

SCHOOL YEAR
2020-2021

ANNUAL REPORT



**Harvard Street Campus
Central Office**
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I. School Description

Mission Statement

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 Program

The Carlos Rosario School is the first adult charter school in the nation. It has decades of experience in providing quality education to the diverse immigrant population of the District of Columbia through English as a second language, workforce development, and support services. More than 80,000 men and women have graduated from the School over these years, and today are our region's teachers, health professionals, leaders, and small business owners. The School's award-winning three-pronged model includes foundational courses in English language, GED, digital technology and online communication tools, and citizenship for the naturalization test. The School also offers career certification training in high-growth and high-demand fields, including nursing, technology, culinary arts, bilingual education, construction pre-apprenticeship, and comprehensive supportive services provided in an environment of love and respect.

Beyond being a center of education, the Carlos Rosario School is a trusted community hub focused on empowering adult immigrant learners. Our families have needed our supportive services, which we pivoted to telehealth during 2020, now more than ever. There has been an increased need for mental health counseling and case management, housing and food insecurity assistance, and accessing support through local resources. We also continue to support students who have contracted COVID-19 and lack insurance, as well as English-learning parents who need specialized support to facilitate their children's remote learning. We have also provided services for adult students to get answers to their questions about public health guidance and available resources in the District.

Curriculum Design and Instructional Approach

Students are at the center of the mission of the Carlos Rosario School. Our three-pronged serves the whole person through foundational literacy and skills, career training, and supportive services. This focus is embedded in the fabric of our programs, which utilizes a blend of content and language instruction. Our classes include context-rich practical learning, preparing students for real work and life situations by integrating numeracy, health, finance, civic rights and engagement, and workplace success skills. Additionally, we interweave digital citizenship into every course, from basic software and hardware skills to online safety and etiquette. The digital lessons were also enhanced to provide specific internet safety skills to our parent community.

Furthermore, contextualized skills and content are 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. Our students continually demonstrate that they can rise to the rigor and apply those skills to their work, education, and community engagement.

Our students have agency in their learning experience by creating plans and goals (short and long-term) in the classroom so they can trace a path to achieve them. Learning culminates with projects at the end of thematic units. Student-led clubs and student government allow 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.

Parent Involvement Efforts

The Carlos Rosario School is an adult education school, and as such, we focus on the involvement of our student and alumni community instead of parent involvement. However, we recognize that many of our students are also parents, and we strive to support all of our students' needs. During the 20-21 school year, we sought to support our ELL parents as they worked to help their students attend school from home. Our efforts to support parents did not stop at only our students because we realized that ELL parents throughout the city needed support. Through the help of a generous grant from Marriott, we were able to launch the Project Altruismo program. The Project Altruismo program is the offering of targeted workshops to

support ELL parents at local elementary schools. We delivered 12 workshops to parents focused on various topics such as Technology, Community Services, ESL Resources, and the overview of Carlos Rosario School Programs. In addition, nine workshops are already scheduled to be delivered in SY 2021/22. We believe that Project Altruismo's workshop requests will increase as there is demand from LEAs and ELL parents.

We affirm that students are at the center of our work and proactively engage and listen to our students in an environment of empowerment and respect. Students may engage directly with school leadership individually or through student government and student ambassador groups. These groups provide feedback on issues impacting themselves and their peers, such as outreach and recruitment, parents' issues, culturally specific feedback, health and vaccine engagement, and food and housing insecurity. Both of our Student Government groups (one per each of our campuses) meet at least twice a month during the duration of the school year.

Our alumni are a vital part of our community through mentorship and volunteer opportunities, serving on our Board of Trustees and corporate advisory committees, and engaging fellow alumni and current students through guest speaking opportunities. They also engage through our Facebook alumni group, sharing information and receiving information on career and post-secondary education opportunities and local resources.

II. School Performance

High-Quality Education, Career Training, and Supportive Services

High-Quality Education

Our call to action during the 20-21 school year was to center the holistic needs of our unique student population. While this is not a new call to action for our school, the conditions brought on by the COVID 19 pandemic required us to stretch and grow in new ways to meet our mission. We adjusted our curricula, shifted our mode

of instruction, and deepened our community partnerships to ensure that our students would continue to have access to their education.

