

Washington Yu Ying Public Charter School
2017-2018 Annual Report



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Ned Cabot, Board Chair

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I. School Description

A. Mission & Vision Statements

Mission Statement

Washington Yu Ying strives to Inspire and prepare young people to create a better world by challenging them to reach their full potential in a nurturing Chinese and English educational environment

Vision Statement

Washington Yu Ying strives to create a strong community of learners who are confident in their ability to read, write and think in the Chinese and English languages and have intercultural understanding and respect



B. School Program

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 and K 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 works closely with the school administration, is under the governance of the school but has an executive board that governs it. The PA fundraises for the school and hosts many community events such as: Yu Ying Fall Extravaganza, school dances, School Gala, Movie Nights, Fuel Free Fridays, Yu Ying 5K Fun Run and monthly staff luncheons.

Bi-Monthly Coffees

Maquita Alexander, Executive Director, with school leadership 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, encouraged open communication and will be included in the 2018-2019 school year.

Parent Education Sessions

Multiple Parent Education Sessions were offered within the 2017-2018 school year. The sessions focused on Early Literacy Development, Language Arts, Mathematics, and Science, Technology, Engineering and Art. 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.

Family Curriculum Night

A STEAM focused Family Curriculum Night was offered in the 2017-2018 school year. The event had families participating in a wide variety of Science, Technology, Engineering, Arts and Math engagements organized and facilitated by the Yu Ying staff and curriculum team. Each family took home ideas and at-home activities to encourage and support learning at home.

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 2017-2018 school year, Yu Ying staff planned, promoted, and implemented Chinese cultural activities in the classrooms or as school wide activities. A comprehensive resource list of learning materials is consistently updated and made available to parents. Parents were invited to be guest speakers in the classrooms to talk about Chinese culture, to speak about content within their expertise, or to volunteer for the Chinese New Year Fair, the China Bridge Competition or the Chinese Book Fair.

Daily Volunteers

Yu Ying has a variety of parents who volunteer on a daily basis. They completed tasks such as helping in PreK through Grade 1 classrooms and in the library, reading to students for Read Ins, participating in school events, joining in on playground activities, library maintenance and working in the multiple gardens.

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 fourth 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 Director of Teaching and Learning. 3 Yu Ying 3rd-5th grade students went on to participate in the DC Cluster Spelling Bee. 1 4th grade student was eligible, but elected not to, go on from there to participate in the DC Citywide Spelling Bee.

STEM Fair

For the 8th 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 Invention/Investigation, which students then presented to the community at the Fair. Judges from the Greater DC STEM Community were solicited by Yu Ying's Director of Teaching and Learning, in partnership with the DC Stem Network. First place projects at the school-wide fair participated in the DC Elementary STEM Fair. A total of 7 students from Yu Ying participated in the DC STEM fair, two of the teams, in 4th grade and in 5th grade, won first place at the DC STEM Fair in their categories.

Library

Yu Ying continued to select books to improve its library collections in both Mandarin

Chinese and English. The library also began to develop small collections of home languages for support of family literacy. Parent volunteers worked to catalog, prepare books and shelve books throughout the school year. The library was consistently used by all grade levels coming for bilingual reading and bilingual book check-out. The 3rd-5th grade classes also came to the library for bilingual research and editing skills.

Webinars

The Intervention Team developed and hosted 3 webinars during the 2017-2018 school year for families of students receiving English Language Arts intervention support in class or in our Before and After School Intervention program. Families were surveyed for input on topics and best days and times for webinars, thus each webinar was scheduled on a different weekday and time to accommodate as many families as possible. The last webinar incorporated an opportunity for families to attend the session then participate in a “quick chat” with their child’s interventionist. Families that registered for the quick chats submitted a question specific to their child in advance of the quick chat. Webinar recordings and resources were shared with all intervention families regardless of if they had participated in the webinar or not. Participant surveys were sent immediately after each webinar and consistently indicated positive response to the content and online format. As a result, in the 2018-2019 school year 6 webinars are scheduled and webinars will be offered for all intervention programs: English and Chinese Language arts and math.

II. School Performance

A. Performance and Progress

- 1. Describe the extent to which the school is meeting its mission, detailing programs and/or methodologies through which the school pursues its mission.**

Yu Ying’s mission is 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.

To meet our mission, Yu Ying incorporates 21st century skills and researched best practices to enhance the quality of the learning process. Within the IB PYP curriculum, 5th grade students at Yu Ying have completed the IB PYP Exhibition, the culminating global citizen project of the IB PYP. Yu Ying continues to meet its mission each year as indicated through the matriculation of 100% of 5th grade students through completion of the Exhibition. Additionally, Yu Ying has established a variety of routines within both the English and Chinese classrooms. These include:

Literacy Instruction:

All literacy instruction is informed by the Common Core State Standards for English Language Arts, the IB Language Scope and Sequence and the American Council for Teachers of Foreign Languages standards.

- The use of Balanced Literacy in grades PreK3 - 5 (Chinese and English). This includes shared reading and interactive read aloud sessions, guided reading and book club sessions with students on a daily basis, opportunities to read independently, and opportunities to dissect words for spelling (English) and strokes/radicals (Chinese). K-5th Grade English Teachers and 1st-5th Grade Chinese teachers use leveled readers for literacy instruction after assessing student's instructional reading level through Fountas and Pinnell running record tools (English) and Level Chinese running record tools (Chinese). Both Chinese and English teachers continue to use anchor texts aligned to the social studies and/or science concepts of the units of inquiry for shared reading mini lessons and interactive read-aloud times. Teachers in English and Chinese continued the use of anchor texts for interactive writing lessons as well.
- 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 both English and Chinese, students develop their voice in writing through the genres of informational, persuasive and narrative, within the Writer's Workshop model. Students have an opportunity to explore the skills of writing through mini lessons with a focus on a writing skill. Students then apply these lessons in their own writing practice. Grades K-5 students focus their writing both on concepts within their unit of inquiry and on personal interest. Teachers confer with individuals to offer quality feedback as students are writing. This approach allows our teachers to provide a well-balanced literacy experience, while featuring small group and differentiated instruction to closely monitor and support appropriate literacy instruction. Throughout the school, students develop understanding through direct instruction of basic early literacy skills in English: phonemic awareness, and in both English and Chinese: phonics, sight word acquisition, fluency, and comprehension.

