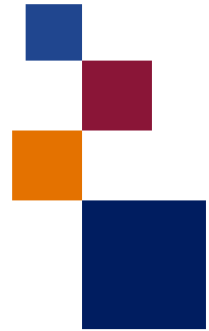




ANNUAL REPORT

School Year 2021-2022



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Board Chair: Patricia Sosa

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I. School Description

Mission Statement

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

School Program

For more than 50 years, the Carlos Rosario School is and has been at the forefront of preparing, educating, and empowering tomorrow's diverse workforce. In 1998, it became the first adult education charter school in the country. Over 80,000 graduates have exited the school over these years and are today our Region's teachers, health professionals, leaders, and small business owners. The School serves a diverse community representing 84 countries and speaking 28 languages. The School's award-winning three-pronged model includes foundational courses in English language, GED, digital literacy, and citizenship for the naturalization test; career certification programs in high growth and high demand fields including Nurse Aide, Culinary Arts, Bilingual Teaching Assistant, and IT Fundamentals; and comprehensive student support services, specifically designed to help our adult learners eliminate barriers and surmount obstacles that keep them from their studies.

Last school year, the Carlos Rosario School served 2,535 adult learners in Washington, DC. More than 75% of our student population identifies as Hispanic/Latino; 20% identify as Black; 2% Asian; and 2% White. Most of our students are immigrants who come from Central America, making El Salvador our most represented country. Our second largest represented country is Ethiopia. The majority of our students are between the ages of 21-40 years old.

Curriculum Design and Instructional Approach

Students are at the center of the mission of the Carlos Rosario School. Our three-pronged model ensures that we serve the whole student through foundational literacy and skills, career training, and supportive services. This focus is embedded in the fabric of our programs, which utilizes a blend of content and

language instruction. Our classes include context-rich practical learning, preparing students for real work and life situations by integrating numeracy, health, finance, civic rights and engagement, and workplace success skills. Additionally, we interweave digital citizenship and literacy skills into every course, from basic software and hardware skills to online safety and etiquette. The digital lessons were also enhanced to provide specific internet safety skills to our parent community.

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

Our adult students have agency in their learning experience by creating plans and goals (short and long-term) in the classroom so they can trace a path to achieve them. Learning culminates with projects at the end of thematic units. Student-led clubs and student government allow students to self-select into leadership roles within the Carlos Rosario School community. We seek out and integrate feedback we receive from our students to support our continual efforts to improve.

Parent Involvement Efforts

The Carlos Rosario School is an adult education school, and as such, we focus on the involvement of our student and alumni community instead of parent involvement. However, we recognize that many of our students are also parents, and we strive to support all of our students' needs.

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

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

II. School Performance

High-Quality Education, Career Training, and Supportive Services

High-Quality Education

Our call to action during the 21-22 school year was to center the holistic needs of our unique student population. The continued ripple effects of the COVID 19 pandemic have strengthened our programming as we stretched and grew in new ways to meet our mission. We adjusted our curricula, differentiated our modes of instruction, and deepened our community engagement to ensure that our students would continue to have access to their education.

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

Three Modes of Instruction - As the city struggled to return to some degree of normalcy, many of our learners welcomed the opportunity to return to work or increase their hours. They also did not want to sacrifice their education or put their academic goals on hold. Meanwhile, other students recognized that more in-person learning would support their learning. In an effort to support our learners in continuing their learning and to live into our mandate to provide equitable

opportunities, we shifted to three modes of instruction, in-person, hybrid and virtual to give our students flexibility and choice.

Digital Literacy - To support all of our learners in gaining the digital skills they needed to thrive in our one-to-one device environment, we continued to provide in-person and virtual, one-on-one learning opportunities. This allowed us to provide differentiated learning experiences for students who needed more targeted support. Our tutors, computer lab instructors and paraeducator, and Student Academic Resource team members provided 45-minute sessions for students who requested additional digital literacy or language skill development support. These supports were often given in the student's native language, and more than 100 students took advantage of this support, either on an as-needed basis or regularly, once or twice a week. Our computer lab teachers and paraeducators also co-taught specific skills in classes to increase the footprint of support for learners.

Supporting All Learners to Succeed

As adults serving LEA, we are not mandated to provide Special Education Services, however in order to deliver our mission to serve the diverse immigrant community, we must be prepared to support learners with a wide range of formal education experiences and learners who are returning to the classroom after decades of absence. The Student Academic Resource Team (SART) is charged with directly supporting our learners who need the most support and building capacity among our faculty to implement high leverage strategies to support all learners to succeed. In SY 21-22 the team worked directly with 29 students who come to us with widely varied learning challenges that range from intellectual or learning challenges, to health, hearing, visual, or speech impairment. Interventions were individually designed and addressed the following needs: daily living, basic literacy, decoding, reading fluency, reading comprehension, speaking, listening, writing, organization, self - regulation, memory, anxiety, and job readiness.

GED(English & Spanish)

Despite the challenges during School Year 21/22 our GED student continued to make significant progress and achievement gains. The GED program had eight new graduates who obtained their official high school diploma. A total of 53 students made significant progress towards obtaining their high school diploma through passing subject exams in English and Spanish.

