

CARLOS ROSARIO
INTERNATIONAL PUBLIC CHARTER SCHOOL

ANNUAL REPORT

SCHOOL YEAR 2019-20

**Harvard Street Campus
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

Table of contents

School Description	2
Mission	2
School Programs	2
School Overview	2
Summary of Curriculum Design and Instructional Approach	3
Parent involvement efforts, describing the methods and frequency of parent involvement	4
School Performance	6
High Quality Education, Career Training, and Supportive Services	6
High Quality Education	6
High Quality Career Training	6
High Quality Student Services	8
Strengthening our Community and Economy	9
Community Events Highlights	10
Cultural Celebrations	10
Goals and Academic Achievement Expectations	12
Unique Accomplishments	14
List of Donors - July 2019 through June 2020*	15
SY 2019-20 Annual Report Campus Data Report	18
Enrollment by grade level according to OSSE's Audited Enrollment Report	18
Student Data Points	18
Faculty and Staff Data Point	19
APPENDICES	20
Staff Roster SY 2019-20	20
Carlos Rosario School Board of Trustees	31
Approved 20-21 Budget	32
Unaudited Year End 19-20 Financial Statement	34

School Description

Mission

The Carlos Rosario School delivers high-quality education, career training, and supportive services that enable adult immigrants to realize their dreams while strengthening our community and economy.

School Programs



School Overview

The Carlos Rosario School is and has been on the forefront of preparing, educating, and empowering tomorrow's diverse workforce for more than 50 years. In 1998, it became the first adult education charter school in the country. Over 80,000 graduates have exited the school over these years and are today our region's teachers, health professionals, leaders, and small business owners. The School serves over 2,000 adults learners yearly, representing a highly diverse community hailing from 72 countries and speaking 37 languages. The School's award winning three-pronged model includes foundational courses in English language, GED, digital technology and online communication tools, and in citizenship for the naturalization test; career certification trainings in high growth and high demand fields including nursing, culinary arts, bilingual education, and construction

pre-apprenticeship; and comprehensive supportive services provided in an environment of love and respect.

Summary of Curriculum Design and Instructional Approach

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

Students are at the center of our mission. This permeates to all our programs by using a blend of content and language instruction. Classes include practical, context-rich learning, which prepares students for everyday life and work situations. In addition to a focus on English language skills, our contextualized ESL curriculum integrates numeracy, workplace success skills, health, finance, civic rights and engagement, and more. Digital citizenship is interwoven into every course as a means of engaging in class work through our Learning Management System platform, as well as via instruction in online safety, privacy, and etiquette.

Students are also at the heart of our curriculum. Student voice is front and center in our curriculum design, revisions, and updates. From large-scale needs analyses, to surveys

and focus groups at the course level, student goals and priorities create and shape our course themes and skills taught.



Contextualized skills and content are further enhanced through alignment to the College and Career Readiness (CCRS), the English Language Proficiency Standards for Adult Education (ELPS), and the CASAS Content Standards and Competencies. Rigor and higher-order thinking skills from these standards have raised learning expectations across our curricula. Students continually demonstrate that they can rise to the rigor, and they apply those skills to their work, their education, and their community engagement.

Students build agency in their learning through the creation of plans to achieve goals in the classroom. Goal setting focuses on both short and long term goals. Learning culminates with projects at the end of thematic units. Student-led clubs and student government provide opportunities for students to self-select into leadership roles within the Carlos Rosario School community. Students also provide meaningful feedback to their teachers at the end of every semester.

Tutoring services are offered to support students with unique academic needs, and in-class paraeducators provide individualized, on-going attention for students developing new skills. These services supplement classroom instruction with lesson plans and activities that respond to students' individual needs and goals. Through our volunteer program, we are also able to provide individualized and small group assistance in the classroom to many of our students.

Parent involvement efforts, describing the methods and frequency of parent involvement

As an adult education school, we focus on student and alumni engagement instead of parent involvement. The Carlos Rosario School community adopted a school-wide values statement during the 2019/20 school year affirming that "Students are at the center of our work." We welcome and proactively engage our students within an environment of love and respect. As such students directly engage with school leadership in a variety of ways including through Student Government, which is elected by the student body, and our Student Ambassadors. Both of these groups gave feedback on our student outreach planning for the Fall semester; they provided important guidance on where and how to reach



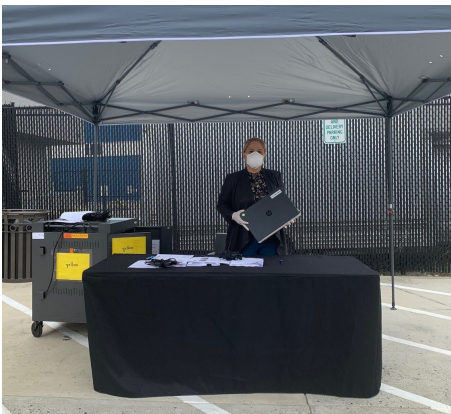
potential students. Student focus groups were utilized to inform design of new programs including COVID-era health and safety measures; engagement informing the design of the School's curriculum and the teacher focal points and differentiation of the courses; student-led clubs; and student and alumni facilitated panel discussions, of both internal and external facing events.

We continuously seek opportunities to ensure our students have a sense of agency and ownership regarding their education and goals. Students lead through creation of their SMART goals that inform their next steps and the School's road map for facilitating opportunities to support them in achieving their goals. Examples include student-started businesses, acceptances into higher education, attaining career goals, and involvement in civic engagement like voter registration drives and food donation distribution.

