

**Washington Yu Ying Public Charter School
2015-2016 Annual Report**



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I. School Description

A. Mission Statement

Inspiring and preparing young people to create a better world by challenging them to reach their full potential in a nurturing Chinese and English educational environment.



B. School Program

Brief Summary of Curriculum Design

Washington Yu Ying PCS is an IB World Mandarin/English dual language immersion school. The IB Primary Years Programme, for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The IB Primary Years Programme frames the curriculum design and the instructional approach of the school community. As an IB World School, we are expected to adhere to the following standards:

- Share the mission and commitment of the IB to quality international education
- Play an active and supporting role in the worldwide community of IB schools
- Share knowledge and experience in the development of the IB programme
- Commit to the professional development of teachers and administrators

IB PYP Programme Features

- Encourages international-mindedness in IB students
- Encourages a positive attitude to learning by engaging students in inquiries and developing their awareness of the process of learning so that they become lifelong learners.
- Reflects real life by encouraging learning beyond traditional subjects with meaningful, in-depth inquiries into real issues
- Emphasizes through the Learner Profile the development of the whole student- physically, intellectually, emotionally, and ethically

The most significant and distinctive feature of the IB Primary Years Programme is the six transdisciplinary themes. These themes are about issues that have meaning for, and are important to, all of us. The programme

offers a balance between learning through the subject areas, and learning beyond them. The six themes of global significance create a transdisciplinary (across academic subjects) framework that allows students to "step up" beyond the confines of learning within the following subject areas: Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organize ourselves; Sharing the planet. Each theme is addressed by all students each year, with the exception of PreK who address 4 of the themes. The themes provide the opportunity to incorporate local and global issues into the curriculum.

PYP Programme Benefits

The school stakeholders develop an understanding of the IB Learner Profile. The ten aspirational qualities of the learner profile inspire and motivate the work of the teachers, students and schools, providing a statement of the aims and values of the IB and the definition of what it means to be of "international-mindedness." IB learners strive to be: Inquirers, Thinkers, Communicators, Risk-takers, Knowledgeable, Principled, Open-minded, Caring, Balanced, Reflective.

Students are instructed in all learning in both Mandarin Chinese and English. Immersion is delivered through the PYP in an every other day format. Students switch classrooms and are instructed by a team of 2 teachers: one day all learning is taught within the transdisciplinary theme in English, and the next, all learning is taught within the transdisciplinary theme in Mandarin Chinese. Instruction is differentiated to accommodate learner diversity, and instructional specialists typically "push-in" to deliver services to students and consultation to teachers of students who receive special education, learning support or ELL services.

Students in the 21st century are faced with the challenge of learning about an interconnected world where knowledge is constantly developing. The IB Primary Years Programme prepares students to be active participants in a lifelong journey of thinking, experiences, and learning.

Parent Involvement Efforts

PA Meetings

The Yu Ying PA met monthly at the school to actively support the school. The Yu Ying PA is its own non profit and has an executive board that governs it. The PA fund raises for the school and hosts many community events such as: Yu Ying Fall extravaganza, School dances, School Gala, Movie Nights, Yu Ying 5K Fun Run and monthly staff luncheons.

Bi-Monthly Coffees

Stanley Cowan, COO, and Maquita Alexander, HOS, hosted bi-monthly Administrative Coffees for Yu Ying parents. The coffees were a way for the school community to communicate with school administration in an intimate setting. They were successful and will be included in the 2016-2017 school year.

Parent Education Sessions

Multiple Parent Education Sessions were offered within the 2015-2016 school year. The sessions focused on Chinese Language Arts, English Language Arts, Mathematics, and Early Literacy Development. These sessions were offered by the Yu Ying staff and curriculum team. In addition, staff facilitated goal-setting and parent conferences which were three-way between students/parents/teachers. These conferences, held in the fall and the spring, were an opportunity for students to lead their parents through the learning in the classrooms.

Health and Wellness Committee

The Health and Wellness Committee sponsors The Annual Spring Fun Day, which aims to promote fitness and healthy snacking among the student body. This is a joint venture with the Parent Association and the PE department. In addition, the committee sponsors Cleanup and Planting days, Fuel Free Fridays, Earth Day Activities and Healthful Nutrition events.

Chinese Cultural Committee

At Yu Ying, staff incorporate Chinese culture into the daily curriculum and encourage parents and students to learn and try Chinese culture at home as well. In the 2015-2016 school year, not only all staff in Yu Ying planned, promoted, and implemented Chinese cultural activities in classrooms or as school wide activities, but also involved parents within these activities. Within these activities, parents are either using Chinese restaurant booklets when order Chinese food with their children, attending cultural lessons at PA meetings, reading the tips of celebrating some Chinese festivals and trying them out at home, learning weekly Chinese phrases with their child(ren), or making and eating dumplings with their child(ren), being guest speakers in the classrooms to talk about Chinese culture, or volunteering to help at Chinese New Year Fair or Chinese book fair. The more exposed our community is to Chinese culture, the more appreciative we are of the culture, and the more efficient and meaningful our students are to the learning of Chinese language.

Daily Volunteers

Yu Ying has several parents who volunteer on a daily basis. They completed tasks such as helping kindergarten students with daily pack up, lunchroom volunteers, playground activities, library maintenance and working on the grounds.

Field Trips (School and REEF)

Yu Ying parents participate on school field trips. They help lower the adult to student ratio and provide appreciated assistance. Yu Ying students utilize the rich resources available in the DC Metro area. Each grade level takes at least 3 field trips in each school year.

Spelling Bee

For the second year, Yu Ying sponsored a school spelling bee, open to students in grades 1-5. Students registered to participate in the bee and parents supported with study packets administered by the school. Judges from the Greater DC Spelling Bee Community were solicited by the PYP Coordinator. 3 Yu Ying 3rd-5th grade students went on to participate in the DC Spelling Bee.

STEM Fair

For the 6th year, Yu Ying held a STEM Fair open to students in grades 2-5. Parents worked with their students on a Science, Technology, Engineering or Mathematics Problem/Project, which students then presented to the community at the Fair. Judges from the Greater DC STEM Community were solicited by the PYP Coordinator. 6 Yu Ying 3rd through 5th graders were selected to participate in the DC Elementary STEM Fair. All 6 students, 2 teams of 2 and 2 individuals, placed at the DC STEM Fair.

Library

Yu Ying continued to select books to improve its library collections in both Mandarin Chinese and English. Parent volunteers worked to catalog, prepare books and shelve books throughout the school year. The library was consistently used by all grade levels, with a majority of the PreK through 2nd grade classes coming for bilingual reading and bilingual book check-out and the majority of the 3rd-5th grade classes coming for bilingual research and editing skills and bilingual book check-out.

II. School Performance

A. Performance and Progress.

Washington Yu Ying incorporates 21st century skills and researched best practices to enhance the quality of the learning process within the IB PYP curriculum.

In order to inspire and prepare young people to create a better world by challenging them to reach their full potential in a nurturing Chinese/English educational environment, Yu Ying has established a variety of routines within both the English and Chinese classrooms.

