445 toys which were donated to CentroNia, Ethiopian Community Center and families at the Carlos Rosario School. Additionally, a Day of Service Community Clean Up effort brought together 180 students, staff and community members in partnership with the Washington Area Bicycle Association to clean up the bike path around the Sonia Gutierrez Campus.

### *Excellence in Teaching*

At the Carlos Rosario School we take pride in our highly qualified teaching staff. For the 2017-18 school year 87 staff working with students, including tutors and paraeducators, had a master's degree or higher. As leaders in adult education programs our faculty and staff presented at various conferences including COABE, WATESOL, and MAACCE to name a few. Additionally, the school invests in a wide range of supports and in professional development for faculty and staff to promote lifelong learning that inspires classroom teaching.

One focus of the 2017-18 school year was using technology tools to further enhance student learning. Faculty pushed their practice with online learning tools including deeper integration of our learning management system, Schoology and reading platform, Spark 3000. ESL for Families blended learning pilot kicked into second gear, as the piloted curriculum was revised to encompass a full calendar year. This program is leading the way for integration of digital platforms with language learning for beginning students. The GED in Spanish program followed suit with its own blended learning pilot. Students used tablets to access classwork and complete assessments using program such as like Achieve 3000 and Study Island.

### *Partnering with the Community*

Each year the school partners with various community-based organizations to provide students with case management that stretches beyond the school's walls. For example, representatives from the Metropolitan Police Latino Liaison Unit provides a safety workshop each semester. Thanks to partnerships with Georgetown University's Hoya Clinic and Empoderte we are able to provide free flu shots and HIV/STI testing. During the 2017-18 school year 11 students were given business attire for interviews through a partnership with Dress for Success. Through a unique partnership with various consulates representing our student body such as El Salvador, Mexico and Honduras, we are able to provide students with in-house consular services. Various financial workshops given included a financial literacy workshop by Lafayette Credit Union and a Financial Capability Workshop by LEDC.

The Carlos Rosario School is more than a school but also an important community hub and resource center. For the 2017-18 school year 233 community members and Carlos Rosario School students received free legal consultation during 12 different clinics that were held in partnership with organizations such as CARECEN, DC Pro Bono, the American Immigration Lawyers Association, and Legal Aid Society. Additionally, 407 community members and students received information about affordable healthcare options through DC Health Link Open Enrollment events cohosted by the school.

### *Safe and Compassionate learning environment*

At the school we value a safe and compassionate learning environment for our community of adult learners. We have year round events that honor and embrace the many cultures of our community including

a Hispanic Heritage Month festival, Women's History Month speakers, Black History Month panels and presentations, and Asian Pacific Islander-focused interactive workshops just to name a few.

Additionally, our inclusive environment is reflected in student-led clubs and events that lift up students' identities and voices. For example, our Aliados club is led by members of the student body representing the LGBTQ community and its allies. They plan awareness-raising events on a semester basis and are also very active in coordinating activities around Pride month.

Because we recognize that students come to the school with a host of outside challenges that could threaten their ability to persist toward their educational goals, we have robust support systems including case management, job and career services and mental health counseling. Through these supports we are able to begin to address underlying barriers students face.

## Community Events Highlights

# 220

students & staff



Participated in the school's annual pride lunch and citywide pride parade standing in solidarity with our LGBT community.

# 233

Community members/  
students



Received free one-on-one legal counseling through community-wide legal clinics. **100 more served this year compared to last!**

# 407

Community members/  
students



Received assistance in obtaining affordable healthcare through DC Health Link events. **This is 100 more people served than last year!**

# 180

Community members, students  
and staff

# 80 +

Immigrant entrepreneurs

# 200+

Students



Participated in an MLK Day of Service community clean-up day in partnership with the Washington Area Bicyclist Association and collected 300 bags of trash. **This is double the number from the last school year!**



More than 40 small business owners and local entrepreneurs showcased their goods at three different fairs as well as an ongoing local farmers market.