Alumni are an integral part of the Carlos Rosario School culture. They are involved in various aspects of the school, including serving on our Board of Trustees and corporate advisory committees, acting as mentors, classroom volunteers, and guest speakers providing job and field experience opportunities for career training students. We additionally engage graduates through our CR alumni Facebook group, in which our teams share resources for employment, housing, participation opportunities, and scholarships.

An explanation of how the LEA responded to COVID 19, including a description of the distance learning program it offered and how it monitored student progress.

On March 19, we moved our School to distance learning and quickly arranged for printed materials for students with low and developing technology/digital literacy. The School provided devices from our technology labs for students to take home. Our faculty created new channels of communication such as chat groups, video conferencing, and one-on-one texting to continue to meaningfully engage with our students.



The School maintained open communication with students during the evolving changes of the pandemic through all-school multilingual emails (English, Amharic, French, Spanish) and through in-classroom communication. The School also held student focus groups, Spanish and Amharic Town Halls, and conducted a technology survey in mid-April to assess what additional support would be needed during this time.

Through the technology survey, we found that almost 95% of students had access to a device (tablet, smartphone, or laptop) in order to do school work. However, most students (approximately one in four) reported having to share said device with at least one family member. Responses from the survey helped us assess students' needs, and we quickly stood up and deployed our existing laptop inventory. Our faculty quickly pivoted to find

and create content that was friendly across all devices, including mobile ones, so that everyone could continue learning.

During distance learning classes interacted through Zoom video conferencing classes and leveraged Schoology, our learning management system, where students could engage in individual and group activities. Class attendance was primarily measured by the completion of work assignments; Schoology engagement (answering questions and/or participating in activities); participation through messaging applications such as Remind and WhatsApp; and Zoom meeting attendance.

Formative assessment tools were used to monitor student progress, including Google Forms, Quizizz, uploads of work completion for teacher feedback, warm-up activities, conversation, and review of Zoom activities.

Additionally, our student services team moved to supporting students virtually to ensure students could still access resources and supports, such as employment services, healthcare access, help staying in their homes despite loss of income, and access to food through a Student Support Fund where we raised \$30,000 and supported over 50 families.

We also quickly realized that our students who are parents were facing unique challenges to continue with their own studies while trying to make sure that their children were not left behind in their education. We provided direct support to these families by ensuring they could access the technology needed for their children from navigating multiple applications to ensuring they connected with their children's school, all while continuing with their own education.

School Performance

High Quality Education, Career Training, and Supportive Services

High Quality Education



The mission of the Carlos Rosario School is thriving. In our high quality ESL program, students gain life skills and acquire language by exploring their goals and interests. For example, students studying ESL at the Sonia Guiterrez campus select topics and then develop and deliver a persuasive essay, using the One World Education writing approach. Topics this year included access to high quality health care, the importance of early childhood education, individual responsibility in the

face of a changing climate, and many more. In the spring of 2020, undeterred by the abrupt switch to distance learning, students utilized Flipgrid for an oral presentation of their essays demonstrating their technology skills, as well as fluency and prosody.



Additionally, one of the GED students, an artist from Ghana, was selected to serve as Artist in Residence to co-teach in some of the ESL classes. The project based learning approach through the arts engaged many students utilizing a variety of modalities to offer an enriching experience to further their learning.

High Quality Career Training

The School's robust career training programs align directly with area high growth industry needs. Students in our Bilingual Teaching Assistant Program completed practicums in area District schools. This real-life learning, coupled with classroom preparation, again yielded success on the Paraprofessional Certification for 32 students. Through partnerships with over 10 schools, 32 bilingual students are prepared to enter the high-demand field of education. Recently hired graduates have successfully adapted to supporting instruction in the online learning environment within several DC schools, and others are successfully navigating higher ed classes in pursuit of their goals to become teachers.





Nurse Aide Training students completed their clinical practicum at Sibley Memorial Hospital along with shadowing at Washington Hospital Center during our fall semester. Through their hands-on practice and in-classroom work, 19 students are now Certified Nurse Aides and are working in places including MedStar Washington Hospital Center, George Washington Hospital, Grand Oaks, Knollwood Military Retirement Community, and Capital City Nurses. Our spring semester students faced a unique challenge with the current pandemic, but adapted quickly to an online learning

environment combined with in-person practice, following strict CDC and DC Health guidelines to maintain health and safety. Through the school's strong partnership with MedStar Washington Hospital Center, spring students were able to complete their clinical practicum and successfully pass our internal assessment. As students are able to attempt their certification exams, they have already begun working with our employment specialist on job applications, as health field employers are in great need of high-quality CNA's such as our graduates.

Thirty-five IT Fundamentals students gained a CompTIA IT Fundamentals certification as a springboard into the technology industry while studying through a blended learning model. To increase diversity in the technology industry and to provide women students with the skills needed to pursue technology careers, we launched a Women in IT Series in partnership with ALLvanza including workshops in networking, conflict resolution and leadership skills. Twenty-five of these graduates have gone on to pursue more education in college, in programs such as Byte Back, or through independent study. Additionally, graduates have participated in internships, including at Washington Yu Ying Public Charter School, and some have been able to find employment in the field at organizations such as Briya, Community IT, and NuAxis.