These include:

Literacy Instruction:

- The use of the Balanced Literacy Routine in grades K-5 (Chinese) and grades K-3 (English). This includes shared reading and read aloud sessions, guided reading sessions with students on a daily basis, opportunities to read independently, and opportunities to dissect words for spelling (English) and strokes/radicals (Chinese). Teachers use leveled readers for literacy instruction after assessing student's instructional reading level through Fountas and Pinnell running record tools (English) and Yu Ying developed running record tools (Chinese). Teachers in English researched and piloted the use of anchor texts aligned to the social studies and/or science concepts of the unit of inquiry for shared reading mini lessons and read-aloud times.
 - The use of book clubs/literature circles in the 3-5 (English) classrooms. Teachers facilitate the structure of the discussion, while students ask questions and discuss the text from their perspective. Students use reading response journals and visible thinking routines to reflect on their understandings and throughout the process.
 - In English, students improve writing; informational, persuasive and narrative, through the establishment of the writer's workshop routine. Students have an opportunity to work on the skills of writing through whole class lessons taught based on resource of Lucy Calkin's Writing Project Units of Study and then to apply these lessons in their own writing practice. Grades K-2 focus their writing on topics within their unit of inquiry concept. Grades 3-5 focus their writing on Prose Constructed Response prompts as well as extended writing within their unit of inquiry concept.
- These approaches allow our teachers to provide a well-balanced literacy program, while featuring small group and differentiated instruction to closely monitor and support appropriate literacy instruction. Throughout the school, students experience direct instruction of basic early literacy skills: phonemic awareness, phonics, sight word acquisition, fluency, and comprehension.

Math Workshop:

This approach uses a hands-on, exploratory introduction to a conceptual development of number sense, operations, and problem-solving. It involves small and large group instruction of math concepts using a variety of problem based tasks and real world application of knowledge for deep understanding. All math instruction is based on the DC Common Core math standards and the IB math Scope and Sequence and is organized to be taught in units of study.

Units of Inquiry (UOI):

The PYP approach integrates Science and Social studies into guided inquiry units that attempt to answer in depth questions through structured research and facilitated exploration using a variety of investigative methods. Students are involved in asking the questions as well as presenting the results. In addition, students are encouraged to take action within their community (both local and global) based on their understandings.

This approach is designed to reduce inappropriate referrals for special education placement and referrals including disproportionate representation of diverse populations. RTI is a tiered system which involves providing increasing levels of support for students who are identified as performing below

benchmark.

- Features of RTI include: Yearly universal screening for all students in both English and Chinese in Language Arts (3x) and Math (3x) to identify which students are progressing satisfactorily and which are in need of intervention and progress monitoring. Universal Screening Assessments are administered using NWEA Map for all students grades K-5. Based on the data, students are placed into reteach or extension groups to build upon their learning. Students in need of intervention receive daily targeted intervention using evidence based practice to help them achieve at grade level expectation. This instruction is delivered by our RTI team (Instructional Coach, Reading Specialist, ELL teacher, and Tier II Intervention teachers).

Booster Groups for English and Chinese:

Washington Yu Ying provides English Language Arts and Chinese Booster Groups. Students at Yu Ying were placed in booster groups in 2015-2016 to remediate learning is generally based on data from both formative and summative assessments and standardized (universal screening) assessments. Booster groups are considered to be a Tier II intervention as part of the RTI framework. There are three booster cycles throughout the school year (Fall, Winter, Spring). Additional intervention services were also provided after school for students in upper grades.

Booster group services are provided by a dedicated intervention teacher with training in reading and math interventions. Booster groups are small groups (between 2-6 students) of students grouped by need. The classroom teacher and the intervention teacher give them additional instruction in their area of need at a time that is determined collaboratively. Booster group progress data is tracked by the intervention teacher and is maintained in individual student forms. Parents of students in booster groups were invited to meetings with the intervention teacher at the start of each booster cycle (one per trimester).

Research based interventions are implemented by the intervention teacher in booster group including Wilson Foundations, the Leveled Literacy Intervention system by Fountas and Pinnell and other researched based programs. Students are taken in 30-minute increments twice a week for booster group instruction. This year students also participated in reading groups before and after school 5 days a week. They were also given Lexia reading accounts to support building foundational skills. Students are exited from booster groups when they meet grade level benchmarks and deemed ready to exit by their general education teacher and the intervention teacher.

The booster groups were developed for new K and 1st Grade students in Chinese to catch up with their peers on language skills and for 2nd - 5th Grade students to review language and concepts through the anchor texts or other Read Aloud reading materials for the units. Chinese push in or pull out booster groups focused on the interpersonal mode of communication in early grades (K-2nd) and the interpretive, interpersonal, and presentational modes of communication in higher grades (3rd-5th). These groups not only reinforced current language skills and subjects' concepts being introduced in the classrooms, but also provided students the opportunity to have small group instruction to build language proficiency on previously taught material.

Our unique program offers several classes aimed at improving Chinese language and culture acquisition, academic achievement in English, and promoting social skills through structured activities. These classes include daily sessions where students receive assistance with homework, academic skill development, and language based on teacher/parent feedback.

Student Progress

During the 2015-2016 school year, Yu Ying 3rd, 4th, and 5th grade students took the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in addition to the Next Generation Science Assessment (for 5th grade only). In the 2015-2016 School Year, YuYing students in K-5th grades took the NWEA Measure of Academic Progress (MAP) assessment in Reading and Writing. Students took the assessments three times during the year; in the Fall, Winter and Spring. As a nationally normed, adaptive-style assessment, we believe the NWEA MAP assessments will help us better target interventions for struggling students.

This year, PK3 and PK4 students took the *Brigance Inventory of Early Development III Standardized* assessment in early childhood literacy and mathematics. We moved away from the Bracken assessment to better identify literacy issues among our students. 97.03% of all PK students were on grade level or above in mathematics, and 98.02% of students were on grade level or above in literacy.

School Progress

During the school year of 2015-2016, Washington Yu Ying furthered IBO PYP framework development of achievement of a rigorous, structured-inquiry program in both Chinese and English. YuYing embedded 'Cultures of Thinking' into our framework. This included weekly teacher reflections and problem solving to enhance YuYing's instructional culture. Teachers participated in several 'thought and feedback' experiences (such as The New Teacher Project's Insight Survey, Yu Ying's annual Education Summit, Workplace Survey) which provided opportunities for staff to consistently reflect on creating a high level inquiry learning environment across the school. Teachers and students used more reflective, inquiry techniques, aligned with the Responsive Classroom Model, to create a more supportive academic, social and mental learning atmosphere as evidenced by the least amount of discipline office referrals and Out-Of-School Suspensions at YuYing during the 15-16 SY, compared to the last three years.

The teaching staff and the PYP curriculum coordinator met weekly during the school day to plan develop and implement math, English language arts, Chinese language arts and Science/Social Studies units of inquiry. Teaching staff met weekly after school to further and fine tune plans. Teaching staff and Educational Administration met 2x per year for a full day of planning as well. The varieties of ways in which the teams met with support admin allowed for greater collaboration and greater team development of the curriculum across the school. In addition, the staff met with the PYP curriculum coordinator to look closely at the alignment within the curriculum of the language arts, both English and Chinese. The PYP curriculum coordinator facilitated the staff development of a comprehensive and paced language arts curriculum based on DC Common Core language standards, IB PYP language standards and ACTFL standards, and also aligned in teaching/learning experiences with the units of inquiry. This move towards further aligning and developing our written curriculum led to the decision to move our Chinese language arts instruction away from a basal text of *Flying With Chinese* and more towards the use of authentic learning materials and reading text of varieties of levels. The staff, under the guidance of the curriculum admin team, continues to develop a rigorous inquiry pedagogy curriculum based on the DC Common Core standards and the IB Scope and Sequences, but organized and paced with transdisciplinary and real-world references and experiences. Students in all grades were involved in action projects as well as their more 'academic' pursuits.

