



School Expansion and Facility Charter Agreement Amendment Application

LOCAL EDUCATION AGENCY (LEA) NAME: E.L. Haynes Public Charter School

SUBMISSION DATE: August 10, 2026

SUBJECT: School Expansion and Facility Amendment Request

SCHOOL BACKGROUND AND PROPOSAL SUMMARY

Proposal summary:

E.L. Haynes Public Charter School respectfully requests approval to increase its enrollment ceiling from 1,200 to 1,600 students, beginning in SY2027–28, and amend its charter agreement to operate an additional facility at 1291 Taylor Street NW. The proposed expansion is the culmination of a strategic planning process that began in 2019 and has included extensive analysis of enrollment trends, long-term facilities needs, financial sustainability, and community engagement.

The proposal is designed to strengthen E.L. Haynes' PK–12 educational model by expanding the elementary school through a measured, ten-year growth plan. Currently, the school experiences a structural misalignment: cohort sizes jump by 50 students—the equivalent of two full classes—between fifth and sixth grades. Our model was designed as a continuous PK–12 pathway, not three disconnected campuses, and this expansion is critical to restoring that consistency. Growth will occur gradually, beginning with three additional elementary classrooms in each of our earliest grades (PK3, PK4, and kindergarten) in SY2027–28, an additional classroom added to PK3 in 2029–30, and continuing through a phased enrollment model that stabilizes at approximately 1,547 students. The requested ceiling of 1,600 provides reasonable flexibility for future enrollment fluctuations and programmatic needs.

The expansion responds to both demonstrated community need and sustained family demand for E.L. Haynes' high-quality educational program. The school consistently maintains waitlists across grade levels, achieves capture rates that exceed District and Ward 4 averages, and retains families year-over-year at high rates. Expanding capacity will allow E.L. Haynes to serve more students—including additional students who qualify for the school's Equitable Access lottery preference—while remaining within its established Ward 4 service area. The

proposed Taylor Street facility is located only five blocks from the existing Kansas Avenue campus, allowing the school to expand within the same community it has served for more than two decades.

E.L. Haynes has the leadership, governance, operational, and financial capacity to successfully implement this expansion. The Board of Trustees has overseen the planning process through strategic planning, facilities planning, and financial review, while school leadership has engaged staff, families, and community stakeholders throughout the development of the plan. Together, these efforts position E.L. Haynes to responsibly expand access to its proven educational model while preserving the quality, financial sustainability, and inclusive community that define the school.

Year the school plans to implement the proposed changes: SY2027-2028

When did the school's board approve the proposed changes?

The E.L. Haynes Board of Trustees voted to approve the new facility lease at their meeting on May 20, 2026.

The E.L. Haynes Board of Trustees voted to approve the enrollment ceiling increase application at their meeting on August 4, 2026.

Both sets of minutes are included as attachments.

APPLICATION

1. Why is there a need for the proposed expansion? Please reference the definition of “need” in your response

E.L. Haynes' proposed expansion is driven by both a demonstrated need for greater access to high-quality public school options and sustained demand from families seeking to enroll their children at E.L. Haynes. As defined by DC PCSB, *need* encompasses students' access to quality schools, including strong outcomes and programmatic elements valued by the community, while *demand* is demonstrated by the intention of enough students to enroll for the school to meet its targets. This proposal addresses both by expanding access to E.L. Haynes' proven educational program while strengthening the structure of its PK-12 model.

E.L. Haynes is a high-performing, college-preparatory PK-12 public charter school with a longstanding commitment to academic excellence, equity, and socioeconomic diversity. Expanding enrollment in the earliest grades will increase access to this high-quality educational opportunity, including for additional at-risk students through the school's Equitable Access lottery preference. It will also address

a programmatic need to create more consistent cohort sizes across the PK–12 continuum. By allowing larger early-grade cohorts to progress naturally through the school, E.L. Haynes will reduce the significant increase in enrollment that currently occurs between fifth and sixth grades, strengthen continuity between its elementary and middle school programs, and enable more students to benefit from a coherent E.L. Haynes education through graduation.

The proposed expansion also advances one of E.L. Haynes' central strategic priorities: expanding access to high-quality, hands-on STEAM learning that prepares students for the careers and opportunities of the future. Through this expansion, E.L. Haynes will create dedicated spaces for innovation, design, engineering, technology, and performing arts that complement and enhance its rigorous academic program. By securing a long-term facility through a multi-decade lease, the school is making a sustained investment in future-ready learning opportunities for students and families. This commitment represents a significant investment in Ward 4 and positions E.L. Haynes as one of the few—if not the only—schools in the area intentionally developing dedicated STEAM innovation space as part of a comprehensive PK–12 educational experience.

Demand for E.L. Haynes continues to exceed available capacity. During the SY2025–26 lottery, every grade level maintained a waitlist, including up to 184 students waitlisted for PK3, PK4, and kindergarten—the very grades in which the proposed expansion is initially concentrated. Recent MySchoolDC data also show continued growth in the number of families ranking E.L. Haynes among their top three school choices. In addition, the school's capture rate has steadily increased over the past four years, rising from 39% in SY2022–23 to 45% in SY2023–24, 42% in SY2024–25, and 52% in SY2025–26. E.L. Haynes Elementary School capture rates significantly exceed both District and Ward 4 averages, further demonstrating that families who receive offers from E.L. Haynes choose to enroll at rates well above those of our peer charters.

The school's PK–12 model is another key driver of both need and demand. There are few charter schools in this part of the District that offer families a continuous pathway from early childhood through high school. Families appear to increasingly value the ability to remain within one school community over the course of their child's education: E.L. Haynes has seen a growing number of students stay through graduation. By expanding capacity at the elementary level while maintaining a seamless PK–12 pathway, the school enables more families to access the stability, continuity, and long-term relationships that have become hallmarks of the E.L. Haynes experience.

