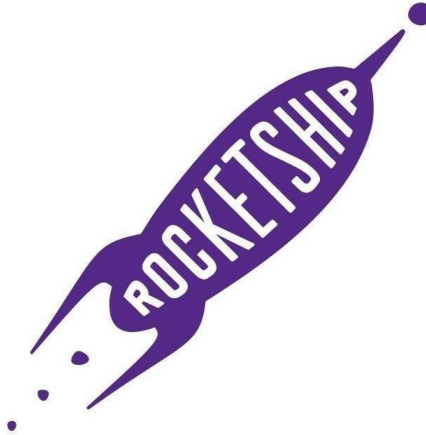


Annual Report on the 2020-2021 School Year



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

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

**Rocketship Infinity Community Prep
5450 3rd St NE
Washington, DC 20011
(202) 792-7100**

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 20-21 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. During the 19-20 school year, we launched our distance learning curriculum with thoughtful consideration to the impact of the pandemic on our students, families, and community. We placed a specific emphasis on the health and wellness of all stakeholders; we launched and continued to implement our CareCorps team, we elevated our virtual learning environment and content, and continued to ensure that we were serving 100% of our students equitably.

Distance Learning Approach.

Our 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.
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 Families.

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--propeling 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 20-21 school year, we celebrated student growth and progress, including mastering new skills in our online learning programs, engagement across classes, and deepening social and emotional skills. We also observed that our students were not learning as much in distance learning as they had in an in person environment and have gaps in their skills and understanding.

While the PARCC assessment was not administered, we did assess students using the NWEA MAP assessment at the beginning and the end of the school year. We set a goal of seeing 1.1 years of growth for each of our tested students in grades third through fifth. In ELA, 29% at Rocketship Rise met the growth goal and 27% at Rocketship Legacy Prep met the growth goal. In math, 14% at Rocketship Rise met the growth goal and 15% at Rocketship Legacy Prep met the growth goal.

(Rocketship Infinity Community Prep did not have any students in tested grades.)

These results are in stark contrast to what we've seen in previous years with our in person model. The data underscores how important the transition back to in person learning will be for our students, and we're using this data to plan for addressing learning gaps in the coming years.

The gaps we're seeing are also reflected in broader academic trends. According to studies by both McKinsey and NWEA, nationally student gains over the 20-21 school year were made at a lower rate and resulted in a significant amount of unfinished learning. The impacts were greatest for elementary students and historically disadvantaged students, meaning that our students are in the demographics most likely to see the largest negative impact.

Developing exceptional educators

Our teachers received regular training sessions during the 20-21 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. Monthly parent advocacy work with families across all three campuses allowed our schools to identify and respond to real-time concerns that our families faced on a daily basis.

B. Unique Accomplishments

The 20-21 school year was a year in which predictable structures and a return to normal program was not possible. Rocketship DC pivoted to ensure that we were providing the strongest possible support in a virtual environment while continuing to drive on our mission of ensuring that our Rocketeers were achieving at high levels academically. Rocketship DC was a leader in our social-emotional learning, parent ENGAGEMENT, and launching a new school community during the height of the COVID-19 pandemic.

Social-Emotional Learning has long been embedded in our approach to instruction, as we recognize the need for trauma-informed teaching practices to meet the needs of our students. But this past year has underscored the need for SEL to expand beyond teaching students to manage their emotions and relationships as individuals. SEL can and should also be used to help students understand and respond to external issues in our larger society. As a result, our educators kicked off a new Social-Emotional Learning Working group, with the mission to engage, evaluate, enhance, and expand our SEL curriculum with a diverse group of school staff from different regions, schools, roles, and racial and ethnic identities. We pivoted our normal in-person cultural rituals to a virtual environment and continued to execute our school-wide launch daily. Our entire school community regularly came together, reflected on our progress and challenges, and regularly built strong connections through our school community.

