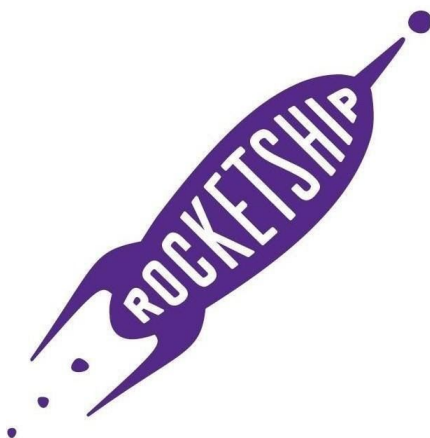


Annual Report on the 2019-2020 School Year



**Rocketship Rise
Academy 2335
Raynolds Place SE
Washington, DC 20020
(202) 750-7177**

**Rocketship Legacy Prep
4250 Massachusetts AveSE
Washington, DC 20019
(202) 803-7004**

Joey Slotter, Board Chair

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I. School Description

A. Mission Statement

At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every student we serve. Our mission is to catalyze transformative change in underserved communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community. Our vision is to eliminate the achievement gap in our lifetime.

B. School Program

Our Rocketship DC community faced unprecedented challenges in the 19-20 school year. Black and brown communities east of the river have been hit hardest by the COVID-19 pandemic. A significant number of our students are also categorized as at-risk, which presents an additional set of challenges to ensure our students and families are receiving quality programming and support in a virtual environment. At Rocketship, we were uniquely prepared to launch a distance learning curriculum with thoughtful consideration given to not only the education of our students, but the health and wellness of all our families. On March 13th, students were sent home with technology and materials to support our programming in a virtual environment. We then used the week of March 16-20 as our spring break, during which teachers adapted their lessons for online learning, our schools planned a new instructional schedule, and we began modifying the support that our students and families would require moving forward.

Distance Learning Approach.

On March 23, we launched an online distance learning program to serve our students during school closures. Three guiding principles informed our approach to distance learning: 1) Maintaining stability for our students through familiar routines; 2) Prioritizing community engagement, social emotional learning, and high-quality instruction; and 3) Ensuring daily student engagement in distance learning. Our distance learning program consisted of teachers teaching synchronous and asynchronous lessons via video, resources and assignments posted on private community Facebook pages and on Google classrooms, and online learning programs (e.g., Lexia) that students used throughout the year.

Students had individual goals for their work and progress. They connected with their teachers at least twice a week for 1:1 check-ins on these goals.

Our school days started with Launch and ended with Landing, where our community came together to discuss values, dance, and celebrate the day via live streams on our schools' Facebook groups. At Landing, we celebrated students who met their goals and continued to nurture those informal interactions that occur during school dismissal. This helped create stability, routines, and joy for our Rocketeers even in a virtual setting.

In addition, we offered videos covering a range of topics (i.e. science, PE , cooking, robotics, dance, and more) sent to families that were recorded by our incredible teachers and teams, daily social-emotional lessons, regular calls and personal check-ins for each family (3-4x/ week), small group online interventions or social skills groups for some of our Rocketeers.

For our relatively small number of families who were not able to consistently access distance learning online, we provided instructional work packets and worked with them to find solutions so that they can access online distance learning content.

We reached out to parents daily through our CareCorps survey, which was used to identify any immediate needs to support their student's educational progress or to support their family in any other ways, and then connected families with appropriate school and local resources. We had designated CareCorps staff who were focused on meeting the needs of students and families that surfaced through surveys and referrals. They worked one on one with families to problem solve and to connect them with needed resources (e.g., local food banks, rent assistance, etc.)

While we needed to make adjustments, in order to effectively serve our students in a distance learning context, our core school instructional model--teacher-led, technology-supported approach to personalized learning that deeply engages parents in their student's success--remained the same, .

Personalized Learning.

We believe each Rocketeer has unique needs that can be met by matching each student with the right content at the right time utilizing the right instructional delivery method. Many of our students, particularly those in upper grades, arrive at Rocketship performing far below grade level and with a diverse set of academic and social-emotional needs that went unmet in their previous schools. We address gaps by coupling small-group instruction and interventions with repeated and purposeful instructional opportunities via online programs and tutoring.

