



# **E.L. Haynes Public Charter School**

## **Annual Report**

### **2019-2020**

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**Be Kind.**  
**Work Hard.**  
**Get Smart.**

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# SCHOOL DESCRIPTION

## ABOUT E.L. HAYNES

E.L. Haynes Public Charter School is an award-winning Pre-K3-12<sup>th</sup> grade school named for Dr. Euphemia Lofton Haynes, the first African-American woman to receive a doctorate in mathematics and a DC Public School teacher for nearly 50 years. Founded in 2004 E.L. Haynes has grown to serve 1,135 students across two campuses in the Petworth neighborhood of Washington, DC.

## MISSION

We are a learning community where every student – of every race, socioeconomic status, home language, and ability – prepares to thrive in college, career, and life. Together, we create a more just and kind world.

## OUR CORE VALUES

**SUCCEED TOGETHER:** We value every member of our community and treat each other with kindness and care. We build meaningful relationships with students, families, and each other. We achieve more through collaboration and teamwork.

**CHOOSE JOY:** We find, bring, and share joy in our work every day. We practice gratitude, celebrate wins, and offer praise,

**LEAD FOR EQUITY:** We challenge ourselves and each other to interrupt inequities and build equitable alternatives.

**ACHIEVE EXCELLENCE:** We deliver high quality work every day. We set ambitious goals, embrace challenges, and hold ourselves and each other to high standards.

**OWN OUR LEARNING:** We model a growth mindset for our students. We own our actions, mistakes, and learning. We continually look for ways to improve and produce high quality work.

## SCHOOL PROGRAM

E.L. Haynes' promises to provide every student with an outstanding education, every family with a welcoming and respectful environment, every teacher with a fulfilling and professional place to work, and every community member with a school in which they can take pride.

## CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

The curriculum at E.L. Haynes is founded on the belief that in an environment with excellent teaching, high expectations, and a strong partnership with families, every student can reach high levels of academic achievement. The school expects students to:

- Meet rigorous expectations for teaching and learning;
- Produce authentic, interesting work;
- Actively engage with real-life problems and questions;
- Become passionate and skillful life-long readers and writers;
- Develop mathematical and scientific thinking, problem solving and inquiry skills; and
- Build strong interpersonal, communication, and collaborative skills.

**Differentiated Instruction:** E.L. Haynes is committed to intellectually engaging every student, every day. E.L. Haynes's curriculum, classrooms, and culture are designed to challenge each student to deepen his/her understanding of critical concepts and skills. Differentiation may include the following strategies:

- Small group teaching/individual conferences – After teaching a mini-lesson on a critical concept or skill, teachers meet with individuals or small groups, customizing instruction to meet the needs of each student.
- Daily Assessment – Teachers use daily assessments to monitor student understanding. This feedback allows the teachers to make instructional decisions that support each student. These daily checks for understanding include “do nows” and “exit tickets.”
- Probing Questions – During instruction, teachers challenge students to think critically and to demonstrate understanding by asking questions that help students explore their understanding.
- Multiple Approaches – Teachers present concepts and skills in multiple ways (including visually, orally, kinesthetically) to meet the needs of students with different learning styles.
- Choice – Teachers regularly provide students with choice so that they can read, write, and problem solve in ways that appeal to their interests and abilities.

**Curriculum Aligned to Common Core:** Teachers use the Common Core State Standards (CCSS) as the foundation to unit and lesson planning, the creation of learning tasks, and the choice of curricular resources. Using the methods of module internalization and backward planning, teachers plan tasks and assignments for students after investigating and understanding the rigor that is presented within the standard. Teachers build objectives based their analysis of the CCSS. In addition, curricula in ELA and math is chosen and adopted based on its alignment to the instructional shifts of the CCSS as recommended by top researchers in the field.

**Ongoing Assessment:** At E.L. Haynes, we assess at all grade levels in a variety of ways throughout the year. The goal of assessment is two-fold: to give the teacher(s) information about what a student does and does not know to inform instruction; and to give the school and stakeholders information about the effectiveness of the program.

Assessment is critical to ensuring that every E.L. Haynes student succeeds academically. E.L. Haynes administers a variety of assessments including observations, student conferences, unit assessments, quizzes, performance tasks, portfolios, diagnostic assessments, benchmark assessments, and the District of Columbia’s standardized assessment, called the Partnership for Assessment of Readiness for College and Careers (PARCC).

**Social Development:** The elementary campus uses Responsive Classroom,<sup>1</sup> which is an evidence-based approach to elementary school teaching that focuses on the strong link between academic success and social-emotional learning (SEL). Independent research found that the *Responsive Classroom* approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction. The program incorporates social learning into students’ daily program; embraces E.L. Haynes’ remarkable cultural, ethnic, socio-economic, and linguistic diversity; emphasizes the peaceful and fair resolution of conflicts; and highlights the critical need for parental partnership with the school.

The middle school and high school campuses use evidence-based *Developmental Designs*,<sup>2</sup> which has comprehensive practices to integrate social and academic learning. Independent research found that students’ attendance increased, their positive behavior became more frequent, their academic achievement was higher, and the school’s overall climate increased positively. The approach is designed to meet adolescents’ needs for autonomy, competence, relationship, and fun. Students genuinely enjoy school. They feel connected, heard, empowered, and safe, and academic engagement increases. The approach uses developmentally appropriate practices and content; builds

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<sup>1</sup> Materials posted on the Responsive Classroom website archived at: <http://www.responsiveclassroom.org>

<sup>2</sup> Materials posted on the Developmental Designs website archived at: <https://www.originsonline.org>

social-emotional skills; rigorously responds to rule-breaking; motivates students to achieve academically; intervenes with struggling students; creates inclusive learning communities; and builds a strong, healthy adult community. Similarly, all middle and high school faculty receive *Developmental Designs* training when they join the faculty.

**Literacy:** At the heart of E.L. Haynes' literacy model in grades K-8 is the implementation of Great Minds' Wit and Wisdom modules, which are fully aligned to the Common Core State Standards (CCSS). The modules combine rigorous, standards-aligned content with effective instructional practice. Students closely read complex texts, learn rich vocabulary, conduct research, complete performance tasks, and write frequently.

In addition to the Great Minds curriculum, all students in grades K-3 receive phonics instruction through the Foundations program. Interventions to support struggling readers include targeted small group instruction, i-Ready, and Double Dose Foundations (phonics) instruction at the elementary campus; Wilson Reading System, System 44, i-Ready, and Read 180 at the middle school campus; and System 44, Read 180, and Wilson Reading System at the high school campus.

At the high school, students have the following course of study:

- English 9
- English 10
- English 11
- English 12
- AP Literature and Composition
- AP Language and Composition

**Mathematics:** E.L. Haynes implements the Eureka Math curriculum in grades K-8, which aligns with the Common Core State Standards (CCSS) for mathematics. At all grades the Standards for Mathematical Practice are emphasized. These practices rest on important processes and proficiencies with long-standing importance in mathematics education (e.g., problem solving, conceptual understanding, procedural fluency).