The pandemic mobilized the Culinary Arts Academy in unforeseeable ways. The students continued to have steady engagement and were successful amidst the challenging, distance learning environment. The Culinary Arts students gained meaningful and valuable career advice from several nationally-acclaimed guest chefs such as DC's Paola Velez and Erik Bruner-Yang, along with Facebook Headquarters Vice President of Global Culinary Tony Castellucci. The Quarantine Kitchen Series (Q-Kitchen) was embarked upon in Spring 2020. Culinary Arts staff members provided the

School community with new skills and techniques on cooking while in quarantine. Some of the cooking demos included basic knife skills, fundamental prep in the kitchen, and

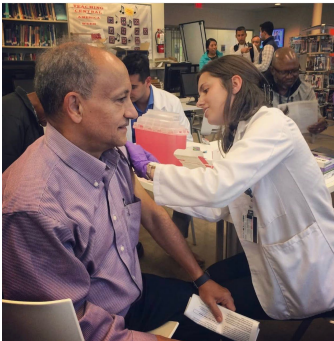
how to salvage and capitalize on food storage. Inclusion was a primary focus where the chef instructors and staff were able to diversify the menus showcased through their own heritage and cultures.

The Small Business Program served 90 students with the Entrepreneurship workshops series. Twenty small businesses were vendors at the Annual Harvest Bazaar in November 2019 selling food items and artisan crafts. As of June 2020, as a result of COVID-19 pandemic, the Small Business Program provided targeted technical assistance and mentoring in their development needs to 50 small business owners. Assistance included applying for COVID-19 disaster relief grants from local and federal aid for a total of \$76,000.

In addition, under the Small Business Program, we launched the first pilot cohort of 17 students for Construye DC+ Program. A construction education program focused on the Latino workforce, took off with great outcomes, its graduates gaining an OSHA 10 certification while deepening their understanding of the field and safety.

High Quality Student Services

Students are at the center of the Carlos Rosario School Mission and leadership is shared across all staff and students. Student governments at both campuses engaged in meaningful service projects. For the 2019-2020 school year, some examples of support provided to students included bilingual mental health counseling, HIV/STI testing for over 250 staff and students, and free flu shots administered to over 110 school community members. Additionally, more than 1,700 students were assisted with transportation cards, through the District provided Adult Learner Travel Subsidy, a significant support as it defrays the costs of public transportation to and from school. Moreover, 400 students and staff members benefited from the Community BikeShare program, gaining access to discounted memberships and cyclist safety workshops.



Student transitions beyond their studies at the Carlos Rosario School are thriving. Our student success teams provided workshops on credential evaluation for students with foreign-earned degrees and credentials. While ten alumni earned their college diplomas in 2019, the School supported 39 alumni with renewing School supported scholarships and 36 new scholarships were awarded to students ready to move onto post-secondary endeavors. The top three areas of study for these alumni include education, nursing and information technology.





Strengthening our Community and Economy

Language and career skills provided at the school prepare students to excel in the 21st-century workplace. Graduates of the school are leaders of our community; they are our local teachers and paraeducators, health professionals, community leaders, college students, and small business owners. 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 2019-2020 school year, 77% of students gained employment

or entered postsecondary education, and 90% retained employment or postsecondary student status.

The Carlos Rosario School facilitates strategic student engagement with our collective community. For example, our career training programs are offered in high-growth, high-demand areas. Each program receives valuable input from advisory committees, composed of industry professionals, who touch on topics 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 also have access to job opportunities and are putting those skills to work in the community. During the 2019-2020 school year, more than 200 students attended job fairs organized by the school and employer partners. Nearly 120 students participated in onsite job interviews. In addition to students working and studying in the broader community, they are also directly giving back through student-led initiatives. For the 2019-2020 school year, students collected hundreds of toys that were donated to CentroNía, the Ethiopian Community Center, and families at the Carlos Rosario School.



We launched our 2019-2020 School Year with a Family Day event, in which students and their families engaged in reading, fitness and educational activities to build excitement and connection at the launch of a new school year.

Each year, we collaborate with various community-based organizations to provide students with case management that stretches beyond the

walls of our School. For example: Representatives from the Metropolitan Police Latino Liaison Unit provided a safety workshop each semester. Thanks to continued partnerships with Empoderate, we were able to once again provide free flu shots and HIV/STI testing to over 400 students. Through a unique partnership with various consulates representing our student body, including El Salvador, Mexico, and Honduras, we were able to provide students with in-house consular services. Various financial workshops were held, including workshops focused on home buying, tenant's rights and financial capability workshop led by the Latino Economic Development Center (LEDC).



Community Events Highlights

Cultural Celebrations

At the Carlos Rosario School, we show pride in our community's diversity. Each year, we are part of national celebrations for Hispanic Heritage, Black History, and Asian Pacific Islander months. We do this by creating a space for our internal community to highlight their cultures through student-led festivals and workshops. Students and staff learn

from each other's cultures through food, music, and art.

MetroCooking DC Event at the Walter E Washington Convention Center: In November the Culinary Arts Program was awarded a showcase booth at the popular MetroCooking DC event. Students crafted the menu and led cooking demonstrations for thousands of attendees!

Metro Cooking DC November 15-17



end of June. At that time, DC PCSB staff will provide additional guidance about how to access them.