Attended job/hiring fairs organized by the school and employer partners. One hundred and eighteen students were interviewed during these events.

## Goals and Academic Achievement Expectations

Carlos Rosario PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Progress: Adult Basic Skills - 60% of pre- and post-testing Spanish and English ABE program students will make one or more NRS-EFL gains by the end of the program year.	Goal unmet	Computation of Spanish and English GED student test data indicating <b>47.3%</b> of pre- and post-testing Spanish and English ABE program students made one or more NRS-EFL gain by the end of the program year. n= 80/169
Progress: ESL - 70% of pre and post testing English language learners will make one or more NRS-EFL gains by the end of the program year.	Goal met	Computation of ESL student test data indicating <b>77%</b> of pre and post testing English language learners made one or more NRS-EFL gains by the end of the program year. n=1442/1869 = 77%
Achievement - 65% of GED test-takers will pass the official GED exam by the end of the program year.	Goal met	Official GED test reports indicating <b>100%</b> of GED test-takers passed the official GED exam by the end of the program year. n= 25/25 100%
College and Career Readiness a) 70% of students will pass industry certification tests. b) 49% of exiting students will enter the workforce or enter into post-secondary education. c) 59% of exiting students retain employment or enter post-secondary education.	Goal met	a) Official certification test reports indicating <b>97%</b> of students passed industry certification tests. n= 98/101= 97% b) Student Services case logs indicating <b>76%</b> of exiting students obtained employment or entered post-secondary education. n= 76/100 = 76% c) Student Services case logs indicating <b>93.2%</b> of exiting students retained employment or entered post-secondary education. n= 689/739 = 93.2%

Carlos Rosario PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
a) 69% in-seat attendance b) 60% Retention rate	Goal met	a) Student Information System year-long attendance report indicating <b>72.15%</b> in-seat attendance rate. b) Student Information System year-long enrollment report indicating <b>69.06%</b> retention rate.
<i>Mission-Specific Goals</i>		
85% of Citizenship students will pass the naturalization exam.	Goal met	End of year report compiled by citizenship class teacher indicating <b>100%</b> of Citizenship students passed the naturalization exam. n= 10/10 = 100%
75% of ESL students will pass the CR Technology Test.	Goal met	End of school year technology test report indicating <b>88.13%</b> of ESL students passed the CR Technology Test. n=1448/1643= 88.13%





Below is a list of our top five unique accomplishments for the 2017-18 school year.

- **Named a Tier 1** Washington, DC charter school by the DC Public Charter School Board for the third year in a row.
- Became the temporary **new home of the award-winning Smithsonian Portales/Gateway exhibition**, which explores the triumphs and struggles of Latinx migrants and immigrants through the lenses of social justice, representation and community empowerment in Washington, D.C., Maryland, and North Carolina.
- **Piloted a bilingual paraeducator apprenticeship program** preparing a diverse group of educators to assist in classrooms across Washington, D.C. One hundred percent of the students passed the National Parapro Exam and also received a Carlos Rosario School Seal of Biliteracy. Sixty-seven percent of the graduates are now either working in classrooms or continuing on to higher education in the education field.
- **Launched a bilingual construction training program** in partnership the [Metro DC Hispanic Contractors Association](#) (MDCHCA), [Turner Construction](#), the Latino Safety Professionals Association (LSP) and the [DC Department of Small and Local Business Development](#) to provide construction management training to professionals in the Washington, D.C. area. One hundred and fifty people participated in the program.
- **Elevated student voices** in a number of spaces including a congressional briefing hosted by the National Coalition for Literacy where Carlos Rosario School Paraeducator Program graduate Dr. Abraham Castañeda shared his views on the importance of adult education, and at the national annual Coalition on Adult Basic Education (COABE) conference where four Carlos Rosario School students and graduates sat on a panel of adult learners sharing their experiences with practitioners.





