



# **E.L. Haynes Public Charter School Annual Report 2020-2021**

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**Work Hard.**  
**Get Smart.**

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|--|-----------|
| <b>SCHOOL DESCRIPTION</b>  | <b>3</b>  |
| <b>ABOUT E.L. HAYNES</b>   | <b>3</b>  |
| MISSION  | 3         |
| OUR CORE VALUES  | 3         |
| <b>SCHOOL PROGRAM</b>  | <b>4</b>  |
| CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH                             | 4         |
| PARENT AND FAMILY ENGAGEMENT   | 13        |
| <b>SCHOOL PERFORMANCE</b>  | <b>15</b> |
| PERFORMANCE AND PROGRESS   | 15        |
| <b>LESSONS LEARNED AND ACTIONS TAKEN</b>                                 | <b>16</b> |
| REFLECTING ON SY 2020-21   | 17        |
| <b>UNIQUE ACCOMPLISHMENTS</b>  | <b>19</b> |
| <b>LIST OF DONORS OF \$500+ IN SY 2020-21</b>                            | <b>21</b> |
| <b>SCHOOL-LEVEL DATA REPORTS</b>   | <b>23</b> |
| ELEMENTARY SCHOOL (PK3-4)  | 23        |
| MIDDLE SCHOOL (5-8)  | 24        |
| HIGH SCHOOL (9-12)   | 25        |
| <b>APPENDICES</b>  | <b>26</b> |
| APPENDIX A: SY2020-21 STAFF ROSTER AND STAFF DATA POINTS                 | 26        |
| APPENDIX B: SY2020-21 E.L. HAYNES BOARD OF TRUSTEES                      | 31        |
| APPENDIX C: E.L. HAYNES UNAUDITED YEAR-END SY2020-21 FINANCIAL STATEMENT | 32        |
| APPENDIX D: E.L. HAYNES APPROVED SY 2021-22 BUDGET                       | 34        |

# 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 more than 1,150 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

### CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

Our vision for instruction at E.L. Haynes is that our students are challenged with rigorous and relevant content in every classroom, every day. We anchor all of our work with students in trusting and loving relationships. We develop a comprehensive plan to ensure that we are meeting the needs of all learners that addresses their academic, social-emotional, physical, and creative needs.

We begin with a robust instructional program. Our curriculum is aligned with the Common Core State Standards for ELA and math, and has been reviewed to ensure that it is not only rigorous but also culturally relevant. When planning for instruction, our goal is to ensure that students engage not only with rigorous content, but to also complete learning tasks that allow students to engage with real-life problems and questions. Our students not only engage in daily lessons in core content courses, but also explore their interests in art, music, drama, and dance. In this unique year, we also included an expanded focus on social-emotional learning.

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 Instruction – 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.

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

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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 on their analysis of the CCSS. In addition, curricula in ELA and math are chosen and adopted based on their 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 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. Elementary school faculty receive *Responsive Classroom* training when they join the faculty

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 social-emotional skills; rigorously responds to rule-breaking; motivates students to achieve academically; intervenes with struggling

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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>

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 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 AP Physics 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.

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

- World History
- U.S. History
- Government/AP Government
- DC History
- Social Studies Electives

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, Printmaking, 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.

World Language Instruction: In 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 composed 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 middle and 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 for 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-tiered support (MTS) 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). In an effort to more closely align our calendars with other public schools during the health emergency and subsequent movement to distance learning, we temporarily shifted our calendar for SY20-21 to a more traditional model. W

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. 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. Due to distance learning, we did not offer in-person extended day programming for SY20- 21.

Intersession: E.L. Haynes generally offers Intersession programming for two weeks in October, one week in February, and three weeks across June and July. During 2020-21 year, due to a temporary shift in our calendar to more closely align with other public school calendars and to prepare for both hybrid and in-person instruction, we were only able to provide the three-week summer intersession program (Summer 2020 and 2021). Taught by E.L. Haynes teachers, Urban Teacher residents, and EDP staff, students embarked on week-long learning investigations involving in-class and

outdoor learning, and time for academic enrichment, community, and museum-based work. At the high school, intersession included opportunities for credit recovery, and incoming 9th graders participated in a Summer bridge program with advisory and coursework in English and Algebra I.

Signature Learning: Last year, due to school closures, we were not able to provide the signature learning experiences that we are often able to provide during in-person schooling. Both middle and high school students were able to participate virtually in the One World Education program, which partners with SchoolStop 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, teachers, and students 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 and one staff board member.

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 for all staff, 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 recent professional development opportunities include School Leader Lab for administrators and teacher leaders, Responsive Classroom, Developmental Designs, CCSS aligned instruction through Instruction Partners, UnboundEd Virtual Summit for leaders and teacher leaders, 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. During the unique 2020-2021 School Year, E.L. Haynes seamlessly transitioned our family engagement activities to a virtual environment, and supported families in accessing these opportunities.

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. During the 2020-2021 School Year, 65% of elementary school families, 76% of middle school families, and 83% of high school families participated in at least two student progress meetings.
- Back-to-School Nights (Annual): Families meet teachers, 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.

