Our Reach

440,000+ Students
30,000+ Teachers
1,100+ Schools
Dear friends,

2020 was a year unlike any other for our organization, our schools, and our world. Last spring, when our nation’s schools closed—for the first time in our lifetimes—district and school leaders, teachers, and students were left to navigate extraordinary challenges. Those challenges proved to be inseparable from vast structural inequities in our country.

As a national nonprofit that partners with schools and districts serving more than 440,000 students, EL Education supported myriad local responses, as diverse as they were heroic. We convened leaders in communities of practice, and we rapidly adapted our literacy curriculum for remote teaching, making it available as a free resource that would be visited more than one million times. When educators began to plan for the 2020-2021 school year, they focused on what matters most: creating equitable learning environments; caring for students’ well-being; prioritizing relationships that foster agency and belonging; and equipping teachers with high-quality core curriculum. These priorities have been central elements of EL Education’s approach for nearly 30 years.

In this Annual Report, we highlight a few of these stories, as told by our partners, including, among others:

- **Dr. Yvette Stewart**, Director of Elementary Teaching and Learning for Hamilton County Schools in Tennessee, one of several districts that launched a major partnership with EL Education in 2020: “Literacy is the key that opens all the doors to opportunity.”

- **Patrick Finley**, Co-Principal of MELS, an EL Education Credentialed School in Queens, reflecting on the bedrock of relationships there: “Even before the pandemic, Crew was the lifeblood of our school, the foundation of our enduring success.”

- **Bill Haithcock**, Principal of Harborside Academy, an EL Education Credentialed School in Kenosha, Wisconsin, speaking about horrific racial violence that unfolded outside the school, “In a moment when I felt lost, the EL Education network was my lifeline.”

A year later, as most of our nation’s schools have returned to in-person learning, we have an unprecedented opportunity—and EL Education an even deeper commitment—to reimagine our education system for equity. That transformed system prepares all young people to thrive in school, at work, and in their communities, with the commitment and capacity to create a better, more just world—with race and family income having no predictive power with respect to these student outcomes.

Thank you for your partnership in realizing this vision.

Scott Hartl  
President & CEO

R. Bruce Rich  
Chair, Board of Directors
Literacy is the key that opens all the doors to opportunity. If you can read, then you can make decisions, be independent, and act to have the life you want. That’s exactly why implementing a high-quality curriculum is what matters most in the middle of a pandemic,” points out Dr. Yvette Stewart, Director of Elementary Teaching and Learning in Tennessee’s Hamilton County Schools that serves Chattanooga and surrounding rural areas. Hamilton County Schools is the fastest improving district in the state.

After the COVID-19 pandemic forced schools across the country to close their doors, school leaders faced a cascade of uncertainties about how to meet students’ needs—everything from food and shelter to internet access to best practices in remote teaching. In the face of uncertainties, leaders needed to make decisions that would help students weather the challenges of a shapeshifting crisis with an uncertain endpoint. To meet the moment, leaders in large public school districts—including those serving Des Moines, Iowa; Richmond, Virginia; Cleveland, Ohio; and Chattanooga, Tennessee—chose to prioritize their commitment to excellent student achievement by adopting EL Education’s research-informed Language Arts curriculum.
From the beginning, leaders of Hamilton County Schools have been staunch advocates for the curriculum’s transformative power. “When we first began our conversation with EL Education in 2019, we couldn’t have anticipated a pandemic,” Stewart says, “but now we say, ‘Don’t let a good pandemic go to waste.’ What’s always best for kids is a curriculum that maintains grade-level expectations and engages them in knowledge-rich texts, conversations, and writing.”

Implementing a new curriculum amidst transitions from remote to in-person to hybrid learning has been challenging, but fruitful. Hamilton County introduced the new curriculum to teachers with a virtual training led by EL Education coaches. “They helped teachers make solid instructional decisions based on data. As a team, we could do what no one teacher could have accomplished if all we’d done is hand them a curriculum,” says Stewart.