English as a Second Language - The largest number of students that we serve are enrolled in our ESL classes that blend language learning and workforce development skills alongside the life skills that our students need to navigate life in Washington, DC. We sought to prioritize the curriculum themes that students would need to help them cope with the rapid changes and uncertainty of the pandemic. Teachers emphasized curriculum topics that focused on Health, Career Exploration, and Wellbeing. We deepened partnerships with local community-based organizations that support affordable housing, legal assistance, and food security to meet our students' critical life challenges.

Virtual Learning - Our vision for delivering high-quality distance learning requires more than getting our students to log in to zoom. We wanted to create a virtual school that would be as welcoming and efficient as our physical facilities. In order to shift our instruction from an in-person experience to distance learning, we distributed 1800 wi-fi-enabled laptops that allowed students to continue to learn from home. This required teachers and students to leverage new digital tools that would help us simulate all the elements of in-person instruction. Zoom allowed us to create a virtual classroom and remind ensured that we had a straightforward way to message our students as a whole or in distinct groups. Schoology housed our educational materials and resources, providing students access to their learning materials even if they missed synchronous class. Google docs and apps allowed students and staff to stay connected in real-time.

Digital Literacy - To support all of our learners in gaining the digital skills they needed to thrive in our virtual school, we created in-person, one-on-one learning opportunities. This allowed us to provide differentiated learning experiences for students who needed more targeted support. Our tutors, paraeducators, computer lab instructors, and Student Academic Resource team members provided 45-minute sessions for students who requested additional digital literacy or language skill development support. These supports were often given in the student's native language, and more than 125 students took advantage of this support, either on an as-needed basis or regularly, once or twice a week.

GED English - Despite all the challenges last year, GED in English had six new graduates (the same number as Spanish GED). In total, students passed 23 GED subject exams during the school year.

One of our graduates, Daniela Perez, is now enrolled in the NAT program at Carlos Rosario. Another one of our graduates, Javier Mejia Pastora, won the prestigious New Futures scholarship and will receive \$7,500 a year for college for four years. He is planning to study architecture and design.

GED Spanish - We were encouraged by SY 20-21 in the GED in Spanish program, as we had five graduates despite the pandemic challenges. In total, students passed seventeen GED one-subject Official exams attempted out of twenty-two (77.27%).

All of our graduates are currently working on their long-term goals. One of our graduates, Korina, also received her ESL Level 8 certification and is now in the CR Bilingual Teaching Assistant program. She is looking forward to applying for scholarships to continue in a university program. Another graduate, Miladis, will be entering a Medical Assistant program next semester. Hugo is in our Computer Basics 2 this school year and looks forward to continuing his education with Carlos Rosario or at the university level. Our other two graduates are continuing their studies at Carlos Rosario next semester in different areas (IT and English).

High-Quality Career Training



Bilingual Teaching Assistant

- 22 Students
- Virtual and in-person practicums completed at Elsie Whitlow Stokes, LaSalle Backus, Oyster ES, Houston ES, Carlos Rosario, DC Bilingual, and Yu Ying
- 18 ParaPro certified
- 2 Scholarship recipients

Culinary Arts

- #of students (online program) 13
- ServSafeCertified 13
- Outcomes (Post-secondary, scholarships) %employment in the industry
- New Class Design
 - The pandemic has changed the hospitality industry in many ways. As foodservice operations reopen, they are hiring more highly skilled workers that have a range of skills. Our new classes starting this fall will prepare students with the training needed to meet the industry demand. The program has been shortened from 4 semesters to two one-semester courses, enabling our students to complete their training in a semester. Students will also earn nationally recognized certifications from the National Restaurant Association.



