



Annual Report

2018-19

**Harvard Street Campus
Central Office**

1100 Harvard Street, NW
Washington, DC 20009
202-797-4700

Board chair: Patricia Sosa

Sonia Gutierrez Campus

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

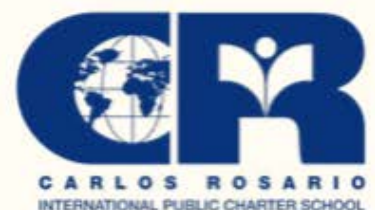




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SCHOOL DESCRIPTION

MISSION STATEMENT

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

SCHOOL PROGRAM

School Overview Highlights

- Serving Washington, DC's diverse immigrant population since 1970
- Nationally and internationally recognized as a model in adult education
- Offering an award-winning, holistic model of adult education for immigrants, which includes language, literacy, civic engagement, GED, workforce development, entrepreneurship, and comprehensive supportive services
- Providing classes and services to more than 3000 students annually
- Named a Tier 1 school by the DC Public Charter School Board in the 2014-15, 2015-16, 2016-17 and 2017-18 school years
- Chartered in 1998 by the DC Public Charter School Board
- Accredited by the Middle States Association

2018-19 School Year Details

- School Calendar:
August 27, 2018 - June 13, 2019
- 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

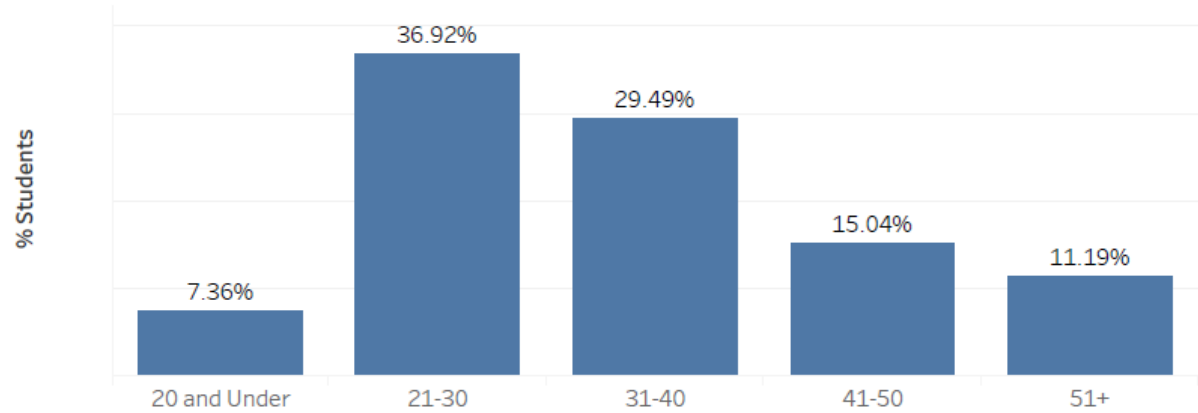
Monday-Thursday, 6:00 PM-9:00 PM

Student Demographics

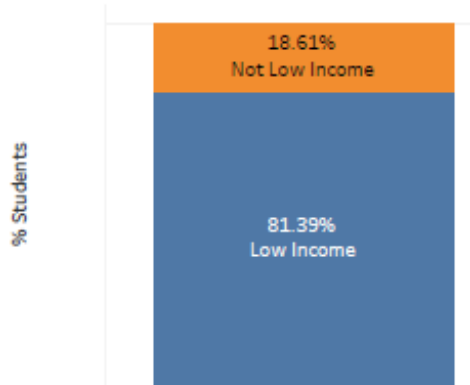
The Carlos Rosario School serves students ages 16 and older. **Eighty-one** percent are low-income students, according to the Department of Agriculture Federal Poverty Guidelines.

Ninety-eight percent are English language learners. For the 2018-19 school year, we served students from 93 different countries speaking 51 languages.

Age Distribution



Low Income



Gender Distribution

Gender	
Female	61.09%
Male	38.84%
X	0.06%



Summary of Curriculum Design and Instructional Approach

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

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

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

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

On a foundational level, student goals, needs, and interests drive instruction. Standards developed by Equipped for the Future (EFF) and 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.



Students take charge of their own learning in the classroom through SMART plans with short and long-term goal setting exercises, and culminating projects at the end of every thematic unit. Student-led clubs and student government provide opportunities for students to self-select into more leadership opportunities. Students also provide meaningful feedback to their teachers at the end of every semester.

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, many students receive individualized and small-group assistance in the classroom from internal and external volunteers as a result of our volunteer program.

Alumni Involvement Efforts

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

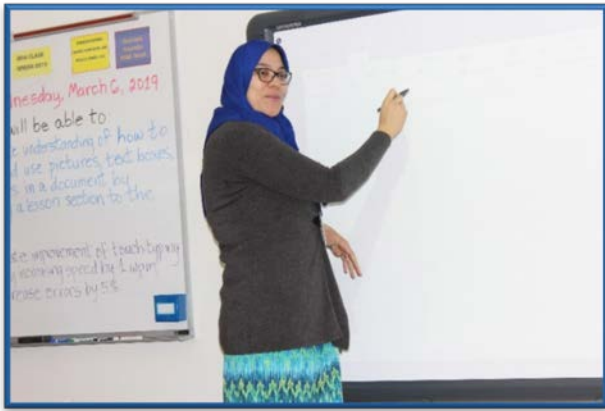
Our Programs

The Carlos Rosario School's programs are designed to leverage students' assets and thus boost contributions to their communities. These contributions foster a greater degree of immigrant inclusion and strengthen the global competencies of DC's workforce.