Mathematics:

Washington Yu Ying uses a math workshop inquiry approach including hands-on, exploratory introduction to a conceptual development of number sense, operations, and problem-solving. Such practices as Number Talks are used daily to help develop math communication skills. Daily math blocks include independent, small and large group involvement in 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. In the 2017-2018 school year, teachers from each grade level participated in math workshops through Youcubed at Stanford University. The workshops emphasize the learning of math concepts along with skills and will help to continue to improve math planning and teaching.

Units of Inquiry (UOI):

The PYP approach integrates Science and Social studies into guided inquiry units with a goal 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.

Response to Intervention (RTI):

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.
 - In class support is provided to students based on the data from universal screening, Reading Specialists and Chinese Language Instructional staff work with students who are in need of intervention during English or Chinese Language Arts class. The Reading Specialists/Chinese Language staff collaborate with the classroom teacher to target and design instruction for students according to their needs to help them achieve at grade level expectation.
 - Additional before or after school support for English and Chinese Language Arts and Math is provided for students who need more support than that which they receive in class. Small groups of students attend 4-5 times each week for student-specific, evidence-based instruction in English or Chinese Language Arts or Math.

Washington Yu Ying provides English Language Arts, Chinese Language Arts and Math Intervention support. Placement is generally based on data from both formative and summative assessments and standardized (universal screening) assessments. Push in support and Before and After School groups are

considered to be a Tier II intervention as part of the RTI framework. There are three intervention cycles throughout the school year (Fall, Winter, Spring).

Intervention services for English Language Arts, Chinese Language Arts are provided by an intervention teacher with training in reading, speaking and/or math interventions during classes. In English Language Arts, the intervention teacher collaborates with the classroom teacher to create student-specific interventions to support individual and small groups of students in class. In Chinese Language Arts, students new to Yu Ying (grades K-2) were provided oral language support in order to catch up with their peers. In addition, students in grades 1-5 were given in class support to review language and concepts through the anchor texts or other Read Aloud reading materials for the Units of Inquiry and development of oral language skills in order to authentically express themselves. 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. Additionally, math support was provided to students in grades 1-5 based on needs in Chinese classes.

To augment intervention services while adhering to Yu Ying's model of immersion, some students participate in Before or After School groups for English Language Arts, Chinese Language Arts or math. These intervention groups are small (between 2-6 students) and students are grouped by need. They are given additional instruction in their area of need at a before or after school ELA, CLA or math group 4-5 times a week. Research-based interventions are implemented by the ELA, CLA and math intervention teachers. Intervention group progress data is tracked by the intervention teacher and is maintained in individual student forms. Parents of students in before or after school intervention groups receive information on student progress through emails, meetings, and conferences and in progress reports. Students are exited from before and after school intervention groups when they meet grade level benchmarks and are deemed ready to exit by their general education teacher and the intervention teacher.

Our unique program offers several classes aimed at improving Chinese language acquisition, academic achievement in English and math, 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.

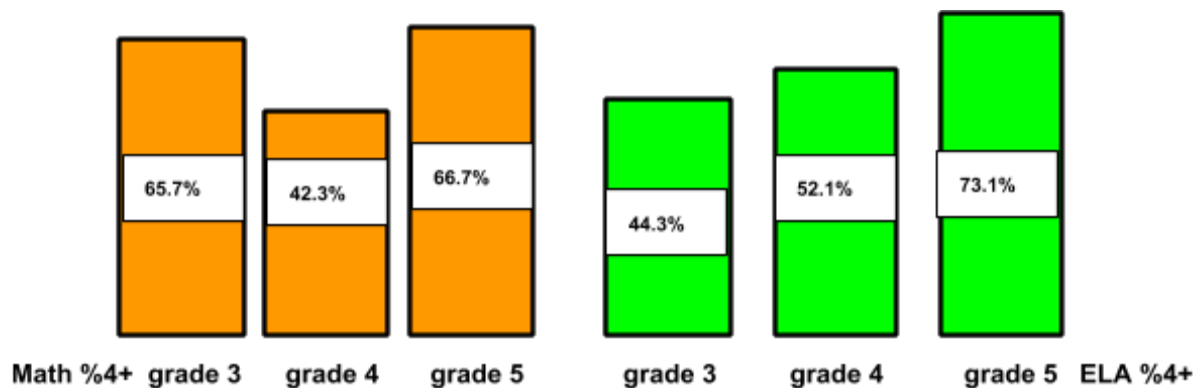
2. Describe the extent to which the school is meeting its goals and academic achievement expectations detailed in its charter. Note that when the school

undergoes review or renewal, or any other year, PCSB may seek supporting documents and data to validate this narrative.

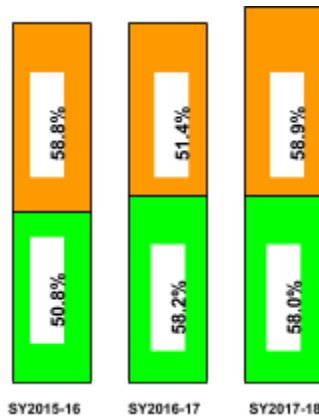
Student Progress

During the 2017-2018 school year, Yu Ying 3rd, 4th, and 5th grade students took the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. Data for the Spring 2018 Assessment is below in graph form. Yu Ying continues the trend of students excelling in ELA by grade 5 (see graphs below). While our math scores are above the city average, helping students to apply the mathematics conceptually is a continued instructional focus. In the 2017-2018 school year, Yu Ying students in K-5th grades took the NWEA Measure of Academic Progress (MAP) assessment in Reading and Math. 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 help us better target interventions for struggling students.