Washington Yu Ying PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
<p>EXAMPLE:</p> <p>At least 75% of Pre-Kindergarten students will meet or exceed widely held expectations of growth from the Fall to the Spring administration of the GOLD assessment.</p>	Goal met.	<p>ABC PCS met this goal. 80% of pre-kindergarten students met or exceeded widely held expectations of growth from the fall to spring administrations of the GOLD literacy assessment.</p>
1. Students will achieve literacy in English.	Goal Met	<p>51% of All test takers scored a 4 or better on the PARCC ELA assessment. 31.25% of third graders passed the exam (this includes one Private Placement Student)</p> <p>69.5% of 4th graders passed the exam followed by 68.9% of 5th graders. There were two students in third grade that choose not to take the exam. 74.5% scored a 3 or better.</p> <p>77% of students in 2nd grade scored average or above on NWEA Map</p> <p>77% of students in 1st grade scored average or above on NWEA Map</p> <p>78% of students in Kindergarten scored average or above on NWEA Map</p>
2. Students will achieve literacy in Chinese.	Goal Met	<p>STAMP4SE</p> <p>5th Grade Proficiency Level: Intermediate Low Meeting Target Rate for 5th Grade (Listening: 65%, Speaking: 72%, Reading 27%, Writing: 96%)</p> <p>4th Grade Proficiency Level is Intermediate Low Meeting Target Rate for 4th Grade (Listening: 78%, Speaking: 82%, Reading: 39%, Writing: 79%)</p> <p>3rd Grade Proficiency Level: Novice High Meeting Target Rate for 3rd Grade (Listening: 89% Speaking: 91% Reading: 29% Writing: 62%)</p> <p>2nd Grade Proficiency Level: Novice High Meeting Target Rate for 2nd Grade (Listening: 86% Speaking: 84% Reading: 15%)</p> <p>DCCM Proficiency Level: Nov. Mid-Nov. High Meeting Target Rate for DCCM (Listening: 71% Speaking: 90% Reading: 9% Writing: 83%)</p>
3. Students will be adept inquirers and flexible thinkers capable of solving problems effectively	Goal Met	<p>Grade 5 PYP Exhibition (Culminating Group Research and Action Project) Results</p> <p>100% student participation</p>
4. Students will understand and master increasingly complex mathematical concepts.	Goal Met	<p>59% of All test takers scored a 4 or better on the PARCC MATH assessment. 47% of third graders passed the exam (this includes one Private Placement Student). 68% of 4th graders passed the exam followed by 73% of 5th graders. There were two students in third grade that choose not to take the exam.</p> <p>82% scored a 3 or better.</p>

		<p>89% of 2nd graders scored average and above on the NWEA Map</p> <p>86% of 1st graders scored average and above on the NWEA Map.</p> <p>84% of Kindergarteners scored average and above on the NWEA Map</p>
5. Students will master the scientific method and apply it.	Goal Met	<p>20% of students in 2-5 participated in the annual STEM Fair</p> <p>85% of students met expectations on summative assessments for science focused units of inquiry</p>
6. Students will be able to relate their learning to the outside world.	Goal Met	<p>Students participated in the following field trips:</p> <p>PreK3&4- National Arboretum</p> <p>Kindergarten- Great Wall Chinese Grocery Store</p> <p>First- National Building Museum/Freer Museum</p> <p>Second- Synetic Theatre</p> <p>Third - DC Recycling Center</p> <p>Fourth - Colonial Williamsburg Trip</p> <p>Fifth - Prince William Forrest Camping Trip, New York City Chinese Cultural Trip</p>
7. Students will become lifelong learners who possess a positive attitude toward school and learning.	Goal Met	<p>Teachers evaluated and reported on student achievement in social/emotional characteristics and work skills called Approaches to Learning - thinking skills, communication skills, self-management skills, social skills and research skills. Yu Ying report cards, student portfolios, goal setting conferences and student led conferences reflected the student achievement of said goals.</p>
8. The school will create an environment celebrating life-long learning with a welcoming culture for student and adult learning.	Goal Met	<p>Monthly assemblies focused on the Learner Profile characteristic traits and culture. 100% K-5 school participation.</p> <p>Students participated in goal setting and student-led conferences, setting goals and expressing their academic and social/emotional progress to their parents and teachers.</p> <p>Students and families participated in Family Math Night, ELA and CLA curriculum nights.</p> <p>Student reflection on learning and Learner Profile characteristics as reflected in their portfolios, paper and digital.</p> <p>Teacher reflection about 'Cultures of Thinking' in online weekly staff newsletter</p>
9. Students will embrace diversity and respect for other cultures.	Goal Met	<p>September-October (Suggestions for celebrating two festivals at home</p> <p>- Moon festival Double Ninth festival)</p>

		<p>November - December (-Create advice from local good Chinese Restaurant -Creating language guidance for kids to use in Chinese Restaurants -Parents Cultural Night (December) (Give Morgan 2 week heads up- Constant Contact) -Calendar Sale and Creation (Poems, Chants, Cultural Committee and pictures) January - February (大圣庙会 -Chinatown Chinese New Year Parade (1 Saturday afternoon in February 2016) -China 5th Grade Trip to New York City (June 10th & 13th 2016)</p>
10. Students will treat themselves, other students, staff and the physical plant with respect.	Goal Met	<p>Campus Clean Up projects: students participated in cleaning up trash and debris around the campus.</p> <p>Learner Profile and PYP Attitudes vocabulary prevalent throughout the campus.</p>
11. Students will learn to work collaboratively and resolve conflicts effectively and safely.	Goal Met	<p>A 'responsible buddy' system was created between students in grades 5 and K, which allowed 5th grade students to mentor K students and help them develop and practice social skills in alignment with Yu Ying's PYP and responsive classroom framework.</p> <p>0% Expulsion Rate .4% Suspension Rate</p>
12. Students will embrace the community by contributing to their school and wider community with service projects.	Goal Met	<p>Action component of each unit of inquiry, with taking action (service projects/activities) tied to student learning.</p> <p>Examples from 2015-2016 include: raising awareness of excessive water use, raising money for Pennies for Patients, contributing to donations of foods and clothing for homeless shelters, raising \$ for various charity groups, writing letters of concern to city council members, creating 1 minute environmental awareness films-presented at DC Environmental Film Festival, creating signs for the school to promote energy use awareness, cleaning up and maintaining school outdoor areas, contributing to city nature clean up campaigns, and more.</p> <p>5th grade students participated in PYP Exhibition, taking action on a social justice topic and raising awareness within the school community.</p> <p>4th and 5th grade students participate in the Student Patrol program, assisting with logistics and student safety during arrival</p>