- Due to the health emergency, the Carlos Rosario School was not able to administer CASAS nor TABE testing after March of 2020. As a result, progress towards goals is limited to partial school year progress.
- Due to the health emergency, students studying to complete their District High School Diploma were unable to sit for GED subject tests after March of 2020.
- Students in the Nurse Aide and Culinary Arts programs in the fall were able to successfully complete their certification exams, whereas spring 2020 certifications were postponed due to the health emergency.
- Many students were unable to take a matching post-test after March 13, 2020, resulting in incomplete retention data

Goals and Academic Achievement Expectations

*Data collected from August 2019-March of 2020. Due to the COVID closure emergency, students were unable to complete formal exams after that point. Test publishers and testing authorities did not have an alternative to the norms of testing in person. Therefore our students did not have the opportunity to take the standardized exams normally used for both measuring progress and achievement. Progress below reflects growth measured over up to an eight month window of time. Traditional school years capture student achievement until the end of each June.

CARLOS ROSARIO INT'L PCS - GOALS AND ACADEMIC ACHIEVEMENTS EXPECTATIONS	PROGRESS TOWARD GOALS
<p>1. By the end of the program year, the annual weighted average of students making a) one or more National Reporting System - Educational Functioning Levels ("NRS-EFL") gains on the TABE for English GED Program students and b) gaining one or more grade level on Spark 3000 for Spanish GED program students will meet or exceed 60%.</p>	<p>Computation of Spanish and English GED student test data indicating 52.71% of pre and post testing Spanish and English ABE program students made one or more NRS-EFL gain for English GED students (TABE) or one or more grade level gain (on Spark 3000) for Spanish GED students by the end of the program year. n= 68/129= 52.71%</p>

<p>2. 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.</p>	<p>Computation of ESL student test data indicating 66.5% of pre and post testing English language learners made one or more NRS-EFL gains by the end of the program year. n= 868/1305= 66.5%</p>
<p>3. Achievement - 65% of GED test takers will pass the official GED exam by the end of the program year.</p>	<p>Official GED test reports indicating 100%of GED test-takers passed the official GED exam by the end of the program year. n= 5/5 = 100%</p>
<p>4. College and Career Readiness</p> <p>a) 70% of students will pass industry certification tests.</p> <p>b) 49% of exiting students will enter the workforce or enter into post-secondary education.</p> <p>c) 59% of exiting students retain employment or enter post-secondary education.</p>	<p>a) Official certification test reports indicating 100% of students passed industry certification tests. n= 75/75=100%</p> <p>b) Student Services case logs indicating 77.47% of exiting students obtained employment or entered post-secondary education. n= 141/182= 77.47%</p> <p>c) Student Services case logs indicating 90.10% of exiting students retained employment or entered post-secondary education. n= 683/758= 90.10%</p>
<p>5. Lead Indicator</p> <p>a) 69% in-seat attendance</p> <p>b) 60% Retention rate</p>	<p>a) Student Information System year-long attendance report indicating 75% in-seat attendance rate.</p> <p>b) Student Information System year-long enrollment report indicating 52.4% retention rate.</p>

MISSION SPECIFIC GOALS	
1. 85% of Citizenship students will pass the naturalization exam.	End of year report compiled by citizenship class teacher indicating 100% of Citizenship students passed the naturalization exam. n= 27/27= 100%
2. 75% of ESL students will pass the CR Technology Test.	Student Information System end of school year technology test report indicating 88.45% of ESL students passed the CR Technology Test. n=1057/1195= 88.45%

Unique Accomplishments



In The Small Business Program, we launched the first Pilot Cohort of 17 learners for Construye DC+ Program, construction education program focused on the Latino workforce. This program won a national competition in Miami, FL (August 2019) earning \$100,000.00 in prize money from the Institute of Educational Leadership (IEL).

team visit in the fall of 2019.

The Carlos Rosario School again earned a Tier One rating, for the fourth year in a row. From the Middle States Association, the School earned full-reaccreditation in May of 2020, after hosting a

Also in the fall of 2019, the School continued its partnership with DC Health Link to serve as an open enrollment location for affordable healthcare, providing services in several languages. In working with the Mayor’s Office of Latino Affairs, the School hosted several Census 2020 awareness campaigns and workshops.



Members of the Carlos Rosario School Team accompanied Mayor Bowser on a trip to Addis Ababa as part of the Washington, DC and Addis Ababa Sister City Agreement from November 8-13, 2019. One outcome of this agreement resulted in an agreement with CTTI in Addis Ababa and the Carlos Rosario School in support of mutual learning and developing professionalism as schools offering training in the field of hospitality.

In November of 2019, Metro Cooking DC selected the Culinary Arts Program to host a booth at their annual show, attended by over 60,000 guests. For three days, over 40 Culinary Arts students developed and prepared a tasting menu while also delivering live cooking demonstrations at the Convention Center.

List of Donors - July 2019 through June 2020*

Alejandro Guadarrama

Allison Kokkoros

Ana Sands

Arturo Valenzuela

Bo Pham

Brad Haiar

Brandon Wu

Capital City Nurses

Cassandra Phillips

Christine Ruppert

Christyann Helm

City National Bank

Community Capital Corporation, Inc.

Community IT Innovators

Cynthia Matlack

Dalia Almanza-Smith

Democracy Fund

Destination DC

Doris Lesher

Downtown BID

Elizabeth Walker

Facebook Fundraiser (Anonymous)

Fairmont Copley Plaza

Francesca Ruberti

Gary House

Gerardo Luna

Gloria Bonilla

Glory Foundation

Greater Washington Community Foundation

Hector Torres

HollyAnn Freso-Moore

Hotel Association of Washington, D.C.

