



CARLOS ROSARIO  
INTERNATIONAL PUBLIC CHARTER SCHOOL

# ANNUAL REPORT

## School Year 2022-2023



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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**

In 1998, the Carlos Rosario International Public Charter School became the nation's first adult education charter school. We have developed and implemented an award-winning three-pronged model that includes high-quality Foundational Courses, Career Certification Programs, and Student Support Services. Today, we serve a diverse community of learners representing more than 80 countries and speaking nearly 30 languages.

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.

Operating in the Washington, DC, geographic area, the Carlos Rosario School serves residents in all eight wards of the city (Wards 5, 7, and 8 are highly represented). We serve a diverse population of ethnicities, with our learners representing more than 80 countries and speaking nearly 30 languages. On average, we serve more than 2,500 students each year, including 65% females. Sixty-five percent of students are between the ages of 25-46, but learners' ages range from 16-80 years old. Nearly 98% of students are BIPOC (Black, Indigenous, and People of Color), with 75% identifying as Hispanic/Latino, 20% identifying as Black, and 2% identifying as Asian. Many are immigrants from Central America, with El Salvador being our largest represented country. Our second largest represented country is Ethiopia, followed by Guatemala and Honduras.

## **Curriculum Design and Instructional Approach**

Students are at the center of the mission of the Carlos Rosario School. We have developed and implemented an award-winning three-pronged model that includes (1) Foundational Courses, (2) Career Certification Programs, and (3) Student Support Services. With a mission and programs that date back more than 50 years, we have been, and remain, at the forefront of preparing, educating, and empowering tomorrow's workforce. Our model is designed to help eliminate barriers and obstacles that may keep adult learners from persisting in or completing their studies.

Our classes include context-rich practical learning, preparing students for actual 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 essential software and hardware skills to online safety and etiquette. The digital lessons are also enhanced to provide specific internet safety skills to our parent community.

Furthermore, contextualized skills and content are enhanced through alignment with 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 from our students to support our continuous improvement efforts.

## **Parent Involvement Efforts**

The Carlos Rosario School is an adult education school, and as such, we focus on the involvement of our students 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. Our Student Services Teams support parents in understanding the school system and how to navigate the services offered. This takes the form of workshops with My School DC, information gathering from our Student Government

Representative, and one-on-one sessions for our students with our bi-lingual counselors.

The Carlos Rosario School actively seeks out and surfaces the voices of the community members we serve to effectively integrate their perspectives into our work. Our approach revolves around empowering learners to take ownership of their learning experience, fostering the creation of both short-term and long-term plans and goals in the classroom. At the end of each semester, we encourage students to share valuable feedback with their instructors, enabling a continuous improvement process.

Furthermore, our commitment to community involvement is exemplified by our student government and student-led clubs, offering leadership opportunities within our educational community. Our alums play an integral role by contributing through mentorship and volunteer opportunities. They also serve on our Board of Trustees and corporate advisory committees, engage with fellow alumni and current learners through guest speaking opportunities, and share insights on career and post-secondary education prospects.

To effectively respond to the pressing needs of our diverse and growing demographics, we operate as a community-based nonprofit in close collaboration with local and national organizations, success networks, businesses, and philanthropic entities. We have established strategic partnerships that underpin our award-winning three-pronged model.

## **II. School Performance**

### **High-Quality Education**

The 2022-2023 school year was a new starting point for our academic operations. We started a new hybrid operating model, enhanced our one-to-one device loaner program, and piloted a small virtual ESL program. The year marked our COVID recovery year and a return to a new normal. We leveraged all the learnings and innovations we made in previous years to expand access to our high-quality educational services.





### **English as a Second Language**

The largest number of students we serve are enrolled in our ESL classes that blend language learning and workforce development skills alongside the life skills our students need to navigate life in Washington, DC. We continued to

prioritize the curriculum themes that students need to help them cope with the rapid changes and uncertainty of the pandemic, deepening our partnerships with local community-based organizations that support affordable housing, legal assistance, and food security to meet our students' critical life challenges. We also intentionally infused digital literacy skill-building through our one-to-one device learning model. All students from the beginning levels of ESL through Advanced utilize laptops as a primary aspect of their learning.

## Our Hybrid Model


As the city struggled to return to some degree of normalcy during the 2022-2023 school year, many of our learners welcomed the flexibility of our hybrid options. Centering this vital need in our community and balancing the need to marshal our resources effectively, we developed our current hybrid instructional model (shown below). Most students attend classes in-person Monday through Wednesday and virtually via Zoom Thursday and Friday. There are a few programmatic exceptions for our career training classes, but the program's needs dictate the schedule.

### Our School Year 22-23 Model Design

(some programs vary)

School Year 22-23 Model	Monday	Tuesday	Wednesday	Thursday	Friday
AM 9:00-11:30	In-person	In-person	In-person	Virtual	Virtual
PM 12:00-2:30	In-person	In-person	In-person	Virtual	Virtual
EVE 6:00-8:30	In-person	In-person	In-person	Virtual	N/A



To give our students the flexibility they need and the in person experience we are known for, we are offering a new hybrid model for our classes. We have also reduced the amount of time you spend in class. To make up for that time, 2 hours of independent work is required each week. For students who left because they want an in-person experience, we want you to come back. With the flexibility of our new schedule, you don't have to choose work over your education.

## **Digital Literacy**

To support all of our learners in gaining the digital skills they need 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, paraeducators, and Student Academic Resource team members provided 45-minute sessions for students requesting 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 an adult-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 being away for decades. The Student Academic Resource Team (SART) is charged with directly supporting our learners who need the most support. SART also builds capacity among our faculty to implement high-leverage strategies to help all learners to succeed. In SY 2022-2023, the team worked directly with more than 30 students who came to us with varied learning challenges ranging from intellectual or learning challenges to health, hearing, visual, or speech impairment. Interventions were individually designed and addressed 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 the 2022-2023 school year, our combined GED program students made significant progress and achievement gains. The GED program had nineteen new graduates who obtained their official high school diplomas.



