

**Washington Yu Ying Public Charter School
2018-2019 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

To create an enthusiastic and diverse community of learners who are grounded in intercultural understanding and respect, and who are confident in their abilities to read, write and think in both Chinese and English.



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 teachers, students and the school, providing a statement of the aims and values of the IB and the definition of what it means to have “international-mindedness.” IB learners strive to be: Inquirers, Thinkers, Communicators, Risk-takers, Knowledgeable, Principled, Open-minded, Caring, Balanced, and 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. They also provide consultation to teachers about 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. This past year the PA meetings were held in all 8 wards in the city, mostly in the public libraries.

Bi-Monthly Coffees

Amy Quinn, Director of Teaching and Learning, 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 monthly in the 2019-2020 school year.

Parent Education Sessions

Multiple Parent Education Sessions were offered within the 2018-2019 school year. The sessions focused on Social Skills, Assessment, 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 2018-2019 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. In addition, Future Makers was contracted to join in the event with 5th graders facilitating an experience for younger children. 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 facilitated Fuel Free Fridays and Healthful Nutrition events. In addition, the committee expanded to include a Garden Committee which sponsored Compost Work days, Cleanup and Planting days, and Earth Day Activities.

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 2018-2019 school year, Yu Ying staff planned, promoted, and implemented Chinese cultural activities in the classrooms as well as school wide activities. School wide activities included; Moon Festival Mooncake Sales, Chinese New Year Fair, Chinese New Year Performance, Chinese New Year celebrations, Chinese Speaking competition, participation in Chinese Arts Presentations, China Bridge Competition at the University of Maryland, and Chinese Book Fairs. 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 in attending school field trips regularly. They help lower the adult to student ratio and provide appreciated assistance. Yu Ying students benefit from the rich resources available in the DC Metro area. Each grade level takes at least 3 field trips in each school year during the school day and another 3 during their after school program (REEF).

Spelling Bee

For the fifth year, Yu Ying sponsored a school spelling bee, open to students in grades 1-5. Approximately 60 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.

National Geographic Bee

For the first year, Yu Ying sponsored a Nat Geo Bee, open to students in grades 1-5. This first year, only 6 students participated. We look forward to growing this experience for our Yu Ying students!

STEM Fair

For the 9th 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, in 5 teams. All 5 teams placed either 1st or 2nd in their category at the DC Elementary STEM Fair.

Math Challenge

Yu Ying introduced a math challenge for students in grade 2-5 in the Spring of 2019. Students took the challenge individually, yet competed nationally both individually and on grade level teams representing Yu Ying. In every grade, Yu Ying had students whose score ranked them amongst the top students in their grade nationally.

Library

Yu Ying continued to select books to improve its library 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 a webinar during the 2018-2019 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, Webinar recordings and resources were shared with all intervention families regardless of if they had participated in the webinar or not.

Empower Speaker Series

As part of our mission to inspire and prepare young people, we are aware of the need to bring along parents and caregivers on the journey. This past year we started a speaker series aimed at sharing with our community inspiring leaders (authors, artists, motivational speakers, experts) who used current research, inspirations, and experiences. We were able to bring some amazing local, national and international leaders to spend time with not only our families, but also staff and faculty. We look forward to continuing this outreach and collaboration, as we are all lifelong learners and thinkers, adults included!

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 learning skills
 - thinker
 - communicator
 - researcher
 - self-management
 - collaboration
- researched best practices in inquiry based pedagogy
- Social-emotional skills
- Learner attributes

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.

- English and Chinese literacy instruction uses a Balanced Literacy approach in grades PreK3 - 5. Literacy instruction includes shared reading and interactive read alouds, guided reading and

book club groups, opportunities to read independently, and opportunities to dissect words for spelling (English) and strokes/radicals for an understanding of the patterns in words (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.

- In grades 3-5 English classroom, students participate in book clubs/literature circles. 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 questions and understandings 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 2018-2019 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 language and math instruction (grades K-5).
 - In class support is provided to students based on the data from universal screening and teacher recommendation. English and Chinese Language Interventionists work with students who are in need of intervention during English or Chinese Language Arts class. The Interventionists collaborate with the classroom teachers 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 and math 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) are provided oral language support in order to catch up with their peers. In addition, students in grades 1-5 are 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 is provided to students in grades 1-5 based on need.