Hugh Beshers

Institute for Educational Leadership

James Moore

Janet Farrell

Jason Kellogg

Jay Castaño

Jay Haddock

Jennifer Dalzell

Johan Uvin

Judy Bonderman

Karen Rivas

Kristine Dunne Maher

Kristine Stoesz

Laurence Lipnick

M&T Bank

Marcia Sternfeld

Margaret Yao

Maria Magana

Maria Orozco

Marriott Marquis New York

Marriott Marquis Washington DC

Murray Rohrer

Paola Moya

Patricia Sosa

Patrick Benedict

PayPal Charitable Giving Fund

PNC Bank

Priscilla Annamanthodo

Rise p/b Rapha

Ruby Steigerwald

Ruth Ticktin

Saval Foodservice

SecurAmerica

Selvon Waldron

Share Fund

Sheryl Sherwin

Shinberg Levinas

Skal Club of Washington

Stella Bonds

Teri Galvez

The Chispa Fund

The J. Willard and Alice S. Marriott
Foundation

The River Inn Hotel

Theodore Walker

ThinkFoodGroup

Verizon

W Hotel

William Bratton

*Donations with value equal to or exceeding \$500 made during the 2019-20 school year

SY 2019-20 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: 2120

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

Grade	PK 3	PK 4	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	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	2120	0

Student Data Points

School	Total number of instructional days: 168 *Due to COVID emergency, the School ended classes on 5/29/20, in alignment with District of Columbia Public Schools
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.0%
PCSB	In-Seat Attendance: 75%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)

PCSB	Midyear Withdrawals: Not Applicable
PCSB	Midyear Entries: Not Applicable
PCSB	Promotion Rate (LEA): Not Applicable
PCSB (SY 18-19)	College Acceptance Rates: Not Applicable
PCSB (SY 18-19)	College Admission Test Scores: Not Applicable
PCSB (SY 18-19)	Graduation Rates: Not Applicable

Faculty and Staff Data Point

School	Teacher Attrition Rate: 12.30%
School	Number of Teachers: 69
School	Teacher Salary Average Salary \$ 77,087.00 Minimum Salary \$ 47,186.00 Maximum Salary \$107,657.00
School	Executive Compensation Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY19-20. \$198,335 \$173,272 \$154,500 \$129,780 \$128,750

APPENDICES

Staff Roster SY 2019-20

Last Name	First Name	Job Title Description
Lopez	Damarys	Accountability Assistant
Riebeling	Charles	Learning and Evaluation Assistant Director
Velasquez	Lilian	Accounting & Payroll Manager
Rolon	Elisa	Accounts Payable Clerk
Alvarado	Giselle Geraldine	Administrative Aide
Kassa	Yesewdeg	Amharic Instructor
Sarmiento	Rosario	Apprentice Teacher
Ramirez	Janeth	Apprentice Teacher
Swallah	Musah	Artist in Residence
Febo Rodriguez	Natalia	Arts and Cultural Programs Assistant
Collins	Kevin	Arts Integration Assistant
Tran	Vinh	Assessment Data Coordinator
Games	Bereket	Assessment Lead
Gerson	Alexandra	Assessment Specialist
Loureiro	Carlos	Assistant Principal
Marquez	Javier A.	Assistant Principal
Sands	Ana	Assistant Principal
Yombo	Ernest	Assistant Principal

Mulat	Girum	Assistant Registrar
Webster	Nicholas	Bilingual Paraeducator Instructor
Hizmo	Regina	Blended Learning Circles Facilitator
Hunter	Joanne	Blended Learning Innovation Specialist
Ellis	Gwenever	Business/Procurement Manager
McDonald	James	CALL Lab Instructor
Dinc Altun	Nilay	CALL Lab Instructor
Juarez	Keith	CALL Lab Instructor
Romero	Cesar	CALL Lab Instructor
Kokkoros	Allison	Chief Executive Officer
Luna	Gerardo	Chief Financial Officer
Hoyer	Cecilia	Chief Human Resources Officer
Glickman	Jenna	Citizenship Instructor
Wolchok	Carol L.	Citizenship Project Manager/Citizenship Instructor
Ndebeka	Donald	Communications and Development Assistant
Amaroli	Alejandra	Communications and Development Manager
Arandia Aliendre	Janett	Computer Literacy Instructor
Sarmiento	Roberto	Computer Support Specialist
Asmerom	Amaniuuel	Computer Support Specialist
Chewaka	Abebe	Computer Support Specialist
Macfoy	Kay Olumide	Computer Support Specialist
Bisohong Bayiha	Willy	Computer Support Specialist

Garcia	Francisco	Computer Support Specialist
Lam	Phat	Computer Support Specialist
Jeter	Wesley	Computer Support Specialist
Ceballos	Eddy	Computer Support Specialist Instructor
Green	Jeffrey	Construye Program Coordinator/Instructor
Matlack	Cynthia	Controller
Morales	Maria M.	Cook
Ramirez	Sonia E.	Cook
Pallavicini	Cinthya	Cook
Olah	Maksym	Cook
Ferede	Mengistu	Counselor
Esteve	Claudia	Counselor
Ruppert	Christine	Counselor
Drost	Andrea	Counselor
Villanueva	Tara	Creative Arts & Cultural Program Manager
Lamerre	Sebastien	Culinary Arts Academy Director
Kellogg	Jason	Culinary Arts Instructor
Consul	Maria Wilhelmina	Culinary Arts Instructor
Hummer	James	Culinary Arts Instructor
Londono Nino	Octavio	Culinary Arts Paraeducator
Tatton-Harris	Heather A.	Curriculum and Credentialing Manager
Oliver	Donald	Data Administrator