Some of our online learning programs allow teachers to assign work in specific areas where they see a student struggling, while others are adaptive, allowing Rocketeers to work through relevant content at their own pace. The Learning Lab structure also enables tutors to select students to form narrowly focused intervention groups with similar learning needs. By providing multiple opportunities to achieve mastery, Rocketship's approach to personalized learning accelerates progress for Rocketeers who are far beyond grade level as well as those already performing above and beyond.

Rocketship's vision of culture includes developing critical student habits and adult skills through a Positive Behavioral Interventions and Supports (PBIS) framework that explicitly teaches students positive behaviors to replace negative ones and incentivizes habituation of positive behaviors. With specific social-emotional curriculum, our Rocketeers develop the ability to better identify and manage their feelings, and confront daily challenges--including those which stem from or have been made more acute by the recent COVID-19 crisis. This is an important part of our academic model as these skills underlie student success in learning and life.

Excellent Teachers and Leaders.

Transformational teachers and leaders are at the heart of our organization and fuel our success. A defining component of our teaching model is teacher specialization by content area. Specialization allows us to prepare and develop new teachers more effectively by focusing teachers' responsibilities and providing targeted professional development. Purposeful and personalized professional development is woven into teachers' everyday activities through targeted one-on-one coaching. Each Rocketship teacher receives more than 300 hours of professional development each year, which is comparable to at least 40 days of full-time development per year. The combination of teacher specialization and intensive professional development enables us to rapidly transform beginning teachers into highly skilled Educators.

We have structured staffing to allow school leaders to stay focused on instructional leadership. Each school leadership team in our Washington D.C. schools is composed of a principal, four assistant principals, one business operations manager, and one office manager. We have also built school wellness teams and programs to focus on the socio-emotional health of our staff and students. With key staff members directly responsible for instruction, parent engagement and school operations, Rocketship is able to effectively run large schools. The business operations manager oversees daily operations at our school sites and the office manager leads student recruitment and routine family communication, freeing up an average of 270 hours, or 34 days, for principals and assistant principals to devote to instructional coaching and management. In addition, these staffing levels enable a low teacher-to-coach ratio of six to one, making it possible for coaches to provide multiple touch points to each teacher every Week.

Given Rocketship's unique instructional model and culture, we find that the most effective school leaders are those who have a deep understanding of our mission, values and model. To this end, we have developed an internal leadership career path to move high-potential individuals from teacher to assistant principal to principal in order to sustain our expansion. We have invested in leadership training and individual coaching for rising principals with an emphasis on instructional coaching, data-driven instruction and adult leadership. We have evolved the scope of the assistant principal role to include management of teachers along with coaching. Assistant principals gain coaching and

management skills critical to effective instructional leadership with support from their grade level teams. Moreover, this skill building also further grows the leadership pipeline within a region as assistant principals are more rapidly and deeply developed in their preparation to open and manage subsequent Rocketship schools. This model increases principals' bandwidth to define the school's instructional vision and monitor progress across the school.

Our staff is our greatest asset, and we work hard to elevate and celebrate their work. We prioritize high achievement results for our students, and retaining high-performing teachers is important to achieving this goal. Some of the strategies that we have found to be particularly impactful to promote retention of quality talent include above-market compensation, targeted professional development, and varied pathways for career Advancement.

Engaged Parents.

A strong partnership between families and schools is essential to Rocketeers' success and to our ultimate goal of closing the achievement gap in our lifetime. Rocketship is deeply aware that a parent is a child's first teacher and lifelong advocate. We believe it is critical to partner with parents on their children's education and to engage them both within the school and in the community. This partnership begins the day families first learn about Rocketship's mission and work. It is fueled by a shared desire to provide all children with a high quality education that recognizes their unique needs while giving them the tools so that each and every one can excel.

This partnership is carefully cultivated by each member of the school team, as teachers visit families in their homes (virtually during the COVID-19 pandemic), principals listen to parents' hopes and concerns during parent coffees, and families and staff come together for conferences and events. Over time, parents develop a deeper understanding of their children's unique academic and socio-emotional needs and progress, and reinforce Rocketship's work at home. Teachers in turn develop a greater appreciation of students' backgrounds, and learn from the invaluable insights of parents, creating a continuous feedback and improvement loop between families and educators.