## List of Donors [July 2017 through June 2018]

(Monetary or in-kind with value equal to or exceeding \$500 during the 2017-18 school year)<sup>1</sup>

Community Capital Corporation	Greater Washington Hispanic Chamber of Commerce	Peter Rankin
Hotel Association of Washington, DC	Hector Torres	PNC Bank
Saval Foodservice	HollyAnn Fresno-Moore	Rafael Laveaga
ACG Partners, LLC	J. Fernando Barrueta	Raza Development Fund, Inc
Alberto Gomez	Jackie Reyes	River Road Unitarian Universalist Congregation
Alice-Ann Beachy	James Webb	Rose Martinez
Allison Kokkoros	James Halpern	Rubino & Company
Ana Sands	Jay Castaño	Ruth Ticktin
Ana G. Mendez University System	Jay Haddock	Ryan Monroe
Andres Hayes	Jeffrey Sheasley	Sherrie McKenna
Andrew Hinshaw	Jennifer Dalzell	Sheryl Sherwin
Bo Pham	Jerry Luna	Shinberg Levinas
Brahim Rawi	Judy Bonderman	Simon Hoogland
Carlos Loureiro	Julie Jacobson	Solomon Keene
Carlos Perdomo	Kent Weaver	Sonia Gutierrez
Carmen Ramirez	Kristine Dunne Maher	Susan Walker
Carol Wolchok	M & T Bank	Syndia Nazaro
Carolyn Ellison	Marcia Sternfeld	Tempo Bookstore Inc.
Cartina Haynesworth	Margaret Yao	Tom Gallagher
Cynthia Matlack	Mario Acosta-Velez	Unidos US
Daniela Moreira	Metropolitan Memorial United Methodist Church	United Way of the National Capital Area
Destination DC	Muriel Bowser	US Foods Jeffrey
Don Chery	Orlando Ramos	Vanessa Ruiz
Doris Leshner	Patricia Sosa	Victor Moran
Eduardo Melendez	Patricio Sanchez	Washington Metropolitan Area Transit Authority
Father Villalta Moises	Patrick Benedict	Wells Fargo Foundation
First Financial Group Benefits	Paul Saval	William Bratton
Gloria Bonilla	Paulette Saunders	Winmar Construction, Inc
		World Connect, Inc.

<sup>1</sup> A majority of donors contributed to the School's scholarship fund and to community building events hosted by the school.

# SY 2017-18 ANNUAL REPORT CAMPUS DATA REPORT

Source	Data Point
PCSB	LEA Name: Carlos Rosario International PCS
PCSB	Campus Name: Carlos Rosario International PCS
PCSB	Grades served: Adult
PCSB	Overall Audited Enrollment: 2121

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	2121	0

\*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

## Student Data Points

School	<b>Total number of instructional days: 180</b> Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	<b>Suspension Rate: 0.0%</b>
PCSB	<b>Expulsion Rate: 0.05%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate: 0.00%</b>
PCSB	<b>In-Seat Attendance: 72.5%</b>
PCSB	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals: Not Applicable*</b>
PCSB	<b>Midyear Entries: Not Applicable*</b>
PCSB	<b>Promotion Rate (LEA): Not Applicable</b>
PCSB (SY16-17)	<b>College Acceptance Rates: Not Applicable</b>
PCSB (SY16-17)	<b>College Admission Test Scores: Not Applicable</b>
PCSB (SY16-17)	<b>Graduation Rates: Not Applicable</b>

#### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate:</b> 11%
School	<b>Number of Teachers:</b> 76 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	<b>Teacher Salary</b> 1. Average: <b>\$70,727.93</b> 2. Range -- Minimum: \$45,562                      Maximum: \$108,433