High Quality Education Career Training

Bilingual Teaching Assistant Program (BTA)

The BTA program faced challenges as we returned to in-person practicums, but the staff ensured that the program ran smoothly and the students were provided a range of supports to ensure their full preparation for entering into the education field. 22 students were enrolled in the program. As of this writing, 21 have been placed at their practicum sites and 16 have successfully passed the ParaPro exam to be certified. In addition, two students received the DC Futures Scholarship to further their post-secondary education.



Ebenezer Falade, DC Futures Scholar, UDC, Education



Culinary Arts Program

The Culinary Arts team implemented a revised curriculum. Instead of having a two year program of four semesters, the program is now condensed into Food Service Principles and Food Service Operations. Each class is one semester long and sequential, so students can complete Food Service Principles and move into Food Service Operations. Students who enroll with significant work experience can also enroll directly into Food Service Operations. In SY 21-22, we enrolled nineteen students in the Food Service Principles program and 15 of our students earned the ServeSafe Food Handler certification. We had seventeen students enrolled in the Food Service Operations program and 16 earned their ServeSafe Food Manager certification.

IT Fundamentals Program

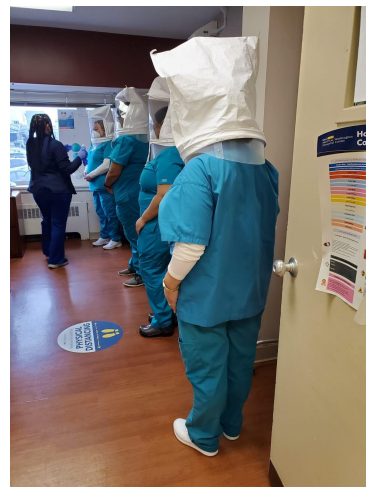
The IT program continued to be offered online and students appreciated the flexibility of an online program. Virtual studies also gave students a real life experience of “work from home” since many IT positions are work from home now. 70% of the students enrolled in Fall 2021 successfully obtained their CompTIA Fundamentals certification by the end of the school year; and in Spring 2022, 100% of the students obtained the certification. Some graduates have found Tier 1 support jobs at NuAxis and others continue to pursue further education in computer science and higher level certifications such as CompTIA A+ and Network+ at Catholic University, University of the District of Columbia and ByteBack.

Thanks to a generous grant from Amazon, we were able to enlist six graduates to provide front-line support to students and basic support on laptops and other IT equipment.



Nurse Aide

The Nurse Aide program continued to be a popular program. After two-years of pandemic-induced modifications and changes to the program, we were able to return our practicum to nursing facilities (vs. hospitals). This has helped students get a better understanding of the job duties they may encounter as they get placed in jobs. 42 students were enrolled throughout the course of SY 21-22. A total of 32 students from both fall and spring semesters have received their nursing aide certification and many of them were hired as Nursing Assistants at Washington Hospital Center, Inspire Rehabilitation Center and Children's Hospital.



High-Quality Student Services

The Student Services Departments used the lessons learned from SY 21-22, as leverage to meet the varied demands and logistical challenges associated with our 3 modes of instruction. The teams focused on reaching out to as many students as possible using both in-person and virtual meeting spaces. Our student population at both campuses continued to experience immense challenges accessing affordable housing, securing employment, maintaining their health and addressing food insecurity. In order to address these needs, the teams kept students informed about their tenant and worker rights, provided direct support and referrals via case management and hosted weekly opportunities to meet with legal support free of charge. The teams also moved seamlessly between in-person and virtual meeting strategies to hold student focused events, such as Student Recognition Celebration, know your rights workshops, student circles, and job search workshops, into an

all-virtual mode. The Student Services teams worked to support a total of 1742 unique students.

Student Government

The Student Government facilitators and class representatives continued to use zoom for their bi-weekly meetings. Our representatives were key thought partners with the School's administration as we sought to design three modes of instruction to support learners' work schedules, learning styles, and digital skill development. Our representatives provided important insights and helpful ideas of how we could make virtual learning more meaningful for all students. The student government leaders also continued their learning and leadership development by attending such virtual events as the UNIDOS US Changemakers' summit. This event included workshops on storytelling for advocacy purposes and special interest meetings on matters affecting the Latinx population, such as education, economic well-being, access to healthcare, and civic engagement.

Employment

Like all adult learners in the District, our students faced tremendous economic impacts due to the COVID 19 pandemic. Many of our students work in service industries that were hard hit by the infection mitigation protocols that were implemented to keep residents safe. As the recovery began to take place many students say opportunities for work increase. This meant that students who were unemployed were slowly migrating back to the workforce. During the past school year, our employment team worked closely with students to create resumes, cover letters, prepare for interviews, and build the skills that would increase their employability. They also assisted students in applying for unemployment benefits and accessing other emergency community resources. The team organized in person recruitment events on campus with such community partners as Children's Hospital, Thompson Hotel, Sodexo, Chipotle, MJ Morgan, and Guapos', resulting in the placement of over one hundred students.

