

2017-18 Twenty-Year Charter Review Report

Carlos Rosario International Public Charter School

March 19, 2018

DC Public Charter School Board
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KEY FINDINGS AND BOARD VOTE

The DC Public Charter School Board (DC PCSB) staff has conducted a charter review of Carlos Rosario International Public Charter School (Carlos Rosario PCS) according to the standard required by the School Reform Act (SRA), D.C. Code §§ 38-1802 *et seq.*¹

Carlos Rosario PCS is a single-campus local education agency (LEA) serving adults ages 16 and older in two facilities. Pursuant to the school's Charter and Charter Agreement,² Carlos Rosario PCS fully met all seven of its goals and student academic achievement expectations. DC PCSB staff determined that the school has adhered to generally accepted accounting principles, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Based on these findings, the DC PCSB Board voted 7 - 0 on March 19, 2018 to continue the school's charter without conditions.

CHARTER REVIEW STANDARD

The SRA provides that DC PCSB "shall review [a school's] charter at least once every [five] years."³ As part of this review, DC PCSB must determine whether:

- (1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or
- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.⁴

If DC PCSB determines that a school has committed a material violation of applicable law, or has not met its goals and expectations, as described above, it may, at its discretion, grant the school a conditional continuance or revoke the school's charter. Additionally, there is a fiscal component to the charter review. DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines in its review that the school (1) has engaged in a pattern of non-adherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.⁵

¹ D.C. Code § 38-1802.12(a)(3).

² Please see the Charter Agreement attached as Appendix A.

³ D.C. Code § 38-1802.12(a)(3).

⁴ D.C. Code § 38-1802.12(c).

⁵ D.C. Code § 38-1802.13(b).

BACKGROUND INFORMATION ABOUT SCHOOL

School History and Overview

Carlos Rosario PCS has long been a pillar of adult education in the District of Columbia. It originated in 1970 as the Program of English Instruction for Latin Americans, which operated within the District of Columbia Public Schools (DCPS). In 1978, the school relocated to the Gordon School building in Georgetown and changed its name to the Gordon Adult Education Center. In 1992, its name was again changed to the Carlos Rosario Adult Education Center, in honor of the school's founder. In 1996, DCPS eliminated funding for adult education programs, and the school re-opened the following year as the Carlos Rosario Career Center, a privately funded non-profit organization. Shortly after that, the school was granted a charter by DC PCSB, and it began operating as Carlos Rosario PCS in 1998. In 2004, Carlos Rosario PCS moved to a facility in Ward 1, where it continues to operate. In 2010, the school opened a second location, which operated in temporary facilities until 2013, when it moved to a newly-constructed facility in Ward 5. Annually the school serves more than 2,500 students who represent over 80 different countries.

School Programming Overview

Carlos Rosario PCS operates two 19-week semesters each year, and students attend morning, afternoon, and/or evening classes. The school offers a number of programs for adult learners. Its most popular is its English as a second language (ESL) program. It also offers computer literacy, and General Equivalency Diploma (GED) classes, and prepares students for the United States naturalization test. The school offers workforce development through three career academies, focusing on culinary arts, healthcare, and information technology.

The school's 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 and by fostering a safe and compassionate learning environment.⁶

Enrollment Trends and Demographics

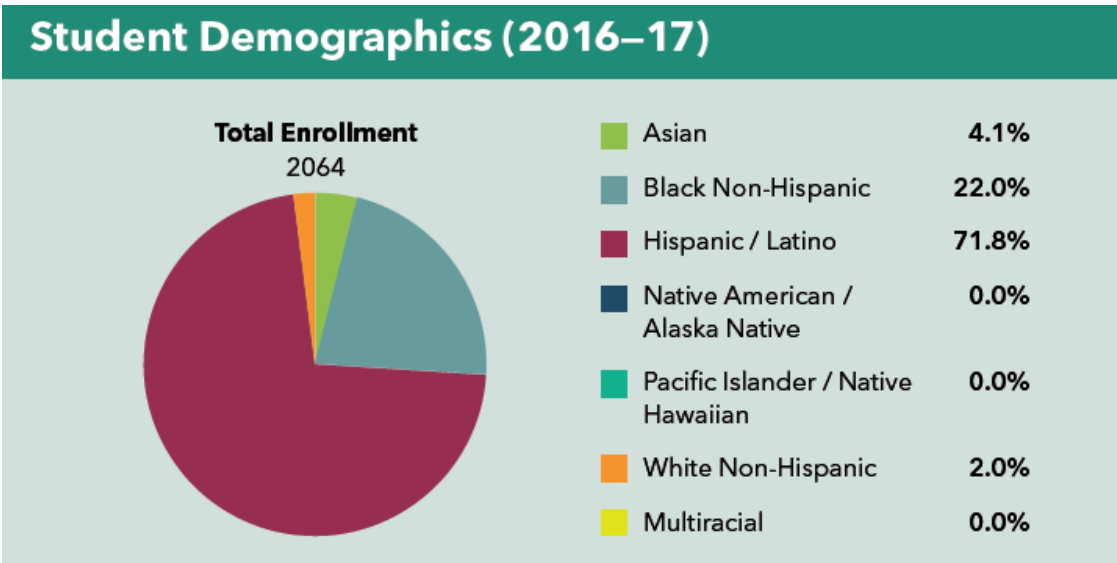
The table below shows the school's enrollment. Carlos Rosario PCS serves students 16 and older. Most are between 25 and 40 years old and have been identified as English

⁶ See Appendix A, pp. 2-3.

language learners.⁷ The school’s enrollment has increased since school year (SY) 2012-13. In September 2016, the DC PCSB Board approved an increase to the school’s enrollment ceiling, and Carlos Rosario PCS plans to expand to serve 2,200 students by SY 2020-21.

Carlos Rosario PCS - Enrollment					
	2013-14	2014-15	2015-16	2016-17	2017-18
Number of Students	1,983	1,973	2,011	2,064	2,121

The student population at Carlos Rosario PCS is 71.8% Hispanic (of any race) and 22.0% Black non-Hispanic.



Performance Management Framework Outcomes

The school’s tiers on the Adult Education Performance Management Framework⁸ (AE PMF) are summarized in the table below. Carlos Rosario PCS has achieved Tier 1 status in every year that DC PCSB has scored the AE PMF. The details of the AE PMF can be found at the end of the report in Attachment A.

⁷ See Carlos Rosario PCS annual report, p. 6, attached to this report as Appendix B.

⁸ Please see the AE PMF scorecards attached as Appendix C.

Carlos Rosario PCS - PMF Outcomes		
2014-15	2015-16	2016-17
Tier 1	Tier 1	Tier 1

Prior Charter Reviews and Renewal

Carlos Rosario PCS underwent charter reviews in 2004 and 2009, with the DC PCSB Board voting to conditionally continue the school’s charter at its five-year review, and to fully continue the school at its ten-year review. In 2013, the DC PCSB Board voted to renew the school’s charter without conditions.

Five-Year Review

In January 2004, DC PCSB conducted a five-year review of Carlos Rosario PCS, and found that the school did not meet its nonacademic goals because it needed an outcome versus process measure for a goal related to students gaining life skills. Based on this, the DC PCSB Board voted to issue a Notice of Conditional Continuance to the school. In December 2004, the DC PCSB Board found that Carlos Rosario PCS had fulfilled these conditions and voted to fully continue the school.⁹

Ten-Year Review

In January 2009, DC PCSB conducted a ten-year review of Carlos Rosario PCS, and found that the school met the academic, non-academic, governance, compliance, and financial standards. In this charter review, DC PCSB recognized the strong performance of the school’s board, noting that it had “strategically and systemically fostered the growth of the school....”¹⁰ The Board also noted the School’s consistent compliance all categories and solid fiscal management processes. Based on this review, the DC PCSB Board voted to fully continue the school’s charter.

Charter Renewal

In SY 2012-13, Carlos Rosario PCS applied for DC PCSB to renew its charter, and DC PCSB determined that the school fully met its six goals.¹¹ At this time, Carlos Rosario PCS’s compliance and financial outcome were also assessed, and DC PCSB staff determined that the school had not materially violated applicable laws, that it had adhered to generally accepted accounting principles, that it had not engaged in a pattern of fiscal mismanagement, and that it was economically viable. Based on these findings, the DC PCSB Board voted to renew the school’s charter in January 2013.

⁹ See December 20, 2004 DC PCSB Board memorandum, attached to this report as Appendix D.

¹⁰ See Appendix E.

¹¹ See Carlos Rosario PCS fifteen-year renewal report, attached to this report as Appendix F.

SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires DC PCSB to review whether a school has met its goals and academic achievement expectations at least once every five years. Goals and academic achievement expectations are only considered as part of the review analysis if they were included in a school’s charter or charter amendment approved by the DC PCSB Board.

On January 22, 2018, Carlos Rosario PCS amended its Charter Agreement to adopt metrics and business rules for each of its charter goals.¹² Carlos Rosario PCS fully met all seven of its goals and academic achievement expectations.

The chart below summarizes DC PCSB’s determinations of whether the school met its goals and academic achievement expectations. These determinations are further detailed in the body of this report.

	Goals and Academic Expectations	Met?
1	<p>Progress: Adult Basic Skills</p> <p>The annual weighted average of students making one or more National Reporting System – Educational Functioning Levels (NRS-EFL) gains by the end of the program year on the Test of Adult Basic Education (TABE) and students gaining one or more grade level on the Supera will meet or exceed 60%.</p>	Met
2	<p>Progress: ESL</p> <p>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>	Met
3	<p>Achievement</p> <p>65% of GED test-takers will pass the official GED exam by the end of the program year.</p>	Met

¹² See Appendix G for the January 2018 charter amendment, including business rules for charter goals.

	Goals and Academic Expectations	Met?
4	<p>College and Career Readiness</p> <p>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.</p>	Met
5	<p>Leading Indicator</p> <p>a) 69% In-seat attendance b) 60% Retention rate</p>	Met
6	<p>Mission Specific Goal</p> <p>85% of Citizenship students will pass the naturalization exam.</p>	Met
7	<p>Mission Specific Goal</p> <p>75% of ESL students will pass the CR Technology Test.</p>	Met

Goal 1: Progress: Adult Basic Skills

The annual weighted average of students making one or more National Reporting System – Educational Functioning Levels (NRS-EFL) gains by the end of the program year on the Test of Adult Basic Education (TABE) and students gaining one or more grade level on the Supera will meet or exceed 60%.

Assessment: **Carlos Rosario PCS met this goal**, meeting the target each of the last four years.

The school measures student progress in its English ABE program using the Tests of Adult Basic Education (TABE) assessment, which measures NRS-EFL gains. Each year between 30 and 60 students (of roughly 2000) are progressing in the English language assessments designed to measure adult basic education.

The school measures student progress in its Spanish ABE program using the Supera assessment,¹³ the Spanish-language version of the TerraNova assessment series. This assessment does not align to the NRS-EFL as it is not designed for adult learners. However, there is currently no NRS-approved test to measure progress in Spanish for Spanish-speakers. The school tracks student progress on this assessment by indicating students who have demonstrated one or more grade levels of growth in language. As shown in the table below, between 125-170 students are Spanish-speakers who are learning Spanish literacy.

Results of both assessments are shown below:

Student Progress: Adult Basic Skills					
Goal	Year	2013-14	2014-15	2015-16	2016-17
The annual weighted average of students making one or more National Reporting System – Educational Functioning Levels (NRS-EFL) gains by the end of the program year on the Test of Adult Basic Education (TABE) and students gaining one or more grade level on the Supera will meet or exceed 60%.	TABE	70.8%	73.6%	49.1%	73.5%
	<i>n-size</i>	48	53	57	34
	Supera	75.6%	78.9%	75.6%	78.0%
	<i>n-size</i>	168	142	127	141
	Target Met?	Yes. 74.5% of students met this target.	Yes. 77.4% of students met this target.	Yes. 67.4% of students met this target.	Yes. 77.1% of students met this target.

¹³ Per the January 2018 amendment, this assessment will change for 17-18 and beyond.

Goal 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.

Assessment: **Carlos Rosario PCS met this goal**, meeting the target and demonstrating improvement in each of the last four years.

Carlos Rosario PCS has had over 70% of its eligible ESL students gain at least one EFL during a program year.¹⁴

Student Progress: ESL					
Goal	Year	2013-14	2014-15	2015-16	2016-17
70% of pre- and post-testing English language learners will make one or more NRS-EFL gains by the end of the program year.	Target Met?	Yes. 70.6% of students met this target.	Yes. 71.0% of students met this target.	Yes. 73.2% of students met this target.	Yes. 76.3% of students met this target.
	<i>n-size</i>	1789	1630	1726	1732

Goal 3: Achievement

65% of GED test-takers will pass the official GED exam by the end of the program year.

Assessment: **Carlos Rosario PCS met this goal**, meeting the target in the three years that the school had the minimum number of test takers to create a valid score. While the school did meet the minimum n-size to measure this goal in SY 2014-15, this was the first school year that students took an updated version of the GED, newly aligned with Common Core standards. Across the country, GED test participation and passage rates dropped in SY 2014-15. To account for this shift in standards, the goal was not measured for SY 2014-15. In SY 2016-17, 96.7% of students at the school who attempted a secondary diploma earned the GED, the highest rate in the charter sector.

¹⁴ Carlos Rosario PCS has not adopted the AE PMF as its goals and academic achievement expectations. However, this goal includes the same rosters and assessment scores from the ESL measure on the AE PMF from each of the respective program years, but follows the business rules used for the ESL measure on AE PMF in SY 2013-14 2013-2014 Performance Management Framework Guidelines and Technical Guide, available at <http://www.dcpccb.org/performance-management-framework-pmf>.

Student Achievement: GED					
Goal	Year	2013-14	2014-15	2015-16	2016-17
65% of GED test-takers will pass the official GED exam by the end of the program year.	Target Met?	Yes. 77.1% of students met this target.	N/A	Yes. 91.2% of students met this target.	Yes. 96.2% of students met this target.
	<i>n-size</i>	83	<i>n < 10</i>	34	26

Goal 4: 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.

Assessment: Carlos Rosario PCS met this goal, meeting the target in each of the three goal components for each of the last four years.

- a) The school exceeded its target percentage of students passing industry certification tests in each of the past four years, and the school’s rate also improved each year. The National Nurse Aide Assessment Program (NNAAP) and CompTIA A+ Certification (A+) are both recognized as high-level certifications on the AE PMF for including “rigorous assessments and requirements and that leads to higher wages in a high-demand field.”¹⁵ Students in the Culinary Arts program at the school pursue the ServSafe certification as an industry credential.

College and Career Readiness: Industry Certifications					
Goal	Year	2013-14	2014-15	2015-16	2016-17
a) 70% of students will pass industry certification tests.	A+	N/A	N/A	95.5%	100%
	<i>n-size</i>	<i>n < 10</i>	<i>n < 10</i>	22	10
	NNAAP	72.4%	82.1%	100.0%	97.3%
	<i>n-size</i>	29	28	32	37
	ServSafe	95.0%	93.3%	90.8%	98.1%
	<i>n-size</i>	21	45	65	53
	Weighted Average	84.4%	87.5%	94.1%	98.0%

¹⁵ 2016-17 Performance Management Framework Policy & Technical Guide (pp. 89), publicly available at: <http://www.dcpsb.org/performance-management-framework-pmf>

- b)** The school exceeded its target for the Entered Workforce or Entered Postsecondary measure by over 20 percentage points in each year of the review period and had the highest rate in the charter sector in SY 2015-16. This measure captures the percentage of students without a job when they entered the school who are employed in the first quarter after the quarter of exit from the adult education program or enrolled in a postsecondary school or training program before the end of the program year.

College and Career Readiness: Entered Workforce or Entered Postsecondary					
Goal	Year	2013-14	2014-15	2015-16	2016-17
b) 49% of exiting students will enter the workforce or enter into post-secondary education.	Rate	73.7%	76.5%	81.0%	75.9%
	<i>Response Rate</i>	<i>50.0%</i>	<i>79.7%</i>	<i>57.8%</i>	<i>78.9%</i>

- c)** This measure captures the percentage of students entering an adult education school with a job who are still employed in the third quarter after the quarter of exit from the adult education program or who entered postsecondary education or training before the end of the program year.

College and Career Readiness: Retained Workforce or Entered Postsecondary					
Goal	Year	2013-14	2014-15	2015-16	2016-17
c) 59% of exiting students retain employment or enter post-secondary education.	Rate	60.7%	87.8%	85.6%	91.7%
	<i>Response Rate</i>	<i>50.9%</i>	<i>52.8%</i>	<i>60.1%</i>	<i>70.3%</i>

Goal 5: Leading Indicator

- a) 69% In-seat attendance
- b) 60% Retention rate

Assessment: **Carlos Rosario PCS met this goal**, meeting the target for both leading indicators in each of the last four years.

To measure attendance, DC PCSB measures In-Seat Attendance (ISA). DC PCSB considers ISA an indicator of a school's climate. The ISA for Carlos Rosario PCS has been above the charter average for adult education schools in each year of the review period, and its rate of 72.3% was the highest among adult education schools in SY 2016-17.

Leading Indicator: In-Seat Attendance					
Goal	Year	2013-14	2014-15	2015-16	2016-17
a) 69% In-seat attendance	Rate	76.4%	74.1%	74.2%	72.3%

A school's retention rate measures the percentage of students who stay at an adult education school long enough to complete a single cycle of instruction. The school's retention rate exceeded the goal for each of the last four years, though it has been steadily declining.

Leading Indicator: Retention Rate					
Goal	Year	2013-14	2014-15	2015-16	2016-17
b) 60% Retention Rate	Rate	84.6%	79.7%	78.3%	71.5%

Goal 6: Mission Specific Goal

85% of Citizenship students will pass the naturalization exam.

Assessment: **Carlos Rosario PCS met this goal**, exceeding the target with a 100% passage rate in each of the last four years.

Mission-Specific: Citizenship					
Goal	Year	2013-14	2014-15	2015-16	2016-17
85% of Citizenship students will pass the naturalization exam.	Target Met?	N/A	Yes. 100% of students met this target.	Yes. 100% of students met this target.	Yes. 100% of students met this target.
	<i>n-size</i>	<10	22	12	10

Goal 7: Mission Specific Goal

75% of ESL students will pass the CR Technology Test.

Assessment: **Carlos Rosario PCS met this goal**, meeting the target in each of the last four years. This test is given to test students’ technology skills. The passage rate has declined for each of the last four years, but the school still exceeded its 75.0% target by over 10 percentage points in SY 2016-17.

Mission-Specific: Technology Test					
Goal	Year	2013-14	2014-15	2015-16	2016-17
75% of ESL students will pass the CR Technology Test.	Target Met?	Yes. 94.1% of students met this target.	Yes. 89.7% of students met this target.	Yes. 85.7% of students met this target.	Yes. 85.6% of students met this target.
	<i>n-size</i>	2,321	1,506	1,569	1,649

Qualitative Site Review Outcomes

DC PCSB conducts Qualitative Site Reviews (QSRs) of charter schools to observe qualitative evidence of the extent to which the school is meeting its mission and goals, as well as to assess classroom environments and quality of instruction. DC PCSB conducted a QSR of Carlos Rosario PCS in spring 2016, in anticipation of this charter review.¹⁶

DC PCSB reviewers observed strong evidence that Carlos Rosario PCS is meeting its mission:

The overall tone of the school conveyed respect for learning and a seriousness about the content.... The positive relationships between students and teachers encouraged students to participate and practice their English.... The language lessons were focused on specific language objectives that were met through a variety of whole group, small group and individual settings with opportunities for students to engage in reading, writing, listening, and speaking.¹⁷

In QSRs, each observed classroom is assigned an Unsatisfactory, Basic, Proficient, or Distinguished rating in classroom environment¹⁸ and instruction.¹⁹ The following table details the percentage of classrooms at the school that were rated proficient or distinguished in each domain. In Carlos Rosario PCS's QSR report, DC PCSB commended the school for its performance related to classroom environment, noting that "the vast majority of interactions between students and teachers were highly respectful, students were celebrated as individuals, and student behavior was appropriate."²⁰

2016-17 QSR Outcomes: % of Classrooms Rated Proficient or Distinguished in the Domain	
Classroom Environment	Instruction
94%	79%

¹⁶ See May 2016 QSR Report of Carlos Rosario PCS, attached to this report as Appendix H.

¹⁷ See Appendix H, p. 4.

¹⁸ To assess classroom environment, DC PCSB observes whether teachers (a) create an environment of respect and rapport; (b) establish a culture for learning; (c) manage classroom procedures; and (d) manage student behavior

¹⁹ To assess instruction, DC PCSB observes how teachers (a) communicate with students; (b) use questioning/prompts and discussion techniques; (c) engage students in learning; and (d) use assessment for instruction.

²⁰ See Appendix H, p. 2.

From SY 2014-15 to SY 2016-17, DC PCSB conducted QSRs of eight adult education schools. The average percentage of observations receiving distinguished or proficient in the Classroom Environment domain was 90% and the average for the Instruction domain was 73%. Carlos Rosario PCS was slightly above average in both domains.

SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires DC PCSB to determine at least once every five years whether a school has “committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities.”²¹ The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below table discusses the school’s compliance with various requirements from 2013-14 to the time of this report’s publication.

Compliance Item	Description	School’s Compliance Status 2013-14 to Present²²
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2013-14
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process ²³ and the school must distribute such policies to students and parents.	Compliant since 2013-14
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. ²⁴ To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations. 	Compliant since 2013-14
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school’s employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2013-14

²¹ D.C. Code § 38.1802.12(c).

²² See Compliance Reports, attached to this report as Appendix I.

²³ See *Goss v. Lopez*, 419 U.S. 565 (1975).

²⁴ D.C. Code § 38.1802.04(c)(4)(A).

Compliance Item	Description	School's Compliance Status 2013-14 to Present²²
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2013-14
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2013-14
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2013-14
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since 2013-14

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

For SY 2015-16, DC PCSB staff found the school to be in compliance with the Procurement Contract Submission Policy. For SYs 2013-14 and 2014-15, the school did not submit all contract documents. However, these contracts were entered into before DC PCSB implemented the current version of the Procurement Contract Submission Policy and it would be impractical for the school to submit these contracts at this time.

SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY

INTRODUCTION

The SRA requires DC PCSB to revoke a school's charter if DC PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.²⁵

The results of DC PCSB's review of Carlos Rosario PCS's financial records are presented below.

SUMMARY OF FINDINGS

Carlos Rosario PCS appears to have adequate financial performance and internal controls and has complied with GAAP, has not engaged in a pattern of fiscal mismanagement, and is economically viable.

Carlos Rosario PCS's first year of operation was fiscal year (FY) 1999. The data examined as a part of this review includes the last five years of audited financial data, FY 2012 through FY 2016. During this period, both enrollment and total revenues grew by 11%. At the same time, the school maintained cash balances and primary reserves in excess of DC PCSB targets. Carlos Rosario PCS has exhibited adequate financial performance, and indicators of economic viability are positive. The school does not warrant any concerns for economic viability or fiscal mismanagement based on the information currently available to DC PCSB.

FINANCIAL OVERVIEW

The following table provides an overview of Carlos Rosario PCS's financial information over the school's last five years of operations. Between FY 2012 and FY 2016, both enrollment and revenue grew by 11%. During the same period, the school held high levels of unrestricted cash and built its net asset position to nearly \$27 million. Overall, the school appears financially strong.

²⁵ See D.C. Code § 38-1802.13(b).

Financial Highlights (\$ in 000s)²⁶					
	2012	2013	2014	2015	2016
Enrollment Ceiling²⁷	1750	1950	1,950	1,950	1,950
Audited Enrollment	1,808	1,940	1,983	1,973	2,011
Total Revenue	\$22,753	\$18,563	\$21,690	\$24,712	\$25,292
Surplus/(Deficit)²⁸	\$6,602	\$2,864	(\$923)	\$360	(\$900)
Unrestricted Cash Balances	\$7,163	\$13,227	\$17,663	\$19,736	\$19,132
Number of Days of Cash on Hand²⁹	172	330	317	334	299
Net Asset Position³⁰	\$19,674	\$27,877	\$27,455	\$27,814	\$26,914
Primary Reserve Ratio³¹	121%	174%	121%	114%	103%

FISCAL MANAGEMENT

Overall fiscal management considers the school's liquidity, debt burden, cost management, and internal controls. Together, these factors reflect the effectiveness of school leaders and the school's board in managing school finances. The school has an adequate ability to service its debt and has shown evidence that operating costs are effectively managed and that it has a sufficient internal control environment. These areas are discussed further below.

Liquidity

Liquidity refers to the school's ability to meet its financial obligations, particularly in the short term. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school's viability. Two indicators of a school's liquidity are its current ratio³² and its days of cash on hand. The current ratio measures a school's financial resources available to meet short-term obligations (i.e., those obligations due in the following 12 months). When the current ratio is less than one, the school's ability to meet these obligations is in doubt; we consider a current ratio of greater than 1.0 the "target" of acceptable performance. A current ratio below 0.7 raises concern about the school's liquidity; we consider this the "floor" of acceptable performance. The second measure, days of cash on hand, reflects a school's ability to satisfy its financial obligations using only existing cash balances (in the event of unexpected cash delays). Typically, 45

²⁶ Beginning in FY 2013, financial data is based on the consolidated statements of Carlos Rosario PCS, Community Capital Corporation (CCC), and Community Capital Corporation-Sonia Gutierrez Campus (CCC-SGC).

²⁷ Enrollment Ceiling represents the largest possible number of students for which the school may receive public funding. It may be higher than the school's targeted or budgeted enrollment, but provides a good proxy for the school's enrollment expectations over time.

²⁸ Surplus / (Deficit) is total revenue minus total expenses.

²⁹ Number of Days of Cash on Hand equals unrestricted cash and cash equivalents divided by daily operating expenses (which equals annual operating expenses divided by 365 days). It is a measure of the school's ability to pay debts and claims as they come due.

³⁰ Net Asset Position equals total assets minus total liabilities.

³¹ Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.

³² A school's current ratio is its current assets divided by current liabilities.

days of cash or more is recommended; we consider this the target. Less than 15 days of cash is a liquidity concern; we consider this the floor of acceptable performance.

While Carlos Rosario PCS’s current ratio and number of days of cash on hand have varied over the period under review, they have consistently been above DC PCSB targets.

Liquidity							
	Floor	Target	2012	2013	2014	2015	2016
Current Ratio	<0.7	>1.0	10.5	4.8	5.9	4.2	6.4
Number of Days of Cash on Hand	<15	>45	172	330	317	334	299

An additional measure of liquidity is solvency,³³ the school’s ability to pay outstanding obligations, including amounts due to vendors, employees, and lenders, if the school’s charter is revoked. DC PCSB reviewed Carlos Rosario PCS’s 2016 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close Carlos Rosario PCS, the school should have sufficient ability to meet its obligations.

Debt Burden

As part of the evaluation of a school’s long-term viability, DC PCSB considers a school’s debt burden. DC PCSB reviews two debt ratios – the debt ratio³⁴ and the debt service coverage ratio.³⁵ The debt ratio measures how leveraged a school is, or the extent to which a school relies on borrowed funds to finance its operations. A ratio greater than 0.90 is a cause for concern (the floor for this metric); a ratio below 0.50 is a signal of financial strength (the target). The debt service coverage ratio is a measure of surplus available for debt servicing to interest and principal; a low ratio indicates a school’s inability to service its debt. For this metric, a ratio less than 1.0 is a cause for concern (the floor) and a ratio above 1.2 is a sign of strength (the target).

Carlos Rosario PCS’s debt ratio has been at acceptable levels in all years under review and the school’s debt service coverage ratio in FY 2016 was above the DC PCSB target.

Debt Burden							
	Floor	Target	2012	2013	2014	2015	2016
Debt Ratio	>0.90	<0.50	0.16	0.57	0.55	0.55	0.54
Debt Service Coverage Ratio	<1.0	>1.2	<i>N/A-metric introduced in FY16</i>				1.4

³³ Solvency equals unrestricted cash plus receivables with a high probability of collection, minus liabilities and closure expenses.

³⁴ Debt Ratio equals the total liabilities divided by the total assets.

³⁵ Debt Service Coverage Ratio equals Earnings Before Interest, Depreciation, and Amortization divided by the sum of scheduled principal payments and interest paid (not including balloon payments).

Cost Management

The following table provides an overview of the school's spending decisions over the past five years. Since FY 2012, expenses have grown 62%, mostly in personnel salaries and benefits, which reflects an investment in human capital. Carlos Rosario PCS's occupancy expenses have historically been higher than the charter school median, primarily due to depreciation and amortization.

Cost Management (\$ in 000s)					
	2012	2013	2014	2015	2016
Salaries and Benefits	\$9,524	\$10,203	\$13,215	\$14,933	\$16,118
Direct Student Costs	\$592	\$692	\$693	\$709	\$766
Occupancy Expenses³⁶	\$4,139	\$3,126	\$5,556	\$5,236	\$5,090
General Expenses³⁷	\$1,954	\$2,043	\$3,311	\$3,625	\$4,281

As a Percent of Expenses						
	2012	2013	2014	2015	2016	FY16 Sector Median
Salaries and Benefits	59%	64%	58%	61%	61%	61%
Direct Student Costs	4%	4%	3%	3%	3%	11%
Occupancy Expenses	26%	19%	24%	21%	19%	16%
General Expenses	12%	13%	15%	15%	16%	11%

Internal Controls

At the highest level, internal controls are processes assuring achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations, and policies.

Audits of Carlos Rosario PCS establish that the school has adhered to GAAP. The school's auditors issued unmodified audit opinions for all years under review and there were no material weaknesses or other findings identified. Carlos Rosario PCS appears to have an adequate internal control environment.

³⁶ All depreciation and amortization expenses were included in occupancy expenses from FY 2013 through FY 2016, because most of the school's fixed assets were leasehold improvements.

³⁷ DC PCSB has worked with the Financial Oversight Task Force to revise definitions of cost categories, including combining Office Expenses and General Expenses beginning in FY 2016. Other category definitions have also changed over time.

Internal Controls					
	Audit Year				
	2012	2013	2014	2015	2016
<p>Modified Statement Opinion. The auditor issues an opinion letter on the basic financial statements. An <i>unmodified</i> opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be <i>modified, adverse, or disclaimed</i>.</p>	No	No	No	No	No
<p>Material Weakness. A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented, or detected and corrected in a timely manner.</p>	No	No	No	No	No
<p>Statement Non-Compliance. The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.</p>	No	No	No	No	No
<p>Modified Program Opinion (Uniform Guidance). When expenditures of federal funds are greater than \$750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major federal programs. A <i>modified opinion</i> indicates instances of noncompliance.</p>	N/A	N/A	N/A	N/A	N/A
<p>Program Material Weakness (Uniform Guidance). In planning and performing the audit of major federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material noncompliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.</p>	N/A	N/A	N/A	N/A	N/A
<p>Findings & Questioned Costs. The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.</p>	0	0	0	0	0
<p>Unresolved Prior Year Findings. The auditor discloses prior year audit findings that have not been corrected.</p>	No	No	No	No	No
<p>Going-Concern Issue. The auditor indicates that the financial strength of the school is questioned.</p>	No	No	No	No	No
<p>Debt-Compliance Issue. The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.</p>	No	No	No	No	No

ECONOMIC VIABILITY

Measures of economic sustainability include earnings and cash flows, reserves, and trends in both enrollment and revenue. Together, these measures assess the risk that the school will not be able to continue operations. The first set of indicators address earnings and cash flow, specifically the school’s “operating results”—how much its total annual revenues exceed its total annual expenditures—and earnings before depreciation and amortization (EBDA).³⁸ In general, DC PCSB recommends that a school have positive annual operating results and cash flows; we do not set a target for these ratios.

Carlos Rosario PCS generated deficits in two of the five years under review. Because the deficits are a tiny fraction of the school’s net assets, they are not a source of concern. Moreover, EBDA, which removes large non-cash elements of the income statement, was positive.

(\$ in 000s)	Floor	2012	2013	2014	2015	2016
Surplus/(Deficit)	<0	\$6,602	\$2,864	(\$923)	\$360	(\$900)
Earnings before Depreciation and Amortization	<0	\$7,605	\$4,325	\$1,520	\$3,329	\$2,001

Additional measures of economic viability include the school’s net asset position and primary reserve ratio. DC PCSB would be concerned with net asset reserves below zero, but we do not set a target for this ratio. We expect that schools accrue reserves greater than or equal to 25% of operating expenditures; we are concerned when schools accrue reserves below 0% of operating expenditures.

Carlos Rosario PCS’s net asset position is nearly \$27 million and its primary reserve ratio is 103%, both above DC PCSB recommendations. This financial strength will allow the school to withstand variability in operating results.

(\$ in 000s)	Floor	Target	2012	2013	2014	2015	2016
Net Asset Position	<0	N/A	\$19,674	\$27,877	\$27,455	\$27,814	\$26,914
Primary Reserve Ratio	<0	>25%	121%	174%	121%	114%	103%

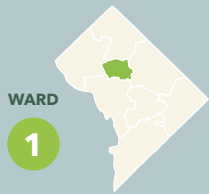
The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about the school’s ability to attract students and receive DC and federal funds for operations. Stable or growing enrollment and revenue indicate that the school is likely to remain financially stable, barring any extraordinary circumstances. Declining enrollment, however, may be cause for concern.

³⁸EBDA is the change in net assets plus depreciation and amortization.

Carlos Rosario PCS’s enrollment has been stable in the years under review. It is likely that the school will be able to continue to attract students, serve the community, and maintain strong revenues.

Enrollment over Time						
	2012	2013	2014	2015	2016	2017
Enrollment	1,808	1,940	1,983	1,973	2,011	2,121
Growth in Enrollment	3%	7%	2%	(1%)	2%	5%
Growth in Revenues	36%	(18%)	17%	14%	2%	N/A

Attachment A



Carlos Rosario International PCS

1100 Harvard Street NW
514 V Street NE
Washington, DC

202-797-4700
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www.carlosrosario.org

TIER

- ▶ **1 High Performing**
- 2 Mid Performing**
- 3 Low Performing**

School Profile (2015-16)

Board Chair

Patricia Sosa

Executive Director & CEO

Allison R. Kokkoros

Grades Served

Serves ages 16 and older.

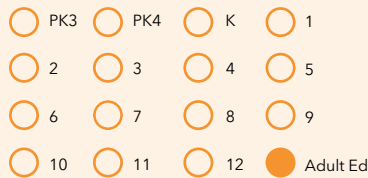
● Current Grades ● Future Grades

Principal

HollyAnn Freso-Moore
Karen Rivas

First School Year

1998-99

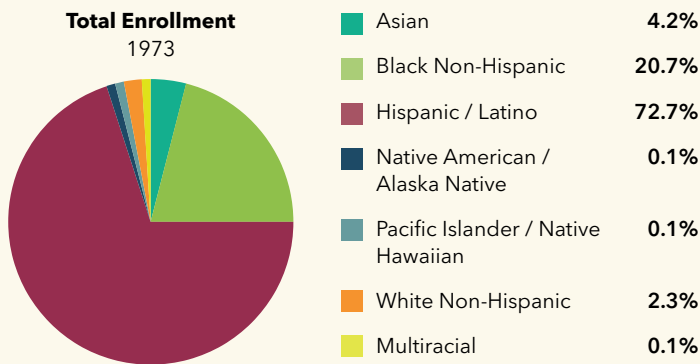


Adult Education Tier Explanations

- 1 High Performing**
(At least 65.0% in all indicators)
- 2 Mid Performing**
(At least 35.0% in all indicators)
- 3 Low Performing**
(34.9% or below in any indicators)

For schools serving adult populations, DC PCSB has implemented the **Adult Education Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers:
Tier 1 schools meet standards of high performance
Tier 2 schools fall short of high performance standards but meet minimum overall performance standards
Tier 3 schools fall significantly short of high performance in one or more indicators, showing inadequate performance

Student Demographics (2014-15)



English Language Learner
75.8%*

Special Education
0.0%*

*Includes only students under the age of 22, per state funding requirements

A Note from the School

The mission of the Carlos Rosario International PCS 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. Throughout its history, the Carlos Rosario School has improved the lives of tens of thousands of adult learners by investing in and supporting their journeys to achieve their dreams. Our education model combines adult education with life skills programs and support services. English as a Second Language instruction is embedded in life and technology skills, health education, parenting, civics, and workforce training.