IT Fundamentals

To help navigate challenges posed by the pandemic, the IT Fundamentals program embraced a 100% online class format, which included a total of 45 students throughout the school year. The class structure allowed students to learn concepts that past cohorts have mastered and practice remote IT support work. Of those students, 24 alumni are currently CompTIA IT Fundamentals certified. Seventeen alumni have continued to pursue additional IT certifications, including the CompTIA A+ certification, in Byte Back and UDC Workforce programs. Our alumni are also currently preparing for internships with NuAxis, BRIYA PCS, and Carlos Rosario. We are proud to celebrate our alumni, Esmael Munir, who received a Carlos Rosario scholarship and a New Futures scholarship.

Nurse Aide

Despite our school's challenging year, the Nurse Aide Training Program has remained a strong part of our Carlos Rosario community, with 45 students enrolled throughout the year. They each experienced a combination of online instruction

with their teachers and classmates and in-person activities, including CPR training and a 40-hour clinical practicum at MedStar Washington Hospital Center. Ten alumni of our fall graduates have successfully passed the NNAAP Certification exam; currently, our spring graduates are preparing to take their exams in mid-July. Four alumni are already working in the industry from our fall cohort. Four other alumni are pursuing higher education, meaning that 80% of our certified graduates are on their career pathway. Additionally, 8 Nurse Aide graduates received a Carlos Rosario scholarship, and two additional graduates received a New Futures scholarship.

High-Quality Student Services

During the school year 2020-2021, the Student Services Departments used their creativity and agility to continue providing services and support to students despite the school moving to an all-virtual program. The teams focused on reaching out to as many students as possible inviting them to newly designed events for our virtual context. Our student population at both campuses experienced immense challenges accessing affordable housing, securing employment, maintaining their health and addressing food insecurity. In order to address these needs, the teams kept students informed about their tenant and worker rights, provided direct support and referrals via case management and hosted weekly food distribution events in the parking lot of the Harvard Street Campus. The teams also showed their resourcefulness by transitioning all their regular in-person events, such as Student Recognition Celebration, know your rights workshops, student circles, and job search workshops, into an all-virtual mode. The Student Services teams worked to support a total of 1678 unique students.

Student Government

The Student Government facilitators and class representatives also took advantage of zoom to continue their bi-weekly meetings. Our representatives were key thought partners with the School's administration as we sought to design our virtual programming in ways to support learners with a range of comfort for navigating digital environments. Our representatives provided important insights and helpful ideas of how we could make virtual learning more meaningful for all students. The student government leaders also continued their learning and leadership development by attending such virtual events as the UNIDOS US Changemakers' summit. This event included workshops on storytelling for

advocacy purposes and special interest meetings on matters affecting the Latinx population, such as education, economic well-being, access to healthcare, and civic engagement.

Employment

Like all adult learners in the District, our students faced tremendous economic impacts due to the COVID 19 pandemic. Many of our students work in service industries that were hard hit by the infection mitigation protocols that were implemented to keep residents safe. During the past school year, our employment team worked closely with students to create resumes, cover letters, prepare for interviews, and build the skills that would increase their employability. They also assisted students in applying for unemployment benefits and accessing other emergency community resources. The team organized all-virtual external recruitment events with community partners such as Lowes, resulting in the placement of 84 students during the pandemic lockdown.

Case Management and Counseling

Supporting the emotional and physical needs of the students during the SY 2020-21 to presidece in a new way for our school community. The Counseling team lead workshops for faculty members to provide strategies and techniques that helped center the wellbeing of all our students and ensure our educational approach was trauma-informed. The student services team also focused on supporting high-need students, particularly those that reached out for support or were referred by faculty and administrators for more targeted support and follow-up. Due to this traumatic period, a particular focus was put on providing students with group and individual mental health counseling, as well as providing appropriate referrals related to rental and economic assistance, transportation, legal aid, health insurance, and emergency support.

Strengthening our Community

We directly address and dismantle systemic injustice and inequity for underserved communities through Carlos Rosario School programs and projects. We know that our region and nation are only made stronger by the contributions of diverse talents and voices. This is why student voices are heard loud and clear through our curriculum design, revisions, and updates. We improve our services through feedback from our student community in large-scale surveys and analyses, focus

groups at the course and school level. We also engage student government groups who meet twice a month to collaborate with academic leadership and raise awareness of community issues.