\*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

# APPENDICES

## Staff Roster

Damarys Lopez	Accountability Assistant
Charles Riebeling	Accountability Assistant Director
Patricio Sanchez	Accountability Director
Lilian Velasquez	Accounting & Payroll Manager
Elisa Rolon	Accounts Payable Clerk
Giselle Geraldine Alvarado	Administrative Aide
Rosario Sarmiento	Apprentice Teacher
Janeth Ramirez	Apprentice Teacher
Natalia Febo Rodriguez	Arts and Cultural Programs Assistant
Natalia P. Graham	Assessment Lead
Carlos Loureiro	Assistant Principal
Sharon Tong Pan	Assistant Principal
Chenniah Patrick	Assistant Principal
Ana Sands	Assistant Principal
Jarolyn Dobson	Assistant Registrar
Sandra Mendez	Benefits Manager
Gwenever Ellis	Business/Procurement Manager
James McDonald	CALL Lab Instructor
Bryan Woerner	CALL Lab Instructor
John Monroe	Chief Academic Officer
Allison Kokkoros	Chief Executive Officer
Gerardo Luna	Chief Financial Officer
Gustavo Viteri	Chief Technology Officer
Jenna Glickman	Citizenship Instructor
Carol L. Wolchok	Citizenship Instructor/Project
Mandy Toomey	Communications Manager
Erica Sanchez	Communications Specialist
Benjamin King	Computer Lab Instructor
Lindsey Crifasi	Computer Lab Instructor
Toni Rose Hernandez Deanon	Computer Lab Instructor
Janett Arandia Aliendre	Computer Literacy Instructor
Francis Espineli	Computer Support Specialist
Abebe Chewaka	Computer Support Specialist
Amanuiel Asmerom	Computer Support Specialist
Willy Bisohong Bayiha	Computer Support Specialist
Francisco Garcia	Computer Support Specialist
Kay Olumide Macfoy	Computer Support Specialist
Roberto Sarmiento	Computer Support Specialist

Eddy Ceballos	Computer Support Specialist Instructor
Cynthia Matlack	Controller
Sonia E. Ramirez	Cook
Cinthya Pallaviccini	Cook
Andrea Drost	Counselor
Claudia Esteve	Counselor
Mengistu Ferede	Counselor
Leslie Lefever	Counselor
Christine Ruppert	Counselor
Tara Villanueva	Creative Arts & Cultural Program Manager
Sebastien Lamerre	Culinary Arts Academy Director
Jason Story	Culinary Arts Instructor
James Hummer	Culinary Arts Instructor
Jason Kellogg	Culinary Arts Instructor
Maria Wilhelmina Consul	Culinary Arts Instructor
Heather A. Tatton-Harris	Curriculum and Credentialing Manager
Donald Oliver	Data Administrator
Elvia Mora	Data Entry Specialist
Dawn Taylor	Data Entry Specialist
Bereket Games	Data Specialist
Addis Gebretsadik	Database Report Writer
Selvon Waldron	Director of Student Services
Leona Sullivan	Director of Supportive Services
Valerie Wages	Driver
Andy Bueno	Driver
Leonard Toney	Driver
Gebeyehu Edae	Driver
Fikru Gabremariam	Driver
Enrique Giraldo	Driver
Cartina Haynesworth	Driver
Douglas Hernandez	Driver
Jose Argueta	Driver
Carlos H. Larios	Driver
Tien Le	Employment Coordinator
Alexander Escobar	Employment Coordinator
Daniela Ayala	Employment Specialist
David Ayala	Employment Specialist
Tatiana Figueroa Ramirez	Employment Specialist
Elizabeth Fuentes-Hernandez	Employment Specialist
Gabriella Woo	Employment Specialist
Alelign Dessie	Employment Specialist
Vincent Scott	ESL Arts Instructor
Elani Lawrence	ESL Families & Parent Engagement Manager
Kate Storks	ESL for Families Instructor
Fatemeh Berenji Tehrani	ESL for Families Instructor
Alexandra Capestany	ESL for Families Instructor