Carlos Rosario International PCS

2015 School Performance Report

(2014–15)

Adult Education



Weighted Score

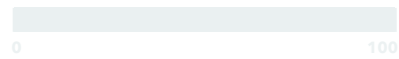
Student Progress: Improvement of One or More Levels

81.3%

Adult Basic Education (ABE) Performance

Weighted ABE Score **75.3%**

ABE Level 1
n<10*



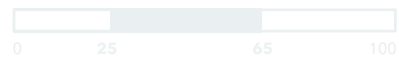
ABE Level 2
27 students



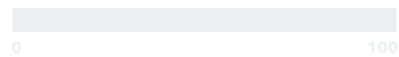
ABE Level 3
19 students



ABE Level 4
n<10*



ABE Level 5
N/A



*Levels with results less than 10 students are not displayed but still included in the final score.

**ESL Level 6 is displayed but not included in the overall score.

English as a Second Language (ESL) Performance

Weighted ESL Score **81.5%**

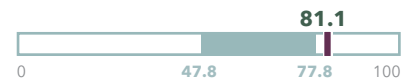
ESL Level 1
36 students



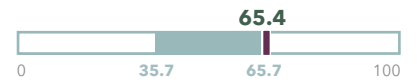
ESL Level 2
78 students



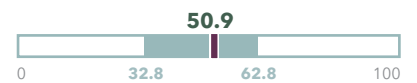
ESL Level 3
285 students



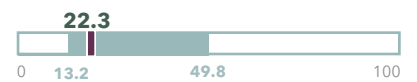
ESL Level 4
384 students



ESL Level 5
462 students



ESL Level 6**
385 students



Student Achievement: GED or NEDP Attainment **

N/A

Obtained Secondary Credential

Fewer than ten students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

100.0%

Entered Employment or Entered Postsecondary

196 students responded to the survey, Survey Response Rate: 79.7%***



Retained Employment or Entered Postsecondary

525 students responded to the survey, Survey Response Rate: 52.8%***



Entered Postsecondary (Prior Program Year)

N/A



Leading Indicators: Predictors of Future Student Progress and Achievement

100.0%

Attendance



Retention

Percent of students who are enrolled at the school who took both an academic pre-test and post-test



TIER 1

Carlos Rosario International PCS

2015 School Performance Report

(2014–15)

Adult Education



Mission Specific Goals: Progress on programming unique to the school's mission

Certification

Percent of students with pre and post test results gaining one grade level or better in Reading on the Supera assessment



Certification

Percent of exiting students enrolled in ServSafe course earning a ServSafe certificate



School Specific Assessment

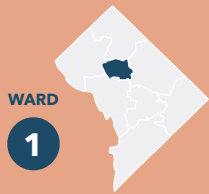
Percent of students scoring a 70% or higher on the Carlos Rosario Technology assessment



**General Education Development (GED) or National External Diploma Program (NEDP).

***Percent of students successfully contacted via Career and College Readiness Surveys by the school.

For a more detailed explanation of the indicators, see our technical guide.



Carlos Rosario International PCS

514 V Street NE
1100 Harvard Street NW
Washington, DC 20009

202-797-4700
www.carlosrosario.org

	TIER
2016	1
2015	1

School Profile (2016–17)

Board Chair

Patricia Sosa

CEO

Allison R. Kokkoros

Programs Offered

Day and Evening classes

- Nurse’s Aide for ELLs
- Culinary Arts for ELLs
- IT Certification for ELLs
- ESL & Citizenship

Principals

HollyAnn Fresno-Moore
Karen Rivas

First School Year

1998-99

Diplomas Offered

- English GED for ELLs
- Spanish GED

Ages Served

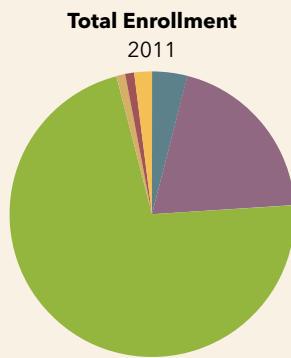
Serves ages 16 and older

Adult Education Tier Explanations

- 1 High Performing**
(At least 65.0% in all categories)
- 2 Mid Performing**
(At least 35.0% in all categories)
- 3 Low Performing**
(34.9% or below in any categories)

For schools serving adult populations, DC PCSB uses the **Adult Education Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards **Tier 3** schools fall significantly short of high performance in one or more category, showing inadequate performance.

Student Demographics (2015–16)



Asian	4.2%
Black Non-Hispanic	20.7%
Hispanic / Latino	72.9%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.1%
White Non-Hispanic	2.0%
Multiracial	0.0%

A Note from the School

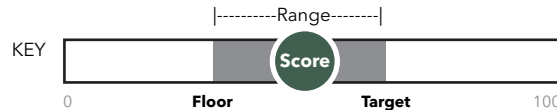
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Carlos Rosario International PCS

2016 School Quality Report

(2015–16)

Adult Education



Weighted Score

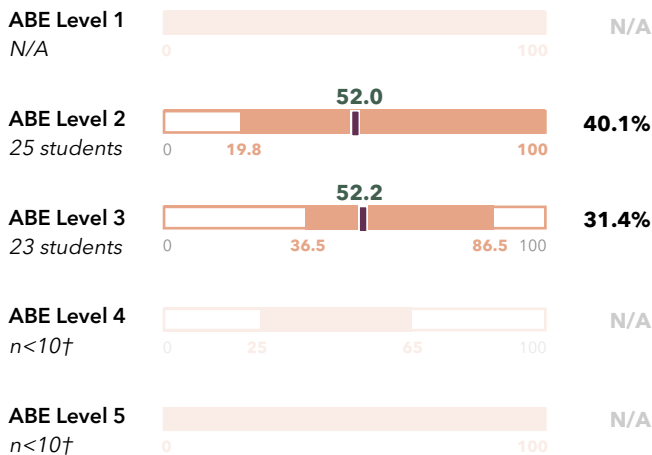
Student Progress: Improvement of One or More NRS* Levels

74.6%

Adult Basic Education (ABE) Performance

Weighted ABE Score: 34.6%

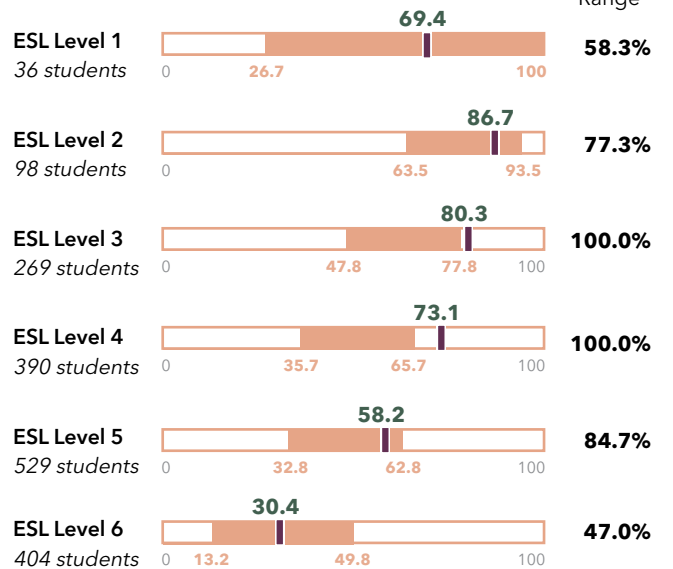
Percent of Range



English as a Second Language (ESL) Performance

Weighted ESL Score: 80.8%

Percent of Range



* National Reporting System

† Levels with results less than 10 students are not displayed but still included in the final score.

Student Achievement: GED or NEDP Attainment **

94.4%

Obtained Secondary Credential

36 students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

100.0%

Entered Employment or Entered Postsecondary

63 students responded to the survey, Survey Response Rate: 57.8%†



Retained Employment or Entered Postsecondary

367 students responded to the survey, Survey Response Rate: 60.1%†



Entered Postsecondary (Prior Program Year)

N/A



Leading Indicators: Predictors of Future Student Progress and Achievement

100.0%

Attendance

In-seat attendance



Retention

Percent of students who were enrolled at the school who took both an academic pre-test and post-test



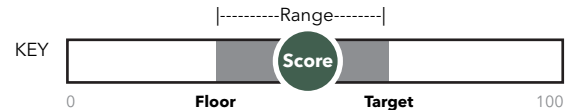
TIER 1

Carlos Rosario International PCS

2016 School Quality Report

(2015–16)

Adult Education



Mission Specific Goals: Progress on programming unique to the school's mission

ServSafe Certification

Percentage of students in the Culinary Arts Program who earn the ServSafe Certification by the end of the school year



Supera Certification

Percentage of students enrolled in GED 100 and 200 courses in the fall who advance one grade level in lectura (reading) by the end of the year, as a measure by the Supera test



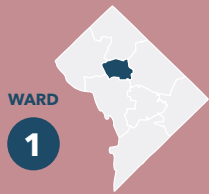
School Specific Technology Assessment

Percentage of ESL students who earn a passing score on the Carlos Rosario PCS Technology Test



**General Education Development (GED) or National External Diploma Program (NEDP).

‡ Percent of students successfully contacted via Career and College Readiness Surveys by the school.

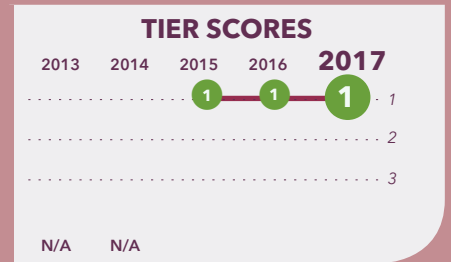


WARD
1

Carlos Rosario International PCS

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www.carlosrosario.org



School Profile (2017–18)

Board Chair

Patricia Sosa

CEO

Allison R. Kokkoros

Programs Offered

Day and evening classes

- Nurse’s Aide for ELLs
- Culinary Arts for ELLs
- IT Certification for ELLs
- ESL & Citizenship

Ages Served

Serves ages 16 and older

First School Year

1998–99

Diplomas Offered

- English GED for ELLs
- Spanish GED

Adult Education Tier Explanations

- 1 High Performing**
- 2 Mid Performing**
- 3 Low Performing**

For schools serving adult populations, DC PCSB uses the **Adult Education Performance Management Framework (PMF)** to assess school-wide academic performance.

Schools are rated by tiers:

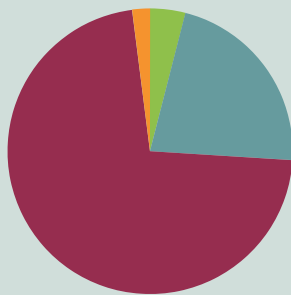
Tier 1 schools meet at least 65.0% in all categories.

Tier 2 schools meet at least 35.0% on 3 out of 4 categories and not less than 20.0% on the fourth category.

Tier 3 schools do not meet 35.0% in more than one category and less than 20.0% in one.

Student Demographics (2016–17)

Total Enrollment
2064



Asian	4.1%
Black Non-Hispanic	22.0%
Hispanic / Latino	71.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	2.0%
Multiracial	0.0%

A Note from the School

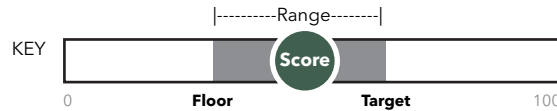
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Carlos Rosario International PCS

2017 School Quality Report

(2016–17)

Adult Education



Weighted Score

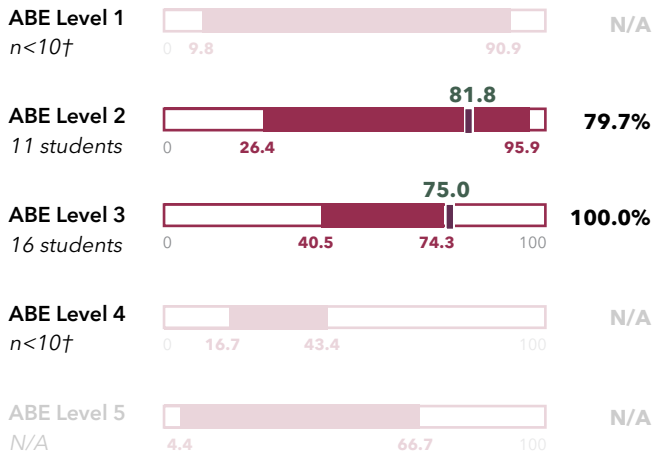
Student Progress: Improvement of One or More National Reporting System (NRS) Levels

78.7%

Adult Basic Education (ABE) Performance

Weighted ABE Score: 85.3%

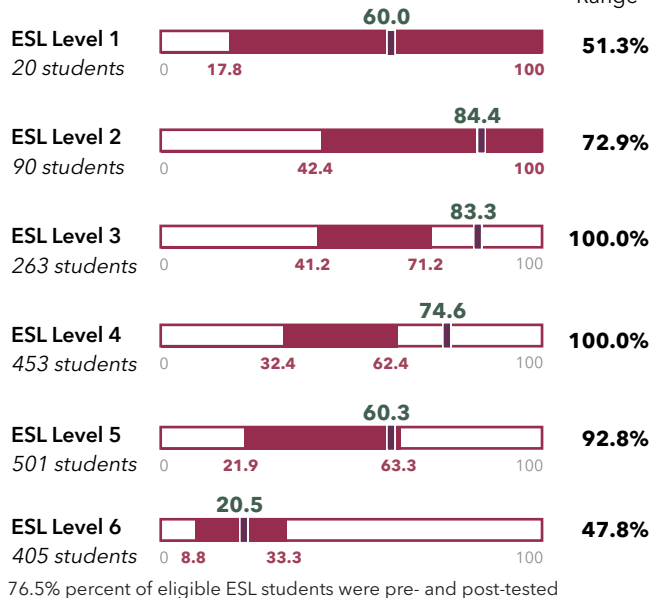
Percent of Range



English as a Second Language (ESL) Performance

Weighted ESL Score: 83.7%

Percent of Range



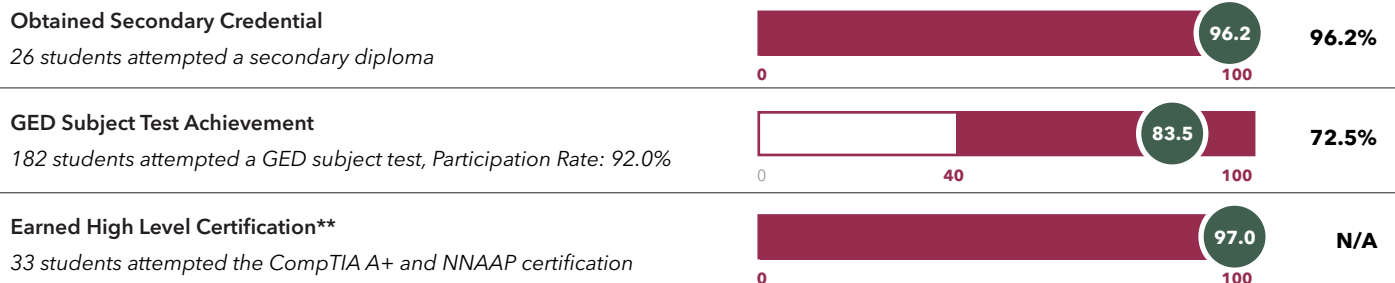
† Levels with results less than 10 students are not displayed but are still included in the final score.

55.7% percent of eligible ABE students were pre- and post-tested

76.5% percent of eligible ESL students were pre- and post-tested

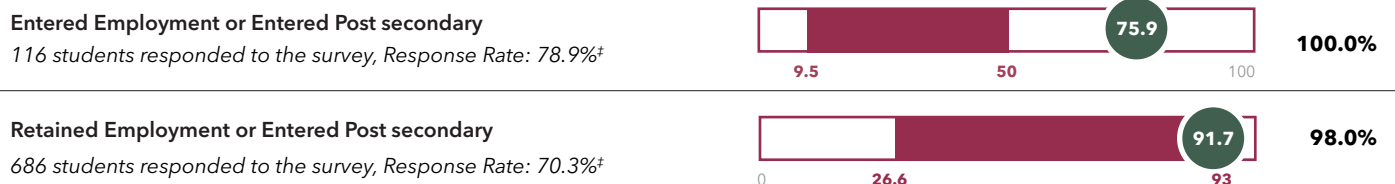
Student Achievement: GED or NEDP Attainment *

77.5%



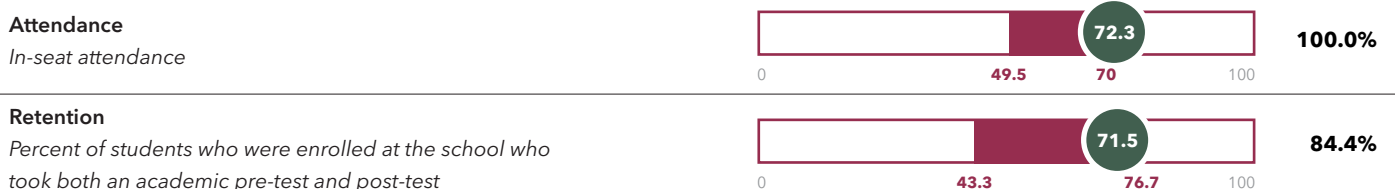
College and Career Readiness: Employment and Postsecondary Outcomes†

98.3%



Leading Indicators: Predictors of Future Student Progress and Achievement

92.3%



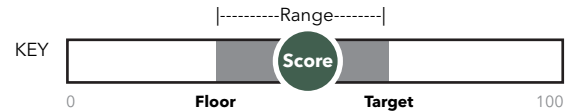
TIER 1

Carlos Rosario International PCS

2017 School Quality Report

(2016–17)

Adult Education



Mission Specific Goals: Progress on programming unique to the school's mission

Certification

Percentage of students in the Culinary Arts Program who earn the ServSafe Certification by the end of the school year



Certification

Percentage of students enrolled in GED 100 and 200 courses in the fall who advance one grade level in lectura (reading) by the end of the year, as a measure by the Supera test



School Specific Assessment

Percentage of ESL students who earn a passing score on the Carlos Rosario PCS Technology Test



* General Educational Development (GED) or National External Diploma Program (NEDP).

** A high level certification is an industry-recognized career and technical education (CTE) certification that includes rigorous assessments and requirements and leads to higher wages in a high-demand field. This measure is displayed only for 2016-17.

† 6.1 percent of exiting students are estimated to be out of the labor force and therefore not included in College and Career Readiness measures or response rates.

‡ Percent of students successfully contacted via Career and College Readiness Surveys by the school.

Carlos Rosario PCS Review Report

Appendix

- A. Charter Agreement
- B. 2015-16 Annual Report
- C. PMF Scorecards
- D. December 20, 2004 board memorandum
- E. 10-Year Charter Review
- F. Renewal Report
- G. Charter Amendment
- H. Qualitative Site Review
- I. Compliance reports

Appendix A

CHARTER SCHOOL RENEWAL AGREEMENT

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

CARLOS ROSARIO INTERNATIONAL
PUBLIC CHARTER SCHOOL

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CHARTER SCHOOL RENEWAL AGREEMENT

This CHARTER SCHOOL RENEWAL AGREEMENT (this “**Agreement**”) is effective as of July 1, 2013 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (“**PCSB**”) and CARLOS ROSARIO INTERNATIONAL PUBLIC CHARTER SCHOOL, a District of Columbia nonprofit corporation (the “**School Corporation**”).

RECITALS

WHEREAS, pursuant to the Congressionally-enacted District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the “**Act**”), PCSB has authority to charter, monitor, oversee, and approve amendments, renew and/or revoke charters of School Corporations in a manner consistent with the letter and intent of the Act;

WHEREAS, PCSB granted a charter to the Trustees of Carlos Rosario International Public Charter School for the establishment of a public charter school, effective on September 4, 1998;

WHEREAS, the Trustees of Carlos Rosario International Public Charter School entered into a Contractual Agreement with PCSB regarding the establishment of the charter school;

WHEREAS, all District of Columbia public charter schools, including Carlos Rosario International Public Charter School were combined under a single charter authority, PCSB in 2007;

WHEREAS, pursuant to §38-1802.12 of the Act, PCSB has the authority to approve petitions to renew the charters of established public charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition for charter renewal in accordance with §38-1802.12 of the Act to renew its charter (the “**Petition**”);

WHEREAS, PCSB has determined (i) that the Petition satisfies the requirements set forth in §38-1802.12 of the Act; and (ii) approved the Petition, thereby renewing the charter of the School Corporation, effective upon the expiration of its current charter for an additional 15 years and subject to the execution of this Agreement by PCSB and the School Corporation;

WHEREAS, §38-1802.04(c)(3)(A) of the Act gives broad decision-making authority over school operations to the board of trustees of the School Corporation (“**Board of Trustees**”), including exclusive control over administration, expenditures, personnel, and instruction methods; and

WHEREAS, PCSB and the School Corporation seek to foster a cooperative and responsive relationship;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the parties agree as follows:

SECTION 1. CONTINUED OPERATION OF SCHOOL CHARTER

1.1 Charter. **A.** The School Corporation shall continue to operate a public charter school (the “**School**”) in the District of Columbia and shall operate such School in accordance with this Agreement, the Act, and other applicable federal and District of Columbia laws. This Agreement shall constitute the School Corporation’s charter (the “**Charter**”) and shall be binding on the School Corporation, the School, and PCSB.

B. Pursuant to §38-1802.12(b) of the Act, the following sections of the Petition are specifically included as part of the School’s Charter and attached hereto:

- (i) The School’s statement regarding the mission and goals of the School and the manner in which the school will conduct any district-wide assessments;
 - (ii) Proposed Rules and Policies for Governance and Operation of School Corporation [Attachment A];
 - (iii) Articles of Incorporation and Bylaws [Attachment B];
 - (iv) Procedures to Ensure Health and Safety of Students and Employees [Attachment C];
 - (v) Assurance to Seek, Obtain, and Maintain Accreditation [Attachment D];
- and
- (vi) Relationship Between School and Employees [Attachment E].

The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to these provisions in this Section 1.1(B) of the Agreement, except that a School Corporation shall not be required to provide PCSB a petition for a charter revision for any proposed changes to its Articles of Incorporation or Bylaws or changes in its accrediting body.

1.2 Effective Date and Term. This Agreement shall commence on the effective date of this Agreement and shall continue for a term of fifteen years unless renewed, revoked, or terminated in accordance with Sections §§38-1802.12 and 1802.13 of the Act and Section 9 below of this Agreement.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. **A.** The School Corporation shall operate the School in accordance with its mission statement, which 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 and by fostering a safe and compassionate learning environment.

B. The School Corporation shall provide the PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the School’s mission.

2.2 Age-Grade/Program of Education. A. A. Pursuant to § 38-1802.04(c)(14) of the Act, in each Academic Year governed by this Agreement, the School shall provide adult education instruction to students who are age 16 and above consistent with attached Schedule I. “**Academic Year**” shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year.

B. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act in order to instruct students in any other grade or program of education.

2.3 Instructional Goals and Evaluation of Student Academic Achievement. A. PCSB will review the School Corporation’s progress with regard to the following student academic achievement expectations and instructional goals:

Student Achievement Expectations	Goal	Evidence
Goal 1 – Progress: <i>Adult Basic Skills</i>	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.	Roster of ABE students who attended for 12 hours or more and their pre and post test results.
Goal 2 – Progress: <i>ESL</i>	70% of pre and post testing English language learners will make one or more NRS-EFL gains by the end of the program year.	Roster of ESL students who attended for 12 hours or more and their pre- and post-test results.
Goal 3 – Achievement	65% of GED test-takers will pass the official GED exam by the end of the program year.	Roster of students taking the GED exam with pass/fail indicated.
Goal 4 – College and Career Readiness	70% of students will pass industry certification tests. Exiting students will enter the workforce, retain employment, or enter into post-secondary education. <i>(Specific metrics to be agreed upon for School Year 2014/15)</i>	Roster of students who take certification exams with pass/fail indicated. Evidence of post-secondary/workforce participation.

	<i>and beyond based on baseline data from School Year 2013/14)</i>	
Goal 5 --Leading Indicator	69% In-seat attendance 60% Retention rate	Data in SIS in accordance with PCSB attendance policies.

The School Corporation may petition the PCSB to revise its instructional goals and academic achievement expectations pursuant to PCSB guidelines.

B. PCSB will also review the School Corporation’s progress with regard to the following additional mission-specific and/or non-academic goals as set forth in its Petition:

Student Achievement Expectations	Goal	Evidence
Goal 1	85% of Citizenship students will pass the naturalization exam.	Roster of students who take the naturalization exam with pass/fail indicated.
Goal 2	75% of ESL students will pass the CR Technology Test.	Roster of ESL students taking Technology Test with pass/fail indicated.

The School Corporation may petition the PCSB to revise its mission-specific non-academic goals pursuant PCSB guidelines.

C. To the extent applicable, the School Corporation shall test every enrolled student in the grades tested by district-wide assessments in core academic subjects (i.e., math, reading, science, and social studies) and report the scores to PCSB in a timely manner.

D. If the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by PCSB and collectively across all campuses in the Charter using the measurement of academic achievement goals outlined in this Section 2.3. (“**Campus**” is defined as a distinct grade-span, such as early childhood, elementary, middle, or high school, or adult education or a combination of the above. These may be in the same facility or different facilities.) Section 3.1 identifies the School’s facilities which comprise a single campus as of the effective date of this Agreement.

E. The School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any proposed changes to the School’s academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other basis against which the School will be evaluated by PCSB, or the manner in which the School will conduct district-

wide assessments, if applicable, no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

2.4 Curriculum. A. The School Corporation shall design and implement the educational program set forth in its Petition including amendments to the Petition required by PCSB, if any.

B. The School Corporation shall have exclusive control over its instructional methods, consistent with §38-1802.04(c)(3)(a) of the Act, but the School Corporation shall provide PCSB a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act for any material change in the curriculum that results in a material change in the School's mission or goals no later than April 1 prior to the Academic Year in which the modified curriculum will take effect. The School Corporation shall provide PCSB any materials requested by PCSB in connection with the petition for charter revision. A change in textbooks, formative assessments, or other instructional resources shall not be deemed a material change. Updated versions or editions of summative assessments also shall not be deemed a material change.

2.5 Students with Disabilities. A. The School Corporation shall provide services and accommodations to students with disabilities in accordance with part B of the Individuals with Disabilities Education Act (20 U.S.C. §1411 *et. seq.*), the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 *et. seq.*), Section 504 of the Rehabilitation Act of 1973 (20 U.S.C. 794), and any other federal requirements concerning the education of students with disabilities.

B. Pursuant to §38-1802.10(c) of the Act, the School Corporation shall elect to be treated as a local educational agency or a District of Columbia Public School for the purpose of providing services to students with disabilities and shall notify PCSB of its election at least thirty days prior to the first day of the Academic Year. The School Corporation shall notify PCSB in writing of any change in election by April 1 prior to any Academic Year in which the change in election shall be effective.

SECTION 3. ADMINISTRATION AND OPERATION

3.1 Location. A. The School shall be located on two sites, the Harvard Street facility, 1100 Harvard Street, NW, Washington, DC 20009 and the Sonia Gutierrez facility, 514 V Street, NE, Washington, D.C. 20002, which each may include the use of satellite site(s) (the "School Property").

B. In the event that the School Corporation seeks to expand to additional campuses, it may submit a petition for charter revision pursuant to §38-1802.04(c)(10) of the Act. Such a petition shall include the campus location(s), ages to be served and programs of education to be provided, enrollment ceilings, and curriculum if different from that approved by PCSB in the Petition. The PCSB shall approve or deny the request within ninety days of the date of its submission.

C. The School shall not operate at a location other than the School Property unless the School Corporation provides a written request for approval to PCSB at least three months prior to its intended relocation or opening of a new location. PCSB reserves the right to delay or prohibit the School's opening at the new property until the School Corporation has satisfied the

pre-opening requirements listed in Attachment F at least one month prior to the first day of the School's operation at the new School Property.

3.2 Enrollment. **A.** Enrollment in the School shall be open to all students of ages and for programs of education as set forth in Section 2.2 above who are residents of the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by §38-1802.06 of the Act. The School Corporation shall determine whether each student resides in the District of Columbia according to guidelines established by the D.C. Office of the State Superintendent of Education (“OSSE”).

B. If eligible applicants for enrollment at the School for any Academic Year exceed the number of spaces available at the School for such Academic Year, the School Corporation shall select students pursuant to the random selection process in Attachment G and in accordance with the requirements of the Act. The random selection process shall include (i) an annual deadline for enrollment applications that is fair and set in advance of the deadline; and (ii) a process for selecting students for each Academic Year (a) if applications submitted by the deadline exceed available spaces, and (b) if spaces become available after the beginning of the Academic Year. The School Corporation shall provide PCSB with a written request for approval of any material change to the random selection process at least thirty days prior to the date of the proposed implementation and may consider any comments of PCSB, staff, and its agents in connection with the proposed changes.

C. For purposes of funding by the District of Columbia, the School shall maintain an enrollment of no more than 1,950 full-time equivalent students in the first Academic Year of this Renewal Agreement and the number of students indicated in Schedule I in subsequent Academic Years. The School Corporation shall provide PCSB a written request for approval for an increase in the maximum enrollment of the School for funding purposes no later than three months before the requested change date with (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, and (b) the quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase; (ii) a revised Schedule I; and (iii) such other items as PCSB may request. Nothing in this section shall prevent the School from enrolling additional students for whom it receives no per-pupil funding by the District of Columbia. All students who are enrolled for at least 12 hours per week of classes with the School shall be counted for assessments and accountability purposes regardless of funding.

3.3 Disciplinary Policies. **A.** The School Corporation shall implement the student disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students, described in its petition and included as Attachment H, and shall provide a copy of those policies and procedures to students, parents, and PCSB within the first ten days of the beginning of each Academic Year. Such policies and procedures shall be age/grade level/program of education appropriate and consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction, and federal laws and regulations governing the discipline and placement of students with disabilities. PCSB shall approve or deny any material changes to such policies and procedures within sixty days of submission.

B. Pursuant to PCSB's Attendance and Discipline Data Policy, the School Corporation shall track suspensions and expulsions on a monthly basis using the data management reporting software identified by PCSB. If the School Corporation operates two or more campuses, the School Corporation shall maintain, track, and report discipline data for each campus separately.

C. The School Corporation shall report any student expulsions or suspensions for longer than five (5) days to PCSB within ten (10) days of the expulsion or suspension and will maintain records of all expulsions and suspensions by the School. If the School Corporation operates two or more campuses, the School Corporation shall report the data for each campus separately.

3.4 Complaint Resolution Process. Pursuant to §38-1802.04(c)(13) of the Act, the School Corporation shall establish an informal complaint resolution process and shall provide a copy to students, parents (to the extent applicable), and PCSB. Such policies and procedures shall be consistent with applicable law. The School Corporation shall provide PCSB written notice of a material change to its complaint resolution process at least three months prior to adoption.

3.5 Operational Control. **A.** Pursuant to §1802.04(c)(3) of the Act, the School Corporation shall exercise exclusive control over its expenditures, administration, personnel and instructional methods subject to limitations imposed in § 38-1802.04 of the Act.

B. Pursuant to §38-1802.04(b) of the Act, the School Corporation shall have the following powers consistent with the Act and the terms of this Agreement:

- (i) to adopt a name and a corporate seal;
- (ii) to acquire real property for use as the School's facilities;
- (iii) to receive and disburse funds for School purposes;
- (iv) subject to §38-1802.04 (c)(1) of the Act, to make contracts and leases including agreements to procure or purchase services, equipment, and supplies;
- (v) subject to §38-1802.04 (c)(1) of the Act, to secure appropriate insurance;
- (vi) to incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of federal or private funds;
- (vii) to solicit and accept any grants or gifts for School purposes;
- (viii) to be responsible for the School's operation, including preparation of a budget and personnel matters; and
- (ix) to sue and be sued in the School's own name.

3.6 Accreditation. **A.** The School Corporation shall maintain accreditation from an appropriate accrediting agency as set forth in §38-1802.02(16) of the Act and renew the accreditation on the accrediting agency's renewal cycle.

B. The School Corporation shall provide PCSB with a written request for approval for any proposed changes to the School's accreditation.

3.7 Nonsectarian. Pursuant to §38-1802.04(c)(14), the School Corporation and the School shall be nonsectarian and shall not be affiliated with a sectarian school or religious institution.

SECTION 4. GOVERNANCE

4.1 Organization. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

4.2 Corporate Purpose. The purpose of the School Corporation as set forth in its articles of incorporation shall be limited to the operation of a public charter school pursuant to §38-1802.04(c)(16) of the Act.

4.3 Governance. **A.** The School Corporation shall be governed by a Board of Trustees. The Board of Trustees are fiduciaries of the School and shall operate in accordance with the School Corporation's articles of incorporation and by-laws consistent with this Agreement and the provisions of the Act and the District of Columbia Nonprofit Corporation Act.

B. Pursuant to §38-1802.04(c)(10) of the Act, the Board of Trustees shall provide PCSB with written a request for approval of any material change(s) to its articles of incorporation or bylaws within three months of the effective date of such change.

4.4 Composition. Pursuant to §38-1802.05 of the Act, the Board of Trustees of the School Corporation shall consist of an odd number of members, with a minimum of three members and a maximum of fifteen members, at least two of whom shall be representatives of students attending the School, which may include parents (if applicable), current students, or alumni, and the majority of whom shall be residents of the District of Columbia.

4.5 Authority. Pursuant to §38-1802.05 of the Act, the Board of Trustees shall have the final decision-making authority for all matters relating to the operation of the School, consistent with this Agreement, the Act, and other applicable law; however nothing herein shall prevent the Board of Trustees from delegating decision-making authority to officers, employees, and agents of the School Corporation. The Board of Trustees shall (i) set the overall policy for the School; (ii) be responsible for overseeing the academic and fiscal integrity of the School; and (iii) assure the School's compliance with this Agreement and the Act. Additionally, as fiduciaries of the school, the Board of Trustees also makes final decisions on matters relating to the operation of the School consistent with the School's charter, the Act, and other applicable law.

SECTION 5. FINANCIAL OPERATION AND RECORD KEEPING

5.1 Financial Management. The School Corporation shall operate in accordance with Generally Accepted Accounting Principles (“GAAP”) and other generally accepted standards of fiscal management and sound business practices to permit preparation of the audited financial statements required in §38-1802.04(c)(11) of the Act. The School Corporation’s accounting methods shall comply in all instances with any applicable governmental accounting requirements.