In a time of increasingly inequitable barriers to learning, Stewart and her colleagues are laser-focused on ensuring high-quality experiences for all students in a county with both racial and economic diversity (30 percent Black, 14 percent Hispanic, 54 percent White, and 38 percent eligible for free or reduced-price lunch).

Based on the first round of interim assessment data, Stewart is cautiously optimistic. “Our grade 3-5 data show that we’ve been able to maintain students’ learning progress despite the disruptions.” Social and emotional learning is integrated throughout EL Education’s curriculum and is designed to empower students to thrive in the face of challenges, whether they are related to gaining reading skills or life skills in a pandemic. Stewart notes that the district is streamlining services to marginalized students by “building coalitions between the district’s Equity Office, programming for social and emotional learning, and academic instruction.”

For the future, she says, “I’m going to keep being relentless until the numbers pan out and every child can read at grade level.”
"The one thing we know for sure is that literacy is the key that opens all the doors to opportunity. If you can read, then you can make decisions, be independent, and act to have the life you want."

Dr. Yvette Stewart
Director of Elementary Teaching and Learning
Hamilton County Schools
Hamilton County, TN
Our Commitment to Equity

EL Education partners with schools and districts who are committed in word and deed to high-quality education and equitable excellent outcomes for all students. By aligning on a shared vision focused on three dimensions of student achievement—mastery of knowledge and skills, character, and high-quality student work—we honor students’ full humanity.

We embrace a vision of education as a powerful engine for disrupting structural racism, and fulfilling our nation’s promise of equal opportunity for all.

Educational equity means that all children experience:

1. Instruction and assessment that challenge, engage, and empower learners
2. Access to standards-based, content-rich, culturally affirming curriculum
3. School culture that fosters positive identity, belonging, agency, and purpose
4. Explicit anti-racist discussion, practice, and action
In schools across the country, Black students attend class after watching another Black body meet a devastating fate. The words “I can’t breathe” replay in their minds as their teacher discusses their next assignment. The picture of a knee wrapped in a police uniform flashes before their eyes as they attend science lab. They picture their father, brothers, mother, and friends and think, “Will they be next... or will I?”

It’s an internal dialogue that is all too familiar to students of color. It’s one that was intensified for many as the coronavirus pandemic disproportionately ravaged Black, Latinx, and Indigenous communities.

In a year of racial reckoning, schools in the EL Education network from Rochester, New York to Kenosha, Wisconsin and Philadelphia, Pennsylvania worked together to create brave and safe spaces for their students and communities as racial injustices unfolded across the country and in their backyards.

On August 23, 2020, in Kenosha, Jacob Blake was shot in the back seven times by a police officer, leaving him severely injured and partially paralyzed. The shooting, and the unrest that followed, unfolded outside the doors of EL Education schools in the city.

“Within a day, partners from within the EL Education network and EL Education staff sent us letters and videos of support,” said Bill Haithcock, Principal of Harborside Academy, an EL Education Credentialed School in Kenosha. “School leaders from Minneapolis, who had faced a similar tragedy in their community, shared resources to help us tend to the well-being of students. In a moment when I felt lost as a leader, the EL Education network was my lifeline.”

“In a moment when I felt lost as a leader, the EL Education network was my lifeline.”
Bill Haithcock, Principal, Harborside Academy

“This moment of tragedy could have divided our school community,” said Rhonda Lopez, Principal of Wilson Elementary School in Kenosha. “With the support of our network, we were able to lean into restorative practices and bring healing to our community.”

When a similar tragedy shook Waukegan, Illinois just a few months later, the schools in Kenosha were able to “pay forward” the support that was given to them by sharing emotional care, experiences, and resources with the EL Education schools there.