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



Our work for the 2018-19 school year was driven by a strategic plan effective through 2020. The plan outlines the following strategic priority areas: growth, organizational learning and excellence, and long-term sustainability. Priorities for the past school year included strengthening our student outreach and recruitment efforts, growing our civic engagement programming, and enhancing technology systems for student data collection, delivery, and analysis.



Foundational Literacy and Skills

The foundational literacy and skills classes provide the building blocks for a solid academic base by developing language and essential life skills. Ultimately, our foundational literacy and skills programs are designed for career development and advancement. Foundational classes include literacy, English as a Second Language, GED in English and Spanish, Citizenship, and technology essentials.

Career Training

The career training programs provide theoretical and hands-on learning geared toward English language learners. The classes teach students technical 21st-century skills in key local high-growth, high-demand industries, which in turn increases students' access to opportunities and earning potential. Advisory committees composed of industry leaders meet regularly to provide guidance on curriculum and program design, as well as share important industry developments. This ensures instruction and career training meet the continuously evolving demands of



each sector. Classes prepare students to pass industry-essential certifications that are key to breaking into and advancing in their chosen fields. Courses are strengthened by field experience opportunities such as internships and connections to industry leaders. We offer classes in the fields of health, IT, culinary arts, bilingual education, and small business development.

Student Support Services

The Carlos Rosario School's immigrant adult learners often face a host of diverse challenges related to health, labor rights, housing equity, and much more, which threaten to interrupt their educational goals. Many 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. Qualified counselors and staff who have a deep, and often first-hand, understanding of the immigrant experience provide services that are both culturally and linguistically responsive. Areas of student support include mental health counseling, case management, employment and career counseling, college transition advising, and leadership development. During the school year 2018-19, over 5,000 hours of direct student services were provided.



Performance and Progress

Meeting our Mission

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

The school's newly revised mission guides our work, particularly in setting priorities and driving school-wide initiatives. For the 2018-19 school year, we are proud to say we remained focused on achieving the goals outlined in our mission, as evidenced in the following summary.

High Quality Education, Career Training, and Supportive Services

During the 2018-19 school year, we continued to provide education and resources to adult learners through our three-pronged model: foundational literacy and skills, career training, and support services.

High Quality Education (Foundational Literacy and Skills)

Over the past school year, we fine-tuned the 2017-18 curriculum update for all ten levels of ESL. Now from basic literacy all the way to our advanced ESL classes, our students benefit from a contextualized curriculum tailored to 21st-century learners and their career needs.

Another area of sustained focus for the 2018-19 school year was to further integrate technology tools to enhance and extend student learning. Faculty honed their practice with online learning tools, including deeper integration of Schoology, our learning management system, and Spark 3000, our reading platform. Blended learning was elevated in our ESL for Families course, as the piloted curriculum was revised to encompass a full calendar year. This program is leading the way for integration of digital platforms with language learning for beginning students. The GED in Spanish program followed suit with its own second-year



pilot of blended learning. Students used tablets to access classwork and complete assessments with programs such as Achieve 3000 and Study Island.

At the Carlos Rosario School, we take pride in our highly qualified teaching staff. For the 2018-19 school year, 84% of staff working with students, including tutors and paraeducators, held a bachelor's degree or higher. As leaders in adult education programs, our faculty and staff presented at various conferences, including COABE, WATESOL, and MAACCE, to name a few. Furthermore, the school invests in a wide range of supports and in professional development for faculty and staff to promote lifelong learning that inspires classroom teaching.

High Quality Career Training

During the 2018-19 school year, we fully integrated and established two thriving career-training programs: the Small Business and Entrepreneurship Program, which supports students starting and growing their own businesses, and the Bilingual Paraeducator Apprenticeship Program, aimed at preparing students to become certified paraeducators as an entry point into a career in education. The latter responds to the growing need for bilingual professionals in the education field. Both programs were closely nurtured and monitored over the last two school years.

High Quality Supportive Services

For the 2018-19 school year, some examples of supports provided to students included 963 hours of bilingual mental health counseling, HIV/STI testing for over 400 staff and students, and free flu shots administered to over 150 school community members. Additionally, more than 1700 students obtained transportation cards, a significant support as it defrays the costs of public transportation to and from school. Moreover, 683 students and staff members joined the Community BikeShare program, gaining access to discounted memberships and cyclist safety workshops.

Strengthening our Community and Economy

Language and career skills provided at the school prepare students to excel in the 21st-century workplace. Graduates of the school are thriving in the community; they are our local teachers and paraeducators, health professionals, community leaders, college students, and small business owners. By gaining essential language skills and career certifications, students are earning promotions, as well as better jobs and work schedules. This in turn allows students to better provide for themselves and their families. For the 2018-19 school year, 78% of students gained employment or entered postsecondary education, and 96% retained employment or postsecondary student status.

Impacting the broader community is key to the Carlos Rosario School's mission. For example, our career training programs are offered in high-growth, high-demand areas. Each program receives valuable input from advisory committees, composed of industry professionals, who touch on topics ranging from curriculum to field opportunities to ensure there is a direct translation between career training programs and local industries. Additionally, we work with more than 100 local employer partners to

ensure that students are not just gaining skills, but also have access to job opportunities and are putting those skills to work in the community. During the 2018-19 school year, more than 200 students attended job fairs organized by the school and employer partners. Nearly 120 students participated in onsite job interviews.