Rocketship teachers visit each family to build a relationship and create a learning partnership between families and teachers. Students, parents, and educators understand that they all share responsibility for Rocketeers reaching their individual learning goals. Teachers regularly communicate with families about student behavior so families can celebrate their demonstration of our core values and partner to address discipline challenges. Rocketship encourages families to complete at least 30 school partnership hours each year to strengthen the bond between the families and the school and assist teachers and staff with school operations.

Families are eager to be part of our community, viewing our schools as a place where they can learn from one another and develop deeper relationships with other parents. All

Rocketship schools have a team of parent leaders who help plan various school-wide activities, lead community meetings, and assist in the teacher and leader interview process. Rocketship also encourages all families to attend school community events such as community meetings and exhibition nights. High participation demonstrates deep parent engagement and commitment to the schools, but this powerful partnership extends beyond the Rocketship walls. Once parents are engaged as critical partners in their children's education, they become lifelong supporters of their children's rights and needs in middle school and beyond. Parents gain the tools and space to come together and exercise the immense power of their collective voice. Together, they become their children's greatest advocates and drivers of transformational change.

II. School Performance

A. Performance and Progress

Rocketship has continued to meet its mission--propelling student achievement, developing exceptional educators, and partnering with parents who enable high-quality public schools to thrive in their community.

Propelling student achievement

During the 19-20 school year, our students demonstrated high levels of achievement on the interim tests completed, and even after we transitioned to distance learning, students continued to make strides, meaningfully engaging with their teachers and completing work online. Our Rocketship DC teachers also continued to utilize progress monitoring tools such as STEP, foundational literacy skills, math fluency skills, and special education goal attainment. We also consistently utilized our online learning programs and measures of individual progress for students. With the utilization of these adaptive online learning programs our teachers were able to see students' real-time progress, adjust individual support, and incentivize and recognize students making significant progress while providing additional support for students not making adequate progress.

Developing exceptional educators

Our teachers received regular training sessions during the 19-20 school year, as well as additional training to help them adapt to the distance learning environment. Our commitment to developing educators included over 100 hours of professional development sessions and teachers met at least once a week with a coach who could help them hone their teacher methods.

Partnering with parent advocates

Parents continue to be foundational to our community and our parent advocates have found ways to engage their children's classroom learning, as well as other causes that are important to the community. For example, our parent advocates led a campaign for better mental health resources in the community, spreading awareness and pushing for better services.

Unfortunately, due to the COVID-19 pandemic and subsequent distance learning from March through June of the 19-20 school year, we were not able to gather data that we have used in past years to track the growth of our students during the school year. While we remain dedicated to our students' achievement based on the PMF, we have no relevant data on the PMF goals to report for the 19-20 school year due to the PARCC assessment not being administered.

In the absence of strong performance data, we leaned on student engagement data

during the transition to virtual learning. First we ensured that our students had access to the academic tools that would enable their progress. We sent home 677 laptops during the week of March 13th to make sure that students would be able to access content online and subsequently provided hotspots to families that lacked other internet options. We set a goal to engage at least 80% of students each week in online learning, and our tracking indicates that we regularly exceeded this goal with over 80% of students engaging each week at both RISE and RLP.

B. Unique Accomplishments

In the wake of school closings as a result of the COVID-19 global pandemic, Rocketship moved quickly to mobilize resources for our families. Our families are especially vulnerable to the destabilizing impacts of the COVID-19 crisis. The vast majority of our families are classified as economically disadvantaged, with 75% classified as at-risk, and 25% of students experiencing homelessness. Many of our student guardians work in the service economy earning hourly wages with no paid time off or sick leave, and are particularly vulnerable to lost earnings if they cannot work. If our families are not able to meet basic needs, children can experience “toxic stress” which research has shown can derail student learning and delay child development.