The appeal of our PK-12 continuum is reflected in our re-enrollment rates, which show that our families choose to keep their children at E.L. Haynes once enrolled. The

school's current three-year re-enrollment rate of 92% reflects strong family satisfaction and confidence in the educational experience. Combined with consistently high capture rates, significant waitlists, and increasing lottery demand, these data demonstrate that E.L. Haynes is well positioned to meet its proposed enrollment targets while expanding access to a proven, high-quality educational option.

The proposed expansion plan is intentionally measured and strategic. Rather than creating a new program or entering a new market, it increases capacity within E.L. Haynes' existing Ward 4 community to address sustained demand, strengthen the school's long-term enrollment model, and expand access to a distinctive PK–12 educational experience that combines rigorous academics with future-ready STEAM learning. By investing in additional elementary seats, facilities to support 21st-century designed to house future-ready STEAM learning opportunities, and a continuous pathway through high school, E.L. Haynes is responding directly to what families are seeking while making a lasting investment in educational opportunities for Ward 4 and the District.

2. Describe the school's proposed enrollment matrix, then complete the table below, adding columns if needed.

E.L. Haynes proposes a phased, sustainable enrollment expansion designed to strengthen its PK–12 educational model while maintaining the high-quality student experience for which the school is known. The enrollment matrix intentionally concentrates growth in the earliest grades, allowing larger cohorts of students to enter E.L. Haynes at the beginning of their educational journey and progress together through the school over time.

Beginning in SY2027–28, E.L. Haynes will add one classroom each in PK3, PK4, and kindergarten. No additional classrooms will be added in SY2028–29, as the initial cohort advances through the grade levels. In SY2029–30, the school will add one additional PK3 classroom to continue expanding the elementary program. Thereafter, enrollment growth will occur primarily through the natural progression of these larger student cohorts as they advance from grade to grade, rather than through the addition of new classrooms each year.

This measured approach allows the school to grow responsibly while maintaining appropriate staffing, facilities, and financial sustainability. It also supports E.L. Haynes' long-term strategic goal of strengthening middle school enrollment by increasing the number of students who begin at E.L. Haynes in the elementary grades and remain through graduation.

Under the proposed enrollment matrix, E.L. Haynes will reach a stabilized enrollment of approximately 1,547 students in SY2036–37. The school is requesting an enrollment ceiling of 1,600 students to provide reasonable operational flexibility for future programmatic needs, cohort size variations, and enrollment fluctuations across grade levels while remaining within the capacity of its facilities.

Proposed Enrollment Schedule											
	SY 2026-27	SY 2027-28	SY 2028-29	SY 2029-30	SY 2030-31	SY 2031-32	SY 2032-33	SY 2033-34	SY 2034-35	SY 2035-36	SY 2036-37
PK3	47	75	75	100	100	100	100	100	100	100	100
PK4	48	75	75	75	100	100	100	100	100	100	100
K	51	75	75	75	75	100	100	100	100	100	100
1	55	52	75	75	75	75	100	100	100	100	100
2	56	55	52	75	75	75	75	100	100	100	100
3	48	55	50	50	75	75	75	75	100	100	100
4	58	53	53	53	53	75	75	75	75	100	100
5	55	55	53	53	53	53	75	75	75	75	100
6	104	100	100	100	100	100	100	100	100	100	100
7	101	100	100	100	100	100	100	100	100	100	100
8	115	100	100	100	100	100	100	100	100	100	100
9	132	116	116	116	116	116	116	116	116	116	116
10	111	128	110	110	110	110	114	126	126	126	126
11	105	106	105	105	105	105	105	112	105	105	105
12	109	100	117	117	100	100	100	100	100	100	100
LEA Total	1,195	1,245	1,256	1,304	1,337	1,384	1,435	1,479	1,497	1,522	1,547

3. Demonstrate that you will likely meet your proposed enrollment targets by responding to the Enrollment Outlook.¹ Use the relevant data and supplementary evidence you may have to answer these metrics questions.²

a. Are new seats needed by grade band or learners served in the future?

E.L. Haynes' existing and proposed campuses are in Cluster 18 of Ward 4, where data from the Deputy Mayor of Education shows steady growth of elementary-aged children over the past decade. Even with predicted declines in school-aged children

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across the District, Cluster 18 will continue to have among the highest number of PK-12 children and likewise those in PK-5 specifically.

The Enrollment Outlook notes that existing schools should demonstrate demand through their own enrollment and waitlist data. E.L. Haynes has consistently demonstrated the ability to meet its enrollment targets and sustain strong family demand across its PK-12 program. Our proposed enrollment increase is not based on projected demand alone, but on a well-established history of enrolling at capacity, maintaining waitlists, and attracting families at rates that exceed citywide averages. With these data in mind, we are confident that E.L. Haynes is well-positioned to successfully enroll the additional students proposed in this amendment.

Family interest in E.L. Haynes has remained consistently strong over multiple years. During the 2026-27 lottery cycle, 684 families applied to the elementary school, including 142 families ranking E.L. Haynes as their first choice, compared with 636 total applicants in SY25-26 and 707 applicants in SY24-25, demonstrating sustained demand over time rather than a single unusually strong cycle.

Our enrollment performance demonstrates that families continue to choose E.L. Haynes at rates significantly above the District average. During the most recent lottery cycle, the elementary school achieved a 59% capture rate, substantially exceeding both the DC average of 40% and the Ward 4 average of 54%. Demand is particularly strong in our entry grades, where PK3 achieved an 86% capture rate, compared with a 50% citywide average. At the high school level, E.L. Haynes achieved a 57% capture rate, outperforming both the District average (45%) and the Ward 4 average (40%).