- 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.
- Ongoing Technical Support: E. L. Haynes hosted regular tech workshops and training for staff and families in order to ensure that access to and understanding of technology was not a barrier to student learning . Additionally, E.L. Haynes provided onsite tech support services to staff and students to quickly address technology equipment and software issues, as needed.

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

- All School Meetings (Weekly): Families are always welcome to attend All School Meetings every Friday at 8:45 for students in grades PK-4. During school closure, we shifted to hosting our All School meetings virtually.
- Cross-Campus Cultural Celebrations (Annual): E.L. Haynes hosted virtual 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. We hosted our high school graduation in-person at Audi Field, welcoming families and students to the outdoor event.

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 Planning 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.

Building Community and Inclusive Decision-Making: To build family-school relationships, it is essential to create a welcoming environment that transcends culture and language, and to engage families in the decision-making process.

- Quarterly Community Surveys (Quarterly): Throughout the 2020-2021 School Year, E.L. Haynes regularly surveyed members of our community (staff, students, and families) on critical issues. The results of the survey were instrumental to our decision-making throughout the unique school year.
- ROAR (Monthly): At our elementary School, our family community organization, ROAR, hosted monthly virtual meetings and social events to continue to connect with our families throughout the year.
- Family Activities (Ongoing): The elementary school regularly hosted in-person play dates beginning in December 2020 to keep students and families connected and engaged throughout the year. .

## 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 2020-20 school year, E.L. Haynes served 1,190 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.

## 2021 PARCC RESULTS

Due to the school closures that resulted from the COVID-19 crisis, E.L. Haynes did not administer the 2021 PARCC Assessment and as a result does not have student performance data to report on the state-wide assessment for the 2020-21 school year.

At E.L. Haynes, we use 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 2020-21 school year are included in our *Unique Accomplishments* section below.

## LESSONS LEARNED AND ACTIONS TAKEN

E.L. Haynes PCS has grown from serving 138 students in grades PK-2 to nearly 1,200 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 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 surveys, and served on working groups to define E.L. Haynes' path forward. Through the strategic planning process E.L. Haynes:

- Refined its mission to reflect 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 to honor all post-secondary 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 possess 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, supports staff on a daily basis, and holds 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 our work over the next five years to drive student outcomes.

The 2020-21 school year was the first year of implementation of our 2025 Strategic Plan.

## REFLECTING ON SY 2020-21

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 2020-21, E.L. Haynes used a “dashboard” that was organized by six key strategic priority areas that were aligned to our 2025 Strategic Plan and the unique priorities related to virtual learning. Each of the strategic priority areas is outlined below with examples of the data sources used to set annual metrics and goals to assess our progress.

- Virtual Learning Priorities: This section was added specifically for the 2020-21 school year to help E.L. Haynes assesses key elements of our virtual learning program and how well staff, student, and family needs were met during such a unique, and challenging school year.
  - *Data Sources reviewed included: Student and teacher relationships, online assignment submission rates, teacher feedback on support and coaching, family satisfaction with virtual programming, and student technology support*
- Mission and Graduate Profile: This section is designed to assess E.L. Haynes progress toward fulfilling its 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.”
  - *Data sources reviewed included: Graduation rate, 9th grade on track, GPA, college acceptance and enrollment*

- Academic Strategy: This section is designed to measure E.L. Haynes progress toward key academic outcomes for students aligned to the academic priorities outlined in our 2025 strategic plan.
  - *Data sources reviewed included: ELA and math i-Ready results, SAT, attendance, parent participation in student progress meetings, and re-enrollment*
- Race and Equity Strategy: This section is designed to help E.L. Haynes leaders better understand staff, student, and family perceptions of our race and equity work and our community's experiences across lines of difference.
  - *Data sources reviewed included: race and equity learning, inclusion, diverse input, identity, and variation in student attendance across racial and ethnic groups*
- Talent Strategy: This section is designed to help E.L. Haynes measure progress with implementation of key talent and HR strategies, and to help E.L. Haynes leaders better understand staff experience.
  - *Data sources reviewed included: early hiring and retention, staff support, core values, and access to resources and supplies*
- Organizational Development Strategy: This section is designed to help E.L. Haynes measure progress with implementation of key organizational development and health strategies.
  - *Data sources reviewed included: Student enrollment and re-enrollment in key grades, annual budget, fundraising, and perceptions of inclusive decision making among staff*

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 SY 2020-21, our Pre-K3-12<sup>th</sup> grade school community celebrated many exciting accomplishments.