## High-Quality Education, Career Training, and Supportive Services

### Bilingual Teaching Assistance (BTA)

During the school year 2022-2023, eighteen students enrolled and completed the Bilingual Teaching Assistant program. Throughout the program, students engaged in 40+ hours of a practicum internship at DCPCS (EL Haynes, DC Bilingual Public Charter School, DCI, Meridian Public Charter School) and DCPS (Tyler Elementary School) under the supervision of a mentor teacher. At the end of both semesters, seventeen students achieved the Parapro certification. Also, two graduates are pursuing degrees: Master of Arts in Teaching and Early Childhood Education. During the school year, students received five workshops about job readiness: Resume, Cover letter, Mock interviews, Taking care of yourself, and Personal finances. Finally, our students received training in Special Education organized by OSSE (Office of the State Superintendent of Education). Regarding employability, our graduates are working in public charter and elementary schools. Some of the positions they hold are Inclusion Specialist, Educational Aides, and Teacher Assistants.



*The Spring 2023 BTA class visited the Smithsonian Museum of the American Latino at the invitation of Emperatriz Gamero, a Spring 22 BTA graduate who is now volunteering there.*



*Fall 22 graduate Leda Garcia completed her practicum at EL Haynes PCS, supporting ELLs in a PreK class. She was hired by her host school as a Classroom Aide in Spring 2023.*

## Culinary Arts (CAT)

During the school year 2022-2023, 54 students enrolled and completed the Culinary Arts Career Training program. 88.8 % of the students enrolled in Food Services Principles (FSP) earned the *ServSafe Food Handler* certification while studying at our school, and 90% of students enrolled in Food Services Operation (FSO) earned the *ServSafe Food Protection Manager* Certification.

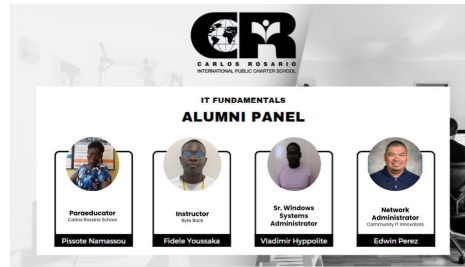
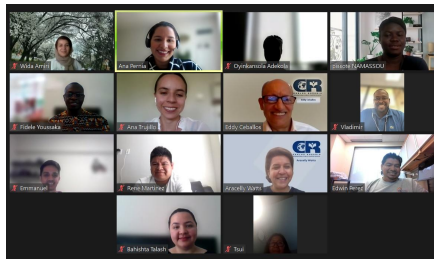
Additionally, 65% of the students currently work in the hospitality industry, with 83% of those in restaurants in the DC area. They hold positions as Line cooks, Prep cooks, Sous Chefs, and kitchen managers, own small businesses, and work in hotels and grocery stores.

Culinary students curated the menu, prepared the cuisine, and served 120 guests for the Carlos Rosario fundraiser called Achieving the Dream. Through their thoughtful, hands-on culinary experiential learning event, we raised 150K for the school's scholarship fund. Students from 3 classes managed and executed new recipes for a cocktail party and a fantastic 5-star luncheon. They Hosted 5 CCEs (Culinary Community Events). Among the guests invited were donors, potential donors, restaurant chefs, union representatives, and others. The guests were invited to the School's Bistro for a service provided by the food Services Operations (FSO) students. These successful events are a vital part of the FSO curriculum, where students practice their skills.



## IT Fundamentals

In Spring 2023, the IT Fundamentals program had a total enrollment of 16 students. Recognizing the growing trend of remote IT positions, we offered the program online, allowing students to develop essential skills and experience a fully remote learning environment. To enhance their learning experience, the students visited CASA Maryland, and four of them successfully completed an internship. Twelve students will pursue their A+ and Cybersecurity certifications at ByteBack and Google Career. All students in the class obtained the CompTIA Fundamentals certification, demonstrating a pass rate of 100%. This 100% pass rate represents an increase from the previous Fall 2022 class, which had a pass rate of 93% with 15 enrolled students.



*Alumni Panel 05/26/2023*



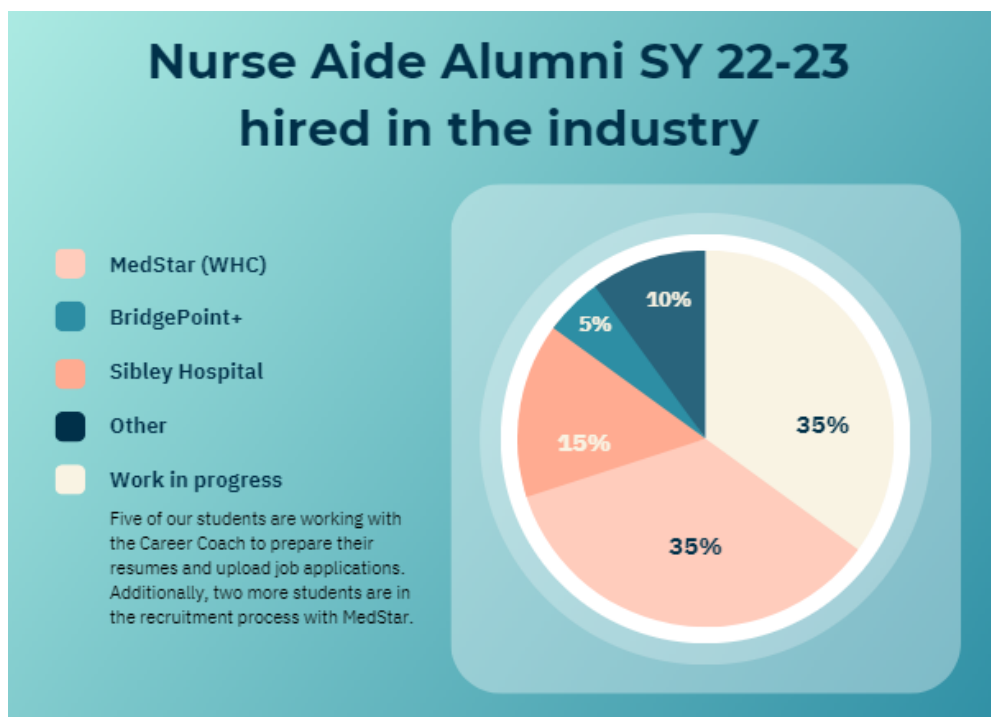
*Last day of classes & ITF Students celebrating their completed CompTIA Certification*