Lottery demand also continues to exceed available capacity. For the elementary school, 342 applicants competed for just 54 available seats, leaving 72 students on the waitlist on match day for those entry-grade openings. Across the elementary program overall, 683 applications were submitted for 143 available seats, resulting in 241 students remaining on the waitlist after lottery offers were made. These data demonstrate sustained excess demand for enrollment at E.L. Haynes.

Demand is reinforced by exceptionally strong student persistence. Across the past three school years, E.L. Haynes has maintained a 92% re-enrollment rate for students in grades PK4-12, demonstrating that families not only seek admission to the school but also choose to remain once enrolled.

The proposed enrollment increase is intentionally phased, with new classrooms added in only two years of the ten-year growth plan. In SY2027-28, E.L. Haynes will add one classroom each in PK3, PK4, and kindergarten. In SY2029-30, the school will add one additional PK3 classroom. During all other years, enrollment growth will

occur through the natural “waterfall” progression of these larger cohorts as they advance from grade to grade.

This measured approach will gradually expand elementary enrollment and create more consistent cohort sizes across the PK–12 continuum without requiring continuous classroom additions or rapid, speculative growth. The proposal builds on longstanding community demand and reflects the strategic enrollment model developed through the school’s long-range planning process.

b. Is there excess demand for this school’s approach?

Yes. Demand for an E.L. Haynes education consistently exceeds the school’s current capacity. Every grade level had a waitlist during the most recent lottery cycle, and 241 elementary students remained on the waitlist after offers were made. Elementary capture rates significantly exceed both District and Ward 4 averages, while 92% of students remain enrolled year over year. These indicators demonstrate sustained demand not only from prospective families but also from current families choosing to remain at E.L. Haynes. (See attached Demand Snapshot for additional information.)

The proposed enrollment increase is not intended to create demand where none exists; rather, it responds to longstanding, documented demand for the E.L. Haynes program. The additional capacity will allow the school to serve more of the families who already seek to enroll while implementing a more sustainable enrollment model that smooths student cohorts across grade levels.

The proposed expansion also remains within E.L. Haynes’ established service area in Neighborhood Cluster 18. The DC PCSB Enrollment Outlook identifies Cluster 18 as one of the neighborhood clusters with the largest concentrations of elementary, middle, and high school students in the District, demonstrating a substantial population of school-aged children in the surrounding community.

Importantly, this enrollment expansion offers E.L. Haynes the opportunity to expand access for students who have historically faced barriers to educational opportunity. E.L. Haynes has participated in the Equitable Access lottery program since its adoption, aiming to increase enrollment of students identified as at-risk so that more students from underserved backgrounds have the opportunity to attend a high-quality public charter school. With the requested enrollment expansion, we plan to increase the number of Equitable Access seats opened in the lottery and conduct targeted outreach to fill these seats. Our goal is to ensure that all families have both information about and access to the programs offered at E.L. Haynes, thereby creating a socioeconomically diverse student body that reflects the

communities we serve and allows us to fulfill our mission to bring together a diverse group of students to learn together.

Taken together, E.L. Haynes' consistently high capture rates, sustained waitlists, strong reputation as a high-quality educational option, commitment to expanding equitable access for at-risk students, and location within a neighborhood with a large concentration of school-aged children provide compelling evidence that there is excess demand for the school's approach and that the proposed enrollment increase can be successfully supported.

c. Is the proposed geographic area in demand?

The proposed facility at 1291 Taylor Street NW remains within E.L. Haynes' longstanding service area in Neighborhood Cluster 18 (Brightwood Park, Crestwood, and Petworth). The DC PCSB Enrollment Outlook identifies Cluster 18 as one of the neighborhood clusters with the largest concentrations of elementary, middle, and high school students in the District, demonstrating a substantial population of school-aged children in the surrounding community.

This concentration of school-aged children is reflected in E.L. Haynes' enrollment outcomes. Families from the surrounding community continue to choose the school at rates exceeding District and Ward averages, resulting in sustained waitlists and strong enrollment yields year after year.

The proposed expansion remains within E.L. Haynes' longstanding service area in Ward 4. By adding a second facility approximately one mile from its existing campus, the school will continue serving the same families and communities that have consistently demonstrated strong demand for an E.L. Haynes education. The expansion is designed to increase capacity within an established market where the school has a long history of filling available seats, maintaining waitlists, and outperforming District and Ward 4 averages for family acceptance of enrollment offers.

4. Describe how the school has engaged its internal community, including staff and families, in the planning process.

E.L. Haynes has engaged staff and families throughout a multi-year planning process that has shaped both our enrollment strategy and long-term facilities planning. This application represents the culmination of years of community engagement, strategic

planning, and facility exploration focused on creating the conditions necessary to improve academic outcomes—particularly in the middle school—while expanding access to our program.

The foundation for this work was established during our 2019–2020 strategic planning process, which included extensive input from staff, families, students, and other stakeholders. That process identified several long-term priorities that continue to guide our work today, including exploring long-term facilities options, defining a financially sustainable enrollment model aligned with our mission and Graduate Profile, and evaluating opportunities to smooth enrollment and responsibly expand the school community.

Over the following several years, school leadership evaluated numerous facilities scenarios and enrollment models to determine how best to achieve these strategic goals. After identifying a potential facility in early 2026 that would allow us to expand our elementary program within our existing neighborhood, we invited families to participate in a community working group to provide input on facility considerations and expansion priorities. Throughout this period, our CEO, Toni Barton, also hosted weekly "Tuesdays with Toni" office hours, providing an open forum for staff and families to ask questions, share feedback, and discuss topics including facilities planning and future growth.