The School also played our part in encouraging our communities and their families to get vaccinated - through resources and through hosting on-site vaccination clinics.

Goals and Academic Achievement Expectations

The COVID-19 pandemic, and the shift to remote learning, presented challenges that impacted instruction, learning, and assessment. Instruction was moved online for Carlos Rosario students, and the school was unable to administer many of its assessments. The assessments the school attempted to administer to students encountered roadblocks such as technical issues, student lack of digital literacy, lack of familiarity with online testing, and other issues that arose due to the pandemic.

Given the ongoing health and safety constraints of the Covid-19 pandemic, Carlos Rosario implemented a modified plan to conduct assessments for both campuses. The plan took into consideration the requirement to practice social distancing, which limited in-person testing. The plan also considered the lack of necessary digital literacy skills required to test in a remote environment, particularly for entry-level students. In summary, due to the pandemic, many of our students did not have the opportunity to take the standardized exams usually used for measuring progress and achievement.

<p>CARLOS ROSARIO INT’L PCS - GOALS AND ACADEMIC ACHIEVEMENTS EXPECTATIONS</p>	<p>PROGRESS TOWARD GOALS</p>
<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</p>	<p>Computation of Spanish and English GED student test data indicating 39.36% of pre and post-testing Spanish and English ABE program students made one or more NRS-EFL gain for English GED</p>

<p>students and b) gaining one or more grade level on Spark 3000 for Spanish GED program students will meet or exceed 60%.</p>	<p>students (TABE) or one or more grade-level gain (on Spark 3000) for Spanish GED students by the end of the program year.</p> <p>n= 74/188= 39.36%</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 21% of pre and post-testing English language learners made one or more NRS-EFL gains by the end of the program year.</p> <p>n= 56/273= 21%</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.</p> <p>n= 11/11 = 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>a) Official certification test reports indicating 98.46% of students passed industry certification tests.</p> <p>n= 64/65=98.46%</p> <p>b) Student Services case logs indicating % of exiting students obtained employment or entered post-secondary education.</p> <p>n=12/17 = 70.58%</p>

<p>c) 59% of exiting students retain employment or enter post-secondary education.</p>	<p>c) Student Services case logs indicating % of exiting students retained employment or entered post-secondary education.</p> <p>n=3/3 = 100%</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 68.8% in-seat attendance rate.</p> <p>Due to the pandemic, NRS the number of pre and post-assessments were greatly reduced</p>
<p>MISSION SPECIFIC GOALS</p>	
<p>1. 85% of Citizenship students will pass the naturalization exam.</p>	<p>End of year report compiled by citizenship class teacher indicating 100% of Citizenship students passed the naturalization exam.</p> <p>n=40/40= 100%</p>
<p>2. 75% of ESL students will pass the Carlos Rosario Technology Test.</p>	<p>*The Carlos Rosario Technology test was not administered in 2020-21 due to the COVID-19 pandemic.</p>

Unique Accomplishments

Construye DC+

In the fall of 2020, Construye DC+ Program kicked off its second pilot program. This six-month construction education program focused on the Latino workforce, with a 100% online class structure, served (15) registered students from the DMV area. As a result, all (15) or 100% of the registered students received their OSHA-30 Construction Safety Certification. The program yielded results with (4) participants receiving post-secondary scholarships to continue their studies within the construction industry and seeing a (93%) employment rate within the industry.