Case Management and Counseling

Supporting the emotional and physical needs of the students during the SY 2021-22 continued to be a top priority for our school community. The Counseling team led in-person and virtual workshops in classrooms and provided the faculty with strategies and techniques that helped center the wellbeing of all our students and

ensure our educational approach was trauma-informed. The student services teams also focused on supporting high-need students, particularly those that reached out for support or were referred by faculty and administrators for more targeted support and follow-up.

Strengthening our Community

Our efforts directly address and work to dismantle systemic injustices and inequalities that have a historical presence in underserved communities. We know that our region and nation are only made stronger by the contributions of diverse talents and voices. This is why student voices are heard loud and clear through our curriculum design, revisions, and updates. We improve our services through feedback from our student community through the analysis of large-scale surveys, focus groups and academic achievement data at the course and school level. We also engage student government groups who meet twice a month to collaborate with academic leadership and raise awareness of community issues.

The School also played our part in encouraging our communities and their families to get vaccinated - through resources and through hosting on-site vaccination clinics. Through these efforts more than 600 students and community members received COVID-19 vaccine and flu shot on-site at our Harvard Street Campus.

Goals and Academic Achievement Expectations

The 2021-2022 School Year's 3 modes of instruction made the implementation of the School's annual assessments plan easier. We were able to test many more students than the previous year, though we still encountered greater challenges assessing our virtual students. Still we were able to gain significant insight into our student achievement data and identify areas of focus and strategies to support and increase student learning.

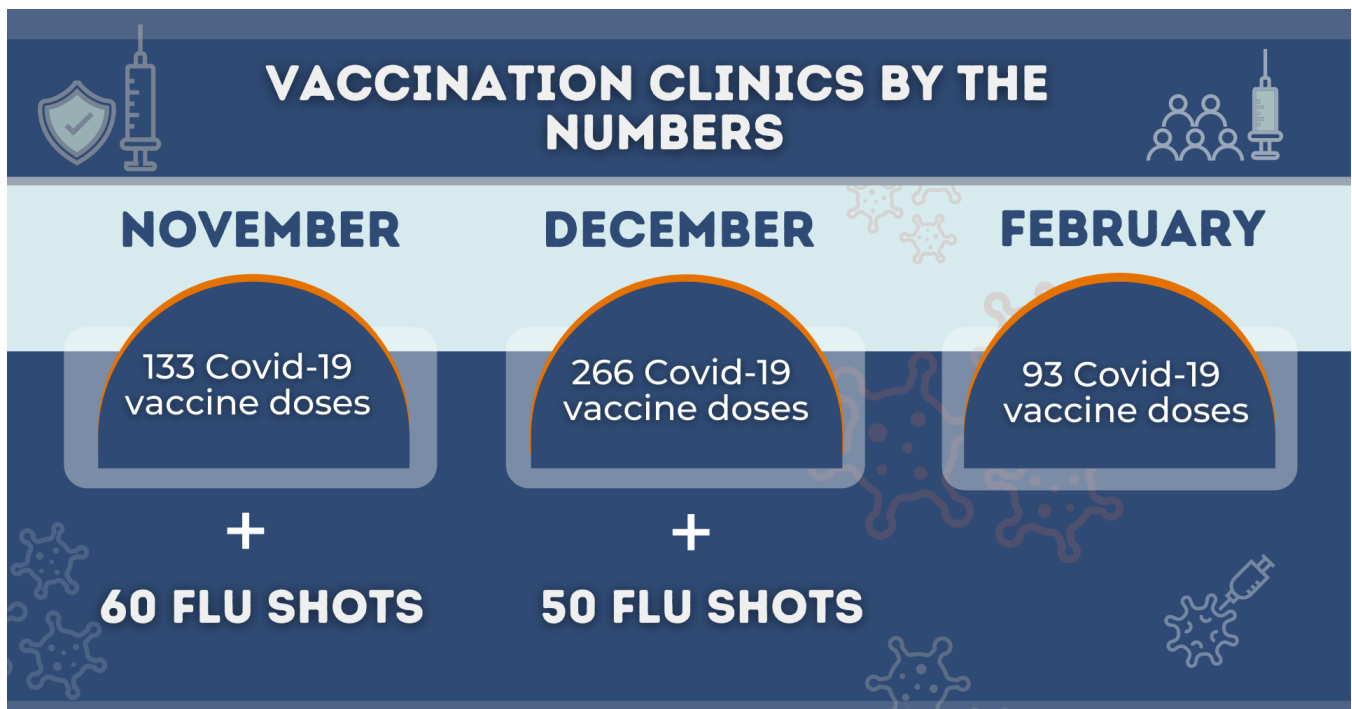
CARLOS ROSARIO INT'L PCS - GOALS AND ACADEMIC ACHIEVEMENTS EXPECTATIONS	PROGRESS TOWARD GOALS
<p>1. By the end of the program year, the annual weighted average of students making a) one or more National Reporting System - Educational Functioning Levels ("NRS-EFL") gains on the TABE for English GED Program students and b) gaining one or more grade level on Spark 3000 for Spanish GED program students will meet or exceed 60%.</p>	<p>Computation of Spanish and English GED student test data indicating 62% 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= 81/130= 62%</p>
<p>2. Progress: ESL - 70% of pre and post-testing English language learners will make one or more NRS-EFL gains by the end of the program year.</p>	<p>Computation of ESL student test data indicating 52% of pre and post-testing English language learners made one or more NRS-EFL gains by the end of the program year. n= 440/849= 52%</p>
<p>3. Achievement - 65% of GED test-takers will pass the official GED exam by the end of the program year.</p>	<p>Official GED test reports indicating 100%of GED test-takers passed the official GED exam by the end of the program year. n= 8/8 = 100%</p>