Once lease negotiations reached their final stages and the proposed enrollment growth model was refined, we expanded our engagement efforts to the full school community. Since the announcement of our enrollment expansion and the new Taylor Street facility, E.L. Haynes has proactively engaged our community through direct communications, surveys, and public webinars to ensure stakeholders are informed and heard.

Crucially, we are currently working with our architects and facilities planning team to develop a comprehensive plan that ensures robust programming and the optimal environment for our students. We have committed to a collaborative design process and will host multiple feedback sessions throughout the 2026–27 school year, ensuring that community voices are actively incorporated into the development of our STEAM-powered PK–12 model.

Survey and webinar participation:

- **Community outreach:** All families have received information about the new facility and enrollment ceiling increase multiple times and modalities (email, text, online post).
- **Community webinars:** Over 70 individuals or households have participated across two sessions, with discussion centered on a range of topics, from the

timing and costs to the potential uses of the new facility.

Community engagement will continue throughout implementation. Planned opportunities for ongoing involvement include:

- Continued staff and family working group meetings to inform key planning decisions;
- An architect-led design charrette to gather stakeholder input on the use and design of learning spaces within the new facility;
- Regular and consistent CEO office hours, open to and attended by all members of the school community; and
- Periodic online surveys and community meetings to gather feedback throughout the facility assessment, design, and implementation process

Throughout the process, we will continue to plan focused efforts to engage all members of our community and record their feedback through a deliberately open and varied set of engagement opportunities scheduled at different times, with various formats, to ensure comprehensive community engagement. By engaging stakeholders at each stage—from long-term strategic planning through facility selection, renovation, and implementation—E.L. Haynes is ensuring that our enrollment growth and facility expansion reflect the priorities and aspirations of the community we serve.

a. Summarize the internal community's concerns, if any, and how the school is responding to them.

Initial questions and comments from the Haynes community suggest four major areas of interest:

1. How will the additional enrollment be managed, both immediately and over the longer term? This includes questions about staffing, classroom locations, support/administrative staff, etc.
2. What are the potential programmatic benefits of the additional enrollment, such as adding more resources for special education, gifted and talented programs, etc? What are the possible challenges that accompany this plan?
3. What will the expansion cost, including for the new facility, and how will this be funded?
4. What will be the mechanisms for gathering family input and feedback on the use of the new facility? Will the administration be transparent about what they hear and share how the feedback has affected decisions?

At the time of submission of this enrollment ceiling increase application, our

community engagement efforts around the specific enrollment increase and Taylor Street facility are at the early stages. As such, we are at the phase of gathering specific questions, concerns, and feedback from our extended community. Over the course of fall 2026, we will continue to create opportunities for stakeholders to learn more about the project and share their hopes, concerns, and suggestions. Like the listening sessions of the last school year, the opportunities will be designed to engage as many members of our diverse community as possible and offer various options for joining the conversation.

The process will also be iterative: as we weigh the input of our community, we will share options that reflect our consideration of community input and continue to refine the final vision and plan to incorporate this feedback.

5. Describe how the school has engaged the surrounding external community, including neighbors, elected officials, and other community groups, in the planning process.

Stakeholder Outreach and Engagement Summary

E.L. Haynes is committed to proactive, transparent stakeholder engagement as a fundamental component of our Enrollment Ceiling Increase (ECI) application. We have initiated a comprehensive outreach strategy to brief key educational leaders, local elected officials, and community partners on our strategic vision. Our engagement focuses on two primary methodologies: conducting direct briefings to solicit input from key stakeholders, and providing formal notifications to ensure transparency regarding the integration of the Taylor Street facility within our long-term academic model. This outreach strategy is ongoing, with initial briefings for critical policy makers and educational partners currently underway, and subsequent notifications scheduled to coincide with key project milestones, such as lease finalization.

Stakeholder Engagement Overview

- **Political and Governing Bodies:** We have initiated direct briefings with local and district-level leaders, including members of the D.C. Council (Ward 4 Councilmember Janeese Lewis-George, At-Large Councilmember Christina Henderson, and Council Chair Phil Mendelson) and the State Board of Education (LaJoy Johnson-Law and T. Michelle Colson), as well as local representation through ANC Commissioner Brittany Kademian. Additionally, we have provided formal project notifications to key oversight and regulatory

agencies, specifically the Office of the Deputy Mayor for Education (DME) and the DC Public Charter School Board (PCSB).

- **Educational Partners and Community Organizations:** We are coordinating with essential educational and neighborhood partners, including EdForward and D.C. Public Schools (DCPS) leadership—specifically Interim Chancellor Kim Jackson—to ensure transparency regarding our expansion plans and to maintain open, productive communication with our fellow public education providers in the District. Furthermore, we have initiated outreach with local community organizations, such as Casa Lala and CentroNia, and relevant safety and support services, including the Metropolitan Police Department (MPD), to proactively coordinate operations and ensure the seamless integration of the Taylor Street facility into the surrounding neighborhood.

a. Summarize the external community's concerns, if any, and how the school is responding to them.

E.L. Haynes has begun engaging external stakeholders regarding the proposed expansion and additional facility, including ANC 4C representatives and members of the surrounding community. To date, the school has not received specific concerns or objections regarding its plans.

Engagement remains ongoing, and E.L. Haynes recognizes that questions or concerns may emerge as additional details are presented and the facilities-planning process advances. The school is committed to listening carefully and responding promptly and transparently to any issues raised. Depending on the feedback received, responses may include providing additional information, incorporating community input into planning decisions, coordinating with relevant agencies or partners, and developing specific mitigation measures where appropriate.