5.2 Tuition and Fees. The School Corporation shall not charge tuition to any student, other than a non-resident student in accordance with §38-1802.06(e) of the Act, unless such student would otherwise be liable for tuition costs under the Act. The School Corporation may charge reasonable non-tuition fees or other payment to any student, as applicable, for field trips, extracurricular activities or similar student expenses or activities. There may be additional expenses that students may be responsible to pay, such as costs for student identification cards for School campus access or textbooks, or other fees or payment requirements at rates established by the School’s Board of Trustees pursuant to §38-1802.04(c)(2)(B) of the Act.

5.3 Costs. The School Corporation shall be responsible for all costs associated with operation of the School including the costs of goods, services, and any district-wide assessments or standardized testing required by this Agreement or by applicable law.

5.4 Contracts. **A.** Pursuant to §38-1802.04(c)(1) of the Act, the School Corporation shall provide PCSB with respect to any procurement contract awarded by the School Corporation or any entity on its behalf and having a value equal to or exceeding \$25,000, not later than three days after the date on which such award is made (i) all bids for the contract received by the School Corporation, if any; (ii) the name of the contractor who is awarded the contract; and (iii) the rationale for the award of the contract. The PCSB may request copies of these procurement contracts to be provided to the PCSB upon request. The foregoing provision (i) shall not apply to any contract for the lease or purchase of real property by the School Corporation, any employment contract for a staff member, any management contract between the School Corporation and a management company designated in its petition, or any other exception authorized by PCSB.

B. In the event that the School Corporation engages a third party for management of the School, the School Corporation shall follow the requirements of §38-1802.04(c)(1) of the Act for contracts entered into with a third party for the management of the School, other than the third party designated in its petition (a “**School Management Contract**”). The School Corporation shall submit a written request for approval to PCSB before canceling, terminating, or materially amending, modifying, or supplementing any School Management Contract; however, such a request shall be deemed approved unless PCSB notifies the School Corporation within sixty (60) days of submission of a request for approval that the request has been denied and the reason(s) for denial.

C. If a procurement contract having a value equal to or exceeding \$25,000, is awarded by the School Corporation to an affiliated party, the School Corporation will award that contract pursuant to conflict of interest policies and procedures that include notice to the Board

of Trustees of the School Corporation and recusal from discussion and decision of the affiliated party. (“Affiliated Party” means any person who is a member of the Board of Trustees, an entity indirectly controlled, controlled by, or under common control with a member of the Board of Trustees of the Corporation, or such individual who is a member of the immediate family (including parents, spouse, children, siblings) of a member of the Board of Trustees and any trust whose principal beneficiary is a member of the Board of Trustees or such an individual. “Control” means the possession, directly or indirectly, of the power to direct or cause the direction of the management of policies of that entity, whether through the ownership of voting securities or by contract or otherwise.

D. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that PCSB has no responsibility for the debts or action of the School Corporation or the School. The School Corporation shall not purport to act as the agent of PCSB or the government of the District of Columbia with respect to any contract.

5.5 Insurance. The School Corporation shall procure and maintain appropriate insurance sufficient to cover its operations. This shall include the types of insurance set forth in Attachment I and in no less than the respective coverage and limits set forth therein. All insurers shall be independent brokers licensed in the District of Columbia. All insurance policies shall be endorsed to name the Board of Trustees and its directors, officers, employees, and agents as additional insureds. The Board of Trustees may by written notice amend the insurance coverage required by this Section 5.5 and Attachment I to include such additional insurance coverage that the Board of Trustees determines is reasonably necessary, subject to the availability of such insurance on commercially reasonable terms.

5.6 Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two (2) years from the date hereof and shall maintain such tax-exempt status.

5.7 Enrollment and Attendance Records. **A.** The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Section 7 below.

B. If the School Corporation operates two or more campuses under the Charter, each campus shall maintain and submit to PCSB and in state and federal reports, distinct and unique enrollment and attendance records.

5.8 Board of Trustee Meeting Minutes. The School Corporation shall maintain copies of all minutes of meetings of the Board of Trustees of the School Corporation, including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting, certified by an officer of the School Corporation or a member of the Board of Trustees as to their completeness and accuracy. The School Corporation shall make such documents available for inspection by PCSB, its officer, employees, or agents upon request.

SECTION 6. PERSONNEL

6.1 Relationship. All employees hired by the School Corporation shall be employees of the School and, pursuant to §38.1802.07(c) of the Act, shall not be considered to be an employee of the District of Columbia government for any purpose.

6.2 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, the School Corporation shall conduct random background checks on each employee and each person who regularly volunteers at the School more than ten (10) hours a week, but at a minimum once every two years.

SECTION 7. REPORTING REQUIREMENTS

7.1 Annual Reports. The School Corporation shall deliver to PCSB, by a date specified by PCSB, an annual report in a technology format acceptable to PCSB which shall include all items required by §38-1802.04(c)(11)(B) of the Act (the “**Annual Report**”). The Annual Report shall include an assessment of compliance with the performance goals, objectives, standards, indicators, targets, or any other basis for measuring the School’s performance as PCSB may request. The School Corporation shall permit any member of the public to view such report on request.

7.2 Audited Financial Statements. As soon as available but no later than one hundred and twenty (120) days after the end of each Academic Year, the School Corporation shall deliver to PCSB financial statements audited by an independent certified public accountant or accounting firm who shall be selected from an approved list developed pursuant to §38-1802.04(c)(11)(B)(ix) of the Act in accordance with GAAP and government auditing standards for financial audits issued by the Comptroller General of the United States. Such audited financial statements shall be made available to the public upon request. These statements may include supplemental schedules as required by PCSB.

7.3 Quarterly Financial Reports. Unless otherwise notified by PCSB, the School Corporation shall prepare and submit to PCSB within thirty days after the end of each quarter (i) the balance sheet of the School Corporation at the end of each quarter and the related statements of income of the School Corporation for such quarter and for the period from the beginning of the then current Academic Year to the end of quarter, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as of the dates indicated and the results of their operations for the periods indicated, subject to changes resulting from audit and normal year-end adjustments; and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for each quarter and for the period from the beginning of the then current Academic Year to the end of such quarter. These reports may include supplemental schedules as required by PCSB. Nothing in this paragraph shall be interpreted as an exemption from the School’s responsibility to provide annual cash flow information.

7.4 Budget. No later than June 1 of each Academic Year, the School Corporation shall submit to PCSB its budget, including an annual operating budget, an annual capital budget, and cash flow projections (collectively, a “**Budget**”) for the next succeeding Academic Year. The School Corporation’s initial Budget shall be in accordance with the Budget submitted with its Petition to PCSB. If PCSB has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded in writing, the School Corporation may only implement a Budget with the prior written approval of PCSB. PCSB may specify the format and categories and information contained in the Budget.

7.5 Enrollment Census. Pursuant to §38-1802.04(c)(12) of the Act, the School Corporation shall provide to OSSE student enrollment data required by OSSE to comply with §38-204 of the District of Columbia Code. Such report shall be in the format required by OSSE for similar reports from District of Columbia Public Schools, and all counts of students shall be conducted in a manner comparable to that required by OSSE for enrollment counts by District of Columbia Public Schools.

7.6 Attendance Data. No later than fifteen days after the end of each month during the Academic Year and during summer school, if offered, the School Corporation shall provide student average attendance data. If the School Corporation operates two or more campuses under the Charter, each campus shall maintain and submit to PCSB distinct and unique attendance data.

7.7 Key Personnel Changes. Within five days of the chair of the Board of Trustees or an officer of the School Corporation receiving written notice of the intended departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees, an officer of the School Corporation, or a key personnel as identified by position in Attachment J (but no later than the time the School Corporation announces such departure publicly), the chair of the Board of Trustees or an officer of the School Corporation shall provide to PCSB notice identifying the person, the position such person is leaving, the date of such departure, and the actions the School Corporation has taken or intends to take to replace such person.

7.8 Authorizations. Within forty-five days after the end of each Academic Year, the School Corporation shall provide a certification by an officer of the School Corporation or its Board of Trustees that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect. If the School Corporation receives notice, whether formal or informal, of any alleged failure to comply with the terms or conditions of any Authorization, the School Corporation shall provide PCSB, within seven days of receiving such notice, a report detailing the nature and date of such notice and the School Corporation’s intended actions in response. “**Authorizations**” shall mean any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive, declaration, registration, or notice to, from, or with any governmental authority that is required in order to operate the School.

7.9 Events of Default. The School Corporation shall promptly report to PCSB any notice of default or claim of material breach it receives that seriously jeopardizes the continued

operation of the School Corporation or the School including: (i) any claim there has been a material breach of any contract that affects the operation of the School; (ii) any claim or notice of a default under any financing obtained by the School Corporation; and (iii) any claim that the School Corporation has failed to comply with the terms and conditions of any Authorizations required to operate the School. The report shall include an explanation of the circumstances giving rise to the alleged default or breach and the School Corporation's intended response.

7.10 Litigation. The School Corporation shall promptly report to PCSB the institution of any material action, arbitration, government investigation, or other proceeding against the School Corporation or any property thereof (collectively "**Proceedings**") and shall keep PCSB apprised of any material developments in such Proceedings. No later than February 14 and August 14 of each Academic Year, the School Corporation shall provide PCSB a schedule of all Proceedings involving any alleged liability or claim or, if there has been no change since the last report, a statement to that effect.

7.11 Certificates of Insurance. No later than August 15 of each Academic Year, the School Corporation shall deliver to PCSB a certificate of insurance with respect to each insurance policy required pursuant to Section 5.5 above and Attachment I. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall identify underwriters, the type of insurance, the insurance limits, and the policy term. The School Corporation shall furnish PCSB with copies of all insurance policies or other evidence of insurance required pursuant to Section 5.5 above and Attachment I upon request.

7.12 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide PCSB with a copy of each such report at the time the School Corporation provides the report as required by the Act.

SECTION 8. COMPLIANCE

8.1 Compliance With Applicable Laws. The School Corporation shall operate at all times in accordance with the Act and all other applicable District of Columbia and federal laws subject to the limitations in Sections 8.2 and 8.3 below or from which the School Corporation is not otherwise exempt, and District of Columbia and federal provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion, ancestry, sexual orientation, gender identification or expression, marital status, or need for special education services.

8.2 Waiver of Application of Duplicate and Conflicting Provisions. Pursuant to §38-1802.10(d) of the Act, no provision of any law regarding the establishment, administration, or operation of public charter schools in the District of Columbia shall apply to the School Corporation or PCSB to the extent that the provision duplicates or is inconsistent with the Act.

8.3 Exemption From Provisions Applicable to D.C. Public Schools. Pursuant to §38-1802.04(c)(3)(B) of the Act, the School Corporation shall be exempt from District of Columbia statutes, policies, rules, and regulations established for the District of Columbia Public Schools by OSSE, Board of Education, Mayor, or District of Columbia Council, except as otherwise provided in the Charter or in the Act. As a school providing adult education programs, the

School is also exempt from laws applicable to charter schools that provide education to children in grades pre-kindergarten through grade 12, as recognized by PCSB.

8.4 Cooperation. The School Corporation shall, and shall cause its Board of Trustees, officers, employees, and contractors to, cooperate with PCSB, its staff, and its agents in connection with PCSB's obligations to monitor the School Corporation.

8.5 Access. Upon reasonable notice, the School Corporation shall grant to PCSB, its officers, employees, or agents, access to the School's property, books, records, operating instructions and procedures, curriculum materials, and all other information with respect to the operation of the School and the School Corporation that PCSB may from time to time request, and allow copies to be made of the same and shall cooperate with PCSB, its officers, employees, or agents, including allowing site visits as PCSB considers necessary or appropriate for the purposes of fulfilling its oversight responsibilities consistent with §38-1802.11(a) of the Act, provided that the review or access will not unreasonably interfere with the operation of the School.

8.6 Notice of Concern. If PCSB determines through its oversight of the School Corporation that any condition exists that (i) seriously jeopardizes the continued operation of the School Corporation, the School, or a School's campus; (ii) is substantially likely to satisfy the conditions for charter revocation pursuant to §38-1802.13 of the Act; and/or (iii) threatens the health, safety, or welfare of students of the School, then PCSB may issue a written notice to the School Corporation stating the reasons for its concerns and inquiry ("**Notice of Concern**"). Upon receipt of such notice and upon request of PCSB, the School Corporation shall meet with PCSB to discuss PCSB's concerns and the School Corporation's response to PCSB's Notice of Concern.

8.7 Administrative Fee. The School Corporation shall pay annually to PCSB, no later than November 15 of each Academic Year, the maximum amount permitted by the Act to cover the administrative responsibilities of PCSB. Notwithstanding the foregoing, PCSB shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual Academic Year funding from the government of the District of Columbia by such date provided that the School Corporation pays PCSB such fee within five business days of the School Corporation's receipt of such funding.

SECTION 9. CHARTER RENEWAL, REVOCATION, AND TERMINATION

9.1 Charter Renewal. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act. If such renewal is granted by PCSB in accordance with the Act, PCSB and the School Corporation shall (i) renew this Agreement with amendments satisfactory to PCSB and the School Corporation; or (ii) enter into a substitute agreement satisfactory to PCSB and the School Corporation.

9.2 Charter Revocation. A. Pursuant to §38-1802.13 of the Act, PCSB may revoke the Charter if PCSB determines that the School has (i) committed a violation of applicable law or

a material violation of the conditions, terms, standards, or procedures set forth in the Charter, including violations relating to the education of children with disabilities; or (ii) failed to meet the goals and student academic achievement expectations set forth in the Charter.

B. Pursuant to §38-1802.13 of the Act, PCSB shall revoke the Charter if PCSB determines that the School (i) has engaged in a pattern of nonadherence to generally accepted accounting principles; (ii) has engaged in a pattern of fiscal mismanagement; or (iii) is no longer economically viable.

C. If the School Corporation operates two or more campuses under the Charter, PCSB has the authority to propose revocation of the School or any of its campus locations pursuant to this Section 9.2.

9.3 Termination. This Agreement shall terminate upon Charter revocation or nonrenewal; or by mutual written agreement of the parties hereto.

9.4 Probation and Corrective Action. **A.** If PCSB proposes to revoke the Charter pursuant to §38-1802.13(a) of the Act, PCSB may, as an alternative to charter revocation, place the School or any of the School's campuses on probation and require the School Corporation, in consultation with PCSB, to develop and implement a written corrective action plan ("**Corrective Plan**"). The Corrective Plan shall include the reasons that the Charter is subject to revocation under § 38-1802.13(a), the terms and conditions of probation and the results the School shall achieve to avoid charter revocation. Although PCSB may elect to enter into a Corrective Plan with the School Corporation as an alternative to charter revocation, nothing herein shall require PCSB to place the School or any of its campuses on probation or develop a Corrective Plan.

B. If PCSB elects to place the School or one of the School's campuses on probation and enters into a Corrective Plan with the School Corporation, the School Corporation shall provide PCSB a written request for approval five business days prior to taking any of the following actions: (i) waiving any material default under, or material breach of, any School Management Contract; (b) taking any action affecting or waiving or failing to enforce any material right, interest, or entitlement arising under or in connection with any School Management Contract; (c) taking any action affecting any material provision of any School Management Contract or the performance of any material covenant or obligation by any other party under any School Management Contract; or (d) providing any notice, request, or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits, or obligations under any such School Management Contract in any material respect.

9.5 Mandatory Dissolution. **A.** In accordance with §38-1802.13a of the Act, the School Corporation shall dissolve if the Charter (i) has been revoked by PCSB; (ii) has not been renewed by PCSB; or (iii) has been voluntarily relinquished by the School Corporation.

B. In the event of dissolution, PCSB, in consultation with the Board of Trustees of the School Corporation, shall develop and execute a plan for (i) liquidating the School Corporation's assets in a timely fashion and in a manner that will achieve maximum value; (ii)

discharge the School Corporation's debts; and (iii) distribute any remaining assets in accordance with §29-301.48(3) of the District of Columbia Code and §38-1802.13a of the Act.

SECTION 10. OTHER PROVISIONS

10.1 Applicable Law. This Agreement and the Charter and the rights and obligations of the parties hereunder shall be governed by, subject to, construed under, and enforced in accordance with, the laws of the District of Columbia, without regard to conflicts of laws principles.

10.2 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of PCSB in the exercise of any power, right, or privilege hereunder shall impair such power, right, or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right, or privilege preclude other or further exercise thereof or of any other power, right, or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

10.3 Counterparts and Electronic Signature or Signature by Facsimile. This Agreement and any amendments, waivers, consents, or supplements hereto or in connection herewith may be signed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures or signatures received by facsimile by either of the parties shall have the same effect as original signatures.

10.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto, constitutes the entire agreement of the parties and all prior representations, understandings, and agreements are merged herein and superseded by this Agreement. This Agreement may be amended or modified only by written agreement of the parties hereto.

10.5 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations shall not in any way be affected or impaired thereby.

10.6 Assignment. The Charter runs solely and exclusively to the benefit of the School Corporation and shall not be assignable by either party; provided that if PCSB shall no longer have authority to charter public schools in the District of Columbia, PCSB may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

10.7 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land

trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

10.8 Waiver. No waiver of any breach of this Agreement or the Charter shall be held as a waiver of any other subsequent breach.

10.9 Construction. This Agreement shall be construed fairly as to both parties and not in favor of or against either party, regardless of which party drafted the underlying document.

10.10 Dispute Resolution. Neither PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Agreement without (i) first providing written notice to the other party hereto describing the nature of the dispute; and (ii) thereafter, having representatives of PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict PCSB's ability to revoke, not renew, or terminate the Charter pursuant to §38-180213 of the Act and Sections 9.1, 9.2, and 9.3 above of this Agreement.

10.11 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change thereof is delivered as provided in this Section 10.11) shall be as follows:

If to PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, D.C. 20010
Attention: Scott Pearson, Executive Director
spearson@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Carlos Rosario International Public Charter School
1100 Harvard Street, NW
Washington, D.C. 20009
Attention: Sonia Gutierrez, President & Founder
Email: sgutierrez@carlosrosario.org
Telephone: (202) 797-4700

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the dates written below.

**CARLOS ROSARIO INTERNATIONAL
PUBLIC CHARTER SCHOOL**



By:

Title:

Date:

President & Founder
July 29, 2013

**DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD**



By:

Title:

Date:

[Signature]

SCHEDULE I

Maximum Enrollment Eligible for Funding

Grade	Academic Year 2014	Academic Year 2015	Academic Year 2016	Academic Year 2017	Academic Year 2018
PG	1,950	1,950	1,950	1,950	1,950
Total	1,950	1,950	1,950	1,950	1,950

ATTACHMENTS

ATTACHMENT A	Proposed Rules and Policies for Governance and Operation of School Corporation
ATTACHMENT B	Articles of Incorporation and Bylaws
ATTACHMENT C	Procedures to Ensure Health and Safety of Students and Employees
ATTACHMENT D	Assurance to Seek, Obtain, and Maintain Accreditation
ATTACHMENT E	Relationship between School and Employees
ATTACHMENT F	Pre-opening Requirements
ATTACHMENT G	Random Selection Process
ATTACHMENT H	Disciplinary Policies
ATTACHMENT I	Insurance Requirements
ATTACHMENT J	Key Personnel

Attachment A: Proposed Rules and Policies for Governance and Operation of School Corporation

Rules and Polices: The President is ultimately responsible and accountable for all school operations. Decisions relating to academic operations will be made by the principal of each campus under the supervision of the Chief Academic Officer. The school will run on the philosophy that participatory management evokes dedication and investment onto the program and assures equal representation of all school members in decision-making processes. In addition, the student government, faculty teams, and staff will all have regular input on issues of special concern to them.

Attachment B: Articles of Incorporation and Bylaws

**RESOLUTION OF THE BOARD OF TRUSTEES OF
CARLOS ROSARIO INTERNATIONAL PUBLIC CHARTER SCHOOL, INC.**

The Board of Trustees (the "Board") of Carlos Rosario International Public Charter School, Inc. (the "Corporation") does hereby adopt the following resolutions:

A. The Board deems it advisable and in the best interest of the Corporation to amend and restate its Bylaws and to amend its Articles of Incorporation (collectively, the "Amendments"), for the purpose of clarifying its obligations to dissolve and liquidate the Corporation in accordance with the District of Columbia Nonprofit Corporation Act of 2010 (the "Act").

B. The Corporation proposes to execute and deliver or approve in connection with the Amendments such customary documents as may be necessary to implement the Amendments including, without limitation, the following (collectively, the "Amendment Documents"): Second Articles of Amendment to Articles of Incorporation and Amended and Restated Bylaws.

NOW, THEREFORE, BE IT RESOLVED, as follows:

1. All actions of the Corporation and any officers of the Corporation previously taken in connection with the Amendments are hereby approved, authorized, ratified and confirmed.

2. The Second Articles of Amendment to Articles of Incorporation (the "Second Amendment to Articles") and the Amended and Restated Bylaws (in substantially the same form as attached hereto as **Exhibits A and B**) are hereby approved. The Second Amendment to Articles may be filed with the District of Columbia at such time deemed appropriate by an Authorized Officer (as defined below).

3. The Chief Executive Officer or the Secretary (each, an "Authorized Officer") are each authorized, empowered and directed to execute and deliver, for and on behalf of the Corporation, those of the Amendment Documents requiring the signature of an Authorized Officer in connection with the Amendments, including necessary counterparts, with such changes, modifications, additions or deletions in the Amendment Documents as any Authorized Officer, in such officer's sole and absolute discretion, from time to time, deems necessary, desirable, advisable or appropriate and in the best interests of the Corporation; such officer's execution of the applicable Amendment Documents to constitute conclusive evidence of such officer's approval of any and all such changes, modifications, additions or deletions.

4. Any Authorized Officer is authorized, empowered and directed to perform all other acts and to do all other things and to execute all such documents for and on behalf of the Corporation as any Authorized Officer, in such officer's sole and absolute discretion, from time to time determines to be necessary, desirable, advisable or appropriate and in the best interests of the Corporation to implement and carry out the intent and purpose of this Resolution and to carry out the Amendments.

5. The provisions of this Resolution shall be separable and if any section, phrase or provision of this Resolution shall for any reason be declared invalid, such declaration shall not affect the validity of the remainder of the sections, phrases or provisions of this Resolution.

6. This Resolution was passed by a majority of the Trustees currently in office at a properly noticed meeting of the Board that took place on, and shall be effective as of, July 26, 2013.

* * * * *

Exhibit A

Second Articles of Amendment to Articles of Incorporation

[See attached.]

**SECOND ARTICLES OF AMENDMENT
TO
ARTICLES OF INCORPORATION
OF
CARLOS ROSARIO INTERNATIONAL PUBLIC CHARTER SCHOOL, INC.**

TO: DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS REGULATION ADMINISTRATION
CORPORATIONS DIVISION
1100 4th Street, S.W.
Washington, DC 20024

Pursuant to the provisions of the District of Columbia Nonprofit Corporation Act of 2010 (the "Act"), the undersigned, on behalf of Carlos Rosario International Public Charter School, Inc. (the "Corporation"), adopts the following Second Articles of Amendment (this "Amendment") to the Articles of Incorporation filed on September 9, 1998, as amended by the Articles of Amendment filed on April 21, 1999 (collectively, the "Articles"), adopted by the Corporation in the manner prescribed by the Act:

FIRST: The name of the corporation is: Carlos Rosario International Public Charter School, Inc.

SECOND: The following amendments of the Articles of Incorporation were adopted by the Corporation in the manner prescribed by the District of Columbia Non-Profit Corporation Act.

Article NINTH is amended and restated in its entirety to read as follows:

NINTH: The Corporation shall dissolve if its Charter (i) has been revoked by the District of Columbia Public Charter School Board, (ii) has not been renewed by District of Columbia Public Charter School Board, or (iii) has been voluntarily relinquished by the Corporation. If the Corporation dissolves, the District of Columbia Public Charter School Board, in consultation with the Board of Trustees, shall develop and execute a plan for (i) liquidating the Corporation's assets in a timely fashion and in a manner that will achieve maximum value, (ii) discharge the Corporation's debts, and (iii) distribute any remaining assets in accordance with Section 38-1802.13(a) of the District of Columbia School Reform Act (as it may be amended from time to time).

THIRD: The amendments were adopted at a meeting of members held on July 26, 2013, at which a quorum was present, and the amendment received a majority of the votes that members present or represented by proxy at such meeting were entitled to cast.

Date: July 26, 2013

Corporate Name: Carlos Rosario International Public Charter School, Inc.

By: 
Chief Executive Officer


Attest: 
Secretary

Exhibit B

Amended and Restated Bylaws

[See attached.]

**AMENDED AND RESTATED BYLAWS
OF
CARLOS ROSARIO INTERNATIONAL PUBLIC CHARTER SCHOOL, INC.**

ARTICLE I.

OFFICES

Section 1. Principal Office

The principal office of the Corporation in the District of Columbia shall be located in the City of Washington, District of Columbia. The Corporation may have such other offices within the District of Columbia, as the Board of Trustees may determine or as the affairs of the Corporation may require from time to time.

Section 2. Registered Office

The Corporation shall have and continuously maintain in the District of Columbia a registered office, and a registered agent whose office is identical with such registered office, as required by the District of Columbia Nonprofit Corporation Act (as it may be amended from time to time, the "Act"). The Registered office may be, but need not be, the same as the principal office in the District of Columbia, and the address of the registered office may be changed from time to time by the Board of Trustees.

ARTICLE II.

BOARD OF TRUSTEES

Section 1. General Powers

The affairs of the Corporation shall be managed by its Board of Trustees.

Section 2. Election, Number, Tenure and Qualifications

The Board of Trustees shall have an odd number of members that is no fewer than seven and no more than fifteen. The Board of Trustees shall include two students. At least one must be a current student and the other may be a current student or alumnus. Student Trustees shall serve one-year terms and may not serve as officers. A majority of all Trustees must reside in the District of Columbia.

The Trustees, as of the date this provision is adopted, shall divide into three groups; one-third shall serve a one-year term; one-third shall serve a two-year term; and one-third shall serve a three-year term. Thereafter, all Trustees shall serve three-year terms. These terms shall be deemed to begin January 1, 2007. Trustees shall be elected by majority vote of those presently serving as Trustees, at the annual meeting of the Board of Trustees. Trustees shall serve no more than two full (three-year) consecutive terms unless a specific waiver or this rule is adopted for

such trustee by affirmative vote of 2/3 of remaining members. This term limit shall apply prospectively after the date of adoption of this provision.

Each Trustee shall hold office until a successor shall have been appointed and qualified. Trustees are eligible to succeed themselves. The Board of Trustees shall meet the membership and other requirements established by law and consistent with the District of Columbia Public Charter School Board (the "PCS Board") requirements.

Section 3. Regular Meetings

A regular annual meeting of the Board of Trustees shall be held at such time date and place, as the Board of Trustees shall resolve. The Board shall meet at regular intervals on a schedule to be determined by the Board at its annual meeting. This schedule must include at least one meeting in addition to the annual meeting.

Section 4. Special Meetings

Special meetings of the Board of Trustees may be called by the Chair on his or her initiative or at the written request of any three Trustees.

Section 5. Notice

Notice of any special meeting of the Board of Trustees shall be given at least three days previously thereto by a written notice delivered personally or sent by mail to each Trustee at the address shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in sealed envelope so addressed with postage thereon prepaid. Any Trustee may waive notice of any meeting. The attendance of a Trustee at any meeting shall constitute a waiver of notice of such meeting, except where a Trustee attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless as specifically required by law or by these bylaws.

Section 6. Quorum

A majority of the Board of Trustees shall constitute a quorum for the transaction of business at any meeting of the Board, but if less than a quorum is present at said meeting, a Majority of the Trustees present may adjourn the meeting from time to time without further notice.

Section 7. Manner of Acting

The act of the majority of the Trustees at the meeting at which a quorum is present shall be the act of the Board of Trustees, unless the act of a greater number is required by law or by these bylaws.

Section 8. Vacancies

Any vacancy occurring in the Board of Trustees and any trusteeship to be filled by reason of an increase in the number of trustees may be filled by the affirmative vote of the majority of the Board of Trustees. The Trustee elected to fill a vacancy shall be elected for the unexpired term of the predecessor in office.

Section 9. Removal

Any Trustee may resign at any time by notifying the Board Chair in writing. Any Trustee may be removed by vote of 2/3 of the Trustees whenever in its judgment the best interest of the Corporation would be served thereby.

Section 10. Compensation

Trustees as such shall not receive any stated salaries for their services as Trustees, but by resolution of the Board of Trustees expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board.

ARTICLE III.

OFFICERS

Section 1. Officers

Election of any officer must comply with all applicable laws including those applicable to charter schools. The officers of the Corporation shall be Chair, Vice-Chair, Chief Executive Officer (CEO), Secretary, Treasurer and such other officers as may be established in accordance with the provisions of this Article. The CEO of the Corporation shall serve as a voting member of the Board of Trustees. The CEO shall not serve as Chair of the Board nor shall the CEO sit in a committee in violation of applicable laws including those applicable to charter schools. The Board of Trustees may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of Trustees.

Section 2. Election and Term of Office

The officers of the Corporation shall be elected by the Board of Trustees at the regular annual meeting of the Board of Trustees. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as may be convenient. New offices may be created and filled at any meeting of the Board of Trustees. Each officer shall hold office until a successor shall have been duly elected and shall have qualified. Each officer shall serve for terms of two years. These terms may be renewed without limit.

Section 3. Removal

Any officer elected or appointed by the Board of Trustees may be removed by vote of the majority of the Board of Trustees whenever in its judgment the best interest of the Corporation

would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officers so removed.

Section 4. Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Trustees for the unexpired portion of the term.

Section 5. Chair

The Chair of the Board shall be an officer of the Corporation and shall perform such duties as from time to time may be assigned by the Board or these bylaws. The Chair of the Board, if present, shall preside at meetings of the Board.

Section 6. Vice-Chair

In the absence of the Chair or in the event of his or her inability or refusal to act, the Vice Chair (or in the event there be more than one Vice-Chair, Vice-Chairs in the order of their election) shall perform the duties of the Chair, and when so acting shall have all the powers of and be subject to all the restrictions upon the Chair. Any Vice-Chair shall perform such other duties as from time to time may be assigned by the Chair of the Board of Trustees.

Section 7. Chief Executive Officer

The Chief Executive Officer shall be the principal executive officer of the Corporation and shall in general supervise and control the business and affairs of the Corporation.

Section 8. Treasurer

As required by the Board of Trustees, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Trustees shall determine; shall have charge and custody for all funds and securities of the Corporation; shall receive and give receipts for monies due and payable to the Corporation from any source whatsoever, and shall deposit monies in the name of the Corporation in such banks, trust companies or other depositories as shall be elected in accordance with provisions of Article VIII of these bylaws; and in general shall perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Chair or by the Board of Trustees.

Section 9. Secretary

The Secretary should keep the minutes of meetings of the Board of Trustees in one or more books provided for that purpose; shall see that all notices are duly given in accordance with the provision of these bylaws which are required by law; shall be custodian of the corporate records and of the seal of the Corporation and shall see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provision of these bylaws; and in general shall perform all duties incident

to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Chair or the Board of Trustees.

Section 10. Assistant Treasurers and Secretaries

As required by the Board of Trustees, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Trustees shall determine. The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chair or the Board of Trustees.

ARTICLE IV.

COMMITTEES

Section 1. Committee of Trustees

The Board of Trustees, by resolution adopted by the majority of the Trustees in office, may designate and appoint one or more committees, each of which shall consist of one or more Trustees, which Committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Trustees in the management of the Corporation, except that no such committee shall have the authority of the Board of Trustees in reference to amending, altering or repealing the bylaws; electing, appointing or removing any member of any committee or any Trustee or officer of the Corporation; amending the articles of incorporation; restating any of the articles of incorporation; adopting a plan or merger or adopting a plan of consolidation with another corporation, authorizing the sale, lease, exchange, or mortgage of all or substantially all of the property and assets of the Corporation; authorizing the voluntary dissolution of the Corporation or revoking proceedings therefor; adopting a plan for the distribution of the assets of the Corporation; or amending, altering or repealing any resolution of the Board of Trustees which by its terms provides that it shall not be amended, altered or repealed by such committee. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Trustees or any individual Trustee, of any responsibility imposed thereon by law.

Section 2. Executive Committee

The Board of Trustees may, in its discretion, by resolution adopted by a majority of the whole Board, constitute a general Executive Committee for the Board, appoint the members thereof, and specify its authority and responsibility.

The Executive Committee shall have such powers and shall perform such duties as the Board may delegate to it in writing from time to time, including the immediate oversight in management of the business affairs of the Corporation. The Executive Committee shall be organized and shall perform its functions as directed by the Board and shall report periodically to the Board. The Committee shall act by the majority of the members thereof, and any action duly taken by the Executive Committee within the course and scope of its authority shall be binding upon the Corporation.

Section 3. Other Committees

In addition to the Executive Committee, the Board shall establish (1) a Finance Committee, which shall include review of audit and compensation, and (2) a Nominating Committee, which shall present candidates to fill vacancies on the Board and officers to be elected or renewed at the annual meeting.

Other committees not having and exercising the authority of the Board of Trustees in the management of the Corporation may be established by a majority of the Trustees present at a meeting at which a quorum is present. Except as otherwise provided by a resolution adopted by the Board of Trustees, members of each such committee shall be trustees of the Corporation, and the Board Chair shall appoint the members thereof. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interest of the Corporation shall be served by such removal.

Section 4. Term of Office

Each member of a committee shall continue as such until a next annual meeting of the Board of Trustees and until a successor is appointed, unless the committee be sooner terminated or unless such member shall be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 5. Chairs

One member of each committee shall be appointed Chair by the person or persons authorized to appoint the members thereof. The Treasurer may not be Chair of the Finance Committee.

Section 6. Vacancies

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 7. Quorum

Unless otherwise provided in the resolution of the Board of Trustees designating a committee, a majority of the whole committee shall constitute a quorum and the act of the majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 8. Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the Board of Trustees.

ARTICLE V.

INFORMAL ACTION BY TRUSTEES OR COMMITTEES

Section 1. Written Consent

Action taken by majority of the Trustees or members of a committee without a meeting is nevertheless Board or committee action if written consent to the action in question is signed by all of the Trustees or members of the committee, as the case may be, and filed with the minutes of the proceeding with the Board or committee, whether done before or after the action so taken.

Section 2. Ratification

If a meeting of Trustees, otherwise valid, is held without proper call or notice, action taken at such meeting is deemed ratified by a Trustee who did not attend, unless, promptly after having knowledge of the action taken and of the impropriety in question, a Trustee who did not attend files written objections to the holding of the meeting or to any specific action so taken with the Secretary or Assistant Secretary of the Corporation.

Section 3. Telephone Meetings

Any one or more Trustees or members of a committee may participate in a meeting of the Board or committee by means of a conference telephone or similar communications device which allows all persons participating in the meeting to hear each other and such participating in a meeting shall be deemed presence in person at such meeting.

ARTICLE VI.