In a difficult year for schools and communities across the country, the EL Education network meant more than ever.
In 2019, with the support of the John Templeton Foundation and Einhorn Collaborative, education researchers Sara Rimm-Kaufman and Celine Thompson from the University of Virginia and Lia Sandilos from Temple University partnered with EL Education on the Excellence in Character Education (ExCEL) study to address two questions:

1. Do students in EL Education schools develop stronger ethical character?
2. If so, what is happening differently in EL Education schools to create these outcomes?

After one year studying a group of EL Education middle schools and matched comparison schools, the researchers found:

**EL Education students have a greater sense of belonging**

**EL Education students have a greater sense of purpose**

**EL Education students are more likely to say that their teachers care about them**

Next year, the researchers will examine whether these strengths lead to development of ethical character in students, and if so, which EL Education practices help to promote these strengths.
Using Data to Support Students

In the spring of 2020, the leaders at Meadow Glen Middle School (MGMS), an EL Education Credentialed School in Lexington, South Carolina, were given 72 hours to come up with a plan for virtual learning. To meet the moment, they leaned into the EL Education Dimensions Data Platform, where they could track implementation and outcomes. “Using Dimensions, we were able to survey our kids really quickly. We were the first school in our district to identify students who didn’t have access to the internet,” said Dr. Bill Coon, founding Principal of MGMS and 2016 NASSP State Principal of the Year.

As virtual learning turned from days to weeks to months, Coon and his team used the student survey and classroom observation tools available through the platform to gather the information that test scores couldn’t show. “Using Dimensions allowed us to focus on the human side of our students. The feedback we got from them let us know that they needed more support to feel heard, particularly our students of color.”

Eight hundred miles north in Elgin, Illinois, Lezlie Fuhr, founding Principal and CEO of Elgin Math and Science Academy Charter School (EMSA), an EL Education school, was using Dimensions to send weekly surveys to students and their families to pinpoint their exact needs, whether it was access to food, technology, or one-on-one teacher support.

“Collecting data gives us the opportunity to level the playing field. We can quickly understand the needs of our students and families and respond with the right support,” said Fuhr.

“As the school toggled between in-person, hybrid, and virtual learning, the measurement tools in Dimensions provided a pathway to identify trends and respond to them. “We saw trends indicating students didn’t feel like they could share their ideas. We gave students the opportunity to play a part in making our school community what they want it to be.”

In a time when clarity is fleeting, data provided consistency and a clear path forward to meet the needs of all students.
“School isn’t all about the learning. It is also about advocacy, respect, intellect and curiosity, stewardship, along with social and psychological connection. This is what I think matters in schools: connection.”

Sarah
EL Education 2020 Virtual Summit Speaker
8th Grade Student, Metropolitan Expeditionary Learning School (MELS), a NYC Outward Bound School
Forest Hills, NY
hat matters most for students is joy,” says Kim Scher, 6th grade social studies teacher at Metropolitan Expeditionary Learning School (MELS), a NYC Outward Bound School in Forest Hills, NY. “In Crew, kids can feel safe and connect to other kids joyfully. It creates a space where they can process what’s happening in the world around them—the pandemic, the presidential election, or just feeling lonely a lot of the time.” For many students across the EL Education network, regular Crew meetings, where small groups of students “circle up” with their adult Crew leader, have provided the glue to hold students together through the challenges of 2020.

When schools pivoted to virtual instruction, many schools that partner with EL Education, including MELS, reinvented Crew in virtual classrooms. “Even before the pandemic, Crew was the lifeblood of our school, the foundation of our enduring success,” says MELS Co-Principal Patrick Finley. “When the pandemic hit, it was like building a new school all over again, so we began with the piece that is most vital: Crew.” Students’ trust in their Crew family has proven to be a compelling reason to show up. MELS maintained a 92 percent attendance rate in 2020. Students’ attendance is an indicator of the meaningful curriculum and engaging instruction MELS is known for, resulting in a 97 percent graduation rate and a 98 percent college acceptance rate.
Scher’s 6th grade Crew members agree that Crew has provided crucial support for both mental health and academic success during the pandemic.