*Field Trip 06/13/2023 CASA Maryland*

## Nurse Aide

During the school year 2022-2023, forty-six students enrolled in the Nurse Aide Career Training program. Thirty-six students successfully obtained their nursing assistant certification. Throughout the program, students gained valuable hands-on experience through 40 hours of clinical practice at Sibley Memorial Hospital and Knollwood Military Retirement Center. Five students enrolled in post-secondary schools to continue their Nursing education. Additionally, the healthcare industry hired 13 of our students, and seven are in the employment preparation and recruitment process. Please find below the employability data for this school year:



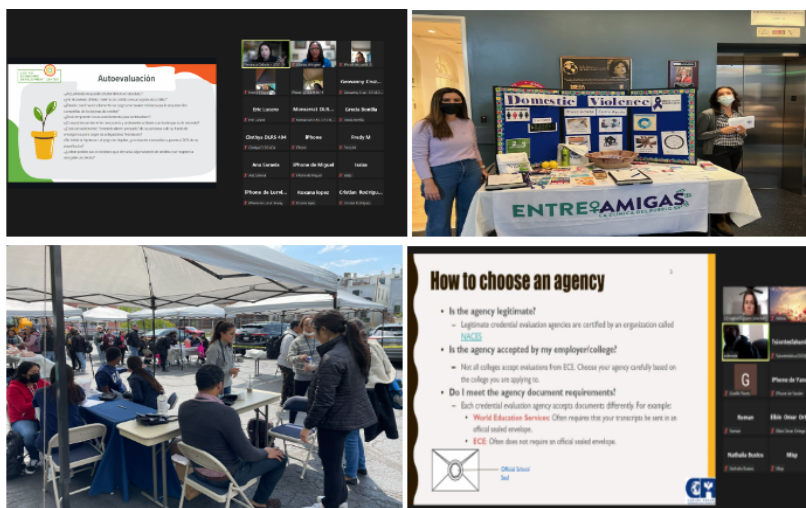
## High-Quality Student Services

The Student Services Department has developed robust strategies to facilitate the Hybrid Instructional Model, in which 90% of our students participate to accommodate their busy lifestyles. The dedicated teams have prioritized reaching out to as many students as possible, employing a combination of in-person and virtual meeting spaces to address the barriers adult learners face to persistence in their education and achieving academic goals. Acknowledging that our student population across both campuses faces significant challenges, including affordable housing, employment opportunities, healthcare, and food security, is essential. Our teams have taken several proactive measures to address these pressing needs, including:

1. Keeping students well-informed about their civil, tenant, and worker rights.
2. Offering direct support and referrals through case management to internal and external resources.
3. Hosting weekly sessions with legal experts, free of charge, to address student concerns.

Furthermore, our teams have adeptly transitioned between in-person and virtual meeting strategies to conduct student-focused events. These events encompass student recognition celebrations, workshops to educate students about their rights, student support groups, credential evaluation information sessions, financial literacy workshops, police engagement workshops, housing assistance workshops, workshops on domestic violence awareness, and job search support sessions, making them available in both in-person and virtual formats.

The Student Services teams have effectively supported over 1,500 unique students, ensuring access to crucial resources and support as they pursue their educational goals.



## Employment

The employment team worked closely with students over the past academic year to comprehensively support students' job-seeking efforts. In the District, many of our adult learners encountered significant hurdles in their job search due to language barriers, particularly related to English proficiency. Most of our students are employed in service industries where a command of English is crucial. To help students become more acquainted with the language demands of their prospective jobs, the employment team devised training programs that introduce students to the specific vocabulary and language skills required for their workplaces.

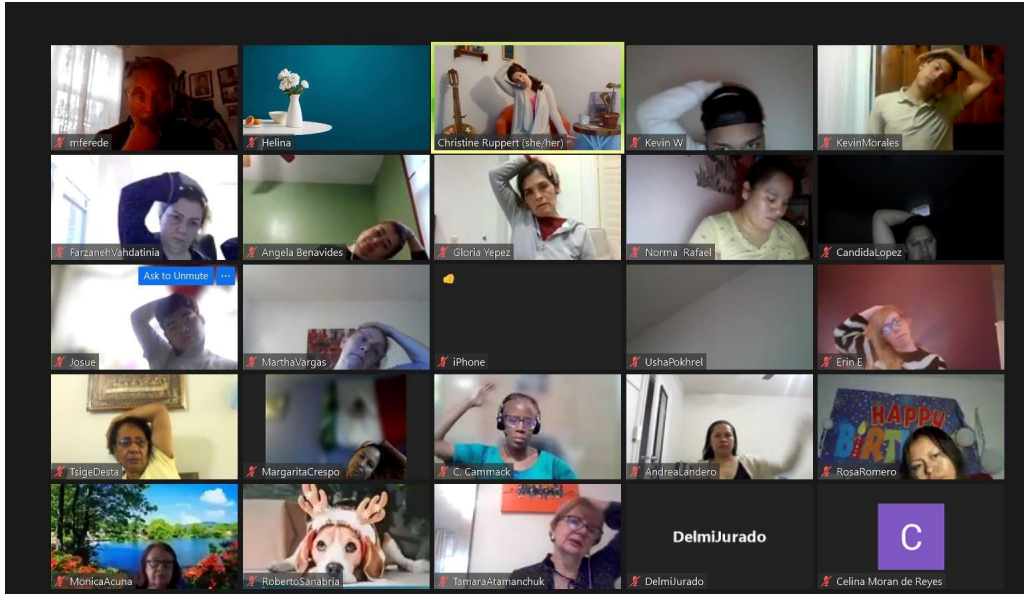
This support encompassed assisting them in creating resumes and cover letters, preparing for interviews, and honing the skills necessary to enhance their employability. The team also took the initiative to organize in-person recruitment events on campus and to collaborate with community partners, including Children's Hospital, United Cleaning Services, Sodexo, Chipotle, MJ Morgan, and Loray Group. These efforts culminated in successfully placing over one hundred students in various employment opportunities, significantly improving their career prospects.