- During the 2020-2021 School Year, E.L. Haynes completed the first year of our [new strategic plan](#) -- formally introducing our new mission, graduate profile, and core values to our community. Additionally, we focused our work in three critical strategic areas: academics, talent, and organizational development.
- Launched a newly designed organizational website, [elhaynes.org](http://elhaynes.org).
- As we continued adapting to keep our community safe during the COVID-19 pandemic, E.L. Haynes provided a laptop for every student, deploying more than 1,100 chromebooks and tablets, as well as wifi hotspots to ensure every student could learn virtually.
- Our high school graduation rate was 89.6% and more than 88% of members of the Class of 2021 were accepted to more than 75 schools, including first-time acceptances to Harvard University, West Chester University, Fisher College, and College of Mount St. Vincent, and others.
- Salutatorian Nate Haile received the Gates Scholarship and will attend Dartmouth College
- Valedictorian Wiliam Cortez was the first student in E.L. Haynes' history awarded the prestigious Stephen Joel Trachtenberg Scholarship, from George Washington University.
- The E.L. Haynes High School LULAC Council (League of United Latin American Citizens) won "Youth Council of The Year," and 11th grader Glendi Herrera won Youth Member of the Year at the annual DC LULAC convention.
- Middle school students [Fernanda Reyes](#) and [Rocio Cruz](#) demonstrated their skills in research, persuasive writing, and public speaking when they placed in the top three in the district-wide annual One World Education Competition.
- High School students in the English Literature, U.S. Literature, and Introduction to African American History courses participated in a poetry workshop with award-winning poet and writer Derrick Weston Brown. The workshop was made possible through a partnership with the PEN/Faulkner Foundation's Writers-in-Schools program.

- The Middle School relaunched the Student Government Association (SGA) to engage students with experiential leadership and learning opportunities. SGA's key goals are to educate civic engagement, create meaningful and impactful leadership opportunities, and provide students some agency in their learning experience.
- One of our SY20-21 Strategic Plan priorities was to increase inclusive decision-making processes. To engage our community, we deployed quarterly family, student, and staff engagement surveys with high response rates among all three groups. We then leveraged those insights in our critical decision-making, including our approach to returning to in-person learning.
- To build on inclusive decision-making processes and structures, we elected our first-ever instructional staff member to the Board of Trustees. Trustee Gaberalla Navidi Kasmai joined the E.L. Haynes community in 2017 and works with students as a Spanish teacher.
- To provide critical social experiences for our youngest learners, E.L. Haynes Elementary School launched in-person playgroups in December 2020, and hosted them throughout the school year. These sessions provided a stimulating environment for PK3 - Grade 4 students to socialize and play with their peers.
- In April 2021, we welcomed back some students for in-person learning. At our elementary school, selected students at each grade returned to participate in live instruction, and at our middle and high school, students participated in "LIONS" classrooms, where they participated in virtual instruction on-site.

## LIST OF DONORS OF \$500+ IN SY 2020-21

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, 2020 and June 30, 2021:

### INDIVIDUAL DONORS

|  |   |
|--|---|
| Abigail Smith and Michael Zamore       | Margaret Lenzner                        |
| Alan Meltzer                           | Mary Pat and Daniel Wilson              |
| Andrew and Julie Klingenstein          | Melissa Baker                           |
| Anna and David Bonelli                 | Michael Hall and Anne Crowley           |
| Annette Brown                          | Mindi D'Angelo and Jeff Blackwell       |
| Brian Maney and Barbara Stauffer       | Monique and Gregory McDonough           |
| Char Mollison                          | Nate Weisshaar                          |
| Danielle McCoy                         | Norm and Catherine Greene               |
| David Jordan                           | Peter Edelman and Marian Wright Edelman |
| Debra and David Eichenbaum             | Ramon Jacobson and Alwynne Wilbur       |
| Edwin Darilek and Anna-Louisa Yon      | Richard & Jeannie Witmer                |
| Eric Westendorf and Shoshana Rosenbaum | Richard and Jeannie Witmer              |
| Frances Dubrowski and David Buente     | Richard Darilek                         |
| Gina Price and Michael Kirshbaum       | Roy Jones                               |
| Hilary Darilek                         | Sarah Padre                             |
| Jeffrey Blackwell and Mindi DiAngelo   | Shivam and Raj Shah                     |
| Jennifer C. Niles                      | Stefan Kershow                          |
| Johnny Seikaly                         | Susan Crowley                           |
| Joseph and Nell Callahan               | Tammy and Todd Wincup                   |
| Joshua Michney                         | Tom Gibian                              |
| Julie Green and William Murray         | William and Ingrid Stafford             |
| Kevin and Haise Borgmann               | William Rawson                          |
| Lauren Baum                            |   |
| Lisa and Kevin Waller                  |   |

## **FOUNDATIONS, ORGANIZATIONS, AND CORPORATIONS**

ACSI Translations

Bank of America

Bill and Melinda Gates Foundation (Employee Matching Program)

Building Hope

Fannie Mae

Gartner

JLAN Solutions

JMA Solutions

Law Offices of Lauren E. Baum

LearnZillion

Mayor's Office of Out of School Time - Learn24

Morris and Gwendolyn Cafritz Foundation

NFP Meltzer

Office of the State Superintendent of Education (OSSE)