Taylor	Dawn	Data Entry Specialist
Ren	Qing	Data Entry Specialist
Gebretsadik	Addis	Database Report Writer
Clay	Karen	Director of IT Governance
Sanchez	Patricio	Director of Learning and Evaluation
Ngekoua	Samuel	Director of Network and IT Services
Wingate	Olianka	Director of Student Services
Waldron	Selvon	Director of Student Services
Attig	Dawna	Director of Student/Learning Information Sys.
Asbury	Randy	Director, Facilities and Building Engineering
Argueta	Jose	Driver
Giraldo	Enrique	Driver
Gabremariam	Fikru	Driver
Haynesworth	Cartina	Driver
Hernandez	Douglas	Driver
Edae	Gebeyehu	Driver
Larios	Carlos H.	Driver
Wages	Valerie	Driver
Jackson	Carolyn	Driver
Garcia	Elsie	Driver
Le	Tien	Employment Coordinator
Escobar	Alexander	Employment Coordinator
Ayala	Daniela	Employment Development Specialist
Adem	Seada	Employment Development Specialist

Woo	Gabriella	Employment Specialist
Clavijo	Myriam Stella	Employment Specialist
Figueroa Ramirez	Tatiana	Employment Specialist
Scott	Vincent	ESL Arts Instructor
Lawrence	Elani	ESL Families & Parent Engagement Manager
Veloza	Janeth	ESL for Families Instructor
Cammack	Christina	ESL Instructor
Ladd	Christopher W.P.	ESL Instructor
Sherwin	Sheryl	ESL Instructor
Samuel	Karina	ESL Instructor
Gonzales	Jerome	ESL Instructor
Beshers	Hugh	ESL Instructor
Walker	Elizabeth	ESL Instructor
Anderson	Laurel	ESL Instructor
Moutraji	Raslan M.	ESL Instructor
Chen	Cassandra D.	ESL Instructor
Loh	Margarette	ESL Instructor
Berlin	Sarah	ESL Instructor
Crifasi	Lindsey	ESL Instructor
Padrino	Dinora P.	ESL Instructor
Garcia	Jennifer	ESL Instructor
Benedict	Patrick	ESL Instructor
Hinshaw	Andrew	ESL Instructor
King	Benjamin	ESL Instructor
Yoseph	Bethlehem	ESL Instructor

Phillips	Jacqueline	ESL Instructor
Beyene	Biruk	ESL Instructor
Hudson	John	ESL Instructor
Ellingson	Erin	ESL Instructor
Whitney	Alexander	ESL Instructor
Hoogland	Simon	ESL Instructor
Closson	Laura	ESL Instructor
Robinson	Preavain	ESL Instructor
Mendoza	Magdalena	ESL Instructor
James	Caitlin	ESL Instructor
De Jesus Alfonso	Kimberly	ESL Instructor
Rene	Genevieve	ESL Instructor
Kirpichnikova	Eleonora	ESL Instructor
Dinsmore	Alyssa	ESL Instructor
Copelmayer	Monika	ESL Instructor
Linehan	Megan	ESL Instructor
Craig	Iris	ESL Instructor
Coates	Robin	ESL Instructor
Smith	Tiara	ESL Instructor
D Adamo	Mara	ESL Instructor
Arredondo Vasquez	Leidy	ESL Instructor
Guzman Antelo	Maria del Valle	ESL Instructor
Smith Shaw	Cordel	ESL Instructor
Bohnhoff	Olivia	ESL Instructor
Berenji Tehrani	Fatemeh	ESL Instructor/ ESL for Families Instructor

Gobena	Tsegaye U.	ESL Instructor/ Paraeducator
Tsegaw	Anteneh	ESL Instructor/ Paraeducator
Vicente Romero	Geovanny	ESL Instructor/ Paraeducator
Stoesz	Kristine	ESL Instructor/Curriculum
Wainwright	Kaylin	ESL Instructor/Curriculum & Assessment Spec
Sabalu	Edgar	ESL Instructor/Spanish Instructor
Limmer	Thomas	ESL Instructor/Tutor
Steigerwald	Ruby	ESL Instructor/Tutor
Gummel	Jodi	ESL Instructor/Tutor
Haile	Elizabeth	Evening School Manager
Johnson	Kalani	Executive Assistant
Alvarez	Frank	Executive Assistant
Zoeller	Jennifer	Executive Assistant
Kirk	Stacy	Executive Assistant
Velasquez	Asclepiades	Food Service Director
Haiar	Bradley	GED English Instructor
DeFerrari	Patricia	GED English Instructor
Flores	Michelle	GED Instructor/Tutor
Gonzalez	Elda	GED Spanish Instructor
Betancourt	Yolanda	GED Spanish Instructor
Alvarado	Edwin	GED Spanish Instructor/Paraeducator
Fuentez Ramirez	Zenia	GED Tutor
Dunne Maher	Kristine	General Counsel
Sugaray	Fernando	Helpdesk Manager
Pleshaw	Martha	HR Senior Advisor