During the week of March 13th, our staff moved quickly to send home chromebooks to students. Teachers then designed and implemented an engaging and effective Distance Learning Program, which we delivered with fidelity through the spring. Additionally, our outstanding lessons were made publicly available online via our Distance Learning Launchpad, accessible on the Rocketship website. We continued our core components of our instructional model immediately following the transition to virtual learning. We had our beginning of day launch, end of day landing, and small group personalized learning implemented immediately after launching our virtual programming.

To meet the evolving needs of our families, Rocketship DC launched CareCorps, a team of 11 staff dedicated to individual outreach to student guardians. This team launched a needs and wellness survey each Monday to assess the rapidly changing circumstances of our families and provided direct, individual follow-up to connect them to available resources to help them meet their basic needs. Through CareCorps, we were able to confirm what we already suspected: that our families were facing added financial distress as a direct result of the pandemic. We launched our Family Relief Fund, and in just 6 weeks, we raised \$40,000 to distribute critical funds to 80 of our most vulnerable families to help them meet their basic needs.

C. List of Donors

The following donors contributed \$500 or greater to Rocketship Public Schools DC during the 2019-20 school year.

Matthew Aaron
Justin Bakewell
J. Tyler Blue
Jim and Cynthia Butz
CityBridge Foundation
DC Education Equity Fund
The Norman and Ruth Rales Foundation
Leo and Bethann Horey
Ludwig Family Foundation
Marriott Foundation
Douglas and Deborah Nichols
Raymond and Despina Raven
Sam Rose
John and Rachel Rosenberg
Barry Rosenthal
Jolene and Stan Slotter

D. SY 2019-2020 Annual Report Campus Data Report

School Year (SY) 2019-20 Annual Report: Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source	Data Point
PCSB	LEA Name: Rocketship Education DC PCS
PCSB	Campus Name: Rocketship PCS - Legacy Prep
PCSB	Grades served: PK3--4

PCSB	Overall Audited Enrollment: 596
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Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	83	87	112	113	102	54	45	0	0
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	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
PCSB	Suspension Rate: 0.2%
PCSB	Expulsion Rate: 0.00%

PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 91.3%*
PCSB	<p>Average Daily Attendance:</p> <p>The SRA requires annual reports to include a school's average daily membership.</p> <p>To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment;</p> <p>(2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>
PCSB	Midyear Withdrawals: 2.5% (15 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 98.7%
PCSB (SY19-20)	College Acceptance Rate: Not Applicable

PCSB (SY19-20)	College Admission Test Score: Not Applicable
PCSB (SY19-20)	Graduation Rate: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 18%
School	Number of Teachers: 22 “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 teacher fellows.
School	Teacher Salary: 1. Average: \$68,380* 2. Range -- Minimum: \$56,000 Maximum: \$91,073 *Includes assistant teachers and tutors (as defined above)
School	Executive Compensation: \$312,000 \$267,540

	<p>\$234,737</p> <p>\$222,789</p> <p>\$196,473</p> <p>Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2019-20.</p>
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***Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE's SY19-20 Authoritative Attendance Qlik application as of August 2020. 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 3/13 in SY 2019-20, 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.

School Year (SY) 2019-20 Annual Report: Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source	Data Point
PCSB	LEA Name: Rocketship Education DC PCS
PCSB	Campus Name: Rocketship PCS - Rise Academy
PCSB	Grades served: PK3--5

PCSB	Overall Audited Enrollment: 710
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Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	76	77	111	116	102	94	77	57	0
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	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
PCSB	Suspension Rate: 2.1%
PCSB	Expulsion Rate: 0.00%

PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.04%
PCSB	In-Seat Attendance: 91.5%*
PCSB	<p>Average Daily Attendance:</p> <p>The SRA requires annual reports to include a school's average daily membership.</p> <p>To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment;</p> <p>(2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</p>
PCSB	Midyear Withdrawals: 3.7% (26 students)*
PCSB	Midyear Entries: 0.6% (4 students)*
PCSB	Promotion Rate (LEA): 98.7%
PCSB (SY18-19)	College Acceptance Rate: Not Applicable

PCSB (SY18-19)	College Admission Test Score: Not Applicable
PCSB (SY18-19)	Graduation Rate: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 24%
School	Number of Teachers: 25 “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 teacher fellows.
School	Teacher Salary: 1. Average: \$63,549* 2. Range -- Minimum: \$56,000 Maximum: \$76,500 *Includes assistant teachers and tutors (as defined above)
School	Executive Compensation: \$312,000 \$267,540

	\$234,737
	\$222,789
	\$196,473
	Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2019-20.