<p>4. College and Career Readiness</p> <p>a) 70% of students will pass industry certification tests.</p> <p>b) 49% of exiting students will enter the workforce or enter into post-secondary education.</p> <p>c) 59% of exiting students retain employment or enter post-secondary education.</p>	<p>a) Official certification test reports indicating 91% of students passed industry certification tests. n= 32/35= 91%</p> <p>b) Student Services case logs indicating 7373% of exiting students obtained employment or entered post-secondary education. n= 55/75= 73%</p> <p>c) Student Services case logs indicating 94 % of exiting students retained employment or entered post-secondary education. n= 72/77= 94%</p>
<p>5. Lead Indicator</p> <p>a) 69% in-seat attendance</p> <p>b) 60% Retention rate</p>	<p>a) Student Information System year-long attendance report indicating 67% in-seat attendance rate.</p> <p>b)Not calculated this year</p>
<p>MISSION SPECIFIC GOALS</p>	
<p>1. 85% of Citizenship students will pass the naturalization exam.</p>	<p>End of year report compiled by citizenship class teacher indicating 100% of Citizenship students passed the naturalization exam. n=47/47= 100%</p>
<p>2. 75% of ESL students will pass the Carlos Rosario Technology Test.</p>	<p>Student Information System end of school year technology test report indicating 81% of ESL students passed the CR Technology Test. n= 643/797= 81%</p>

Unique Accomplishments

Community Health and Safety

In partnership with the DC Mayor's Office on Latino Affairs, DC Mayor's Office on African Affairs, and DC Health, Carlos Rosario held three walk-in vaccine clinics at the Harvard Street Campus. DC Health administered Covid-19 and flu vaccines to faculty, staff, students, and the wider community.



DC Health Link

In partnership with DC Health Link we were able to provide health care insurance coverage for our students and school community through virtual open enrollment. In SY 21-22, 344 students and community members were assisted with obtaining health care coverage.

La Clinica Del Pueblo

In partnership with Empoderate, La Clinica Del Pueblo, we were able to offer HIV testing and health information to our students. About 222 students received the service.

Metropolitan Police Department

In partnership with the Metropolitan Police Department's Special Liaison Branch (SLB), we were able to provide our students with information about their safety and rights in the District of Columbia in their primary language. About 426 students were able to interact with officers with respect to any of their questions or concerns.

Transportation Support

We were able to provide our students transportation assistance that allows them to travel to school, work, and home among other places. In partnership with the Capital Bikeshare program, we were able to enroll 220 students. Also provided 924 SmartBenefit cards and 125 Kids Ride Free.

Legal Aid Society

In collaboration with the Legal Aid Society we were able to provide legal assistance to our students at no cost. Over 163 students obtained legal support through Legal Aid.

Citizenship

The Carlos Rosario School recognized 120 new U.S. citizens at graduation in June 2021. The 120 students received their Citizenship in the 19-20, 20-21, and 21-22 school-years. The Carlos Rosario school offers Citizenship preparation classes for individuals who have applied for U.S. citizenship or are eligible to apply. In this class, students learn about U.S. history and government, geography, rights and responsibilities, ways to participate in our democracy, and more.

اكتساب OPPORTUNITÉS 机遇 صرفا OPORTUNIDADES

CITIZENSHIP = OPPORTUNITIES



Scholarships

The Carlos Rosario School awarded scholarships to 54 students and alumni this year! This was made possible through our generous donors! Since the scholarship started, we've raised over \$623,000 to provide scholarships to hundreds of immigrant students to support their success continuing their education.

Small Business

This program was created specifically to respond to our students' requests and interests. The Small Business program is designed to support students who have a business idea they want to bring to fruition or to enhance a business that already exists. It consists of a series of (12) weekly workshops that support students with

skills and knowledge needed to develop successful business ventures. Since it began a decade ago, it has continued to fill a gap in our community and because of the immigrants' entrepreneurial spirit. We enrolled 63 students in the program with 92% of the students participating regularly. Out of these, 12 have already registered their businesses and are exploring micro-loan options. Seven students have applied for micro-loans so they can start/expand their businesses.

Through the Marriott Foundation's grant, we were able to develop a Carlos Rosario School virtual marketplace for our vendors. Vendors are students that have successfully completed the small business training program and sell gourmet food, artisanal products, jewelry, and handicrafts. As a result of this grant the following were unique accomplishments;

Construye DC+ Program

The Construye Program was developed in response to a national workforce development competition, through The Minds that Move Us that solicited ideas for the next new innovative workforce development program for adults. Winning this competition gave us the resources to bring this new program offering to our students for three consecutive years. In SY 21-22 we enrolled nine students in the six month program. Nine of them received the OSHA30 certification.