In grades Pre-K through 5, the standards by domain include:

- Counting & Cardinality
- Operations and Algebraic Thinking
- Number & Operations – Base Ten
- Number & Operations – Fractions

- Measurement & Data
- Geometry

In grades 6 through 8, the standards by domain include:

- Number & Operations – Fractions
- Geometry
- Ratios & Proportional Relationships
- The Number System
- Expressions of Equations
- Functions
- Statistics & Probability

In grades 9 through 12, students have the following course of study:

- Algebra I
- Geometry
- Algebra II
- Pre-Calculus
- AP Calculus AB or Advanced Quantitative Reasoning

At every level, teachers use small groups and modify assignments to differentiate instruction for students who are working below or above grade level. The middle school campus offers Pre-Algebra to 7th grade students and Algebra I to 8th grade students. Interventions to support students struggling in math include i-Ready at the elementary and middle campuses, and ALEKS and Math 180 at the high school.

**Science:** The development of scientific thinking is an important goal at E.L. Haynes. Students in all grade levels study life, earth, and physical science throughout the year, developing both scientific content knowledge and an understanding of scientific processes and communication. The FOSS (Full Option Science System) science units are the basis for much of the science instruction in grades K-8. FOSS is an inquiry-based program that provides students with hands-on opportunities to engage in authentic scientific inquiry that requires increasingly complex cognitive skills. Each grade (K-8) addresses science standards through study of the FOSS science units. FOSS science is fully aligned with the Next Generation Science Standards in grades K-8. At the high school, students are offered a variety of science courses: Earth and Space Science, Chemistry, Biology, and Physics. Additionally, E.L. Haynes offers AP Biology and for high school students.

**Social Studies:** Students at E.L. Haynes learn grade level social studies content and concepts by reading and listening to texts on their level. Students are challenged to discuss, think, and write about important events, people, places, and ideas. Teachers give students background knowledge through direct instruction, using reference texts, primary documents, maps, atlases, etc. Social studies units are often integrated with literacy units. Students simultaneously gain skills in reading or writing about a particular genre and knowledge of a particular historical period or social studies topic. In grades 5-8, students use *History Alive!*<sup>3</sup>, which uses an inquiry-based approach with primary sources.

At the high school, students have the following course of study:

- World History
- U.S. History
- Government/AP Government
- Sociology
- DC History

**Arts:** E.L. Haynes arts programs seek to build creative expression and arts appreciation and to accommodate students' multiple learning styles. The arts program provides students with regular instruction in the performing and visual arts. At the elementary school, students are enrolled in dance, music, and art. At the middle school, students are enrolled in drama, music, and art. At the high school, students choose Painting, Drawing, AP Studio Art, Instrumental Music, or Vocal Instruction. The high school also has a choir and produces a musical. Teachers use the arts as a tool for helping children learn in a developmentally appropriate manner about social studies, literacy, science, and math.

**Health and Fitness:** Health promotion and wellness at E.L. Haynes is based on DC standards and in accordance with the Healthy Schools Act. Haynes students are expected to understand, explain, and apply concepts related to health promotion and disease prevention in order to achieve and maintain healthy lifestyles. E.L. Haynes students are able to access, interpret, evaluate, and communicate age-appropriate health information. E.L. Haynes students engage in activities using interpersonal communication skills that respect differences among people and demonstrate responsible personal and social behavior. Students are provided with regular opportunities for exercise and other healthy recreation. At the high school, students are required to take 1.5 credits of Physical Education/Health.

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<sup>3</sup> Materials for History Alive! are archived at: <https://www.teachtci.com/social-studies/middle-school-social-studies/>



**World Language Instruction:** In the middle and high school, students take World Language. Students in grade 6 and above have the opportunity to take Spanish language. At the high school, Spanish levels 1-4 and AP Spanish are offered. World language instruction focuses on speaking practice, development of vocabulary, and learning reading and writing skills. Teachers follow the Organic World Language approach. Students participate in age-appropriate activities and games in their world language classes. Introducing students to a second language also validates the linguistic experience of the school's students who speak other languages at home and reinforces our commitment to diversity. Students need two years of World Language to graduate from high school.

**Inclusion Program:** E.L. Haynes values diversity of all kinds. E.L. Haynes strongly believes that all students, including those with disabilities, can achieve at high levels. E.L. Haynes believes that all students benefit from the inclusion of students with disabilities in the general education classroom. Both research, and anecdotal experience, demonstrate that students with disabilities perform better with greater access to the general education curriculum and their non-disabled peers. Our special education program is designed to provide access to E.L. Haynes students with disabilities through Individualized Education Programs (IEPs) and 504 plans.

The E.L. Haynes Inclusion team is comprised of inclusion teachers, social workers, speech-language pathologists, occupational therapists, reading and math intervention teachers, and psychologists. These team members collaborate with general education teachers, English learner teachers, and each other to provide students with disabilities the necessary instructional environment, tools, and support to access the general education curriculum.

The inclusion program and team have two main priorities to:

- Identify students with disabilities through a rigorous and timely referral, evaluation, and eligibility process; and
- Provide excellent services to students with disabilities so that they may meet their IEP goals.

At E.L. Haynes, most students with disabilities receive all or the majority of their services within the general education setting through the collaborative efforts of therapists, inclusion teachers, and general education teachers. General and special educators share teaching responsibilities in the general education classroom in a variety of ways including, one teaching/one supporting, leading small groups, parallel teaching, alternative teaching, and team teaching. In addition, both teachers provide environmental and lesson-specific modifications and accommodations to support students' success throughout the day.

When it better meets a student's instructional needs, therapists and inclusion teachers work with students individually or in small groups outside of the general education classroom. This instruction may be alternative instruction in areas that are not addressed in the classroom, such as Wilson Language System instruction in reading and spelling, Read 180, Math 180, or System 44. This instruction may also be additional practice in skills that have been taught in class or previews of lessons to come.

E.L. Haynes also includes a Functional Academics, Social Skills and Transition (FAST) class for high school students who qualify and a Behavior Academics Social Enrichment (BASE) class and supports for middle and high school students who qualify.

To allow special education teachers to focus primarily on instruction, the Senior Director of Student Support Services and the Assistant Directors at each campus monitor the success of the inclusion program, facilitate cohesion in instruction, and assess school-wide professional development needs.

Multi-Tiered Systems of Support (MTSS): MTSS provides a framework for our school to use high quality, research-based instruction and intervention that is based on the academic and behavioral success of individual learners. We ground this approach in three tiers: universal support for all learners in the classroom, targeted prevention so some of our learners, and intensive individualized support to our students who need it.

**English Learning (EL) Program:** E.L. Haynes has developed its English Learning (EL) program to support the success of students who are culturally and linguistically diverse in the general education curriculum.

The purpose of the EL program is to:

- Develop the language and literacy skills of non-native English speakers; and to
- Ensure access to the general education curriculum for students who are still developing cognitive academic language proficiency.

The EL team achieves these goals through identification of students, direct instruction, consultation with general education teachers, professional development for staff, and participation in Academic and Social Student Support Team (AS3) and multi-disciplinary team (MDT) meetings. EL teachers monitor the progress of students' language and literacy acquisition quarterly by conducting assessments, making observations, and soliciting input from general education teachers. They prepare quarterly EL progress reports for families of students who receive services. In accordance with guidelines determined by the OSSE, E.L. Haynes uses annual ACCESS test scores to track the progress of students' language and literacy development over time.