Rocketship Infinity Community Prep not only launched a brand new school in a pandemic, but they are pace setters in ensuring their Rocketeers continue to be exposed to culturally relevant experiences. Whether it's hosting a virtual art show, dance recital, or celebrating diverse cultures during Launch, our RIC campus demonstrated what it means to be a part of a community, albeit a virtual one. The RIC staff embraced creative, bold ways to expose Rocketeers to new and diverse ideas and cultures.

Our parent satisfaction at all of three of our schools in Washington DC increased from the 19-20 school year with over 83% of parents expressing strong satisfaction and support. Our newest campus, Rocketship Infinity Community Prep, demonstrated one of the highest parent satisfaction scores in the entire Rocketship Public Schools network, a testament to the strong community building work that was done during the founding 20-21 school year. Over 80% of families reported that their children developed strong and lasting relationships with staff at our schools. Our schools also consistently offered monthly virtual community events that centered around culturally relevant content.

During the month of March, all three of our schools, Rocketship RISE Academy, Rocketship Legacy Prep, and Rocketship Infinity Community Prep, officially welcomed students back into our buildings in order to serve our students and families who need us most in-person. Our schools have focused on keeping our students safe, supported, and connected as they transition back to the classroom. Staff have engaged in innovative ways to build relationships with our Rocketeers as students returned to in-person learning. We will continue to center wellness so that all of the Rocketeers that we serve can reach their fullest potential.

C. List of Donors

The following donors contributed \$500 or greater to Rocketship Public Schools DC during the 2020-21 school year.

Justin Bakewell
 Morris and Gwendolyn Cafritz Foundation
 CityBridge Foundation
 Bethann and Leo Horey
 Michelle Hsu
 Douglas and Deborah Nichols
 The J. Willard and Alice S. Marriott Foundation
 Sam Rose
 Barry Rosenthal
 Truist Foundation
 Washington Area Community Investment Fund

D. SY 2020-2021 Annual Report Campus Data Report

School Year (SY) 2020-21 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Rocketship Education DC PCS
PCSB	Campus Name: Rocketship PCS - Infinity Community Prep
PCSB	Grades served: PK3--2
PCSB	Overall Audited Enrollment: 160

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	34	41	45	17	23	0	0	0	0
Grade	7	8	9	10	11	12	Alternative	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	<p>Total number of instructional days: 174</p> <p>Number of instructional days, not including holidays or professional development days, for the majority of the school.</p> <p>If your school has certain grades with different calendars, please note it.</p>
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*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY20-21 Charter Sector Attendance Qlik application as of August 2021. 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 2020-21, 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) 2020-21 Annual Report: Campus Data Report

Source	Data Point
PCSB	LEA Name: Rocketship Education DC PCS
PCSB	Campus Name: Rocketship PCS - Legacy Prep
PCSB	Grades served: PK3--5
PCSB	Overall Audited Enrollment: 679

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	74	85	114	107	102	101	54	42	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: 174 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 76.6%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 0.6% (4 students)*
PCSB	Midyear Entries: 0.1% (1 student)*
PCSB	Promotion Rate (LEA): 99.9%
PCSB (SY19-20)	Graduation Rate: Not Applicable

School (SY19-20)	College Acceptance Rate: Not Applicable
School (SY19-20)	College Admission Test Score: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 19%
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: Average: \$68,038 Range -- Minimum: \$56,000 Maximum: \$92,894
School	Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21. \$318,240 \$283,592 \$241,779 \$231,701 \$230,000

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY20-21 Charter Sector Attendance Qlik application as of August 2021. 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 2020-21, 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) 2020-21 Annual Report: Campus Data Report

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: 685

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	57	80	87	107	110	92	84	68	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: 174 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
PCSB	In-Seat Attendance: 75.8%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 1.2% (8 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 99.9%
PCSB (SY19-20)	Graduation Rate: Not Applicable