In addition to students working and studying in the broader community, they are also directly giving back through student-led initiatives. For the 2018-19 school year, students collected 445 toys that were donated to CentroNía, the Ethiopian Community Center, and families at the Carlos Rosario School.

Each year, we collaborate with various community-based organizations to provide students with case management that stretches beyond the walls of our School. For example:

- Representatives from the Metropolitan Police Latino Liaison Unit provided a safety workshop each semester.
- Thanks to continued partnerships with *Empoderate*, we were able to once again provide free flu shots and HIV/STI testing to over 400 students.
- During Hispanic Heritage Month, a group of Hispanic leaders in business and industry came together as a panel, giving our students access to successful executives and providing them a Q&A session on a wide range of topics.
- During the 2018-19 school year, 11 students received business attire for interviews through a partnership with Dress for Success.
- Through a unique partnership with various consulates representing our student body, including El Salvador, Mexico, and Honduras, we were able to provide students with in-house consular services.
- Various financial workshops were held, including a financial literacy workshop by Lafayette Credit Union and a financial capability workshop by the Latino Economic Development Center (LEDC).

For the 2018-19 school year, over 200 community members and Carlos Rosario School students received free legal consultation during 12 different clinics, which were led by partner organizations such as CARECEN, DC Pro Bono, the American Immigration Lawyers Association, and Legal Aid Society. Additionally, more than 400 community members and students received information about affordable healthcare options through DC Health Link Open Enrollment events that took place at the School.

Community Events Highlights



Cultural Celebrations

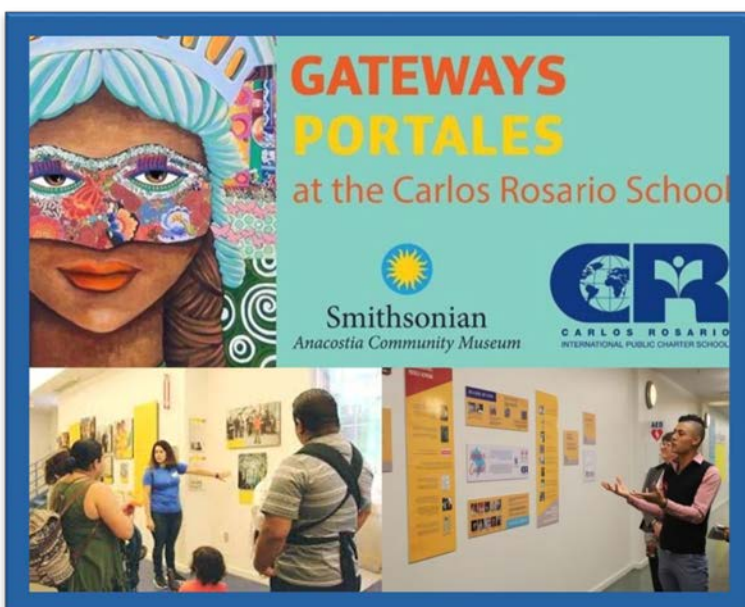
At the Carlos Rosario School, we show pride for our community's diversity. Each year, we are part of national celebrations for Hispanic Heritage, Black History, and Asian Pacific Islander months. We do this by creating a space for our internal community to highlight their cultures through student-led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



Legal Organization Partnerships

The School hosted legal and citizenship clinics through partnerships with local legal organizations, such as CARECEN, Legal Aid Society, Ayuda, DC Pro Bono Center, and the American Immigration Lawyers Association.

Our partners served 447 and community members at our School during the 2018-19.



Smithsonian Exhibit Host Site

In the 2018-19 School year, our Harvard Street Campus was the proud host of the Smithsonian Institute's award-winning *Gateways/Portales* exhibit. Originally presented at the Smithsonian's Anacostia Community Museum through January 2018, the exhibit explores the triumphs and struggles of Latinx migrants and immigrants in Washington, D.C., Charlotte and Raleigh-Durham, N.C., and Baltimore. Students were trained by a Smithsonian curator, and became docents who led external and internal tours.



LBTQ+ Community

The School connected students with resources for the LGBTQ+ community through partnerships with *Empoderate*, Casa Ruby, Trans-Latinx DMV, and the Metropolitan Police's LGBTLU, amongst others. During pride month, the School hosted a Pride Luncheon in solidarity with the LGBTQ+ community, and over 150 students and staff participated in the citywide 2019 Pride Parade.



On Site DC Health Link Enrollment

Our School is committed to connecting our student community with affordable healthcare options. During the school year, we hosted DC Health Link for on-site open enrollment events. These were attended by 250 students and 131 community members.