Rockefeller Family Foundation

Share Fund

The Geraldine R. Dodge Foundation

The Stebbins Fund

United Way of the National Capital Region

# SCHOOL-LEVEL DATA REPORTS

## ELEMENTARY SCHOOL (PK3-4)

| Enrollment by Grade (Based on the 2020-21 OSSE Enrollment Audit) |     |     |    |
|--|-----|-----|----|
| Overall  | PK3 | PK4 | KG |
| 350  | 48  | 43  | 52 |
| 1  | 2   | 3   | 4  |
| 51   | 53  | 49  | 54 |

| STUDENT DATA POINTS                                      |       |
|--|-------|
| Total # of Instructional Days                            | 181   |
| Suspension Rate  | 0%    |
| Expulsion Rate   | 0%    |
| Instructional Time Lost to Out-of-School Suspension Rate | 0%    |
| In-Seat Attendance                                       | 92.1% |
| Average Daily Attendance                                 | -     |
| Midyear Withdrawals                                      | 1.1%  |
| Midyear Entries  | 0%    |
| Promotion Rate   | 99.4% |
| College Acceptance Rate (SY2019-20)                      | N/A   |
| College Admission Test Scores (SY2019-20)                | N/A   |
| Graduation Rates (SY2019-20)                             | N/A   |

## MIDDLE SCHOOL (5-8)

| Enrollment by Grade (Based on the 2020-21 OSSE Enrollment Audit) |    |     |     |     |
|--|----|-----|-----|-----|
| Overall  | 5  | 6   | 7   | 8   |
| 386  | 57 | 108 | 116 | 105 |

| STUDENT DATA POINTS                                      |       |
|--|-------|
| Total # of Instructional Days                            | 181   |
| Suspension Rate  | 0%    |
| Expulsion Rate   | 0%    |
| Instructional Time Lost to Out-of-School Suspension Rate | 0%    |
| In-Seat Attendance                                       | 91.9% |
| Average Daily Attendance                                 | -     |
| Midyear Withdrawals                                      | 0.5%  |
| Midyear Entries  | 0.0%  |
| Promotion Rate (LEA)                                     | 99.4% |
| College Acceptance Rate (SY2019-20)                      | N/A   |
| College Admission Test Scores (SY2019-20)                | N/A   |
| Graduation Rates (SY2019-20)                             | N/A   |



## HIGH SCHOOL (9-12)

| Enrollment by Grade (Based on the 2020-21 OSSE Enrollment Audit) |     |     |     |     |
|--|-----|-----|-----|-----|
| Overall  | 9   | 10  | 11  | 12  |
| 454  | 130 | 119 | 102 | 103 |

| STUDENT DATA POINTS                                      |       |
|--|-------|
| Total # of Instructional Days                            | 181   |
| Suspension Rate  | 0%    |
| Expulsion Rate   | 0%    |
| Instructional Time Lost to Out-of-School Suspension Rate | 0%    |
| In-Seat Attendance                                       | 88.4% |
| Average Daily Attendance                                 | -     |
| Midyear Withdrawals                                      | 1.1%  |
| Midyear Entries  | 0.2%  |
| Promotion Rate (LEA)                                     | 99.4% |
| College Acceptance Rate (SY2019-20)                      | 95%   |
| College Admission Test Scores (SY2019-20) <sup>3</sup>   | 61%   |
| Graduation Rates (SY2019-20)                             | 90.7% |

<sup>3</sup> The "College Admission Test Score" is based on the number of Grade 12 students who earn an 800 or higher on the SAT or a 16 or higher on the Act divided by the total number of Grade 12 students in SY 2019-20.

# APPENDICES

## APPENDIX A: SY2020-21 STAFF ROSTER AND STAFF DATA POINTS

E.L. Haynes is proud to have an exceptionally qualified staff. In 2020-2021, 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 of the most prestigious colleges and universities in the country, and advanced degrees in law and business.

|   |   |
|---|---|
| Aaron Deseraux, Paraprofessional                            | John Johnson, Security Officer                                |
| Aashish Parekh, Teacher, Grade 3                            | Jonathan Rudasill, Teacher, Grade 10 Biology/<br>AP Biology   |
| Abel Wondafrash, Teacher, Grade 7-8 Inclusion<br>ELA/Wilson | Jose Hernandez Morales, IT Help Desk<br>Technician            |
| Abigail Marco, Teacher, Grade 9 World<br>Literature         | Joseph Callahan, Chief of Staff                               |
| Adriana Salcedo, Director of Student Wellness               | Joshua Biederman, Assistant Principal, High<br>School         |
| Aeriale Johnson, Teacher, High School Inclusion<br>(FAST)   | Joy Clarke, Assistant Principal, High School                  |
| Aide Peralta, Budget and Finance Associate                  | Juan Portillo, Paraprofessional (Dedicated Aide)              |
| Aishah Rahman, Registrar                                    | Judith Bhatia, Teacher, Grade 3                               |
| Alan Newman, Teacher, Grade 11 Literature                   | Julelah Fuller, Teacher, High School Inclusion<br>(ELA)       |
| Alana Canterbury, Teacher, Grade 1                          | Julie Holt, Associate Director of Student<br>Support Services |
| Alexia Ramos, Teacher, Read 180                             | Kailah Covington, Teacher, Kindergarten                       |
| Alison Drury, Teacher, English Language<br>Learning         | Kaleb Banks, Teacher, Grade 8 Math                            |
| Allen Kramer, Director of Budget and Finance                | Karina Barba Rey, Receptionist, Grades 9-12                   |
| Alma Velasquez, Social Worker, Grades 9-12                  | Kate Ray, Teacher, Grade 4                                    |
| Alvin Greene, Instructional Aide                            | Kathy Toney-Green, Instructional Aide                         |
| Alyssa Venditto, Teacher, Grades 1-2<br>ARS/Inclusion       | Keely Tefft, Teacher, High School ELL                         |
| Amber Schlick, Strategy and Policy Director                 | Keith Calix, Teacher, Grade 9 World History                   |
| Amina Pleasant-Bey, Assistant Principal, High<br>School     | Keylon Simpkins, Teacher, Grade 10 History                    |
| Ana Schwartz, Teacher, Grade 1                              | Khalid Conteh, Paraprofessional                               |
| Andre Lindsey, Teacher, High School Inclusion<br>(BASE)     | Khanh Le, Teacher, Grades PK-4 Art                            |