**Year-Round Programs:** In order to ensure that every child at E.L. Haynes is academically and socially successful regardless of socioeconomic status, school readiness, race/ethnicity, home circumstance, or home language, E.L. Haynes adopted a year-round calendar with up to 1,000 additional hours of out-of-school time programming so that all of its students have access to consistent, comprehensive, high quality educational experiences throughout the year. E.L. Haynes' out-of-school time programming takes place both throughout the year (the Extended Day Program) and during quarterly breaks (Intersession). The Extended Day and Intersession Programs are embedded in the school's mission, goals, and design.

**Extended Day Program:** The Extended Day Program (EDP), which consists of a Before School and After School Program, is for students in grades Pre-K-8 and incorporates the philosophies and activities of the classroom, carrying them over into the before and after school hours. The Before School Program begins at 7:00 AM at the elementary school and 7:30 AM at the middle school and provides breakfast to students who arrive before 8 AM. The After School Program begins when the students are dismissed from their classes and ends at 6:00 PM. The program is offered Mondays through Fridays when school is in session and during summer Intersession. The program consists of an Afternoon Meeting with a greeting, initiative, and snack; time to play at our playground; "Quiet Time" for students to complete their homework; and, for younger students, "Choice Time" when they play educational games, read books, or draw pictures with friends and adults. Students in second grade and above participate in electives, including sports teams, newspaper, chess, and step club. E.L. Haynes partners with Springboard to run the EDP program at the elementary campus. At the high school, students stay after the academic day ends to meet with teachers during their office hours or participate in a variety of clubs and athletics offerings.

**Intersession:** E.L. Haynes offers Intersession programming for two weeks in October, one week in February, and three weeks across June and July. Taught by E.L. Haynes teachers, Urban Teacher residents, and EDP staff, twelve to fifteen students embark on week-long investigations involving classroom, community, and museum-based work. Students took advantage of Washington, DC resources such as the Smithsonian Institution, National Geographic Society, historic theaters and parks, among many others. Trips were coupled with learning from local experts brought in to speak with the students on whatever topic was being studied. All Intersession classes aligned to the school's academic standards and involved daily reading, writing, and math; used the framework of active pedagogy and learning expeditions; and shared their learning through a weekly newsletter and individual student progress reports written by the teacher.

At the high school, intersession may be used for enrichment (e.g., Civil Rights trip, community service abroad, internships). They are also a time when students who have fallen behind can receive

extra help and complete missing assignments. In the summer, opportunities for credit recovery are available, and incoming 9th graders participate in a Summer bridge program with advisory and coursework in English and Algebra I.

**Signature Learning:** In December, each grade at the elementary campus showcased the knowledge they gained through signature learning projects. Students from Pre-K3 to 4th grade conducted research on a different aspect of topic their grade selected and became experts. Students in Pre-K3 became experts on artists Pablo Picasso and Jackson Pollock. Students in grade 3 thoroughly investigated the life cycle of frogs. Second graders explored bridges, literal, and figurative. Families attended these evening showcases of learning.

At the middle school, students participated in National History Day and DC Science Fair, and their parents came to school to celebrate their achievement. The high school also participated in National History Day, with a number of participants moving to the city-wide competition. Students in all grades investigated significant real-life problems and questions. These topics are compelling and relevant to students and address issues important to the community or discipline at large. Both middle and high school students participate in the One World Education program, which partners with schools to improve research, argumentative writing, and presentation skills.

**Shared Leadership:** Leadership at E.L. Haynes is shared at every level. Students have a voice in determining classroom rules and choosing their activities through the use of *Responsive Classroom* at the elementary campus and through the use of Developmental Designs at the middle and high schools. Parents and teachers work together to advise the Chief Executive Officer and Principals on issues and priorities and have a voice through periodic cross-campus meetings, evening events, working groups, and meetings before and after school on specific topics, e.g. middle school, year-round programs, or homework. Lastly, the Board of Trustees works collaboratively with the Chief Executive Officer, Chief Academic Officer, and Principals to set policy and provide leadership for the school with the help of four parent board members.

**Professional Development:** Two of E.L. Haynes' core beliefs are that learning is a lifelong endeavor and that students succeed when teachers, administrators, and school staff are constantly learning themselves. E.L. Haynes provides high quality, ongoing, differentiated professional development to all staff members, and developed a professional learning community and culture of adult learning. E.L. Haynes provides a week-long orientation for new staff and a two-week-long Summer Institute, and during the school year, weekly professional development workshops for 2.5 hours for instructional staff, day-long professional development days, and numerous off-site professional development opportunities to build and hone skills so that every school professional worked toward

mastery of the skills and knowledge he or she needs to best fulfill the school's mission. Some of the professional development opportunities include *School Leader Lab for administrators and teacher leaders*, *Responsive Classroom*, *Developmental Designs*, *UnboundEd Standards Institute*, *CCSS aligned instruction through Instruction Partners*, and *Relay National Principals Academy*.

## **PARENT AND FAMILY ENGAGEMENT**

E.L. Haynes believes that families are integral to student success. E.L. Haynes values families of all backgrounds and looks forward to hearing, sharing, and understanding aspects of every family's experiences, languages, and culture in order to ensure student success.

Families are encouraged to be actively involved in their student's education at school and to think of themselves as full partners in their student's education. E.L. Haynes is committed to providing multiple opportunities throughout the school year for parents: (1) to learn about curricula, standards, and assessments; (2) to participate in their child's education and receive updates on his or her progress; and (3) to provide input about any needed improvements so we can reach our mission of preparing every one of our students for the college of their choice.

For all events and meetings, E.L. Haynes is committed to providing full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

**Supporting Student Academic Progress:** To support the academic success of all students, E.L. Haynes held a series of events and workshops to provide opportunities for teachers, parents, and caregivers to have meaningful dialogue, learn how to support their students in school, and gain clarity around student expectations and the school's curriculum.

- Parent-Teacher Conferences (3 times per year): Parent-Teacher-Student conferences offer a great chance to meet individually with teachers to learn more about the specifics of students' academic progress.
- Back to School Nights (Annual): Families meet teachers, view classrooms, ask questions, and learn about the exciting skills students will learn for the new school year.
- Home Visits (Annual): PK through grade 4 teachers meet students and families in their homes and gain rapport with the families prior to the first day of school in order to build relationships with families and students. In grades 1-4, 83% of families received home visits from their student's teacher.

- SPEL (Special Education and English Learner) Workshops (Annual): Parents are given tools to support their students at home. Parents are also given the opportunity to have a dialogue with special education EL staff.
- HS College Nights (Quarterly): High School parents are invited to meetings throughout the year to share information about the college application process, college financing and the financial aid process, and the college experience.

**Celebrating Student Work:** E.L. Haynes hosts regular activities to bring families and teachers together to celebrate student work.

- Learning Showcases (Twice a year): Students in grades PK-4 showcase their research and learning in these celebrations with family. Due to our school closure, we hosted one learning showcase for the elementary school in January 2020.
- All School Meetings (Weekly): Families are always welcome to attend All School Meetings every Friday at 8:45 for students in grades K-4. During school closure, we shifted to hosting our All School meetings virtually.
- Science Fair (Annual): An evening for middle school parents to experience their child's science fair project.
- Arts Showcases (Annual): The elementary school choir performs contemporary songs for families in the winter and spring. While the middle school plays a variety of musical instruments for their special guests and families in the fall and spring. E.L. Haynes hosts cross-campus celebrations for Black History Month and Hispanic Heritage Month featuring student performers from all three campuses.
- Promotion Ceremonies (Annual): E.L. Haynes celebrates students' promotion from elementary school to middle school (at the end of 4<sup>th</sup> grade) and middle school to high school (at the end of 8<sup>th</sup> grade). Due to our school closure and movement to virtual instruction, our promotion ceremonies were held virtually.
- Promise Roll (Bi-annual): The middle school celebrated nearly 100 scholars who earned a 3.0 or higher for two consecutive quarters. Due to our school closure, we only hosted one Promise Roll last school year.