List of Donors
SY 21/22 Donors (\$500-plus)

Allison Kokkoros

Amazon

Benecur

Bo Pham

Carol Wolchok

Gregory Kutrpw

Hector Torres

Jay Haddock

Jay Rohrer

Jim Moore

Leonard Egan

Marcia Sternfeld

Margaret Yao

Matthew Mazonkey

Morgan Stanley

Priscilla Annamanthodo

Sherrie McKenna

Sodexo, Inc & Affiliates

Sonia Gutierrez

Tempo Bookstore Inc.

The J. Willard and Alice S. Marriott
Foundation

Unidos US

William Bratton

School Year 2021-2022 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Carlos Rosario International Public Charter School
PCSB	Campus Name: Carlos Rosario International Public Charter School
PCSB	Ages served: Adult
PCSB	Enrollment by grade level: 1981

Student Data Points

SCHOOL	<p>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.</p>
PCSB	Suspension Rate: 0.10%
PCSB	Expulsion Rate: 0.05%
PCSB	Instructional Time Lost to Discipline: 0.00%
PCSB	In-Seat Attendance: 67.10%
PCSB	<p>Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, DC PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>
PCSB	Midyear Withdrawals: 46.70% (926 students) *
PCSB	Midyear Entries: 26.90% (533 students) *
PCSB	Promotion Rate: Not Applicable
PCSB	Graduation Rates: Not Applicable
PCSB	College Acceptance Rate: Not Applicable

PCSB	College Admission Test Score: Not Applicable
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Teacher/Admin Data Points

School	Teacher Attrition Rate: 16%
School	Number of Teachers: 83 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teaching fellows.
School	Teacher Salary: 1. Average: \$78,365.17 2. Range -- Minimum: \$49,073.44 Maximum: \$107,656.90
School	Executive Compensation: Salaries (including bonuses) of the five most highly compensated individuals in the organization, if over \$100,000; for SY 2021-2022. \$198,335.02 \$178,469.98 \$159,135.08 \$151,410.22 \$137,641.92

***NOTES:**

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY21-22 Charter Sector Attendance Qlik application as of August 2022. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2021-22, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

APPENDICES

Staff Roster SY 2021-22

*As of October 5, 2021

Last Name	First Name	Job Title Description
Lopez	Damarys Y.	Accountability Coordinator
Rolon	Elisa Z.	Accounts Payable Clerk
Alvarado	Giselle Geraldine	Administrative Specialist
Ramirez	Janeth M.	Apprentice Teacher
Sarmiento	Rosario	Apprentice Teacher
Gibbon	Tim	Arts Integration & Culture Program Manager
Bonilla	Gabriela L.	Assessment Coordinator
Tran	Vinh T.	Assessment Data Coordinator
Games	Bereket	Assessment Lead
Ramos	Mariano	Assistant Director of Culinary Operations
Yombo	Ernest	Assistant Principal
Juarez	Keith E.	Assistant Principal
Lawrence	Elani B.	Assistant Principal
Sands	Ana	Assistant Principal
Marquez	Javier A.	Assistant Principal
Loureiro	Carlos	Assistant Principal
Gebrewold	Sintayehu	Building Engineer

Zuniga-Hernandez	Oscar	Building Engineer
Ellis	Gwenever	Business/Procurement Manager
Hernandez	Juan Carlos	CALL Lab Instructor
Romero	Cesar Augusto	CALL Lab Instructor
Dinc Altun	Nilay	CALL Lab Instructor
McDonald	James	CALL Lab Instructor
Orozco	Maria	Campus Relations & Administrative Coordinator
Kokkoros	Allison R.	Chief Executive Officer
Luna	Gerardo A.	Chief Financial Officer
Hoyer	Cecilia	Chief Human Resources Officer
Glickman	Jenna Elyse	Citizenship Instructor
Wolchok	Carol L.	Citizenship Instructor
Ndebeka	Donald	Communications & Development Specialist
Pallaviccini	Cintha	Communications and Development Assistant
Amaroli	Alejandra	Communications and Development Manager
Arandia Aliendre	Janett M.	Computer Literacy Instructor
Jeter	Wesley	Computer Support Specialist I
Lam	Phat	Computer Support Specialist II
Garcia	Francisco	Computer Support Specialist II
Bisohong Bayiha	Willy Pierrot	Computer Support Specialist II

Chewaka	Abebe	Computer Support Specialist II
Asmerom	Amaniel N	Computer Support Specialist III
Sarmiento	Roberto G.	Computer Support Specialist III
Ceballos	Eddy M.	Computer Support Specialist Instructor
Garcia	Anny Carolina	Construye DC+ Instructor
Green	Jeffrey Scott	Construye Program Coordinator/Instructor
Matlack	Cynthia L.	Controller
Padron	Amado	Cook
Mendoza	Nuvia A	Cook
Morales	Maria M.	Cook
Argueta	Edith A.	Cook
Wiktor	Denise	Corporate Counsel
Drost	Andrea Nadine	Counselor
Ruppert	Christine R.	Counselor
Esteve	Claudia	Counselor
Ferede	Mengistu	Counselor
Lamerre	Sebastien	Culinary Arts Academy Director
Consul	Maria Wilhelmina B.	Culinary Arts Instructor
Kellogg	Jason	Culinary Arts Instructor
Londono Nino	Octavio	Culinary Arts Para-educator
Artiga	Jose M.	Culinary Operations Coordinator