INDEMNIFICATION AND INSURANCE

Section 1. Indemnification

Each officer or Trustee or former officer or Trustee of the Corporation, and each person who shall, at the Corporation's request, have served as an officer or Trustee of another corporation of which the Corporation is or was a stockholder or creditor, whether or not then in office, and the heirs, executors, administrators, successors and assigns of each of them shall be indemnified by the Corporation in accordance with Section 29-406.52 of the Act against all costs and expenses including fees and disbursements of counsel, reasonably incurred by or imposed upon them in connection with or arising out of any action, suit, or proceeding, civil or criminal, in which they may be involved, or incurred in anticipation of any action, suit, or proceeding, by reason of being or having been an officer or Trustee of the Corporation or of such other corporation, including the costs of reasonable settlement (other than amounts paid to the corporation itself) made with a view to curtailment of costs of litigation. Without limiting the generality of the foregoing, consistent with Section 29-406.42 of the Act, no Trustee of the Corporation shall be liable to any person on account of any action undertaken by such Trustee in reliance in good faith upon the existence of any fact or circumstance reported or certified to the Board of Trustees by an officer or the Corporation or by any independent auditor, engineer, or consultant retained or employed as such by the Board of Trustees.

The Corporation shall not, however, indemnify any such person or his or hers heirs, executors, administrators, successors or assigns, with respect to any matter as to which he or she shall be finally adjudged in any such action, suit, or proceeding not to have acted in good faith in the reasonable belief that his action was in the best interest of the Corporation.

In the case of a criminal action, suit or proceeding, a conviction or a judgment (whether after trial or based on a plea of guilty or nolo contendere or its equivalent) shall not be deemed an adjudication that the Trustee or officer was derelict in the performance of his or her duties if he or she acted in good faith in what he or she considered to be the best interests of the Corporation and with no reasonable cause to believe the action was illegal.

Such indemnification may include payment by the Company of expenses incurred in defending any such action, suit, or proceeding in advance of the final disposition thereof, upon receipt of an undertaking by the person indemnified to repay such payment if he or she shall be adjudicated to be not entitled to indemnification under this Article. The foregoing right of indemnification shall not be exclusive of other rights to which any Trustee of officer may be entitled as a matter of law or otherwise and in the event of any amendment or repeal of this section, they shall be entitled to its benefits as to any acts or events which occur during the period during which it was in effect.

Section 2. Insurance

The Corporation shall have the power to purchase and maintain insurance on behalf of any person who is or was a Trustee, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Trustee, officer, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him or her and incurred by him or her in such capacity, or arising out of his or her status us such whether or not the Corporation would have the power to indemnify him or her against such liability.

ARTICLE VII.

CONFLICTS OF INTEREST

Section 1. Conflicts of Interest Policy

(a) Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an interested person. This policy is intended to supplement but not replace any applicable laws governing conflicts of interest applicable to public charities under DC and Federal Laws.

(b) Definitions. An interested person shall be defined as any person who is or was during the previous five years in a position to exercise substantial influence over the Corporation's affairs including any Trustee, officer, substantial donor, senior manager or member of a committee with Board-delegated powers (each a "Fiduciary"),

(1) A Fiduciary has a financial interest (a “Financial Interest”) if he or she has, directly or indirectly, through any member of his or her family, any business or professional associate, or any entity with which he or she is connected:

(i) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement; or

(ii) a compensation arrangement with the Corporation or any entity or individual with which the Corporation has a transaction or arrangement; or

(iii) a potential ownership or investment in or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

(2) Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

(3) A family member means as spouse, siblings (including half siblings), spouses of siblings, ancestors, children and other descendants and spouses of children and other descendants.

(4) An entity means any corporation in which the Fiduciary or a family member owns more than 35 percent of its combined voting power; any partnership in which the Fiduciary or a family member owns more than 35 percent of the profits interests; and a trust or state in which the Fiduciary or a family member owns more than 3 percent of the beneficial interest.

(5) A conflict of interest means any situation in which a Fiduciary’s interests may be adverse to the interests of the Corporation; and any situation in which a Fiduciary is in a position to influence a decision of the Corporation in such a way that it will, or might appear to, benefit the Fiduciary, a family member of the Fiduciary, or an entity to which either the Fiduciary or a family member of the Fiduciary are related. A conflict of interest includes a Financial Interest. A Financial Interest is not necessarily a conflict of interest. Under this section, a person who has a Financial Interest may have a conflict of interest only if the Board or appropriate committee of the Board decides that a conflict of interest exists.

(c) Disclosure. In connection with any actual, potential or possible conflicts of interest, any Fiduciary shall disclose any and all material facts to the Chair at the earliest possible time after the actual, potential or possible conflict of interest becomes known to the Fiduciary and should be made a matter of record through such annual or other reporting and certification procedures as the Trustees shall require from time to time.

(d) Determination and Procedure. Disclosure of the actual, potential or possible conflict of interest and all material facts shall be made to the Trustees or the members of the governing committee of the Board delegated powers to consider the proposed transaction or arrangement. After discussion with the relevant Fiduciary, the Trustees or the members of the governing committee of the Board shall finally determine whether any conflict of interest exists. The

Fiduciary shall leave the Trustees' meeting or the meeting of the governing committee of the Board while the determination of a conflict of interest is discussed and voted upon. If the Trustees or the members of the governing committee of the Board determine that a conflict of interest exists with respect to a transaction or situation, the Trustees or the members of the governing committee of the Board must take the following actions:

- (1) allow the Fiduciary to make a presentation to the Board, but after such presentation, the Fiduciary shall leave the meeting during the discussion of, and the vote on, the transaction or situation that results in the conflict of interest;
- (2) appoint, if the Trustees deem it appropriate to do so, a disinterested person or committee to investigate alternatives to the transaction or situation;
- (3) after exercising due diligence, determine by a majority vote of disinterested Trustees whether the Corporation can obtain a more advantageous transaction or situation with reasonable efforts from a person that would not give rise to a conflict of interest; and
- (4) if a more advantageous transaction or situation is not reasonably possible under circumstances not producing a conflict of interest, determine by majority vote of disinterested Trustees whether the transaction or situation is in the Corporation's best interest and for its own benefit; and whether it is fair and reasonable to the Corporation; and in conformity with the above determination it shall make its decision as to whether to enter the transaction or situation.

(e) Additional Compensation Procedural Rules

- (1) A voting member of the Board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to the member's compensation.
- (2) A voting member of the Board who is a member of a committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting as a committee member on matters pertaining to that member's compensation.
- (3) No voting member of the Board or committee delegated powers by the Board whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

(f) Violations of Conflicts of Interest Policy

- (1) If the Board or the members of the governing committee of the Board has reason to believe that a member has failed to disclose actual, potential or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or committee determines the member has failed to disclose an actual, potential or possible conflict of interest, it shall take appropriate disciplinary action and corrective action.

(g) Record Keeping. The minutes of the Trustees' meetings and all committees with board delegated powers in connection with an actual, potential or possible conflict of interest shall include:

(1) The documentation, including comparability data, upon which the Trustees based their decision that a transaction or situation is in the Corporation's best interest and is fair and reasonable to the Corporation;

(2) the names of the Fiduciaries who disclosed or were otherwise found to have a Financial Interest in connection with an actual, potential or possible conflict of interest, the nature or the Financial Interest, any action taken to determine whether a conflict of interest was present, and whether the Trustees determined that there was indeed a conflict of interest; and

(3) the names of the persons who were present for discussion and votes relating to the transaction or situation; the content of these discussions, including any alternatives to the proposed transaction or situation; and a record of any votes taken.

(h) Distribution of and Assent to the Policy. Each Fiduciary shall sign an annual statement that he or she:

(1) has received a copy of the Corporation's conflict of interest policy;

(2) has read and understands the policy;

(3) agrees to comply with the policy;

(4) understands that the policy applies to the Board and all committees having board-delegated powers; and

(5) understands that the Corporation is a tax-exempt organization and that in order for it to maintain its tax-exempt status, it must continuously engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

ARTICLE VIII.

MISCELLANEOUS PROVISIONS

Section 1. Contracts

The Board of Trustees may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by the bylaws, to enter into a contract or execute and

deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, Etc.

All checks, drafts or orders for the payment of money, notes other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Trustees. In the absence of such determination by the Board of Trustees, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the Chair or Vice-Chair of the Corporation.

Section 3. Deposits

All funds of the Corporation shall be deposited from time in time to the credit of the Corporation in such banks, trust companies or other depositories that the Board of Trustees may select.

Section 4. Gifts

The Board of Trustees may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

Section 5. Books and Records

The Corporation should keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board of Trustees and committees having any of the authority of the Board of Trustees.

Section 6. Fiscal Year

The fiscal year of the Corporation shall begin on July 1st, unless the PCS Board requires otherwise.

Section 7. Waiver of Notice

Whenever any notice is required to be given under the provisions of the Act or under the provisions of the Articles of Incorporation or the bylaws of the Corporation, a waiver thereon in writing signed by the person or persons entitled to such notice, whether before or after the times stated therein, shall be deemed equivalent to the giving of such notice.

Section 8. Dissolution and Liquidation

(a) Dissolution. The Corporation shall dissolve if its Charter (i) has been revoked by the PCS Board, (ii) has not been renewed by PCS Board, or (iii) has been voluntarily relinquished by the Corporation.

(b) Liquidation. If the Corporation dissolves, the PCS Board, in consultation with the Board of Trustees, shall develop and execute a plan for (i) liquidating the Corporation's assets in a

timely fashion and in a manner that will achieve maximum value, (ii) discharge the Corporation's debts, and (iii) distribute any remaining assets in accordance with Section 38-1802.13(a) of the Act.

ARTICLE IX.

AMENDMENTS

These bylaws may be altered, amended or repealed and new bylaws may be adopted by the majority of the Trustees then in office at any regular meeting or at any annual meeting, if at least fifteen days written notice is given of intention to alter, amend or repeal or to adopt new bylaws at such meeting.

* * * * *

Adopted this 26 day of July, 2013.

Attest: 
Secretary

Attachment C: Procedures to Ensure Health and Safety of Students and Employees

The Carlos Rosario International Public Charter School is committed to ensuring the health and safety of students, staff and visitors of the school. As such, as required by Section 2202(11) of the DC School Reform Act[1], the Carlos Rosario School will fully comply with all applicable federal and District of Columbia health and safety regulations and any applicable requirements of the Occupational Safety and Health Administration. The School's facilities comply with the applicable health and safety laws and regulations of the District of Columbia and the federal government, and will provide appropriate demonstration to the Public Charter School Board upon request.

The Carlos Rosario School will submit to all applicable health and safety inspections, take any and all necessary steps to ensure appropriate ventilation and air quality, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulations.

The Carlos Rosario School will train staff, as appropriate, in First Aid and CPR to ensure the safety of the School's students and staff. The School will also secure and store First Aid kits in locations around the school that are made clear and are easily accessible to the staff in case of an emergency situation.

Furthermore, the Carlos Rosario School will comply with all applicable requirements of the District of Columbia Fire Prevention Code for the purpose of fire safety. The School is and will remain in compliance with the DC Fire Prevention Code in terms of annual fire marshal inspections including building safety and drills. The School maintains logs and Fire Inspection Reports documenting its compliance.

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

Attachment D: Assurance to Seek, Obtain and Maintain Accreditation



Middle States Association of Colleges and Schools

Commissions on Elementary and Secondary Schools

3624 Market Street, 2 West | Philadelphia, PA 19104-2680

Phone: 267-284-5000 | www.middlestates.org

OFFICIAL NOTIFICATION OF ACCREDITATION

May 1, 2012

Ms. Allison Kokkoros
Chief Academic Officer
Carlos Rosario International Public Charter School
1100 Harvard Street, NW
Washington, DC 20009

Dear Ms. Kokkoros:

It is my pleasure to inform you that, at its Spring 2012 meeting, the Commission on Secondary Schools of the Middle States Association of Colleges and Schools voted to award the following to **Carlos Rosario International Public Charter School**:

ACCREDITATION

The term of accreditation is for seven years; therefore, your school's accreditation will expire on **May 1, 2019**.

The Commission's policy defines Accreditation as:

An "Accredited" institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to the requirements for maintenance of accreditation, and there are no outstanding issues related to the Standards or requirements of the protocol that would require monitoring or on-site visits beyond the normal expected events required by the protocol utilized.

Carlos Rosario International Public Charter School
Washington, DC
May 1, 2012

ACCREDITATION MAINTENANCE REQUIREMENTS

Throughout the term of accreditation, your school is expected to meet the following requirements outlined in Commission Policy 1.2., Expectations for Accredited Institutions to maintain its accreditation. It is expected that as an accredited school you will:

- a) Operate in the public interest and in accordance with ethical practice and the Standards for Accreditation.
- b) Recognize that the extent to which each educational institution accepts and fulfills the responsibilities inherent in the accreditation process is a measure of its concern for freedom, independence, and quality in education and its commitment to striving for and achieving excellence in its endeavors.
- c) Demonstrate commitment to continuous improvement in student learning and the institution's capacity to produce the levels of learning desired and expected by its community of stakeholders.
- d) Promote honest and open analysis in this collegial activity by receiving Middle States evaluators with openness and candor and by providing access to institutional documents and records.
- e) Respond appropriately to recommendations of Middle States evaluators and to any monitoring issues and stipulations that might be included with the institution's accreditation.
- f) Maintain, in writing, clearly specified objectives that are consistent with the institution's mission and are able to demonstrate progress in achieving those objectives.
- g) Meet and continue to meet the Standards for Accreditation.
- h) Fulfill all requirements of the accreditation protocol used for self-study and accreditation.
- i) File written reports in a timely manner as required by the Commission. (see Section 5.3.--Self-Study and Evaluation Policies: Maintenance Requirements).
- j) Host special visits and comply with special requirements of the Commission.
- k) File special reports as required by the Commission.
- l) Submit an Annual Profile to update statistical data and contact information of the institution.
- m) Pay annual membership dues and applicable fees in a timely manner.

Carlos Rosario International Public Charter School
Washington, DC
May 1, 2012

- n) Inform the Commission of substantive changes that occur between regularly scheduled periodic evaluations.
- o) Adhere to Commission on Secondary Schools' accreditation policies.
- p) Submit an annual nomination form to the Commission on Secondary Schools, listing members of the professional staff recommended and willing to serve on visiting/validation teams.
- q) Release at least one staff member per year, when requested, to serve on an evaluation team.
- r) Involve administrators, faculty, students, and others in the self-study and accreditation processes.
- s) Employ accreditation practices that are ethical and respect to the rights and responsibilities of the faculty and staff, students, administrators, board members, and all others related to the institution.
- t) Under the leadership of the head of the institution, distribute reports of Middle States accreditation evaluations and other correspondence from the Commission regarding the institution's accredited status to the institution's governing body and to other appropriate parties.

MID-TERM REVIEW

At the beginning of the third year in your school's accreditation term, you are required to submit a Mid-Term Report in which you provide evidence that you are implementing your Plan for Growth and Improvement and of progress being made toward achieving your objectives. The Report will be reviewed by the Middle States staff, which will determine whether an on-site visit must be conducted to examine any areas of concern.

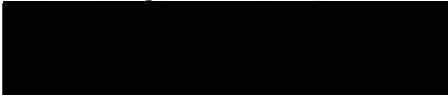
In the sixth year of the accreditation term, you will be notified to begin a new self-study to prepare for the next accreditation visit.

Please accept our sincere congratulations on the recognition of your school as an accredited member of the Middle States Association of Colleges and Schools. Enclosed please find your Commission on Secondary Schools accreditation certificate and other materials you can use to make this achievement known to your community of stakeholders. We are pleased that you continue to be among the schools throughout the

Carlos Rosario International Public Charter School
Washington, DC
May 1, 2012

world that meet the internationally recognized standards of quality of the Middle States
Association of Colleges and Schools.

Sincerely,



Henry G. Cram, Ed.D.
President

enc.

Next Activities Due:	
Mid-Term Report:	Spring 2015
Team Visit:	Fall 2018
Accreditation Expires:	5/1/2019
MSA Internal School Code:	DC053

Attachment E: Relationship between School and Employees

The board of trustees is not involved in day to day operations, but has fiduciary responsibility. All employees of the school are at will. The president and founder reports to the board of trustees and oversees all operations at the school.

Attachment F: Pre-Opening Requirements

ATTACHMENT F

Pre-Opening Visit Checklist – New Charter School

**Items may be uploaded into Epicenter*

Governance and Management

Area of Review	Examples of Acceptable Documentation
The Board of Trustees has been established.	<ul style="list-style-type: none"> • Meeting minutes from the most recent board meeting* • BOT membership roster*
Leadership roles have been filled.	<ul style="list-style-type: none"> • Organizational Chart with names • Contracts, including position description

Staffing

Area of Review	Examples of Acceptable Documentation
The number of teachers and staff, including special education and/ or ELL teachers	<ul style="list-style-type: none"> • Staffing plan • Teacher roster
Employee roles and responsibilities have been clearly articulated	<ul style="list-style-type: none"> • Staff position descriptions
Employment policies for full-time and part-time staff have been established and are available to teachers and other staff.	<ul style="list-style-type: none"> • Employee handbook * • Confirmation of Receipt (e.g., form from handbook; staff meeting sign-in; etc.)
There is documentation that initial background checks for all staff have been completed.	<ul style="list-style-type: none"> • Background check clearances*
Each teacher has been offered a retirement plan.	<ul style="list-style-type: none"> • DC Teacher Retirement Opt In/Opt Out Form, or similar form.
Leave of absence forms for former DCPS employees have been processed and are on file.	<ul style="list-style-type: none"> • Leave of absence forms on file and reflect processing through DCPS
Plan for when teachers are absent	<ul style="list-style-type: none"> • Copy of school's plan for covering teacher absences (e.g., substitute bank; teacher request form; permanent substitute contracts; etc.)

Curriculum and Instruction

Area of Review	Examples of Acceptable Documentation
Needed instructional materials and supplies have been procured to classrooms at every grade level.	<ul style="list-style-type: none"> • Actual instructional materials and supplies, or evidence that materials and supplies are on order and will be delivered in time for school opening
A school calendar and class schedules exist and provisions have been made for them to be available to every student and every family.	<ul style="list-style-type: none"> • School calendar—including 180 instructional days, holidays, PD days, inclement weather and emergency closure make-up days*

ATTACHMENT F

Area of Review	Examples of Acceptable Documentation
	<ul style="list-style-type: none"> • Class Schedules • Copy of parent/student/family handbook / resource in which calendar was printed, along with confirmation of receipt (however school tracks that information was given to parent).
Provisions have been made for assessing and serving students with special needs.	<ul style="list-style-type: none"> • Evidence that needed staff is on board to provide special needs services, or evidence that services have been contracted. • Documentation that contracts for services equal to or exceeding \$25,000 have been reviewed by PCSB.

Students and Parents

Area of Review	Examples of Acceptable Documentation
Parents and students will be provided with written information about the school including Discipline Plan (suspensions and expulsions)	<ul style="list-style-type: none"> • Copy of parent/student/family handbook / resource in which the discipline policy is printed, along with confirmation of receipt *
Preliminary class rosters are available to teachers for planning	<ul style="list-style-type: none"> • Student rosters/records are on file and accessible to teachers for planning
Intake process includes measures to identify students with special needs.	<ul style="list-style-type: none"> • Description of process for identifying students with special needs (e.g., copy of information in enrollment packet)
Valid proof of DC residency is on file for each student	<ul style="list-style-type: none"> • All residency forms from OSSE have been completed, including proof of residency form complete with parent's or guardian's name, student name, school staff person's signature, date, and appropriate check offs indicating documents submitted and copy of document submitted.
Procedures are in place for creating, storing, securing and using student academic, attendance, and discipline records.	<ul style="list-style-type: none"> • Evidence that procedures are in place for creating, storing, securing, and using student academic, attendance, and discipline records. (Includes a Safeguard of Student Information Policy that aligns with FERPA) • Evidence that the records of students with disabilities are kept in a secure location • Evidence that parents or adult students have been provided with notice of their rights under FERPA
A complaint resolution process is in place and has been distributed to employees, parents, and students.	<ul style="list-style-type: none"> • Description of complaint resolution process in employee, parent, and student handbooks. *

ATTACHMENT F

Operations

Area of Review	Examples of Acceptable Documentation
<p>Systems are in place to accurately collect and submit attendance and discipline data, and Compliance documents, including the following:</p> <ul style="list-style-type: none"> -system to accurately collect and submit daily attendance -system to accurately collect excused absence documentation -system for mandatory reporting to CFSA and/or DC Superior Court, when applicable -system to accurately submit discipline incidents -system to accurately submit Compliance documents to PCSB 	<ul style="list-style-type: none"> • Student Information System is in place • Staff member(s) have been trained on ProActive, the school's Student Information System, and Epicenter
<p>Arrangements have been made for food service.</p>	<ul style="list-style-type: none"> • Food service contract • Documentation that contract equal to or exceeding \$25,000 has been reviewed by PCSB. • Record of Basic Business License (BBL)
<p>Provisions have been made for health services and immunization, if appropriate.</p>	<ul style="list-style-type: none"> • Evidence that health services and immunizations services are available (school nurse, contract with local health facility, etc.) • Evidence of access to the immunization registry and a mechanism for entering immunization data.
<p>There are written plans for such life safety procedures as fire drills and emergency evacuation.</p>	<ul style="list-style-type: none"> • Written plans for life safety procedures included in faculty and student handbooks • Fire drill schedule (one drill within the first ten days; and conducted monthly for the remainder of the school year) *
<p>A system is in place for gathering and reporting information needed to qualify for federal entitlement programs, including reporting to PCSB</p>	<ul style="list-style-type: none"> • Evidence that a system is in place for gathering and reporting data needed to qualify for federal entitlement programs (e.g., database on Free and Reduced Lunch paperwork), including reporting to PCSB

Facilities, Furnishings and Equipment

Area of Review	Examples of Acceptable Documentation
<p>Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.</p>	<ul style="list-style-type: none"> • Space meets the needs of the program and number of students to be served

ATTACHMENT F

Area of Review	Examples of Acceptable Documentation
Systems are in place for student drop-off and pick-up	<ul style="list-style-type: none"> • Clear plans on file for student drop-off and pick-up before school, during school hours, and after school
Classroom furniture is available for instruction (or will be)	<ul style="list-style-type: none"> • School admin confirms that classroom furnishings are appropriate for the school's educational model
Necessary equipment, including educational technologies, is installed and ready to operate.	<ul style="list-style-type: none"> • School admin confirms that equipment is installed and is ready (or will be ready) to operate by the first day of school
A Certificate of Occupancy is on file at the school.	<ul style="list-style-type: none"> • Certificate of Occupancy on file at school with an occupancy load that is greater or equal to the number of students PLUS staff in the building*
If needed (eg., for a school occupying temporary space), parent permission slips are on file.	<ul style="list-style-type: none"> • Parent permission slips
Certificates of insurance are on file at the school and PCSB, meeting at least the minimum levels required by the PCSB.	<ul style="list-style-type: none"> • Certificates of insurance on file at school with coverage in accordance with their charter or meeting the minimum levels recommended*: <ul style="list-style-type: none"> • General Liability - \$1000 per occurrence, \$2000 aggregate • Directors and Officers Liability - \$1000 • Educators Legal Liability - \$1000 • Umbrella Coverage - \$3000; \$5000 if providing transportation • Property/Lease Insurance - 100 percent of replacement cost • Boiler and Machinery Insurance - \$1000 (if appropriate actual loss sustained) • Auto Liability Insurance - \$1000 • Workers Compensation - As required by law

Attachment G: Random Selection Process

A lottery is conducted when the school is oversubscribed (the number of applications received is greater than the number of spaces available). To participate in the lottery all applicants **MUST** receive a lottery ticket on the day their application is submitted.

During open enrollment (PHASE I of the registration process) all applicants (new applicants only) are given a lottery ticket. This ticket is used to conduct an electronic lottery to determine who will enroll in the classes for which there were more applicants than spaces available. After the lottery is conducted those who do not win a space are placed on a lottery waiting list.

Lottery results are posted publically. In addition, a lottery results report is sent to the Charter Authority.

Attachment H: Disciplinary Policies

The Carlos Rosario International Public Charter School is a place where all students have the right to come and learn. To allow all students to learn, all students must be respectful of the diverse community. Carlos Rosario students are expected to adopt shared values of the School community. Carlos Rosario students are lifelong learners who are caring, productive, confident and civic minded. They must be conscientious of the implications of their decisions and should demonstrate empathy, compassion, and respect towards others and themselves.

Student Behavior Expectations

Respect is critical in our diverse community. Students must demonstrate respect through their appropriate actions, words, tone and body language. Unacceptable behavior includes any behavior that infringes on another student's right to learn. These behaviors include, but are not limited to, offensive language and gestures, disrespecting a staff or faculty member, damage to school property, improper use of school equipment, theft, sexual harassment, making threats against others, harming others, and fighting or committing assaults. Behavior that poses a threat to the health and safety of others may be grounds for immediate expulsion.

Drugs and Alcohol

Students use, possession, distribution and sale of drugs or alcohol is strictly prohibited on school property or at any school sanctioned activities occurring off-site. Distribution or sale of drugs or alcohol or the intent to do so may warrant an immediate expulsion and possible reporting to authorities.

Weapons

All weapons including, but not limited to, guns, knives, explosives, are strictly prohibited at the School. Violations will lead to DC Metropolitan Police Department involvement and may be grounds for immediate expulsion. Items that appear to be weapons are banned as well.

Discipline Review Process

When a teacher or staff member finds that a student has committed an infraction that may merit expulsion or suspension, he or she will inform a school official of the infraction. The school official will meet with the student to inform the student of the infraction in question and learn what happened from the student's perspective. If the school official finds that the student is in violation and further concludes that the infraction merits expulsion or suspension, the school official will ensure the discipline review process is followed.

Discipline Review Process Policy for Expulsions and Suspensions

Should a student's behavior be deemed to be a serious violation or infraction, the incident will be reported to a designated school official. The school official will meet with the student, hear the student's perspective on the incident, and then as warranted engage in a variety of appropriate interventions that are commensurate with the nature of the infraction. These interventions can range in a variety of measures including a verbal or written warning, mandatory consultations with a counselor and/or follow up conferences with a school official. Violations relating to the sale or distribution of drugs, weapons violations or other serious violations that threaten the health and safety of the school community may result in a suspension or an expulsion.

The Discipline Review Process Policy may include the following:

1. Oral or written notice of the charges based on the school's investigation;
2. If the charges are denied, a student must be given an opportunity to explain his version of the events to the suspending school official;
3. The suspension may range from 1 to 10 days in length;
4. Expulsion can be for the rest of the semester or the rest of the school year and, in extreme cases, expulsion can be indefinite;
5. Any decision rendered must be based upon the school's investigation;
6. With respect to any suspension invoked, the student will be informed of its beginning and ending dates;
7. If an appeal request is made, the student may appear and discuss the suspension or expulsion with a specially designated school official; and
8. Subsequent appeals may be made to the senior executive leadership of the School and to the Board of Trustees.

Attachment I: Insurance Requirements



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
6/28/2013

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Ridgebrook Insurance Services, Inc. 909 Ridgebrook Road Suite 116 Sparks MD 21152	CONTACT NAME: Alison Oswald		
	PHONE (A/C. No. Ext): (443) 595-3100	FAX (A/C. No.): (443) 595-3140	
	E-MAIL ADDRESS: aoswald@ridgebrookins.com		
INSURED CARLOS ROSARIO INTERNATIONAL PUBLIC CHARTER 1100 HARVARD ST NW WASHINGTON DC 20009	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A: Hartford Casualty Ins. Co.		29424
	INSURER B: Hartford Underwriters Ins. Co.		30104
	INSURER C: Hartford Fire Ins. Co.		19682
	INSURER D: Hartford Insurance Group		
INSURER E:			
INSURER F:			

COVERAGES CERTIFICATE NUMBER: 13-14 Master REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR		30SBQB4651	5/22/2013	5/22/2014	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC					
	B	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS		30UECTL4886	5/22/2013	5/22/2014
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000		30 RRQ XQ0427	5/22/2013	5/22/2014	EACH OCCURRENCE \$ 4,000,000 AGGREGATE \$ 4,000,000
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory In NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	5/22/2013	5/22/2014	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 500,000 E.L. DISEASE - EA EMPLOYEE \$ 500,000 E.L. DISEASE - POLICY LIMIT \$ 500,000
D	Excess Liability		30KDEUL4214 Excess Over 30RHQXQ0427	5/22/2013	5/22/2014	EACH OCCURRENCE 6,000,000 AGGREGATE 6,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
FOR INFORMATION PURPOSES ONLY
Re: 1100 Harvard St. NW, Washington, DC 20009 and 1501 15th Street, NW, Washington, DC 20009

CERTIFICATE HOLDER Carlos Rosario International Public Charter School Attn: Gwen Ellis 1100 Harvard Street NW Washington, DC 20009	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE Thomas Little/BREE

Attachment J

Key Personnel

Board of Trustees

Alberto Gomez, Chair

Patricia Sosa, Vice Chair

James Moore, Secretary

Brahim Rawi, Treasurer

Laura M. Campos, Member

Sonia Gutierrez, Member

Teodros Kavaleri, Member

Pilar Laugel, Member

Nydia Peel, Member

Lea M. Zepeda, Member

Gustavo Velasquez, Member

Pedro Lujan, Honorary Member *Emeritus*

Sonia Gutierrez- President and Founder

Allison Kokkoros, Chief Academic Officer

Candy Hernandez, Chief Operations Officer

Dr. Ryan Monroe, Principal, Harvard Campus

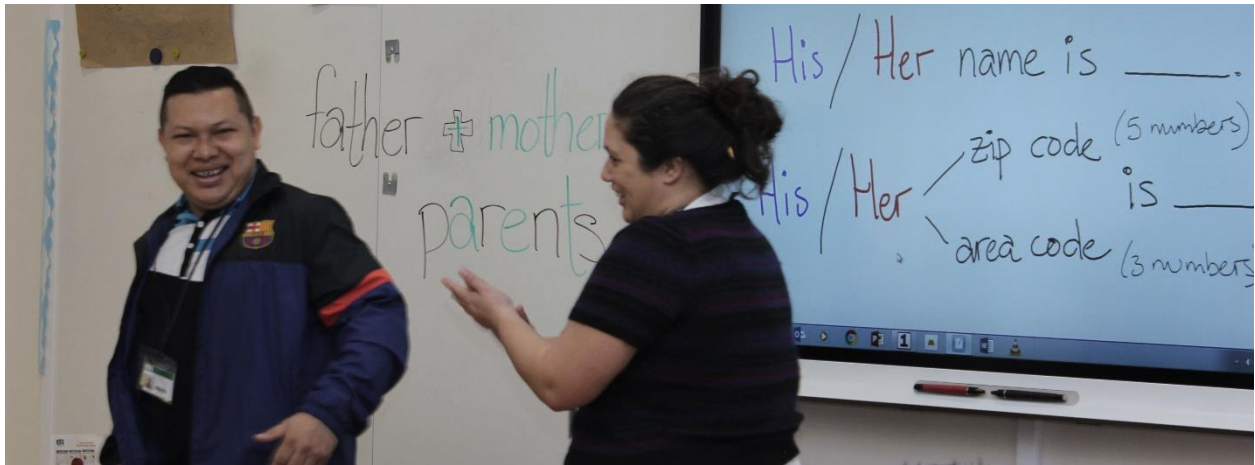
Dr. Jorge Delgado, Principal, Sonia Gutierrez Campus

Attachment K: 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, 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 and by fostering a safe and compassionate learning environment.

Appendix B

Carlos Rosario International Public Charter School Annual Report SY 2015-16



**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.

School Program

School Overview Highlights

- More than forty-year history serving Washington, D.C.'s diverse immigrant population
- Nationally and internationally recognized as a model in adult education
- Offering award-winning holistic model of adult education for immigrants, which includes language, literacy, GED, workforce development 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 school year
- Ranked a Washington, D.C. Top Workplace by Washington Post for two consecutive years in 2015 and 2016
- Chartered in 1998 by D.C. Public Charter School Board which renewed the charter for 15 more years in 2013
- Accredited by the Middle States Association in 2005 and re-accredited in 2012
- In 2013 the Sonia Gutierrez Campus,* focusing on workforce development, opened

*(Throughout this report we will refer to our two facilities as the Sonia Gutierrez Campus and the Harvard Street Campus; however, we are considered one school with two facilities rather than two distinct schools.)

2015-2016 School Year Details

- School Calendar:
August 31, 2015 - June 16, 2016
- 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

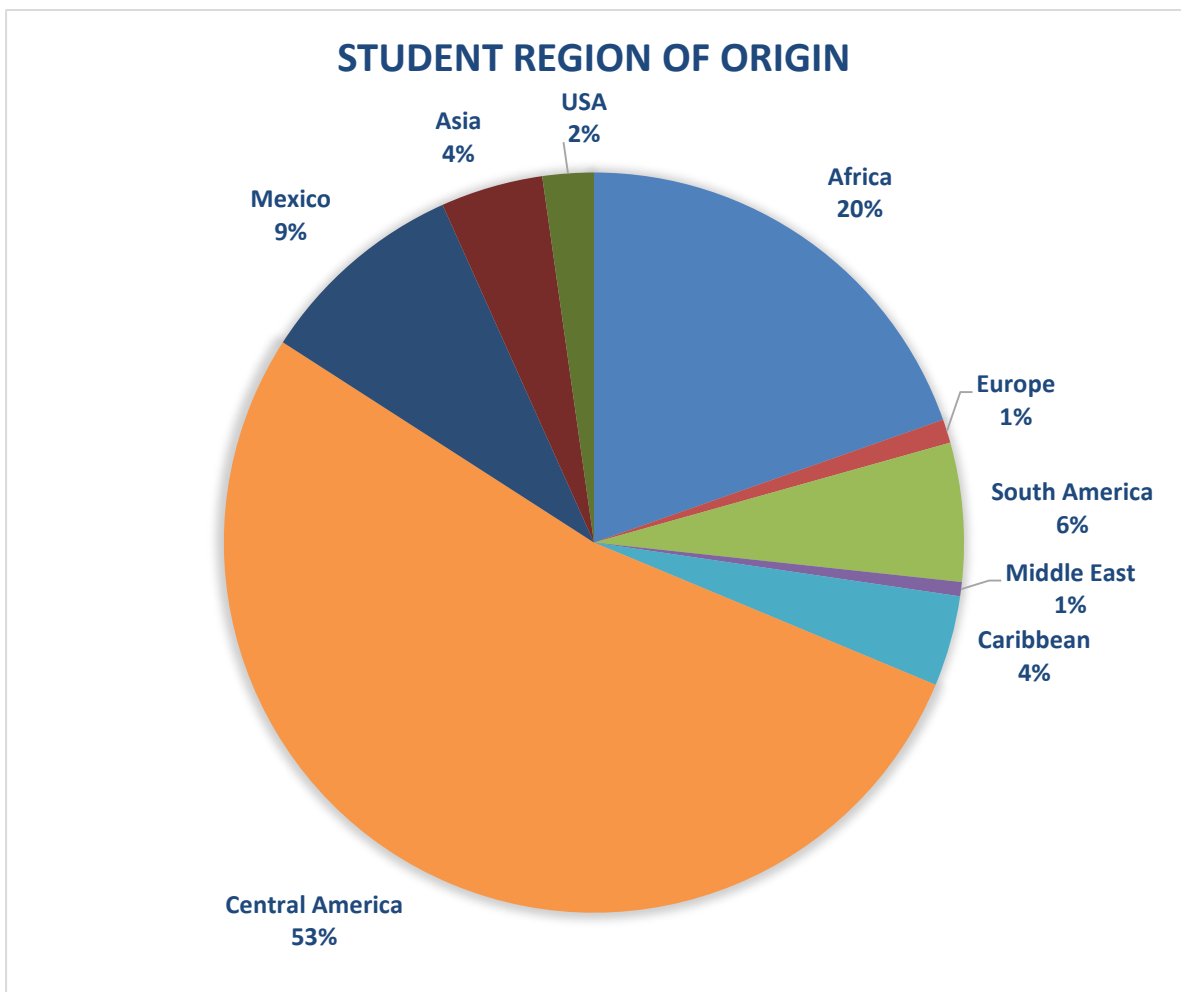
The Carlos Rosario School serves students ages 16 and older. **Eighty-eight percent** are living below the poverty line according to the Department of Agriculture Federal Poverty Guidelines. **Ninety-one percent** are English language learners. For the 2015-16 school year we served students from 91 different countries speaking 50 languages.