PK3 and PK4 students took the *Brigance Inventory of Early Development III Standardized* assessment in early childhood literacy and mathematics in the Fall and in the Spring of the 2017-2018 school year. 97% of PK students were within normal limits or above expectations in both mathematics and literacy. Yu Ying monitors the 3% not within normal limits as they move in to PreK 4 and K in order to ensure we are preparing students for success.



PARCC Scores 2017-2018



Three Year Comparison overall Yu Ying PARCC % 4+ Scores

School Progress

During the school year of 2017-2018, Washington Yu Ying furthered IBO PYP framework development of achievement of a rigorous, inquiry-based program in both Chinese and English. Yu Ying continued to embed critical thinking into our practices, being intentional with areas in which student agency could be promoted. This included weekly teacher reflections on data and problem solving to enhance Yu Ying’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. Students participated in several ‘learning and classroom engagement’ surveys which provided opportunities for staff to reflect on student perspective. Teachers and students continued to use reflective techniques, aligned with Collaborative and Proactive Solutions through Lives in the Balance, to create a more supportive social and mental learning atmosphere leading to a supportive academic environment as evidenced by the continued low percentage of out of school suspension incidents at Yu Ying in the 2017-2018 school year.

The teaching staff and the PYP Curriculum Coordinator and the Chinese Language Coordinator met 2x 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 in the year for a full day of planning as well. The varieties of ways in which the teams met with support administrators 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 scope and sequence across subjects and within each unit of inquiry for both vertical and horizontal alignment. The Director of Teaching and Learning facilitated the staff norming of the writing curriculum based on DC Common Core language standards, IB PYP language standards and ACTFL standards. This norming of student writing across language and grade levels will allow the school to develop accurate benchmarks for each grade level and for both English and Chinese writing.

The staff, under the guidance of the curriculum administration team, continue 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.

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 2017-2018 school year.

In the 2017-2018 school year, Yu Ying continued its focus the Instructional component of the rubric and implemented focus on the Planning component of the Danielson Framework. 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 strand and the planning 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 in the middle of the school year as well as received feedback on their performance through observations as well as mid-year conversations. Teachers chose 2 goals for themselves within the instructional and/or planning strands and based on feedback. Teachers self-assessed their progress on the goals at their final performance evaluation at the end of the school year.

As we continue the five year implementation of our teacher growth rubric, Yu Ying continued to use a performance platform, TeachBoost, in the 17-18 school year. More was needed to help our performance management plan function with greater efficiency, therefore the school leadership met with EdFuel throughout the 17-18 school year to continue to further develop and adjust the performance evaluation

management plan. Teacher feedback on performance evaluation contributed to decisions made about the plan adjustments.

The adjusted performance management calendar and additions to performance evaluation will be rolled out in the 18-19 school year. These continue to include the teacher growth rubric, the self-assessment of teachers and development of goals based on the growth rubric, the use of Teachboost to document observations, feedback and teacher performance ratings, mid-year and end-of-year conversations on teacher performance growth and consistent observations for each staff member.

Quality inquiry based instruction that uses analysis of student data effectively to inform teaching practices and strategies is an area we want to continue to enhance and develop further in subsequent school years as we reach our five year implementation goal.

Education Policies

We continue to work on the process of systematization of all education policies in order to effectively evaluate our educational program annually. This process began in the 14-15 school year and is an ongoing process, that will continually be modified to meet the needs of the educational framework as Yu Ying continues to grow.

Chinese Language Lessons 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 over the 3 years between 2015 and 2018. The realignment consisted of extensive professional development on ACTFL language standards, as well as Common Core and IB language standards which led to greater Language Arts coordination of a scope and sequence aligning Chinese Language Arts teaching with English Language Arts teaching on a continuum of language acquisition for each strand of reading, writing, oral language and visual language.

After a year of piloting Level Chinese, for Chinese language guided reading, the school fully implemented guided reading in Chinese for grades 1-5 in the 17-18 school year with provisional benchmark reading levels for each grade. In the 18-19 and 19-20 school years, the school will analyze student data of reading progress to norm the benchmark levels for accurate grade level reading targets.

All Chinese staff implement interactive writing mini-lessons in grades 1-5 in the 17-18 school year. This next stage of the continued improvement of our Chinese language arts instruction was implemented in alignment with the English language arts scope and sequence for writing development and based on the Columbia University Writers Workshop model.

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 Chinese Immersion practices and including inquiry based pedagogy and cultures of thinking.

In addition, Yu Ying staff have been involved in various presentations about instructional best practices that align with our IB inquiry framework. This includes presentations about Student Choice and Thinking at Two Rivers annual PD event in April of 2018, presentations about language immersion and thinking strategies at DC Project Zero events throughout the year and when hosted by Yu Ying in March of 2018. 5 Yu Ying staff are trained IB workshop facilitators and authorization site visitors. Each of the 5 IB trainers were invited to offer at least 3 workshops nationally on IB PYP practices within the school year. Yu Ying was a participant in the DC Environmental Literacy Cadre, continuing a commitment to sustainability education within its' framework. In addition, Yu Ying continues to be a model participant in the OSSE DC School Gardens movement.

Yu Ying students, staff and parents continued to participate in Chinese cultural events and celebrations throughout school and DC Metro area. This school year, along with keeping some traditional cultural events at Yu Ying such as Chinese New Year performances and celebrations, the Chinese Cultural Committee organized successful Chinese New Year Fairs, Chinese New Year bake sale, participation in a Chinese Language competition at Yu Ying and participation in a Chinese Language Bridge Competition at the University of Maryland, resulting in 2 first places and 1 third place.

Our Yu Ying choir performed at the Department of Justice ceremony and also at DC International School, singing in both Chinese and English.

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), the University of Maryland and New York University in training and retaining Chinese immersion teachers. The Chinese collaborations include: Day Star Academy in Beijing and Xin Qing Hua International School in Shanghai.