E.L. Haynes will continue documenting stakeholder feedback and the school's responses throughout implementation. The school's upcoming presentation to ANC 4C and subsequent community-engagement activities will provide additional opportunities for neighbors, elected officials, community organizations, and other stakeholders to ask questions and help inform the expansion and facility plans.

b. When did the school inform the impacted Advisory Neighborhood Commissions (ANC) of its proposed expansion and new facility? Has the school already presented its plans during an ANC meeting? If not, when will it do so?

E.L. Haynes leadership informed ANC 4C of the school's proposed expansion and facility plans in August 2026. The school has not yet presented the proposal during a full ANC meeting but is scheduled to provide a detailed presentation at ANC 4C's meeting on Wednesday, September 9, 2026.

During that presentation, E.L. Haynes will describe the proposed enrollment growth, plans for the additional facility, anticipated implementation timeline, and ongoing facilities-planning process. School leaders will also invite questions and feedback from commissioners and community members. E.L. Haynes will document the issues raised and its responses and will continue engaging ANC 4C as the facility and expansion plans are refined and implemented.

6. Describe how the school's board of trustees have been engaged in the planning process.

The E.L. Haynes Board of Trustees has been actively engaged throughout the multi-year planning process that culminated in this application, providing strategic direction, governance oversight, and formal approval at each major milestone.

The Board's involvement began during the 2019 strategic planning process, when trustees worked alongside school leadership and community stakeholders to develop and ultimately approve the strategic plan that established the long-term priorities guiding this proposal. Those priorities included exploring long-term facilities options, developing a financially sustainable enrollment model, and expanding the elementary school to create a more balanced PK-12 enrollment pipeline.

To oversee this work, the Board established a joint leadership and Board Facilities Planning Committee, which met regularly from 2023 through 2025 to evaluate potential facilities, review feasibility analyses, and consider how various options would support the school's long-term strategic goals. The committee provided regular updates and recommendations to the Board's Audit, Finance & Facilities (AF&F) Committee, which has maintained ongoing oversight of the facilities search, financial planning, and enrollment modeling associated with the proposed expansion.

As the opportunity to lease the Taylor Street facility emerged, the AF&F Committee received regular updates on lease negotiations, financial projections, enrollment growth scenarios, and project feasibility before reporting its findings and recommendations to the full Board. Trustees have also toured the proposed facility to

better understand its potential to support E.L. Haynes' educational program and long-term growth strategy.

Throughout this process, the Board has reviewed and approved the financial and enrollment models that underpin this application, ensuring that the proposed expansion is educationally sound, financially sustainable, and aligned with the school's mission and strategic priorities. The Board remains actively engaged as the project moves into implementation and will continue to provide oversight throughout the facility design, development, and phased enrollment expansion.

7. Explain how the leadership team has the capacities, commitment, and track record to launch and sustain the proposed expansion.³

a. Given that your CEO is early in her tenure, what does support for her look like?

E.L. Haynes has the leadership capacity, institutional knowledge, and governance structure necessary to successfully launch and sustain this expansion. While this project represents the next phase of the school's growth, it is being led by an experienced team with deep knowledge of E.L. Haynes, extensive expertise in school operations and facilities, and a demonstrated track record of strategic planning and execution.

Although Toni Barton is only entering her second year as Chief Executive Officer, she brings over two decades of experience leading schools and systems designed to be equitable and inclusive. In her first 12 months as CEO, she has demonstrated a commitment to engaging stakeholders (teachers and staff, students, families, and DC community leaders) in order to build a shared vision and strategy. In addition to her own strengths, she is supported by an exceptionally strong and experienced leadership team and Board of Trustees. Her transition has been intentionally designed to leverage the institutional knowledge of former leaders while positioning the organization for its next chapter of growth.

The school's founder and original CEO, Jennie Niles, currently serves on the Board of Trustees and is an active member of the Audit, Finance & Facilities Committee. Jennie has remained closely involved throughout the strategic planning and facilities exploration process, providing continuity and historical perspective as the school implements a vision first established during its long-term strategic planning.

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Hilary Darilek, who served as CEO of E.L. Haynes for ten years, now serves as Senior Advisor to the CEO and is providing strategic guidance throughout the expansion planning and implementation process. Her experience leading the school through significant organizational growth and operational development provides valuable support to the current leadership team.

Within the leadership team, responsibilities are intentionally aligned to support a successful expansion. Alexandria Brooks, Chief of Staff and Chief Talent Officer, leads organizational planning, cross-functional project management, and staffing to ensure the school recruits and retains the personnel needed to support phased growth. Brittany Wagner-Friel, after serving for ten years as Elementary School Principal, now serves as Managing Director of Schools, bringing deep elementary instructional expertise to the expansion while providing LEA-wide leadership across campuses.

Pankaj Rayamajhi, Chief Operating Officer, oversees the operational systems, campus logistics, and facilities readiness necessary to support growth across multiple locations. He brings ten years of experience directing strategy and logistics for a DC Public Schools campus, providing relevant expertise in managing complex school operations and translating organizational priorities into effective implementation.

Justin Rydstrom, Chief Financial Officer, brings two decades of experience in the DC public charter school sector. He has overseen E.L. Haynes' financial planning and facilities strategy for the past four years and has led the financial modeling, facilities evaluation, and long-term sustainability planning that underpin this proposal.

Kate Cromwell, Managing Director of Development and External Relations, brings more than a decade of experience working in DC public charter schools. She leads community engagement, external communications, partnerships, and development efforts, helping ensure that families, staff, public officials, community stakeholders, and philanthropic partners remain informed and engaged throughout the expansion process.