Goals and Academic Achievement Expectations

Carlos Rosario PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
1. By the end of the program year, the annual weighted average of students making a) one or more National Reporting System - Educational Functioning Levels ("NRS-EFL") gains on the TABE for English GED program students and b) gaining one or more grade level on Spark 3000 for Spanish GED program students will meet or exceed 60%.	Goal Met	Computation of Spanish and English GED student test data indicating 72.95% of pre- and post-testing Spanish and English ABE program students made one or more NRS-EFL gain for English GED students (TABE) or one or more grade level gain (on Spark 3000) for Spanish GED students by the end of the program year. n= 89/122= 72.95%
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.	Goal Met	Computation of ESL student test data indicating 73.97% of pre and post testing English language learners made one or more NRS-EFL gains by the end of the program year. n= 1194/1614= 73.97%
3. Achievement –65% of GED test-takers will pass the official GED exam by the end of the program year.	Goal Met	Official GED test reports indicating 95.65% of GED test-takers passed the official GED exam by the end of the program year. n= 22/23 95.65%
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.	Goal Met	a) Official certification test reports indicating 100% of students passed industry certification tests. n= 73/73=100% b) Student Services case logs indicating 78.9% of exiting students obtained employment or entered post-secondary education. n= 109/138= 78.9% c) Student Services case logs indicating 96.4% of exiting students retained employment or entered post-secondary education. n= 672/697= 96.4%
5. a) 69% in-seat attendance b) 60% Retention rate	Goal Met	a) Student Information System year-long attendance report indicating 71.4% in-seat attendance rate. b) Student Information System year-long enrollment report indicating 69.1% retention rate.
Mission-Specific Goals		
1. 85% of Citizenship students will pass the naturalization exam.	Goal Met	End of year report compiled by citizenship class teacher indicating 100% of Citizenship students passed the naturalization exam. n= 12/12 = 100%

Carlos Rosario PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
2. 75% of ESL students will pass the CR Technology Test.	Goal Met	Student Information System end of school year technology test report indicating 89.48% of ESL students passed the CR Technology Test. n=1447/1617= 89.48%

***Carlos Rosario International Public Charter School acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.**



- For the fourth year in a row, the Carlos Rosario School earned a Tier 1 rating (the highest possible rating) from the DC PCSB, one of only two adult charter schools to do so.
- *Construye DC Plus*, a new School initiative focusing on the construction industry, was selected as one of three winners of the Minds That Move US (MTMU) competition, receiving an award of \$100,000. The competition aimed to create innovative adult career training programs that shorten the pathway from training to career start.
- Allison Kokkoros, our CEO, and two staff members were invited to join the DC Mayor's delegation to El Salvador to formalize a sister-city agreement with San Salvador. The Raza Development Fund underwrote their participation. One of the highlights of the agreement was the signing of the *Puentes/Bridges Project*, a faculty exchange partnership between our School and ITCA-FEPADE, a highly regarded, technical education-training center in El Salvador. The partnership resulted in increased cultural competencies for our Culinary Arts Academy faculty and thus a better understanding of the local immigrant community.
- We received a grant from the Philip L. Graham Fund to expand citizenship classes to the greater Washington, DC area. The grant along with support from a generous private donor also supports students with fees related to the citizenship application. The program served 50% more students as a direct result of the Graham Fund grant.
- We revised our mission statement in preparation for re-accreditation by the Middle States Association, obtaining input from faculty, staff, students, and the broader community during the revision process. The new mission statement received approval from our Board of Trustees and from the DCPCSB through the charter amendment process.

List of Donors - July 2018 through June 2019¹

Allison Kokkoros	Marcia Sternfeld
Andrew Hinshaw	Margaret Yao
Arturo Valenzuela	Maria Orozco
Benecurv	MCI-USA
Bo Pham	Morgan Stanley
Brahim Rawi	Patricia Sosa
Capital Financial, LLC	Patrick Benedict
Carol Wolchok	Philip L. Graham Fund
Cartina Haynesworth	Raza Development Fund, Inc.
Christyann Helm	Restaurant Association Metropolitan Washington
Circulo de Puerto Rico, Inc	River Road Unitarian Church
Community Capital Corporation, Inc.	Rosanne Skirble
Community IT Innovators	Ruth Ticktin
Consular Section of the Embassy of Mexico to the US	Saval Foodservice
Cynthia Matlack	SecurAmerica
Daniela Moreira	Share Fund
DC Commission on the Arts and Humanities	Sherrie McKenna
Destination DC	Sheryl Sherwin
Doris Leshner	Shinberg Levinas
Duane Graves	Socrates Cala
Gloria Bonilla	Sonia Gutierrez
Greater Washington Hispanic Chamber of Commerce	Tempo Bookstore Inc.
Hotel Association of Washington, D.C.	Teri Galvez
Impact Group	Terri Copeland
James Halpern	Terunesh Zeamanuel
Jason Kellogg	The Calpro Group
Jay Haddock & Hector Torres	The Tabard Inn
Jennifer Dalzell	Tom Gallagher
Jerry Luna	Total Quality Building Services, Inc
Jose Isidoro Lemuz	Tucker & Associates
Judy Bonderman	UnidosUS
Karen Rivas	United Way of the National Capital Area
Kent Weaver	US Foods
Kristine Dunne	Verizon
Laurel Anderson	William Bratton

¹ Monetary or in-kind donations with value equal to or exceeding \$500 made during the 2018-19 school year

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SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Carlos Rosario International PCS
PCSB	Campus Name: Carlos Rosario International PCS
PCSB	Grades served: Adult
PCSB	Overall Audited Enrollment: 2137

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	2137	0

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

Student Data Points

School	Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
PCSB	In-Seat Attendance: 71.3%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: Not Applicable