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE's SY19-20 Authoritative Attendance Qlik application as of August 2020. 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 3/13 in SY 2019-20, 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.

Appendix A - 2019-2020 Staff Roster

Name	Work Location	Responsibilities	Degree
Adeola Adegboyega-Panox	RISE	Assistant Principal	Master's
Leah Hassler	RISE	Assistant Principal	Master's
Brandon Werner	RISE	Assistant Principal	Master's
Sandra Archer	RISE	Assistant Principal	Master's
John McCormick, II	RISE	Assistant Principal	Master's
DuRay Stevens	RLP	Assistant Principal	Master's
Taylor Stern	RLP	Assistant Principal	Master's
Aaron Cardwell	RLP	Assistant Principal	Bachelor's
Jeanice Stewart	RLP	Assistant Principal	Master's
Darrion Willis	RISE	Assistant Teacher	Master's
Tera Bee	RISE	Assistant Teacher	Para Exam
Kristal White	RISE	Assistant Teacher	Associate's
Tanisha Robinson	RISE	Assistant Teacher	Para Exam
Victoria Evans	RISE	Assistant Teacher	Para Exam
Alyssia Greene	RISE	Assistant Teacher	Para Exam
Tanjanyca Fairley	RISE	Assistant Teacher	Para Exam
Shawniece Gaines	RLP	Assistant Teacher	Para Exam
Mariama Roe-Wills	RLP	Assistant Teacher	Para Exam
Jayde Peters	RLP	Assistant Teacher	Para Exam
Danielle Chase	RLP	Assistant Teacher	Para Exam
Roderick Pegram Jr	RLP	Assistant Teacher, SIP (Mod/Sev)	HS/GED
Lionel Daniels	RISE	Behavior Specialist	Bachelor's
Ashley Chester	RISE	Behavior Technician	Para Exam
D'Angelo Coates	RISE	Behavior Technician	Bachelor's
Nija Williams	RISE	Behavior Technician	Associate's
Rynel Henderson	RLP	Behavior Technician	Para Exam
Markee Mazyck	RLP	Behavior Technician	Bachelor's
Rasheed Irving	RLP	Behavior Technician	Associate's
D'Leon Barnett	RISE	Business Operations Manager	Master's
Cidney Brunson	RISE	Business Operations Manager	Master's
Justin La Luz	RLP	Business Operations Manager	Bachelor's
Devin Smith	RLP	Business Operations Manager	Master's
Hannah Sheen	RISE	Culture Specialist	Master's
Christopher Smith	RLP	Culture Specialist	Bachelor's