B. Unique Accomplishment & Media

Yu Ying received a one-year, \$92,902.58 grant from the Office of the State Superintendent of Education (OSSE) to increase literacy achievement for

students who read below grade level, particularly students of color and low-income students, and prevent these two subgroups from falling further behind their peers. The project, titled the Literacy Achievement Program is part of English Language Arts intervention and includes differentiated push-in reading support as well as before and after school reading groups targeted to each student's specific reading needs. Yu Ying completed the first year of a \$226,200.00 grant from OSSE to implement a behavioral management plan with a greater emphasis on social emotional skills through the Lives in the Balance Collaborative and Proactive Solutions and in coordination with DC International School. Yu Ying fulfilled the second year of a two-year, \$257,992.89 grant from OSSE to increase the math achievement of our lowest performing students through an extended learning day math program. We also completed the first year of a \$35,000 School Garden Grant from OSSE to implement a Food Forest in our Nature Center. Other grants received include \$10,000 from the University of Maryland's Confucius Institute to purchase Mandarin language resources and cultural artifacts and \$500 from Action for Healthy Kids to increase physical activity during the school day.

Best Elementary Schools in DC 2018: Here Are Niche's Top 25 in the District

<https://patch.com/district-columbia/washingtondc/best-elementary-schools-dc-2017-here-are-niches-top-25-district>

Awarded Healthy School Silver Prize by Alliance for a Healthier Generation

<https://www.healthiergeneration.org>

Ranked in Top 25 Elementary School in Washington, DC by The Washington Business Journal

<http://www.bizjournals.com/washington/news/2017/02/27/these-are-the-25-top-ranked-elementary-schools-in.html#g15>

Voted Best Elementary School in DC in City Paper's 2018 Reader's Best Of Poll

<https://local.washingtoncitypaper.com/publication/best-of-dc/2018/people-and-places/best-elementary-school>

A Day in the Life: Washington Yu Ying PCS

https://www.youtube.com/watch?v=KX1QWA_epvE

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

Up to \$499

Brian Nelson	Donald Larson
Bright Funds Foundation	Emily Gasoi
Ann Bonwit	Gaelle Kolb
Shannon Guzman	Jamila Frone
Tania Alfonso	Jennifer Cabot
Passion Food Hospitality	Kazeem Alli
Dana Sade	Michael Zwirn
Marque Chambliss	Stella Aung
Jessica Hansen	William Donnelly
Kevin Allen	Yavar Moghimi
Countertop Productions	UrbanSitter
Katherine Wolf	Dragon Gate D.C.
Laurie Chenoweth	Joy of Motion Dance Center
Ayanna Mackins Free	Kristin Kilbane
Bianca Sancio	Revolution Foods
Gunella Lilly	The Salon Professional Academy
Leslie Chang	Angela Seid
Lisa Hobbs	Farm to Famly CSA
Sarah Harris	Miss Pixie's Furnishings & Whatnot
Amanda Collins	The Washington Ballet
Amy Quinn	Rachel MacCleery
Barrett Karr	Michael Maniscalco
Dayana Alvarado	Allison Muck Gabby Morrow
Jeffrey Wheeler	Boomerang Tours
Megan Price	Compost Cab
Melissa Javier-Barry	Flight Trampoline Park
Ritru Davis	Jocelyn Holm
Strut DC	Jonathan Child
Tom Wang	Lynne Lightfote
Vanessa Howells	Yu Ying leadership team
Vania DeVerger	Marci Edwards
The Lion Class	Sung Balcom
The Panther Class	The Leopard Class
Jason Nelson	Yuqi Wang Liz Laoshi Amy Liao
Contradiction Dance (Kelly King)	Susan Harris
Brigid Maher	Abdul Fouzi
Charlie Haggart	AtPlay Services
Courtney Stafford	Cecily Stewart
Matthew Batista	Chanda Hallewell

Matthew Hutson	Jennifer Zwilling
Octavia Shaw	Jocelyn Jones
Vincent Baxter	Capitol Hill Arts Workshop
American Parkour Academy	Sung Balcom Caroline Howard Yuxiao Long
Kaizen Karate LLC	Three Little Birds Sewing Company
Elizabeth Delaney	Xiaohong Zhang
Gina Baxter	Yu Song
Melissa Chen	Heather McCurdy
Lauren Cooper	David Hobbs
Ann Schlegelmilch	Arena Stage
Fatema Sumar	Marguerite Duane
Barrel Oak Winery	RDU Tennis
Colleen Farley Rose	Richardson School of Music
Dupont Circle Yoga	SoulCycle
Joan Brickhouse & Mercii Thomas	The Lab DC
Kristen Peck Vera Song	Lisa Holley
Ling Zhang	Badlands LLC
The Horse Class & The Dog Class	Jenny Hills & Jillian Crandall
The Tiger Class	Squash on Fire
Yunshuo "Emily" Jia Qingdai Ying	Pete's Apizza
Crusey Family	The Whale Class
Ashley McNeil	Shelby Bell
John Daggett	Abigail Story
Rocklands Farm	Alicia Robinson-Morgan
Lucille Liem	Aspen Street Cakes
Katharyn Warren	Bill Morgan
Camp Twin Creeks	Bowl America
Feng Dong & Bi De	Brookland Pint
Wulamu Zuoerguli	Bruce Berg
Eli Hopson	Clyde's Restaurant Group
Lisa Rawlings	Elizabeth Douglas
Will Weems	Emily Shih
Caroline Howard, Tamie Metellus-Turner, Lydia Wolfe Yuxiao Long	Jonathan Balcom
Jacob Berg	Jose Andres Think Food Group
The Rhino Class	KenYatta Rogers
Peter Harris	Marc Weiner
United Way of the National Capital Area	Na Xian Mary Hagaman
Angela Hunter	National Petroleum Council
Sandra Nelson	Peipei Mao Aini Fang
Lahra Smith	Ronald Pennington
Bluebird Sky Yoga LLC	Sarabeth Berman
Shaniece James	Olga Mahler
Thomas Porter	Rebecca Yip
Evan Vucci	Matthew Smith