APPENDICES

Staff Roster

Last Name	First Name	Job Title Description
Lopez	Damarys	Accountability Assistant
Riebeling	Charles	Accountability Assistant Director
Velasquez	Lilian	Accounting & Payroll Manager
Rolon	Elisa	Accounts Payable Clerk
Alvarado	Giselle Geraldine	Administrative Aide
Kassa	Yesewdeg	Amharic Instructor
Sarmiento	Rosario	Apprentice Teacher
Ramirez	Janeth	Apprentice Teacher
Febo Rodriguez	Natalia	Arts and Cultural Programs Assistant
Collins	Kevin	Arts Integration Assistant
Gerson	Alexandra	Assessment Specialist
Marquez	Javier A.	Assistant Principal
Loureiro	Carlos	Assistant Principal
Pan	Sharon Tong	Assistant Principal
Patrick	Chenniah	Assistant Principal
Sands	Ana	Assistant Principal
Dobson	Jarolyn	Assistant Registrar
Mulat	Girum	Assistant Registrar
Mendez	Sandra	Benefits Manager
Webster	Nicholas	Bilingual Paraeducator Instructor
Hunter	Joanne	Blended Learning Innovation Specialist
Ellis	Gwenever	Business/Procurement Manager
Dinc Altun	Nilay	CALL Lab Instructor
McDonald	James	CALL Lab Instructor
Woerner	Bryan	CALL Lab Instructor
Orozco	Maria	Campus Relations & Administrative Coordinator
Arias	Yanira	Campus Relations Coordinator
Monroe	John	Chief Academic Officer
Kokkoros	Allison	Chief Executive Officer
Luna	Gerardo	Chief Financial Officer
Hoyer	Cecilia	Chief Human Resources Officer
Viteri	Gustavo	Chief Technology Officer
Wolchok	Carol L.	Citizenship Instructor
Glickman	Jenna	Citizenship Instructor
Ndebeka	Donald	Communications and Development Assistant
Toomey	Mandy	Communications Manager
Sanchez	Erica	Communications Specialist
Deanon	Toni Rose Hernandez	Computer Lab Instructor
Arandia Aliendre	Janett	Computer Literacy Instructor
Espineli	Francis	Computer Support Specialist
Chewaka	Abebe	Computer Support Specialist
Garcia	Francisco	Computer Support Specialist
Asmerom	Amaniucl	Computer Support Specialist
Bisohong Bayiha	Willy	Computer Support Specialist
Sarmiento	Roberto	Computer Support Specialist
Macfoy	Kay Olumide	Computer Support Specialist
Ceballos	Eddy	Computer Support Specialist Instructor
Matlack	Cynthia	Controller
Olah	Maksym	Cook

Ramirez	Sonia E.	Cook
Pallavicini	Cinthy	Cook
Drost	Andrea	Counselor
Esteve	Claudia	Counselor
Ferede	Mengistu	Counselor
Ruppert	Christine	Counselor
Villanueva	Tara	Creative Arts & Cultural Program Manager
Lamerre	Sebastien	Culinary Arts Academy Director
Hummer	James	Culinary Arts Instructor
Kellogg	Jason	Culinary Arts Instructor
Consul	Maria Wilhelmina	Culinary Arts Instructor
Londono Nino	Octavio	Culinary Arts Para-educator
Tatton-Harris	Heather A.	Curriculum and Credentialing Manager
Ortiz Olivo	Rafael	Cyber Technology Paraeducator
Oliver	Donald	Data Administrator
Ren	Qing	Data Entry Specialist
Taylor	Dawn	Data Entry Specialist
Games	Bereket	Data Specialist
Gebretsadik	Addis	Database Report Writer
Amaroli	Alejandra	Development Manager
Clay	Karen	Director of IT Governance
Sanchez	Patricio	Director of Learning and Evaluation
Ngekoua	Samuel	Director of Network and IT Services
Wingate	Olianka	Director of Student Services
Waldron	Selvon	Director of Student Services
Sullivan	Leona	Director of Supportive Services
Wages	Valerie	Driver
Gabremariam	Fikru	Driver
Haynesworth	Cartina	Driver
Hernandez	Douglas	Driver
Edae	Gebeyehu	Driver
Giraldo	Enrique	Driver
Argueta	Jose	Driver
Jackson	Carolyn	Driver
Larios	Carlos H.	Driver
Le	Tien	Employment Coordinator
Escobar	Alexander	Employment Coordinator
Ayala	Daniela	Employment Development Specialist
Dessie	Alelign	Employment Development Specialist
Clavijo	Myriam Stella	Employment Specialist
Figueroa Ramirez	Tatiana	Employment Specialist
Fuentes-Hernandez	Elizabeth	Employment Specialist
Woo	Gabriella	Employment Specialist
Scott	Vincent	ESL Arts Instructor
Lawrence	Elani	ESL Families & Parent Engagement Manager
Capestany	Alexandra	ESL for Families Instructor
Veloza	Janeth	ESL for Families Instructor
Ali	Mariam	ESL Instructor
Arredondo Vasquez	Leidy	ESL Instructor
Chen	Cassandra D.	ESL Instructor
Hoogland	Simon	ESL Instructor
King	Benjamin	ESL Instructor
Loh	Margarette	ESL Instructor
Phillips	Jacqueline	ESL Instructor
Robinson	Preavain	ESL Instructor