## Counseling and Case Management

Throughout the 2022-23 academic year, our school community prioritized our students' emotional and physical well-being. The Counseling team took a proactive role by conducting in-person and virtual classroom workshops. They also equipped our faculty with valuable strategies and techniques to foster the overall well-being of all our students while ensuring that our educational approach remained trauma-informed.

In addition to these efforts, the student services teams concentrated on supporting high-need students, including those who actively sought assistance and those whom our faculty and administrators referred for more focused support and ongoing follow-up. By doing so, we upheld our commitment to creating a nurturing and responsive environment for our students, promoting their holistic development and academic success.



## 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 made stronger by the contributions of diverse talents and voices. We improve our services by incorporating student input into our curriculum design, revisions, and updates. We gather input and feedback from our student community by analyzing large-scale surveys, focus groups, and academic achievement data at the course and school levels. We also engage student government groups that meet twice a month to collaborate with academic leadership and raise awareness of community issues.

The School also supported the community with obtaining health care insurance, free immigration legal advice and referral through hosting on-site legal clinics, and virtual open health insurance enrollment through DC Health Link and DC Bar Pro Bono Center. Through these efforts, more than 400 students and community members were able to receive support.

## Goals and Academic Achievement Expectations

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>65.24% of pre and post-testing Spanish and English ABE program students made one or more NRS-EFLs.</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 or demonstrate improvement compared to SY 2021 – 22 performance (52%) on the goal targets as set in the charter agreement.</p>	<p>67% of pre and post-testing English language learners made one or more NRS-EFL gains</p> <p><i>*Goal Met as defined by Transitional Goals Policy.</i></p>
<p>3. Achievement - 65% of GED test-takers will pass the official GED exam by the end of the program year.</p>	<p>100% of GED test-takers passed the official GED exam.</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 post-secondary education.</p> <p>c) 59% of exiting students retain employment or enter post-secondary education.</p>	<p>a) 89.13% of students passed industry certification tests.</p> <p>b) 77.34% of exiting students obtained employment or entered post-secondary education.</p> <p>c) 91.98 % of exiting students retained employment or entered post-secondary education.</p>



MISSION SPECIFIC GOALS	
1. 85% of Citizenship students will pass the naturalization exam.	100% of Citizenship students passed the naturalization exam.
2. 75% of ESL students will pass the Carlos Rosario Technology Test.	81% of ESL students passed the CR Technology Test.

### Unique Accomplishments

#### DC Policy Center Report

Carlos Rosario Charter School, along with our peer adult charters, collaborated with the DC Policy Center on an in-depth review of the adult charter school landscape in Washington, DC. This study shed light on the important work each LEA does to support learners and provide access to high-quality education and equity in skill building for the most vulnerable DC residents. The Report can be found at this [link](#).



## **Achieving the Dream Fundraising**

The Carlos Rosario School launched the Achieving the Dream Luncheon to raise critical funds to support the school's mission and connect with potential supporters, advocates, and donors.

Our luncheon, held in November 2022, was a great success, raising over \$147,000 (more than twice the amount raised in previous years). Funds will support Carlos Rosario School graduate higher education scholarships as well as our Student Emergency Fund for learners facing housing and food insecurity.

## **Graduation & College Bound Scholars**

The Student Success Program at Carlos Rosario International Public Charter School aims to support scholars in achieving their career and higher learning goals through various programs and partnerships. Carlos Rosario scholars represent students who are first-generation degree seekers as well as students seeking to continue their education.

For SY 2022-2023, the Student Success team collaborated with external stakeholders such as OSSE's Dual Enrollment Program and the College Board's Educational Opportunity Center to connect students and graduates to higher education resources and support. GED-seeking students met the requirements to participate in the Dual Enrollment Program while attending classes. Through this program, four students received college credit through the University of The District of Columbia and Catholic University.

School-wide events and activities included OSSE's College Decision Day and the Spring 2023 College Fair. All students at the Sonia Gutierrez campus attended in-person college information tables represented by local higher education institutions such as Georgetown, Arizona State University, George Mason, and Prince George's Community College. Other partnering organizations include scholarship and higher education funding through New Futures, DC Futures, Alpha Omega, and Omega Psi Phi.

During the 2022-2023 Carlos Rosario Scholarship program, 18 first-time applicants won scholarships, in addition to 35 renewing scholarship applicants. Awardees included nine associate degree-seeking applicants. The top schools our 22-23 scholars enrolled in include the University of DC and Montgomery College.

## In the Media

### Washington Post

#### **D.C. School Enrollment Boom Helped by Rise in Adult Learners**

The Carlos Rosario School was featured in an article in The Washington Post highlighting the growth of adult education in the District. Check out the article by clicking [here](#).

### UNIDOS Blog

#### **Smbiz Pitch Competition Empowers Entrepreneurs**

UnidosUS featured the Carlos Rosario School's first small business pitch competition aimed at helping English-language learners excel in entrepreneurship. Click [here](#) to learn more!

### Latino Magazine

#### **Investing in Immigrant Employees**

Carlos Rosario School CEO Allison Kokkoros wrote a piece in the last issue of Latino Magazine. In the article, she discusses how important it is for employers to invest in immigrant learners and how to engage with English Language Learner (ELL) colleagues. Read the article [here](#).