**Strengthening Families:** To help parents and caregivers support the social and emotional growth of their children at home, E.L. Haynes provides a number of opportunities for parents and caregivers to learn more about child development, violence prevention, stress management, parenting, and other topics.

- College Savings Workshops (Annually): This workshop provides parents the opportunity to understand the special benefits for DC residents while educating families about the substantial cost of higher education.
- Health and Wellness Partnership (Ongoing): Thanks to a Community Schools partnership with Mary's Center, E.L. Haynes offers a variety of health and wellness services.
- Attendance Awards (Quarterly): E.L. Haynes emphasizes EVERY DAY, ON TIME for every student, and takes the time to celebrate students who have achieved perfect attendance or experienced strong improvement in attendance across each quarter and the year.

**Building Community:** To build family-school relationships, it is essential to create a welcoming environment that transcends culture and language.

- *Heritage Day Celebrations (Ongoing):* To create meaningful educational opportunities about world cultures through fostering connections to E.L. Haynes students' lives and studies. The Extended Day Program staff invites parents and relatives to school to share their knowledge of cultures studied through heritage celebrations.
- *Family Activities (Ongoing):* The elementary school regularly hosts play dates and game nights to keep families connected and engaged throughout the year.
- *Movie and Pajama Night (Quarterly):* The elementary school team provides families with an opportunity to connect with each other and watch a movie quarterly on Fridays.
- *Soccer Day (Annual):* Every fall, we host our annual Soccer Day, where our high school and middle school soccer teams host clinics and drills for students and community members. We have a BBQ, games and bounce houses, and resources for families.

## RESPONSE TO COVID-19 SCHOOL CLOSURES

During the first two weeks of the school closure, teachers and instructional staff created standards-aligned learning packets that were delivered to families via the school website and email. Learning packets were also available for pick-up at our Georgia Ave campus and a satellite location where school breakfast and school lunch were served. The learning packets contained instructional materials and learning tasks that were aligned to the current curriculum content and scope and sequence and tasks/activities that were aligned to the rigor of the Common Core State Standards.

Once it was determined that schools would remain closed for a period longer than two weeks, the school began the design of a system of virtual learning for all students. Teachers continued to create weekly learning packets that were available through the avenues described above. Simultaneously, we began to offer 12<sup>th</sup> grade students Chromebooks to ensure they had virtual access to their teachers

and curriculum, so they could seamlessly fulfill all graduation requirements. In addition, the school surveyed each family in order to determine whether families had access to a device at home for virtual learning. By mid-April, all students whose parents indicated that they did not have a computer or access to the internet at home were provided with a Chromebook and a Wi-Fi hotspot by E.L Haynes (as needed).

Once we were certain that all students had access to technology and the internet, we provided daily virtual classroom instruction to all students (PK-12) using our G-Suite set of platforms, including Google Meet, Google Classroom, and Google slides. Our teachers and related service providers all engaged with students during this time for virtual instruction. Each campus continued to support students social and emotional development weekly through virtual all school meetings, advisories, and grade-level meetings. We remained connected to families through CEO family forums, weekly family phone contacts, and campus-based family forums. We continued to hold our school-wide celebrations through virtual early childhood “stepping up” ceremonies, and virtual promotions for grades 4 and 8<sup>th</sup> grades, and a virtual high school graduation.

Recognizing that our traditional student progress measure could not be administered, we utilized the following measures to monitor student progress:

#### *Student Engagement*

- Weekly work submission
- Student attendance in virtual classrooms
- Student attendance at office hours
- Successful family/student phone contacts
- Virtual parent-teacher conferences in May and June

#### *Student Academic Progress*

- Weekly student work submission and completion
- Weekly teacher comments and feedback uploaded into Google Classroom
- Quarter 3 and 4 grades
- Logs of weekly phone calls to families into the Student Information System
- Quarter 3 and 4 GPAs
- Comments on IEP goals



# SCHOOL PERFORMANCE

## PERFORMANCE AND PROGRESS

In March 2018, E.L. Haynes elected to adopt the PCSB’s Performance Management Framework (PMF) as our goals for purposes of our 15-year charter renewal. On February 26, 2018, the PCSB voted to approve this shift. In accordance with our amended charter agreement, the results of the PMF will measure our progress against our goals and academic achievement expectations.

E.L. Haynes is fulfilling its mission. During the 2019-20 school year, E.L. Haynes served 1,136 students in PK through 12<sup>th</sup> grade, and continues to receive local and national recognition for achievement gains and its overall model program in fulfillment of its mission. The accomplishments include various activities that are part of the work to prepare students for college success. For more information on our achievements, review the *Unique Accomplishments* section of this report.

## 2020 PARCC RESULTS

Due to the school closures that resulted from the COVID-19 crisis, E.L. Haynes did not administer the 2020 PARCC Assessment and as a result we do not have student performance data to report on the state-wide assessment for the 2019-20 school year.

At E.L. Haynes, we use on a variety of qualitative and quantitative indicators, in addition to the state-wide assessments, to gauge our students’ learning experience and academic progress. Some of the highlights from the 2019-20 school year are included in our *Unique Accomplishments* section below.

## SCHOOL IMPROVEMENT PLAN UPDATE

In SY2017-18, E.L. Haynes was identified as a “Targeted Support School” under OSSE’s STAR Framework for performance of 19 students who identified as Multiple Race at our middle school campus and as a result was required to create a multi-year School Improvement Plan (SIP).

In response to the nature of the academic challenges uncovered by the analyses of our middle school’s performance, and key takeaways from E.L. Haynes Needs Assessment specific to middle school students who identified as Multiple Races, E.L. Haynes aligned the SIP to the four highest priority strategies focused on centralizing and strengthening our middle school academic program for all students. Below is a description of the four priority strategies and an update on the progress E.L. Haynes made in SY2019-20 toward its goals outlined in the SIP.

- **STRATEGY 1:** Fully transition EngageNY at the middle school in both math and reading to ensure students who identify as two or more races have equitable access to Common Core-aligned, high-quality curriculum (aligned to VISION2020 Priority: Implement rigorous, research-based, vertically aligned curriculum for all content areas, phased in over a four-year review cycle that touches every subject area)
  - **SY2019-20 Update: Strategy fully implemented**
  
- **STRATEGY 2:** Facilitate improved, intentional data cycles that include students reviewing benchmark results and receiving consistent feedback on their work, including regular data reviews of student performance by subgroup (aligned to VISION 2020 Priority: Monitor student performance to ensure high levels of mastery by building core educator skills in assessment as instruction)
  - **SY2019-20 Update: Strategy partially implemented.** Due to the school closures that resulted from COVID-19 in Spring 2020, E.L. Haynes had to adapt and shift it's supports for students and teachers to support the transition to a 100% virtual learning environment and our ability to collect and review student performance data was inhibited.