		daily.
13. Teachers and staff will be highly qualified, demonstrate high expectations for all students and have a positive attitude toward the school and their colleagues.	Goal Met	<p>Teachers participated in 6 Professional development sessions focused on creating a positive and supportive Learning Environment for students.</p> <p>Staff participated in PD offered outside of Yu Ying through OSSE, Two Rivers PCS, IBO, Project Zero Harvard, Project Zero DC, NAEYC, Columbia University Readers/Writers Workshop Project.</p> <p>PreK -5 Chinese teaching staff participated in a 2 day Immersion Teaching Training facilitated by an outside consultant.</p> <p>K-5 English teaching staff participated in a 2 day Writer's Workshop training facilitated by outside consultants.</p>
14. The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators and board members.	Goal Met	<p>Over 50% of the staff is of Asian descent. 12 staff members hired Black - 5 Male - 1 528 students Hispanic - 33 Asian -57 White -153 Black -195 Two or more races-90</p>
15. The school will be a good citizen and contribute to the local community.	Goal Met	<p>Yu Ying is part of the DPR Community Compost Program.</p> <p>Yu Ying community holds annual bike/scoot,walk to school program to help relieve the traffic in the local community.</p>
16. The school will be led by an active Board of Trustees that will work with the Head of School and principal to effectively run the School.	Goal Met	<p>Yu Ying Board meets 10 times a year to support the HOS</p> <p>Yu Ying Board has the following committees that meet on a regular basis: Governance, Education, Development and Finance.</p>
17. The school will be in sound fiscal health, and the Board of Trustees will ensure the school has the resources it needs to carry out its program.	Goal Met	<p>Yu Ying had a clean financial audit in the 2014-2015 SY</p> <p>FAR score: 91.72 Score</p>

B. Lessons Learned and Actions Taken

Teacher Growth and Development

The 2013-2014 School year marked the beginning of a five year implementation plan to foster teacher growth and development. We continued with this implementation in the 2015-2016 school year.

The newly designed teacher growth and evaluation process was developed in conjunction with a consultant, teacher input, administrator collaboration as well as use of the research based Danielson Rubric. A focus group comprised of both teachers and administrators designed the five-year plan for implementation, which involved a focus on one strand of our five strand rubric for each of five years going forward.

In the 2015-2016 school year, Yu Ying continued its focus the Instructional Rubric component of the rubric. This drove the focus of professional development sessions as well as the formation of teacher learning groups and the formal evaluation process. Teacher observations were conducted using the instructional rubric strand (as well as the learning environment strand from the previous school year) as a basis for constructive feedback. Teachers self evaluated on the rubrics at the beginning of the school year as well as received feedback on their performance at least once per month. Much of this teacher evaluation process is also being used as a norming process to establish norms and expectations for teachers to use going forward.

As we continue the five year implementation of our teacher growth rubric, Yu Ying introduced a performance platform, TeachBoost, in the 15-16 School Year. This platform provided an efficient, electronic method for teachers to self assess, receive feedback, perform peer-to-peer observations, and reflect on their progress through the school year. At the end of the 15-16 School Year, teachers provided multiple pieces of feedback about the usefulness of the Teachboost platform in helping foster their development at Yu Ying.

The five-year implementation plan has been designed in order to ensure the most effective and comprehensive roll out of the new teacher evaluation growth system. After previous experiences with fast paced roll out plans with multiple learning goals, Yu Ying is moving towards ensuring full understanding of each strand of the rubric before moving onto the next implementation phase. The newly designed framework has been well received by teachers, however we continue to work to ensure the rubric drives every aspect of teacher planning, instruction, assessment and culture to ultimately improve student outcomes. The final piece of the teacher growth rubric, 'Planning,' will be introduced in the 16-17 SY. Teachers will be coached around the rubric and provided feedback about planning practices that align with Yu Ying's IB inquiry framework. At the end of the subsequent year (17-18), the five year plan will be complete, and the a robust Yu Ying teacher growth rubric will be in place.

As we continue this teacher growth process, we discovered that it was necessary to provide effective coaching on the Learning Environment rubric and Instructional rubric to brand new Yu Ying teachers. In addition, to ensure that all students are excelling academically within the IB inquiry program, teachers tracked student achievement data and used it to inform instruction. Quality inquiry based instruction that uses data effectively to inform teaching practices and strategies is an area we want to enhance and develop further in subsequent school years.

Education Policies

As we grow and expand, we realized that we needed to systemize Education policies in order to effectively evaluate our educational program annually. In the 2014-2015 school year, administration began the process of creating and documenting policies that align and define our educational program. In doing so, we were able to analyze how these policies align with our charter goals, what new policies need to be created, and how the current policies could be enhanced. The creation and documentation of our education policies is an ongoing process that will continually be modified to meet the needs of the educational framework as Yu Ying continues to grow.

One of the programs that was systemized is our RTI (Response to Intervention) Educational Policy. We developed this policy over the year and made changes such as creating an RTI team with general education teacher representatives, special education teacher representatives, the English Language Learning teacher, and school counselors.

In the process of enhancing the RTI educational policy, the team took several factors into consideration. We identified students using various data points and anecdotal evidence, consulted with previous years' teachers to gain insight on strategies that has helped all 'struggling' students in the class, held team meeting, collaborated with partner teachers within grade levels to discuss and establish accommodations for students. Throughout the year, we have learned that there is an intense need for proper documentation and constant collaboration. Within our new process and monthly meetings, we documented differentiation with evidence through lesson plans and classroom interventions. Teachers that had a need of concern filled out a "Booster Referral Form" in which placed that student on the list to proceed with the RTI process. Another learning lesson was for the RTI team to ensure that they received work samples and explicit needs of the student for a specific area of concern. The team solidified a timeline of how long a student would stay within a particular tier until they needed to be moved up and or taken off. We feel that this year we have gained great insight on where there was need for improvement and have made the proper adjustments to make those changes.

Chinese Program Lesson Learned

As a result of the analysis of all Chinese assessments Yu Ying implemented in SY14-15, the Chinese Language Arts (CLA) program went through a significant realignment to be implemented in SY 15-16. The realignment consisted of extensive professional development on the creation of a standards based CLA Scope and Sequence by which lesson plans, formative assessments and summative assessments would be based on. Chinese teachers with the assistance of the Chinese Program Coordinator, IB PYP Coordinator and Instructional Coach, realigned the Chinese Program by developing a Chinese Language Art Scope and Sequence for all grade levels. Through 3 full day professional development opportunities before SY 15-16 started, Chinese teachers created the CLA Scope and Sequence document using the ACTFL standards, Common Core Standards, and the IB PYP language scope and sequence. Ultimately, the CLA Scope and Sequence document was aligned with the English Scope and Sequence within each transdisciplinary unit.