### Univision

#### **Carlos Rosario School Featured on Univision's Despierta América**

Univision featured the Culinary Arts Program at our Sonia Gutierrez Campus on Despierta America. In this interview, the journalist Edwin Pitti shared about our school history and the story of Chef Oscar Ordoñez, a proud Carlos Rosario School alumni who shared his journey as a Professional Chef at the Taberna del Alabardero Restaurant. [Here](#) is the link to the segment.

### ABC7 News

#### **'It was an honor': DC's Carlos Rosario Public Charter School reflects on 2015 royal visit**

Did you know that King Charles III visited the Carlos Rosario School in 2015? He was treated to a tour of our Harvard Street campus, music from a Carlos Rosario School alum's mariachi band, and a taste of food prepared by Culinary Arts students. Photos from the visit in the album are available [here](#). Our School was also featured in a piece about the 2015 visit by ABC7 News. You can [click here](#) to watch the video!

## **Our Commitment to DEIB**

Our school has taken strides in sustaining our Diversity, Equity, Inclusion, and Belonging (DEIB) efforts. Through a multifaceted approach, we have demonstrated its commitment to fostering an inclusive and equitable educational environment. One crucial aspect of this work has been the institution of DEIB training for faculty and staff, which helped raise awareness and enhance understanding of DEIB principles and practices.

Furthermore, forming a dedicated DEIB Advocacy Committee has allowed our School to develop and implement comprehensive strategies that drive positive change. Involving students in the process is equally vital, which is evident in our Student Voice Day initiative, where students' perspectives and experiences are actively sought and integrated into DEIB initiatives.

The staff DEIB Advocacy Committee, in collaboration with our consulting partners from IDEAS Generation and the executive leadership team, led the development of our DEIB Strategic Plan, which was finalized in June '23.

Additionally, having each employee create a personal goal related to DEIB ensures that the entire school community is actively contributing to this vital mission. Through these endeavors, Carlos Rosario International School sets an example for the broader educational community in our dedication to promoting diversity, equity, inclusion, and belonging.

## Small Business Program Highlights in SY 2022-23.



In March 2023, the program organized the 1st Carlos Rosario School Small Business Program Pitch competition at the Harvard Street Campus Auditorium. We received 20 applications from previous program graduates, and the selection committee chose eight finalists to compete on-stage for a five-minute business pitch in English. There were eight pitch judges selected from the local small business community, local government, community partners, and board members. Prize money was apportioned as follows: 1st Place: \$2,500.00, 2nd Place: 1,500.00, and 3rd Place: \$1,000.00, thanks to a generous grant from UNIDOS-US. All eight participants benefited from a boot camp that instructed on best practices for making a business pitch.



In addition, in April 2023, the program participated in the Greater Washington Hispanic Chamber of Commerce (GWHCC) Annual Small Business Expo at the Washington Convention Center. Our program participation involved placing four of our small business vendors in the Small Business Village Plaza of the Expo. Three of the vendors were recent program graduates from the Fall 2022 Semester. Maria Llanos, Small Business Program Instructor, assisted the vendors by designing a poster-sized display for each vendor's picture, business name, brief narrative, and the Carlos Rosario School logo. All vendors have legally registered their business with the local government and have all the required operating licenses.



## SY 22/23 Donors (\$500-plus)

Allied Universal  
Allison R. Kokkoros  
Amazon  
Ana Sierra  
Andres Echeverri  
Andrew Dana  
Brad Haiar  
Brian McNamee  
Call Your Mother Deli  
Carol Wolchok  
Community Capital Corporation  
Crispus Gordon  
DEM 360  
Dorene Nicoll  
Freddie Biddle  
Grase Oleaga  
Greater Washington Community Foundation  
Greg O'Dell  
Hector Torres and Jay Haddock  
Hotel Association of Washington, DC  
Jay Haddock  
Johan Hammerstrom  
John Campbell  
Juan Jara  
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Kristine Dunne Maher  
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Ramon Cala  
Robert Half  
Robbie Dean  
Saval Foodservice  
Sekou Biddle  
Sherrie McKenna  
Socrates Cala  
Sodexo, Inc & Affiliates  
Sonia Gutierrez  
Teri Galvez  
The Crimsonbridge Foundation  
The J. Willard and Alice S. Marriott Foundation  
Verizon  
William Bratton

## School Year 2022-2023 Annual Report: Campus Data Report

GENERAL INFORMATION	
Source	Data Point
DC PCSB	LEA Name: Carlos Rosario International Public Charter School
DC PCSB	Campus Name: Carlos Rosario International Public Charter School
DC PCSB	Ages served: Adult
DC PCSB	Enrollment by grade level: 1981 (OSSE's Audited Enrollment Report)

### Student Data Points

STUDENT DATA POINTS	
Source	Data Point
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.
DC PCSB	Suspension Rate: 0.00%
DC PCSB	Expulsion Rate: 0.00%
DC PCSB	Instructional Time Lost to Discipline: 0.00%
DC PCSB	In-Seat Attendance: 64.00%*
DC PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, DC PCSB will provide the following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
DC PCSB	Midyear Withdrawals: Not Applicable
DC PCSB	Midyear Entries: Not Applicable
DC PCSB	Promotion Rate: Not Applicable
DC PCSB (SY 21-22)	College Acceptance Rate: Not Applicable
DC PCSB (SY 21-22)	College Admission Test Score: Not Applicable
DC PCSB (SY 21-22)	Graduation Rates: Not Applicable



## Faculty and Staff Data Points

TEACHER / ADMIN DATA POINTS	
Source	Data Point
School	Teacher Attrition Rate: 15%
School	Number of Teachers: 86 "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: \$81,062.54 2. Range: <u>Minimum</u> : \$47,042.06 <u>Maximum</u> : \$115,083.02
School	Teacher Demographics: In a chart, include the racial identity, gender, and years of teaching/education experience for all your teacher staff, using the definition above. <i>*Please see the chart below.</i>
School	Executive Compensation: Salaries (including bonuses) of the five most highly compensated individuals in the organization, if over \$100,000; for SY 2022-2023. \$204,285.12 \$195,000.00 \$170,000.00 \$168,500.02 \$165,799.92