Small Business

During the Covid-19 pandemic year, the results of the Small Business Program pivoting as of Summer 2020 to a new and innovative strategy focused mainly on technical assistance to a targeted group of our small business program participants, generated the following results;

- Summer 2020-Spring 2021: COVID-19 disaster relief grants from local and federal aid for a total of \$140,500.00 for 21 registered business owners; 10 in DC, 9 in MD, 2 in VA.
- The registration of (30) new small businesses in the DMV from July 2020-June 2021. 50% of registered businesses are offering services in coaching, construction, marketing, 25% catering services, and 25% art crafts and fashion design.
- Offered in the Spring of 2021 Semester, our first 100% online workshop series in Spanish to include (23) students that registered for the program with an average attendance rate of 85%.
- Thanks to the generosity of the Marriott Foundation, special grant funding was provided for the small business program to launch the Virtual Marketplace Portal, www.carlosrosario.org/sbep-virtual-marketplace/, that features (20) of our season small business vendors in the food services and artisan-crafts industry and where the site visitor can make purchases online directly with the small business vendor.

List of Donors

List of Donors - July 2020 through June 2021*

Alejandra Amaroli	Gary Peters
Alice-Ann Beachy	Gerardo Luna
Ana Sands	Greater Washington Community Foundation
Andres Echeverri	HollyAnn Fresno Moore
ARAMARK Corporation	Jason Kellogg
Bo Pham	Jay Castano
Brad Haiar	Jennifer Dalzell
Brookfield Properties Management	Karen Rivas
Carlos Loureiro	Kaylin Wainwright
Carol Wolchok	Kristine Dunne Maher
Christyann Helm	Kristy Stoesz
Crimsonbridge Foundation	Marcia Sternfeld
Cynthia Matlack	Margaret Yao
Damarys Lopez	Matthew Mazonkey
DC Health Exchange	Patricia Sosa
Emily DeRocco	Patrick Benedict
Fabien Sagna	Ronald Munia

Ruby Steigerwald

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Ruth Ticktin

TerraBella

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Foundation

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United Way of the National Capital
Area

Sheryl Sherwin

Sonia Gutierrez

Univision Communications Inc.

Tempo Bookstore Inc.

William Bratton

***Donations with a value equal to or exceeding \$500 made during the 2020-21 school year**

SY 2020-21 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: 1778

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	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	1778	0

Student Data Points

School	<p>Total number of instructional days: 180</p> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school.</p> <p>If your school has certain grades with different calendars, please note it.</p>
PCSB	<p>Suspension Rate: 0.0%</p>

PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 68.8%*
PCSB	<p>Average Daily Attendance:</p> <p>The SRA requires annual reports to include a school's average daily membership.</p> <p>To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment;</p> <p>(2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>
PCSB	Midyear Withdrawals: Not Applicable
PCSB	Midyear Entries: Not Applicable
PCSB	Promotion Rate (LEA): Not Applicable
PCSB (SY19-20)	Graduation Rate: Not Applicable
School (SY19-20)	College Acceptance Rate: Not Applicable
School (SY19-20)	College Admission Test Score: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 11.24%
School	Number of Teachers: 89 "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 teaching fellows.
School	Teacher Salary: 1. Average: \$77,521.00 2. Range -- Minimum: \$47,385.00 Maximum: \$107,657.00
School	Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21. \$198,335.02 \$173,271.87 \$154,499.98 \$129,779.90

APPENDICES

Staff Roster SY 2020-21

*As of October 5, 2020

Last Name	First Name	Job Title Description
Lopez	Damarys	Accountability Coordinator
Rolon	Elisa	Accounts Payable Clerk

Alvarado	Ciselle Geraldine	Administrative Specialist
Kassa	Yesewdeg	Amharic Instructor
Sarmiento	Rosario	Apprentice Teacher
Ramirez	Janeth	Apprentice Teacher
Swallah	Musah	Artist in Residence
Bonilla	Gabriela	Assessment Coordinator
Tran	Vinh	Assessment Data Coordinator
Games	Bereket	Assessment Lead
Ramos	Mariano	Kitchen Manager
Loureiro	Carlos	Assistant Principal
Marquez	Javier A.	Assistant Principal
Sands	Ana	Assistant Principal
Lawrence	Elani	Assistant Principal
Juarez	Keith	Assistant Principal
Yombo	Ernest	Assistant Principal
Mulat	Girum	Assistant Registrar
Closson	Laura	Bilingual Paraeducator Instructor
Ellis	Gwenever	Business/Procurement Manager
McDonald	James	CALL Lab Instructor