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

Andrew Somerville, College Counselor, High School

Anissa Smith, Teacher, Grade 2

Anna Hilary Darilek, Chief Executive Officer

April Mitchell, Teacher, Grade 6 Science

Ashleigh Clarke, Teacher, BASE

Barrie Moorman, Alumni Success Coordinator

Basil Chawkat, Director of Technology

Ben Byrd, Teacher, Grades PK-4 Music

Brent Bass, Director of Athletics

Briana Holmes, Teacher, Grade 5-6 Inclusion Math

Briette Cottom, Food Service Manager, Grades 5-8

Brittany Grow, ELA Intervention

Brittany Wagner-Friel, Principal, Grades PK - 4

Candace Crawford, Director of College Counseling

Carla Grinnell, Teacher, Grade 1-2 Inclusion

Carmel Domond, Teacher, Grade 7 Humanities

Caroline Beuley, Teacher, High School Inclusion (ELA)

Carolyn Frezzell, Operations Manager, Grades 9-12

Chad Quinn, Dean of Culture, Grades PreK-4

Chandaria Ward, Manager of Talent and Performance

Chantal Portillo, Teacher, High School Inclusion (ELA)

Christina DeBianchi, Teacher, High School ELL

Christopher Reynolds, Paraprofessional

Ciarra Neal, Dean of Culture, Grades 5-8

Cindi Roman, Instructional Aide

Claire Hall, Teacher, Grade 7 Science

Claire Tucker, Teacher, Grades 1-4, ARS/Inclusion

Corderius Allen, Teacher, Grade 2

Crystal Snowden, Teacher, Grade 12 Advanced Physics

Cyril Gerald-Quinn, Paraprofessional

Cyril Pickering, School Psychologist

Kristin Yochum, Senior Director, Operations

Kristy Li Puma, College Success Coordinator

Laronna Hall, EDP Site Manager, Grades PK 3-4

Larry Walker, Security Officer

LaToya Hutchins, Teacher, Grade 5 Science and Math

Luke Witchger, Benefits and Payroll Manager

Lynise Banks, Paraprofessional

Manuela Monsalve, Talent Manager

Marcus Peterson, Teacher, Grade 6 Literacy

Marcus Wilson, Teacher, Grade 6 Math

Maria Boyer, Senior Director of Student Support Services

Maria Roldan-Vasquez, Teacher, Grades PK-4 Health and Fitness

Marisol Castillo, AP English

Maritza Kemp, Teacher, Math

Marla Fletcher, Teacher, Grades 5-8 FAST/ARS

Marvin Artiga, IT Help Desk Technician

Mary Gafford, Security Officer

Matan Karasov, Teacher, Grades PK- K Inclusion

Megan Boemio, Teacher, Grades 5-8 Robotics

Mekka Raqib, Attendance and Engagement Coordinator

Meredith Flynn, Speech Language Pathologist

Micah Thomas, Teacher, Grades 5-8 Health and Fitness

Michelle Carter, Paraprofessional

Michelle Reid, Security Officer

Michelle Tyler, Teacher, Pre-Kindergarten

Monique Lewis, Development Manager

Morgan Bradshaw, Teacher, Pre-Kindergarten

Myles Bradshaw, Paraprofessional

Natasha Thompson, Teacher, Math

Nate Harris III, Teacher, Grades 5-8 Art

Nathaniel Cole, Teacher, Grade 11 Government &

Daiana Badgett, Office Manager, Grades 9-12  
 Daniel Jordan, Teacher, Grade 12 History & Sociology  
 Danielle Jones, Teacher, Grade 8 Literacy  
 Davia Coke-Mckay, Teacher, ELL 5/6  
 David Chachere, Teacher, High School Inclusion (Math)  
 David Winns, Paraprofessional  
 DeAunna Blackwell, Teacher, Grades PK-4 Dance  
 Deena Marshall, Director of English Language Learning  
 Delvin James, Teacher, Grade 8 Humanities  
 Diana Reyes, Office Manager, Grades 5-8  
  
 Dontae Johnson, Facilities Manager  
 Douglass Harvey, School Counselor, Grades 9-12  
 Dylan Smither, Teacher, Grades 5-8 Music  
 Ebony Slaughter, Security Officer  
 Electra Bolotas, Teacher, High School Art  
 Elizabeth Hennings, Occupational Therapist, Grades PK-4  
 Elizabeth Takacs, Teacher, Grade 5 Literacy and Humanities  
 Elsi Cruz, Operations Manager, Grades 5-8  
 Emeka Nwigwe, Paraprofessional  
  