Cafe Saint Ex	Art Works Now
Adam Hellman	Kelly King
Mallory Corlette	Ivan De Leon Hernandez
Lindsey Clarke	Jane Blacka
Hannah Sommers	Silver Stars
The Dolphin Class	Jennifer Rosenwasser
Adventure Park at Sandy Spring	Charles Donalies
Pamela Young	Steve Seelig
Veronica Jimenez	Sew Creative Lounge
Allen Zhong	Shake Shack
Excel Pilates	The Octopus Class
Kathryn Braisted	Viacom
The HeadFirst Companies	Elizabeth Daggett
VIPRE Security	Carolee Inskeep
Little Loft	Batina Wills Washington
Sabriya Williams	Irene Ibongo
Trinita Brown	Jessica Lin Powers
Lara Alramahi	Valarie Dock
Labyrinth Games & Puzzles	Harvey Yancey
AnnaMaria Ortiz	Kimberly Tignor
David Corlette	Cady Panetta
Elaine Rensberger	Jose Sousa
Gaelle Kolb	Jacob Abbott
Kenya Davis	Justin Tan
Schefferman Orthodontics	Lisa McCabe Hobbs & Kyseline Cherestal
Urban Adventure Squad	Lisa Wang
Liberty Mountain Resort	Sarah Perkins & Koro Nuri
Bri's Brookland Creamery	Michael & Cady Panetta
Gabby Morrow	Aaron Way
Jillian Crandall	Harris Teeter
Kristen Smith	BETA Academy
The Partisan DC	Katharine Mottley
Taiya Smith	Chris Swallow
Kathleen Eder	Kelly Yee
CakeLove	A Friendly Photo
LT Consulting LLC	Bradley Comar
Elsa Fraser	Esther M Bryan
Giant A+ Rewards	Evangelia Pelonis
Rebecca Plummer	Hailey Arends
Blue Jacket Brewery	John Hild
Rosalind Harris	Kerry Marflak
Jose Rivera	Lan Zhao
Margaret Metcalf	Lindsey Moore
James Ricardo	Maquita Alexander

Right Proper Brewing	Mercii Thomas
Anxo Cidery and Tasting Room	Anchyi Wei
Alexandra Blasgen	Chris Schierkolk
Michelle Pitts	PHrMA
Sheryll Cashin	ArtJamz LLC
DC Mosquito Squad	Atlas Performing Arts Center
Ariel Rubin	Denise Shepard
Jeannie Chen	Erin Sparks
Nicole Pugh	HoopEd Nation Wizards Care Charities Inc
Reed Quinn	
\$500 - \$999	
Alexandra Thomas	Marcus Walker
AmazonSmile	Mary Shaffner & Will Weems
Barbara Deutsch	Meseret Bekele
Berman/Osnos Family	Microsoft
Blake Humphreys	Peyton West
Cara Morris Stern	Portia Wu
Cheri Harrington	Richard Gryziak
Colleen Popson	Rose Dempsey
Cotton & Reed	Roy Johnson
Darius Thomas	Sara Bakker
Debra Catts	Shannon Roche
Dory Peters	Stanley Cowan
Elizabeth Brooks	Stefano Negri
Greg Erdman	Tisola Birdsong
Hannah Sommers	Tom Hallewell
Jade Huang	UnitedHealth Group
Jon Rosenwasser	Victor Barcelona
Jonathan Fetter Degges	Wai-Ling Mui
Kate Vogel	Washington Nationals
Katherine Clemons	Benevity
Katherine Vogel	Cisco Systems
Kevin Mooney	
Laura & Shamir Shahi	
Lewis Mottley	
Lisa Marflak	
Maia Coleman King	
\$1,000 plus	
Alex Lee	Combined Federal Campaign of the National Capital Area
Ali Thomas, Lothlorien Redmond and Mallory Corlette	PBS

Angela Lee	UPS
Bill & Melinda Gates Foundation	Shane and Barrett Karr
Chen Joseph Family	Portia Wu and Bradley Peniston
Christopher Chambers	Charles Crettier
Clutch (Michael Beares)	Eversheds-Sutherland LLC
Council for International Cooperation	Mike Tseng
Courtney Whittington	Ardent Fox Law
Daniel & Dorothy Mccuaig	EdForward DC
Daniel McMahon	Leslie Griffin
Danielle Davidowitz	Lindsay Zarwell
David Talbot & Laurelle Lo	Lothlorien Redmond
Elena Gasol Ramos	Manisha Modi
Elizabeth Karr	Michael Sandfort
Emily Wang	Micki Chen
Heather Book	Nageeb Sumar
James Bishop	Ned Cabot
Jocelyn Chan	Sandra & Jean-Paul George
Kathryn Jennings	Sarah Mooney
Kelly King & Mallory Corlette	State of Maryland
Leigh Verbois	Susan Collins
Webster Book LLP	TIE/Andrew Stanoch
	Truist
	Tzui Lee
	Vanessa Bertelli
	Verizon Foundation

Data Report

SY 2017-18 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: 580

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	48	76	78	72	71	71	72	92	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	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

<i>School</i>	Total number of instructional days:180 <i>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.</i>
PCSB	Suspension Rate: 1.1%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.0%
PCSB	In-Seat Attendance: 95.7%

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: Less than 1% (.5%) (3/579)*100=0.518%
PCSB	Midyear Entries: Less than 1% (.2%) (1/579)*100= 0.173%
PCSB	Promotion Rate: 99.4%
PCSB	College Acceptance Rates: Not Applicable
PCSB	College Admission Test Scores: Not Applicable
PCSB	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 20.56
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. 54
School	Teacher Salary 1. Average: \$55,468.81 2. Range -- Minimum: \$ 31,930 Maximum: \$82,286