Dinc Altun	Nilay	CALL Lab Instructor
Romero	Cesar	CALL Lab Instructor
Kokkoros	Allison	Chief Executive Officer
Luna	Gerardo	Chief Financial Officer
Hoyer	Cecilia	Chief Human Resources Officer
Wolchok	Carol L.	Citizenship Instructor & Project Manager
Glickman	Jenna	Citizenship Instructor
Ndebeka	Donald	Communications & Development Specialist
Amaroli	Alejandra	Communications and Development Manager
Arandia Aliendre	Janett	Computer Literacy Instructor
Jeter	Wesley	Computer Support Specialist
Chewaka	Abebe	Computer Support Specialist
Bisohong Bayiha	Willy	Computer Support Specialist
Garcia	Francisco	Computer Support Specialist
Lam	Phat	Computer Support Specialist
Sarmiento	Roberto	Computer Support Specialist
Asmerom	Amaniel	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
Pallaviccini	Cinthyia	Cook
Olah	Maksym	Cook
Wiktor	Denise	Corporate Counsel
Ferede	Mengistu	Counselor
Esteve	Claudia	Counselor
Ruppert	Christine	Counselor
Drost	Andrea	Counselor
Villanueva	Tara	Creative Arts & Culture Program Manager
Lamerre	Sebastien	Culinary Arts Academy Director
Kellogg	Jason	Culinary Arts Instructor
Consul	Maria Wilhelmina	Culinary Arts Instructor
Londono Nino	Octavio	Culinary Arts Para-educator
Tatton-Harris	Heather A.	Curriculum and Assessment Manager
Oliver	Donald	Data Administrator
Ren	Qing	Data Entry Specialist
Gebretsadik	Addis	Database Report Writer

Clay	Karen	Director of IT Governance
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.
Larios	Carlos H.	Driver
Argueta	Jose	Driver
Giraldo	Enrique	Driver
Gabremariam	Fikru	Driver
Haynesworth	Cartina	Driver
Hernandez	Douglas	Driver
Garcia	Elsie	Driver
Jackson	Carolyn	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

Figuroa Ramirez	Tatiana	Employment Specialist
Scott	Vincent	ESL Arts Instructor
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
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
Gobena	Tsegaye U.	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
Tsegaw	Anteneh	ESL Instructor
Robinson	Preavain	ESL Instructor
Mendoza	Magdalena	ESL Instructor
James	Caitlin	ESL Instructor
De Jesus Alfonso	Kimberly	ESL Instructor
Sabalu	Edgar	ESL Instructor
Rene	Genevieve	ESL Instructor
Webster	Nicholas	ESL Instructor
Kirpichnikova	Eleonora	ESL Instructor
Copelmayer	Monika	ESL Instructor

Craig	Iris	ESL Instructor
Coates	Robin	ESL Instructor
Gummel	Jodi	ESL Instructor
Arredondo Vasquez	Leidy	ESL Instructor
Smith Shaw	Cordel	ESL Instructor
Bohnhoff	Olivia	ESL Instructor
Berenji Tehrani	Fatemeh	ESL Instructor/ ESL for Families Instructor
Smith	Tiara	ESL Instructor/ ESL for Families Instructor
Vicente Romero	Geovanny	ESL Instructor/ Paraeducator
Stoesz	Kristine	ESL Instructor/Curriculum
Wainwright	Kaylin	ESL Instructor/Curriculum & Assessment Spec
Biru	Mesfin	ESL Instructor/Tutor
Steigerwald	Ruby	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	Lilian	Finance Operations & Systems Manager