Tatton-Harris	Heather A.	Curriculum and Assessment Manager
Velasquez	Mirna M	Custodian
Dean	Louis	Custodian
Hernandez	Oscar	Custodian
Garcia	Mirna E.	Custodian
Oliver	Donald	Data Administrator
Gebretsadik	Addis A	Database Report Writer
Clay	Karen M.	Director of IT Governance
McGhee	Lynold	Director of Learning and Evaluation
Ngekoua	Samuel	Director of Network and IT Services
Attig	Dawna	Director of Student Information and Learning
Rojo	Luis Gabriel	Director of Student Services
Wingate	Olianka	Director of Student Services
Asbury	Randy	Director, Facilities and Building Engineering
Edae	Gebeyehu B.	Driver
Larios	Carlos H.	Driver I
Moore	Aretha V	Driver II
Jackson	Carolyn	Driver II
Garcia	Elsie E.	Driver II
Hernandez	Douglas	Driver II

Haynesworth	Cartina	Driver II
Gabremariam	Fikru	Driver II
Giraldo	Enrique	Driver II
Argueta	Jose Cristobal	Driver II
Escobar	Alexander Salvador	Employment Coordinator
Le	Tien V.	Employment Coordinator
Adem	Seada Hussein	Employment Development Specialist
Ayala	Daniela	Employment Development Specialist
Figueroa Ramirez	Tatiana	Employment Specialist
Clavijo	Myriam Stella	Employment Specialist
Woo	Gabriella	Employment Specialist
Scott	Vincent P.	ESL Arts Instructor
Sanzotta	Meris Mee Sook	ESL for Families Instructor
Zullo	Virginia	ESL Instructor
Csoma	Jessica	ESL Instructor
Bohnhoff	Olivia	ESL Instructor
Smith Shaw	Cordel Elfreda	ESL Instructor
Arredondo Vasquez	Leidy Y	ESL Instructor
Gummel	Jodi Ane	ESL Instructor
Coates	Robin	ESL Instructor
Craig	Iris	ESL Instructor

Copelmayer	Monika	ESL Instructor
Kirpichnikova	Eleonora A	ESL Instructor
Webster	Nicholas J.	ESL Instructor
Rene	Genevieve	ESL Instructor
Sabalu	Edgar A.	ESL Instructor
De Jesus Alfonso	Kimberly	ESL Instructor
James	Caitlin	ESL Instructor
Mendoza	Magdalena	ESL Instructor
Robinson	Preavain	ESL Instructor
Tsegaw	Anteneh	ESL Instructor
Hoogland	Simon	ESL Instructor
Whitney	Alexander	ESL Instructor
Ellingson	Erin	ESL Instructor
Hudson	John	ESL Instructor
Beyene	Biruk	ESL Instructor
Phillips	Jacqueline	ESL Instructor
Yoseph	Bethlehem	ESL Instructor
King	Benjamin F.	ESL Instructor
Hinshaw	Andrew	ESL Instructor
Gobena	Tsegaye U.	ESL Instructor
Benedict	Patrick	ESL Instructor
Garcia	Jennifer R.	ESL Instructor
Loh	Margarette S.	ESL Instructor

Anderson	Laurel	ESL Instructor
Walker	Elizabeth S.	ESL Instructor
Beshers	Hugh	ESL Instructor
Gonzales	Jerome	ESL Instructor
Samuel	Karina	ESL Instructor
Sherwin	Sheryl L	ESL Instructor
Cammack	Christina	ESL Instructor
Ladd	Christopher W.P.	ESL Instructor
Smith	Tiara	ESL Instructor/ ESL for Families Instructor
Berenji Tehrani	Fatemeh	ESL Instructor/ ESL for Families Instructor
Vicente Romero	Geovanny A.	ESL Instructor/ Paraeducator
Stoesz	Kristine E.	ESL Instructor/Curriculum
Wainwright	Kaylin	ESL Instructor/Curriculum & Assessment Spec
Biru	Mesfin	ESL Instructor/Tutor
Haile	Elizabeth	Evening School Manager
Vasconez Reyes	Karla Patricia	Executive Assistant
Alvarez	Frank	Executive Assistant
Zoeller	Jennifer	Executive Assistant
Johnson	Kalani S.	Executive Assistant
Ramirez	Carmen C.	Executive Director
Frederick	Neil Andrew	Facilities Maintenance