Janeth Veloza	ESL for Families Instructor
Mariam Ali	ESL Instructor
Cassandra D. Chen	ESL Instructor
Iris Craig	ESL Instructor
Rosemary Downing	ESL Instructor
Simon Hoogland	ESL Instructor
Selma Laporte	ESL Instructor
Margarette Loh	ESL Instructor
Genesis Morales Nater	ESL Instructor
Samuel Nelson	ESL Instructor
Jacqueline Phillips	ESL Instructor
Preavain Robinson	ESL Instructor
Alexander Whitney	ESL Instructor
Bethlehem Yoseph	ESL Instructor
Patrick Benedict	ESL Instructor
Hugh Beshers	ESL Instructor
Biruk Beyene	ESL Instructor
Christina Cammack	ESL Instructor
Laura Closson	ESL Instructor
Meghan Connally	ESL Instructor
Monika Copelmayer	ESL Instructor
Kimberly De Jesus Alfonso	ESL Instructor
Anna Donohoe	ESL Instructor
Erin Ellingson	ESL Instructor
Jennifer Garcia	ESL Instructor
Jerome Gonzales	ESL Instructor
Andrew Hinshaw	ESL Instructor
John Hudson	ESL Instructor
Caitlin James	ESL Instructor
Eleonora Kirpichnikova	ESL Instructor
Christopher W.P. Ladd	ESL Instructor
Stephen Landberg	ESL Instructor
Megan Linehan	ESL Instructor
Johana Lopez	ESL Instructor
Magdalena Mendoza	ESL Instructor
Raslan M. Moutraji	ESL Instructor
Nancy O'Regan	ESL Instructor
Dinora P. Padrino	ESL Instructor
Genevieve Rene	ESL Instructor
Chantal Ross	ESL Instructor
Karina Samuel	ESL Instructor
Sheryl Sherwin	ESL Instructor
Anteneh Tsegaw	ESL Instructor
Elizabeth Walker	ESL Instructor
Kristine Stoesz	ESL Instructor/Curriculum
Jeffrey Green	ESL Instructor/Curriculum & Assessment Spec



Colleen Shaughnessy	ESL Instructor/Curriculum & Assessment Spec
Jessica Sarles	ESL Instructor/Prof Develop Specialist / Instructional Coach
Edgar Sabalu	ESL Instructor/Spanish Teacher
Thomas Limmer	ESL Instructor/Tutor
Nicholas Webster	ESL Instructor/Tutor
Javier A. Marquez	Evening School Manager
Myriam Stella Clavijo	Executive Assistant
Ana Lainez	Executive Assistant
Frank Alvarez	Executive Assistant
Alejandra Amaroli	Executive/Development Assistant
Asclepiades Velasquez	Food Service Director
Bradley Haiar	GED English Instructor
Patricia DeFerrari	GED English Instructor
Michelle Flores	GED Instructor/Tutor
Zenia Fuentez Ramirez	GED Math and Language Arts Tutor
Edwin Alvarado	GED Spanish Instructor
Yolanda Betancourt	GED Spanish Instructor
Celina Moran de Reyes	GED Spanish Instructor
Elda Gonzalez	GED Spanish Instructor
Kristine Dunne Maher	General Counsel
Laurel Anderson	Health Academy Coordinator/Instructor
Fernando Sugaray	Helpdesk Manager
Martha Pleshaw	HR Senior Advisor
Blanca Arciniega Maldonado	Human Resources Director
Debbie Gantt	Human Resources Specialist
Angela Buitrago Neira	Instructor, Small Business & Entrepreneurship
Mauricio Hernandez	Internship
Omarilys Soler Ithier	Internship Program Assistant
Ozoda Usmanova	Internship Program Specialist
Silvia Del Aguila	Inventory Clerk
Pierre Duperval	Inventory Clerk
Jonathan Ledesma Jimenez	Inventory Clerk
Karen Clay	IT Director
	<b>Job Title Description</b>
Mariano Ramos	Kitchen Manager
Melba B. Simkins	Kitchen Manager
Octavio Londono Nino	Lead Cook
Will Ortez	Lead Cook
Fausto Amaya	Lead Cook
Angel Marquez	Lead Cook
Elizabeth Haile	Lead Retention Specialist/Case Manager
Fidel Eshetu	Librarian
Steven Frets	Librarian
Tonisha Lewis	Librarian Assistant
Diana DeSimone	Librarian Assistant
Taron Massey	Librarian Assistant