Velasquez	Asclepiades	Food Service Director
Haiar	Bradley	GED English Instructor
Flores	Michelle	GED English Instructor
DeFerrari	Patricia	GED English Instructor
Gonzalez	Elda	GED Spanish Instructor
Betancourt	Yolanda	GED Spanish Instructor
Moran de Reyes	Celina	GED Spanish Instructor
Fuentez Ramirez	Zenia	GED Tutor
Dunne Maher	Kristine	General Counsel
Sugaray	Fernando	Helpdesk Manager
Hall Miller	Zoila	Human Resources Analyst
Ballenger	Perrida	Human Resources Analyst
Brown	Charise	Human Resources Manager
Buitrago Neira	Angela	Instructor, Small Business & Entrepreneurship
Taylor	Dawn	Data Entry Specialist
Del Aguila	Silvia	Inventory Clerk
Duperval	Pierre	Inventory Clerk
Simkins	Melba B.	Kitchen Manager
Amaya	Fausto	Lead Cook

Ortez	Will	Lead Cook
Marquez	Angel	Lead Cook
Sanchez	Yorman	Lead Cook
Demissie	Helina	Lead Retention Specialist/Case Manager
Eshetu	Fidel	Librarian
Frets	Steven	Librarian
Ton	Linh	Library Assistant
Neves	Sandra	Library Assistant
Rose-Ellis	Yolanda	Microsoft Office Instructor
Venable	Arlene	Nurse Aide Clinical
Mercado	Nicole	Nurse Aide Clinical
Abdulkadir	Saadia	Nurse Aide Clinical
Medina	Doris Jane	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
Martinez	Margarita	Office Assistant

Fuentes	Gilbert	Office Assistant
Williams	Ana	Office Assistant (Ordering - Inventory)
Vargas	Nahim	Office Manager
Lewis	Tonisha	Outreach and Recruitment Specialist
Alvarado	Edwin	Paraeducator
Ould Brahim	Boubacar	Paraeducator
Matos	Juana	Paraeducator
Ambo	Nigatu	Paraeducator
Camara	Sekou	Paraeducator
Flores	Norma	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
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
Powvel	Delia	School Support Assistant
Haddock	Julio	Senior Advisor to CEO
Medrano	Raul	Small Business, Entrepreneursh Manager
Gonzalez	Sandra	Spanish GED Director
Sabalu	Edgar	Spanish Teacher
Sharawy	Nerham	Staff Accountant
Argueta	Edith A.	Steward

Lopez	Sonia	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
Tanseco	Susan	Student Assessment Assistant
Osorio-Carbajal	Karen	Student Assessment Assistant
Graham	Natalia P.	Student Assessment Delivery Manager
Dessie	Aleign	Student Success Coordinator
Reyes Albarracin	Ana	Student Success Manager
Ayala Collazo	Carlos	Student Success Manager
Leon Monterrey	Javier	System Administrator, SIS
Binns	Philip	Systems Administrator
Zeleele	Misstere	Technology Paraeducator

Ortiz Olivo	Rafael	Technology Paraeducator (GED Spanish)
Reyes	Mayra	Tutor
Alemu	Birhanu	Tutor
Jima	Mengistu	Tutor
DeSimone	Diana	Tutor
Kim	Trinh	Tutor
Sugaray	Jose	Tutor
Perez Amaya	Agustin Javier	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, 5 have doctoral degrees, 96 have master’s degrees, 68 have bachelor’s degrees, 16 have associate degrees, and 57 have high school diplomas. Overall, 70% of our employees have a bachelor’s degree or higher.

Carlos Rosario School Board of Trustees

Board Member Name	Role on Board	DC Resident?
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Patricia Sosa	Chair	Yes
Brahim Rawi	Vice-Chair & Student Member	Yes
James Moore	Treasurer	Yes
Margaret Yao	Secretary	Yes
Yeshimebeth T. Belay	Member	No
Francisco Ferrufino	Student Member	Yes
Allison Kokkoros	Member <i>Ex Officio</i>	Yes
Bo Pham	Member	Yes
Vilma Rosario	Member	No
Hector J. Torres	Member	Yes
Johan Uvin	Member	No

Financial Statement

Carlos Rosario International Public Charter School
Statement of Activities
For the Period Ending June 30, 2021