		Technician
Canales	Joel	Facilities Maintenance Technician
Velasquez	Asclepiades B.	Food Service Director
DeFerrari	Patricia	GED English Instructor
Flores	Michelle	GED English Instructor
Haiar	Bradley	GED English Instructor
Ogbu	Asha	GED Instructor/Tutor
Moran de Reyes	Celina	GED Spanish Instructor
Betancourt	Yolanda	GED Spanish Instructor
Gonzalez	Elda H.	GED Spanish Instructor
Erb	Thorin	GED Tutor
Fuentez Ramirez	Zenia P.	GED Tutor
Dunne Maher	Kristine J.	General Counsel
Sugaray	Fernando	Helpdesk Manager
Ballenger	Perrida Michelle	Human Resources Analyst
Hall Miller	Zoila J	Human Resources Analyst
Brown	Charise	Human Resources Manager
Buitrago Neira	Angela M.	Instructor, Small Business & Entrepreneurship
Taylor	Dawn A.	Interim Assistant Registrar
Beachy	Alice-Ann	Interim Principal
Duperval	Pierre R.	Inventory Clerk

Del Aguila	Silvia	Inventory Clerk
Williams	Ana Elizabeth	Inventory
Simkins	Melba B.	Kitchen Manager
Slemp	Maksym	Lead Cook
Marquez	Angel	Lead Cook
Ortez	Will A.	Lead Cook
Amaya	Fausto A.	Lead Cook
Demissie	Helina M.	Lead Retention Specialist/Case Manager
Frets	Steven K.	Librarian
Eshetu	Fidel	Librarian
Ton	Linh Nguyen	Library Assistant
McGhee Jr.	Tommie	Manager of Security
Rose-Ellis	Yolanda	Microsoft Office Instructor
Dhaliwal	Manjeet Kaur	Nurse Aide Clinical
Benabese	Maria Vida Corteza	Nurse Aide Clinical
Venable	Arlene	Nurse Aide Clinical
Azore	Pauline Elizabeth	Nurse Aide Instructor
Medina	Doris Jane	Nurse Aide Instructor
Martinez	Margarita Abigail	Office Assistant
Perez	Jared A.	Office Assistant
Alfaro Molina	Ingrid Estefany	Office Assistant
Lopez	Jazmin M.	Office Assistant

King	Ronald	Office Assistant
Vargas	Nahim	Office Manager
Gestro	Patrizia	Outreach and Recruitment Specialist
Guajan - Sanchez	Blanca Veronica	Paraeducator
Neves	Sandra Maria	Paraeducator
Flores	Norma Cristina	Paraeducator
Camara	Sekou	Paraeducator
Ambo	Nigatu	Paraeducator
Matos	Juana	Paraeducator
Brahim	Boubacar	Paraeducator
Ramirez	Sonia E.	Paraeducator
Alvarado	Edwin	Paraeducator
Clarke	Wayne D.	Porter
Freso-Moore	Holly Ann	Principal
Ritchie	Heather N.	Prof Develop Specialist / Instructional Coach
Helm	Christyann	Prof Develop Specialist / Instructional Coach
Ventura	Ofelia Tomasa	Program Assistant
Viera	Elida E	Program Assistant
Magana-Martinez	Maria Vanessa	Program Assistant
Valldejuli	Marta L.	Program Assistant
Fernandez	Elizabeth	Program Assistant

Ortez Alvarado	Karina J.	Registrar
Amdemariam	Henok Million	Registrar Clerk
De La Rosa Cruz	Cinthya A.	Registrar Clerk
Djamen	Jules	Registrar Clerk
Echeverri	Mario A.	Registrar Clerk
Fuentes	Gilbert B	Retention Specialist / Case Manager
Ramos Ramirez	Karla	Retention Specialist / Case Manager
De La Rosa Cruz	Montserrat	Retention Specialist / Case Manager
Powvel	Delia F.	School Support Assistant
Haddock	Julio	Senior Advisor to CEO
Medrano	Raul	Small Business, Entrepreneurship Manager
Gonzalez	Sandra	Spanish GED Director
Sharawy	Nerham	Staff Accountant
Cortez Alvarez	Gloria Noelis	Steward
Vilche	Blanca Esther	Steward
Bekele	Abreham	Steward
Javier	Francisco	Steward
Lopez	Sonia C.	Steward
Espinoza	Susan Evans	Student Academic Resource Teacher
Alcazar	Paula	Student Academic Resource

		Team Specialist
Osorio-Carbajal	Karen L.	Student Assessment Assistant
Taneco	Susan	Student Assessment Assistant
Graham	Natalia P.	Student Assessment Delivery Manager
Dessie	Alelign	Student Success Coordinator
Ayala Collazo	Carlos J	Student Success Manager
Leon Monterrey	Javier J.	System Administrator, SIS
Binns	Philip C.	Systems Administrator
Xicay Perez	Edwin Armando	Technology Paraeducator
Zelege	Misstere	Technology Paraeducator
Ortiz Olivo	Rafael	Technology Paraeducator (GED Spanish)
Sugaray	Jose Alberto	Tutor
DeSimone	Diana P.	Tutor
Kim	Trinh N.	Tutor
Jima	Mengistu E.	Tutor
Alemu	Birhanu	Tutor
Reyes	Mayra	Tutor
Perez Amaya	Agustin Javier	Tutor/Paraeducator
Watts	Aracelly	Vice Principal/Technology Academy Director

Teachers and Staff that regularly work with students

Of our teachers and staff that work directly with students, **3** have doctoral degrees, **73** have master’s degrees, **36** have bachelor’s degrees, **9** have associate degrees, and **16** have high school diplomas. Overall, **82%** of our employees have a bachelor’s degree or higher.