 Emily Stoetzer, Principal, Grade 9-12  
  
 Emma Lattes, Teacher, Grade 6 Humanities  
 Enjoli Gonzalez, Assistant Principal, Middle School  
 Erica Hamilton, Assistant Director of Student Support Services  
 Erika Thomas, Student Support Services Program Coordinator  
 Erika Vivas, Receptionist, Grades PK-4  
 Erin Rowsey, Director of Talent  
 Eva Bollag, Paraprofessional

Civics  
 Nick Barr, Paraprofessional  
 Nicole Addison, Teacher, High School Music  
 Nicole Elick-Smith, Dean of Culture, Grades 9-12  
 Niyo Olutosin, Transition Coordinator  
 Olivia Ball, Teacher, High School ELL  
 Patrice Gardner, Instructional Aide  
 Paul Robinson, Instructional Aide  
 Paula Almond, Teacher, High School Inclusion (BASE)  
 Paulina Jones, Teacher, Grades 5-8 Spanish  
 Phitilda Taplah, Teacher, Grade 9 Earth Sciences  
 Rachel Heitin, Teacher, English Language Learning  
 Rachel Kuprenas, Teacher, Grade 11 Chemistry  
 Rachel Narrow, Social Worker, Grades PK-4  
 Rasheed Copeland, Office Manager, Grades PK-4  
 Raven Blache, Teacher, Read 180  
 Regina D'Alessandro, Teacher, English Language Learning  
 Richard Kenner, Assistant Principal, Elementary School  
 Rikki Hunt-Taylor, Chief Operating Officer  
 Rodney Cherry, Teacher, High School Inclusion (Math)  
 Rohey Mbenga, Assistant Director of Special Education, Grades 5-8  
 Rosenda Reyes, Food Manager and Faculty Assistant  
 Sabrina Shah, Speech Language Pathologist, Grades 5-8  
  
 Sami Miranda, Teacher, High School Elective  
  
 Samone Jackson, Child Care Subsidy Director  
 Sara Dax, Teacher, English Language Learning  
 Sarah Valverde, Assistant Principal, Middle School  
 Schuyler Hunt, Teacher, High School English

Evelyn Marquez, Receptionist, Grades 5-8

Fatma Hasan, Teacher, High School English Language Learning

Felix Renaldo Paniagua, Maintenance

Florence Thomas, Paraprofessional

Franklin Wassmer, Educational Technology and Systems Specialist

Gabarella Ramos, Teacher, High School Spanish

Gabriella Mercier, Teacher, Grade 7 Literacy

Giavanti Greenaugh, Teacher, Grade 4

Gordon Craig, Teacher, Grades 5-8 Drama

Gregory Whitehead, Teacher, ELL 6/7

Gwyn Prater, School Psychologist (ES)

Hannah Engel-Rebitzer, Teacher, Math

Hansford Harrison, Instructional Aide

Hiddai Rudasill, Teacher, High School Spanish

Holly McBride, Assistant Director of Student Support Services

Isela Maria Paniagua, Food Service Manager, Grades 9-12

Jamaal Crowder, Teacher, High School Health & Fitness

Jamal Encalade, YRP Site Manager, Grades 5-8

Jamie Binns, Teacher, Science 10 Biology

Je'Sika Brown, Paraprofessional

Jenny Dodson, Teacher, English Language Learning

Jerri Taylor, School Counselor, Grades 5-8

Jessica Brewster, Assistant Principal, Elementary School

Jessica Law, Teacher, Grade 3-4 Inclusion

Jessica Rucker, Teacher, High School Elective

Joe Robinson, Teacher, Pre-Kindergarten

John Burns, Teacher, Grade 7-8 Inclusion Math

Language Learning

Sebastien Durand, Operations Manager, Grades PK-4

Shaw Vanze, Teacher, English Language Learning

Shirley Fletcher, Paraprofessional

Silvestre Paniagua, Maintenance, Buildings and Grounds

Stephanie Vela, Teacher, Grade 8 Science

Stuart Smither Wulsin, Director of Student Information

Teresa Gomes, Teacher, Pre-Kindergarten

Teresa Quigley Danskey, Teacher, High School Spanish

Teri Johnson-Stokes, Social Worker, Grades 5-8

Terilyn Gaddis, Teacher, Grade 7 Math

Terrance Bullock, Security Officer

Thais Nysus, Paraprofessional

Thomascena Nelson, Instructional Aide

Topher Kandik, Teacher, Grade 10 U.S. Literature

Travis Springer, Teacher, ELL 7/8

Ty'ease Setepenra, Teacher, Kindergarten

Tyrone Carter, Instructional Aide

Vanessa Carlo-Miranda, Chief Operating Officer

William Day, Teacher, Math

William Stafford, Teacher, Math

Yaniza Creamer, Marketing and Development Coordinator

Yuliya Yeremenko, Teacher, Math 180

Zeleta Green, Teacher, High School Credit Recovery

Zenada Mahon, Principal, Grades 5-8

Zoe Spielvogel, Teacher, Grade 5-6 Inclusion ELA/Wilson

## E.L. HAYNES FACULTY AND STAFF DATA POINTS

|                        |  |
|------------------------|--|
| Teacher Attrition Rate | Elementary: 9%<br>Middle: 16%<br>High: 15%                   |
| Number of Teachers     | 127  |
| Teacher Salary         | Average: \$73,675<br>Minimum: \$55,000<br>Maximum: \$124,480 |