91

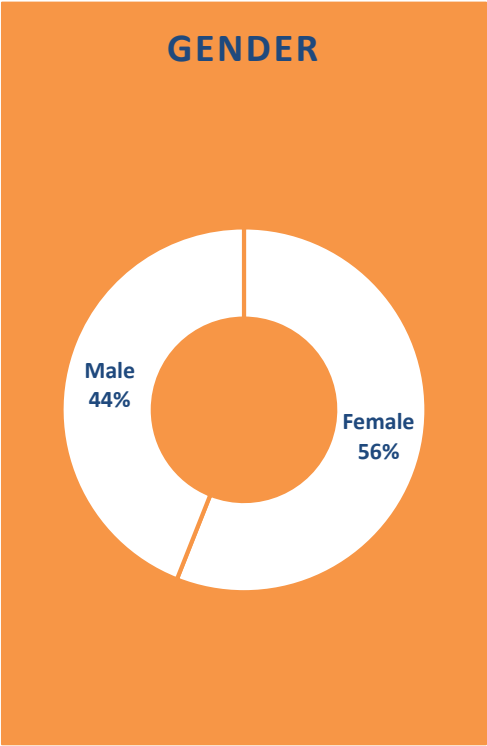
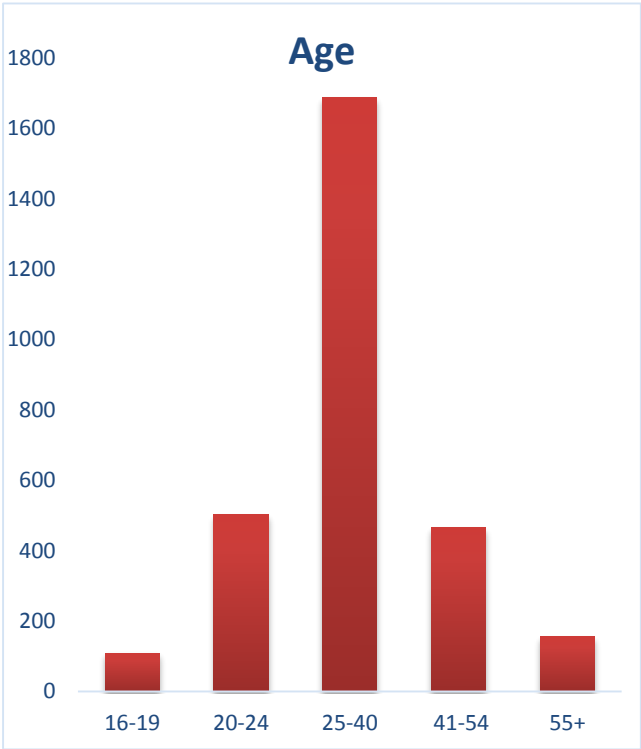
Countries represented

50

Languages spoken



Student Demographics (Continued)



Summary of Curriculum Design and Instructional Approach

Our ESL curriculum is validated by the Georgetown University's Center for Language Education and Development. It 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. ESL instruction is embedded in life and digital literacy skills, health education, parenting, civics, and workforce training.

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.

Our curriculum covers:

- Health and wellness
- Consumer education
- Financial literacy
- Parenting and family skills
- Rights and responsibilities of citizens
- Multicultural awareness and appreciation
- Participation in the democratic process
- Soft skills
- Digital literacy
- Numeracy

Innovative theories of second language acquisition and the most 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 community members and Carlos Rosario School graduates.



Alumni Involvement Efforts

In lieu of parent involvement, due to the nature of our student body, 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. Please see the description of our

student government program detailed on page 12 for more information about how current students are engaged in leadership activities.

Our Programs

The Carlos Rosario School's mission and programs are designed to leverage the assets and boost the contributions made by immigrants. These contributions to the social fabric and economic growth of our city increase its inclusiveness and strengthen the global competencies of its workforce.

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

➤ Foundational Literacy and Skills

The foundational literacy and skills courses provide the building blocks for a solid academic base by developing language and essential life skills. Classes include practical, context-based learning preparing students for everyday life and work situations. Ultimately, our foundational literacy and skills programs are designed for career development and advancement.

Literacy (Orientation A and B)

Orientation classes offer intensive English instruction with additional learning supports. Content includes learning the English alphabet, developing phonological skills, and practicing the production of sounds, words, and sentences.

English as a Second Language (ESL) Courses (Levels 1–8)

ESL classes build competence through listening, speaking, reading, and writing instruction. Integrated life skills instruction provides students with knowledge needed to gain employment, pursue higher education, and advocate for individual, family and community needs—strengthening students' capacity to become more confident, involved members of society.

Content ESL classes in health, hospitality and family literacy offer language instruction for specific contexts.

Technology Essentials

The Computer Literacy class focuses on computer skills such as how to use an email account and the basic features of Microsoft Word, PowerPoint, and Excel as well as how to navigate the internet.

In the Microsoft Office Applications class students gain more advanced skills in Word, PowerPoint, Excel, and Access to enhance their ability to compete successfully in the workplace.

GED Test Preparation



This program supports students whose goal is to obtain an official high school credential through passing the official GED exam. Academic content areas covered are language arts (writing and reading), social studies, science, and mathematics. Students enter the GED Program with a wide range of educational backgrounds. Through the Plazas Comunitarias Carlos Rosario Program, students are able to earn

internationally recognized elementary and middle school diplomas thanks to a partnership with the Mexican Consulate. The Plazas Comunitarias program recognizes the important milestones along the path to earning a GED.

Citizenship Preparation

This class ensures eligible students will be able to pass the official naturalization test with confidence. It covers topics such as U.S. history, civics, the Constitution, the democratic process, and the rights and responsibilities of citizens.



➤ Workforce Development

The workforce development courses, offered through three career training academies, provide theoretical and hands-on learning geared toward English language learners. The courses teach students technical 21st Century skills in three key local high-growth, high-demand industries: hospitality, health and technology. 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. Each class provides students with the skills to pass an industry-essential certification key to breaking into and advancing in their chosen field. Courses are strengthened by field experience opportunities and connections to industry leaders.



Culinary Arts Academy

This program offers culinary arts courses including a fundamentals program, baking and pastry arts, and international cuisines. The fundamentals class focuses on sanitation and safety, knife skills, measurements, and core cooking methods. As part of the fundamentals course, students are prepared to pass the ServSafe Certification exam. Baking and pastry arts provides the opportunity to master the basics of baking including breads, cakes, pies, chocolates, and custards. International cuisines is an advanced course that prepares students to work in a variety of service styles while employing global ingredients, flavors, and cooking methods. As a result, students gain experience with the timing and synergy necessary to be a core team member of any kitchen.



Health Academy

This program offers courses that equip students to become effective, responsible and compassionate healthcare providers. The classes focus on the foundations of patient care such as taking of vital signs, CPR training, effective communication, reporting and documentation. Students receive over 200 hours of instruction, including clinical practice at Sibley Memorial

Hospital and are prepared to pass the Washington, D.C. Nurse Aide Certification exam. A new addition to this program is an intermediate-level course co-taught by an ESL

Instructor and a Registered Nurse, ensuring that language acquisition instruction is focused on healthcare field context. In addition, two ESL for Health courses prepare students for the language demands of nurse aide training.

Technology Academy

This program offers courses that provide students with the knowledge and skills to pass the CompTIA A+ Certification exams, an entry-level requirement in the industry. That is the first in a series of stackable credentials. The IT Fundamentals class makes the technology content more accessible to language learners with little experience in the field. Students log over 400 instructional hours and learn how to install, configure and troubleshoot hardware and software in physical and virtual environments; optimize system performance; and manage and maintain Windows Client and Server Operating System. In addition, students learn how to configure mobile devices such as smart phones, tablets, etc. and manage resources in the cloud.

➤ 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 our qualified counselors and staff who have a deep, and often first-hand, understanding of the immigrant experience.

3,806

Hours of direct services offered to students



Higher Education/ Vocational Support

Numerous resources are provided to assist students in pursuing their higher education goals including college/vocational training, credential evaluations, career planning support, and assistance in completing entrance requirements. For the 2015-16 school year through the generous support of individual and corporate donors the Carlos Rosario School scholarship program awarded 45 scholarships totaling \$162,800 to students going on to college and vocational training classes.

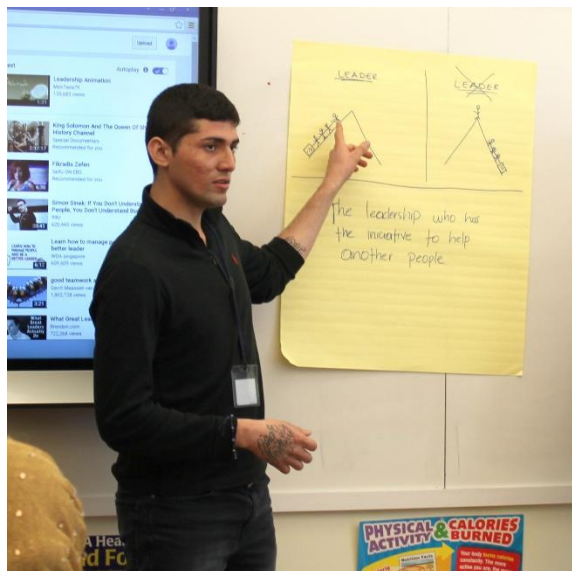
Counseling and Case Management

We provide a variety of life skills supports targeting the needs of the population we serve. In-school supports are supplemented by external community referrals. We partner with or refer students to more than 40 community organizations including Greater Washington Hispanic Chamber of Commerce, Upwardly Global, D.C. Health Link, Ethiopian Community Development Center, Clinica del Pueblo, D.C. Bar Pro Bono Clinic, Mil Mujeres, The College Board, and MPD

Latino Liaison Unit. Working together with these organizations we provide services such as health screening, safety training, affordable housing workshops, and HIV testing. Bilingual mental health counseling by experienced licensed counselors is also offered year round.

Employment and Career Services

The school offers employment and career services that meet students wherever they are on their career journey. Students can meet one-on-one with career specialists for advising as well as attend group workshops on soft skills such as professionalism, resume building and interviewing. Job placement services are also offered. Once students are placed in positions there are retention follow-ups and support for those looking to be promoted and take on new, more complex responsibilities.



Leadership Development

Through the student government, students have development opportunities and ways to give back to the community as well as the chance to act as liaisons between their peers and school administrators. Peer-elected student government representatives also host fundraising events for various causes, local community based organizations, and for scholarship funds to be awarded to their peers pursuing higher education.



Performance and Progress

The Carlos Rosario School meets its mission through its holistic education model. The extensive course offerings and supportive services highlighted in the School Program section of this report provide English language learners with contextualized instruction directly relevant to their short and long-term academic and career goals. Our ongoing curriculum upgrades and professional development ensure that our programs and services develop and reflect best practices in content and delivery for adult English language learners.

Mission in Action

\$3,000

Worth of food donated by Student Government Representatives to Catholic Charities, Capital Area Foodbank and Martha's Table

1,012

Number of hours donated by community members and students to school activities.

The success of the holistic model lies in large part with the strength of our ties to the community. In our programming we first assess the needs and aspirations of the community and of individual students. Then through our adult education programs students are provided with the resources and tools to become more invested members of society, which in turn positively impacts the larger community.

Giving back is a fundamental part of our mission, and here at the School a sense of community pride is intentionally and continuously fostered. We have a robust volunteer program that brings together

students, alumni, staff, and community members. Thanks to the efforts of the Carlos Rosario School community, thousands of meals were given to the local food bank and hundreds of dollars were donated to partner direct service organizations.

\$2,033

Amount of funds raised and donated to partner community organizations



Community

During the 2015-16 school year the school held many community engagement events. During Hispanic Heritage Month local Latina leaders shared advice learned from their stories of success and community members were invited to discuss issues around the Salvadoran diaspora in a roundtable moderated by WAMU reporter Armando Trull. In the spring semester students and community organization partners educated the school community on civic engagement and voting. Additionally, the first ever school community bike ride was held, visiting local businesses owned and managed by students and alumni. Fifty students, teachers, and staff marched in the Capital Pride Parade. And on a wintery MLK Day more than 40 students, teachers and staff joined together to clean up a section of the Metropolitan Branch Trail in partnership with the Washington Area Bicycle Association. The school also opened its doors for citywide healthcare signup events and legal clinics.

Goals and Academic Achievement Expectations

Carlos Rosario PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
<p>Progress</p> <p>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.</p>	Goal met.	<p>Computation of Spanish and English GED student test data indicating 66.84% 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=123/184= 66.84%</p>
<p>Progress</p> <p>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>	Goal met.	<p>Computation of ESL student test data indicating 74.21% of pre and post testing English language learners made one or more NRS-EFL gains by the end of the program year. n=1347/1815= 74.21%</p>
<p>Achievement</p> <p>65% of GED test-takers will pass the official GED exam by the end of the program year.</p>	Goal met.	<p>Official GED test reports indicating 91.17% of GED test-takers passed the official GED exam by the end of the program year. n=31/34= 91.17%</p>
<p>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>	Goal met. Goal met. Goal met.	<p>a) Official certification test reports indicating 91.59% of students passed industry certification tests. n=109/119= 91.59%</p> <p>b) Student Services case logs indicating 80.5% of exiting students obtained employment or entered post-secondary education. n=58/72= 80.5%</p> <p>c) Student Services case logs indicating 85.5% of exiting students retained employment or entered post-secondary education. n=342/400= 85.5%</p>
<p>Leading Indicator</p> <p>a) 69% in-seat attendance</p> <p>b) 60% Retention rate</p>	Goal met. Goal met.	<p>a) Student Information System year-long attendance report indicating 73.72% in-seat attendance rate.</p> <p>b) Student Information System year-long enrollment report indicating 73.53% retention rate. n=1470/1999= 73.53%</p>
Mission-Specific Goals		
<p>85% of Citizenship students will pass the naturalization exam.</p>	Goal met.	<p>End of year report compiled by citizenship class teacher indicating 100% of Citizenship students passed the naturalization exam. n=12/12= 100%</p>
<p>75% of ESL students will pass the CR Technology Test.</p>	Goal met.	<p>Student Information System end of school year technology test report indicating 85.72% of ESL students passed the CR Technology Test. n=1345/1569= 85.72%</p>

Lessons Learned and Actions Taken

As evidenced by the Goals and Academic Achievement Expectations chart, the School reached and surpassed all of the goals and academic achievement expectations for the 2015-2016 school year.^[1] Here are some of the actions taken and lessons learned:

- By the mid-semester point we assessed that student progress in a couple higher level ESL classes was lower than our target. Through additional supports such as small group tutoring and increased opportunities to demonstrate student gains, we saw significant student progress and were able to meet the target. In the end the value of continuous monitoring and attention to student progress was confirmed by the results of this year's student progress measure.
- This year we were more readily able to meet the College and Career Readiness targets due to two changes implemented after last year. First, we added new features to our student information system, which facilitated gathering employment data. Additionally, we applied new quality assurance measures and independent verifications to ensure monthly reports about exited students were accurate and complete.
- We increased the pass rates in our IT and Nurse Aide career training programs through changes in instructional focus. In IT we added an IT Fundamentals class that allows for students who are less familiar with the field to gain basic knowledge and skills before attempting A+ certification training. In Nurse Aide training a stronger focus on reading comprehension and test-taking skills increased our pass rate to 97%.
- The final lesson learned from the 2015-16 academic year relates to our continued efforts to enhance and expand our data collection and analysis efforts. Due to increased needs from both internal and external stakeholders related to data as well as guidance from a two-year leadership development program in partnership with nonprofit consulting firm Bridgespan, the school has undertaken a new data collection initiative. To support these efforts, we are building our capacity in the areas of data analysis and database administration.

^[1] Pending verification by PCSB audit.



Below is a list of the top 10 unique accomplishments for the 2015-16 school year.

- At the year's graduation we celebrated the accomplishments of more than 300 graduates including 31 GED grads, 147 career training graduates completing hands-on classes in the fields of health, technology, and culinary arts, and 40 new citizens.
- The school was named a Washington Post Top Workplace for the second year in a row.
- Culinary arts graduate Mario Romero was named Most Outstanding Adult Student and Doris Medina, Health Academy Administrator, was named Most Outstanding School Leader in Adult Education by the D.C. Association of Public Chartered Schools.
- Numerous teachers and staff were recognized for their contributions in the fields of adult education. Heather Tatton-Harris was named one of the top 30 up and coming leaders by TESOL; Benjamin Velasquez was named a Visionary Educator by RAMW; and Laurel Anderson published research on the GED and minority language learners in the *Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education*.
- Sonia Gutierrez, Founder of the Carlos Rosario School, was awarded the American Dream Medallion by the Congressional Hispanic Caucus Institute, and was also inducted into the D.C. Charter School Hall of Fame by charter school advocacy group, FOCUS.
- The school hosted its first ever Community Action Fair where students shared important information about voting and civic engagement with their community. The event was attended by hundreds and community participants including the DC Board of Elections, CARECEN, and the Mayor's Office on African Affairs.
- Fifteen pairs of students and staff participated in the StoryCorps oral history project. Participants interviewed family members, teachers and classmates to learn life stories. Recordings of these interviews are housed at the Library of Congress.
- Through a partnership with the Philips Collection beginning literacy and ESL for Families students visited the museum (many for the first time) and collaborated together to build their own migration story mural with inspiration from Jacob Lawrence's Migration Series.
- UNESCO's Institute for Life Long Learning recognized the school's Plaza Comunitaria program as a model in effective literacy practice.
- Through a partnership with the Writers Center, advanced intermediate students worked with center volunteers to write personal poetry and essays, which were published in a book sponsored by the Cafritz Foundation.

List of Donors [July 2015 through June 2016]

(Monetary or in-kind with value equal to or exceeding \$500 during the 2015-16 school year)¹



A Corp SCSI

Alan & Amy Meltzer Family Foundation, Inc.

Alan L. Meltzer

Allison Kokkoros

Ayala And Associates

Beacon Hotel And Corporate Quarters

Bo Pham

Capitol Document Solutions

D.C. Health Benefit

Daryn M. Peel

Democracy Fund

Doris S. Leshner

Margaret L. Yao

Michelle Chapman

Monroe Family

Multicultural Community Service

New Light Technologies, Inc.

O'Keefe Communications, Inc.

Page After Page Business Systems

Priscilla Annamanthodo

ProActive School Inc.

Raffa

Raza Development Fund Inc

Ridgebrook Insurance Services, Inc.

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

El Tamarindo, Inc.	River Road Unitarian Universalist Congregation
Fotios & Marianne Kokkoros	Rosemary Monroe
Gerardo A. Luna	Sherrie H. McKenna
Gloria E. Bonilla Romero	Shinberg Levinas
Hector Torres	Sonia I. Gutierrez
Hotel Association of Washington, D.C., Inc.	Susan Savarese
J.F. Barrueta	Tempo Bookstore, Inc.
James H. Moore	Teodros Kavaleri
Jay Haddock	The Frances B. & William D. Novelli Fund
Jay M. Castano	U.S. Security Associates, Inc
Jose Gutierrez	UnitedWay Of The National Capital Area
Judith Bonderman	Verizon
Kimberly L. Schwartz	William MacCartee

Data Report

LEA Name	Carlos Rosario International PCS
Campus Name	Carlos Rosario International PCS
Grades Served	Adult
Total Audited Enrollment	2011
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	2011
Alternative	0
SPED	0
Total number of instructional days 2015-16	180
Student Suspension Rate	0.0
Student Expulsion Rate	0
Instruction Time Lost to Suspension	0
Average Daily Attendance	73.7%
Midyear Withdrawal Rate	Not yet validated - Intentionally blank
Midyear Entry Rate	Not yet validated - Intentionally blank
Promotion Rate	NA
College Acceptance Rate (SY 14-15)	Not Applicable
College Admission Test Scores (SY 14-15)	Not Applicable
Graduation Rates (SY 14-15)	Not Applicable
Teacher Attrition Rate	11.5%
Number of Teachers	46
Average Teacher Salary	\$61,708
Minimum Teacher Salary	\$43,070
Maximum Teacher Salary	\$92,860

APPENDICES

Teachers and Staff Working Directly with Students SY 2015-2016

First Name	Last Name	Job Title Description
Alice-Ann	Beachy	Assistant Principal
Carlos	Loureiro	Assistant Principal
Sharon Tong	Pan	Assistant Principal
Chenniah	Patrick	Assistant Principal
Ana	Sands	Assistant Principal
Aracelly	Watts	Assistant Principal
Johana	Lopez	Assistant Registrar
Ryan	Monroe	Chief Academic Officer
Allison	Kokkoros	Chief Executive Officer
Carol L.	Wolchok	Citizenship Instructor
Leslie	Colon Healy	Counselor
Mengistu	Ferede	Counselor
Christine	Ruppert	Counselor
Caitlin J.	Tromiczak	Counselor
Tara A.	Villanueva	Creative Arts Integration/Cultural Events Coord.
Mirna	Amaya	Dean of Community Relations and Student Service
Claudia	Esteve	Director of Student Services
Leona Salome	Sullivan	Director of Student Services
Daniela	Ayala	Employment Specialist
Elizabeth	Fuentes-Hernandez	Employment Specialist
Karla	Ramos Ramirez	Employment Specialist
Alelign	Dessie	Employment Specialist
Elani	Lawrence	ESL Families & Parent Engagement Coordinator
Rebecca L.	Crawford	ESL Instructor
Rosemary	Downing	ESL Instructor
Jennifer R.	Garcia	ESL Instructor
Simon	Hoogland	ESL Instructor
John	Hudson	ESL Instructor
Rebecca	Lee	ESL Instructor
Margarette S.	Loh	ESL Instructor
Jacqueline	Phillips	ESL Instructor
Susan	Taneco	ESL Instructor
Ruth D.	Ticktin	ESL Instructor
Kaylin	Wainwright	ESL Instructor
Alexander	Whitney	ESL Instructor
Bethlehem	Yoseph	ESL Instructor
Ruben	Montanez	ESL Instructor
Cassandra D.	Chen	ESL Instructor
Makeeya	Hazelton	ESL Instructor
Patrick	Mohr	ESL Instructor
Preavain	Robinson	ESL Instructor
Kate	Storks	ESL Instructor
Patrick	Benedict	ESL Instructor
Hugh	Beshers	ESL Instructor
Christina	Cammack	ESL Instructor
Laura	Closson	ESL Instructor

Erin	Ellingson	ESL Instructor
Amante	Fajardo	ESL Instructor
Michelle	Flores	ESL Instructor
Jerome	Gonzales	ESL Instructor
Andrew	Hinshaw	ESL Instructor
Christopher W.P.	Ladd	ESL Instructor
Chantal	Ross	ESL Instructor
Karina	Samuel	ESL Instructor
Sheryl L	Sherwin	ESL Instructor
Elizabeth S.	Walker	ESL Instructor
Kimberly	De Jesus Alfonso	ESL Instructor
Caitlin	James	ESL Instructor
Stephen	Landberg	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
Gemma V.	Sage	ESL Instructor
Gustavo A.	Samayoa	ESL Instructor
Jose	Serrano	ESL Instructor
Laurel	Anderson	ESL Instructor
Anteneh	Tsegaw	ESL Instructor
Biruk	Beyene	ESL Instructor
Javier A.	Marquez	Evening School Coordinator
Yolanda	Betancourt	GED Instructor
Celina	Moran de Reyes	GED Instructor
Elvira	Vargas	GED Instructor
Edwin	Alvarado	GED Instructor
Bradley	Haiar	GED Instructor
Elda H.	Gonzalez	GED Instructor
Doris Jane	Medina	Health Academy Administrator
Tien V.	Le	Job Developer
Alexander	Salvador Escobar	Job Developer
Fidel	Eshetu	Librarian
Steven	Frets	Librarian
Meriem	Bezad	Librarian Assistant
Taron	Massey	Librarian Assistant
Sekou	Camara	Paraeducator
Gizework	Teraro	Paraeducator
Nigatu	Ambo	Paraeducator
Elshadai	Kitaw	Paraeducator
Juana	Matos	Paraeducator
Rosario	Sarmiento	Paraeducator
Charly	Lopez	Paraeducator
Agustin	Perez Amaya	Paraeducator
Montserrat de la Rosa	Cruz	Paraeducator
Francisco	Garcia	Paraeducator
Jose	Artiga	Paraeducator
Tsegaye U.	Gobena	Paraeducator
Willy	Bisohong Bayiha	Paraeducator
Osman	Ali	Paraeducator
Geovanny	Vicente Romero	Paraeducator
Boubacar	Ould Brahim	Paraeducator
Holly Ann	Freso-Moore	Principal

Karen W.	Rivas	Principal
Elida	Viera	Program Assistant
Elizabeth	Fernandez	Program Assistant
Marina	Eisenberg	Registrar
Karina	Ortez Alvarado	Registration Lead
Olianka	Wingate	Retention Specialist
Elizabeth	Haile	Retention Specialist
Gabriella	Woo	Retention Specialist
Delia F.	Powvel	School Support Assistant
Sarah	Berlin	Student Assessment Coordinator
Vincent P.	Scott	Student Assessment Coordinator
Fernando	Saldana Rivera	Student Success Coordinator
Benjamin F.	King	Technology Instructor
Janett M.	Arandia	Technology Instructor
Jose	Vanegas	Technology Instructor
Chirine	Dhehibi	Technology Instructor
James	McDonald	Technology Instructor
Lindsey G	Crifasi	Technology Instructor
Kristine E.	Stoesz	Technology Instructor
Yolanda	Rose-Ellis	Technology Instructor
Peter	Cummings	Tutor
Silvia	Hildesheim	Tutor
Daniel	Hudson	Tutor
Fernando	Sosa	Tutor
Terunesh	Zeamanuel	Tutor
Mayra	Reyes	Tutor
Birhanu	Alemu	Tutor
Janeth	Ramirez	Tutor
Nicholas	Webster	Tutor
Elis	Rosa	Tutor
Tibebe	Ayele	Tutor
Maria	Pilkington	Tutor
Joe	Sanchez Calderon	Tutor
Jason	Story	Vocational/Career Instructor
Arlene	Venable	Vocational/Career Instructor
Eddy M.	Ceballos	Vocational/Career Instructor
Mariano	Ramos	Vocational/Career Instructor
Jason	Kellogg	Vocational/Career Instructor
Omarilys	Soler Ithier	Vocational/Career Instructor
Joseph	Hamilton Paine	Vocational/Career Instructor

Teacher and Staff Education Levels

Sixty-nine of our teachers and staff who work with students regularly have master's degrees and one has a doctoral degree. Forty-eight teachers/staff have bachelor's degrees and six have associate degrees. Three staff members have completed some college coursework in the U.S. Twelve of our support staff members have high school diplomas including six who have completed ESL, technology and career training classes at the Carlos Rosario School.

Carlos Rosario School Board of Trustees

Title	Name	Date of Appointment	Date Appointment Expires
Chair	Patricia Sosa Washington, DC	1/1/2015	12/31/2017
Vice-Chair	Brahim Rawi Washington, DC	1/1/2015	12/31/2017
Treasurer	James Moore Washington, DC	1/1/2015	12/31/2017
Secretary	Margaret Yao Washington, DC	1/1/2015	12/31/2017
Member	Francisco Ferrufino Washington, DC	2/27/2016	12/31/2017
Member	Sonia Gutierrez Washington, DC	Per bylaws serves for duration as President of CCC*	Per bylaws serves for duration as President of CCC*
Member	Teodros Kavaleri Washington, DC	1/1/2015	12/31/2017
Member Ex Officio	Allison R. Kokkoros Washington, DC	Per bylaws serves ex officio as CEO*	Per bylaws serves ex officio as CEO*
Member	Nydia Peel, Esq. Lutherville, MD	1/1/2015	12/31/2017
Member	Bo Pham Washington, DC	5/14/2015	12/31/2017
Member	Hector J. Torres Washington, DC	5/14/2015	12/31/2017
Honorary Member Emeritus	Jane Garcia Bethesda, MD	NA	NA
Honorary Member Emeritus	Alberto Gomez Washington, DC	NA	NA
Honorary Member Emeritus	Pedro Lujan Washington, DC	NA	NA

*Guided by bylaws as amended on August 9, 2014

Unaudited Year-End 2015-16 Financial Statements

Statement of Financial Position

As of June 30, 2016

Assets

Current Assets

Cash and Cash Equivalents	11,942,634.53
Accounts Receivable, Net	1,088.72
Other Current Assets	326,702.08

Total Current Assets 12,270,425.33

Long-term Assets

Property & Equipment	20,590,818.63
Other Long-term Assets	2,139,572.93

Total Long-term Assets 22,730,391.56

Investments

Long Term Investments	3,142,281.05
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Total Investments 3,142,281.05

Total Assets

38,143,097.94

Liabilities and Net Assets

Liabilities

Short-term Liabilities

Accounts Payable	297,724.61
Deferred Revenue	27,940.00
Other Short-term Liabilities	1,511,488.98

Total Short-term Liabilities 1,837,153.59

Long Term Liabilities

Other Long-term Liabilities	16,161,839.74
-----------------------------	---------------

Total Long Term Liabilities 16,161,839.74

Total Liabilities 17,998,993.33

Net Assets 20,144,104.61

Total Liabilities and Net Assets

38,143,097.94

Statement of Activities

As of June 30, 2016

Revenue

Per Pupil Allotment	17,040,171
Facilities Allowance	6,302,357
Activity Fees	556,493
Building & Rental Income	2,610
Private Grants & Donations	101,119
Government Funding & Grants	111,718
Other Income	225,441
Total Revenue	<u>24,339,909</u>

Expenses

Personnel Expense	
Salary Expense	11,452,174
Employee Benefits	3,043,494
Contracted Staff Expense	30,116
Staff Development	189,941
Total - Personnel Expense	<u>14,715,725</u>
Direct Student Expenses	
Textbooks	32,459
Student Supplies & Materials	272,713
Library & Media Ctr Materials	13,329
Student Assessment Materials	13,244
Contracted Student Services	25,367
Transportation	50,048
Food Services	304,648
Miscellaneous Student Expense	54,458
Total - Direct Student Expenses	<u>766,266</u>
Occupancy Expense	
Rent Expense	3,119,734
Building Interest Expense	1,502,155
Building Maintenance & Repairs	30,381
Building Depreciation Expense	700,574
Janitorial/Cleaning Svs & Supplies	132
Contracted Building Services	380,036
Total - Occupancy Expense	<u>5,733,012</u>
Office Expenses	
Office Supplies & Materials	273,998
Office Equipment Rent & Maintenance	91,460
Software & Maintenance	446,610

Telephone / Telecommunications	250,756
Accounting/Audit/Payroll Expenses	244,863
Legal Expenses	23,439
Professional Fees	246,353
Printing & Copying	88,537
Postage & Shipping	3,687
Advertising & Recruitment	71,178
Other Expenses	44,857
Total - Office Expenses	<u>1,785,738</u>
General Expenses	
Insurance Expense	171,137
Administrative Fee	240,701
Other General Expenses	284,780
Depreciation & Amortization	1,295,665
Finance & Interest Payments	374
Total - General Expenses	<u>1,992,657</u>
Total Expenses	<u>24,993,398</u>
Change in Net Assets	<u>(653,489)</u>

FY 2017 Budget

	Approved Budget FY 2017
Revenues	
Per Pupil Charter	17,376,030
Facilities Allowance	6,091,800
Activity Fees	547,870
Other Income	240,500
Private Grants & Donations	67,000
Government Funding	95,000
Total Revenue	24,418,200
Expenses	
<u>Personnel Expenses</u>	
Salaries Expense	11,868,115
Employee Benefits	2,870,987
Contracted Staff Expense	18,000
Staff Development	250,961
Total Personnel Expense	15,008,063
<u>Direct Student Expenses</u>	
Textbooks	6,260
Student Supplies & Materials	315,151
Library & Media Ctr Materials	17,950
Student Assessment Materials	52,909
Contracted Student Expenses	35,500
Transportation	46,360
Food Services	311,250
Miscellaneous	105,848
Total Direct Student Expenses	891,228
<u>Occupancy Expense</u>	
Rent Expense	3,593,861
Building Maintenance Expense	-
Building Interest Expense	1,544,245
Contracted Building Services	-

Total Occupancy Expense 5,138,106

Office Expenses

Office Supplies & Materials 122,130
Office Equipment Rent & Maintenance 523,228
Telephone & Telecommunications 174,220
Legal, Accounting & Professional Svs 504,450
Printing & Copying 27,100
Postage & Shipping 2,750
Other 57,370

Total Office Expenses 1,411,248

General Expenses

Insurance 179,297
Administrative Fee 255,000
Other General Expenses 274,830
Finance & Interest Charges -

Total General Expenses 709,127

Total Expenses Before Depreciation 23,157,772

Net Income / (Loss) before Depreciation 1,260,428

Depreciation Expense

Building 700,500
Equipment/Computers/LHI 1,035,000

GAAP Income/(Loss) (475,072)

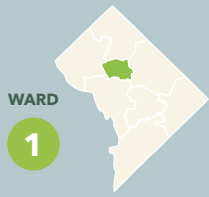
Capital Expenses

Equipment 12,000
Computer Equipment 286,740
Furniture & Fixtures 30,000
Leasehold Improvements 250,000
Automobile 25,000
Lease Payment - SGC 133,271

Total Capital Expenses 737,011

Net Cash Flow 523,417

Appendix C



Carlos Rosario International PCS

1100 Harvard Street NW
514 V Street NE
Washington, DC

202-797-4700
202-734-4900
www.carlosrosario.org

TIER

- 1 High Performing**
- 2 Mid Performing
- 3 Low Performing

School Profile (2015-16)

Board Chair

Patricia Sosa

Executive Director & CEO

Allison R. Kokkoros

Grades Served

Serves ages 16 and older.