Sabalu	Edgar	ESL Instructor
Whitney	Alexander	ESL Instructor
Yoseph	Bethlehem	ESL Instructor
Craig	Iris	ESL Instructor
Dinsmore	Alyssa	ESL Instructor
Morales Nater	Genesis	ESL Instructor
Juarez	Keith	ESL Instructor
Benedict	Patrick	ESL Instructor
Berlin	Sarah	ESL Instructor
Beshers	Hugh	ESL Instructor
Beyene	Biruk	ESL Instructor
Cammack	Christina	ESL Instructor
Coates	Robin	ESL Instructor
Connally	Meghan	ESL Instructor
Crifasi	Lindsey	ESL Instructor
D Adamo	Mara	ESL Instructor
De Jesus Alfonso	Kimberly	ESL Instructor
Ellingson	Erin	ESL Instructor
Gonzales	Jerome	ESL Instructor
Hinshaw	Andrew	ESL Instructor
James	Caitlin	ESL Instructor
Kirpichnikova	Eleonora	ESL Instructor
Ladd	Christopher W.P.	ESL Instructor
Linehan	Megan	ESL Instructor
Lopez	Johana	ESL Instructor
Mendoza	Magdalena	ESL Instructor
Moutraji	Raslan M.	ESL Instructor
Padrino	Dinora P.	ESL Instructor
Rene	Genevieve	ESL Instructor
Ross	Chantal	ESL Instructor
Samuel	Karina	ESL Instructor
Sherwin	Sheryl	ESL Instructor
Walker	Elizabeth	ESL Instructor
Copelmayer	Monika	ESL Instructor
Donohoe	Anna	ESL Instructor
Closson	Laura	ESL Instructor
Garcia	Jennifer	ESL Instructor
Gummel	Jodi	ESL Instructor
Hudson	John	ESL Instructor
Aivazoglou	Dimitra	ESL Instructor
Berenji Tehrani	Fatemeh	ESL Instructor/ ESL for Families Instructor
Smith	Tiara	ESL Instructor/ ESL for Families Instructor
Gobena	Tsegaye U.	ESL Instructor/ Paraeducator
Tsegaw	Anteneh	ESL Instructor/ Paraeducator
Vicente Romero	Geovanny	ESL Instructor/ Paraeducator
Stoesz	Kristine	ESL Instructor/Curriculum
Green	Jeffrey	ESL Instructor/Curriculum & Assessment Spec
Shaughnessy	Colleen	ESL Instructor/Curriculum & Assessment Spec
Steigerwald	Ruby	ESL Instructor/Tutor
Limmer	Thomas	ESL Instructor/Tutor
Haile	Elizabeth	Evening School Manager

Alvarez	Frank	Executive Assistant
Berrios	Elibel	Executive Assistant
Johnson	Kalani	Executive Assistant
Zoeller	Jennifer	Executive Assistant
Kirk	Stacy	Executive Assistant
Lainez	Ana	Executive Assistant
Velasquez	Asclepiades	Food Service Director
DeFerrari	Patricia	GED English Instructor
Haier	Bradley	GED English Instructor
Flores	Michelle	GED Instructor/Tutor
Fuentez Ramirez	Zenia	GED Math and Language Arts Tutor
Betancourt	Yolanda	GED Spanish Instructor
Moran de Reyes	Celina	GED Spanish Instructor
Gonzalez	Elda	GED Spanish Instructor
Alvarado	Edwin	GED Spanish Instructor/Paraeducator
Dunne Maher	Kristine	General Counsel
Anderson	Laurel	Health Academy Coordinator/Instructor
Sugaray	Fernando	Helpdesk Manager
Pleshaw	Martha	HR Senior Advisor
Hall Miller	Zoila	Human Resources Analyst
Ballenger	Perrida	Human Resources Analyst
Brown	Charise	Human Resources Manager
Gantt	Debbie	Human Resources Specialist
Buitrago Neira	Angela	Instructor, Small Business & Entrepreneurship
Del Aguila	Silvia	Inventory Clerk
Ledesma Jimenez	Jonathan	Inventory Clerk
Duperval	Pierre	Inventory Clerk
Ramos	Mariano	Kitchen Manager
Simkins	Melba B.	Kitchen Manager
Amaya	Fausto	Lead Cook
Marquez	Angel	Lead Cook
Ortez	Will	Lead Cook
Eshetu	Fidel	Librarian
Frets	Steven	Librarian
DeSimone	Diana	Librarian Assistant
Ton	Linh	Librarian Assistant
McGhee Jr.	Tommie	Manager of Security
Dhehibi	Chirine	Microsoft Office Instructor
Rose-Ellis	Yolanda	Microsoft Office Instructor
Anderson	Tabitha	Nurse Aide Clinical
Venable	Arlene	Nurse Aide Clinical
Abdulkadir	Saadia	Nurse Aide Clinical
Campbell	Nailah	Nurse Aide Clinical
Mengiste	Wongel	Nurse Aide Clinical
Mercado	Nicole	Nurse Aide Clinical
Abo	Ruth	Nurse Aide Instructor
Azore	Pauline	Nurse Aide Instructor
Decker	Lauren	Nurse Aide Instructor
Medina	Doris Jane	Nurse Aide Instructor
Coreas Bonilla	Gabriela	Office Assistant
Flores-Lazo	Wendy	Office Assistant
King	Ronald	Office Assistant
Alfaro Molina	Ingrid	Office Assistant
Martinez	Margarita	Office Assistant