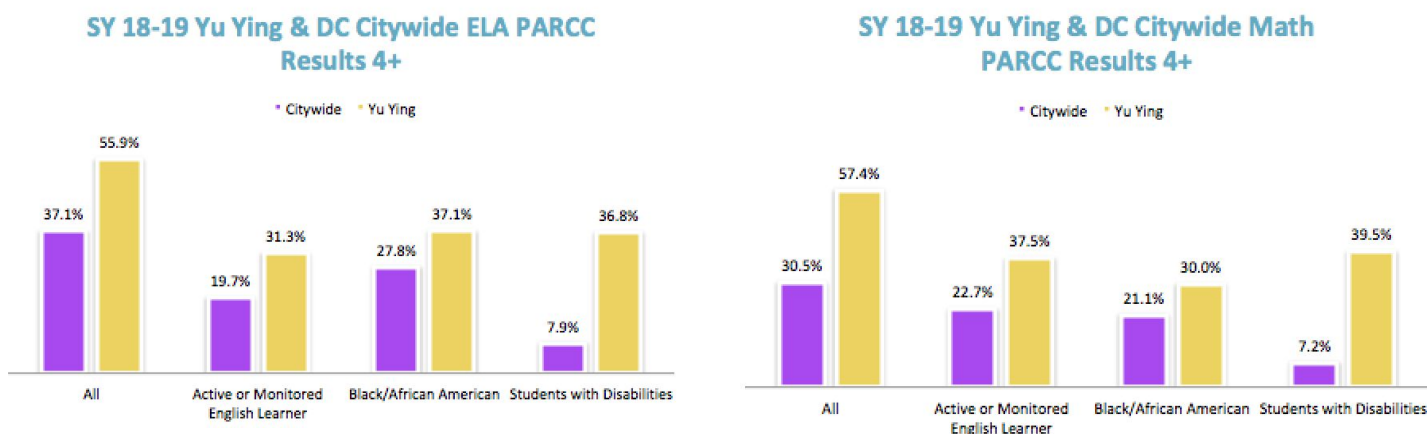
To augment intervention services while adhering to Yu Ying's model of immersion, some students participate in Before or After School groups for English Language Arts, Chinese Language Arts or math. These intervention groups are small (between 2-6 students) and students are grouped by need. They are given 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.

Student Performance

Washington Yu Ying PCS continues to educate students in a nurturing Chinese and English educational model each year as our mission states. During the 2018-2019 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 2019 Assessment is below in graph form. Yu Ying continues the trend of students excelling in both Math and ELA when compared with citywide (see graphs below). Our 5th grade students continue to demonstrate a growth trend with an increase in their 4 and 5 scores by more than 20% in math and 30% in ELA.



While our math scores are above the city average, helping students to improve their mathematics understanding and to apply the mathematics conceptually is a continued instructional focus.

In the 2018-2019 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 continue to 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 2018-2019 school year. 95% of PK students were within normal limits or above expectations in both

mathematics and literacy. Yu Ying monitors the 5% not within normal limits as they move in to PreK 4 and K in order to ensure we are preparing students for success.

School Progress

During the school year of 2018-2019, Washington Yu Ying furthered the International Baccalaureate Primary Years Program (IBPYP) 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. Teachers continued to utilize Project Zero Visible Thinking Routines and other tools to develop deep thinking in all ages of our students. Also included were 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 in the social learning sphere, aligned with Collaborative and Proactive Solutions (CPS) through Lives in the Balance and Dr. Ross Greene's model, to create a more supportive social and emotional learning atmosphere leading to a supportive academic environment. This growth was evidenced by the continued low percentage of out of school suspension incidents at Yu Ying in the 2018-2019 school year.

The teaching staff, along with the PYP Curriculum Coordinator and the Chinese Language Coordinator, met 2x weekly during the school week 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 facilitated 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, the Next Generation Science 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 the final year of this implementation in the 2018-2019 school year.