### EXECUTIVE COMPENSATION

The salaries of the five most highly compensated individuals employed by E.L. Haynes in the 2020- 2021 school year are below:

- Hilary Darilek, Chief Executive Officer- \$212,000
- Rikki Hunt Taylor, Chief Academic Officer- \$170, 000
- Vanessa Carlo-Miranda, Chief Operating Officer- \$170,000
- Alicia Robinson, Interim Chief Talent and Equity Officer- \$170,000
- Brittany Wagner-Friel, Elementary School Principal- \$142,735

## APPENDIX B: SY2020-21 E.L. HAYNES BOARD OF TRUSTEES

| Board Member      | DC Resident | Role on Board                 | Date of Appointments/<br>Date of Expiration |
|-------------------|-------------|-------------------------------|---|
| Josh Edelman      | Yes         | Chair                         | July 2017/June 2023                         |
| Lisa Carlton      | Yes         | Vice Chair and Parent Trustee | July 2018/June 2024                         |
| Norman Greene     | Yes         | Treasurer                     | July 2017/June 2023                         |
| Danielle McCoy    | No          | Secretary                     | November 2014/June 2022                     |
| Tom Gibian        | Yes         | Trustee                       | July 2020/ 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/December 2020                    |
| Monique McDonough | No          | Trustee                       | March 2015/June 2022                        |
| 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         | Trustee                       | January 2015/June 2022                      |
| Eric Westendorf   | Yes         | Trustee                       | September 2015/June 2022                    |

## APPENDIX C: E.L. HAYNES UNAUDITED YEAR-END SY2020-21 FINANCIAL STATEMENT

### Income Statement

EL Haynes

July 2020 through June 2021

View:

Summary

Layout

Year-To-Date (YTD) only

| Income Statement                    | Year-To-Date       |                   |                    |
|-------------------------------------|--------------------|-------------------|--------------------|
|                                     | Actual             | Budget            | Variance           |
| <b>Revenue</b>                      |                    |                   |                    |
| State and Local Revenue             | 28,888,294         | 28,194,525        | 693,770            |
| Federal Revenue                     | 2,424,909          | 2,321,850         | 103,059            |
| Private Grants and Donations        | 400,824            | 828,710           | (427,886)          |
| Earned Fees                         | 931,517            | 54,965            | 876,552            |
| <b>Total Revenue</b>                | <b>32,645,545</b>  | <b>31,400,050</b> | <b>1,245,495</b>   |
| <b>Expenses</b>                     |                    |                   |                    |
| Salaries                            | 15,577,645         | 15,708,561        | 130,916            |
| Benefits and Taxes                  | 3,502,092          | 3,804,286         | 302,194            |
| Contracted Staff                    | 359,893            | 950,521           | 590,628            |
| Staff-Related Costs                 | 301,625            | 235,877           | (65,747)           |
| Rent                                | 61,413             | 0                 | (61,413)           |
| Occupancy Service                   | 1,265,358          | 1,925,470         | 660,112            |
| Direct Student Expense              | 2,279,938          | 2,166,052         | (113,886)          |
| Office & Business Expense           | 2,109,946          | 2,668,620         | 558,675            |
| <b>Total Expenses</b>               | <b>25,457,909</b>  | <b>27,459,387</b> | <b>2,001,478</b>   |
| <b>Operating Income</b>             | <b>7,187,636</b>   | <b>3,940,663</b>  | <b>3,246,973</b>   |
| <b>Extraordinary Expenses</b>       |                    |                   |                    |
| Interest                            | 1,266,980          | 1,269,628         | 2,648              |
| Depreciation and Amortization       | 1,827,603          | 1,874,180         | 46,577             |
| <b>Total Extraordinary Expenses</b> | <b>3,094,583</b>   | <b>3,143,808</b>  | <b>49,225</b>      |
| <b>Net Income</b>                   | <b>4,093,053</b>   | <b>796,855</b>    | <b>3,296,198</b>   |
| <b>Cash Flow Statement</b>          | <b>Actual</b>      | <b>Budget</b>     | <b>Variance</b>    |
| <b>Net Income</b>                   | <b>4,093,053</b>   | <b>796,855</b>    | <b>3,296,198</b>   |
| <b>Cash Flow Adjustments</b>        |                    |                   |                    |
| Add Depreciation                    | 1,827,603          | 1,874,180         | (46,577)           |
| Operating Fixed Assets              | (651,215)          | (551,482)         | (99,733)           |
| Buildings                           | (388,155)          | (437,949)         | 49,794             |
| Other Operating Activities          | (300,619)          | 13,931            | (314,550)          |
| Per-Pupil Adjustments               | 0                  | 0                 | (0)                |
| Facilities Project Adjustments      | (1,962,147)        | (723,680)         | (1,238,467)        |
| <b>Total Cash Flow Adjustments</b>  | <b>(1,474,533)</b> | <b>175,000</b>    | <b>(1,649,533)</b> |
| <b>Change in Cash</b>               | <b>2,618,520</b>   | <b>971,855</b>    | <b>1,646,665</b>   |