### \*Notes:

· The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 22-23 Charter Sector Attendance Qlik application as of August 2023. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

Gender	Count	Percent
Female	51	59.30%
Male	35	40.70%
<b>Total</b>	<b>86</b>	<b>100.00%</b>

Race/Ethnicity	Count	Percent
Asian	1	1.16%
Black or African American	25	29.07%
Hispanic or Latino	25	29.07%
White	32	37.21%
Unknown	3	3.49%
<b>Total</b>	<b>86</b>	<b>100.00%</b>

Education	Count	Percent
Associates	1	1.16%
Bachelors	30	34.88%
Doctoral	3	3.49%
High School	8	9.30%
Masters	44	51.16%
<b>Total</b>	<b>86</b>	<b>100.00%</b>

Years of Teaching Experience	Count	Average
<b>Total</b>	<b>86</b>	<b>11.97%</b>

## Appendices

### Staff Roster SY 2022-2023

*\*As of October 5, 2022*

Name	Job Title Description
Damarys Y. Lopez	Accountability Coordinator
Giselle Geraldine Alvarado	Administrative Specialist
Rosario Sarmiento	Apprentice Teacher
Janeth M. Ramirez	Apprentice Teacher
Tim Rice Gibbon	Arts Integration & Culture Program Manager
Karen L. Osorio-Carbajal	Assessment Data Coordinator
Mariano Ramos	Assistant Director of Culinary Operations
Rimma Shiptsova	Citizenship Technology Paraeducator
Donald Ndebeka	Communications Manager
Janett M. Arandia Aliendre	Computer Literacy Instructor
Abebe Chewaka	Computer Support Specialist II
Willy Pierrot Bisohong Bayiha	Computer Support Specialist II
Francisco Garcia	Computer Support Specialist II
Phat Lam	Computer Support Specialist II
Amaniuel N Asmerom	Computer Support Specialist III
Roberto G. Sarmiento	Computer Support Specialist III
Maria M. Morales	Cook
Edith A. Argueta	Cook
Nuvia A Mendoza	Cook
Misstere Zelele	Digital Literacy Tutor
Karen M. Clay	Director of IT Governance
Lynold McGhee	Director of Learning and Evaluation
Samuel Ngekoua	Director of Network and IT Services
Tien V. Le	Employment Coordinator
Alexander Salvador Escobar	Employment Coordinator
Edgar A. Sabalu	ESL Instructor
Jacqueline Phillips	ESL Instructor
Jodi Ane Gummel	ESL Instructor
Tsegaye U. Gobena	ESL Instructor
Olivia Bohnhoff	ESL Instructor
Benjamin F. King	ESL Instructor
Alexander Whitney	ESL Instructor
Magdalena Mendoza	ESL Instructor
Anteneh Tsegaw	ESL Instructor

Bethlehem Yoseph	ESL Instructor
Robin Coates	ESL Instructor
Preavain Robinson	ESL Instructor
Andrew Hinshaw	ESL Instructor
Genevieve Rene	ESL Instructor
Vincent P. Scott	ESL Instructor
Patrick Benedict	ESL Instructor
Biruk Beyene	ESL Instructor
Erin Ellingson	ESL Instructor
John Hudson	ESL Instructor
Jerome Gonzales	ESL Instructor
Jennifer R. Garcia	ESL Instructor
Margarette S. Loh	ESL Instructor
Laurel Anderson	ESL Instructor
Hugh Beshers	ESL Instructor
Monika Copelmayer	ESL Instructor
Sheryl L Sherwin	ESL Instructor
Christina Cammack	ESL Instructor
Christopher W.P. Ladd	ESL Instructor
Karina Samuel	ESL Instructor
Agustin Javier Perez Amaya	ESL Instructor/Tutor
Mesfin Biru	ESL Instructor/Tutor
Karla Patricia Vasconez Reyes	Executive Assistant
Yolanda Betancourt	GED Spanish Instructor
Celina Moran de Reyes	GED Spanish Instructor
Thorin Erb	GED Tutor
Zenia P. Fuentes Ramirez	GED Tutor
Dawn A. Taylor	Interim Assistant Registrar
Pierre R. Duperval	Inventory Clerk
Fausto A. Amaya	Lead Cook
Will A. Ortez	Lead Cook
Angel Marquez	Lead Cook
Maksym Slemp	Lead Cook
Fidel Eshetu	Librarian
Steven K. Frets	Librarian
Norma Cristina Flores	Paraeducator
Gilbert Trueman	Retention Specialist / Case Manager
Susan Evans Espinoza	Student Academic Resource Teacher
Birhanu Alemu	Tutor
Bereket Games	Assessment Delivery Specialist
Ernest Yombo	Assistant Principal
Carlos Loureiro	Assistant Principal

Ana Sands	Assistant Principal
Javier A. Marquez	Assistant Principal
Keith E. Juarez	Assistant Principal
Karina J. Ortez Alvarado	Assistant Registrar
Kaylin Wainwright	Bilingual Teaching Assistant Instructor & Curriculum
Gwenever Ellis	Business/Procurement Manager
Cesar Augusto Romero	CALL Lab Instructor
Nilay Dinc Altun	CALL Lab Instructor
James McDonald	CALL Lab Instructor
Holly Ann Fresno-Moore	Chief Academic Officer
Allison R. Kokkoros	Chief Executive Officer
Eun Ah Kim	Chief Operations Officer
Carol L. Wolchok	Citizenship Instructor
Florenda A Bates	Citizenship Instructor
Cinthya Mercedes Pallavicini	Communications and Development Assistant
Wesley Jeter	Computer Support Specialist I
Eddy M. Ceballos	Computer Support Specialist Instructor
Denise Wiktor	Corporate Counsel
Claudia Esteve	Counselor
Mengistu Ferede	Counselor
Christine R. Ruppert	Counselor
Andrea Nadine Drost	Counselor
Daniel Nigussie	COVID Manager
Octavio Londono Nino	Culinary Arts Instructor
Jason Kellogg	Culinary Arts Instructor
Nadia Y Ruiz	Culinary Arts Training Program Director
Amado Padron	Culinary Operations Coordinator
Heather A. Tatton-Harris	Curriculum and Assessment Manager
Donald Oliver	Data Administrator
Addis A Gebretsadik	Data and Compliance Analyst
Christine Le Nguyen	Director of Development and Communications
Nahim Vargas	Director of School Operations and Logistics
Olianka Wingate	Director of Student Services
Luis Gabriel Rojo	Director of Student Services
Carlos H. Larios	Driver I
Jose Cristobal Argueta	Driver II
Cartina Haynesworth	Driver II
Douglas Hernandez	Driver II