In SY15-16, teachers were provided with professional development on Chinese Literacy with a focus on Oracy and Literacy with using a combination of "Read Alouds," Balanced Literacy Framework, and using some of the "Readers and Writers Workshop" strategies for literacy development. Teachers continued to have monthly planning support meetings with Chinese Program Coordinator throughout SY 15-16 to ensure a strong foundation in teaching Chinese Literacy. All Chinese staff implemented Read Aloud to engage students to talk around the text and make connection with their own world for language development. Visible thinking routines were also reinforced daily in the Chinese classrooms for facilitating students with conversation. As this Read Aloud routine was established in daily Chinese classrooms, as a result, 2nd-4th Grade students scored much higher in speaking and listening sections overall in STAMP4SE assessment, however students scored lower in general in the reading section. The test presents authentic texts found in China (train tickets, menus...etc) and some classic literature(traditional poem etc.). As Yu Ying focuses were more academic and modern literature based reading program this school year, moving forward, Yu Ying will plan and implement school wide Chinese Level guided reading system for SY2016-2017 in Chinese literacy block. Chinese teachers will be suggested to incorporate more authentic resources and some of the classic literature as necessary into their units.

Program and Student Support

During the 2015-2016 school year, the Chinese Program Support Team formalized the booster curriculum and assessments for new students in grades K and 1. New students in booster groups not only had opportunity to build up language proficiency to catch up with their peers and they were given oral assessments every 4-6 weeks to track their progress. Results were shared with parents, classroom teachers and students via managebac system right after the assessments. Based on in class Chinese formative and summative assessments in K-5th Grade, Chinese program support team worked closely with Chinese classroom teachers to plan and implement push in or pull out language and concept support. In addition to workbooks, Chinese easy readers, Chinese flashcards and audio files stored on flash drives were made available in the library to better support Chinese language acquisition at home, students in grades 3-5 were given access to a self-checkout hallway library to provide students with additional reading materials at home. Chinese program

support team supported struggling students through one on one model, small group instruction, modeled teaching (done by Chinese Resource Teacher and part time Chinese Instructional coach) and co-taught with classroom teacher depending on the needs of the students.

Professional Development and Support for Chinese Teachers

Professional development for our Chinese teachers included: "Oracy and Literacy" PD by Robin Harvey, "Level Chinese Guided Reading" PD by Pauline Shuen, "STAMP4SE Assessment PD" by Hilda and Pearl, "Level Chinese & Units' Reading Curriculum Mapping" PD by Pearl You and Maquita Alexander and one on one/grade level monthly or bi-monthly Chinese literacy coaching by Robin Harvey and Pearl You.

C. Unique Accomplishment & Media

Presenting Nation-Wide and Community Engagement

Yu Ying served and engaged the Chinese Immersion language community by providing support for teachers to present at the American Council on Teaching Foreign Languages (ACTFL) conference and the National Chinese Language Conference (NCLC). Staff presented on a variety of topics related to pre-service teacher training in immersion programs, as well as curriculum development that encompass both Chinese language standards and IB PYP standards. These presentations include "Creating Chinese Chatter Boxes in Pre-K 4 Classrooms" at ACTFL by Allen Zhong, Crystal Chen and Pearl You, "Lessons from Immersion: A Framework for Cross- Language Teacher Training" at NCLC by Pearl You, Robin Harvey, and Maquita Alexander, "Balanced Literacy From Beijing to DC" at NCLC by Pearl You and Elizabeth Hardage, and "Yu Ying Level Chinese Pilot Program" at NCLC by Pearl You and Maquita Alexander.

In addition, Yu Ying staff has been involved in various presentations about instructional best practices that align with our IB inquiry framework. This includes presentations about Student Choice and Thinking and Family Engagement at OSSE's annual 'It Takes a City' Program in May of 2016. Yu Ying was a participant in the DC Model Evaluation Program (started in the 14-15 SY, and concluded its two year commitment in 2016). Yu Ying was one of a select number of Charter Schools in DC to participate in this program, which allowed Yu Ying to provide feedback on, and reflect on best practices around teacher evaluation systems and effective teacher coaching to yield the best results for students in the District of Columbia. Part of this DC Model Evaluation work that Yu Ying participated in will help inform future frameworks for teacher accountability in alignment with the new ESSA.

Yu Ying students participated and placed in the Health Schools Act Art & Essay Contest, and were publicly recognized at the Fall Awards ceremony in Washington, D.C., in both the Fall of 2014 and the Fall 2015.

Yu Ying students, staff and parents were engaged in more Chinese cultural events and celebrations throughout school and DC Metro area. This school year, besides keeping some traditional cultural events at Yu Ying such as Chinese New Year performance, New Year decoration and giving students and staff Hong bao etc., Chinese Cultural Committee organized successful Chinese New Year Fair, Chinese New Year bakery, Children's Day celebration and so on. These activities not only provided educational opportunity for the students but also provided enjoyable cultural experience for students, parents and staff. Our PreK students also did cultural presentation at the Department of Justice and got positive feedback. Some students in K-5th Grade also took part in the Chinese Language Bridge Competition and received one 2nd place and two 3rd places for their efforts in participating in speech competition and group performances.

Collaborations Around the US and China

Yu Ying is engaged in a number of educational collaborations around the US and China. The US collaborations include: Asia Society's Chinese Early Language Immersion Network (CELIN), Day Star Academy in Beijing and Xin Qing Hua International School in Shanghai. Yu Ying also works with the University of Maryland and New York University in training and retaining Chinese immersion teachers.

Yu Ying was named Confucius Classroom of the year.

School quality has a mighty influence on neighborhood choice, home values

http://www.washingtonpost.com/realestate/school-quality-has-a-mighty-influence-on-neighborhood-choice-home-values/2015/09/03/826c289a-46ad-11e5-8ab4-c73967a143d3_story.html

Amanda Ingram named 2015 District of Columbia History Teacher of the Year

<http://www.gilderlehrman.org/programs-exhibitions/2015-state-winners>

2nd Graders featured in KidPost at the Washington Post

https://www.washingtonpost.com/lifestyle/kidspost/octobers-class-yu-ying-second-graders/2015/10/09/7257840a-6c4f-11e5-aa5b-f78a98956699_story.html

Yu Ying Students meet the Presidents of China and the United States at the White House
<http://learningenglish.voanews.com/a/students-get-motivation-straight-from-the-top/3009148.html>

Pulitzer Center talk about Yu Ying students “Walk Like a Journalist” photography exhibit
<http://pulitzercenter.org/event/walk-journalist-exhibition-photos-and-reports-5th-graders-washington-yu-ying-public-charter>

Students from Yu Ying perform for the first ladies of China and the US at the National Zoo’s naming of the new baby Panda
<http://www.nbcwashington.com/entertainment/the-scene/Panda-Cub-Name-National-Zoo-329521421.html>

Yu Ying Chrous performs at the Kennedy Center with the Chinese National Traditional Orchestra
<http://dcmetrotheaterarts.com/2015/12/12/rediscover-chinese-music-at-the-kennedy-center/>
<http://www.metroweekly.com/2015/12/rhapsody-in-chinese/>
<http://www.cctv-america.com/2015/12/19/chinese-orchestra-fuses-traditional-music-with-modern-elements>

Yu Ying students receive a performance by players from the Chinese National Traditional Orchestra
http://usa.chinadaily.com.cn/epaper/2015-12/11/content_22690255.htm

Yu Ying is keeping kids fit and meeting national standards with morning movement exercises
<http://www.wcax.com/story/31679514/report-many-states-failing-at-keeping-kids-fit>

List of Donors, Pro Bono Services & In-Kind Giving

Up to \$499

AARP	Jenny Splitter	Wai Ling Mui
Alicia Brooks	Jose Sousa	William Mosley
Andrew Gorman	Josh Rogin	Yohance Fuller
Asmus Conermann	Just Give	Ziyang Fan
Ayanna Mackins	Karen Smith	United Way
Blake Humphreys	Kate Manolakos	
Bonnie Logan	Ken Yatta Rogers	
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Carolee R Inskeep	Marcus Walker	
Carreen Behrens	Maurice Smith	
Center for Applied Linguistics	Michael Zwim	
Cisco	Morgan Loosli	
David Colvin	Nageeb Sumar	
Elena Gasol Ramos	Nathaniel Ahrens	
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List of Donors, Pro Bono Services & In-Kind Giving (cont.)