Ruth Ticktin	Long Term Sub
Chirine Dhehibi	Microsoft Office Instructor
Yolanda Rose-Ellis	Microsoft Office Instructor
Lauren Decker	Nurse Aide Instructor
Doris Jane Medina	Nurse Aide Instructor
Kalani Johnson	Office Assistant
Ronald King	Office Assistant
Ingrid Alfaro Molina	Office Assistant
Wendy Flores	Office Assistant
Jazmin Lopez	Office Assistant
Jared Perez	Office Assistant
Meskerem Balkew	Office Assistant
Amanuel Gebregiyorgis	Office Assistant
Tofik Sayid	Office Assistant
Jennifer Zoeller	Office Assistant II
Gabriela Coreas Bonilla	Office Assistant/Exhibit Assistant
Nahim Vargas	Office Manager
Joselyn Carballo	Outreach and Recruitment Specialist
Sekou Camara	Paraeducator
Nigatu Ambo	Paraeducator
Gizework Teraro	Paraeducator
Tsegaye U. Gobena	Paraeducator
Juana Matos	Paraeducator
Jose Artiga	Paraeducator
Montserrat de la Rosa Cruz	Paraeducator
Charly Lopez	Paraeducator
Boubacar Ould Brahim	Paraeducator
Mengistu Jima	Paraeducator
Javier Leon Monterrey	Paraeducator
Luz Mary Mateus Gonzalez	Paraeducator
Geovanny Vicente Romero	Paraeducator/Spanish Teacher
Nancy Villalba	Payroll Clerk
Wayne Clarke	Porter
Holly Ann Fresno-Moore	Principal
Karen Rivas	Principal
Susan Espinoza	Prof Develop Specialist / Instructional Coach
Christyann Helm	Prof Develop Specialist / Instructional Coach
Heather Ritchie	Prof Develop Specialist / Instructional Coach
Marta L. Valldejuli	Program Assistant
Maria Magana-Martinez	Program Assistant
Zoila Hall Miller	Program Assistant
Elida Viera	Program Assistant
Elizabeth Fernandez	Program Assistant
Jennifer C. Dalzell	Program Manager, Paraeducator Apprentice Acad.
Oteri Akpovi	Recruiter/ Talent Acquisition Specialist
Marina Eisenberg	Registrar