Hall Miller	Zoila	Human Resources Analyst
Ballenger	Perrida	Human Resources Analyst
Brown	Charise	Human Resources Manager
Buitrago Neira	Angela	Instructor, Small Business & Entrepreneurship
Del Aguila	Silvia	Inventory Clerk
Duperval	Pierre	Inventory Clerk
Simkins	Melba B.	Kitchen Manager
Ramos	Mariano	Kitchen Manager
Amaya	Fausto	Lead Cook
Ortez	Will	Lead Cook
Marquez	Angel	Lead Cook
Sanchez	Yorman	Lead Cook
Ayala Collazo	Carlos	Lead Retention Specialist/Case Manager
Eshetu	Fidel	Librarian
Frets	Steven	Librarian
Ton	Linh	Library Assistant
Neves	Sandra	Library Assistant
McGhee Jr.	Tommie	Manager of Security
Rose-Ellis	Yolanda	Microsoft Office Instructor
Medina	Doris Jane	Nurse Aide Instructor
Abo	Ruth	Nurse Aide Instructor
Azore	Pauline	Nurse Aide Instructor
King	Ronald	Office Assistant
Lopez	Jazmin	Office Assistant
Alfaro Molina	Ingrid	Office Assistant

Perez	Jared	Office Assistant
Bonilla	Gabriela	Office Assistant
Martinez	Margarita	Office Assistant
Fuentes	Gilbert	Office Assistant
El Boukili	Yahia	Office Assistant (Ordering - Inventory)
Williams	Ana	Office Assistant (Ordering - Inventory)
Vargas	Nahim	Office Manager
Lewis	Tonisha	Outreach and Recruitment Specialist
Ould Brahim	Boubacar	Paraeducator
Matos	Juana	Paraeducator
Ambo	Nigatu	Paraeducator
Camara	Sekou	Paraeducator
Teraro	Gizework	Paraeducator
DeSimone	Diana	Paraeducator
Beltran Forero	Nidia	Paraeducator
Villalba	Nancy	Payroll Clerk
Clarke	Wayne	Porter
Freso-Moore	Holly Ann	Principal
Rivas	Karen	Principal
Helm	Christyann	Prof Develop Specialist/Instructional Coach
Ritchie	Heather	Prof Develop Specialist/Instructional Coach
Fernandez	Elizabeth	Program Assistant
Valldejuli	Marta L.	Program Assistant
Magana-Martinez	Maria	Program Assistant

Viera	Elida	Program Assistant
Lopez Lemus	Marco	Program Assistant
Ventura	Ofelia	Program Assistant
Dalzell	Jennifer C.	Program Manager, Paraeducator Apprentice Acad.
Ortez Alvarado	Karina	Registrar
Eisenberg	Marina	Registrar
Echeverri	Mario	Registrar Clerk
Djamen	Jules	Registrar Clerk
De La Rosa Cruz	Cinthya	Registrar Clerk
Amdemariam	Henok	Registrar Clerk
De La Rosa Cruz	Montserrat	Retention Specialist / Case Manager
Ramos Ramirez	Karla	Retention Specialist / Case Manager
Demissie	Helina	Retention Specialist / Case Manager
Powvel	Delia	School Support Assistant
Haddock	Julio	Senior Advisor to CEO
Medrano	Raul	Small Business, Entrepreneurship Manager
Gonzalez	Sandra	Spanish GED Director
Hurtado	Ofir	Spanish Teacher
Sharawy	Nerham	Staff Accountant
Argueta	Edith A.	Steward
Lopez	Sonia	Steward
Morales	Maria M.	Steward
Javier	Francisco	Steward
Bekele	Abreham	Steward

Artiga	Jose	Steward
Mendoza	Nuvia	Steward
Cortez Alvarez	Gloria	Steward
Vilche	Blanca	Steward
Padron	Amado	Steward
Espinoza	Susan	Student Academic Resource Teacher
Trenary	Catherine	Student Academic Resource Team Specialist
Taneco	Susan	Student Assessment Assistant
Pou	Ilva	Student Assessment Assistant
Osorio-Carbajal	Karen	Student Assessment Assistant
Tran	Vinh	Student Assessment Assistant
Graham	Natalia P.	Student Assessment Delivery Manager
Dessie	Aleign	Student Success Coordinator
Ruberti	Francesca	Student Success Coordinator
Reyes Albarracin	Ana	Student Success Manager
Binns	Philip	Systems Administrator
Cabrera	Norma	Technology Paraeducator
Zeleele	Misstere	Technology Paraeducator
Rivas	Alexis	Technology Paraeducator
Ortiz Olivo	Rafael	Technology Paraeducator (GED Spanish)
Reyes	Mayra	Tutor
Zeamanuel	Terunesh	Tutor
Alemu	Birhanu	Tutor
Kim	Trinh	Tutor
Sugaray	Jose	Tutor

Biru	Mesfin	Tutor/ Long Term Substitute
Perez Amaya	Agustin	Tutor/Paraeducator
Jima	Mengistu	Tutor/Paraeducator
Beachy	Alice-Ann	Vice Principal
Watts	Aracelly	Vice Principal/Technology Academy Director

Teachers and Staff that regularly work with students

Of our teachers and staff that work directly with students, 2 have doctoral degrees, 92 have master’s degrees, 59 have bachelor’s degrees, 8 have associate degrees, and 30 have high school diplomas. Overall, 80% of our teachers and staff that work directly with students 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	Yeshimebeth Belay, Alexandria, VA
Member	Francisco Ferrufino, Washington, DC
Member Ex Officio	Allison R. Kokkoros, Washington, DC
Member	Bo Pham, Washington, DC
Member	Vilma Rosario, Lutherville, MD
Member	Hector J. Torres, Washington, DC
Member	Johan Uvin, Roslindale, MA

Carlos Rosario International Public Charter School & ET AL

FY 2021 Approved Budget
For the Year Endind June 30, 2021

REVENUE

Per Pupil Allotment	21,674,500
Per Pupil Facilities Allotment	7,156,800
Federal Funding	325,000
Private Grants & Donations	321,000
Building & Rental Income	18,200
Class Registrations & Fees	71,835
Culinary Sales	187,100
Interest & Dividends	226,489
Other Income	120,000