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David Deal

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Charles Crettier

Sutherland Law

Kelly Yee

Mike Tseng

Paul Tseng

Taproot Foundation

Combined Federal Campaign

Building Hope

SY 2015-16 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Washington Yu Ying PCS
PCSB	Campus Name: Washington Yu Ying PCS
PCSB	Grades served: PK3-5
PCSB	Overall Audited Enrollment: 551

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

Grade	PK3	PK4	KG	1	2	3	4	5
Student Count	48	76	76	73	74	99	60	45
Grade	7	8	9	10	11	12	Alternative	Adult
Student Count	0	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

STUDENT DATA POINTS

School	Total number of instructional days: 180 Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	Suspension Rate: 0.4%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.0%
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: Validated in mid-August
PCSB	Midyear Entries: Validated in mid-August
PCSB	Promotion Rate: 99.1%
PCSB (SY14-15)	College Acceptance Rates: Not applicable
PCSB (SY14-15)	College Admission Test Scores: Not applicable
PCSB (SY14-15)	Graduation Rates: Not applicable

FACULTY AND STAFF DATA POINTS

School	Teacher Attrition Rate:
School	Number of Teachers: "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$ 2. Range -- Minimum: \$ Maximum: \$

Staff Roster 2015-2016

Last Name	First Name	Title Assigned by Yu Ying	Grade(s) taught in this section	Associate's Institution	Associate's Major	Bachelor's Institution	Bachelor's Major	Master's Institution	Master's Major
Alem	Inshirah	Special Education Teacher	4th, 5th			Mount Holyoke College	English		
Bellis	Lindsay	Lead English Teacher	3rd			The Catholic University of America	Elementary Education		
Nicole	Bodner	Lead English Teacher	2nd			New York University	Economics, International Business	Hunter College	Elementary Education
Chalkley	Carlotta	Special Education Teacher				Virginia State University	Marketing	Virginia State University	Special Education
Chen	Hannah	English Language Learning Teacher	Pre K 3, Pre K 4, Kindergarten, 1st, 2nd, 3rd			Rutgers University	marketing	Brooklyn College	elementary education
Chen	Yuying	Lead Chinese Teacher	Pre K 3, Pre K 4, Kindergarten, 1st, 2nd, 3rd, 4th, 5th			Fu Jen Catholic University	Traditional Chinese Literature	University of Maryland, College Park	Foreign language Education
Chen	Tzu-Ling	Lead Chinese Teacher	Pre K 4			Fu Jen Catholic University	English Literature	Changhua University of Education &	Education & Administration Education
Chiang	Sonya	Lead Chinese Teacher	K			Tamkang University, New Taipei City, Taiwan	Bachelor of Arts in Spanish	McDaniel College, Westminster, MD	Master of Science in Education, TESOL
Chung	Yuching	Chinese Resource Teacher	PreK-5th			Wako University	English Literature & Comparative Culture		
Crandall	Jillian	Lead English Teacher	2nd			University of Maryland, College Park	BA in Theatre and a BA in History	University of Maryland, College Park	MS in Elementary Education
Daise	John	Physical Education & Sustainability Teacher	Pre K 3, Pre K 4, Kindergarten, 1st, 2nd, 3rd, 4th, 5th			Haverford College	East Asian Studies		
Davis	Julia	Lead English Teacher	4th			George Mason University	History	Lesley University	Elementary Education and Special Education
Delair	Amy	Physical Education & Wellness Teacher	Pre K 3, Pre K 4, Kindergarten, 1st, 2nd, 3rd, 4th, 5th			Vanderbilt University	Human & Organizational Development		
Fang	Aini	Lead Chinese Teacher	2nd			Shanghai International Studies University	International Trade and Business	The University of San Diego	Education

Staff Roster 2015-2016

Last Name	First Name	Title Assigned by Yu Ying	Grade(s) taught in this section	Associate's Institution	Associate's Major	Bachelor's Institution	Bachelor's Major	Master's Institution	Master's Major
Gallagher	Maggie	Lead English Teacher	3rd			Temple University	Education	Boston University	Art Education
Griggs	Karla	Special Education Teacher	3rd-5th			Lee University	History, Educational Studies	Northwestern State	Special Education
Guan	Yiyang	Chinese Teaching Fellow	Pre K 4			Donghua University	MICE Management and Economy	Vanderbilt University	English Language Learners
Hagaman	Mary-Elizabeth	Special Education Teacher	1st, 2nd, 3rd			Catholic University of America	Early Childhood Education	Catholic University of America	Early Childhood Special Education
Harris	Sarah	Lead English Teacher	5th			Boston University	Elementary and Special Education	Surrey Roehampton, U.K.	Children's Literature
Hofius	Katrina	Lead English Teacher	K			Emory University	History, Educational Studies	George Mason University	Education and Licensure/English as a Second Language
Holley	Lisa	Lead English Teacher	4th, 5th			University of the Arts	BFA Crafts	American University	Special Education
Hu	Sijia	Chinese Teaching Fellow	Pre K 3			Shanghai Conservatory of Music	Arts Administration	New York University	Performing Arts Administration
Hua	Qin	Lead Chinese Teacher	2nd			East China Normal University	Teaching Chinese As A Foreign Language	University At Albany	Educational Administration and Policy Studies
Hua	Zhuying	Classroom Aide	3rd, 4th, 5th			Beijing Foreign Study University	SPANISH	Rutgers University	Statistics
Huse	Elizabeth	Duty Aide		County College of Morris	Fine Arts	Montclair State University	Family and Child Studies/Education		
Ingram	Amanda	Lead English Teacher	5th			Skidmore College	History and French Double Major	George Mason University	Curriculum and Instruction
Jenkins	Kendra Rochelle	Lead English Teacher	Kindergarten			Howard University	Health Sciences	American University	Early Childhood Education
Jia	Yunshuo	Chinese Teaching Fellow	Pre K 4			Pacific University and Dongbei University of	Business Administration	Kanazawa Seiry University	Management Science