Elibel Berrios	Registrar Clerk
Girum Mulat	Registrar Clerk
Romodan Esmael	Registrar Clerk
Qing Ren	Registrar Clerk
Sonia Sebaoui	Registrar Clerk
Karina Ortiz Alvarado	Registration Lead
Olianka Wingate	Retention Specialist
Sara Glickman	Retention Specialist / Case Manager
Toli Wakgari	Retention Specialist / Case Manager
Karla Ramos Ramirez	Retention Specialist / Case Manager
Delia Powvel	School Support Assistant
Samuel Ngekoua	Senior Systems Administrator
Raul Medrano	Small Business, Entrepreneurship Manager
Sandra Gonzalez	Spanish GED Director
Ofir Hurtado	Spanish Teacher
Ana Reyes Albarracin	Special Initiatives Manager
Maria M. Morales	Steward
Maksym Olah	Steward
Edith A. Argueta	Steward
Nuvia Mendoza	Steward
Abreham Bekele	Steward
Pascuala Brazoban Alfonseca	Steward
Francisco Javier	Steward
Sonia Lopez	Steward
Corleta Morales	Steward
Angeline Zephirin	Steward / Cashier
Susan Tanseco	Student Assessment Assistant
Vinh Tran	Student Assessment Assistant
Pedro Luna Valencia	Student Assessment Assistant
Karen Osorio - Carbajal	Student Assessment Assistant
Ilva Pou	Student Assessment Assistant
Sarah Berlin	Student Assessment Manager
Roxana Perez Nieves	Student Success Manager
Philip Binns	Systems Administrator
Mario Echeverri	Technology Paraeducator
Jose Soler Tellez	Technology Paraeducator
Yohannes Yosief	Technology Paraeducator
Mesfin Biru	Tutor
Alyssa Dinsmore	Tutor
Trinh Kim	Tutor
Terunesh Zeamanuel	Tutor
Agustin Perez Amaya	Tutor
Mayra Reyes	Tutor
Birhanu Alemu	Tutor
Alice-Ann Beachy	Vice Principal
Aracelly Watts	Vice Principal/Technology Academy Director

## **Teacher and Staff Education Levels**

One hundred and forty-eight of our staff have master's degrees and five have doctoral degrees. Seventy-three have bachelor's degrees and fifteen have associate degrees. One staff member has completed some college coursework in the U.S. Forty-eight of our support staff members have high school diplomas. Sixteen staff members have no degree indicated. Eighty-two percent of teachers and staff working with students regularly have a bachelor's degree or higher.

## Carlos Rosario School Board of Trustees

Title	Name
Chair	Patricia Sosa Washington, DC
Vice-Chair	Brahim Rawi Washington, DC
Treasurer	James Moore Washington, DC
Secretary	Margaret Yao Washington, DC
Member	Francisco Ferrufino Washington, DC
Member	Sonia Gutierrez Washington, DC
Member	Yeshimebet Belay Alexandria, VA
Member Ex Officio	Allison R. Kokkoros Washington, DC
Member	Vilma Rosario Lutherville, MD
Member	Bo Pham Washington, DC
Member	Hector J. Torres Washington, DC

\*Guided by bylaws as amended on August 9, 2014

# Unaudited Year-End 2017-18 Financial Statements

## Statement of Financial Position

June 30, 2018

<b>ASSETS</b>	
<b>Current Assets</b>	
Cash and cash equivalents	\$ 4,830,948
Accounts receivables	63,570
Prepaid expenses	400,487
Due from related parties	24,249
<b>Total current assets</b>	<b>5,319,254</b>
Investments	11,153,842
Property, Building and Equipment, net	20,880,358
Other assets	417,179
<b>TOTAL ASSETS</b>	<b>\$ 38,075,408</b>
<b>LIABILITIES AND NET ASSETS</b>	
<b>Current Liabilities</b>	
Accrued payroll and benefits	1,119,680
Accounts payable and accrued expenses	\$ 564,014
Deferred revenue	14,000
Current maturities of long-term debt	148,823
Due to related entities	101,456
<b>Total Current Liabilities</b>	<b>1,947,972</b>
<b>Long-term Liabilities</b>	
Deferred rent	1,677,142
Capital lease obligation	12,757,020
Other Liabilities	655,995
<b>Total Long-Term Liabilities</b>	<b>15,090,157</b>
<b>TOTAL LIABILITIES</b>	<b>17,038,129</b>
<b>Net Assets</b>	
Unrestricted Net Assets	20,924,407
Temporarily Restricted Net Assets	112,873
<b>Total Net Assets</b>	<b>21,037,279</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 38,075,408</b>