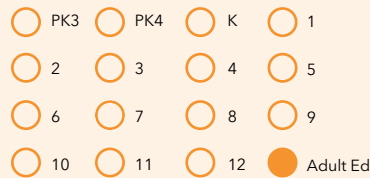
● Current Grades ● Future Grades

Principal

HollyAnn Freso-Moore
Karen Rivas

First School Year

1998-99

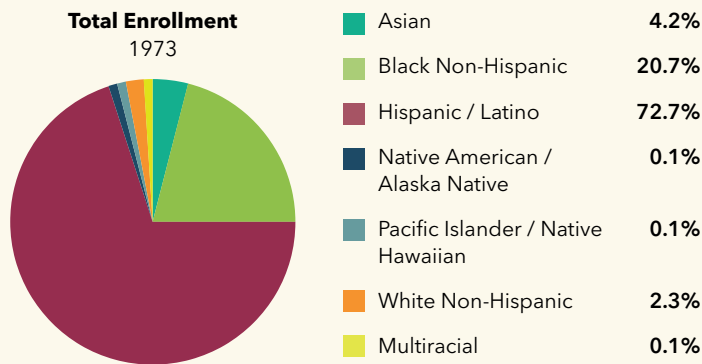


Adult Education Tier Explanations

- 1 High Performing**
(At least 65.0% in all indicators)
- 2 Mid Performing**
(At least 35.0% in all indicators)
- 3 Low Performing**
(34.9% or below in any indicators)

For schools serving adult populations, DC PCSB has implemented the **Adult Education Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers:
Tier 1 schools meet standards of high performance
Tier 2 schools fall short of high performance standards but meet minimum overall performance standards
Tier 3 schools fall significantly short of high performance in one or more indicators, showing inadequate performance

Student Demographics (2014-15)



English Language Learner
75.8%*

Special Education
0.0%*

*Includes only students under the age of 22, per state funding requirements

A Note from the School

The mission of the Carlos Rosario International PCS 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. Throughout its history, the Carlos Rosario School has improved the lives of tens of thousands of adult learners by investing in and supporting their journeys to achieve their dreams. Our education model combines adult education with life skills programs and support services. English as a Second Language instruction is embedded in life and technology skills, health education, parenting, civics, and workforce training.

Carlos Rosario International PCS

2015 School Performance Report

(2014–15)

Adult Education



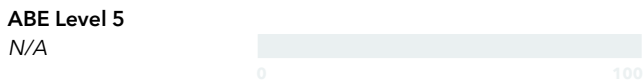
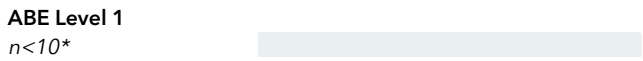
Weighted Score

Student Progress: Improvement of One or More Levels

81.3%

Adult Basic Education (ABE) Performance

Weighted ABE Score **75.3%**

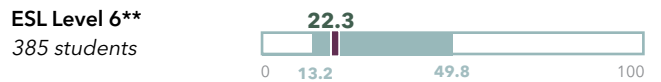


*Levels with results less than 10 students are not displayed but still included in the final score.

**ESL Level 6 is displayed but not included in the overall score.

English as a Second Language (ESL) Performance

Weighted ESL Score **81.5%**



Student Achievement: GED or NEDP Attainment **

N/A

Obtained Secondary Credential
Fewer than ten students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

100.0%

Entered Employment or Entered Postsecondary
196 students responded to the survey, Survey Response Rate: 79.7%***



Retained Employment or Entered Postsecondary
525 students responded to the survey, Survey Response Rate: 52.8%***



Entered Postsecondary (Prior Program Year)
N/A



Leading Indicators: Predictors of Future Student Progress and Achievement

100.0%

Attendance



Retention
Percent of students who are enrolled at the school who took both an academic pre-test and post-test



TIER 1

Carlos Rosario International PCS

2015 School Performance Report

(2014–15)

Adult Education



Mission Specific Goals: Progress on programming unique to the school's mission

Certification

Percent of students with pre and post test results gaining one grade level or better in Reading on the Supera assessment



Certification

Percent of exiting students enrolled in ServSafe course earning a ServSafe certificate



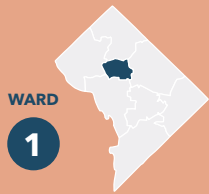
School Specific Assessment

Percent of students scoring a 70% or higher on the Carlos Rosario Technology assessment



**General Education Development (GED) or National External Diploma Program (NEDP).

***Percent of students successfully contacted via Career and College Readiness Surveys by the school.



Carlos Rosario International PCS

514 V Street NE
1100 Harvard Street NW
Washington, DC 20009

202-797-4700
www.carlosrosario.org

	TIER
2016	1
2015	1

School Profile (2016–17)

Board Chair

Patricia Sosa

CEO

Allison R. Kokkoros

Programs Offered

Day and Evening classes

- Nurse’s Aide for ELLs
- Culinary Arts for ELLs
- IT Certification for ELLs
- ESL & Citizenship

Principals

HollyAnn Fresno-Moore
Karen Rivas

First School Year

1998-99

Diplomas Offered

- English GED for ELLs
- Spanish GED

Ages Served

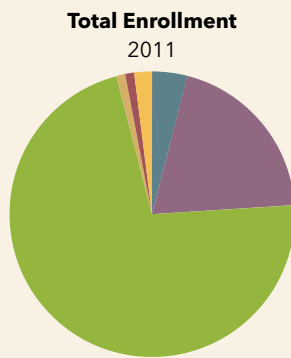
Serves ages 16 and older

Adult Education Tier Explanations

- 1 High Performing**
(At least 65.0% in all categories)
- 2 Mid Performing**
(At least 35.0% in all categories)
- 3 Low Performing**
(34.9% or below in any categories)

For schools serving adult populations, DC PCSB uses the **Adult Education Performance Management Framework (PMF)** to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards **Tier 3** schools fall significantly short of high performance in one or more category, showing inadequate performance.

Student Demographics (2015–16)



Asian	4.2%
Black Non-Hispanic	20.7%
Hispanic / Latino	72.9%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.1%
White Non-Hispanic	2.0%
Multiracial	0.0%

A Note from the School

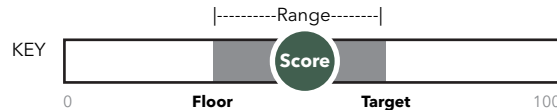
The mission of the Carlos Rosario International PCS is to provide education that prepares the diverse adult immigrant population of Washington, DC, to become invested, productive citizens and members of American society who give back to family and community. The school accomplishes this through excellence in teaching and learning in partnership with the community by fostering a safe and compassionate learning environment. Throughout its history, the Carlos Rosario School has improved the lives of tens of thousands of adult learners by investing in and supporting their journeys to achieve their dreams. Our education model combines adult education with life skills programs and support services. English as a Second Language instruction is embedded in life and technology skills, health education, parenting, civics, and workforce training.

Carlos Rosario International PCS

2016 School Quality Report

(2015–16)

Adult Education



Weighted Score

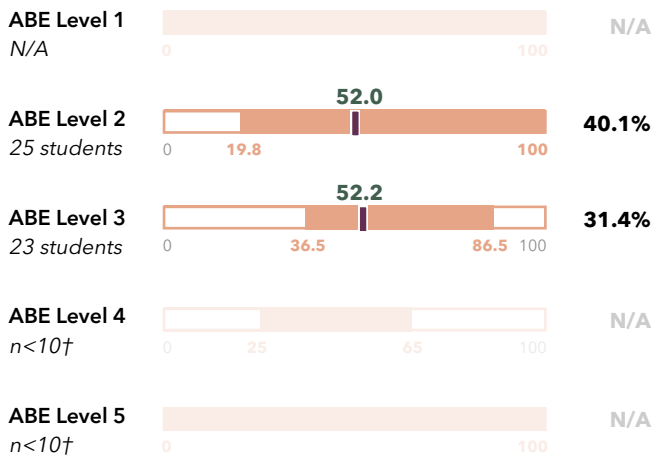
Student Progress: Improvement of One or More NRS* Levels

74.6%

Adult Basic Education (ABE) Performance

Weighted ABE Score: 34.6%

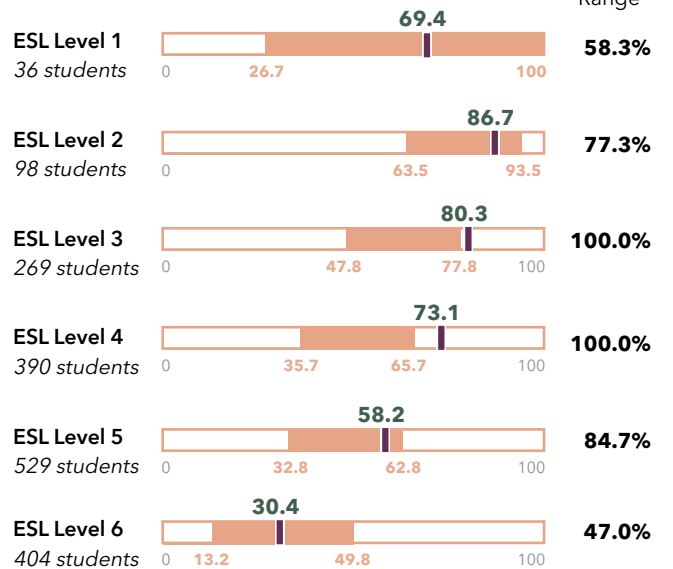
Percent of Range



English as a Second Language (ESL) Performance

Weighted ESL Score: 80.8%

Percent of Range



* National Reporting System

† Levels with results less than 10 students are not displayed but still included in the final score.

Student Achievement: GED or NEDP Attainment **

94.4%

Obtained Secondary Credential

36 students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

100.0%

Entered Employment or Entered Postsecondary

63 students responded to the survey, Survey Response Rate: 57.8%†



Retained Employment or Entered Postsecondary

367 students responded to the survey, Survey Response Rate: 60.1%†



Entered Postsecondary (Prior Program Year)

N/A



Leading Indicators: Predictors of Future Student Progress and Achievement

100.0%

Attendance

In-seat attendance



Retention

Percent of students who were enrolled at the school who took both an academic pre-test and post-test



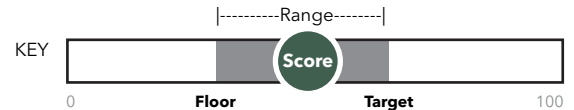
TIER 1

Carlos Rosario International PCS

2016 School Quality Report

(2015–16)

Adult Education



Mission Specific Goals: Progress on programming unique to the school's mission

ServSafe Certification

Percentage of students in the Culinary Arts Program who earn the ServSafe Certification by the end of the school year



Supera Certification

Percentage of students enrolled in GED 100 and 200 courses in the fall who advance one grade level in lectura (reading) by the end of the year, as a measure by the Supera test



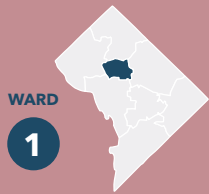
School Specific Technology Assessment

Percentage of ESL students who earn a passing score on the Carlos Rosario PCS Technology Test



**General Education Development (GED) or National External Diploma Program (NEDP).

‡ Percent of students successfully contacted via Career and College Readiness Surveys by the school.

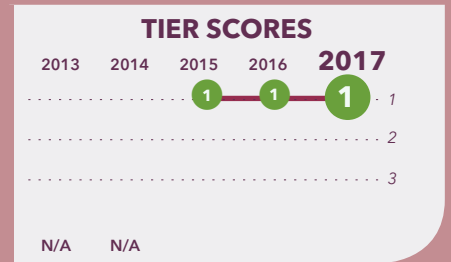


WARD
1

Carlos Rosario International PCS

514 V Street NE
1100 Harvard Street NW
Washington, DC 20009

202-797-4700
www.carlosrosario.org



School Profile (2017–18)

Board Chair

Patricia Sosa

CEO

Allison R. Kokkoros

Programs Offered

Day and evening classes

- Nurse’s Aide for ELLs
- Culinary Arts for ELLs
- IT Certification for ELLs
- ESL & Citizenship

Ages Served

Serves ages 16 and older

First School Year

1998–99

Diplomas Offered

- English GED for ELLs
- Spanish GED

Adult Education Tier Explanations

- 1 High Performing**
- 2 Mid Performing**
- 3 Low Performing**

For schools serving adult populations, DC PCSB uses the **Adult Education Performance Management Framework (PMF)** to assess school-wide academic performance.

Schools are rated by tiers:

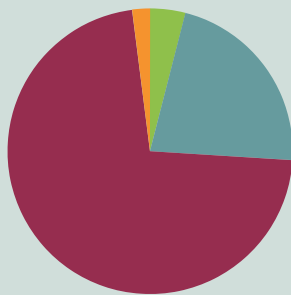
Tier 1 schools meet at least 65.0% in all categories.

Tier 2 schools meet at least 35.0% on 3 out of 4 categories and not less than 20.0% on the fourth category.

Tier 3 schools do not meet 35.0% in more than one category and less than 20.0% in one.

Student Demographics (2016–17)

Total Enrollment
2064



Asian	4.1%
Black Non-Hispanic	22.0%
Hispanic / Latino	71.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	2.0%
Multiracial	0.0%

A Note from the School

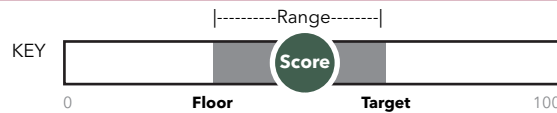
The mission of the Carlos Rosario International PCS is to provide education that prepares the diverse adult immigrant population of Washington, DC, to become invested, productive citizens and members of American society who give back to family and community. The school accomplishes this through excellence in teaching and learning in partnership with the community by fostering a safe and compassionate learning environment. Throughout its history, the Carlos Rosario school has improved the lives of tens of thousands of adult learners by investing in and supporting their journeys to achieve their dreams. Our education model combines adult education with life skills programs and support services. English as a Second Language instruction is embedded in life and technology skills, health education, parenting, civics, and workforce training.

Carlos Rosario International PCS

2017 School Quality Report

(2016–17)

Adult Education



Weighted Score

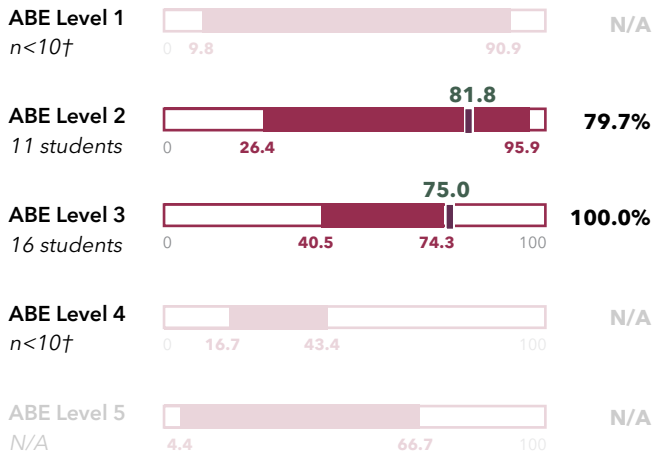
Student Progress: Improvement of One or More National Reporting System (NRS) Levels

78.7%

Adult Basic Education (ABE) Performance

Weighted ABE Score: 85.3%

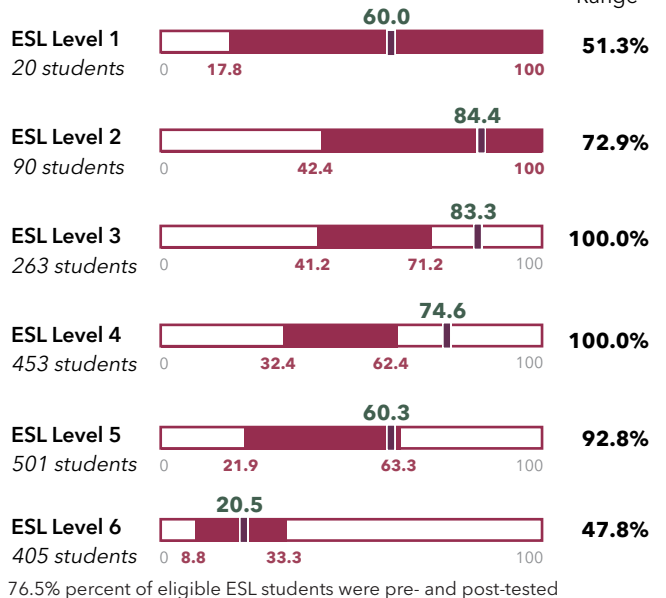
Percent of Range



English as a Second Language (ESL) Performance

Weighted ESL Score: 83.7%

Percent of Range



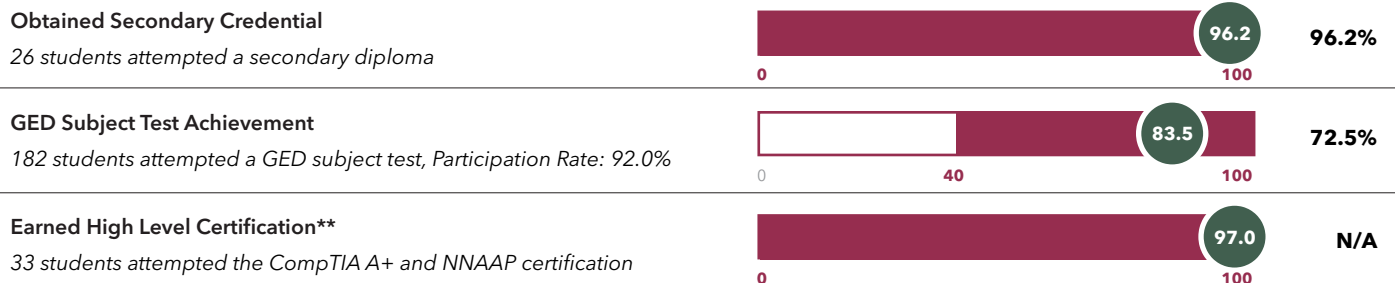
† Levels with results less than 10 students are not displayed but are still included in the final score.

55.7% percent of eligible ABE students were pre- and post-tested

76.5% percent of eligible ESL students were pre- and post-tested

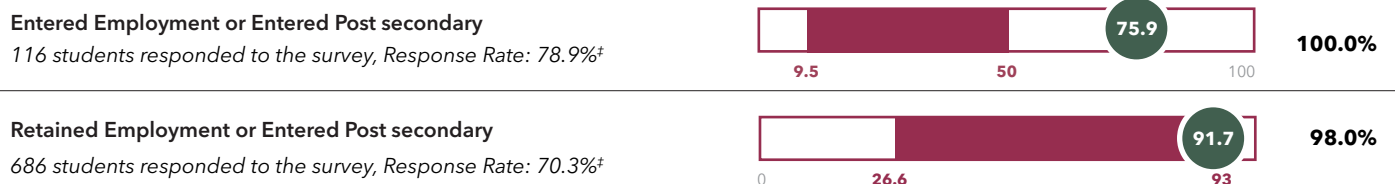
Student Achievement: GED or NEDP Attainment *

77.5%



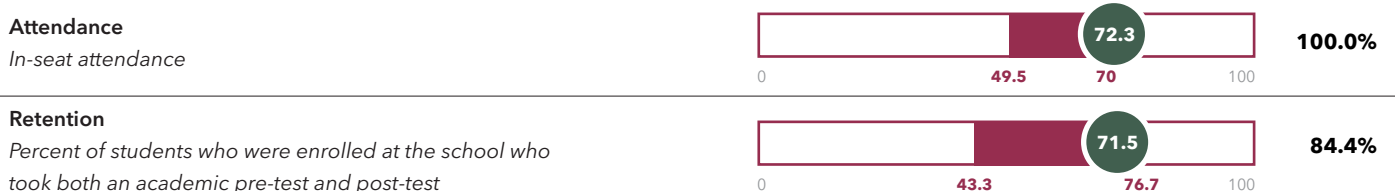
College and Career Readiness: Employment and Postsecondary Outcomes†

98.3%



Leading Indicators: Predictors of Future Student Progress and Achievement

92.3%



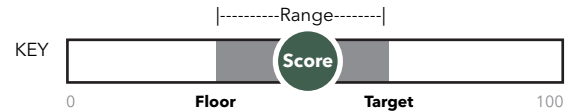
TIER 1

Carlos Rosario International PCS

2017 School Quality Report

(2016–17)

Adult Education



Mission Specific Goals: Progress on programming unique to the school's mission

Certification

Percentage of students in the Culinary Arts Program who earn the ServSafe Certification by the end of the school year



Certification

Percentage of students enrolled in GED 100 and 200 courses in the fall who advance one grade level in lectura (reading) by the end of the year, as a measure by the Supera test



School Specific Assessment

Percentage of ESL students who earn a passing score on the Carlos Rosario PCS Technology Test



* General Educational Development (GED) or National External Diploma Program (NEDP).

** A high level certification is an industry-recognized career and technical education (CTE) certification that includes rigorous assessments and requirements and leads to higher wages in a high-demand field. This measure is displayed only for 2016-17.

† 6.1 percent of exiting students are estimated to be out of the labor force and therefore not included in College and Career Readiness measures or response rates.

‡ Percent of students successfully contacted via Career and College Readiness Surveys by the school.

Appendix D

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

DECISION MEMORANDUM

PREPARED BY: Jacqueline Scott-English (Staff)
SUBJECT: Carlos Rosario International Public Charter School – Request to Lift the Notice of Conditional Continuance
DATE: December 20, 2004

BACKGROUND

In its monthly meeting held on February 2, 2004, the District of Columbia Public Charter School Board (PCSB) issued a Notice of Conditional Continuance to Carlos Rosario International Public Charter School, based on its performance for school years 1998-1999 through 2002-2003. According to the Fifth Year Review Framework, the school failed to meet its non-academic standards, which are reflected in the conditions cited in the Notice of Conditional Continuance. The Board will lift the conditional continuance status upon satisfaction by the school of the matters indicated below:

- 1.) Develop one or more assessments to measure the acquired life skills resulting from activities, such as life skills workshops. Report outcome data from the new life skills assessment to the PCSB by December 1, 2004.
- 2.) Provide documentation of the school’s placement and promotion procedures that aligns with placement/promotion standards, CASAS standards, and the curriculum.

PROPOSAL

Carlos Rosario International Public Charter School submitted relevant documentation on September 1, October 4, and December 1, 2004 in response to the above cited conditions. PCSB staff has reviewed the materials related to the identified issues, and has found that the documentation provided satisfactorily addresses the conditions for continuance.

STAFF RECOMMENDATION

As Carlos Rosario International Public Charter School has satisfied all conditions set forth in the Notice of Conditional Continuance, staff recommends that the Notice of Conditional Continuance be lifted and full continuance is granted to Carlos Rosario International Public Charter School.

DISPOSITION

- | | |
|---------------------------------------|--------------------|
| 1. Approved | Date: _____ |
| 2. Rejected | Date: _____ |
| 3. Original memorandum changed | Date: _____ |
| 4. Final resolution | |

Appendix E

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

Executive Summary

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

Academic

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

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

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

Non-Academic

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

Organizational – Governance

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

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

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

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

Organizational – Compliance

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

Organizational – Fiscal Management

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

Appendix F



2012-13 Charter Renewal Report

Carlos Rosario International Public Charter School

January 24, 2013

Revised April 11, 2013

DC Public Charter School Board
3333 14th St., NW
Washington, DC 20010

www.dcpubliccharter.com

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RECOMMENDATION

PCSB staff recommends Carlos Rosario International Public Charter School's ("Carlos Rosario PCS") charter be renewed based on the school's overall academic, compliance, and fiscal performance.

EXECUTIVE SUMMARY

Carlos Rosario PCS is a charter Local Education Agency with one campus on two facilities. The school was able to demonstrate that it has met all of its goals and expectations (workforce training, English language skills, GED preparation) that were set forth in its charter, as evidenced by their annual reports and accountability plans and through PCSB's Qualitative Site Review ("QSR") process. Since its first year as a public charter school, Carlos Rosario PCS has performed well on PCSB's Program Development Reviews ("PDRs"). In 2012, PCSB began performing Quality Site Reviews in lieu of PDRs. In 2012, PCSB conducted a QSR at Carlos Rosario PCS to assess the extent to which the school's goals and student academic achievement expectations were evident in the school's everyday operations. Anecdotes from the QSR report are woven throughout the goals analyses in this report. In 2008, the school underwent a ten-year charter review, and was found to have met all academic, governance and compliance performance standards.

In 2005 Carlos Rosario PCS gained accreditation from the Middle States Association, and in 2012 it earned full re-accreditation. In 2007, Carlos Rosario PCS amended its charter to add English as a Second Language for families, advanced English as a Second Language, and workforce components to its school's instructional program. In 2012 the school broke ground a new campus that will allow it to serve 200 additional adult learners;

Over the course of fifteen years, Carlos Rosario PCS has been substantially compliant with general, special education, and financial laws. A review of the school's annual audited financial statements from 2008 – 2011 indicate that the school has adhered to generally accepted accounting principles, practiced sound fiscal management, and is economically viable.

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The District of Columbia School Reform Act (“SRA”) provides that PCSB shall not approve a charter renewal application if it determines that the school has failed to meet its goals and student academic achievement expectations set out in its charter agreement.¹ Goals are general aims, which may be categorized as academic, non-academic, and organizational, whereas student academic achievement expectations (“expectations”) are aims measured by assessments. Goals and expectations will only be considered as part of the renewal decision if they were approved by the PCSB Board in a school’s charter application, charter, or Accountability Plans (collectively, the “Charter”).

In its renewal petition, Carlos Rosario PCS identified goals and expectations that it contracted to in its Charter. To confirm whether these identified goals and expectations were indeed a comprehensive and accurate presentation of Carlos Rosario PCS’ goals and expectations, PCSB conducted a historical analysis of pertinent documents that Carlos Rosario PCS submitted identifying and measuring goals and expectations, as well as Carlos Rosario PCS’ five- and ten-year review reports produced by PCSB. This analysis indicates that the goals and expectations presented by Carlos Rosario PCS in its renewal petition are substantially accurate. Over the course of the past 15 years, PCSB’s expectations of charter schools have evolved along with the accountability indicators used to measure the Carlos Rosario PCS’s achievement of its charter goals. It is important that Carlos Rosario PCS’s renewed charter contain robust, measurable goals that are connected to the adult education PMF currently being piloted.

Carlos Rosario PCS has met all of its goals and expectations. The chart below details Carlos Rosario PCS’ goals and expectations and presents PCSB’s determination of whether Carlos Rosario PCS met each goal or expectation.

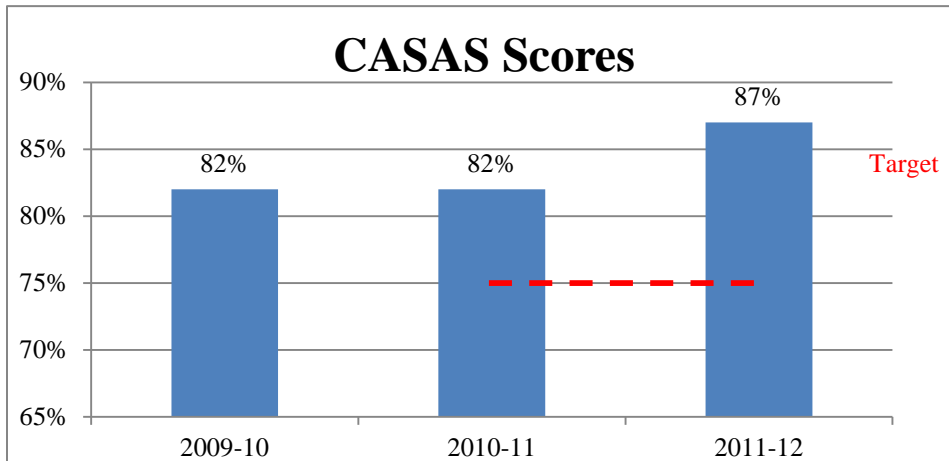
	Goal or Expectation as Stated in Document	Met?
1	Students will achieve proficiency in English language and life skills.	Yes
2	Students increasing their opportunity to become naturalized American citizens and fully contributing members of American society.	Yes
3	Students will earn their GED or high school equivalency, thereby increasing their potential for employment and/or continuing education.	Yes
4	Students will become more employable.	Yes
5	Through workshops, students will acquire necessary life skills.	Yes
6	Regular Attendance.	Yes

¹ SRA §38-1802.12(c)(2).

1. Students will achieve proficiency in English language and life skills.

Assessment: **Carlos Rosario PCS has met this goal.** During the school’s QSR, reviewers observed several classroom activities focused on English instruction, including: creative role plays, structured student dialogues, computer-assisted English instruction, and simulated/mock interviews.² The school has implemented extensive programming to promote English learning: it facilitates a school-wide spelling bee, publishes a student-led literary arts magazine, and holds annual essay contests.³

Beyond this programming, the school uses several assessments to measure achievement of this goal. The Comprehensive Adult Student Assessment System (“CASAS”) language test is designed to measure reading skills for students whose native language is not English. The school surpassed its goal for the CASAS language test in its fifth and tenth year reviews, as well as every subsequent year for which it reported on this goal.

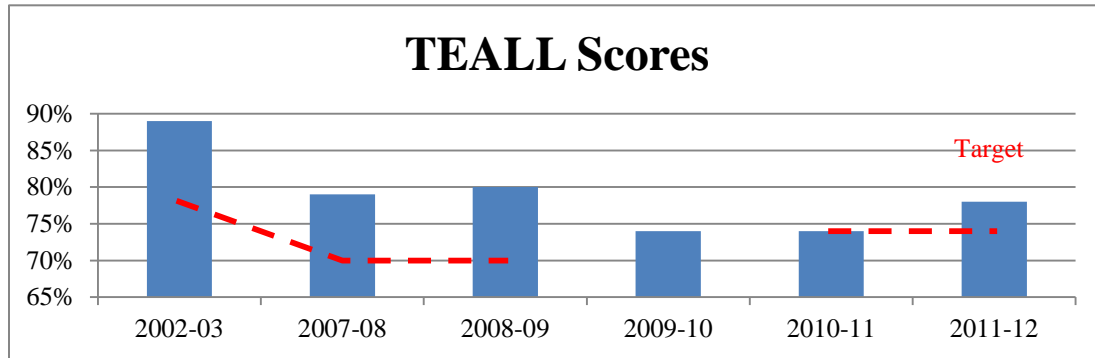


Carlos Rosario PCS also administers the Test of English Language Achievement for Adult Learners (“TEAAL”) to measure its students’ listening skills and met goals in its 2010-11 and 2011-12 Accountability Plans for the TEALL test, which is another indicator it has met this

² See Carlos Rosario PCS January 24, 2013 Quality Site Review Report, attached to this document as Appendix A.

³ See Carlos Rosario PCS Renewal Report, attached to this document as Appendix B.

goal.



2. Students will increase their opportunity to become naturalized American citizens.

Assessment: Carlos Rosario PCS met this goal. In its 2003-08 Accountability Plan, it set a target that 95% of its students would pass the US Citizenship and Immigrations Services mock exam. In its tenth year review, it was found to have met this goal, with forty-two out of forty-two students passing the mock exam. This goal was not included or pursued in its 2010-11 and 2011-12, however, during the school's qualitative site review visit, the team observed mock interviews that focused on the citizenship examination.⁴

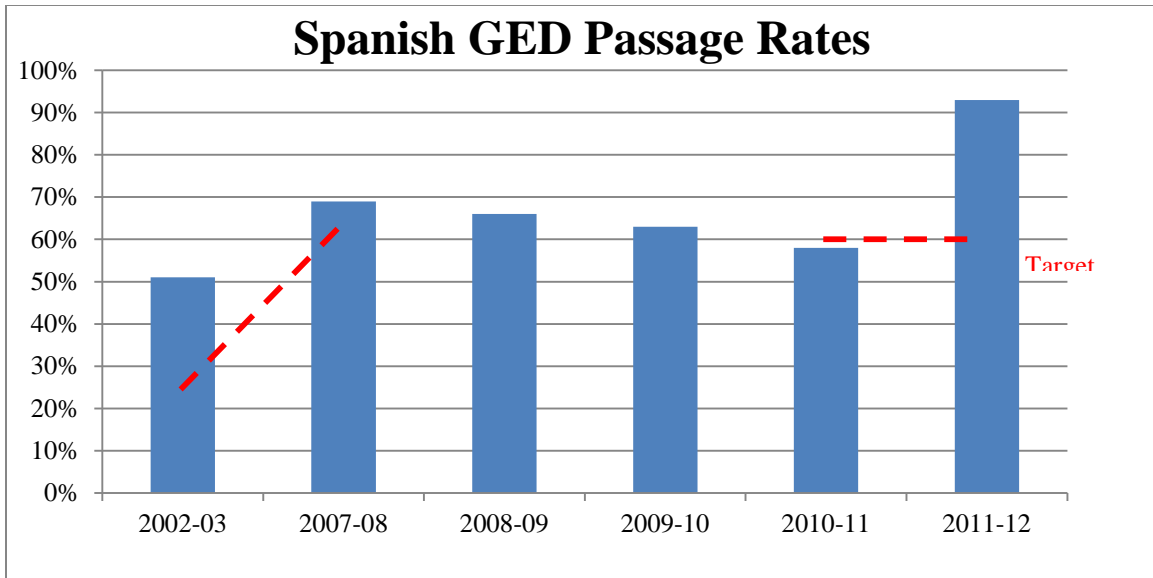
3. Students will earn their GED or high school equivalency, thereby increasing their potential for employment and/or continuing education.

Assessment: Carlos Rosario PCS has met this goal. The school measures this passage rate as the percentage of students who pass the Spanish GED out of the students who take this exam. While this goal is measured by an explicit outcome, Carlos Rosario PCS ensures attainment of the goal through its educational programming. The QSR team observed students using the General Equivalency Diploma (“GED”) computer lab to improve their online test taking skills and using classroom computer centers to practice their computer and test-taking skills.⁵ In addition, the school met this goal in its fifth and tenth year reviews. While it came just short of its 2010-11 goal (58% of its students taking the exam passed it, while it had set a goal for 60% passage rate), in 2011-12 its passage rate increased significantly. Carlos Rosario PCS calculates that 66% of its students who take the exam have passed it over fifteen years.⁶

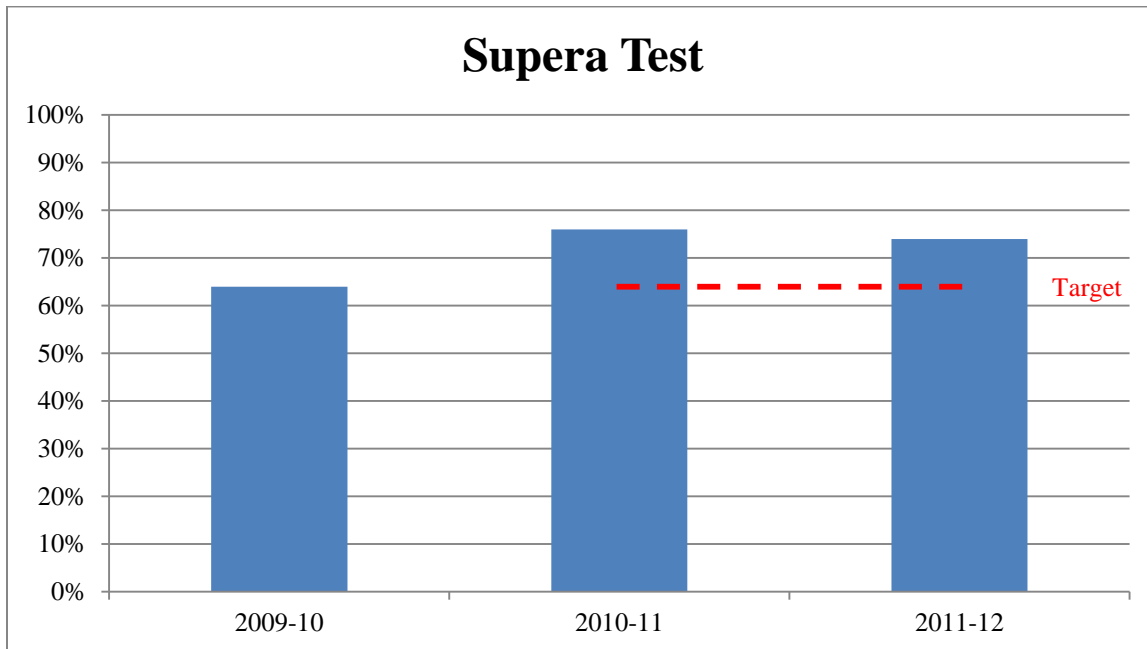
⁴ See Appendix A.