In the 2018-2019 school year, Yu Ying continued its focus on both the Instructional and the Planning component of the Danielson Framework. This drove the focus of professional development sessions within learning experiences development, planning and implementation as well as the formal evaluation process. Teacher observations were conducted using the instructional and the planning strand comprehensively as a basis for constructive feedback. Teachers developed goals through competencies within the instruction and/or the planning strands and self evaluated on their progress in the middle of the school year as well as received feedback on their performance through observations as well as mid-year conversations. Teachers self-assessed their achievement of goals at their final performance evaluation conversation at the end of the school year.

Yu Ying continued to use a performance platform, TeachBoost, in the 18-19 school year.

Yu Ying fully implemented the performance management plan with documentation of observations, individual development of goals and team development of goals, teacher performance ratings based on the Danielson Framework rubric and evidenced with observations and feedback, and mid-year and end-of-year 1 to 1 meetings between supervisors and staff. The performance management calendar was rolled out in August of the 18-19 school year.

Quality inquiry based conceptual instruction with strong components of social-emotional skills development that uses analysis of student data effectively to inform teaching practices and strategies is where we will continue to develop further focus in the following school years.

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.

Between 2017 and 2019, the Chinese Language Coordinator and the Director of Teaching and Learning developed an oral language matrix based on the ACTFL standards for oral language development and the IB language standards. This matrix was piloted by the Kindergarten teachers for use as an oral language development continuum in the 18-19 school year. The use of this continuum will help Yu Ying to further analyze our students Chinese Mandarin language acquisition

and to norm language levels and expectations of development in the coming years.

After full implementation of Chinese language guided reading for grades 1-5 in the 18-19 school year with provisional benchmark reading levels for each grade, the school had consistent Chinese reading instruction at appropriate levels of growth. In the 19-20 school year, the school will analyze student data of reading progress to norm the benchmark levels for accurate grade level reading targets.

All Chinese staff implemented interactive writing mini-lessons in grades K-5 in the 18-19 school year. Full implementation of writers workshop practices was the final stage of alignment with the English language arts scope and sequence for writing development. Over the years 2019-2021, the staff will analyze student writing through a norming of writing protocol in order to develop normed exemplars of Chinese language writing for each grade level.

Presenting Nation-Wide and Community Engagement

Yu Ying was inducted into the Charter School Hall of Fame, through the National Alliance for Public Charter Schools, in 2018, as was Maquita Alexander, our Executive Director.

Yu Ying served and engaged the Chinese Immersion language community by providing support for teachers to present with the Chinese Early Language and Immersion Network (CELIN), 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, early childhood practices, social-emotional learning 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 Flexible Scheduling for Student Agency at Two Rivers annual Grapple PD event in March of 2019, presentations about language immersion and thinking strategies at DC Project Zero events throughout the year. 3 Yu Ying staff were participants in the DC Science Assessment analysis conducted by OSSE and 1 staff member was an elementary representative on the OSSE Science and Math boards for instructional development. 5 Yu Ying staff are trained IB workshop facilitators, authorization site visitors and consultants. Each of the 5 IB trainers were invited to offer at least 3 workshops nationally and internationally 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 participated in many local and potentially national academic events including; Junior League of Washington's Poetry Contest, the Citywide Spelling Bee, National Geographic Bee, DC Elementary STEM Fair and the Noetic National Math Challenge. We continue to seek out greater opportunities for all of our students to participate in.

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 various venues including a 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 as well as Chinese language learning research. The Chinese collaborations include: Day Star Academy in Beijing and Xin Qing Hua International School in Shanghai.

Washington Yu Ying PCS acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.

B. Unique Accomplishment & Media

Yu Ying received a one-year, \$112,883.91 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. We also received a \$16,271.09 ESEA grant from OSSE for teacher PD and an \$84,355.39 IDEA grant from OSSE to support students with special needs. Yu Ying completed the second 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 implemented the second year of a \$35,000 School Garden Grant from OSSE to install a Food Forest on our 3 acre campus. Other grants include \$500.00 from Action for Healthy Kids to increase physical activity during the school day, and a \$1,000.00 grant from Target for soccer equipment.