Carolyn Jackson	Driver II
Enrique Giraldo	Driver II
Fikru Gabremariam	Driver II
Daniela Ayala	Employment Development Specialist
Netsuhleb A. Gebrae	Employment Development Specialist
Myriam Stella Clavijo	Employment Specialist
Jeffrey Scott Green	ESL Instructor
Leidy Y Arredondo Vasquez	ESL Instructor
Kimberly De Jesus Alfonso	ESL Instructor
Mary Ancilla Lane	ESL Instructor
Geovanny A. Vicente Romero	ESL Instructor
Virginia Zullo	ESL Instructor
Caitlin James	ESL Instructor
Jessica Csoma	ESL Instructor
Cordel Elfreda Smith Shaw	ESL Instructor
Tiara Smith	ESL Instructor/ ESL for Families Instructor
Fatemeh Berenji Tehrani	ESL Instructor/ ESL for Families Instructor
Elizabeth Haile	Evening School Manager
Asclepiades B. Velasquez	Food Service Director
Bradley Haiar	GED English Instructor
Patricia DeFerrari	GED English Instructor
Elizabeth Fernandez	GED in Spanish Assessment Specialist
Asha Ogbu	GED Instructor/Tutor
Elda H. Gonzalez	GED Spanish Instructor
Robert Michael Skelton	General Counsel
Natalie Gallon-Garcia	Head of Human Resources & Talent
Fernando Sugaray	Helpdesk Manager
Monica Yajaihra Posso	HRG - Human Resources Generalist
Jessica Gail Muse	Human Resources Analyst
Perrida Michelle Ballenger	Human Resources Manager
Maria Llanos	Instructor, Small Business & Entrepreneurship
Sandra Gonzalez	Interim Vice Principal
Silvia Del Aguila	Inventory Clerk
Melba B. Simkins	Kitchen Manager
Helina M. Demissie	Lead Retention Specialist/Case Manager
Samantha Safa Onley-Harden	Library Assistant
Samrawit Sisay	Library Assistant
Yania Jones	Math Instructor
Yolanda Rose-Ellis	Microsoft Office Instructor
Doris Jane Medina	Nurse Aide Instructor
Pauline Elizabeth Azore	Nurse Aide Instructor

Jared A. Perez	Office Assistant
Jazmin M. Lopez	Office Assistant
Ronald King	Office Assistant
Rahel Teshome Guyo	Office Assistant
Ingrid Estefany Alfaro Molina	Office Assistant
Patrizia Gestro	Outreach and Recruitment Specialist
Nigatu Ambo	Paraeducator
Fekremariam Gebremedhine	Paraeducator
Sekou Camara	Paraeducator
Sandra Maria Neves	Paraeducator
Boubacar Brahim	Paraeducator
Sonia E. Ramirez	Paraeducator
Juana Matos	Paraeducator
Edwin Alvarado	Paraeducator
Tenaye Resson Ekubamichael	Paraeducator
Gabriela L. Bonilla	Placement and Application Assessment Specialist
Wayne D. Clarke	Porter
Elani B. Lawrence	Principal
Chelsea Michelle Bradford	Principal
Keanya L. Clifton-Roach	Prof Develop Specialist / Instructional Coach
Marta L. Valldejuli	Program Assistant
Ofelia Tomasa Ventura	Program Assistant
Elmer Geovanny Cruz Gutierrez	Program Assistant
Ana Elizabeth Williams	Program Assistant
Jennifer Zoeller	Registrar
Mario A. Echeverri	Registrar Clerk
Jules Djamen	Registrar Clerk
Henok Million Amdemariam	Registrar Clerk
Cinthya A. De La Rosa Cruz	Registrar Clerk
Karla Ramos Ramirez	Retention Specialist / Case Manager
Montserrat De La Rosa Cruz	Retention Specialist / Case Manager
Delia F. Powvel	School Support Assistant
Julio Haddock	Senior Advisor to CEO
Raul Medrano	Small Business, Entrepreneurship Manager
Nerham Sharawy	Staff Accountant
Francisco Javier	Steward
Sonia C. Lopez	Steward
Gloria Noelis Cortez Alvarez	Steward
Blanca Esther Vilche	Steward

Paula Alcazar	Student Academic Resource Team Specialist
Susan Tanseco	Student Assessment Assistant
Margarita Abigail Martinez	Student Assessment Assistant
Natalia P. Graham	Student Assessment Delivery Manager
Gabriel Jose Alvarez Guzman	Student Success Coordinator
Gabriella Woo	Student Success Manager
Elida E Viera	Student Support Coordinator
Philip C. Binns	Systems Administrator
Edwin Armando Xicay Perez	Technology Paraeducator
Jose Alberto Sugaray	Tutor
Diana P. DeSimone	Tutor
Mayra Reyes	Tutor
Mengistu E. Jima	Tutor
Endale Ashagre Alemayehu	Tutor
Aracelly Watts	Vice Principal/Technology Academy Director

**Teachers and Staff who regularly work with students**

Of our teachers and staff that work directly with students, five have doctoral degrees, 61 have master’s degrees, 40 have bachelor’s degrees, 8 have associate degrees, and 15 have high school diplomas. Overall, 82% of our employees have a bachelor’s degree or higher.