DAndre Battle	RISE	Education Specialist	Bachelor's
August Gardner	RLP	Education Specialist	Master's
Danielle Epps	RLP	Education Specialist	Bachelor's
David Murray	RISE	Education Specialist, Mild/Mod	Bachelor's
Hailey Nettles	RISE	Education Specialist, Mild/Mod	Bachelor's
Bianca Dempsey	RISE	Education Specialist, Mild/Mod	Bachelor's
Patrice Harrison	RISE	Education Specialist, Mild/Mod	Bachelor's
Deidra Fogarty	RLP	Education Specialist, Mild/Mod	Master's
Angelica Akers	RLP	Education Specialist, Mild/Mod	Master's
Krystina Hermes	RLP	Education Specialist, Mild/Mod	Master's
Mary Mazure	RLP	Education Specialist, Mild/Mod	Master's
WY-VETTE ROBINSON	RISE	Education Specialist, SIP/Mod Sev	Bachelor's
Perry Smith	RISE	Enrichment Center Coordinator	Bachelor's
Ledell Southerland	RISE	Enrichment Center Coordinator	HS/GED
Sylvia Parker	RISE	Enrichment Center Coordinator	Bachelor's
Ajzuri Harper	RISE	Enrichment Center Coordinator	Bachelor's
Steven Jenkins	RLP	Enrichment Center Coordinator	HS/GED
Davon Coachman	RLP	Enrichment Center Coordinator	HS/GED
Anthony Minor	RLP	Enrichment Center Coordinator	Associate's
Shawntay Kent	RISE	ISE/SPED Paraprofessional	Bachelor's
Rodney Farmer	RISE	ISE/SPED Paraprofessional	Bachelor's
Karone Williams	RISE	ISE/SPED Paraprofessional	HS/GED
Mikia Satchell	RISE	ISE/SPED Paraprofessional	HS/GED
robert holbrook	RISE	ISE/SPED Paraprofessional	Bachelor's
Brian Hilliard	RISE	ISE/SPED Paraprofessional	Para Exam
Robert Montgomery	RISE	ISE/SPED Paraprofessional	HS/GED
Rudy Fletcher	RLP	ISE/SPED Paraprofessional	HS/GED
Kiara Farmer	RLP	ISE/SPED Paraprofessional	HS/GED
Kevin Scott Jr	RLP	ISE/SPED Paraprofessional	Bachelor's
Shanta Montague	RLP	ISE/SPED Paraprofessional	Associate's
Shirell Bynum	RISE	Music Teacher	Bachelor's
Corey Lewis	RISE	Principal	Master's
Michael Rabin	RLP	Principal	Master's
Brooke Menard	RLP	School Counselor	Bachelors
Jasmine Burrell	RISE	School Social Worker	Master's
Shandra Stokes	RLP	Senior ISE/SPED Paraprofessional	Associate's
Jennifer McCatharn	RISE	Social Emotional Learning Specialist	Bachelor's
Sabrina Hernandez	RLP	Spanish Teacher	Bachelor's
Melissa Smith	RLP	Summer School Academy Teacher	Master's

Darren Phelps	RISE	Teacher	Doctorate
Anastashia Matta	RISE	Teacher	Bachelor's
Jolan Williams	RISE	Teacher	Master's
Myesha Harris	RISE	Teacher	Master's
DeMario Moore	RISE	Teacher	Bachelors
Amber Aragon-Autobee	RISE	Teacher	Bachelor's
Riah Williams	RISE	Teacher	Master's
Bianca Garcia	RISE	Teacher	Master's
Elijah Mobley	RLP	Teacher	Master's
Dakota Bailey	RLP	Teacher	Bachelor's
Tatisha McKay	RLP	Teacher	Master's
Chaka Davis	RISE	Teacher, Art	Bachelor's
kenyatta smith	RISE	Teacher, Art	Bachelor's
Shaina Booker	RLP	Teacher, Art	Bachelor's
Megan O'Leary	RISE	Teacher, Humanities	Master's
Kaitlyn Young	RISE	Teacher, Humanities	Bachelor's
Joseph Braswell	RISE	Teacher, Humanities	Bachelor's
christen borden	RISE	Teacher, Humanities	Master's
Kenice Griffin	RISE	Teacher, Humanities	Master's
Alexis Gaunt	RISE	Teacher, Humanities	Bachelor's
Mohamed Koroma	RISE	Teacher, Humanities	Master's
Elizabeth Pinede	RISE	Teacher, Humanities	Bachelor's
Britney Ayala	RISE	Teacher, Humanities	Bachelor's
Tiara Etheridge	RISE	Teacher, Humanities	Bachelor's
Tyrell Garner	RLP	Teacher, Humanities	Master's
Rebecca Ain	RLP	Teacher, Humanities	Masters
Bailey Jones	RLP	Teacher, Humanities	Bachelor's
Celia Daughtridge	RLP	Teacher, Humanities	Bachelor's
Alexis Bailey	RLP	Teacher, Humanities	Bachelor's
Toni Jones	RLP	Teacher, Humanities	Master's
Jennifer Lewis	RLP	Teacher, Humanities	Master's
Jasmine Carter	RISE	Teacher, Math/Science	Bachelor's
Christine Brown	RISE	Teacher, Math/Science	Bachelor's
Morgan Jones	RISE	Teacher, Math/Science	Bachelor's
Lakeisha Hicks	RISE	Teacher, Math/Science	Bachelor's
Frances Martinez	RISE	Teacher, Math/Science	Master's
Sherrie Void	RISE	Teacher, Math/Science	Bachelor's
Isaiah Mulligan	RLP	Teacher, Math/Science	Bachelor's
Joshua Jones	RLP	Teacher, Math/Science	Master's