Carlos Rosario School Board of Trustees

Board Member Name	Role on Board	DC Resident?
Patricia Sosa	Chair	Yes
Brahim Rawi	Vice-Chair & Student Member	Yes
James Moore	Treasurer	Yes
Teresita Retana Piedra	Student Member	Yes
Yeshimebeth T. Belay	Member	No
Larry Villegas-Perez	Member	Yes
Allison Kokkoros	Member <i>Ex Officio</i>	Yes
Bo Pham	Member	Yes
Vilma Rosario	Member	No
Hector J. Torres	Member	Yes
Johan Uvin	Member	No

Financial Statement

Financial Statement

Carlos Rosario International Public Charter School

Statement of Activities

For the Year Ending June 30, 2022

Revenue	
Per Pupil Allotment	\$ 19,652,184
Per Pupil Facilities Allotment	6,212,784
Federal Funding	2,831,978
Private Grants & Donations	516,694
Building & Rental Income	7,540
Activity Fees	46,184
Culinary Sales	102,565
Other Income	136,676
Total Revenue	29,506,605
Personnel Expense	
Salaries Expense	15,262,174
Employee Benefits & Payroll Taxes	4,166,101
Subtotal: Personnel Expense	19,428,275
Direct Student Expense	
Educational Supplies & Textbooks	351,496
Student Assessment Materials	2,360
Contracted Student Services	16,700
Transportation Services	40,924
Food Services	164,415
Student Data & Internet Access	1,190,477
Other Direct Student Expense	118,467
Subtotal: Direct Student Expense	1,884,839
Occupancy Expense	
Rent Expense	3,650,992
Interest Expenses (Facilities)	1,740,156
Depreciation (Facilities)	1,193,578
Subtotal: Occupancy Expense	6,584,726
General & Administrative Expense	
Office Supplies & Materials	93,083
Office Equipment Rental & Maintenance	37,538
Computer Expenses	1,163,235
Telephone / Telecommunications	335,264
Legal, Accounting & Payroll Services	182,700
Insurance	145,638
Professional Development	102,614
PCSB Admin / Management Fee	296,541
Depreciation & Amortization (non-facility)	737,145
Meetings & Travel	19,299
Student Scholarships	113,003
Professional Fees	1,682,329
Other General Expenses	410,205
Subtotal: General & Administrative Expense	5,318,594
Total Expenses	33,216,434
Ordinary Change in Net Assets	(3,709,829)
Investment Income	
Interest & Dividends	213,181
Investment Gains / (Losses)	(1,312,083)
Subtotal: Investment Income	(1,098,902)
Total Change in Net Assets	\$ (4,808,731)

Approved Budget

FY 2023 Approved Budget

Carlos Rosario International Public Charter School FY 2023 Approved Budget

Revenue		
Per Pupil Allotment	\$	21,656,500
Per Pupil Facilities Allotment		6,500,250
Federal Funding		560,000
Private Grants & Donations		608,000
Building & Rental Income		14,100
Activity Fees		182,650
Culinary Sales		100,000
Other Income		145,000
Total Revenue		<u>29,766,500</u>
Personnel Expense		
Salaries Expense		15,250,200
Employee Benefits & Payroll Taxes		4,022,800
Subtotal: Personnel Expense		<u>19,273,000</u>
Direct Student Expense		
Educational Supplies & Textbooks		447,500
Student Assessment Materials		82,200
Contracted Student Services		22,280
Transportation Services		39,690
Food Services		204,800
Student Data & Internet Access		809,400
Other Direct Student Expense		145,320
Subtotal: Direct Student Expense		<u>1,751,190</u>
Occupancy Expense		
Rent Expense		3,598,990
Interest Expenses (Facilities)		1,819,040
Depreciation (Facilities)		1,213,600
Subtotal: Occupancy Expense		<u>6,631,630</u>
General & Administrative Expense		
Office Supplies & Materials		101,970
Office Equipment Rental & Maintenance		45,860
Computer Expenses		980,860
Telephone / Telecommunications		262,290
Legal, Accounting & Payroll Services		519,600
Insurance		617,600
Professional Development		167,050
PCSB Admin / Management Fee		166,250
Depreciation & Amortization (non-facility)		272,500
Meetings & Travel		847,200
Student Scholarships		100,000
Professional Fees		120,000
Other General Expenses		400,000
Subtotal: General & Administrative Expense		<u>4,601,180</u>
Total Expenses		<u>32,257,000</u>
Ordinary Change in Net Assets		<u>(2,490,500)</u>
Investment Income		
Interest & Dividends		296,000
Subtotal: Investment Income		<u>296,000</u>
Total Change in Net Assets	\$	<u><u>(2,194,500)</u></u>