Appendix A: Staff Roster for 2017-18

Last Name	First Name	Title Assigned By LEA	Federal Role	Highest Level of Education	Highest Degree-Award Institution	Highest Degree Field/Major
Braisted	Kathryn	Lead English Teacher	Teacher, Kindergarten	MASTER'S	American University	Nutrition Education
Dong	Feng	Lead Chinese Teacher	Teacher, Elementary 2nd grade	MASTER'S	University of Minnesota	Curriculum And Instruction
Thomas	Mercii	Physical Education & Sustainability Teacher	Teacher, all grades	MASTER'S	Howard University	Educational Leadership And Policy Studies
Wulamu	Zuoerguli	Chinese Teaching Fellow	Paraprofessional - General Education	BACHELOR'S	Xinjiang Normal University	Education
Bodner	Nicole	Lead English Teacher	Teacher, Elementary 4th grade	MASTER'S	Hunter College	Elementary Education
Chen	Hannah	English Language Learning Teacher	Teacher, Ungraded	MASTER'S	Brooklyn College	Elementary Education
Chen	Yuying	Chinese Music Teacher	Teacher, Elementary (grades 1-6)	MASTER'S	University of Maryland, College Park	Foreign Language Education
Chen	Tuz-Ling	Lead Chinese Teacher	Teacher, all grades	MASTER'S	National Changhua University of Education & Strayer University	Education & Administration Education
Chung	Yuching	Lead Chinese Teacher	Teacher, Elementary 5th grade	BACHELOR'S	Wako University	English Literature & Comparative Culture
Crandall	Jillian	Lead English Teacher	Teacher, Elementary 1st grade	MASTER'S	University of Maryland, College Park	Elementary Education
Fang	Aini	Lead Chinese Teacher	Teacher, Elementary 4th grade	MASTER'S	The University of San Diego	Education
Gallagher	Margaret	Lead English Teacher	Teacher, Elementary 3rd grade	MASTER'S	Boston University	Art Education
Hagaman	Mary-Elizabeth	Special Education Teacher	Teacher, Ungraded	MASTER'S	Catholic University of America	Teaching of Individuals in Early Childhood Special Education
Harris	Sarah	Lead English Teacher	Teacher, Elementary 5th grade	MASTER'S	University of Surrey Roehampton, U.K.	Children'S Literature
Holley	Lisa	Teacher, Special Education	Teacher, Ungraded	MASTER'S	American University	Special Education
Hua	Zhuying	Lead Chinese Teacher	Teacher, Elementary 5th grade	MASTER'S	Rutgers University	Statistics

Huse	Elizabeth	Library Associate	Librarian	BACHELOR'S	Montclair State University	Family And Child Studies/Education
Ingram	Amanda	Lead English Teacher	Teacher, Elementary 5th grade	MASTER'S	George Mason University	Curriculum And Instruction
Jia	Yunshuo	Lead Chinese Teacher	Teacher, Elementary 1st grade	MASTER'S	Kanazawa Seiryō University	Management Science
Li	Shuo	Lead Chinese Teacher	Teacher, Elementary 4th grade	MASTER'S	New York University	Teaching Foreign Language 7-12
Liang	Chiachu	Lead Chinese Teacher	Teacher, Kindergarten	MASTER'S	St.Johns University, Ny	Early Childhood Education
Liao	Yu	Chinese Classroom Aide	Paraprofessional - General Education Pre K 3		Lanzhou College of Chemical Industry	Economic Management And Major In Inorganic Technology
Mao	Peipei	Lead Chinese Teacher	Teacher, Elementary 3rd grade	MASTER'S	Michigan State University	Teaching And Curriculum
Morrow	Gabriella	Special Education Teacher	Teacher, Ungraded	MASTER'S	Catholic University of America	Special Education
Mullins	Philip	Duty/Classroom Aide	Paraprofessional - General Education			
Peck	Kristen	Lead English Teacher	Teacher, Elementary 3rd grade	BACHELOR'S	Catholic University of America	Early Childhood Education
Rose	Colleen	Reading Specialist	Teacher, all grades	MASTER'S	Lesley University	Education
Santana	Ida	Duty Aide	Other Support Staff		University of District of Columbia	Education
Shen	Hanlin	Chinese Teaching Fellow	Student Support 4th and 5th grade	MASTER'S	New York University	Foreign Language Education
Smith	Emily	Special Education Teacher	Teacher, Ungraded	MASTER'S	Catholic University of America	Early Childhood Special Education
Song	Zenan	Lead Chinese Teacher	Teacher, Elementary 3rd grade	MASTER'S	University of Maryland College Park	Curriculum And Instruction
Song	Yu	Lead Chinese Teacher	Teacher, Pre-Kindergarten	MASTER'S	Teachers College, Columbia University	Applied Linguistics
Woodward	Kate	Lead English Teacher	Teacher, Elementary 4th grade	BACHELOR'S	Saint Michael'S College	Elementary Education/ English
Xian	Na	Lead Chinese Teacher	Teacher, Pre-Kindergarten (Pre K 3)	BACHELOR'S	Chongqing University of Technology	Management

Yang	Lijin	Chinese Language Coordinator	Instructional Coordinator and Supervisor	MASTER'S	University of San Francisco	International And Multicultural Education
Yang	Xiaoyan	Lead Chinese Teacher	Teacher, Kindergarten	BACHELOR'S	Shenyang Normal University	English For Teaching
Zhang	Qianyi	Lead Chinese Teacher	Student Support 4th and 5th grade	MASTER'S	George Mason University	Education
Zhang	Su	Classroom Aide	Paraprofessional - General Education, Pre K 4	BACHELOR'S	Hebei Normal University	Education
Zheng	Mintong	Lead Chinese Teacher	Teacher, Pre-Kindergarten, Pre K 3	MASTER'S	University of Maryland, College Park	Foreign Language Education
Zhong	Jianhua	Lead Chinese Teacher	Teacher, Pre-Kindergarten Pre K 4	MASTER'S	University of Maryland, College Park	Second Language Education
Zimmerman	Paula	Garden Arts Teacher	Teacher, Elementary	BACHELOR'S	Parsons School of Design	Illustration And Art Education
Alexander	Maquita	Executive Director	School Administrator - Principal/School Leader	BACHELOR'S	Virginia Commonwealth University	Psychology
Alfaro	Elmer	Facilities Manager	LEA Administrative Support Staff	BACHELOR'S	Colegio Leon Ziguenza	Administration
D'assignies	Audrey	HR Manager	LEA Administrator	BACHELOR'S	American University of Paris	International Affairs
Hack	Edward	Business Manager	LEA Administrator	BACHELOR'S	Cleveland State University	Marketing
Hasan	Monica	Lead English Teacher	Teacher, Elementary 5th grade	BACHELOR'S	University of Houston	Elementary Education- Interdisciplinary Studies
Harrington	Cheri	Chief Operating Officer	LEA Administrator	MASTER'S	University of Massachusetts	Public Administration
James	Stephanie	Learning Support Coordinator	Instructional Coordinator and Supervisor	MASTER'S	Trinity University	Educational Administration
Jones	Tynill	School Counselor / Social Worker	Other Support Staff	MASTER'S	Columbia University	Social Work