## Balance Sheet

EL Haynes

As of June 30, 2021

View:

Summary 4 5 6 12

| Balance Sheet                 | 6/30/2020  | 6/30/2021  |               |
|-------------------------------|------------|------------|---------------|
| Assets                        | Last Year  | Current    | Annual Change |
| <b>Assets</b>                 |            |            |               |
| Current Assets                |            |            |               |
| Cash                          | 9,567,129  | 12,185,649 | 2,618,520     |
| Accounts Receivable           | 993,267    | 1,822,203  | 828,936       |
| Other Current Assets          | 432,926    | 129,736    | (303,190)     |
| Intercompany Transfers        | 7,274      | 34,138     | 26,863        |
| Total Current Assets          | 11,000,596 | 14,171,725 | 3,171,129     |
| Noncurrent Assets             |            |            |               |
| Facilities, Net               | 31,577,946 | 30,804,189 | (773,756)     |
| Operating Fixed Assets, Net   | 1,233,608  | 1,545,684  | 312,077       |
| Total Noncurrent Assets       | 32,811,553 | 32,349,874 | (461,680)     |
| Total Assets                  | 43,812,149 | 46,521,599 | 2,709,450     |
| <b>Liabilities and Equity</b> |            |            |               |
|                               | Last Year  | Current    | Annual Change |
| <b>Liabilities and Equity</b> |            |            |               |
| Current Liabilities           |            |            |               |
| Accounts Payable              | 391,793    | 716,842    | 325,050       |
| Other Current Liabilities     | 1,267,314  | 1,228,334  | (38,980)      |
| Accrued Salaries and Benefits | 431,835    | 397,756    | (34,079)      |
| Total Current Liabilities     | 2,090,942  | 2,342,932  | 251,990       |
| Equity                        |            |            |               |
| Unrestricted Net Assets       | 8,238,642  | 8,894,458  | 655,816       |
| Net Income                    | 655,816    | 4,093,053  | 3,437,237     |
| Total Equity                  | 8,894,458  | 12,987,511 | 4,093,053     |
| Long-Term Liabilities         |            |            |               |
| Senior Debt                   | 20,678,013 | 19,713,170 | (964,843)     |
| Other Long-Term Liabilities   | 1,093,603  | 273,728    | (819,875)     |
| Subdebt                       | 11,055,134 | 11,204,258 | 149,124       |
| Total Long-Term Liabilities   | 32,826,750 | 31,191,156 | (1,635,594)   |
| Total Liabilities and Equity  | 43,812,149 | 46,521,599 | 2,709,450     |

Be Kind.  
Work Hard.  
Get Smart.

## APPENDIX D: E.L. HAYNES APPROVED SY 2021-22 BUDGET

| EL Haynes Budget Summary Comp (FINAL) |                |                  |                    |
|---------------------------------------|----------------|------------------|--------------------|
|                                       | v2             | v1               |                    |
| Description                           | SY20-21        | SY21-22          | Difference         |
| Students                              | 1,190          | 1,160            | (30)               |
| <b>Income Statement</b>               |                |                  |                    |
| <b>Revenue</b>                        |                |                  |                    |
| 04 · State and Local Revenue          | 28,194,525     | 28,258,256       | 63,731             |
| 05 · Federal Revenue                  | 2,321,850      | 4,176,094        | 1,854,244          |
| 06 · Private Revenue                  | 883,675        | 972,611          | 88,936             |
| Total Revenue                         | 31,400,050     | 33,406,961       | 2,006,911          |
| <b>Operating Expense</b>              |                |                  |                    |
| 07 · Staff-Related Expense            | 20,699,246     | 23,996,336       | 3,297,090          |
| 08 · Occupancy Expense                | 1,925,470      | 1,474,963        | (450,507)          |
| 09 · Additional Expense               | 4,834,672      | 5,036,067        | 201,395            |
| Total Operating Expense               | 27,459,388     | 30,507,366       | 3,047,978          |
| Net Operating Income                  | 3,940,662      | 2,899,596        | (1,041,067)        |
| <b>Interest, Depreciation</b>         |                |                  |                    |
| Interest                              | 1,269,628      | 1,238,486        | (31,142)           |
| Depreciation                          | 1,874,180      | 2,301,629        | 427,449            |
| Total Expenses                        | 30,603,195     | 34,047,481       | 3,444,286          |
| <b>Net Income</b>                     | <b>796,855</b> | <b>(640,519)</b> | <b>(1,437,374)</b> |
| <b>Adjustments To Cash Flow</b>       |                |                  |                    |
| <b>Operating Activities</b>           |                |                  |                    |
| Net Income                            | 796,855        | (640,519)        | (1,437,374)        |
| Cash Flow Adjustments                 | 175,000        | 690,933          | 515,933            |
| <b>Net cash increase for year</b>     | <b>971,855</b> | <b>50,413</b>    | <b>(921,442)</b>   |