Lopez	Jazmin	Office Assistant
Perez	Jared	Office Assistant
El Boukili	Yahia	Office Assistant (Ordering - Inventory)
Vargas	Nahim	Office Manager
Lewis	Tonisha	Outreach and Recruitment Specialist
Carballo	Joselyn	Outreach and Recruitment Specialist
Teraro	Gizework	Paraeducator
Matos	Juana	Paraeducator
Camara	Sekou	Paraeducator
Artiga	Jose	Paraeducator
De La Rosa Cruz	Monserrat	Paraeducator
Ambo	Nigatu	Paraeducator
Lopez	Charly	Paraeducator
Panameno Martinez	Diana	Paraeducator
Jima	Mengistu	Paraeducator
Leon Monterrey	Javier	Paraeducator
Ould Brahim	Boubacar	Paraeducator
Villalba	Nancy	Payroll Clerk
Clarke	Wayne	Porter
Gutierrez	Sonia	President
Freso-Moore	Holly Ann	Principal
Rivas	Karen	Principal
Helm	Christyann	Prof Develop Specialist / Instructional Coach
Ritchie	Heather	Prof Develop Specialist / Instructional Coach
Sarles	Jessica	Prof Develop Specialist / Instructional Coach
Valldejuli	Marta L.	Program Assistant
Magana-Martinez	Maria	Program Assistant
Fernandez	Elizabeth	Program Assistant
Viera	Elida	Program Assistant
Dalzell	Jennifer C.	Program Manager, Paraeducator Apprentice Acad.
Akpovi	Oteri	Recruiter/ Talent Acquisition Specialist
Eisenberg	Marina	Registrar
Djamen	Jules	Registrar Clerk
Echeverri	Mario	Registrar Clerk
De La Rosa Cruz	Cinthya	Registrar Clerk
Mamani Llamocca	Anibal Marco	Registrar Clerk
Sebaoui	Sonia	Registrar Clerk
Ortez Alvarado	Karina	Registration Lead
Demissie	Helina	Retention Specialist / Case Manager
Glickman	Sara	Retention Specialist / Case Manager
Wakgari	Toli	Retention Specialist / Case Manager
Ramos Ramirez	Karla	Retention Specialist / Case Manager
Powvel	Delia	School Support Assistant
Haddock	Julio	Senior Advisor to CEO
Medrano	Raul	Small Business, Entrepreneursh Manager
Gonzalez	Sandra	Spanish GED Director
Hurtado	Ofir	Spanish Teacher
Morales	Maria M.	Steward
Mendoza	Nuvia	Steward
Argueta	Edith A.	Steward
Bekele	Abreham	Steward

Crespin	Armando	Steward
Lopez	Sonia	Steward
Brazoban Alfonso	Pascuala	Steward
Cortez Alvarez	Gloria	Steward
Javier	Francisco	Steward
Vilche	Blanca	Steward
Cisse	Lamin	Steward / Cashier
Espinoza	Susan	Student Academic Resource Teacher
Tran	Vinh	Student Assessment Assistant
Taneco	Susan	Student Assessment Assistant
Osorio - Carbajal	Karen	Student Assessment Assistant
Pou	Ilva	Student Assessment Assistant
Graham	Natalia P.	Student Assessment Delivery Manager
Ruberti	Francesca	Student Success Coordinator
Perez Nieves	Roxana	Student Success Manager
Reyes Albarracin	Ana	Student Success Manager
Binns	Philip	Systems Administrator
Soler Tellez	Jose	Technology Paraeducator
Lam	Phat	Technology Paraeducator
Yosief	Yohannes	Technology Paraeducator
Kim	Trinh	Tutor
Zeamanuel	Terunesh	Tutor
Reyes	Mayra	Tutor
Biru	Mesfin	Tutor/ Long Term Substitute
Alemu	Birhanu	Tutor/Paraeducator
Perez Amaya	Agustin	Tutor/Paraeducator
Beachy	Alice-Ann	Vice Principal
Watts	Aracelly	Vice Principal/Technology Academy Director
Alfaro Molina	Ingrid	Office Assistant
Martinez	Margarita	Office Assistant
Lopez	Jazmin	Office Assistant
Perez	Jared	Office Assistant
El Boukili	Yahia	Office Assistant (Ordering - Inventory)
Vargas	Nahim	Office Manager
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Matos	Juana	Paraeducator
Camara	Sekou	Paraeducator
Artiga	Jose	Paraeducator
De La Rosa Cruz	Monserrat	Paraeducator
Ambo	Nigatu	Paraeducator
Lopez	Charly	Paraeducator
Panameno Martinez	Diana	Paraeducator
Jima	Mengistu	Paraeducator
Leon Monterrey	Javier	Paraeducator
Ould Brahim	Boubacar	Paraeducator
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Rivas	Karen	Principal
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Ritchie	Heather	Prof Develop Specialist / Instructional Coach

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Fernandez	Elizabeth	Program Assistant
Viera	Elida	Program Assistant
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Echeverri	Mario	Registrar Clerk
De La Rosa Cruz	Cinthya	Registrar Clerk
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Glickman	Sara	Retention Specialist / Case Manager
Wakgari	Toli	Retention Specialist / Case Manager
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Hurtado	Ofir	Spanish Teacher
Morales	Maria M.	Steward
Mendoza	Nuvia	Steward
Argueta	Edith A.	Steward
Bekele	Abreham	Steward
Crespin	Armando	Steward
Lopez	Sonia	Steward
Brazoban Alfonso	Pascuala	Steward
Cortez Alvarez	Gloria	Steward
Javier	Francisco	Steward
Vilche	Blanca	Steward
Cisse	Lamin	Steward / Cashier
Espinoza	Susan	Student Academic Resource Teacher
Tran	Vinh	Student Assessment Assistant
Taneco	Susan	Student Assessment Assistant
Osorio - Carbajal	Karen	Student Assessment Assistant
Pou	Ilva	Student Assessment Assistant
Graham	Natalia P.	Student Assessment Delivery Manager
Ruberti	Francesca	Student Success Coordinator
Perez Nieves	Roxana	Student Success Manager
Reyes Albarracin	Ana	Student Success Manager
Binns	Philip	Systems Administrator
Soler Tellez	Jose	Technology Paraeducator
Lam	Phat	Technology Paraeducator
Yosief	Yohannes	Technology Paraeducator
Kim	Trinh	Tutor
Zeamanuel	Terunesh	Tutor
Reyes	Mayra	Tutor
Biru	Mesfin	Tutor/ Long Term Substitute
Alemu	Birhanu	Tutor/Paraeducator
Perez Amaya	Agustin	Tutor/Paraeducator