Lyons	Egypt	Business Associate	LEA Administrative Support Staff	BACHELOR'S	University of District of Columbia	Applied Science, Psychology
Nelson	Brian	Technology or IT system administrator	LEA Administrator	BACHELOR'S	Frostburg State University	English
Nuri	Yawo	REEF Program Manager	LEA Administrator	BACHELOR'S	University of Massachusetts	Economics
O'keefe	Conal	Operations Assistant	LEA Administrative Support Staff	BACHELOR'S	Unit College of Maine	Science, Emphasis On Environmental Education
Olin	Jennifer	Data Specialist	LEA Administrator	MASTER'S	Humphrey School of Public Affairs At The University of Minnesota	Public Policy
Perkins	Sarah	Project Development and Grants Coordinator	LEA Administrator	MASTER'S	University of Pennsylvania and UNC-Chapel Hill	East Asian Studies and Public Health
Quinn	Amy	Director of Teaching and Learning	Instructional Coordinator and Supervisor	MASTER'S	University of Kansas	Education/Curriculum and Instruction
Schleicher	Anne	Director of Operations	LEA Administrator	BACHELOR'S	University of Pittsburgh	Philosophy
Yurasko	Elizabeth	Business Associate	LEA Administrative Support Staff	BACHELOR'S	University of Arizona	Geosciences
Zhou	Yu	Chinese Language Support	Student Support Staff	BACHELOR'S	The Ohio State University	Actuarial Science
Harris	Maureen	Executive Assistant	School Administrative Support Staff	MASTER'S	Temple University	Education
Davenport	Diana	Occupational Therapists	Sped Support Staff, Occupational Therapist	MASTER'S		
Thomas	Darius	Speech-language Pathologists	Sped Support Staff, Speech-Language Pathologist	MASTER'S	Howard University	Communication Sciences And Disorders
Long	Yuxiao	Chinese Teaching Fellow	Paraprofessional - General Education	MASTER'S	Brandeis University	Teaching Chinese
Balcom	Sung	Lead English Teacher	Teacher, Kindergarten	MASTER'S	University of Southern California	Mat In Childhood Education
Ying	Qingdai	Lead Chinese Teacher	Teacher, Elementary	MASTER'S	University of Florida	Early Childhood and Teaching

Hills	Jenny	Lead English Teacher	Teacher, Elementary	MASTER'S	George Washington Graduate School	Elementary Education
Boly	Wendy	Special Education Teacher	Teacher, Ungraded	MASTER'S	University of Maryland	Special Education
Zhan	Tong	Chinese Teaching Fellow	Paraprofessional - General Education	MASTER'S	State University of New York (Suny)	TESOL
Yang	Tsu-Ching	Chinese Teaching Fellow	Paraprofessional - General Education	MASTER'S	George Washington University	Elementary Education
Wolfe	Zilin	Chinese Teaching Fellow	Paraprofessional - General Education	MASTER'S	Westminster Choir College	Music In Voice Performance & Pedagogy
Metellus-Turner	Tamie	English Teaching Fellow	Paraprofessional - General Education, Kindergarten	MASTER'S	Washington Adventist University	School Counseling
Howard	Caroline	Lead English Teacher	Teacher, Elementary (grades 1-6)	BACHELOR'S	Miami University	Early Childhood Education
Shores Gubartalla	Jayme	Special Education Teacher	Teacher, Ungraded	MASTER'S	American University	Elementary Education
Lam	Kit	Chinese Program Support	Student Support	MASTER'S	The Hong Kong Institute of Education	Educational Counseling
Li	Xiangting	Chinese Teaching Fellow	Paraprofessional - General Education, Music	BACHELOR'S	Baise University	Education
Yang	Saisai	Chinese Teaching Fellow	Paraprofessional - General Education, Garden Arts	MASTER'S	Guangxi Normal University	Developmental And Educational Psychology
Rosenberg	Rebecca	PYP Coordinator	Instructional Coordinator and Supervisor	MASTER'S	University of Wisconsin - Madison	Curriculum And Instruction
Mayes	Nicole	Assistant Principal	Instructional Coordinator and Supervisor	PH.D.	University of Wisconsin-Milwaukee	
Li	Site	Lead Chinese Teacher	Teacher, Elementary, 5th Grade	MASTER'S	George Mason University	Curriculum & Instruction Teaching Of Foreign Language Chinese
Yamin	Jacqueline	ELL Teacher	Teacher, Ungraded	BACHELOR'S	University of District of Columbia	Elementary Education
Muck	Allison	Lead English Teacher	Teacher, Elementary 2nd grade	MASTER'S	Canisius College	Childhood Education
Prather	Jada	Physical Education and Wellness	Teacher, all grades	BACHELOR'S	New York Institute of Technology	Fine Art