“I think that coming to Crew has really helped me through remote learning because sometimes we might get overwhelmed with the situation we are going through and we can always open up about it in Crew. It’s a safe space where not only the teacher listens to your experiences but where the Crew members also listen,” says one sixth grader.

“Crew is the glue,” says Co-Principal Damon McCord. “It’s not so much a place but a group of people who belong to each other and a consistent structure that supports students to develop a positive identity, agency, and purpose.”

Many Crew members have coped by helping others. Students in MELS teacher Lauren Kosasa’s Crew, for example, worked on service projects that included finding safe shelter for the homeless, advocating for a rent freeze for local families in danger of eviction, and working for safe conditions and the release of incarcerated members of their community.

Key to helping students to speak up and take care of others is to stoke their sense of belonging and group identity, says Scher. “These kids are 12 and stuck at home,” she says, “so their questions are often silly and surprising. One student asked other members of the Crew, ‘How do you start eating your cereal? Do you pour the milk first or the cereal?’” Ever since, in the spirit of fun and

“Even before the pandemic, Crew was the lifeblood of our school, the foundation of our enduring success.”

Patrick Finley, Co-Principal, MELS
creativity, students have shared all kinds of cereal variations. “It’s become an inside joke for our Crew that has spun into myriad proposals for a Crew name, based, of course, on cereal.”

The silly moments and the profound moments of empathy and service create a foundation for deeper sharing and support. In Scher’s Crew, the cereal antics recently made space for one student to bravely share news of a family tragedy, and for his Crewmates to affirm and support him. “The culture of my Crew is growing in a way that students can give more and more of themselves,” Scher says, “which means students are also fortified to be compassionate to others and resilient in the face of personal, local, and global challenges. That’s how we get through hard things together.”
"Teachers, encourage your lack students and others of color to join your classes. Do that not to bring the diversity you wish you had in your class, but because you are willin to embrace versatility within the four walls of your classroom. Do it because you know and understand that race gaps within your classes play a role in America’s systematic racism and, to my lack peers: Do not let invalidation be the reason why you are not aiming high, you are and can be just as great as everyone else."

Margarida
EL Education 2020 Virtual Summit Student Host
12th Grade Student, Casco Bay High School
Portland, ME
EL Education Flex Curriculum Launches

1 million views of the EL Education Flex Curriculum. In a matter of weeks, EL Education created the Flex Curriculum, which incorporated strategic digital resources and skills videos that ensured continued learning for all students whether at home or in school. In total, the EL Education website had 6.6 million visits in 2020.

Educators Unite for First Ever Virtual Summit

1,200 educators, researchers, experts, and students gathered virtually for What Matters Most: Moving Toward More Equitable Schools, joining forces to explore education equity during an unprecedented school year. Sponsors included LearnZillion and Open Up Resources, EL Education’s curriculum distribution partners.

“EL Education is no doubt in the business of improving education. We are so impressed with the level of service to our district.”

Dr. Yvette Stewart, Director of Elementary Teaching and Learning, Hamilton County Schools

Districts Across the Country Adopt the EL Education Language Arts Curriculum

4,300 educators from five districts attended virtual professional development during the summer of 2020 to learn how to effectively implement the EL Education K-8 Language Arts Curriculum. Grounded in joy, rigor, and participant engagement, 97 percent of participants rated the quality of the training as good or excellent.
Students Making the World Better

93,000 views of the "Make the World Better" music video. In addition to thousands of students supporting essential workers across the country, 34 students from 11 schools in seven states composed, rehearsed, and performed the music video while in physical isolation as a part of Better World Day 2020 to bring joy, give gratitude, and offer comfort during a time of crisis.

EL Education Provides Powerful Partnership

91 percent of EL Education partners were highly satisfied or satisfied with their school or district’s partnership with EL Education; 89 percent of EL Education partners strongly agreed or agreed that EL Education provides resources that support them in meeting their goals and achieving high levels of implementation.