Beachy	Alice-Ann	Vice Principal
Watts	Aracelly	Vice Principal/Technology Academy Director

Teacher and Staff Education Levels

Of our teachers and staff who regularly work with students, 4 have doctoral degrees, 113 have master's degrees, 84 have bachelor's degrees, 16 have associate degrees, and 41 have high school diplomas. Overall, 84% of teachers and staff regularly working with students have a bachelor's degree or higher.

Carlos Rosario School Board of Trustees

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

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

Unaudited Year-End 2018-19 Financial Statements

Carlos Rosario International Public Charter School

Statement of Activities
For the Period Ending June 30, 2019

	Actuals
REVENUE	
Per Pupil Allotment	20,598,717
Per Pupil Facilities Allotment	6,852,300
Other Government Funding & Grants	330,566
Building & Rental Income	4,705
Private Grants and Donations	245,535
Activity Fees	546,396
Other Income	427,495
TOTAL REVENUES	29,005,713
EXPENSES	
<i>Personnel Salaries and Benefits</i>	
Salaries Expense	14,130,141
Employee Benefits and Payroll Taxes	3,196,638
Subtotal: Personnel Expense	17,326,780
<i>Direct Student Expense</i>	
Educational Supplies and Textbooks	307,397
Student Assessment Materials/Program Evaluation	15,967
Contracted Student Services	22,463
Transportation Services	48,321
Food Services	331,747
Other Direct Student Expense	139,057
Subtotal: Direct Student Expense	864,952
<i>Occupancy Expense</i>	
Rent Expense	3,272,329
Interest Expense (Facilities)	1,611,122
Depreciation (Facilities)	1,116,806
Building Maintenance and Repairs	1,835
Contracted Building Services	411,057
Other Occupancy Expenses	13,150
Subtotal: Occupancy Expenses	6,426,299
<i>General and Administrative Expenses</i>	
Office Supplies and Materials	105,240
Office Equipment Rental and Maintenance	59,469
Computer Expenses	690,342
Telephone/Telecommunications	298,014
Legal, Accounting and Payroll Svcs	248,178
Insurance	101,552

Carlos Rosario International Public Charter School

Statement of Activities
For the Period Ending June 30, 2019

	Actuals
Professional Development	199,348
PCSB Administrative/Management Fee	258,650
Depreciation & Amortization (non-facility)	336,822
Other General Expense	1,175,927
Subtotal: General Expenses	3,473,541
TOTAL EXPENSES	28,091,572
Ordinary Change in Net Assets	914,142
<i>Change in Investment Values</i>	
Unrealized Gains/(Losses)	(382,242)
Realized Gains/(Losses)	(63,846)
Subtotal: Change in Investment Value	(446,088)
Change in Net Assets	468,054

Approved 2019-20 Budget

Carlos Rosario International Public Charter School FY 2020 Budget

REVENUE

Per Pupil Allotment	21,082,860
Per Pupil Facilities Allotment	7,070,200
Other Government Funding & Grants	250,000
Building & Rental Income	27,200
Private Grants and Donations	124,000
Activity Fees	553,750
Other Income	424,364
TOTAL REVENUES	29,532,374

EXPENSES

Personnel Salaries and Benefits

Salaries Expense	15,549,120
Employee Benefits and Payroll Taxes	3,570,806
Subtotal: Personnel Expense	19,119,926

Direct Student Expense

Educational Supplies and Textbooks	290,304
Student Assessment Materials/Program Evaluation	24,620
Contracted Student Services	21,500
Transportation Services	57,636
Food Services	360,500
Other Direct Student Expense	227,790
Subtotal: Direct Student Expense	982,350

Occupancy Expense

Rent Expense	4,234,111
Interest Expense (Facilities)	1,672,832
Depreciation (Facilities)	1,232,225
Subtotal: Occupancy Expenses	7,139,168

General and Administrative Expenses

Office Supplies and Materials	98,350
Office Equipment Rental and Maintenance	45,934
Computer Expenses	605,034
Telephone/Telecommunications	173,066
Legal, Accounting and Payroll Svcs	179,600
Insurance	113,471
Professional Development	211,892
PCSB Administrative/Management Fee	290,000
Depreciation & Amortization (non-facility)	291,000
Other General Expense	1,114,035
Subtotal: General Expenses	3,122,383

TOTAL EXPENSES	30,363,827
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Change in Net Assets (831,453)

Carlos Rosario International Public Charter School **FY 2020 Budget**

Capital Expenditures

Furniture & Fixtures	65,000
Equipment	122,300
Leasehold Improvements	525,000
Subtotal: Capital Expenditures	712,300
<hr/>	
Expected Cash Flow	(20,528)