The profile of students who made up the Multiple Races subgroup at our middle school suggested the potential gaps in PARCC ELA performance may be linked to potential barriers with students' English language acquisition and fluency. As a result, we aligned the following strategies to: 1) Recommendations from our SPED and EL Capacity Review, and 2) the "Differentiate instruction to meet the needs of all learners by developing stronger systems for intervention and enrichment" priority from our strategic plan, VISION2020.

- **STRATEGY 3:** Provide instructional leaders, general education, and English Learner teachers at the middle school with comprehensive training on the Sheltered Instruction Observation Protocol (SIOP) Model to improve the quality of supports and services available for students identified as English learners (EL).
  - **SY2019-20 Update: Strategy fully implemented.**
  
- **STRATEGY 4:** Increase the number of English Learner teachers at the middle school (from 3.5 to 4 FTEs) to provide additional capacity to support students' English language acquisition and access to curriculum.
  - **SY2019-20 Update: Strategy fully implemented.**

## LESSONS LEARNED AND ACTIONS TAKEN

E.L. Haynes PCS has grown from serving 138 students in grades PK-2 to more than 1,100 students in grades PK -12 and the staff has learned many lessons along the way. While E.L. Haynes has seen some student performance growth over time and has often outperformed the state, we strive to do better.

In preparation for the sun-setting of E.L. Haynes strategic plan, VISION2020 in SY2019-20, E.L. Haynes began a new strategic planning process in spring 2019. The strategic planning process included a thorough review of E.L. Haynes historical academic performance data, school culture systems and routines, and internal talent and organizational development practices. E.L. Haynes intentionally used a deeply inclusive process to engage our broader 's community in the strategic planning process.

The final [2025 Strategic Plan](#) is based on the voices and perspectives of nearly 400 E.L. Haynes community members—including students, families, staff, and trustees who participated in interviews, joined focus groups, completed survey, and served on working groups to define E.L. Haynes' path forward. Through the strategic planning process E.L. Haynes:

- Refined its **mission** to reflected E.L. Haynes' commitment to being a diverse and inclusive community that holds all students to the same standard, preparing every student for college and also honor all postsecondary choices, and fighting for equity.
- Created a **new E.L. Haynes Graduate Profile** to serve as our north star for the skills and competencies E.L. Haynes graduates will posses as community members, learners, and leaders.
- Created a new set of **core values** that are the basis for how E.L. Haynes brings new staff into its community, support staff on a daily basis, and hold staff accountable.
- Identified a **theory of action and key strategic initiatives** in three major areas (i.e. Academics, Talent, and Organizational Development) that E.L. Haynes will use to guide its work over the next five years to drive student outcomes.

### REFLECTING ON SY2019-2020

In 2015-16, E.L. Haynes established a performance management process by which E.L. Haynes leaders and the Board of Trustees review data quarterly to assess progress toward the goals outlined in its previous strategic plan, and now its current 2025 Strategic Plan. In 2019-20, E.L. Haynes used a “dashboard” that was organized by six commitments (i.e. strategic priority area). Each of the commitments is outlined below with examples of the data sources used to set annual metrics and goals to assess our progress.

- **ACADEMICS: We deliver rigorous academic instruction daily and every student reaches high levels of academic achievement that prepares them for college.**
  - Data Sources reviewed included: Graduation rate, 9th grade on track, PARCC results, ACCESS results, SAT results, CLASS results, college acceptance, college enrollment, and college persistence
- **CULTURE: We empower students to be leaders, active community members, and responsible citizens.**
  - Data sources reviewed included: Attendance, suspension, community service, Insight Survey, and student surveys
- **FAMILY: We meaningfully engage families in their students' learning and the school community.**
  - Data sources reviewed included: TNTP Parent Survey results, participation in parent-teacher conferences and community events, and re-enrollment
- **EQUITY: We, staff and students, are leaders for equity and represent multiple, diverse perspectives at every level, in every classroom.**
  - Data sources reviewed included: GPA, attendance, suspension, re-enrollment, and staff survey data by subgroup
- **TALENT: We professionally challenge, intentionally develop, and value each member of our staff community.**
  - Data sources reviewed included: TNTP Insight Survey Results, DC Staffing Collaborative data, and staff survey data
- **OPERATIONS: We enable student and staff success through efficient and effective use of resources and systems.**
  - **Data sources reviewed included:** Budget, annual audits, staff surveys, enrollment, and fundraising

The annual metrics and goals are shared with the entire staff community at the beginning of each school year. The school regularly reviewed this information by continuing a system of performance management routines: regularly scheduled and structured conversations about progress between the Chief Executive Officer, Chief Academic Officer, and principals.

During these routines, which took place on a quarterly basis, school leaders reviewed progress, discussed and solved major challenges, and made decisions to drive the delivery of results. These routines also serve as the basis for the Chief Executive Officer's regular reporting to the board on performance against our strategic plan.

## UNIQUE ACCOMPLISHMENTS

Throughout SY2019-20, our Pre-K3-12<sup>th</sup> grade school community celebrated many exciting accomplishments.

- E.L. Haynes completed, approved, and launched a comprehensive five-year strategic plan to help guide our academic, talent, and organizational strategy through 2025.
- We welcomed our new Chief Academic Officer, Dr. Rikki Hunt Taylor, to the team.
- Following the COVID-19 building closures, our teams worked fast to distribute more than 200 laptops and 150 wifi hotspots to ensure that our students could successfully participate in virtual learning. At the end of the school year, we pledged to become a 1:1 school for the 2020-2021 school year.
- High School Teacher, Will Stafford, won the Presidential Award for Excellence in Mathematics and Science Teacher (PAEMST) for Washington, DC.
- Two of our middle school students competed in the Urban Debate League National Tournament, coming in 10<sup>th</sup> place out of 30 teams.
- Jaden Lee came in third place in the video category for the annual One World Challenge essay competition. Three of our sixth-grade students had the opportunity to compete at the city-wide One World Education competition (Spring of 2020).
- E.L. Haynes High School students performed well on Advanced Placement exams. 104 students sat for 163 exams, and earned 52 passing scores, including: English Language, English Literature, Spanish, Calculus, Government, Environmental Science, Biology, Physics, and Art. 100% of students who took the AP Spanish exam received passing scores and our first student received a passing score in Physics.
- At the end of the 2019-2020 school year, our 9<sup>th</sup> grade on-track rate was 100%.
- In the fall of 2019, E.L. Haynes celebrated our 15<sup>th</sup> Anniversary by hosting a large gala welcoming more than 400 guests, honoring our students and staff, and releasing our new video, [Bring Yourself to Haynes](#).