# Statement of Activities

June 30, 2018

<b>REVENUE</b>	
Per Pupil Allotment	20,215,075
Per Pupil Facilities Allotment	6,704,728
Other Government Funding & Grants	156,194
Building & Rental Income	7,480
Private Grants and Donations	235,020
Activity Fees	598,641
Other Income	318,658
<b>TOTAL REVENUES</b>	<b>28,235,797</b>
<b>EXPENSES</b>	
<i><b>Personnel Salaries and Benefits</b></i>	
Salaries Expense	13,705,427
Employee Benefits and Payroll Taxes	3,251,602
<b>Subtotal: Personnel Expense</b>	<b>16,957,030</b>
<i><b>Direct Student Expense</b></i>	
Educational Supplies and Textbooks	292,499
Student Assessment Materials/Program Evaluation	14,646
Contracted Student Services	24,269
Transportation Services	74,804
Food Services	357,598
Other Direct Student Expense	116,573
<b>Subtotal: Direct Student Expense</b>	<b>880,388</b>
<i><b>Occupancy Expense</b></i>	
Rent Expense	3,245,772
Interest Expense (Facilities)	1,582,482
Depreciation (Facilities)	1,202,762
Building Maintenance and Repairs	171
Contracted Building Services	403,766
Other Occupancy Expenses	7,498
<b>Subtotal: Occupancy Expenses</b>	<b>6,442,451</b>
<i><b>General and Administrative Expenses</b></i>	
Office Supplies and Materials	95,844
Office Equipment Rental and Maintenance	29,629
Computer Expenses	555,045
Telephone/Telecommunications	323,554
Legal, Accounting and Payroll Svcs	201,069
Insurance	151,423
Professional Development	232,154
PCSB Administrative/Management Fee	248,394
Depreciation & Amortization (non-facility)	389,780
Other General Expense	894,119
<b>Subtotal: General Expenses</b>	<b>3,121,010</b>
<b>TOTAL EXPENSES</b>	<b>27,400,879</b>

Ordinary Change in Net Assets	834,918
<i>Change in Investment Values</i>	
Unrealized Gain/(Loss)	(114,874)
Realized Gain/(Loss)	(7,768)
<b>Subtotal: Change in Investment Value</b>	<b>(122,642)</b>
<b>Change in Net Assets</b>	<b>712,276</b>

**Board Approved Budget  
FY 2019 (July 1, 2018 - June 30, 2019)**

**REVENUE**

Per Pupil Allotment	20,442,800
Per Pupil Facilities Allotment	6,852,300
Other Government Funding & Grants	46,000
Private Grants and Donations	170,500
Activity Fees	577,625
Other Income	423,325
<b>TOTAL REVENUES</b>	<b>28,512,550</b>

**EXPENSES**

***Personnel Salaries and Benefits***

Salaries Expense	14,905,899
Employee Benefits and Payroll Taxes	3,305,605
<b>Subtotal: Personnel Expense</b>	<b>18,211,504</b>

***Direct Student Expense***

Educational Supplies and Textbooks	335,498
Student Assessment Materials/Program Evaluation	23,750
Contracted Student Services	28,460
Transportation Services	88,341
Food Services	337,000
Other Direct Student Expense	162,779
<b>Subtotal: Direct Student Expense</b>	<b>975,828</b>

***Occupancy Expense***

Rent Expense	4,094,610
Interest Expense (Facilities)	1,611,122
Depreciation (Facilities)	1,205,600
<b>Subtotal: Occupancy Expenses</b>	<b>6,911,332</b>

***General and Administrative Expenses***

Office Supplies and Materials	80,690
Office Equipment Rental and Maintenance	54,021
Computer Expenses	481,374
Telephone/Telecommunications	207,700
Legal, Accounting and Payroll Svcs	198,250
Insurance	147,700
Professional Development	196,118
PCSB Administrative/Management Fee	253,532
Depreciation & Amortization (non-facility)	397,800
Other General Expense	1,164,449
<b>Subtotal: General Expenses</b>	<b>3,181,633</b>
<b>TOTAL EXPENSES</b>	<b>29,280,297</b>

**Change in Net Assets** **(767,747)**