The Board and leadership team are further strengthened by individuals with specialized expertise. Michael Hall, a longtime trustee, E.L. Haynes grandparent, and architect, has played an important advisory role during the facilities search by bringing professional expertise in school facility planning and design.

Together, these leaders provide substantial local experience and coordinated capacity across academics, talent, operations, finance, facilities, community engagement, and external affairs. Their complementary expertise positions E.L. Haynes to manage the expansion thoughtfully while maintaining clear

accountability, strong stakeholder communication, and long-term operational and financial sustainability.

To complement the school's internal expertise, E.L. Haynes will also retain an experienced Owner's Representative/Facilities Project Manager to oversee facility planning, design, construction, and occupancy. This will provide dedicated project management capacity while allowing school leaders to remain focused on academic quality, organizational culture, and operational excellence.

Collectively, this team combines decades of experience leading E.L. Haynes, managing school growth, overseeing complex financial and facilities projects, and maintaining high-quality academic programming. Supported by an engaged Board of Trustees and a deliberate governance structure, the leadership team has the capacity, commitment, and proven track record to successfully implement this expansion while preserving the quality of the educational experience for students and families.

8. Explain how you are working to improve the performance of the middle school. Include preliminary data for SY 2025–26.

E.L. Haynes has made improving middle school outcomes a strategic priority through a comprehensive instructional improvement strategy focused on strengthening core instruction, building educator capacity, and providing more targeted support for students. During SY2025–26, this work included an intentional focus on literacy across the middle school, and preliminary results indicate that these efforts are beginning to yield meaningful gains, particularly in English Language Arts. Building on this progress, E.L. Haynes will continue its focus on literacy while expanding the same intentional approach to mathematics in SY26–27.

This work is supported by new middle school leadership. For SY25-26, E.L. Haynes appointed a new Middle School Principal through an internal promotion, providing important continuity as the school builds on the instructional progress of the past year. As an existing E.L. Haynes leader, the new principal has been developed and trained alongside the school's other principals and leaders and brings a strong understanding of E.L. Haynes' instructional approach, expectations, and school community. Together, this leadership continuity and expanded instructional focus position the middle school to accelerate progress in both literacy and mathematics.

The school's approach is grounded in the belief that sustained improvement begins with excellent Tier 1 instruction. In literacy, E.L. Haynes has strengthened

implementation of its high-quality instructional materials (Wit & Wisdom) through tighter lesson internalization, protected instructional time, consistent instructional practices across classrooms, and a more cohesive coaching model. Literacy coaching, professional learning communities, classroom observations, and student work analysis are now aligned around a shared vision of instructional excellence. The school has also invested in instructional leadership capacity and expanded its emphasis on evidence-based writing across all content areas. Leaders regularly monitor curriculum implementation, instructional quality, and student work alongside assessment data to ensure improvements are translating into stronger classroom practice.

In mathematics, E.L. Haynes has continued to deepen its implementation of Illustrative Mathematics, emphasizing rigorous grade-level instruction, mathematical reasoning, productive struggle, and academic discourse. Coaching and collaborative planning help teachers anticipate student misconceptions, respond effectively to evidence of learning, and maintain high expectations for all students. During the past school year, E.L. Haynes also piloted high-impact mathematics tutoring to provide students with additional targeted, small-group instruction aligned with their classroom learning. Building on lessons from the pilot, the school plans to expand high-impact tutoring during the coming year, increasing the number of students who receive frequent, focused support based on assessment data and demonstrated instructional need. At the same time, E.L. Haynes has expanded opportunities for students to access accelerated coursework, including Algebra, while maintaining targeted intervention for students who require additional support. Together, strong core instruction, expanded high-impact tutoring, and access to advanced coursework provide a coordinated strategy for improving mathematics outcomes across a range of student needs.

These instructional improvements are supported by a redesigned Multi-Tiered System of Supports (MTSS). Rather than relying primarily on intervention programs, E.L. Haynes has expanded daily intervention time and shifted toward teacher-led, data-informed interventions that are directly connected to grade-level instruction. Student progress is reviewed regularly, intervention groups are adjusted based on current data, and supports are designed to accelerate students toward grade-level proficiency rather than provide a separate, lower-level curriculum.

The school has also invested in strengthening instructional leadership and professional learning by creating coherent coaching systems across campuses and partnering with nationally recognized educator Zaretta Hammond to build culturally responsive instructional practices that promote rigorous thinking for all students. Together, these efforts create a unified improvement model in which high-quality instructional materials, strong instructional coaching, culturally responsive teaching,

rigorous Tier 1 instruction, targeted intervention, and disciplined implementation reinforce one another.



Additional preliminary measures reinforce these positive trends. Preliminary i-Ready results show relatively stable literacy performance with modest increases in students meeting growth targets, while mathematics continues a multi-year upward trajectory, with increased percentages of students meeting stretch growth goals and fewer students demonstrating little or no growth. Growth in seventh and eighth grade mathematics accelerated compared to prior years. Preliminary ACCESS results also indicate continued improvement in multilingual learner growth.

Although E.L. Haynes recognizes there is still important work ahead to ensure all students achieve at the highest levels, these early results provide evidence that the school's instructional improvement strategy is having a positive impact. The school will continue refining implementation, monitoring student outcomes, and investing in high-quality instruction to accelerate achievement and ensure every middle school student is prepared for success in high school, college, career, and life.

9. Describe how the staffing plan will change to accommodate the expansion?

As enrollment grows, E.L. Haynes will expand staffing in a phased manner that aligns with the addition of students and the school's evolving programmatic needs. Consistent with the proposed enrollment schedule, the school will add the appropriate number of general education teachers, special education teachers, multilingual learning teachers, and related instructional support staff to maintain high-quality instruction and student support.