		Teacher				
Yuan	Liu	Chinese Teaching Fellow	Teacher, all grades	MASTER'S	George Washington University	Education And Human Development
Brickhouse	Joan	Classroom Aide	Paraprofessional - Special Education		Commuinty College of Baltimore County	Education
Xu	Hongmei	Chinese Teaching Fellow	Paraprofessional - General Education, Pre K 4	MASTER'S	George Washington University	International Education
Evans Clarkin	Moira	RTI Coordinator	Instructional Coordinator and Supervisor	MASTER'S	Cambridge College	Education
Cathey	Melanie	Physical Education and Wellness Teacher	Teacher, all grades	MASTER'S	University of Maryland College Park	Curriculum And Instruction
Feuling	David	Dedicated Aide	Paraprofessional - Special Education	BACHELOR'S	George Washington University	Biology
You	Shan	Chinese Teaching Fellow	Teacher, all grades	BACHELOR'S	Sichuan University Jincheng College	English
De	Bi	Lead Chinese Teacher	Teacher, Elementary 2nd grade	MASTER'S	George Washington University	Elementary Education
Luckett	Brian	Executive Assistant	LEA Administrative Support Staff	MASTER'S	American University	International Affairs
McNulty	Bill	Clinical Social Worker	Sped Support Staff, Social Worker			
Longano	Madeleine	English Lead Teacher	Teacher, Elementary 2nd grade	MASTER'S	George Washington Graduate School	Elementary Education
Graham	Ebony	Dedicated Aide	Paraprofessional - Special Education	BACHELOR'S (20 credits)	Morgan State University	Social Work
Huang	Yin	Chinese Teaching Fellow	Teacher, all grades	BACHELOR'S	University of Hunan	Education Management
Baker	Cinnamon	Special Education Teacher	Teacher, Ungraded	MASTER'S	George Washington University	Education And Human Development

Appendix B: Board Roster for 2017-18

Board of Trustees 2017-2018
 *= DC Resident

	Name	Gender	Race	Date of Appointment	Date of Expire	Occupation/Place of Employment	Role
1	*Ned Cabot	Male	Caucasian	January 2013	January 2019	Industry Manager, Government at Cisco Systems	Board Chair
2	*Vincent Baxter	Male	Caucasian	August 2014	August 2020	Deputy Chief, Family Engagement, DCPS	Vice Chair
3	*Fatema Sumar	Female	Asian	July 2015	August 2021	Deputy Vice President, Millennium Challenge Corporation	Treasurer
4	Jevon Walton	Male	African-American	July 2015	August 2021	Principal, The Philanx Group	Committee Member
5	*Sarabeth Berman	Female	Caucasian	July 2015	August 2021	Vice President of Public Affairs, Teach For All	Committee Member
6	*Kimberly Tignor	Female	African-American	September 2016 December 2016	September 2022 December 2022	Public Policy Counsel, Lawyers' Committee for Civil Rights	Parent Rep
7	*Jose C. Sousa	Male	Caucasian	December 2016	December 2022	Chief Administrative Officer, Urban Alliance	Parent Rep
8	Kelly Yee	Female	Asian	September 2017	September 2023	Consultant Grid and Renewable Power	Committee Member
9	Amy Lee	Female	Asian	September 2017	September 2023	Accountant PAC Consulting	Committee Member
	Maquita Alexander	Female	African-American	<i>Executive Director and Ex-Officio / Non Voting</i>	N/A		<i>Executive Director and Ex-Officio / Non Voting</i>
	Cheri Harrington	Female	Caucasian	<i>COO and Ex-Officio / Non Voting</i>	N/A		<i>COO and Ex-Officio / Non Voting</i>

Appendix C: Financial Statement for 2017-18

Balance Sheet

Assets			Year End
	Current Assets		
		Cash	9,795,260
		Accounts Receivable	252,213
		Other Current Assets	106,950
		Intercompany Transfers	0
		Total Current Assets	10,154,422
	Noncurrent Assets		
		Facilities, Net	15,059,135
		Operating Fixed Assets, Net	147,123
		Total Noncurrent Assets	15,206,258
	Total Assets		25,360,680
Liabilities and Equity			Year End
	Current Liabilities		
		Accounts Payable	270,740
		Other Current Liabilities	491,139
		Accrued Salaries and Benefits	325,704
		Total Current Liabilities	1,087,583
	Equity		
		Unrestricted Net Assets	10,847,495
		Net Income	1,986,597
		Temporarily Restricted Net Assets	89,284
		Total Equity	12,923,376
	Long-Term Liabilities		
		Senior Debt	11,547,576
		Other Long-Term Liabilities	(197,854)
		Total Long-Term Liabilities	11,349,721
	Total Liabilities and Equity		25,360,680

Income Statement

Revenue			
	State and Local Revenue		9,879,975
	Federal Revenue		471,183
	Private Grants and Donations		127,672
	Earned Fees		1,239,576
	Donated Revenue		180,850
	Total Revenue		11,899,257
Expenses			
	Salaries		5,596,349
	Benefits and Taxes		1,182,259
	Staff-Related Costs		83,671
	Rent		2,525
	Occupancy Service		416,710
	Direct Student Expense		842,071
	Office & Business Expense		701,422
	Donated Expense		163,574
	Contingency		0
	Total Expenses		8,988,581
Operating Income			2,910,675
Extraordinary Expenses			
	Interest		466,473
	Depreciation and Amortization		457,605
	Total Extraordinary Expenses		924,078
Net Income			1,986,597

Appendix D: Approved Budget for 2018-19

Revenue		
	State and Local Revenue	9,927,478
	Federal Revenue	454,054
	Private Grants and Donations	55,000
	Earned Fees	900,027
	Revenue Total	11,336,559
Expenses		
	Salaries	6,152,454
	Benefits and Taxes	1,344,682
	Staff-Related Costs	103,549
	Rent	2,538
	Occupancy Service	428,012
	Direct Student Expense	929,449
	Office & Business Expense	808,896
	Contingency	113,366
	Expenses Total	9,882,946
NET ORDINARY INCOME		1,453,613
Extraordinary Expenses		
	Depreciation and Amortization	494,051
	Interest	500,918
	Extraordinary Expenses Total	994,969
TOTAL EXPENSES		10,877,915
NET INCOME		458,644