# LIST OF DONORS OF \$500+ IN SY2019-20

E.L. Haynes gratefully acknowledges the support of dedicated donors, whose generous contributions ensure high achievement for every E.L. Haynes student. The following individuals, foundations, corporations, and organizations supported E.L. Haynes with gifts of \$500 or more between July 1, 2019 and June 30, 2020:

## INDIVIDUAL DONORS

Philip and Elizabeth Ash	Jacquelyn Davis and Jordan Day	Ebony Lee	William Rawson
Zanda Baermann	William Day	Jeanie Lee	Ilene and Stephen Rosenthal
Elizabeth Beuley	Diane Edwards	Salo Levinas	Jessica Schroeder
David and Anna Bonelli	David and Debra Eichenbaum	Margaret and Terry Lenzner	Johnny Seikaly
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Katherine and David Bradley	Alison Friedman	Maura Marino	James and Sonia Shelton
Annette Brown	Vanessa Gonzalez	Danielle McCoy	Abigal Smith and Michael Zamore
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Joe and Nell Callahan	Norm and Catherine Greene	Ronnette Meyers	Emily Stoetzer and Will
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Anne Crowley and Michael Hall	Roy Jones, Jr.	Gaines Mimms	Brittany Wagner-Friel
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Mindi D'Angelo and Jeff Blackwell	David Jordan	Jennie Niles	Alwynne Wilbur
Edwin Darilek	Marianne Keler and Michael Kershow	Nicholas Niles	Kami Wilwol
Hilary Darilek	Stefan Kershow	Sarah Padre	Tammy and Todd Wincup
Richard Darilek	Lisa Landmeier	Alicia and BJ Pittman	Richard and Jeanie Witmer
Elissa and Tom Davidson	Curt and Anne Large	Gina Price	Beth and Fred Yochum

## FOUNDATIONS, ORGANIZATIONS, AND CORPORATIONS

A. James & Alice B. Clark Foundation	CityBridge Foundation, Inc.	Greater Washington Community Foundation	School Leader Lab
Ability Challenge	DC Equity Fund	JLAN Solutions	Share Fund
ACSI Translations	Diane and Michael Canney Foundation	LearnZillion	Sunset Hills Winery
Alliance Insurance Services, Inc	Dynamic Network Solutions	M&T Bank	The FIVE Network
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AppleTree Institute for Education Innovation	EmpowerK12	Morris and Gwendolyn Cafritz Foundation	The Richard E. and Nancy P. Marriott Foundation
Bank of America	EVERFI	NFP   The Meltzer Group	United Way of the National Capital Area
Bill and Melinda Gates Foundation	Forrester Construction	OSSE	Urban Teachers
Building Hope	Froman Family Fund	Parents Amplifying Voices in Education (PAVE)	
Capital Construction Group	Gartner	RSM US LLP	
	Geraldine Dodge Foundation		

# SCHOOL-LEVEL DATA REPORTS

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 below data for SY2019-20 represents the school year through March 13, 2020.

## ELEMENTARY SCHOOL (PK3-4)

Enrollment by Grade (Based on the 2018-19 OSSE Enrollment Audit)			
Overall	PK3	PK4	KG
348	44	47	48
1	2	3	4
54	51	53	51

STUDENT DATA POINTS	
Total # of Instructional Days	124 <sup>4</sup>
Suspension Rate	1.1%
Expulsion Rate	0%
Instructional Time Lost to Out-of-School Suspension Rate	0.01%
In-Seat Attendance	94.8%
Average Daily Attendance	-
Midyear Withdrawals	0.6%
Midyear Entries	0%
Promotion Rate	97.2%
College Acceptance Rate (SY2018-19)	N/A
College Admission Test Scores (SY2018-19)	N/A
Graduation Rates (SY2018-19)	N/A

<sup>4</sup> The number of instructional days is based on the number of instructional days leading up to the March 13, 2020 school closures in response to the COVID-19 pandemic. E.L. Haynes filed a waiver from the 180 instructional day requirement with OSSE on August 7, 2020.



## MIDDLE SCHOOL (5-8)

Enrollment by Grade (Based on the 2018-19 OSSE Enrollment Audit)				
Overall	5	6	7	8
352	50	100	100	102

STUDENT DATA POINTS	
Total # of Instructional Days	124
Suspension Rate	6.0%
Expulsion Rate	0%
Instructional Time Lost to Out-of-School Suspension Rate	0.14%
In-Seat Attendance	94.7%
Average Daily Attendance	-
Midyear Withdrawals	2.3%
Midyear Entries	0.0%
Promotion Rate (LEA)	97.2%
College Acceptance Rate (SY2018-19)	N/A
College Admission Test Scores (SY2018-19)	N/A
Graduation Rates (SY2018-19)	N/A

## HIGH SCHOOL (9-12)

Enrollment by Grade (Based on the 2018-19 OSSE Enrollment Audit)				
Overall	9	10	11	12
436	127	127	104	78

STUDENT DATA POINTS	
Total # of Instructional Days	124
Suspension Rate	5.0%
Expulsion Rate	0.23%
Instructional Time Lost to Out-of-School Suspension Rate	0.16%
In-Seat Attendance	89.9%
Average Daily Attendance	-
Midyear Withdrawals	3.2%
Midyear Entries	0.0%
Promotion Rate (LEA)	97.2%
College Acceptance Rate (SY2018-19)	100%
College Admission Test Scores (SY2018-19)	55.7%
Graduation Rates (SY2018-19)	86.6%

# APPENDICES

## APPENDIX A: SY2019-20 STAFF ROSTER AND STAFF DATA POINTS

E.L. Haynes is proud to have an exceptionally qualified staff. In 2019-2020, 100% of teachers had a Bachelor's Degree and 32% of teachers had a Master's Degree in education or a related field, over 60% of teachers had more than 5 years of teaching experience. The administrative team holds degrees from some the most prestigious colleges and universities in the country and advanced degrees in law and business.

Aishah Abdur-Rahman, Registrar  
Nicole Addison, Teacher  
Corderius Allen, Teacher  
Paula Almond, Teacher  
David Alvarez, Teacher  
Marvin Artiga, IT Help Desk Technician  
Daiana Badgett, Operations Coordinator  
Olivia Ball, Teacher  
Kaleb Banks, YRP Hourly staff  
Lynise Banks, ParaProfessional  
Karina Barba Rey, Receptionist  
Alexander Baron, Resident Assistant Principal  
Nicholas Barr, ParaProfessional  
Brent Bass, Director of Athletics  
Judith Bhatia, Teacher  
Joshua Biederman, Assistant Principal  
Raven Blache, Teacher  
DeAunna Blackwell, Teacher  
Megan Boemio, Teacher  
Eva Bollag, ParaProfessional  
Electra Bolotas, Teacher  
Myles Bradshaw, ParaProfessional  
Morgan Bradshaw, Teacher  
Jessie Brewster, Assistant Principal  
Je'Sika Brown, ParaProfessional  
Terrance Bullock, Security Officer  
John Burns, Teacher  
Benjamin Byrd, Teacher  
Keith Calix, Teacher  
Joseph Callahan, Sr Director of Development and Communications

Candace Lai-Fang, Teacher  
Emma Lattes, Teacher  
Khanh Le, Teacher  
Monique Lewis, Development Manager  
Kristine Li Puma, Pre-College and College Success Coordinator  
Andre Lindsey, Teacher  
Zenada Mahon, Principal  
Abigail Marco, Teacher  
Evelyn Marquez, Receptionist  
Deena Marshall, Director of ELL  
Sean Massey, Teacher  
Rohey Mbenga, Assistant Director of Student Support Service  
Holly McBride, Assistant Director of Student Support Service  
Gabriella Mercier, Teacher  
Daniel Mills, Teacher  
Samuel Miranda, Teacher  
April Mitchell, Teacher  
Manuela Monsalve, Talent Acquisition Manager  
Barrie Moorman, Alumni and College Counselor  
Rachel Narrow, Social Worker  
Ciarra Neal, Dean of Culture  
Thomascena Nelson, Instructional Aide  
Alan Newman, Teacher  
Emeka Nwigwe, ParaProfessional  
Thais Nysus, ParaProfessional  
Nioyonu Olutosin, Transition Coordinator  
Tatjana Palmer, YRP Hourly staff  
Isela Maria Paniagua, Food Service Coordinator