The expansion will also create opportunities to strengthen leadership capacity. Because the growth is concentrated in the elementary grades, E.L. Haynes anticipates refining its elementary leadership model by reallocating leadership responsibilities and dedicating additional administrative capacity to support early childhood and elementary instruction. As the school's STEAM vision is implemented, leadership roles may also evolve to provide oversight for expanded STEAM programming, partnerships, and specialized instructional spaces. The specific leadership structure will be finalized through a deliberate planning process during the implementation period to ensure it best supports students, staff, and families.

In addition, operating a new facility will require strategic investments in operational staffing. As the expansion is phased in, E.L. Haynes anticipates adding operational positions in areas such as facilities management, campus operations, safety and security, custodial services, front office support, and technology, with staffing levels aligned to the occupancy and operational needs of the new site. The school has successfully operated multiple campuses and will leverage that experience to ensure consistent systems, strong communication, and high-quality service across all locations.

By phasing both enrollment and staffing over multiple years, E.L. Haynes will ensure that instructional, leadership, and operational capacity grows in step with student enrollment, preserving the high-quality educational experience and strong school culture that families expect.

a. How will the proposed expansion affect student-teacher ratios?

We do not anticipate any changes to our student-teacher ratios due to the proposed expansion. We will hire new teachers and assistants to support new students and new classrooms.

b. What impact will the expansion have on the school's leadership team and reporting structure?

The proposed expansion will not require a fundamental restructuring of E.L. Haynes' leadership team, but it will result in intentional refinements to leadership roles and

reporting structures to support a larger student body and expanded programming. The school has developed a strong leadership bench and has the organizational capacity to strategically reallocate responsibilities as enrollment grows.

As part of the expansion, E.L. Haynes plans to dedicate additional leadership capacity to its early childhood program, recognizing that the initial phase of growth is concentrated in PK3 through the elementary grades. At the same time, the school will thoughtfully evolve leadership responsibilities to support the implementation of its expanded STEAM vision, including oversight of new instructional spaces, partnerships, and cross-campus programming.

Over the coming year, the leadership team will engage in a deliberate planning process to refine the school's organizational structure and reporting relationships, ensuring they align with both the phased enrollment growth and the school's long-term strategic priorities. This work will build on E.L. Haynes' existing leadership model rather than creating an entirely new structure, allowing the school to leverage experienced leaders while positioning the organization for sustainable growth. The result will be a leadership team that is appropriately aligned to support expanded enrollment, enhanced STEAM programming, and continued academic excellence across the PK–12 continuum.

10. Beyond what you have previously detailed, what other challenges do you anticipate with expanding your school and operating a new facility? How will you address these challenges?

As with any thoughtful expansion, E.L. Haynes anticipates several implementation challenges, but each can be addressed through proactive planning and the school's established operational capacity.

One of the primary challenges is timing. Because the charter amendment process and facility approvals occur alongside the My School DC enrollment cycle, the school will need to begin enrollment outreach and family engagement before receiving a final decision. To address this, E.L. Haynes will implement a robust recruitment and communications strategy focused on the initial grades of expansion, particularly PK4 and kindergarten, while remaining transparent with prospective families about the phased growth plan. The school has consistently demonstrated strong lottery demand and enrollment outcomes and will leverage its experienced enrollment team, community partnerships, and family ambassadors to ensure families understand the expanded opportunities available.

A second priority will be successfully integrating the new facility into the surrounding community. E.L. Haynes views itself as a long-term community partner and will proactively build relationships with neighboring schools, businesses, community organizations, and residents. The school has a proven track record of collaborating with neighbors around its existing campuses, maintaining open communication regarding school events, traffic patterns, and campus operations, and responding thoughtfully to community feedback. That same collaborative approach will guide the opening and ongoing operation of the new facility.

Finally, the school recognizes that opening a new facility while expanding enrollment requires careful coordination across operations, academics, and student services. E.L. Haynes has developed detailed implementation plans for facilities, staffing, enrollment, and programmatic expansion and will continue refining those plans throughout the design and pre-opening process. By phasing growth over multiple years rather than expanding all at once, the school can monitor progress, make adjustments as needed, and ensure that students and families experience the same high-quality educational program and strong school culture across all campuses.

11. Please check the box that best describes the school's proposed facility change.

- ☐ The LEA or a campus within the LEA is relocating from its current facility to a new facility.
- ☒ **The LEA or a campus within the LEA is staying in its current facility *and* expanding into an additional facility (i.e., some students will attend the current facility while some will attend the proposed facility).**
- ☐ The LEA seeks to open a new campus to be housed in a new facility. (Also complete the Expansion and/or Replication Amendment Application.)

12. In the table below, list the facility/facilities the school seeks to operate (i.e., the facility/facilities the school will continue operating along with the facility the school proposes operating). For each entry, report the facility name, the campus(es) and grades served within, and the address.

Proposed Facility/Facilities		
Facility Name	Campus Name(s); Grades Served	Address

Kansas Ave	Current: ES (PK3-5); HS (9-12)	4501 Kansas Ave NW
Georgia Ave	Current: MS (6-8)	3600 Georgia Ave NW
Taylor St	TBD	1291 Taylor St NW

13. Describe the proposed facility. Detail features like square footage; number of classrooms, offices, and multipurpose spaces; and intended renovations (if needed).

The proposed facility at 1291 Taylor Street NW is an approximately 89,000-square-foot building that currently consists of open warehouse-style space, providing significant flexibility for redevelopment to support E.L. Haynes' long-term campus expansion. The building's size and layout offer the opportunity to create a modern educational environment that can accommodate academic, administrative, and specialized instructional spaces as the school's enrollment grows. The open floor plan provides unusual flexibility to design learning environments that align with the school's educational vision rather than adapting instruction to an existing classroom layout.