⁵ See Appendix A.

⁶ See Appendix B.



The school also set and met goals in its 2010-11 and 2011-12 Accountability Plans for the Supera test, the Spanish-language version of the TerraNova assessment test, which measures whether students in GED 100 and 200 courses advance at least one grade level in language instruction in a school year.



4. Students will become more employable.

Assessment: **Carlos Rosario PCS has met this goal.** In its 2003-08 Accountability Plan, Carlos Rosario PCS indicated that its target to measure attainment of this goal was for “40-50% of its

students referred to sources of employment to be offered the job.”⁷ In its tenth year review, Carlos Rosario PCS was found to have met this goal, with 76% of students being referred to sources of employment to be offered a job.⁸

While Carlos Rosario PCS still offers a workforce program,⁹ it did not include this goal in its most recent Accountability Plans due to PCSB's focus on the use of assessments to measure outcomes. However, the Adult Education Performance Management Framework, which is in the pilot phase, includes an indicator based on employment outcomes. Carlos Rosario PCS is a participant in this pilot.

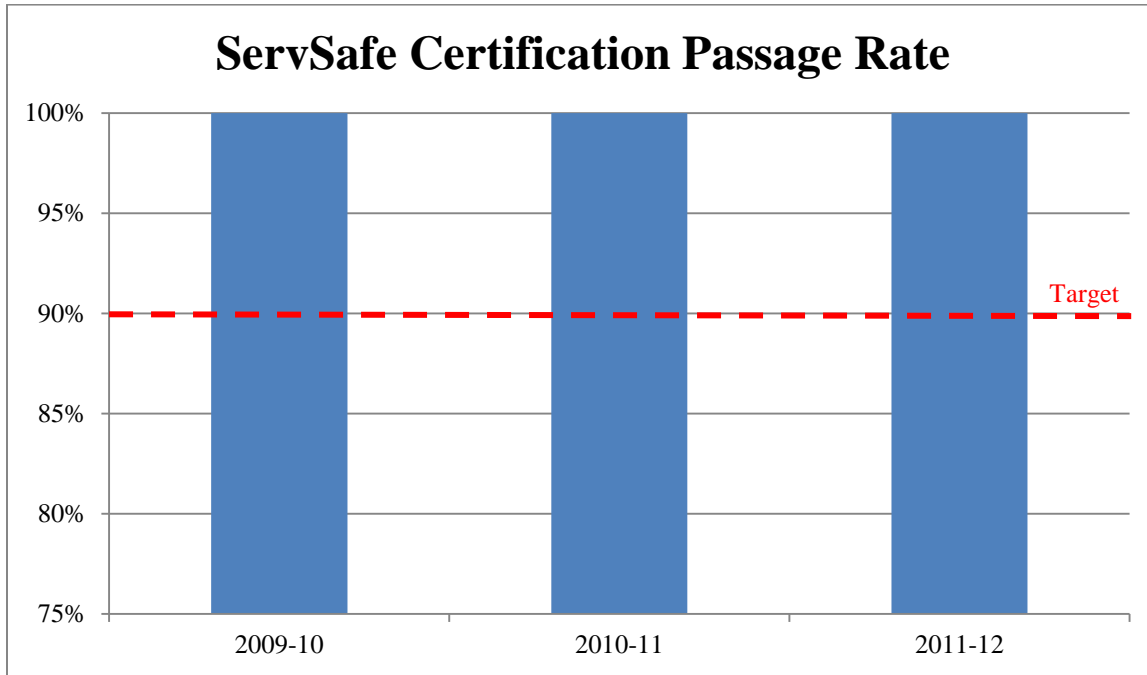
⁷ See Carlos Rosario PCS 2003-08 Accountability Plan, attached to this report as Appendix C.

⁸ See Carlos Rosario PCS 2007-08 Accountability Plan Summary, attached to this report as Appendix D.

⁹ See Appendix B.

ServSafe Certification Test

In its 2010-11 and 2011-12 Accountability Plans, Carlos Rosario PCS set a target for this goal that 90% of its students in its Culinary Arts program would earn the ServSafe Certification by the end of the school year.¹⁰ It met this Accountability Plan target in 2010-11 and 2011-12; indeed, 100% of Carlos Rosario PCS students participating in its culinary arts program have passed the ServSafe certification test since 2009-10.



¹⁰ See Carlos Rosario 2010-11 and 2011-12 Accountability Plans, attached to this report as Appendix E.

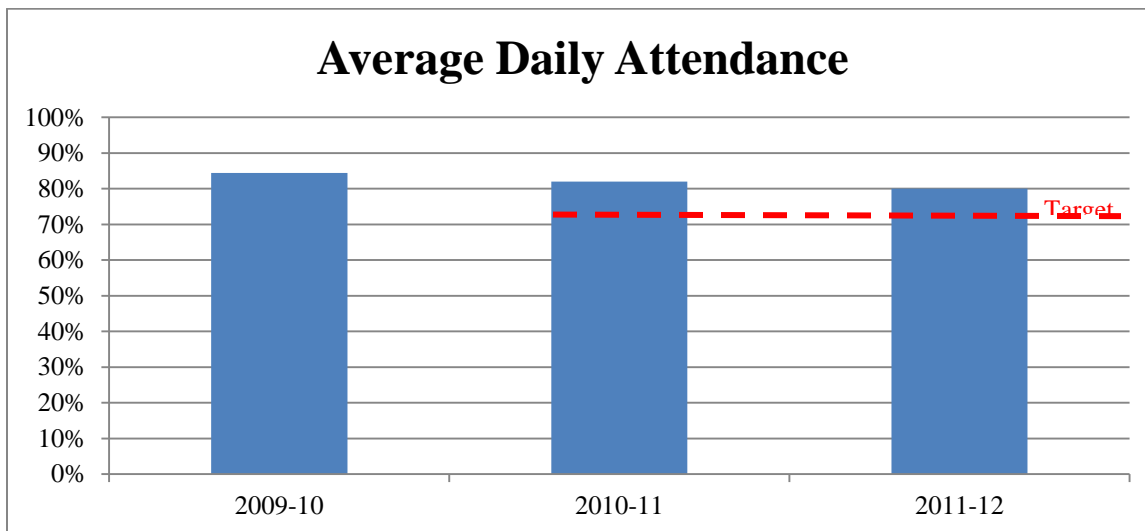
5. Through workshops, students will acquire life skills.

Assessment: **Carlos Rosario PCS has met this goal.** The school provides students with opportunities to learn "...the rights and responsibilities of citizens, parenting and family skills, consumer education, the world of work, health and illness prevention, multicultural awareness and appreciation and participation in the democratic process."¹¹ it incorporates these topics into its curriculum, and partners with outside organizations that assist it in pursuing these goals. During the QSR, the team observed teachers linking classroom skills to real-life situations, such as potential employers' expectations for English fluency. Student government members were present during student focus group interviews; they indicated that their participation in the student government allows them to practice leadership skills.¹²

In its 2003-08 Accountability Plan, Carlos Rosario PCS indicated that its target to measure attainment of this goal was for "at least 50% of its students [to] acquire life skills."¹³ In its tenth year review, Carlos Rosario PCS was found to have met this target and achieved this goal.¹⁴ Carlos Rosario PCS did not pursue this goal after 2008.

6. Regular Attendance.

Assessment: **Carlos Rosario PCS has met this goal.** For the last two years Carlos Rosario PCS has set and met a target of 69% average school-wide daily attendance.



¹¹ See Appendix B.

¹² See Appendix A.

¹³ See Appendix C.

¹⁴ See Appendix D.

COMPLIANCE WITH APPLICABLE LAWS

The SRA provides that the Board is justified in not approving a charter renewal application if it determines that the school has committed a material violation of applicable laws.¹⁵ Several such laws are specifically referenced in the SRA, and PCSB has also monitored schools' compliance with additional laws. The following section identifies these laws and includes a determination of whether Carlos Rosario PCS has consistently complied with these laws over the past fifteen years.

Overview of School's Legal Compliance

Over the past fifteen years, Carlos Rosario PCS has largely been found to be in compliance with general, special education, and financial laws. Carlos Rosario PCS underwent two compliance reviews in 2002, both of which indicated that Carlos Rosario PCS was in compliance with all applicable laws.¹⁶ For school year 2005-06, Carlos Rosario PCS was found to be in compliance with all applicable laws.¹⁷ In its tenth year review, the school was found to have been "consistently in compliance with applicable laws, rules, and regulations and has the necessary internal controls that will allow for continued success in these areas."¹⁸ For school year 2011-12, Carlos Rosario PCS was found to be in complete compliance with all applicable laws.¹⁹

General Laws

Carlos Rosario PCS has been substantially in compliance with all generally applicable laws.

Health and Safety

In 2003, Carlos Rosario PCS did not have a certificate showing that the DC Fire Department had inspected its building to ensure compliance with fire safety laws.²⁰

Enrollment and Attendance

The SRA requires schools to conduct a fair and open enrollment process that randomly selects

¹⁵ SRA §38-1802.12(c)(2).

¹⁶ See Carlos Rosario PCS Compliance Review Report (January 11, 2002); Carlos Rosario Compliance Review Report (December 3, 2002), attached to this document as Appendix F.

¹⁷ See Carlos Rosario PCS Compliance Review Report (2005), attached to this document as Appendix G.

¹⁸ See Carlos Rosario PCS Charter Review Analysis (2008), attached to this document as Appendix H.

¹⁹ See Carlos Rosario PCS Compliance Review Report, 2011-12, attached to this document as Appendix I.

²⁰ See Carlos Rosario PCS Compliance Review Report, p. 8 (2003), attached to this document as Appendix J.

applicants and does not discriminate against students. There is no indication in the record that Carlos Rosario PCS has not been in compliance with these requirements.

Maintenance and Dissemination of Student Records

The Family Educational Rights and Privacy Act requires schools to properly maintain and disseminate student records.²¹ There is no indication in the record that Carlos Rosario PCS has not been in compliance with these requirements.

Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes.²² There is no indication in the record that Carlos Rosario PCS has not been in compliance with these requirements.

Governance

The SRA requires that a school's board of trustees have an odd number of members on it that does not exceed fifteen, of which the majority must be DC residents, and two must be parents.²³ There is no indication in the record that Carlos Rosario PCS has not been in compliance with these requirements.

Special Education Laws

The Individuals with Disabilities Education Act²⁴ ("IDEA") and Section 504 of the Rehabilitation Act of 1973²⁵ ("Section 504") require schools to provide a "free appropriate public education" ("FAPE") to students with disabilities. However, IDEA's definition of FAPE only extends through secondary school (through grade twelve).²⁶ Because Carlos Rosario PCS provides adult education services, it is not required to comply with the IDEA and Section 504 provisions regarding providing FAPE to students.

Financial Laws

Procurement Contracts

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for

²¹ 20 USC §1232g.

²² SRA §38-1802.02(11). This includes The Age Discrimination Act of 1985, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Education Act, and the Americans with Disabilities Act of 1990.

²³ SRA §38-1802.5(a).

²⁴ 20 USC §1411, *et seq.*

²⁵ 20 USC §794.

²⁶ 20 USC §1401(9).

any procurement contract \$25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a Determinations and Findings form to detail any qualifying procurement contract entered into.

From 2009 through 2011, the school entered into 28 \$25,000 + contracts, and submitted all corresponding Determinations and Findings forms to PCSB for review. Last year, according to Carlos Rosario PCS' 2011-12 financial audit, the school entered into ten such contracts, and the school submitted all corresponding Determinations and Findings forms to PCSB. As such, Carlos Rosario PCS is found to be in compliance with this SRA provision.

Timely Audits

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm.²⁷ Carlos Rosario PCS has consistently submitted its audits in a timely manner.

Submission of Information about Donors and Grantors

The SRA requires schools to submit to PCSB an annual list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500.²⁸ Rosario PCS has complied with this goal in recent years.

²⁷ SRA §38-1802.04(c)(11)(ix).

²⁸ SRA §38-1802.04(c)(11)(xi),

FISCAL MANAGEMENT AND ECONOMIC VIABILITY

The SRA requires the Board to revoke a charter at any time if it determines that the school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles;
- Has engaged in a pattern of fiscal mismanagement; or
- Is no longer economically viable.

As part of the 15-year renewal process, PCSB has reviewed Carlos Rosario PCS' documentation supporting these areas. **Over the course of fifteen years Carlos Rosario PCS has demonstrated adherence to generally accepted accounting principles, sound fiscal management, and economic viability.**

Adherence to Accounting Principles

Based on a review of Carlos Rosario PCS' financial record, PCSB concludes that Carlos Rosario PCS has adhered to generally accepted accounting principles and all applicable accounting rules and regulations dictated by the Financial Accounting Standards Board. In its tenth year review, PCSB found that Carlos Rosario PCS' audit reports "reflect[ed] sound accounting and internal controls policies."²⁹ A review of Rosario PCS' financial audits since 2008 reveals the same adherence to such accounting principles.

Key results of Rosario PCS' FY 2011 financial audit are:

- The school's financial statements were conformed to accounting principles generally accepted nationally;
- The school's financial statements were absent of matters involving the internal control over financial reporting that are considered to be deficiencies; and
- The school's financial statements were absent of instances of noncompliance that are required to be reported under Government Auditing Standards as promulgated by the U.S. Government Accountability Office.

Fiscal Management

Carlos Rosario PCS has solid fiscal management processes in place. In the school's tenth year review, PCSB noted that it had "solid fiscal management processes in place."³⁰ The school's audit reports over the last four years reflect sound accounting and internal controls policies. It has consistently submitted all necessary documents to PCSB in a timely manner when required.

For the year ending June 30, 2011, the school's net assets increased to \$14.2MM from \$13.2MM the prior year. Additionally, the school's liquidity ratio of 2:1 indicates that the school possessed \$2 of liquid assets for every \$1 of short-term debt (a one-to-one ratio is adequate).

²⁹ See Appendix H.

³⁰ See Appendix H.

However, as with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls structures. Based on its FY 2011 financial audit, the school has clear, written internal controls in place to provide checks and balances to minimize the chance of misappropriation of funding. In this regard, efforts to strengthen internal controls should be continuous.

The school should also strive to maintain a healthy net asset reserve, which will ensure that a school can maintain its operations if planned revenues due not materialize in a timely fashion. PCSB supports schools’ attainment of current asset accumulations capable of absorbing three to six months of operational expenditures. For the period ending June 30, 2011, Carlos Rosario PCS’ total current assets approached \$7.1MM and monthly expenditures were approximately \$1.3MM, indicating an asset reserve of nearly six months. This is a superior outcome per PCSB standards.

Economic Viability

A review of the record indicates Carlos Rosario PCS is economically viable³¹. Since its inception, Carlos Rosario PCS has elected to refrain from using long-term debt to advance its growth or sustain its operations. Thus, the school has not been exposed to the financial pressures that routinely accompany excessive debt balances, unlike many other DC charter schools with the scale of Rosario PCS that routinely tap the debt markets to support expansion and growth efforts. Rosario PCS’s leadership should be commended for its handling of the school’s fiscal resources. For a detailed overview of Rosario’s finances since 2008, please refer to Appendix B.

One indicator of economic viability is a positive year-end annualized net income, which indicates that school management effectively deploys financial resources. Carlos Rosario PCS has concluded its last four fiscal periods with positive net income balances.

Another indicator of economic viability is high net asset reserves, which demonstrates a school’s solvency and depicts the “net-worth” of the school should it be required to dissolve. Carlos Rosario PCS has amassed a substantial net asset reserve (see table below). For the period ending June 30, 2011, Carlos Rosario PCS’ total net assets in excess of total debts approached \$14.2MM.

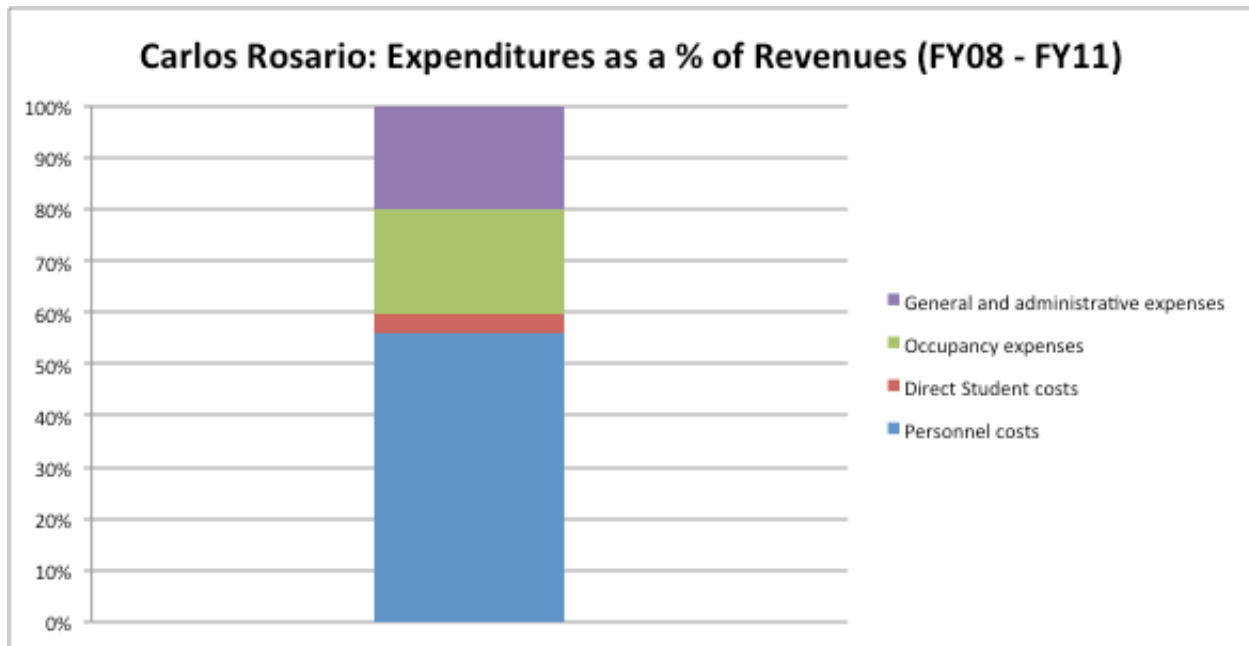
Fiscal Period	2008	2009	2010	2011
Net Income	\$438,337	\$258,668	\$456,411	\$1,057,365
Cumulative Reserves	\$11,299,303	\$11,557,971	\$13,171,770	\$14,229,135

³¹ See Carlos Rosario 5 Year Statement of Activities and Financial Position Analysis, attached to this report as Appendix K.

A positive year-end amount of net working capital demonstrates a school’s ability to meet immediate financial obligations and is another indicator of economic viability. Additionally, a liquidity ratio greater than one points to a school’s ability to satisfy immediate financial obligations. Carlos Rosario PCS has been able to successfully manage its working capital needs and has been able to generate positive working capital balances at the conclusion of each fiscal period (see table below). The school has sufficient liquid assets as indicated by the FY11 liquidity ratio of 2. The school should continue to strive to increase its liquidity to ensure that short-term payables are effectively managed and cash levels are adequate to cover debt payments.

Fiscal Period	2008	2009	2010	2011
Net Working capital	\$3,459,174	\$3,021,142	\$3,340,306	\$2,798,819
Liquidity ratio	\$6	\$5	\$2	\$2

The chart below details Carlos Rosario PCS’ expenditures as a percentage of revenues. The school makes spending decisions appropriate for managing education programs. Salaries and occupancy costs are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.



Another indicator of the economic viability of a public charter school is student enrollment. DC public charter schools receive on average 85-90% of their annualized revenues as a result of funding received from DC for student enrollment. Public charter schools with consistent annual enrollment levels are more likely to have satisfactory financial performance metrics than those who do not. A quick look at the enrollment history for Carlos Rosario PCS yields the following:

	Unaudited	Audited	Audited	Audited	Audited	Five-year
	FY2013	FY2012	FY2011	FY2010	FY2009	Average
Carlos Rosario	1850	1808	1751	1659	1481	1,710
Annual growth rate	2%	3%	6%	12%	N/A	6%

As shown above, the school has a five-year average enrollment of 1,710 and has grown at about 6% per year since 2009, an indication that the school continues to attract students and remains a value proposition to DC parents and students alike.

Appendix G

Charter Agreement Amendment

FIFTH AMENDMENT TO THE 2013 RENEWAL CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND CARLOS ROSARIO INTERNATIONAL PUBLIC CHARTER SCHOOL

This Amendment (the “**Amendment**”) is entered into by and between Carlos Rosario International Public Charter School, a District of Columbia nonprofit corporation (the “**School Corporation**”) and the DC Public Charter School Board (originally “PCSB,” hereinafter “**DC PCSB**” or the “**Charter Board**”; collectively, the “**Parties**”). It is effective as of the date it is fully executed.

WHEREAS, the Parties entered into a contract on September 4, 1998, wherein the School Corporation agreed, among other things, to operate a public charter school (the “**School**”) in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the “**Act**”);

WHEREAS, the Parties entered into a renewed contract on July 1, 2013 (the “**Charter Agreement**”), wherein the School Corporation agreed, among other things, to continue operating the School in accordance with the Act.;

WHEREAS, on October 14, 2014, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to update its bylaws to align with District of Columbia nonprofit law;

WHEREAS, on October 15, 2015, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to update its goals and student academic achievement expectations;

WHEREAS, on September 19, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to increase its enrollment ceiling; and

WHEREAS, on February 27, 2017, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to change its local education agency status for the purposes of special education from dependent to independent.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section 2.3 of the Charter Agreement will be struck in its entirety and replaced with the following:

2.3 Instructional Goals and Evaluation of Student Academic Achievement.

A. DC PCSB will review and assess the School Corporation’s progress with regard to the following student academic achievement expectations and instructional goals:

Goal Subject Matter and No.	Goals	Evidence	Business Rules and Metrics																																																				
<p>1. Progress: Adult Basic Skills</p>	<p>For school year (“SY”) 2013-14, 2014-15, 2015-16, and 2016-17: The annual weighted average of students making one or more National Reporting System – Educational Functioning Levels (“NRS-EFL”) gains by the end of the program year on the Test of Adult Basic Education (“TABE”) and students gaining one or more grade level on the Supera will meet or exceed 60%.</p> <p>For SY 2017-18 and beyond: By the end of the program year, the annual weighted average of students making a) one or more National Reporting System - Educational</p>	<p>Roster of ABE students who attended for 12 hours or more and their pre- and post-test results.</p>	<p>DC PCSB will display progress results of each assessment and create a weighted average of each result. See example below:</p>																																																				
			<table border="1"> <thead> <tr> <th></th> <th colspan="2">2013-14</th> <th colspan="2">2014-15</th> <th colspan="2">2015-16</th> <th colspan="2">2016-17</th> </tr> <tr> <th></th> <th>Rate</th> <th>n-size</th> <th>Rate</th> <th>n-size</th> <th>Rate</th> <th>n-size</th> <th>Rate</th> <th>n-size</th> </tr> </thead> <tbody> <tr> <td>TABE (measured in EFL)</td> <td>70.8</td> <td>48</td> <td>73.6</td> <td>53</td> <td>50.9</td> <td>57</td> <td>73.5</td> <td>34</td> </tr> <tr> <td>Supera* (measured by grade level)</td> <td>63.0</td> <td>TBD</td> <td>79.5</td> <td>127</td> <td>75.6</td> <td>127</td> <td>78.0</td> <td>141</td> </tr> <tr> <td>Weighted Average</td> <td>TBD</td> <td>TBD</td> <td>77.8</td> <td>180</td> <td>67.9</td> <td>184</td> <td>77.1</td> <td>175</td> </tr> </tbody> </table>									2013-14		2014-15		2015-16		2016-17			Rate	n-size	Rate	n-size	Rate	n-size	Rate	n-size	TABE (measured in EFL)	70.8	48	73.6	53	50.9	57	73.5	34	Supera* (measured by grade level)	63.0	TBD	79.5	127	75.6	127	78.0	141	Weighted Average	TBD	TBD	77.8	180	67.9	184	77.1	175
	2013-14		2014-15		2015-16		2016-17																																																
	Rate	n-size	Rate	n-size	Rate	n-size	Rate	n-size																																															
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Weighted Average	TBD	TBD	77.8	180	67.9	184	77.1	175																																															
			<p>*Spark 3000 will replace the Supera assessment starting in SY 2017-18, but goal attainment will be calculated in the same way, using grade level gains on Spark 3000.</p>																																																				
			<p>Notes:</p> <ul style="list-style-type: none"> - If a Spanish GED student pre-tests on Spark 3000 at 12th grade reading level, that student will be counted in both the numerator and denominator as long as the student post-tests at a 12th grade reading level. - This goal will follow the participation rate requirement of the student progress measures of the Adult Education portion of the Performance 																																																				

Goal Subject Matter and No.	Goals	Evidence	Business Rules and Metrics
	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%.		Management Framework (PMF) Policy and Technical Guide starting in SY 2017-18 and beyond. If the school does not meet the participation rate requirement per the Adult Education portion of the PMF Policy and Technical Guide, the goal will be considered not met.
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.	Roster of ESL students who attended for 12 hours or more and their pre- and post-test results.	Follow the business rules for the 2013-14 Performance Management Framework Policy and Technical Guide for the Adult Basic Education Progress Measure (ESL).
3. Achievement	65% of GED test-takers will pass the official GED exam by the end of the program year.	Roster of students taking the GED exam with pass/fail indicated.	<p>Metric to determine goal attainment:</p> <p>Numerator: # of students who attempted all (or all remaining) sections of the GED during the program year and earned their GED during the program year</p> <p>Denominator: # of students who attempted all (or all remaining) sections of the GED during the program year</p> <p>Business Rules:</p>

Goal Subject Matter and No.	Goals	Evidence	Business Rules and Metrics
			All GED test results taken during a program year will be included
4. College and Career Readiness	a) 70% of students will pass industry certification tests.	Roster of students who take certification exams with pass/fail indicated.	<p>Metric to determine goal attainment:</p> <p>Numerator: # of students earning the Serv Safe, A+, or NNAAP certification</p> <p>Denominator: # of students attempting the Serv Safe, A+, or NNAAP certification</p>
	b) 49% of exiting students will enter the workforce or enter into post-secondary education.	Includes students who at entry were unemployed and in the labor force, who at follow-up (one quarter after exiting) indicate participation in the workforce or in post-secondary training. Based on a response rate of at least	<p>Follow the business rules for the corresponding Performance Management Framework Policy and Technical Guide for the Adult Basic Education Entered Employment or Entered Postsecondary Measure.</p> <p>2013-14 2014-15 2015-16 2016-17</p> <p>Additional information to be displayed: Survey response rates each year</p>

Goal Subject Matter and No.	Goals	Evidence	Business Rules and Metrics
	c) 59% of exiting students retain employment or enter post-secondary education.	50% of exited students. Includes students who at entry were employed, who at follow-up (three quarters after exiting) indicate continued participation in the workforce or in post-secondary training. Based on a response rate of at least 50% of exited students.	Follow the business rules for the corresponding Performance Management Framework Policy and Technical Guide for the Adult Basic Education Retained Employment or Entered Postsecondary Measure. 2013-14 2014-15 2015-16 2016-17 Additional information to be displayed: Survey response rates each year
5. Leading Indicator	69% In-seat attendance	Data in Student Information	Follow the business rules for the corresponding Performance Management Framework Policy and Technical Guide for the Attendance Measure.

Goal Subject Matter and No.	Goals	Evidence	Business Rules and Metrics
		System (“SIS”) in accordance with PCSB attendance policies.	2013-14 2014-15 2015-16 2016-17
	60% Retention Rate	Data in Student Information System (“SIS”) in accordance with PCSB attendance policies.	Follow the business rules for the corresponding Performance Management Framework Policy and Technical Guide for the Retention Measure. 2013-14 2014-15 2015-16 2016-17
6. Mission-Specific Goal	85% of Citizenship students will pass the naturalization exam.	Roster of students who take the naturalization exam with pass/fail indicated.	Metric to determine goal attainment: Numerator: # of students who pass the naturalization exam Denominator: # of students who take the naturalization exam
7. Mission-Specific Goal	75% of ESL students will pass the CR Technology Test.	Roster of ESL students taking Technology	Metric to determine goal attainment: Numerator: # of ESL students who pass the CR Technology Test

Goal Subject Matter and No.	Goals	Evidence	Business Rules and Metrics
		Test with pass/fail indicated.	Denominator: # of ESL students who take the CR Technology Test

The School Corporation may petition DC PCSB to revise its instructional goals and academic achievement expectations pursuant to DC PCSB guidelines and the Act.

B. If applicable, the School Corporation shall conduct district-wide assessments for its students and shall report the scores to DC PCSB in a timely manner, if DC PCSB does not receive them directly from the DC Office of the State Superintendent of Education (“OSSE”).

C. The School Corporation currently operates one campus under the Charter. If, at any time during the duration of the Charter Agreement, the School Corporation operates two or more campuses under the Charter, each campus will be evaluated both individually by DC PCSB and collectively across all campuses in the Charter using the measurement of academic achievement expectations and goals outlined in this Section. (“**Campus**” is defined by DC PCSB’s *Definition of School, Campus and Facility Policy* as having: a distinct grade range; a single school leader responsible for the academic program for the entire grade span of the campus; distinct goals to measure progress and attainment; student matriculation from one grade to the next in a clear progression that does not require internal lotteries; an LEA identifier; and a unique campus-identifier assigned to it by OSSE. A campus may have a distinct grade span, such as early childhood, elementary, middle, or high school, or a combination of the above. A campus may be in the same facility or different facilities.)

D. The School Corporation shall provide DC PCSB a petition for charter revision pursuant to § 38-1802.04(c)(10) of the Act for any proposed changes to the School’s academic achievement expectations and/or goals outlined in this Section 2.3 that substantially amend the performance goals, objectives, performance indicators, measures, or other bases against which the School will be evaluated by DC PCSB, or the manner in which the School will conduct district-wide assessments, in accordance with DC PCSB’s *Charter Amendments for Revised Goals and Academic Achievement Expectations Policy* and no later than April 1 prior to the Academic Year in which the proposed changes will be implemented.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

SECTION 3. OTHER PROVISIONS

3.1 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

3.2 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

3.3 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

3.4 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

3.5 No Third-Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

3.6 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

3.7 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

3.8 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter

Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

3.9 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, DC 20010
Attention: Scott Pearson, Executive Director
spears@dcpcsb.org
Telephone: (202) 328-2660

If to the School Corporation:

Carlos Rosario International Public Charter School
1100 Harvard St., NW
Washington, D.C. 20009
Attention: Allison R. Kokkoros, Executive Director
akokkoros@carlosrosario.org
Telephone: (202) 797-4700

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

**CARLOS ROSARIO
INTERNATIONAL PUBLIC
CHARTER SCHOOL**

By: 


Patricia Sosa

Carlos Rosario Board Chair

Date: 1/17/2018

**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

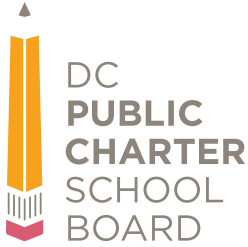
By: 

Darren Woodruff, Ph.D 

DC PCSB Board Chair

Date: 

Appendix H



May 12, 2016

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

Dear Ms. Sosa:

The District of Columbia Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2015-16 school year for the following reason:

- School eligible for 20-year Charter Review during 2017-18 school year

Carlos Rosario International Public Charter School (Carlos Rosario PCS) gave DC PCSB permission to conduct the Qualitative Site Review a year in advance.

Qualitative Site Review Report

A Qualitative Site Review team conducted on-site reviews of Carlos Rosario PCS between March 7 and March 18, 2016. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Carlos Rosario PCS.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

Qualitative Site Review Report

Date: May 12, 2016

Campus Name: Carlos Rosario International Public Charter School

Ward: 1

Grade levels: Adult Education: ages 16 and older

Total Enrollment: 2011

English Language Learners enrollment: 122

Reason for visit: School eligible for 20-year Charter Review during 2017-18 school year

Two-week window: March 7 – 18, 2016

Number of observations: 30

Summary

Carlos Rosario International Public Charter School (Carlos Rosario PCS) provides an education to immigrant adults, preparing them to become invested, productive citizens and members of American society. To this end all classrooms focus on embedding English as a Second Language (ESL) instruction within the curriculum. The school's mission also states that it intends to foster a safe and compassionate learning environment. All members of the Qualitative Site Review (QSR) team noted the positive and respectful interactions throughout the school and among all members of the school community.

Carlos Rosario PCS offers a variety of classes including ESL instruction, Adult Basic Education (ABE) and career training in the culinary, health, and information technology fields. The school also offers classes preparing students for the United States Citizenship test and preparing students for the General Education Development (GED) exam in English and in Spanish. The QSR team observed many of these course offerings during the two-week window and saw consistently strong instruction and student engagement across all programs.

During the QSR two-week window, the team used the Charlotte Danielson Framework for Teaching to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 94% of observations as distinguished or proficient in the Classroom Environment domain. In the components of "Creating an Environment of Respect and Rapport" and "Managing Student Behavior," nearly all observations scored proficient or distinguished, which is highly commendable. This indicates that the vast majority of interactions between students and teachers were highly respectful, students were celebrated as individuals, and student behavior was appropriate. The QSR team scored 79% of observations as distinguished or proficient in the Instruction domain. The "Using Assessment in Instruction" was the highest scoring component in this domain. Teachers monitored student learning and provided specific feedback to students.

Summary of Instruction for English Language Learners

Carlos Rosario PCS has an instructional model that is designed exclusively for English Language Learners (ELLs) in the form of foundational instruction for adult immigrants.

The school seeks to prepare students for career training in English, computer skills, culinary arts, and the GED credential in English and in Spanish.

The ESL teachers had positive respectful rapport with their students, encouraging students to attend and arrive on time to class. The teachers had materials and activities that were appropriate for each language level. The students worked in groups in many observations and the lessons offered a wide variety of class interactions, such as small group, partner, individual, and whole group work. The language expression was varied as well, with teachers offering students the opportunity to work on their writing, speaking and listening skills in English. During both the morning and afternoon sessions, there was a school-wide twenty-minute Drop Everything and Read period. Additionally, there was a book fair station set up for the students to choose books to read.

The ESL teachers used appropriate techniques such as repetition, correct speech, and restating or rephrasing to support language acquisition. The teachers were active in assessing student understanding through the use of teacher questioning and checking student work during independent work time; although, some of these checks for understanding only gauged the understanding of a few students. In one class the teacher offered written feedback on student work which the students were able to use immediately to improve their writing. Teachers asked questions aligned to learning objectives and students actively participated in answering questions.

CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes the school’s goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Visit.

Mission and Goals	Evidence
<p>Mission: Our mission is to provide education that prepares the diverse adult immigrant population of Washington, DC to become invested, productive citizens and members of American society who give back to family and community. The School accomplishes this through excellence in teaching and learning in partnership with the community by fostering a safe and compassionate learning environment.</p>	<p>The QSR team saw strong evidence that Carlos Rosario PCS is meeting its mission. The overall tone of the school conveyed respect for learning and a seriousness about the content. A wide variety of countries and languages were represented at the school. Students worked comfortably with each other and with the staff.</p> <p>The teachers and students at the school appeared to be dedicated to learning. The positive relationships between the students and the teachers encouraged students to participate and practice their English. The students were eager to participate in classes. The teachers were professional and encouraging. The language lessons were focused on specific language objectives that were met through a variety of whole group, small group and individual settings with opportunities for students to engage in reading, writing, listening and speaking.</p>
<p>Goals: 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.</p>	<p>Teachers posted instructional objectives in the majority of classrooms and reviewed them at the beginning of the lesson. The QSR team observed a wide array of instructional materials including textbooks, reading materials for range of levels, teacher-made materials, and technology, including SPARK 3000.</p>
<p>70% of pre and post testing English language learners will make one or more</p>	<p>ESL observations incorporated language appropriate activities, materials, and</p>

Mission and Goals	Evidence
<p>NRS-EFL gains by the end of the program year.</p>	<p>content. There were opportunities for small group work, whole class instruction, and independent work time. Teachers used students' native languages at times as a tool to increase understanding and transfer knowledge for those learning English. Class instruction and materials were appropriate for students' learning levels in the level 100, 200, and 300 classes that the QSR team observed.</p>
<p>65% of GED test-takers will pass the official GED exam by the end of the program year.</p>	<p>The QSR team observed a strong focus on the requirements to successfully pass the GED exam. Teachers posted requirements for passing the GED in classrooms, hallways, and bulletin board displays. Hallway displays included pictures of students at different levels and recognition of their accomplishments. Teachers frequently referred to the importance of what the students were learning and how it is related to questions asked on the GED exam. In one observation the teacher showed students how to use a calculator to problem-solve and discussed how each section of the GED is timed. Students responded to questions orally and showed their understanding on the board and in writing. Teachers assessed student learning through exit tickets and classroom assessments, and some teachers made reference to students tracking their own reading level progress using SPARK 3000.</p>
<p>70% of students will pass industry certification tests.</p>	<p>A QSR team member observed students in a culinary arts class learning to debone a chicken leg. At the start of the lesson, the teacher reviewed food handling procedures. Students successfully answered questions about how to handle different kinds of meats and vegetables</p>

Mission and Goals	Evidence
	<p>safely. During the observation students worked in small groups to follow a recipe and applied culinary techniques learned in the class.</p> <p>The QSR team did not have the opportunity to observe the medical assistant or information technology certification courses during this two-week period.</p>
<p>Exiting students will enter the workforce, retain employment, or enter into post-secondary education (specific metrics to be agreed upon for SY 2014-15)</p>	<p>In a hallway at the Sonia Gutierrez facility, the QSR team saw a display of students' goals for employment after completing their courses at Carlos Rosario PCS. Additionally there was a display in the main lobby of school alumni demonstrating how their current careers aligned to their training at Carlos Rosario International PCS. At the Harvard Street facility, the QSR team saw a bulletin board titled, "Employment Team Documented Placement" that shows 15 direct and assisted placements, 12 job referrals/follow-ups and 38 resumes completed. Other data posted showed the percentage of students who obtained employment. The school also employs counselors to work with students on life skills.</p>
<p>69% in-seat attendance</p>	<p>The QSR team noted many students were tardy at the start of class and after breaks. Teachers encouraged students to arrive on time with one teacher noting, "Class starts at 9:00, not 9:22." Another teacher had the last five students that arrived stay after to help clean and organize the room after the end of class. A couple of teachers had prominent displays of students with perfect attendance. Some teachers had students sign in when entering.</p>

Mission and Goals	Evidence
60% retention rate	The QSR team’s classroom observations did not provide any evidence related to this goal.
85% of Citizenship students will pass the naturalization exam.	The QSR team observed information about the United States displayed in some classrooms, such as maps of the 50 states and a poster of past United States presidents.
75% of ESL students will pass the CR Technology Test.	<p>Integrated technology was a focus in many observations. In one literacy class students completed independent keyboard exercises for 15 minutes before the formal instruction. Students in other observations used the laptops to locate information, highlight text, and respond to questions.</p> <p>The Computer Assisted Language Learning (CALL) lab displayed digital literacy outcomes. A teacher and an assistant engaged the learners in locating tools, elements and features of a Microsoft window. Students worked with partners to document the functions of basic tools and explore the home tab. In a technology class observation, students used technology tools to design a website for their dream business. The CALL instructors worked with the content in English and supported the learning by using Spanish and Amharic.</p>
Governance:	A DC PCSB staff member joined Carlos Rosario International PCS’s Board of Trustees meeting in person on March 9, 2016. A quorum was present. Three staff members including the CFO, General Counsel and Executive Assistant were also present. The meeting agenda included approval of the past meeting’s minutes,

Mission and Goals	Evidence
	the 2015 Financial Auditor Report, a CEO report and a CFO report. A representative from the school's auditor, Rubino and Company, helped the Board conduct a deep dive into the audit (there were no material findings).

THE CLASSROOM ENVIRONMENT¹

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 94% of the observations as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
<p>Creating an Environment of Respect and Rapport</p>	<p>The QSR team scored 97% of the observations as either distinguished or proficient in this component. Warmth, respect, and care characterized the interactions between nearly all staff and students. Teachers praised effort, though several students seemed cautious about taking intellectual risks. The QSR team observed few to no incidents of disrespectful behavior.</p> <p>In the majority of observations, teachers used student names and circulated around the room during group, partner, or independent work time to check in on individuals. In one observed discussion, students were able to respectfully disagree with each other. The teacher facilitated and modeled understanding different perspectives.</p>	Distinguished	13%
	<p>In one distinguished observation, students clapped enthusiastically for others' participation without prompting. In another distinguished observation, the teacher demonstrated caring for the students and asked about their family members and lives outside of the school. One teacher knew that a student’s car had broken down in recent weeks and asked whether the student was able to drive again.</p>	Proficient	84%
	<p>The QSR team rated less than 10% of observations as basic in this component.</p>	Basic	3%

¹ Different review team members may observe teachers more than once.

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
Establishing a Culture for Learning	<p>The QSR team scored 93% of the observations as distinguished or proficient in this component. Teachers communicated high expectations and insisted on precise use of language. Encouragement from peers and teachers reinforced the importance of learning. In one observation four students received certificates for arriving on time during the past month. The teacher in another observation had a chart with stars for student participation and attendance that resulted in a monthly prize.</p> <p>Students were invested in the quality of their work, often consulting with peers on questions and to check their work. In some distinguished observations, students assisted each other in understanding the content. This sometimes included using students' native languages to explain concepts or content to each other.</p> <p>Teachers communicated a passion for the subject and for the accomplishment of each learner. In one distinguished observation, when students struggled, the teacher used questioning to place responsibility for learning back on students, "As you read that paragraph, try and think about what it means first and then if you still have trouble, I can help you with it."</p>	Distinguished	17%
		Proficient	76%
	The QSR team scored less than 10% of observations as basic in this component.	Basic	7%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
Managing Classroom Procedures	<p>The QSR team scored 90% of the observations as distinguished or proficient in this component. When students entered most classrooms, they signed in and logged into their computers or gathered other materials with little direction from the teacher. The students were positively engaged throughout most of the observations whether in small group conversations, whole class discussion or independent work. There were few transitions observed, but those that were observed were seamless and did not take away from instructional time.</p> <p>In one distinguished observation students took ownership of their environment and contributed to the smooth functioning of routines. They rearranged the furniture prior to the beginning of class so that groups could start work immediately upon arrival.</p>	Distinguished	10%
		Proficient	80%
	<p>The QSR team scored less than 10% of observations as basic in this component.</p>	Basic	7%
	<p>The QSR team scored less than 10% of observations as unsatisfactory in this component.</p>	Unsatisfactory	3%
Managing Student Behavior	<p>The QSR team scored 97% of the observations as distinguished or proficient in this component. In almost all observations student behavior was on-task, respectful and entirely appropriate. In the few instances that called for redirection, teachers addressed side conversations with subtle gestures, proximity, or quiet words to specific students.</p>	Distinguished	30%
	<p>The atmosphere of the school was generally business-like and productive. Standards of conduct were clear and observed by everyone.</p>	Proficient	67%

The Classroom Environment	Evidence Observed	School Wide Rating	
	The QSR team scored less than 10% of the observations as basic in this component.	Basic	3%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

INSTRUCTION

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 79% of the observations as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p>Communicating with Students</p>	<p>The QSR team scored 77% of the observations as distinguished or proficient in this component. In many observations learning objectives were posted and/or communicated to students. The QSR team did not see any content errors. The teachers used visuals and technology to ensure that students were clear about the course material. The teachers used age-appropriate language and vocabulary when addressing the adult students. Vocabulary was explicitly taught as well as incorporated into the classroom experiences seamlessly.</p>	Distinguished	7%
	<p>In the distinguished observations the teachers used metaphors to bring the content to life and they anticipated possible misconceptions. In other observations students presented and explained the content to their classmates in both English and native languages.</p>	Proficient	70%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 23% of observations as basic in this component. In these observations students needed to ask clarifying questions about the task or waited until the teacher gave additional instructions to begin working. In one classroom the teacher attempted to clarify the learning task after initial confusion but the teacher’s attempt was met with partial success due to the sole focus on the correct answer and not conceptual understanding. In another classroom the teacher confused the phrase “in front of” with “facing” during a modeling activity and the teacher did not make the lesson objectives clear.</p>	Basic	23%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p>Using Questioning/Prompts and Discussion Techniques</p>	<p>The QSR team scored 72% of the observations as distinguished or proficient in this component. Teachers often asked questions in whole group and small group settings to prompt discussions and extend thinking. Although some questions had a single correct answer, teachers challenged the learners to engage in discussions within their groups. Several teachers used open-ended questions and prompted students to justify their reasoning. In two observations</p>	Distinguished	7%

Instruction	Evidence Observed	School Wide Rating	
	<p>teachers asked students to teach peers a new concept.</p> <p>In one distinguished observation the teacher's line of questioning supported students in answering correctly, justifying their responses, and supporting ideas with facts from the reading. The teacher prompted students by asking a series of questions including, "What did you think about question 3? Did the costs go up or down? Why did the costs go up? Can you find the paragraph about their production costs?"</p>	Proficient	65%
	<p>The QSR team scored 28% of the observations as basic in this component. During these observations, the teachers' questions were often along a single path of inquiry and did not prompt students to explain their thinking. Classroom discussions were only teacher-directed. One teacher attempted to engage students in the discussion but only a few students participated. The teacher focused on the students who quickly responded when called on during the lesson.</p>	Basic	28%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
Engaging Students in Learning	<p>The QSR team scored 70% of the observations as distinguished or proficient in this component. The class materials and resources, such as technology, leveled texts and visual aids, were appropriate and aligned to the learning tasks. In one observation the lesson allowed for all students to be actively engaged even when they were not presenting by having them take notes on classmates' presentations and</p>	Distinguished	3%

Instruction	Evidence Observed	School Wide Rating	
	<p>scoring classmates on a peer presentation rubric. In another observation students worked independently or with a partner to complete the tasks as the teacher circulated and prompted critical reflection asking, "What is a better sentence? What is the verb/action? Is that a complete sentence?"</p>	Proficient	67%
	<p>The QSR team scored 30% of the observations as basic in this component. In several of these observations, the students did not have a choice in how to complete their tasks and if students finished a task early, they were not engaged with any content. The QSR team also noted that in these observations some students did not participate in discussions or otherwise intellectually engage in the lesson. Several students were reluctant to respond to questions from the teacher.</p>	Basic	30%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p>Using Assessment in Instruction</p>	<p>The QSR team scored 97% of the observations as distinguished or proficient in this component, with the majority receiving a rating of proficient. Most teachers monitored student understanding during each lesson. Teachers used a variety of strategies to gauge student understanding that included questioning, reviewing students' work individually, class surveys,</p>	Distinguished	3%

Instruction	Evidence Observed	School Wide Rating	
	and small white boards. When necessary teachers gave specific feedback to students who got questions wrong. In one observation when one student made a computational mistake on the whiteboard, the teacher led the student through a series of questions to correct the problem. During another observation the students used a rubric to correct their work on a project.	Proficient	94%
	The QSR team scored none of the observations as basic in this component.	Basic	3%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to “get by.”	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

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

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<p>Using Assessment in Instruction</p>	<p>Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.</p>	<p>Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.</p>	<p>Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.</p>	<p>Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.</p>

Appendix I



**Carlos Rosario Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	School should ensure that documents pertaining to enrollment are not requested until after the student is accepted.
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



Carlos Rosario Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



Carlos Rosario Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



Carlos Rosario International PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Discipline Policy and Due Process	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	



Carlos Rosario International PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	N/A	



Carlos Rosario International PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	

SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *Carlos Rosario International PCS*

January 15, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	Compliant	7/25/14	✓
Fire Drills	Compliant	7/25/14	✓
School Calendar	Compliant	7/25/14	✓
Quarterly Financial Statements - 4th	Compliant	7/31/14	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/15/14	✓
Auditor Engagement Letter	Compliant	8/15/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/14	✓
Annual Report SY2013-2014	Compliant	10/7/14	✓
Accreditation	Compliant	10/10/14	✓
Basic Business License	Compliant	10/10/14	✓
Board Meeting Approved Minutes	Compliant	10/10/14	✓
Board Roster	Compliant	10/10/14	✓
Certificate of Insurance	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Employee Handbook: Employment Policies	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
Litigation Proceedings Calendar	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓
SPED-Continuum of Services	Compliant	10/10/14	✓
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	10/10/14	✓
Student Handbook	Compliant	10/10/14	✓
Quarterly Financial Statements - 1st	Compliant	10/31/14	✓
Audited Financial Statements	Compliant	11/3/14	✓
Audited Financial Statements - FAR Data Entry Form	Compliant	11/7/14	✓
Application (for new student enrollment)	Compliant	12/5/14	✓
Fire Drills	Compliant	12/5/14	✓
Lottery Procedures	Compliant	12/5/14	✓

SY 2014-2015 DC Public Charter School Board Compliance Review Report - Contracts Submission

For LEA/Campus: *Carlos Rosario International PCS*

Requirement	Compliance Status	Due	On Time
Contracts	6 Submitted	3 days after contract is awarded	6 of 6

Date of Submission to PCSB	Name of Charter School	Vendor	Services to be Provided	Effective Date of Contract-10 days (SRA)	Value of Contract	# of Days Between Date of Contract Award to Vendor & Submission to PCSB
6/2/14	Carlos Rosario International PCS	Cogent Communications	Internet Access	6/12/14	\$159,948	Compliant
6/4/14	Carlos Rosario International PCS	Tempo Bookstore	textbooks/ reading books	6/14/14	\$30,415	Compliant
7/30/14	Carlos Rosario International PCS	Starcraft Bus	28-Passenger Bus Purchase	8/9/14	\$89,994	Compliant
8/15/14	Carlos Rosario International PCS	US Office Solutions, WB Mason Company, Metropolitan Office Products, Staples, Jacobs Gardner Supplies	Office Supplies	8/25/14	\$125,000	Compliant
8/27/14	Carlos Rosario International PCS	ESI Electronic System	Laptop purchases	9/6/14	\$39,482	Compliant
10/24/14	Carlos Rosario International PCS	CareFirst	Health & Dental Insurance	11/3/14	\$950,000	Compliant

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	<p>Calendar must include the following:</p> <ul style="list-style-type: none"> -minimum 180 days of school (6+ hours) -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable <p>*If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p>
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	<p><u>Fire drill schedule</u></p> <ul style="list-style-type: none"> -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	<p><u>2013-14 Annual Report includes:</u></p> <ul style="list-style-type: none"> -Narrative (description of performance and progress; goal attainment; school program) -Data Report -Appendices (staff roster; board roster; financials)
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

2014-15 Compliance Review Requirements

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	<p>Board makeup must include:</p> <ul style="list-style-type: none"> -Odd number of voting members (odd number of voting members/ doesn't include ex-officio) -Greater than 3 but no more than 15 -Majority of members residing in DC (include address or city of residence) -2 parent members (voting members) * <p><i>*Adult schools may use alumnae or adult students to satisfy the parent requirement</i></p>
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. OR , an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members <i>*Should confirm staff's understanding of their obligation for reporting sexual abuse of student.</i>

2014-15 Compliance Review Requirements

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: <ul style="list-style-type: none"> • Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment • Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past TWO years <i>*All volunteers working more than 10 hrs/ week must have background checks</i>
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: <ul style="list-style-type: none"> *sexual harassment *equal opportunity *drug-free workplace *complaint Resolution Process *Whistle blower Policy (best practice, not mandatory)
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p>Discipline Policy</p> <ul style="list-style-type: none"> -clear explanation of infractions -clear explanation of consequences (basis for suspensions/ expulsions) -manifestation determination process for students with disabilities -due process and appeals procedures for student/ parents for disciplinary incidents <p>Attendance Policy</p> <ul style="list-style-type: none"> -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) <p>Safeguard of Student Information Policy--aligns with FERPA regulations</p>
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

2014-15 Compliance Review Requirements

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

SY 2015-2016 DC Public Charter School Board Compliance Review Report

Carlos Rosario International PCS

January 22, 2016

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	Compliant	7/28/15	✓
Fire Drill Schedule	Compliant	7/28/15	✓
School Calendar	Compliant	7/28/15	✓
Auditor Engagement Letter FY2015	Compliant	8/17/15	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/31/15	✓
Charter School Athletics Compliance	Compliant	8/31/15	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✓
Annual Report	Compliant	9/28/15	✓
Adult Education Assessments	Compliant	9/30/15	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/15	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✓
Litigation Proceedings Calendar	Compliant	10/8/15	✓
Certificate of Occupancy	Compliant	10/8/15	✓
Title IX	Compliant	10/8/15	✓
Child Find Policy	Compliant	10/8/15	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/8/15	✓
Certificate of Insurance	Compliant	10/8/15	✓
School Emergency Response Plan	Compliant	10/8/15	✓
Board Roster	Compliant	10/8/15	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✓
SPED-Continuum of Services	Compliant	10/8/15	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✓
Employee Handbook: Employment Policies	Compliant	10/8/15	✓
Accreditation	Compliant	10/8/15	✓
ADA	Compliant	10/8/15	✓
Board Meeting Approved Minutes - 1st Quarter	Compliant	10/8/15	✓
ELL	Compliant	10/8/15	✓
Staff Preference	Compliant	10/8/15	✓
Quarterly Financial Statements - 1st Quarter	Compliant	10/31/15	✓
Audited Financial Statements - FAR Data Entry Form 2014-2015	Compliant	12/1/15	✓
Audited Financial Statements 2014-2015	Compliant	12/1/15	✓
Student/Family Handbook	Compliant	12/8/15	✓
Student Application (Schools Not Participating in MySchoolsDC)	Compliant	12/8/15	✓
Lottery Procedures (Schools Not Participating in MySchoolsDC)	Compliant	12/8/15	✓
Fire Drills Conducted	Compliant	12/8/15	✓
Basic Business License	Compliant	N/A	✓
DC Non-Profit Status	Compliant	N/A	✓

SY 2015-16 DC Public Charter School Board Compliance Review Report - Contract Submission Summary
Carlos Rosario International PCS

*This report summarizes the school's compliance with contract submission requirements for Fiscal Year 2015 (July 1, 2014 - June 30, 2015).
Cells highlighted in the following table indicate that the school did not submit contract information for an expenditure over \$25,000.
If you believe that DC PCSB is missing records or flagging expenditures in error, please contact Mikayla Lytton at mlytton@dpcsb.org.*

Expenditures over \$25,000 (submitted as part of the audited financial statements)						
Vendor Name	Services Provided	Value	Submitted for Bid?	Explanation, if No	If Renewal, when was contract bid?	DC PCSB Review Notes
US Security	Security Svs	\$ 464,299	No	Renewal	7/9/2012& 4/24/2014	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Hartford	Insurance	\$ 382,268	Yes			
CSS Presentation		\$ 181,382	Yes			
ProActive	School Information System	\$ 119,105	Yes			
CDW		\$ 95,071	Yes			
Rubino	Audit Services	\$ 93,464	No	Exempt		While audit services should be bid (quotes received from auditors from the Approved Auditor List), DC PCSB has given conflicting guidance on this requirement. Thus, this expenditure has been forgiven for FY15.
Dan Brown bus Sales/ Starcraft	Van	\$ 89,995	Yes			
Tempo Book Stores	Books	\$ 88,960	Yes			
ADP	Payroll Services	\$ 79,067	No	Renewal	2/24/2010	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
SupplyLine	Printer Maintenance & Supplies	\$ 59,977	No	Renewal	10/4/2013	While renewals should be submitted (but not bid), DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted renewals have been forgiven for FY15.
Capital Document Solutions	Copier Maintenance & Printing	\$ 59,200	No	Multiple Contracts		
US Food	Food	\$ 54,999	No	Multiple Contracts		
Cogent	Telecommunications	\$ 53,916	No	Renewal	7/28/2011	
Keaney Produce	Food	\$ 44,382	No	Multiple Contracts		
A-Corp	Maintenance & Repairs	\$ 40,909	No	Multiple Contracts		
Saval Food	Food	\$ 39,593	No	Multiple Contracts		
ESI	Computers	\$ 39,481	Yes			
Sonic LLC		\$ 38,355	Yes			
Adams Burch	Kitchen Supplies	\$ 36,056	No	Multiple Contracts		
Staples	Office Supplies	\$ 31,484	No	Multiple Contracts		

Metropolitan Meat	Food	\$ 29,854	No	Multiple Contracts		
CDI Computers		\$ 29,333	No	Multiple Contracts		
PRM Consulting	Consulting Svs	\$ 28,981	No	Multiple Contracts		
PCMall.gov		\$ 27,669	No	Multiple Contracts		
MultiCultural Svs	Translation Svs	\$ 26,289	Yes	Multiple Contracts		
Jacobs Gardner	Office Supplies	\$ 25,715	No	Multiple Contracts		

Cells highlighted below indicate that the contract was not submitted timely or was not bid appropriately.

Submitted Contracts (submitted to Epicenter throughout the fiscal year)							
Vendor Name	Services Provided	Value	Submission Date	Award Date	Contract Effective Date	Bid Appropriately?	Timely Submitted?
US Office Solutions	Office Supplies	\$ 25,000.00	8/15/2014	8/12/2014	8/25/2014	Y	Timely
WB Mason Company	Office Supplies	\$ 25,000.00	8/15/2014	8/12/2014	8/25/2014	Y	Timely
Metropolitan Office Products	Office Supplies	\$ 25,000.00	8/15/2014	8/12/2014	8/25/2014	Y	Timely
Staples	Office Supplies	\$ 25,000.00	8/15/2014	8/12/2014	8/25/2014	Y	Timely
Jacobs Gardner Supplies	Office Supplies	\$ 25,000.00	8/15/2014	8/12/2014	8/25/2014	Y	Timely
ESI Electronic System	Laptop purchases	\$ 39,482.00	8/27/2014	8/24/2014	9/6/2014	Y	Timely
CareFirst	Health & Dental Insurance	\$ 42,338.00	10/24/2014	10/22/2014	11/3/2014	Y	Timely
Cogent Communications	Internet Access	\$ 159,948.00	6/2/2014	6/1/2014	6/12/2014	Y- R	Timely
Tempo Bookstore	textbooks/ reading books	\$ 30,415.00	6/4/2014	6/1/2014	6/14/2014	Y	Timely
Dan Brown bus Sales/ Starcraft	28-Passenger Bus Purchase	\$ 89,994.00	7/30/2014	7/28/2014	8/9/2014	Y	Timely
Washington Post	Advertising Servies	\$ 25,000.00	3/11/2014	3/10/2014	3/21/2014	Y	Timely
US Security Associates	Security Services	\$ 2,005,326.00	3/25/2014	3/25/2014	4/4/2014	Y	Timely
ProActive School	SIS hosting, maintenance, and support	\$ 150,000.00	4/9/2014	4/4/2014	4/19/2014	Y	Untimely
Brittenford	Accounting System and Implementation	\$ 30,652.00	4/27/2015	4/20/2015	5/7/2015	Y	Untimely
Sonic LLC	Renovations to Resource Room	\$ 44,245.00	4/27/2015	4/27/2015	5/7/2015	Y	Timely
CCS Presentation Systems	Acquisition and installation of 35 smart interactive flat panels	\$ 181,382.00	5/19/2015	5/19/2015	5/29/2015	Y	Timely
CDW-G	Backup recovery System	\$ 89,155.00	6/25/2015	6/25/2015	7/5/2015	Y	Timely

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
7/28/2015	2015-16 School Calendar	<p>Calendar must include the following: -minimum 180 days of school (6+ hours)* -first and last day of school listed -start and end times listed -instructional days and holidays listed -make-up days for inclement weather listed -indicate staggered start dates if applicable If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p> <p>*If the school has received permission from PCSB to waive the 6-hour requirement, please make that notation on the school calendar</p> <p>**All Adult Education Programs must include start and end dates for each semester and orientation period</p>	LEA	All Schools
7/28/2015	Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2015-2016 school year. This calendar must also include an assurance statement that the number of meetings is no fewer than what is stated in the school's bylaws.	LEA	All Schools
7/28/2015	High School Course Offering	<p>All courses and credits offered to high school students; include graduation requirements</p> <p>Note: All schools should have the minimum DC graduation course requirements (unless already specified otherwise in the school's charter agreement). Any school that wishes to change their graduation requirements to require less than what OSSE mandates must submit a charter amendment request.</p>	Campus	High Schools ONLY
7/28/2015	Fire Drill Schedule	Fire drill schedule -Must include TWO drills within the first two weeks of the school year -monthly thereafter (total of 10 per year)	Campus (1 for each facility)	All Schools
8/17/2015	Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
8/31/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
8/31/2015	Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided	Campus	All schools that offer sports
8/31/2015	Annual Teacher and Principal Evaluation Reflection (SY 2014-15)	This reflection details a brief summary of the evaluation process, a classification of the number of teachers and principals in each performance area and next steps for improving your school's evaluation process. Required for PCSB monitoring of Principle 3 of the ESEA Waiver.	LEA and Campus	Title 1 Schools
9/8/2015	Annual Report	<p>2014-15 Annual Report is one document that includes:</p> <ul style="list-style-type: none"> -Narrative (including goal attainment with a description of whether each charter goal was "met" or "missed" and evidence explaining why) -Data Report -Appendices (staff roster; board roster; financials) 	LEA	All Schools in operation SY 2014-2015

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
9/30/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2014-2015; PCSB identified schools
9/30/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 2013-2014 and those identified in SY 14-15.
9/30/2015	Professional Development Calendar (SY 2015-16), Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)	LEA	Title 1 Schools
9/30/2015	Adult Education Assessments	Adult education assessment form indicating what assessments the school plans to administer for the current school year. Each adult education program must let PCSB know which assessments the school will be held accountable to for the Adult Education PMF.	Campus	Adult Education Schools
9/30/2015	Early Childhood Assessments	EC Assessment Selection Form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC/ES/MS PMF.	Campus	Early Childhood Schools
10/8/2015	Certificate of Occupancy	Includes school name and current address; Occupancy load on form is equal to or greater than the sum of staff and students	Campus (1 for each facility)	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's charter agreement); should include all addresses/ campuses of an LEA	LEA	All Schools
10/8/2015	School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)	Campus	All Schools
10/8/2015	Board Roster	<p>Board makeup must include:</p> <ul style="list-style-type: none"> -Odd number of voting members -Greater than 3 but no more than 15 -Majority of members residing in DC (include address OR city of residence) -2 parent members (voting members) <p>*Please include all members' email addresses **Adult schools may use alumnae or adult students to satisfy the parent requirement</p>	LEA	All Schools
10/8/2015	Litigation Proceedings Calendar	<p>Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo.</p> <p>*In addition to this annual requirement, please note schools are required to notify PCSB within seven days of receiving any new complaint</p>	LEA	All Schools
10/8/2015	Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2015; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law	LEA	All Schools
10/8/2015	School Emergency Response Plan	An assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.	Campus (1 for each facility)	All Schools
10/8/2015	Sexual Violation Protocol	<p>An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members</p> <p>-should confirm staff's understanding of their obligation for reporting sexual abuse of students</p>	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Child Find Policy	<p>An LEA's Child Find procedures should include, but are not limited to, a written description of:</p> <ul style="list-style-type: none"> -how the LEA transitions students from Part C to Part B (if applicable to your student population) -public awareness and universal screening -identification/referral -evaluation and assessment -serving the student <p>*Child Find Procedures apply to students 21 and under (Adult Education programs should also complete this requirement)</p>	LEA	All Schools (DCPS Dependent LEAs should complete the assurance that they comply with DCPS's Child Find Policies and Procedures)
10/8/2015	Staff Roster & Background Checks	<p>Staff/volunteer name, position, indication that background check has been conducted</p> <p>*All volunteers working more than 10 hrs/ week must have background checks</p>	Campus	All Schools
10/8/2015	Employee Handbook (or submit individual policies)	<p>Includes school board-approved policies around compliance with applicable employment laws including:</p> <ul style="list-style-type: none"> -sexual harassment -equal opportunity -drug-free workplace -staff complaint Resolution Process -whistle blower Policy (best practice, not mandatory) 	LEA	All Schools
10/8/2015	Accreditation	<p>Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process</p> <p>*ALL schools in operation for five years or more must be accredited or may be subject to board action per PCSB's Accreditation Policy</p>	LEA	All Schools
10/8/2015	SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)	Campus	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/8/2015	Student/Family Handbook or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p>Discipline Policy -clear explanation of infractions and what leads to a suspension or expulsion -explanation of manifestation determination process for students with disabilities -due process and appeals procedures for parents if their child is issued a suspension or expulsion *Please note that substantive changes to the discipline policy must be submitted to PCSB as an amendment to the school's charter agreement.</p> <p>Attendance Policy -clear explanation of consequences of tardiness and absences -clear explanation of what constitutes an excused absence (including documentation required) -aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013) -Grievance Procedure -- process for resolving parent/student complaints -Safeguard of Student Information Policy--aligns with FERPA regulations</p>	LEA	All Schools
10/8/2015	Lease	Lease	Campus (1 for each facility)	New Schools, Schools in a new facility Schools with a new lease agreement
10/8/2015	Staff Preference	<p>Assurance letter stating that enrollment based on staff preference is limited to 10% of the total student population or to 20 students, whichever is less.</p> <p>*If your school does not enact staff preference, please also submit an assurance letter making that clear</p>	LEA	All Schools
10/8/2015	ELL	Assurance letter attesting to and describing the school's compliance with laws and regulations related to the education of English Language Learners.	LEA	All Schools
10/8/2015	ADA	Assurance that the facility is ADA compliant OR if it is not, how the school will meet the needs of students, staff, and community stakeholders who may require accommodations to access the facility.	Campus	All Schools
10/8/2015	Title IX	Assurance letter attesting to and describing the school's compliance with laws and regulations related to Title IX.	LEA	All Schools

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
10/31/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
10/31/2015	Quarterly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	All schools (except those submitting monthly financials)

School Year 2015-2016 Compliance Calendar

Due Date	Event/Document	Description (Must Haves)	Submitted for the LEA or Campus	Which Schools are Required to Submit?
11/30/2015	Monthly Financial Statements - FY2016	<p>Balance Sheet</p> <ul style="list-style-type: none"> -Breakout of current assets and current liabilities from long-term assets and liabilities; and -Breakout of restricted and unrestricted cash balances. <p>Income Statement</p> <ul style="list-style-type: none"> -Actuals reported on a monthly basis and all activity year-to-date; -Comparison of the actuals to the budget over the same year-to-date reporting period; -Cash flow activities/change in cash should be reported as well. These activities can be reported at the bottom of the income statement. Cash flows do not have to be detailed at the account level (e.g. depreciation and amortization, accounts payables). Schools only need to report cash activities at the Operating, Investing and Financing activities levels. <p>Schools can use the provided template or a different format. After the end of the first quarter of FY2016, submissions that do not include all of the required information will be considered incomplete and rejected from Epicenter.</p>	LEA	New Schools opening in SY 2015-2016; PCSB identified schools
12/1/2015	ESEA Focus and Priority Schools (Cohort II&III): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.	Campus	ESEA Focus and Priority Schools, Identified in SY 13-14 and those identified in SY 14-15.
12/1/2015	Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.	LEA	All Schools
12/1/2015	Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.	LEA	All Schools
12/8/2015	2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/guardian address, parent/ guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>	LEA	Schools not participating in MySchoolsDC
12/8/2015	2016-2017 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement	LEA	Schools not participating in MySchoolsDC
12/8/2015	Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year	Campus (1 for each facility)	All Schools

SY 2016-2017 DC Public Charter School Board Compliance Review Report

Carlos Rosario International PCS

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	Compliant	7/26/16	✓
Goals and Assessments	Compliant	7/26/16	✓
Student/Family Handbook	Compliant	7/26/16	✓
Fire Drill Schedule	Compliant	7/26/16	✓
Quarterly Financial Statements - 4th Quarter	Compliant	7/31/16	✓
Auditor Engagement Letter	Compliant	8/16/16	✓
School Calendar	Compliant	8/24/16	✓
Annual Report	Compliant	9/6/16	✓
Charter School Athletics Compliance	Compliant	9/14/16	✓
Adult Education Assessments	Compliant	9/30/16	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/16	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/6/16	✓
Accreditation	Compliant	10/6/16	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/6/16	✓
SPED-Continuum of Services	Compliant	10/6/16	✓
Employee Handbook: Employment Policies	Compliant	10/6/16	✓
Board Meeting Approved Minutes - 1st Quarter	Compliant	10/6/16	✓
Title IX	Compliant	10/6/16	✓
ELL	Compliant	10/6/16	✓
Lease/Purchase Agreement and Right of Entry	Compliant	10/6/16	✓
Child Find Policy	Compliant	10/6/16	✓
ADA	Compliant	10/6/16	✓
Certificate of Occupancy	Compliant	10/6/16	✓
Certificate of Insurance	Compliant	10/6/16	✓
Litigation Proceedings Calendar	Compliant	10/6/16	✓
Staff Preference	Compliant	10/6/16	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/6/16	✓
School Emergency Response Plan	Compliant	10/6/16	✓
Quarterly Financial Statements - 1st Quarter	Compliant	10/31/16	✓
Board Roster	Compliant	11/29/16	✓
Student Enrollment Forms	Compliant	12/8/16	✓
Facilities Expenditure Data Inputs	Compliant	12/15/16	✓
Fire Drills Conducted	Compliant	12/22/16	✓
Basic Business License	Compliant	N/A	✓
DC Non-Profit Status	Compliant	N/A	✓

A rating of **compliant** means the school has satisfied the compliance standards.

A rating of **in progress** means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.

A rating of **not compliant** means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at kdammann@dcpcsb.org.