TOTAL REVENUES	30,100,924
-----------------------	-------------------

EXPENSES

Personnel Salaries and Benefits

Salaries Expense	14,850,027
Employee Benefits and Payroll Taxes	3,767,346

Subtotal: Personnel Expense	18,617,373
------------------------------------	-------------------

Direct Student Expense

Educational Supplies and Textbooks	335,613
Student Assessment Materials/Program Evaluation	23,575
Contracted Student Services	31,400
Transportation Services	35,937
Food Services	213,911
Student Device & Data Services	557,135
Other Direct Student Expense	54,957

Subtotal: Direct Student Expense	1,252,528
---	------------------

Occupancy Expense

Rent Expense	4,358,804
Interest Expense (Facilities)	1,885,725
Depreciation (Facilities)	1,251,225
Building Maintenance and Repairs	
Contracted Building Services	
Other Occupancy Expenses	

Subtotal: Occupancy Expenses	7,495,754
-------------------------------------	------------------

General and Administrative Expenses

Office Supplies and Materials	90,568
Office Equipment Rental and Maintenance	37,520

Carlos Rosario International Public Charter School & ET AL

FY 2021 Approved Budget
For the Year Endind June 30, 2021

Computer Expenses	865,540
Telephone/Telecommunications	178,979
Legal, Accounting and Payroll Svcs	206,610
Insurance	121,367
Professional Development	98,254
PCSB Administrative/Management Fee	270,000
Depreciation & Amortization (non-facility)	561,925
Meetings & Travel	150,359
Student Scholarships	110,000
Professional Fees	336,000
Other General Expenses	392,595
Subtotal: General Expenses	3,419,717
TOTAL EXPENSES	30,785,373
Change in Net Assets	(684,449)
Capital Expenditures	
Computer Equipment	1,083,700
Subtotal: Capital Expenditures	1,083,700
Expected Cash Flow	45,001

Carlos Rosario International Public Charter School

Statement of Activities For the Period Ending June 30, 2020

	Actuals
REVENUE	
Per Pupil Allotment	21,548,942
Per Pupil Facilities Allotment	7,070,201
Federal Funding	
Government Grants	
Building & Rental Income	17,541
Private Grants and Donations	432,770
Activity Fees	461,268
Interest & Dividends	441,955
Other Income	213,486
TOTAL REVENUES	30,186,162
EXPENSES	
<i>Personnel Salaries and Benefits</i>	
Salaries Expense	16,300,452
Employee Benefits and Payroll Taxes	4,038,947
Subtotal: Personnel Expense	20,339,399
<i>Direct Student Expense</i>	
Educational Supplies and Textbooks	215,077
Student Assessment Materials/Program Evaluation	16,547
Contracted Student Services	29,928
Transportation Services	62,149
Food Services	270,776
Other Direct Student Expense	184,835
Subtotal: Direct Student Expense	779,311
<i>Occupancy Expense</i>	
Rent Expense	3,622,049
Interest Expense (Facilities)	1,654,231
Depreciation (Facilities)	1,213,566
Subtotal: Occupancy Expenses	6,489,845
<i>General and Administrative Expenses</i>	
Office Supplies and Materials	93,235
Office Equipment Rental and Maintenance	58,727
Computer Expenses	818,149
Telephone/Telecommunications	234,563
Legal, Accounting and Payroll Svcs	199,049
Insurance	116,774
Professional Development	133,861
PCSB Administrative/Management Fee	267,238

Carlos Rosario International Public Charter School

Statement of Activities For the Period Ending June 30, 2020

	Actuals
Depreciation & Amortization (non-facility)	362,313
Meetings & Travel	143,823
Student Scholarships	94,044
Professional Fees	405,107
Other General Expense	391,233
Subtotal: General Expenses	3,318,114
TOTAL EXPENSES	30,926,669
Ordinary Change in Net Assets	(740,507)
<i>Change in Investment Values</i>	
Unrealized Gains/(Losses)	(190,350)
Realized Gains/(Losses)	39,424
Subtotal: Change in Investment Value	(150,927)
Change in Net Assets	(891,434)

Carlos Rosario International Public Charter School

Statement of Financial Position

June 30, 2020

	2020
ASSETS	
Current Assets	
Cash and cash equivalents	\$ 4,633,487
Accounts receivables	89,953
Prepaid expenses	365,679
Due from related party	(346)
Total current assets	5,088,773
Investments	
Intermediate Investments (Wilmington Trust)	3,358,357
Long-Term Investments (Morgan Stanley)	8,589,798
Property, Building and Equipment, net	18,966,550
Facility repair and improvements reserve fund	304,775
Other assets	279,940
Deposits	127,440
TOTAL ASSETS	\$ 36,715,633
LIABILITIES AND NET ASSETS	
Current Liabilities	
Accounts payable	\$ 179,747
Accrued salaries and related expenses	2,143,523
Deferred revenue	57,344
Capital Lease Obligation - Current	169,796
Due to related party	0
Other Liabilities	279,940
Total Current Liabilities	2,830,350
Long-term Liabilities	
Deferred rent	702,376
Capital lease obligation	12,428,712
Other long-term liabilities	593,322
Total Long-Term Liabilities	13,724,409
TOTAL LIABILITIES	16,554,759
Net Assets	
Total Net Assets	20,160,874
TOTAL LIABILITIES AND NET ASSETS	\$ 36,715,633