Shedrenna Watson	RLP	Teacher, Math/Science	Bachelor's
Clarisse Salazar	RLP	Teacher, Math/Science	Bachelor's
Kelsie McGhie	RLP	Teacher, Math/Science	Bachelor's
Shayla Kimble	RLP	Teacher, Math/Science	Bachelor's
Tiyonna Crawford	RISE	Tutor	HS/GED
Alexus Green	RISE	Tutor	Para Exam
Ashanti Gregory	RISE	Tutor	HS/GED
Eric Frazier	RISE	Tutor	HS/GED
Mila Williams	RLP	Tutor	Para Exam
Shaun Cromartie	RLP	Tutor	Para Exam
Nia Tolliver	RLP	Tutor	Bachelor's
Tamonie Villagram	RLP	Tutor	Associate's
Dionna Andrews	RLP	Tutor	HS/GED

Appendix B - 2019-2020 Board Roster

Name	DC Resident	Role on the Board
Joey Slotter	No	Board chair, committee member
Barry Rosenthal	Yes	Committee member
Jacque Patterson	Yes	Committee member
Justin Bakewell	No	Board treasurer, committee chair
Melissa Martin	Yes	Board secretary, committee chair
Matt Aaron	Yes	Committee member
Zakiya Reid	No	Committee member
Rena Johnson	No	Committee member
Simone Brown	Yes	Committee member, parent member
Keshia Battle	Yes	Parent member
Rose Waller	Yes	Committee member

Appendix C - Unaudited Year-End 2019-2020 Financial Statement

	DC Region			DC Region			DC Region		
	FY20 Actuals			FY20 Actuals			FY20 Actuals		
	Schools			NEST			Region		
	<u>Budget</u>	<u>Fcst</u>	<u>Var</u>	<u>Budget</u>	<u>Fcst</u>	<u>Var</u>	<u>Budget</u>	<u>Fcst</u>	<u>Var</u>
\$ (Thousands)									
Public Revenue	25,815	28,263	2,448	0	68	68	25,815	28,331	2,516
Internal Transfers	0	100	100	1,005	1,097	91	1,005	1,197	191
Philanthropy	350	679	329	0	160	160	350	839	489
Total Revenue	26,165	29,042	2,877	1,005	1,325	319	27,170	30,367	3,196
Compensation	8,766	9,614	(848)	1,188	982	206	9,954	10,596	(642)
Other	9,156	11,211	(2,055)	219	466	(247)	9,375	11,677	(2,302)
Lease Expense	4,407	4,386	21	0	0	0	4,407	4,386	21
Network Svc Fee	3,017	3,290	(273)	0	0	0	3,017	3,290	(273)
Total Expenses	25,346	28,501	(3,155)	1,407	1,448	(41)	26,753	29,949	(3,196)
Change in Net Assets (CINA)	819	541	(278)	(402)	(123)	278	417	418	0
CINA w/o Philanthropy	469	(138)	(607)	(402)	(283)	118	67	(421)	(489)

Appendix D - Approved 2020-2021 Budget

FY20-21 Budget			
	RISE	RLP	DC3
\$(Thousands)			
Revenues			
Federal Income	1,977	1,818	725
State Revenue Sources	13,983	13,028	3,723
Other Local Revenues	256	257	268
Internal Transfers	0	0	0
Grants and Fundraising	0	0	0
Total Revenues	16,216	15,104	4,717
Expense			
Certificated Salaries	2,435	2,405	647
Classified Salaries	2,084	2,011	721
Employee Benefits	875	840	265
Books and Supplies	406	427	395
Food Services	471	446	192
Services and Other Operating Expenses	4,157	3,818	1,880
Travel & Conferences	9	22	4
Dues and Insurance	18	17	5
Rental, Leases, & Repairs	1,977	2,779	1,489
Management Fee	2,186	1,619	644
Capital Outlay	0	0	0
Miscellaneous Expense	5	5	5
Total Expense	14,621	14,388	6,246
Net Income	1,595	716	(1,529)