Faculty & Staff	Education
Associates	8
Bachelor’s	40
Doctoral	5
High School	15
Master’s	61
<b>Total</b>	<b>129</b>
82% of our employees have a bachelor’s degree or higher.	



## Carlos Rosario Board Of Trustees

Board Member Name	Role on Board	DC Resident
James Moore	Board Chair	Yes
Hector J. Torres	Vice Chair & Treasurer	Yes
Robert Allan Dean	Secretary	Yes
Yeshimebet T. Belay	Member	No
Giovanni Delfino	Member	No
Allison R. Kokkoros	Member Ex Officio	Yes
Ana Mejia Guerra	Student Member	Yes
Teresita Retana Piedra	Member	Yes
Vilma Rosario	Member	No
Johan Uvin	Member	No
Larry Villegas-Perez	Member	Yes

# Financial Statement

## Carlos Rosario Intl Public Chart School Fiscal Year Budget Report

As of June 30, 2023

As of Date:

06/30/2023

Department Group:

Departments All

Location Group:

CRIPCS All

**Year Ending  
06/30/2023**

**Actual**

### Net Income

#### Revenue Group\*

Per Pupil Charter Payments Revenue	22,769,090
Per Pupil Charter Payments-Categorical Enhancements Revenue	1,080,453
Per Pupil Facilities Allowance Revenue	6,959,253
Federal Funding Revenue	387,050
Private Grants and Donations Revenue	348,244
Activity Fees Revenue	38,377
Other Income Revenue	650,670
In-Kind Revenue	335
Investment Income Revenue	1,038,926

#### Total Revenue Group

33,272,398

#### Expenses Group

Employee Expenses	
Employee Salary Expenses	15,620,025
Employee Benefits and Payroll Taxes Expense	3,842,689
Total Employee Expenses	<u>19,462,714</u>

#### Direct Student Expense

Educational Supplies & Textbooks Expense	412,155
Student Assessment Materials/Program Evaluation Expense	18,498
Contracted Student Services Expense	171,779
Food Service Expense	85,993
Other Direct Student Expense	1,087,689
Total Direct Student Expense	<u>1,776,114</u>

#### Occupancy Expenses

Rent Expense	3,253,985
Depreciation (Facilities Only) Expense	1,464,174
Interest (Facilities Only) Expense	1,833,976
Building Maintenance and Repairs Expense	2,499
Contracted Building Services Expense	2,001
Other Occupancy Expenses	1,500
Total Occupancy Expenses	<u>6,558,135</u>

#### General and Administrative Expenses

Office Supplies and Materials Expense	56,501
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Office Equipment Rental and Maintenance Expense	36,150
Telephone/Telecommunications Expense	358,885
Legal Accounting and Payroll Services Expense	216,450
Insurance Expense	165,901
Professional Development Expense	74,996
PCSB Administrative Fee Expense	322,606
Interest Expense (non-facility)	50,168
Depreciation & Amortization (non-facility) Expense	1,026,240
Other General Expense	3,806,396
Total General and Administrative Expenses	<u>6,114,293</u>
Total Expenses Group	<u>33,911,256</u>
Total Net Income	<u><u>(638,858)</u></u>

Created on : 10/17/2023 1:31 PM PST

# FY 2024 Approved Budget

## Carlos Rosario Intl Public Chart School Fiscal Year Budget Report

As of October 17, 2023

As of Date:

10/17/2023

Department Group:

Departments All

Location Group:

CRIPCS All

Year Ending  
06/30/2024

FY Board Approved    FY24 BRD APP BUD UPD

### Net Income

Revenue Group*		
Per Pupil Charter Payments Revenue	24,591,400	25,187,760
Per Pupil Facilities Allowance Revenue	7,153,300	7,334,360
Federal Funding Revenue	316,200	316,200
Private Grants and Donations Revenue	541,500	541,500
Activity Fees Revenue	39,200	39,200
Other Income Revenue	537,700	2,187,000
Investment Income Revenue	616,000	616,000
<b>Total Revenue Group</b>	<b>33,795,300</b>	<b>36,222,020</b>
Expenses Group		
Employee Expenses		
Employee Salary Expenses	16,566,300	18,215,600
Employee Benefits and Payroll Taxes Expense	4,225,800	4,473,068
<b>Total Employee Expenses</b>	<b>20,792,100</b>	<b>22,688,668</b>
Direct Student Expense		
Educational Supplies & Textbooks Expense	933,100	933,100
Student Assessment Materials/Program Evaluation Expense	38,900	38,900
Contracted Student Services Expense	93,400	93,400
Food Service Expense	179,000	179,000
Other Direct Student Expense	1,133,700	1,133,700
<b>Total Direct Student Expense</b>	<b>2,378,100</b>	<b>2,378,100</b>
Occupancy Expenses		
Rent Expense	3,685,500	3,685,500
Depreciation (Facilities Only) Expense	1,140,000	1,140,000
Interest (Facilities Only) Expense	1,782,300	1,782,300
<b>Total Occupancy Expenses</b>	<b>6,607,800</b>	<b>6,607,800</b>
General and Administrative Expenses		
Office Supplies and Materials Expense	69,500	69,500
Office Equipment Rental and Maintenance Expense	37,000	37,000
Telephone/Telecommunications Expense	195,000	195,000
Legal Accounting and Payroll Services Expense	299,750	299,750
Insurance Expense	168,700	168,700
Professional Development Expense	52,850	52,850

PCSB Administrative Fee Expense	310,000	310,000
Interest Expense (non-facility)	34,200	34,200
Depreciation & Amortization (non-facility) Expense	1,045,700	1,045,700
Other General Expense	2,225,400	2,225,400
Total General and Administrative Expenses	<u>4,438,100</u>	<u>4,438,100</u>
Total Expenses Group	<u>34,216,100</u>	<u>36,112,668</u>
Total Net Income	<u>(420,800)</u>	<u>109,352</u>

Created on : 10/17/2023 1:29 PM PST