Amy Cannava, School Psychologist  
Alana Canterbury, Teacher  
Vanessa Carlo-Miranda, Chief Operating Officer  
Michelle Carter, ParaProfessional  
Tyrone Carter, Instructional Aide  
Gisela Castillo, Teacher  
David Chachere, Teacher  
Basil Chawkat, Director of Information Technology  
Ashleigh Clarke, Teacher  
Joy Clarke, Assistant Principal  
Davia Coke-McKay, Teacher  
Nathaniel Cole, Teacher  
Kathryn Collins, Teacher  
Maria Conner, Sr Director of Student Support Services  
Khalid Conteh, ParaProfessional  
Rasheed Copeland, Operations Coordinator  
Briette Cottom, Food Service Coordinator  
Gordon Craig, Teacher  
Candace Crawford, Director of College Counseling  
Michelle Crowder, Teacher  
Jamaal Crowder, Teacher  
Elsi Cruz, Operations Manager  
Regina D'Alessandro, Teacher  
Anna Darilek, Chief Executive Officer  
Quivianna Davis, Teacher  
Sara Dax, Teacher  
William Day, Teacher  
Aaron Deseraux, ParaProfessional  
Jennifer Dodson, Teacher  
Carmel Domond, Teacher  
Alison Drury, Teacher  
Sebastien Durand, Operations Manager  
Nicole Elick-Smith, Dean of Culture  
Jamal Encalade, YRP Site Manager  
Marla Fletcher, Teacher  
Shirley Fletcher, ParaProfessional  
Meredith Flynn, Speech Language Pathologist  
Carolyn Frezzell, Operations Manager  
Julelah Fuller, Teacher  
Mary Gafford, Security Officer  
Patrice Gardner, Instructional Aide  
Cyril William Gerald-Quinn, ParaProfessional  
Teresa Gomes, Teacher

Silvestre Paniagua, Facilities Coordinator  
Felix Renaldo Paniagua, Facilities Coordinator  
Aashish Parekh, Teacher  
Aide Peralta, Budget and Finance Coordinator  
Marcus Peterson, Teacher  
Lan-Anh Pham, Teacher  
Cyril Pickering, School Psychologist  
Hagar Pleasant-Bey, Assistant Principal  
Chantal Portillo, Teacher  
Juan Portillo Cruz, ParaProfessional  
Gwyneth Prater, School Psychologist  
Chad Quinn, Dean of Culture  
Gaberella Ramos, Teacher  
Alexia Ramos, Teacher  
Mekka Raqib, Student Engagement and Attendance Specialist  
Michelle Reid, Security Officer  
Gloria Reyes, Receptionist  
Diana Reyes, Operations Coordinator  
Rosenda Reyes, Food Service Coordinator  
Christopher Reynolds, ParaProfessional  
Joseph Robinson, Teacher  
Paul Robinson, Instructional Aide  
Maria Roldan-Vasquez, Teacher  
Cindi Roman, Instructional Aide  
Erin Rowsey, Director of Talent Management  
Jessica Rucker, Teacher  
Jonathan Rudasill, Teacher  
Hiddai Rudasill, Teacher  
Adriana Salcedo, Director of Student Wellness  
Jamie Sargent, Marketing and Development Manager  
Amber Schlick, Strategy and Policy Manager  
Ana Schwartz, Teacher  
Andrew Scroggins, Teacher  
Ty'ease Setepenra, Teacher  
Sabrina Shah, Speech Language Pathologist  
Sabrina Simms, Teacher  
Keylon Simpkins, Teacher  
Ebony Slaughter, Security Officer  
Anissa Smith, Teacher  
Dylan Smither, Teacher  
Stuart Smither Wulsin, Director of Student Information  
Crystal Snowden, Teacher

Enjoli Gonzalez, Assistant Principal  
Katie Grams, Teacher  
Zeleta Green, Teacher  
Giavanti Greenough, Teacher  
Alvin Greene, Instructional Aide  
Carla Grinnell, Teacher  
Brittany Grow, Teacher  
Jaime Guzman, Overflow Coordinator  
Claire Hall, Teacher  
Erica Hamilton, Assistant Director of Student Support Service  
Nathaniel Harris III, Teacher  
Hansford Harrison, Instructional Aide  
Douglass Harvey, Social Worker  
Fatma Hasan, Teacher  
Elizabeth Hennings, Occupational Therapist  
Briana Holmes, Teacher  
Julie Holt, Director of Special Education  
Rikki Hunt Taylor, Chief Academic Officer  
LaToya Hutchins, Teacher  
Claice Jackson, Teacher  
Samone Jackson, Child Care Subsidy Manager  
Delvin James, Teacher  
Pauletta Jernagin, Administrative Assistant  
John Johnson, Security Officer  
Dontae Johnson, Facilities Coordinator  
Aeriale Johnson, Teacher  
Teri Johnson Stokes, Social Worker  
Paulina Jones, Teacher  
Danielle Jones, Teacher  
Daniel Jordan, Teacher  
Christopher Kandik, Teacher  
Matan Karasov, Teacher  
Maritza Kemp, Teacher  
Richard Kenner, Assistant Principal  
Casey Kilburn, Teacher  
Allen Kramer, Director of Budget and Finance  
Rachel Kuprenas, Teacher

Andrew Somerville, College Counselor  
Zoe Spielvogel, Teacher  
Travis Springer, Teacher  
William Stafford, Teacher  
Shameka Stanford, Speech Language Pathologist  
Dana Stiles, Teacher  
Emily Stoetzer, Principal  
Elizabeth Marlatt Takacs, Teacher  
Jerrri Taylor, School Counselor  
Erika Thomas, Student Support Services Program Coordinator  
Micah Thomas, Teacher  
Florence Thomas, ParaProfessional  
Natasha Thompson, Teacher  
Kathy Toney-Greene, Instructional Aide  
Claire Tucker, Teacher  
Michelle Tyler, Instructional Aide  
Sarah Valverde, Assistant Principal  
Judith Vanze, Teacher  
Stephanie Vela, Teacher  
Alma Velasquez, Social Worker  
Alyssa Venditto, Teacher  
Erika Vivas, Receptionist  
Brittany Wagner Friel, Principal  
Larry Walker, Security Officer  
Chandaria Ward, Manager of Talent and Performance  
Franklin Wassmer, Education Technology & Systems Specialist  
Gregory Whitehead, Teacher  
Samaria Whitmire, ParaProfessional  
Marcus Wilson, Teacher  
David Winns Jr., ParaProfessional  
Luke Witchger, Benefits and Payroll Manager  
Abel Wondafrash, Teacher  
Rachel Woodson, YRP Hourly staff  
Yuliya Yeremenko, Teacher  
Kristin Yochum, Director of Operations  
Roberto Zapata, Teacher

<b>E.L. HAYNES FACULTY AND STAFF DATA POINTS</b>	
<b>Teacher Attrition Rate</b>	Elementary: 15% Middle: 10% High: 20%
<b>Number of Teachers</b>	127
<b>Teacher Salary</b>	Average: \$69,232 Minimum: \$55,000 Maximum: \$117,480