To ensure the facility is designed to best meet the school's long-term needs, E.L. Haynes has engaged Shinberg.Levinas Architects to conduct a comprehensive facilities feasibility and assessment study (Phase I). This planning process will evaluate the optimal use of all three E.L. Haynes campuses and determine how academic programs, administrative functions, and specialized learning spaces should be distributed across the portfolio. The study will assess each site's capacity to accommodate an expanded elementary school, middle school, high school, STEAM innovation spaces, performing arts spaces, and other specialized instructional environments. Services include facility assessments, programmatic space planning, preliminary fit studies, identification of renovation and construction considerations, and recommendations for the optimal configuration of each campus.

Because Phase I is specifically intended to determine the highest and best use of each facility, the final number and configuration of classrooms, offices, conference rooms, multipurpose spaces, and specialty instructional areas have not yet been established. These recommendations are a primary deliverable of the feasibility study and will guide subsequent design and renovation work. E.L. Haynes believes this deliberate planning process is essential to ensuring that long-term facility investments are aligned with educational priorities, enrollment projections, and the needs of students, families, and staff.

Throughout Phase I, E.L. Haynes will engage staff, families, and other stakeholders to help inform these decisions and ensure the final campus plan reflects both instructional priorities and community needs. The resulting analysis will inform

strategic decisions regarding facility utilization, phased occupancy, enrollment growth, and campus development over the coming years.

While this planning work is underway, E.L. Haynes anticipates beginning limited occupancy of the Taylor Street facility during the 2026–2027 school year for administrative offices, conference space, and other non-instructional uses. The school has allocated funding for targeted renovations to support these initial uses. Full academic occupancy, including classrooms and student programming, is anticipated to begin no earlier than the 2027–2028 school year, following completion of the feasibility study, finalization of the campus plan, and any necessary renovations. This phased approach allows E.L. Haynes to make thoughtful, data-informed decisions about facility investments while ensuring the building is appropriately designed to support the school's long-term educational vision and planned enrollment growth.

14. Complete and submit DC PCSB's [5-Year Operating Budget](#) template in accordance with its instructions in the [Instructions](#) tab. If you have any remaining questions on how to complete the template, please contact DC PCSB's School Finance Team.

See file.

15. Provide the facility purchase/renovation costs and related financing sources below. Enter \$0 for any fields that do not apply to your facility amendment or add rows as needed.

Element	Amount
Purchase Cost	\$0
Renovation Cost	\$10,500,000
Total Cost	\$10,500,000
LEA's Own Cash Reserves	\$10,500,000
Loans	\$0
Rent abatements or other lease incentives	\$ 11,858,118
Total Funding	\$22,358,118

16. Please provide the applicable document for the new facility:

- **Lease: Signed or draft Lease Agreement**
- **Purchase: Final or draft Purchase and Sale Agreement**

See file.

17. If financing the purchase and/or renovations with new loan(s), please provide the term sheet(s) and a brief update on the status of the loan approval.

Not applicable.

E.L. HAYNES PUBLIC CHARTER SCHOOL

DEMAND SNAPSHOT

Strong family demand, high enrollment yield, and exceptional retention support a measured expansion.

684 Elementary applications SY2026-27	241 Students waitlisted Post-lottery	59% Elementary capture rate vs. 40% DC / 54% Ward 4
86% PK3 capture rate vs. 50% DC	57% High school capture rate vs. 45% DC / 40% Ward 4	92% Three-year re-enrollment Grades PK4-12

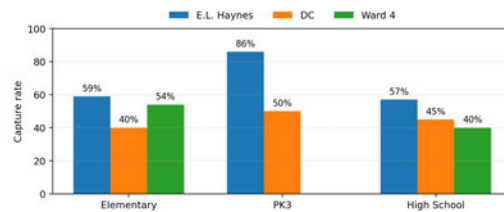
WHY THIS MATTERS

- **Demand is sustained and growing.** Elementary applications increased from 553 in SY2023-24 to 684 in SY2026-27. Every grade maintained a waitlist in the most recent lottery cycle.
- **Demand exceeds current capacity.** After offers were made, 241 elementary students remained on the waitlist. In the entry grades alone, 342 applicants competed for 54 available seats.
- **Families choose and stay.** E.L. Haynes outperforms District and Ward 4 capture rates at the elementary and high school levels, and 92% of students in grades PK4-12 re-enroll.
- **Expansion advances equitable access.** Additional seats will allow more at-risk students to enroll through the school's Equitable Access lottery preference while preserving a diverse, inclusive PK-12 community.

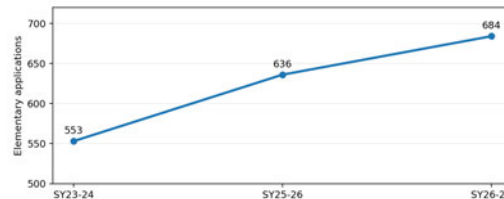
GEOGRAPHIC FIT

The proposed Taylor Street facility remains within Neighborhood Cluster 18 (Brightwood Park, Crestwood, and Petworth), which DC PCSB identifies among the District's neighborhoods with the largest concentrations of elementary, middle, and high school students.

CAPTURE RATES



ELEMENTARY APPLICATION TREND



The proposed expansion responds to documented demand for a high-quality E.L. Haynes education and is structured to add seats gradually, responsibly, and equitably.

Source: E.L. Haynes enrollment and My School DC data; DC PCSB Enrollment Outlook. Application totals reflect available data supplied for the amendment application.