Appendix A - 2020-2021 Staff Roster

Name	Work Location	Responsibilities	Degree
Ana McCoy	RIC	Assistant Principal	Bachelor's
Princess Riddick	RIC	Assistant Teacher	Bachelor's
Skye Bougouneau	RIC	Assistant Teacher	Bachelor's
Cha'Dalena Hart	RIC	Assistant Teacher	Some College
Jasmine Tindley	RIC	Business Operations Manager	Bachelor's
Kelly Vergamini	RIC	Education Specialist	Master's
Kiana Jones	RIC	Lead Server	Some College
Rosana Casis-Jenkins	RIC	Office Assistant	High School/GED
Miriam Zuniga	RIC	Office Manager	Some College
Tyantia Beale	RIC	Operations Specialist	High School/GED
Angel McNeil	RIC	Principal	Master's
Lionel Daniels	RIC	Teacher	Bachelor's
Lana Hardy	RIC	Teacher	Bachelor's
Sabrina Hernandez	RIC	Teacher	Bachelor's
Malori Wyche	RIC	Teacher	Master's
Teresa Lampley	RIC	Teacher	Master's
Susan Adegboyega-Panox	RISE	Assistant Principal	Master's
Leah Hassler	RISE	Assistant Principal	Master's
Sandra Archer	RISE	Assistant Principal	Master's
Kristal White	RISE	Assistant Teacher	Associate's
Tanisha Robinson	RISE	Assistant Teacher	High School/GED
Alyssia Greene	RISE	Assistant Teacher	High School/GED
Tanjanyca Fairley	RISE	Assistant Teacher	High School/GED
Nija Williams	RISE	Behavior Technician	Associate's
Robert Holbrook	RISE	Behavior Technician	Bachelor's
Ashley Chester	RISE	Behavior Technician	High School/GED
Brian Hilliard	RISE	Behavior Technician	High School/GED
Cidney Brunson	RISE	Business Operations Manager	Master's
Nathaniel Giles III	RISE	Culture Specialist	Bachelor's

Kevin Blanks	RISE	Education Specialist	Bachelor's
Drey Battle	RISE	Education Specialist	Bachelor's
Hailey Nettles	RISE	Education Specialist	Bachelor's
Bianca Dempsey	RISE	Education Specialist	Bachelor's
Patrice Harrison	RISE	Education Specialist	Bachelor's
Wy-Vette Robinson	RISE	Education Specialist	Bachelor's
Breon Blount	RISE	Education Specialist	Bachelor's
Victoria Evans	RISE	Enrichment Center Coordinator	Bachelor's
Ledell Southerland	RISE	Enrichment Center Coordinator	High School/GED
Chanice Baptiste	RISE	ISE/SPED Paraprofessional	Bachelor's
Dashawanna Scott	RISE	ISE/SPED Paraprofessional	Bachelor's
Tera Bee	RISE	ISE/SPED Paraprofessional	High School/GED
Karone Williams	RISE	ISE/SPED Paraprofessional	High School/GED
Mikia Satchell	RISE	ISE/SPED Paraprofessional	High School/GED
Bianca Burton	RISE	ISE/SPED Paraprofessional	High School/GED
Angela Whiting	RISE	ISE/SPED Paraprofessional	High School/GED
Tamare Brown	RISE	ISE/SPED Paraprofessional	Some College
Kevin Robinson	RISE	Lead Operations Specialist	High School/GED
Larry Steele	RISE	Lead Server	High School/GED
Deitra Helm	RISE	Office Assistant	High School/GED
Asia Bell	RISE	Office Manager	Some College
Shakierah Wright	RISE	Operations Specialist	Bachelor's
Rachel Bennett	RISE	Operations Specialist	High School/GED
Wyatt Robinson	RISE	Operations Specialist	High School/GED
Sasha Whitehead	RISE	Operations Specialist	High School/GED
Earl Ward	RISE	Operations Specialist	High School/GED
Ronald Simmons jr	RISE	Operations Specialist	Some College
Corey Lewis	RISE	Principal	Master's
Bryanna Stoddard	RISE	School Social Worker	Master's
Aliyah Williams	RISE	Teacher	Bachelor's