We Are Crew Debut

38 videos and a suite of related free resources accompanied EL Education’s newest book, We Are Crew: A Teamwork Approach to School Culture. Co-authored by Ron Berger, Anne Vilen, and Libby Woodfin, We Are Crew provides the framework for building a school culture that fosters positive identity, belonging, agency, and purpose.

“A must-read for educators interested in the whole child, and in all children, and in the potential for schools to change lives.”

Angela Duckworth, Founder and CEO, Character Lab

Reopening Guidance Centers on Equity, Excellence, and Social-Emotional Learning

13,000 educators accessed EL Education’s Reopening Guidance to transform systems, centering the experiences of students and staff. These comprehensive, actionable recommendations and measures helped schools drill down to what matters most: equity, excellence, and emotional well-being, during crisis and beyond.
The hallmark of EL Education’s approach to reinventing school is an expanded definition of student achievement with three dimensions: student character, high-quality work, and mastery of knowledge and skills. The EL Education Credential represents a multi-year journey, demonstrating that joy and rigor can combine to engage youth in “getting smart to do good.”

In 2020, two schools received the EL Education Credential:

- **River Bluff High School**, a Lexington County school in South Carolina implementing the EL Education model since 2013.

- **Expeditionary Learning Middle School**, a Syracuse City school in New York implementing the EL Education model since 2008.

Forty-two schools across the country have attained the EL Education Credential. These schools provide a unique and transformative educational experience for their students.

### A Diverse Portfolio of Schools

- **Urban**
- **Suburban**
- **Rural**

- **District**
- **Charter**

- **Middle**
- **Elementary**

- **High School**
Partnerships with Schools and Districts

EL Education partners with innovative public schools and districts to transform teaching and learning and improve student outcomes across an expanded view of student success. Our partners pair our resources and practices with our expert professional development to achieve the greatest results for students and teachers.

A Diverse Student Population

440,000+ Students
- White........................................41%
- Latinx ....................................27%
- Black........................................24%
- Multi-Racial...............................4%
- Asian/ Pacific Islander ............3%
- Native American .....................2%

Students of Color ..........................59%

English Language Learners ...........12%

Free or Reduced Lunch ..............53%

Special Education ..................15%

Districts and Networks of Schools

EL Education partners with districts, charter management organizations, and nonprofit school networks in diverse communities. This list includes multi-year partnerships active in 2020.

Arizona
- Sunnyside Unified School District

California
- Aspire Public Schools
- Mount Pleasant Elementary School District
- Oakland Unified School District

Colorado
- Englewood Schools
- Garfield County School District 16
- Jefferson County Schools
- Roaring Fork Schools

Connecticut
- Windsor Locks Public Schools

Georgia
- City Schools of Decatur
- Pike County Schools

Illinois
- Academy for Urban School Leadership
- Dolton Riverdale School District 148
- Rock Island-Milan School District 41
- Silvis School District #34
- Waukegan Public School District #60

Indiana
- Michigan City Area Schools

Iowa
- Des Moines Public Schools

Kentucky
- Jefferson County Public Schools

Michigan
- Detroit Public Schools Community District

New York
- East Ramapo Central School District
- Kenmore-Town of Tonawanda Union Free School District
- NYC Outward Bound Schools
- Pine Bush Central School District
- Silver Creek CSD
- Westhill Central Schools

North Carolina
- Charlotte-Mecklenburg Schools
- Wake County Public School System

Ohio
- Cleveland Metropolitan School District
- Lancaster Public Schools

Pennsylvania
- Propel Charter School Network

Rhode Island
- North Providence School Department
- Westerly Public Schools

Tennessee
- Hamilton County Schools

Virginia
- Richmond City Public Schools

Wisconsin
- Eleva-Strum School District
Schools

EL Education partners with public schools, charter and district, to implement a powerful design for learning that transforms teaching, learning, and school culture. This list includes multi-year partnerships active in 2020. EL Education Credentialed Schools are highlighted in bold text.