Staff Roster 2015-2016

Last Name	First Name	Title Assigned by Yu Ying	Grade(s) taught in this section	Associate's Institution	Associate's Major	Bachelor's Institution	Bachelor's Major	Master's Institution	Master's Major
Lesondak	Kara	Special Education Teacher	1st, 2nd, 3rd, 4th, 5th			Northwestern Univ. IOWA STATE UNIVERSITY, College of Human Science	Communication Studies Bachelor of Science, Hospitality Management	San Francisco State Univ. THE GEORGE WASHINGTON UNIVERSITY,	Special Education Master of Tourism Administration, Hospitality and Event Management
Li	Lili	Chinese Teacher Fellow	Pre K 4			University of Science and Technology	English	New York University	TESOL/Teaching Foreign Language
Li	Shuo	Lead Chinese Teacher	4th			Beijing Institute of Technology	Computer Science		
Li	Xiao	Lead Chinese Teacher	Pre K 3			South China Normal University	Psychology	University of Delaware	Linguistics
Li	Xinxia	Chinese Program Support	Pre K 4			National Taiwan University of Arts	Drama/Theater art	St. Johns University, NY	Early Childhood Education
Liang	Chiachu	Lead Chinese Teacher	Kindergarten						
Liao	Yu	Classroom Aide	Pre K 3	Lanzhou College of Chemical Industry	Management				
Lin	Guimei	Chinese Program Support	Kindergarten	Shantou University Medical College	Nursing				
Mao	Peipei	Lead Chinese Teacher	3rd			East China Normal University The Catholic University of America	Psychology(Special Education) Elementary Education	Michigan State University The Catholic University of America	Teaching and Curriculum Special Education
Morrow	Gabriella	English Teaching Fellow	Kindergarten						
Qualifications	Phillip	Duty/Classroom Aide	Kindergarten			National Chiao Tung University	Foreign Languages and Literatures	University of Maryland	Teaching and Learning, Policy and Leadership
Pao	Tingyu	Lead Chinese Teacher	Pre K 4			The Catholic University of America	Early Childhood Education		
Peck	Kristen	Lead English Teacher	3rd			University of New England	Elementary Education and Sociology	Lesley University	Education
Rose	Colleen	Reading Specialist	K-5						

Staff Roster 2015-2016

Last Name	First Name	Title Assigned by Yu Ying	Grade(s) taught in this section	Associate's Institution	Associate's Major	Bachelor's Institution	Bachelor's Major	Master's Institution	Master's Major
Santana	Ida	Duty Aide		University of District Columbia			Teaching Chinese as a Foreign Language	New York University	Teaching Chinese as a Foreign Language
Sha	Yu	Lead Chinese Teacher	1st			East China Normal University			
Shen	Hanlin	Lead Chinese Teacher	1st			East China Normal University	Teacher Chinese as Foreign Language	New York University	Foreign Language Education
Shen	Teng	Lead Chinese Teacher	5th			Tongji University, Shanghai, China	Computer science with visual art design focus	New York University	Foreign Language Education & ESL
Shen	Xinyang	Chinese Teaching Fellow	Pre K 4			University of Maryland-College Park	Psychology	George Washington University	Bilingual Special Education
Sinise	Ella	Lead English Teacher	Kindergarten			Catholic University of America	Early Childhood Education		
Smith	Emily	Special Education Teacher	2nd, 3rd, 4th			Catholic University of America	Early Childhood Education	Catholic University of America	Early Childhood Special Education
Song	Zenan	Lead Chinese Teacher	3rd			Qingdao Technology University	English	University of Maryland College Park	Curriculum and Instruction
Song	Yu	Lead Chinese Teacher	Pre K 4			Sichuan University	English	College, Columbia University	Applied Linguistics
Thigpen	Della	Lead English Teacher	1st			University of South Carolina	Art Education	George Mason University	Elementary Education
Tiehen	Eleanore	Lead English Teacher	1st			University of NE at Omaha	Secondary Education, Art K-12	American University	Elementary Education, K 6
Wang	Jing	Lead Chinese Teacher	3rd			Taiyuan Normal University	English Education	University of Maryland, College Park	TESOL
Wei	Yudi	Lead Chinese Teacher	Pre K 3			Tianjing University	Teaching English	NYU	Teaching Foreign Language
Wang	Lu	Chinese Program Support	Pre K 3			Northeast normal university	Journalism	Northeast normal university	History philology

Staff Roster 2015-2016

Last Name	First Name	Title Assigned by Yu Ying	Grade(s) taught in this section	Associate's Institution	Associate's Major	Bachelor's Institution	Bachelor's Major	Master's Institution	Master's Major
Kate	Woodward	Lead English Teacher	4th			Saint Michael's College	Elementary Education/ English		
Xian	Na	Lead Chinese Teacher	Pre K 3			Chongqing University of Technology	Management		
Xu	Chang	Chinese Teaching Fellow	Kindergarten			Nanjing Normal University	Human Resources Management	American University	Elementary Education
Yang	Lijin	Lead Chinese Teacher	5th			Shanghai International Study University	International Journalism	University of San Francisco	International and Multicultural Education
Yang	Xiaoyan	Lead Chinese Teacher	Kindergarten			Shenyang Normal University	English for teaching		
Ying	Huijing	Chinese Resources Assistant	All			College of Liberal Arts Shanghai University	Bachelor of Chinese Literature	International College of Chinese Studies Shanghai	Master of Linguistics and Applied Linguistics
Zhang	Qianyi	Lead Chinese Teacher	4th			China	Business	George Mason University	Education
Zhang	Su	Classroom Aide	Pre K 3	Handan normal college	Education	Hebei normal University	Education		
Zheng	Mintong	Chinese Teaching Fellow	Pre K 4			Beijing international studies university	Russian language and literature	University's for Maryland	Foreign language education
Zhong	Jianhua	Lead Chinese Teacher	Pre K 4			Jingdezhen Ceramic Institute	English	University of Maryland, College Park	TESOL
Zhu	Minyi	Lead Chinese Teacher	Pre K 3			Shanghai Jiao Tong University	English	NYU Steinhardt	TESOL & Foreign Language Teaching
Zimmerman	Paula	Lead English Teacher	Pre K 3, Pre K 4, Kindergarten, 1st, 2nd, 3rd, 4th, 5th			Parsons School of Design	Illustration and Art Education		
Aganga-Williams	Hilda	Assistant Principals				Duquesne University	degrees: Biological Sciences and Health Sciences	University of Notre Dame	Education
alexander	maquita	Head of School				Virginia Commonwealth University	Psychology	Virginia Commonwealth University	Teaching

Staff Roster 2015-2016

Last Name	First Name	Title Assigned by Yu Ying	Grade(s) taught in this section	Associate's Institution	Associate's Major	Bachelor's Institution	Bachelor's Major	Master's Institution	Master's Major
Alfaro	Elmer	Assistant Facilities Supervisor				Colegio Leon Ziguenza	administration		
Cowan	Stanley	Chief Operating Officer				University of Texas at San Antonio	BA-Political Science	Maryland University College	Masters of Science - Management
d'Assignies	Audrey	HR Manager				American University of Paris	International Affairs		
Hack	Edward	REEF Supervisor				Cleveland State University	Marketing		
Harris	Maureen	Receptionist		Philadelphia Community College	General Studies	Temple University	English	Temple University	Education
Hasan	Monica	Instructional Coach				University of Houston	Education-Interdisciplinary Studies		
James	Stephanie	Learning Support Coordinator				Virginia State University	Health, Physical education	Trinity University	Educational Administration
Jones	Tyrill	School Counselor				Georgia State University	Psychology	Columbia University	Social Work
Lyons	Egypt	Business Associate							
Nelson	Brian	School Systems Administrator				Frostburg State University	English		
Nuri	Yawo	REEF Supervisor				University of Massachusetts	Economics		
O'Keefe	Conal	Operations Assistant				Unit College of Maine	Science, Emphasis on Environmental Education		
Olin	Jennifer	Data Manager				Saint Olaf College	Social Studies Education	School of Public Affairs at the University of	Public Policy
Quinn	Amy	PYP Coordinator				University of Kansas	BS Ed. -Curriculum and Instruction	University of Kansas	MS Ed - Curriculum and Instruction