Shirell Bynum	RISE	Teacher	Bachelor's
Sylvia Parker	RISE	Teacher	Bachelor's
Dimery Mowery	RISE	Teacher	Bachelor's
Amber Aragon-Autobee	RISE	Teacher	Bachelor's
Jasmine Carter	RISE	Teacher	Bachelor's
Christine Brown	RISE	Teacher	Bachelor's
Kaitlyn Young	RISE	Teacher	Bachelor's
Daryan Atkinson	RISE	Teacher	Bachelor's
Morgan Jones	RISE	Teacher	Bachelor's
Elizabeth Pinede	RISE	Teacher	Bachelor's
Britney Ayala	RISE	Teacher	Bachelor's
Tiara Etheridge	RISE	Teacher	Bachelor's
Lakeisha Hicks	RISE	Teacher	Bachelor's
Ajzuri Harper	RISE	Teacher	Bachelor's
Megan O'Leary	RISE	Teacher	Master's
Christen Borden	RISE	Teacher	Master's
Kenice Griffin	RISE	Teacher	Master's
Myesha Harris	RISE	Teacher	Master's
Riah Williams	RISE	Teacher	Master's
Sherrie Void	RISE	Tutor	Bachelor's
Alexus Green	RISE	Tutor	High School/GED
Ashanti Gregory	RISE	Tutor	High School/GED
Eric Frazier	RISE	Tutor	High School/GED
Darius Williams	RLP	Assistant Principal	Doctorate
DuRay Stevens	RLP	Assistant Principal	Master's
Taylor Stern	RLP	Assistant Principal	Master's
Amanda Tao	RLP	Assistant Teacher	Bachelor's
Travis Goldring	RLP	Assistant Teacher	Bachelor's
Natasha Craig	RLP	Assistant Teacher	High School/GED
Mario Bruno	RLP	Assistant Teacher	Some College
Sheena McDuffie	RLP	Assistant Teacher	Some College
Yanita Boayue	RLP	Behavior Support Specialist	Bachelor's
Markee Mazyck	RLP	Behavior Technician	Bachelor's
Roderick Pegram Jr	RLP	Behavior Technician	High School/GED
Justin La Luz	RLP	Business Operations Manager	Bachelor's

Christopher Smith	RLP	Culture Specialist	Bachelor's
Bailey Jones	RLP	Education Specialist	Bachelor's
Danielle Epps	RLP	Education Specialist	Bachelor's
Celia Daughtridge	RLP	Education Specialist	Bachelor's
Krysi Hermes	RLP	Education Specialist	Bachelor's
Angelica Akers	RLP	Education Specialist	Master's
Steven Jenkins	RLP	Enrichment Center Coordinator	High School/GED
Shandra Stokes	RLP	ISE/SPED Paraprofessional	Associate's
Kevin Scott Jr	RLP	ISE/SPED Paraprofessional	Bachelor's
Rudy Fletcher	RLP	ISE/SPED Paraprofessional	High School/GED
Kiara Farmer	RLP	ISE/SPED Paraprofessional	High School/GED
Reginald Steele	RLP	Lead Server	High School/GED
Samisha Taylor	RLP	Office Assistant	High School/GED
Andrea McLean	RLP	Office Manager	High School/GED
Jovon Gayden	RLP	Operations Specialist	Associate's
Jossmann Garcia	RLP	Operations Specialist	Bachelor's
Katrina Davin	RLP	Operations Specialist	High School/GED
Tabitha Smith	RLP	Operations Specialist	High School/GED
Kendra Durant	RLP	Operations Specialist	High School/GED
Jeanice Stewart	RLP	Principal	Master's
Denisha Hagan	RLP	School Counselor	Master's
Shaina Booker	RLP	Teacher	Bachelor's
Jeffery Epting	RLP	Teacher	Bachelor's
Tashara Hawkins	RLP	Teacher	Bachelor's
Isaiah Mulligan	RLP	Teacher	Bachelor's
Dakota Bailey	RLP	Teacher	Bachelor's
Shemeka Ivy	RLP	Teacher	Bachelor's
Jake Dyson	RLP	Teacher	Bachelor's
Alexis Bailey	RLP	Teacher	Bachelor's
Alexis Gaunt	RLP	Teacher	Bachelor's
Belinda Lacombe	RLP	Teacher	Bachelor's
Jarod Renford	RLP	Teacher	Bachelor's
Desiree Rios	RLP	Teacher	Bachelor's