**California**
Big Pine Unified School District
Big Pine
Conway Elementary School
Escondido
Grass Valley Charter School
Grass Valley
Lighthouse Community Charter School
Oakland
Lodestar Community Charter School
Oakland
Manor Elementary School
Fairfax
Melrose Leadership Academy
Oakland
Orange County Educational Arts Academy
Santa Ana
Rosemary Elementary School
Campbell
Sierra Academy of Expeditionary Learning
Nevada City
Sierra Expeditionary Learning School
Truckee
Vallejo Charter School
Vallejo
Ventura Charter School of Arts and Global Education
Ventura

**Colorado**
Adventure Elementary School
Denver
Annunciation Catholic School
Denver
Basalt Middle School
Basalt
Carbondale Middle School
Carbondale
Centennial Elementary School
Denver
Columbine Elementary School
Denver
Crystal River Elementary School
Carbondale
Downtown Denver Expeditionary Learning School
Denver
Dutch Creek Elementary School
Littleton
Escalante Middle School
Durango
Explore Elementary School
Thorton
Fox Creek Elementary School
Highlands Ranch
Glenwood Springs Elementary School
Glenwood Springs
Glenwood Springs Middle School
Glenwood Springs
Green Gables Elementary School
Lakewood
Joe Shoemaker Elementary School
Denver
Lake County Intermediate 3-6
Leadville
Lumber Elementary School
Edgewater
Mapleton Expeditionary School of the Arts
Thornton
North Routt Community Charter School
Clark
Park Elementary School
Durango
Pennington Elementary School
Weath Ridge
Pikes Peak School of Expeditionary Learning (PPSEL)
Falcon
Pine Lane Elementary School
Parker
Silverton School of Expeditionary Learning
Silverton
Sopris Elementary School
Glenwood Springs
St. Rose of Lima School
Denver
Stevens Elementary School
Wheat Ridge
Summit View Elementary School
Highlands Ranch
The Odyssey School of Denver
Denver
Tollgate Elementary School
Aurora
Trailside Academy
Denver
Villa Bella Expeditionary School
Pueblo
Welby Community School
Denver
Wellspring Catholic Academy of St. Bernadette
Lakewood
West Jefferson Elementary School
Conifer
West Park Elementary School
Leadville
William Smith High School
Aurora

**Delaware**
Kuumba Academy Charter School
Wilmington

**Georgia**
Amana Academy
Alpharetta
Amana West Academy
Alpharetta
Brighten Academy Charter School
Douglasville
Centennial Academy
Atlanta
Clairmont Elementary School
Atlanta
設備 School of Science and Technology
Atlanta
Michael R. Hollis Innovation Academy
Atlanta
Oakhurst Elementary School
Decatur
Talley Street Upper Elementary School
Decatur
Westchester Elementary School
Decatur
Winnona Park Elementary School
Decatur

**Idaho**
Anser Charter School
Garden City
Palouse Prairie Charter School
Moscow
Sunnyside Elementary School
Idaho Falls

**Illinois**
Dvorak Elementary School (AUSL)
Chicago
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"The things that matter the most are empowering students with the belief that they have the power to make a difference and making sure that students can see themselves in their learning and make meaningful connections to lessons."

Tawana Jordan
2020 Klingenstein Teacher Award Recipient
Teacher, Detroit Public Schools Community District
Detroit, MI
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† In memory of Greg Farrell, EL Education Founding President (1935-2020)
* In memory of Lee P. Klingenstein, EL Education Founding Chair (1927-2020)

The Stewards list recognizes contributions made Sept. 1, 2019, the start of our 2020 fiscal year, through Dec. 31, 2020.
Celebrating the Lives and Contributions of Greg Farrell and Lee Klingenstein

The EL Education community pays tribute to two founding luminaries, Greg Farrell, Founding President, and Lee Klingenstein, Founding Board Chair. Greg and Lee helped to guide and sustain EL Education over decades, seeding a vision of education that joins academic achievement and character development, and building a growing community of purpose-driven educators and supporters.