**EXECUTIVE COMPENSATION**

The salaries of the five most highly compensated individuals employed by E.L. Haynes in the 2019-2020 school year are below:

- Hilary Darilek, Chief Executive Officer- \$182,000
- Rikki Hunt Taylor, Chief Academic Officer- \$170, 000
- Vanessa Carlo-Miranda, Chief Operating Officer- \$161,500
- Brittany Wagner-Friel, Elementary School Principal- \$135,235
- Maria Conner, Senior Director of Student Support Services- \$132,450

**APPENDIX B: SY2019-20 E.L. HAYNES BOARD OF TRUSTEES**

<b>Board Member</b>	<b>DC Resident</b>	<b>Role on Board</b>	<b>Date of Appointments/ Date of Expiration</b>
Lisa Carlton	Yes	Vice Chair and Parent Trustee	July 2018/June 2021
Josh Edelman	Yes	Trustee	July 2017/June 2023
Norman Greene	Yes	Trustee	July 2017/June 2023
Michael Hall	Yes	Parent Trustee	July 2019 / June 2022
LeKisha Jordan	Yes	Parent Trustee	July 2019 / June 2022
Claudia Lujan	No	Trustee	March 2017/June 2021
Monique McDonough	Yes	Trustee	March 2015/June 2021
Danielle McCoy	No	Trustee	November 2014/June 2021
Roshelle Payes	Yes	Parent Trustee	July 2019/June 2022
Shivam Shah	Yes	Trustee	July 2017/June 2021
Karima Simmons	Yes	Trustee	June 2018/June 2021
Abigail Smith	Yes	Board Chair and Trustee	January 2015/June 2021
Eric Westendorf	Yes	Trustee	September 2015/June 2021
Tammy Wincup	No	Trustee	September 2013/June 2021

## APPENDIX C: E.L. HAYNES UNAUDITED YEAR-END SY2019-20 FINANCIAL STATEMENT

### Income Statement

EL Haynes

July 2019 through June 2020

Income Statement	Year-To-Date		
	Actual	Budget	Variance
Revenue			
State and Local Revenue	26,394,630	25,697,924	696,706
Federal Revenue	1,643,265	1,722,676	(79,412)
Private Grants and Donations	1,193,416	1,028,660	164,756
Earned Fees	(1,222,802)	79,410	(1,302,213)
Total Revenue	28,008,508	28,528,671	(520,163)
Expenses			
Salaries	14,487,944	14,623,638	135,694
Benefits and Taxes	3,114,241	3,655,140	540,900
Contracted Staff	1,376,767	1,041,227	(335,540)
Staff-Related Costs	288,347	233,639	(54,707)
Occupancy Service	1,225,789	1,787,836	562,047
Direct Student Expense	1,861,878	1,990,105	128,226
Office & Business Expense	1,893,634	2,020,751	127,117
Contingency	0	0	0
Total Expenses	24,248,600	25,352,336	1,103,736
Operating Income	3,759,908	3,176,335	583,573
Extraordinary Expenses			
Interest	1,348,196	1,340,565	(7,631)
Depreciation and Amortization	1,675,272	1,664,052	(11,220)
Total Extraordinary Expenses	3,023,468	3,004,617	(18,851)
Net Income	736,441	171,718	564,722
Cash Flow Statement			
Net Income	736,441	171,718	564,722
Cash Flow Adjustments			
Add Depreciation	1,556,299	1,797,513	(241,214)
Operating Fixed Assets	(333,536)	(246,177)	(87,359)
Buildings	(864,419)	(822,721)	(41,697)
Other Operating Activities	(512,239)	0	(512,239)
Per-Pupil Adjustments	0	0	(0)
Suspense	0	0	0
Facilities Project Adjustments	712,234	(753,163)	1,465,397
Total Cash Flow Adjustments	558,339	(24,549)	582,888
Change in Cash	1,294,780	147,170	1,147,610



## Balance Sheet

EL Haynes

As of June 30, 2020

Balance Sheet	6/30/2019	6/30/2020	
Assets	Last Year	Year End	Annual Change
Assets			
Current Assets			
Intercompany Transfers	35,388	2,652	(32,736)
Cash	8,273,055	9,567,835	1,294,780
Accounts Receivable	811,368	909,650	98,282
Other Current Assets	361,051	425,667	64,616
Total Current Assets	9,480,862	10,905,803	1,424,941
Noncurrent Assets			
Facilities, Net	32,111,263	31,569,390	(541,874)
Operating Fixed Assets, Net	1,048,671	1,232,200	183,530
Total Noncurrent Assets	33,159,934	32,801,590	(358,344)
Total Assets	42,640,796	43,707,393	1,066,598
Liabilities and Equity	Last Year	Year End	Annual Change
Liabilities and Equity			
Current Liabilities			
Other Current Liabilities	1,134,975	1,198,838	63,863
Accounts Payable	810,554	364,868	(445,686)
Accrued Salaries and Benefits	342,069	341,815	(254)
Total Current Liabilities	2,287,598	1,905,521	(382,077)
Equity			
Net Income	1,537,334	736,441	(800,893)
Unrestricted Net Assets	6,701,308	8,238,642	1,537,334
Total Equity	8,238,642	8,975,082	736,441
Long-Term Liabilities			
Senior Debt	32,520,310	31,733,187	(787,123)
Other Long-Term Liabilities	(405,754)	1,093,603	1,499,357
Total Long-Term Liabilities	32,114,556	32,826,790	712,234
Total Liabilities and Equity	42,640,796	43,707,393	1,066,598

**APPENDIX D: E.L. HAYNES APPROVED SY2019-20 BUDGET**

EL Haynes Budget Summary Comp			
Description	SY19-20	SY20-21	Difference
Students	1,136	1,135	-1
<b>Income Statement</b>			
<b>Revenue</b>			
04 · State and Local Revenue	25,697,924	26,071,234	373,310
05 · Federal Revenue	1,722,676	2,177,646	454,970
06 · Private Revenue	448,070	248,070	(200,000)
Financing Revenue	660,000	660,000	-
<b>Total Revenue</b>	<b>28,528,670</b>	<b>29,156,950</b>	<b>628,280</b>
<b>Operating Expense</b>			
07 · Staff-Related Expense	19,553,644	20,293,847	740,203
08 · Occupancy Expense	1,787,836	1,594,093	(193,743)
09 · Additional Expense	4,010,856	4,575,295	564,439
<b>Total Operating Expense</b>	<b>25,352,336</b>	<b>26,463,235</b>	<b>1,110,899</b>
<b>Net Operating Income</b>	<b>3,176,334</b>	<b>2,693,715</b>	<b>(482,619)</b>
<b>Interest, Depreciation</b>			
Interest	1,340,565	1,250,942	(89,623)
Depreciation	1,664,052	1,823,276	159,224
<b>Total Expenses</b>	<b>28,356,953</b>	<b>29,537,453</b>	<b>1,180,500</b>
<b>Net Income</b>	<b>171,717</b>	<b>(380,503)</b>	<b>(552,220)</b>
<b>Adjustments To Cash Flow</b>			
<b>Operating Activities</b>			
Net Income	171,717	(380,503)	(552,220)
Cash Flow Adjustments	(24,548)	431,909	456,457
<b>Net cash increase for year</b>	<b>147,169</b>	<b>51,406</b>	<b>(95,763)</b>