Leah Lytle	RLP	Teacher	Bachelor's
Clarisse Salazar	RLP	Teacher	Bachelor's
Kelsie McGhie	RLP	Teacher	Bachelor's
Shayla Kimble	RLP	Teacher	Bachelor's
Joshua Jones	RLP	Teacher	Master's
Christina Offor	RLP	Teacher	Master's
Jenn Lewis	RLP	Teacher	Master's
Nia Tolliver	RLP	Tutor	Bachelor's
Shawniece Gaines	RLP	Tutor	High School/GED
Mariama Roe-Wills	RLP	Tutor	High School/GED

Appendix B - 2020-2021 Board Roster

Name	DC Resident	Role on the Board
Joey Sloter	No	Board chair, committee member
Barry Rosenthal	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
Kamuzu Saunders	Yes	Committee member
Rahman Branch	Yes	Committee member
Rashida Tyler	Unknown	Committee member

Appendix C - Unaudited Year-End 2020-2021 Financial Statement

DC Region	FY21			FY21			FY21		
	Schools			NeST			Region		
(\$000)	Budget	Actuals	Var	Budget	Actuals	Var	Budget	Actuals	Var
Federal Income	4,786	3,953	(833)	0	0	0	4,786	3,953	(833)
State Revenue Sources	32,344	30,954	(1,390)	0	0	0	32,344	30,954	(1,390)
Other Local Revenues	781	205	(575)	0	0	0	781	205	(575)
Int Transfers	0	0	0	1,570	1,339	(231)	1,570	1,339	(231)
Grants and Fundraising	500	860	360	0	4	4	500	864	364
Revenues	38,411	35,972	(2,438)	1,570	1,343	(227)	39,981	37,316	(2,665)
Compensation	12,747	11,396	1,351	1,296	1,283	13	14,042	12,678	1,364
Non Compensation	13,772	12,527	1,246	230	301	(71)	14,002	12,827	1,175
Rent	5,966	7,158	(1,192)	0	2	(2)	5,966	7,160	(1,194)
Network Service Fee	4,711	4,018	693	0	0	0	4,711	4,018	693
Expense	37,196	35,098	2,098	1,526	1,586	(60)	38,722	36,684	2,038
			0			0			0
CINA	1,215	875	(341)	44	(242)	(287)	1,259	632	(627)

Appendix D - Approved 2021-2022 Budget

(\$000s)	FY21-22 Budget		
	RISE	RLP	DC3
Federal Income	2,758	2,548	1,400
State Revenue Sources	14,151	14,122	5,050
Other Local Revenues	218	263	525
Internal Transfers	-	-	-
Grants and Fundraising	-	-	-
Total Revenues	17,127	16,933	6,975
Expense			
Certificated Salaries	2,768	2,579	1,218
Classified Salaries	2,465	2,427	908
Employee Benefits	1,070	1,012	423
Books and Supplies	779	829	428
Food Services	627	604	216
Services and Other Operating Expenses	4,412	4,698	2,113
Travel & Conferences	49	27	7
Dues and Insurance	22	19	6
Rental, Leases, & Repairs	2,004	1,920	3,724
Management Fee	2,044	1,951	759
Miscellaneous Expense	5	5	8
Total Expense	16,245	16,072	9,809
Net Income	882	861	-2,835