We are thankful for the vision, passion, and friendship of these two remarkable leaders, and we celebrate the lasting legacies of their inspiring lives of service.

“How many of us get the chance to involve ourselves deeply and perhaps even make a contribution to an organization that is capable of major change in a world?”

Lee Klingenstein (1927-2020)
Founding Board Chair, EL Education

“The idea is to put really important and difficult work together with great joy in doing it.”

Greg Farrell (1935-2020)
Founding President, EL Education

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Chief Knowledge Officer, Collaborative for Academic, Social, and Emotional Learning (CASEL)

David Yeager
Associate Professor of Psychology, University of Texas at Austin

Institutional affiliations listed for purposes of identification
Financials

Statement of Activities
For the Year Ended August 31, 2020

<table>
<thead>
<tr>
<th>Net Assets without Donor Restrictions</th>
<th>Net Assets with Donor Restrictions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue, support, and gains</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School, consulting, and product revenue</td>
<td>$ 19,224,085</td>
<td>$ 19,224,085</td>
</tr>
<tr>
<td>Contributions and grants</td>
<td>$ 1,499,550</td>
<td>$ 1,529,267</td>
</tr>
<tr>
<td>Net assets released from donor restrictions</td>
<td>$ 5,373,114</td>
<td>$ (5,373,114)</td>
</tr>
<tr>
<td>Other income</td>
<td>$ 116,428</td>
<td>$ 116,428</td>
</tr>
<tr>
<td>Investment income</td>
<td>$ 240,813</td>
<td>$ 240,813</td>
</tr>
<tr>
<td><strong>Total revenue, support, and gains</strong></td>
<td>$ 26,453,990</td>
<td>$ (3,843,847)</td>
</tr>
</tbody>
</table>

| **Expenses**                           |                                   |       |
| Program services                       | $ 17,952,931                       | $ 17,952,931 |
| General management and administration  | $ 4,083,838                        | $ 4,083,838 |
| Fundraising                            | $ 989,901                          | $ 989,901 |
| **Total expenses**                     | $ 23,026,670                       | $ 23,026,670 |

| **Change in net assets**               | $ 3,427,320                        | (3,843,847) |
| **Net assets, beginning of year**      | $ 8,051,449                        | $ 7,312,796 |
| **Net assets, end of year**            | $ 11,478,769                       | $ 3,468,949 |

All information from EL Education’s independent audit report for the 2020 fiscal year ending August 31, 2020.
Financial Sustainability

EL Education’s strong financial position reflects capable financial management and oversight, diversified sources of revenue, and a healthy balance sheet. Our financial sustainability is critically important to our ability to deliver high-quality programs and services to public schools and districts across the country.

2020 Sources of Revenue

- 73% School, consulting, and product revenue
- 26% Contributions and grants
- 1% Other income

2020 Allocation of Expenses

- 78% Program services
- 18% General management and administration
- 4% Fundraising

In 2020, EL Education received a forgivable Paycheck Protection Program (PPP) loan as provided under the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act.
"I love to learn and to help other people learn. Crew is important and we are not just classmates, we are a crew and a team. This is what matters most."

Amir
EL Education Student Ambassador
5th Grade Student, Two Rivers Public Charter School at 4th Street
Washington, DC
When students and teachers are engaged in work that is challenging, adventurous, and meaningful, learning and achievement flourish.

To create classrooms where teachers can fulfill their highest aspirations, and students achieve more than they think possible, becoming active contributors to building a better world.

We enable educators to unleash the genius of every student in three dimensions of achievement: mastery of knowledge and skills, character, and high-quality work, through EL Education’s professional development, K–8 Language Arts Curriculum, Core Practices, videos, books, and more.

Our approach reflects insights from the science of student success, which tells us that social, emotional, and academic development are deeply intertwined. We enable all students to thrive by partnering with schools to intentionally disrupt inequities at every level.