Staff Roster 2015-2016

[illegible]

Board of Trustees 2015-2016

BOT Name	DC Resident	Role	Date of Appointment	Date of Expire
Christina Murtaugh	Yes	Governance Co-Chair	September 2011	September 2017
<i>Tzu-I (Amy) Lee, Treasurer</i>	No	Ex Treasurer,	September 2008	September 2014 <i>Ex-officio member 2015</i>
<i>Ruby Moy</i>	Yes	<i>Committee Member</i>	<i>March 2011</i>	<i>November 2015</i>
Maurice Smith	No	Board Chair	September 2010	September 2017
Marcus Walker	Yes	Parent Board Member	September 2012	August 2018
Ned Cabot	Yes	Vice Chair	January 2013	January 2019
Jane Carter	No	Committee Member	September 2012	September 2018 Resigned June 2016
Abby Carlson	No	Committee Member	January 2016	January 2022
Leslie Griffin	Yes	Committee Member	October 2012	October 2018 Resigned June 2016
Vincent Baxter	Yes	Education Chair Parent Rep	August 2014	August 2020
Tom Porter	Yes	Treasurer	February 2012	February 2018
Paul Wang	No	Committee Member	June 2013	June 2019 Resigned September 2015
Sarabeth Berman	Yes	Committee Member	September 2015	September 2021
Fatema Sumar	Yes	Parent Board Member	September 2015	September 2021

Maquita Alexander
Head of School
DC Resident
2009- Present

Stanley Cowan
COO
DC Resident
April 2015- June 2016

Washington Yu Ying
PCSB-Formatted Budget

Income Statement		SY16-17
Account		Future
Event		-
Revenue		
Per Pupil Charter Payments		6,687,665
Per Pupil Facilities Allowance		1,740,068
Federal Entitlements		86,974
Other Government Funding/Grants		109,488
Private Grants and Donations		65,000
Activity Fees		926,884
Other Income		6,970
Total Revenue		9,623,050
Operating Expense		
Personnel Salaries and Benefits		
Principal/Executive Salary		558,750
Teachers Salaries		2,564,283
Special Education Salaries		346,649
Summer School Salaries		-
Teacher Aides/Assistants Salaries		512,405
Before/After Care Salaries		293,290
Other Education Professionals Salaries		400,502
Business/Operations Salaries		239,131
Clerical Salaries		143,790
Custodial Salaries		79,849
Other Staff Salaries		-
Employee Benefits		1,063,521
Contracted Staff		44,369
Staff Development Expense		202,648
Total Personnel Salaries and Benefits		6,449,188
Direct Student Expense		
Textbooks		28,129
Student Supplies and Materials		194,082
Library and Media Center Materials		5,856
Student Assessment Materials		18,065
Contracted Student Services		164,849
Miscellaneous Student Expense		21,272
Total Direct Student Expense		432,254
Occupancy Expenses		
Rent		-
Building Maintenance and Repairs		70,634
Utilities		108,149

Janitorial Supplies	20,044
Contracted Building Services	165,652
Total Occupancy Expenses	364,479
Office Expenses	
Office Supplies and Materials	42,247
Office Equipment Rental and Maintenance	5,116
Telephone/Telecommunications	23,576
Legal, Accounting and Payroll Services	178,423
Printing and Copying	9,082
Postage and Shipping	6,038
Other	-
Total Office Expenses	264,482
General Expenses	
Insurance	37,784
Transportation	74,731
Food Service	183,534
Administration Fee (to PCSB)	96,230
Management Fee	-
Interest Expense	425,287
Other General Expense	466,820
Total General Expenses	1,284,388
Total Ordinary Expenses	8,794,790
Depreciation	
Depreciation Expense	499,488
Total Depreciation	499,488
Total Expenses	9,294,278
Net Income	328,772
Cash Flows	
Net Income	328,772
Operating Activities	
Add Depreciation	499,488
(Increase)/Decrease in Current Assets	-
Increase/(Decrease) in Current Liabilities	-
Cash Flows from Operations	828,259
Investing Activities	
Purchase of property, plant and equipment	(102,320)
Purchase of investment securities	-
Other investing activities	-
Cash Flows from Investing	(102,320)
Financing Activities	
Proceeds from loans / Repayment of loans	(409,000)
Repayment of loans	-
Other financing activities	-

Cash Flows from Financing	(409,000)
Net cash increase for year	316,940

Income and Cash Flow Statements

Washington Yu Ying PCS
July 2015 through June 2016

Account Detail: ☐ Period: ☐ Year-to Date (YTD) only: ☒

Income Statement	Actual	Budget	Variance	Budget
Revenue	8,311,045	8,040,396	270,649	8,040,396
State and Local Revenue	748,679	487,382	261,297	487,382
Federal Revenue	168,005	77,000	91,005	77,000
Grants and Donations	955,302	889,723	65,579	889,723
Interest	0	0	0	0
Donated Revenue	5,867,657	5,684,574	183,083	5,684,574
Total Revenue	8,311,045	8,040,396	270,649	8,040,396
Expenses	4,830,688	5,147,375	(316,687)	5,147,375
Salaries and Wages	979,957	1,059,550	(79,593)	1,059,550
Contractual and Staff	74,395	28,207	46,188	28,207
Staff-Related Costs	77,341	78,445	(1,104)	78,445
Occupancy Services	382,627	386,088	(3,461)	386,088
Direct Student Expense	682,026	900,593	(218,567)	900,593
Office & Business Expense	890,000	900,593	(10,593)	900,593
Unaudited Expense	0	0	0	0
Capital Outlay	0	165,271	(165,271)	165,271
Interest	381,489	410,348	(28,859)	410,348
Depreciation and Amortization	506,951	492,160	14,791	492,160
Total Expenses	4,830,688	5,147,375	(316,687)	5,147,375
Net Income	3,480,357	2,893,021	587,336	2,893,021
Cash Flow Statement	Actual	Budget	Variance	Budget
Operating Activities	1,010,288	173,591	836,697	173,591
Operating Flow Adjustments	508,951	482,180	26,771	482,180
Add Depreciation	-78,644	-37,540	-41,104	-37,540
Operating Fixed Assets	-27,500	-27,500	0	-27,500
Buildings	-324,040	0	-324,040	0
Other Operating Activities	-167,345	-394,664	226,719	-394,664
Particular Adjustments	18,202	0	18,202	0
Salaries	0	0	0	0
Total Cash Flow Adjustments	42,683	22,466	20,217	22,466
Change in Cash	527,737	186,037	341,700	186,037

Variance is shown by actual expenditures higher than budgeted expenditures, except for the FY16 and FY16 Charter School Facilities Grant payment, and supplemental grant payments.

Variance due to recognition of revenue of \$200,000 from the State of Washington for the year, completion of Phase 1 program grant, and spending of nearly \$1.5M for the year, completion of Phase 1 program grant, and spending of nearly \$1.5M for the year.

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