REVENUE	
Per Pupil Allotment	21,803,418
Per Pupil Facilities Allotment	7,156,800
Federal Funding	1,093,289
Government Grants	32,367
Private Grants and Donations	342,765
Activity Fees	20,760
Interest & Dividends	297,207
Other Income	150,095
TOTAL REVENUES	30,896,701
EXPENSES	
<i>Personnel Salaries and Benefits</i>	
Salaries Expense	14,970,707
Employee Benefits and Payroll Taxes	3,829,930
Subtotal: Personnel Expense	18,800,637
<i>Direct Student Expense</i>	
Educational Supplies and Textbooks	237,003

Student Assessment Materials/Program Evaluation	1,904
Contracted Student Services	18,138
Transportation Services	12,544
Food Services	36,744
Student Data & Internet Access	999,665
Other Direct Student Expense	58,145
Subtotal: Direct Student Expense	1,364,143
<i>Occupancy Expense</i>	
Rent Expense	3,494,627
Interest Expense (Facilities)	1,697,329
Depreciation (Facilities)	1,141,106
Subtotal: Occupancy Expenses	6,333,062
<i>General and Administrative Expenses</i>	
Office Supplies and Materials	86,651
Office Equipment Rental and Maintenance	16,184
Computer Expenses	1,347,365
Telephone/Telecommunications	262,421

Legal, Accounting and Payroll Svcs	355,781
Insurance	121,992
Professional Development	75,235
PCSB Administrative/Management Fee	271,250
Depreciation & Amortization (non-facility)	675,572
Meetings & Travel	10,406
Student Scholarships	97,386
Professional Fees	417,289
Printing & Copying	50,256
Advertising & Recruitment	33,844
Dues & Licenses	74,289
Other General Expense	185,384
Subtotal: General Expenses	4,081,307
TOTAL EXPENSES	30,579,150
Ordinary Change in Net Assets	317,551
<i>Change in Investment Values</i>	

Unrealized Gains/(Losses)	941,214
Realized Gains/(Losses)	387,720
Subtotal: Change in Investment Value	1,328,935
Change in Net Assets	1,646,486

FY 2022 Approved Budget

Carlos Rosario International Public Charter School	
FY 2022 Approved Budget	
REVENUE	
Per Pupil Allotment	20,478,150
Per Pupil Facilities Allotment	6,475,200
Federal Funding	2,790,000

State & Other Grants	1,383,900
Private Grants & Donations	102,500
Building & Rental Income	14,100
Class Registrations & Fees	63,250
Interest & Dividends	209,600
Other Income	145,000
TOTAL REVENUES	31,661,700
EXPENSES	
<i>Personnel Salaries and Benefits</i>	
Salaries Expense	16,647,007
Employee Benefits and Payroll Taxes	4,083,657
Subtotal: Personnel Expense	20,730,665
<i>Direct Student Expense</i>	
Educational Supplies and Textbooks	290,304
Student Assessment Materials/Program Evaluation	24,620

Contracted Student Services	21,500
Transportation Services	57,636
Food Services	99,000
Student Device & Data Services	691,850
Other Direct Student Expense	128,630
Subtotal: Direct Student Expense	1,313,540
<i>Occupancy Expense</i>	
Rent Expense	3,409,608
Interest Expense (Facilities)	1,758,494
Depreciation (Facilities)	1,232,225
Subtotal: Occupancy Expenses	6,400,327
<i>General and Administrative Expenses</i>	
Office Supplies and Materials	98,350
Office Equipment Rental and Maintenance	45,934
Computer Expenses	855,034

Telephone/Telecommunications	191,279
Legal, Accounting and Payroll Svcs	179,600
Insurance	137,671
Professional Development	154,675
PCSB Administrative/Management Fee	250,000
Depreciation & Amortization (non-facility)	660,000
Meetings & Travel	194,783
Student Scholarships	100,000
Professional Fees	371,600
Other General Expenses	432,880
Subtotal: General Expenses	3,671,807
TOTAL EXPENSES	32,116,339
Change in Net Assets	-454,639
Capital Expenditures	
Computer Equipment	250,000

Subtotal: Capital Expenditures	250,000
Expected Cash Flow	1,187,586