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 Runner Up Best Elementary School in DC in City Paper's 2019 Reader's Best Of Poll

<https://www.washingtoncitypaper.com/bestofdc2019#/gallery?group=304981>

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

Tan Family	William Schieken and Heather McCurdy
Steve Glazerman and Manisha Modi	Jack Metzler and Shelley Finlayson
Northrup Grumman	Jonathan and Alexis White
Bruce and Shelby Pike	Steven and Carolee Inskeep
Ngoc Trinh	Erik Heitfield and Lan Zhao
Benjamin and Jennifer McLeod Petrini	Trent and Co., Inc.
Lucas and Lindsay Zarwell	Susie and Becky Photography
Excel Pilates DC	Damian and Ashley Coleman
Erika Radley	Aaron and Jessica Hansen
Jordan and Danielle Davidowitz	PayPal
Alex and Kelly Kingu	Lauren Cooper
UnitedHealth Group	Charles and Kimberly Haggart
Timothy Allison and AnnaMaria Ortiz	Jitesh and Sara Kerai
Dianne Sanidad	James Hobbs
Scott and Elaine Rensberger	Jacob Berg and Rebecca Plummer
Mohammed Yshaw	Castle Laser Tag
Robert Lyons	Benjamin and Abigail Story
Eric and Stephanie Cramer	Matt and Kristen Smith
Wendy Huntington Rueda	Marcus Walker and Kristin McDay
Yavar Moghimi and Ann Schlegelmilch	Bradley Peniston and Portia Wu
David and Lisa Hobbs	Studio AKA LLC
Nick Loewen and Kate Manolakos	Dianne Bauman
Bright Funds Foundation	Bourne 2 Fly
The Lab Breakin' School	Desmond Brown and Rebecca Yip

Kevin Rennert and Taryn Morrissey	George Burke and Lara Chinarro Vera
Peter Harris and Angela Lee	Gregory and Jessica Bernard
Chanel Davis	Brave Math
Maquita Alexander	Bruce Berg
Pahel Brunis and Dawn Dew	Cheri Harrington
Pedro and Tequia Delgado	Jonathan Smith and Colleen Popson
Thomas and Laura McSorley	Dafina Cobbinah
ArtJamz	Ben and Emily Shih
Capitol Hill Arts Workshop	Franck Amyot and Gaelle Kolb
Drew Dallas and Carla Medalia	Jamal Watts and Irene
Bri's Brookland Creamery	Ivan De Leon Hernandez and Lisa Kralovic
Chris Swallow and Pamela Yee	Jerry Levine
Compost Cab	John McGovern
Charles Donalies and Heidi Kotzian	Josh Rogin and Bridget Ehart
Kelly Yee	Dawit Zegeye and Lahra Smith
Eli Hopson and Sarah Preis	Hakim Jararah and Lara Alramahi
Darren Riley	Brian Lounsbury and Lisa Holley
Bradley Comar and Angela Seid	Keefer and Liza Douglas
SoulCycle	Mark Lyon
Urban Adventure Squad	Marlyn Vogel
William and Felicia Wilson Young	Maureen Harris
SafeSplash Swim School	Nancy Huang
Windnotes	Elissandro Bomfim and Caroline Timbers
Shefferman Orthodontics	Paula H Behnken
Mabel's Labels	Jason and Sandra Nelson
Chris and Lindsey Moore	Sue and Lou Harris
Taffety Punk Theatre Company	Vasa Ighanian

Michael Brooks and Bianca Sancio	Vincent and Gina Baxter
Thomas and Margaret Metcalf	William Fenn and Natacha Stevanovic
RDU Tennis	Mohammed Ali and Yeshihareg Gebereyohannes
Kaizen Karate	Donald and Michelle Larson
Shakespeare Theatre Company	Jean Weicher
Stuart and Kate Warren	Evan and Laura Vucci
Marc Weiner and Megan Price	Kenneth Lin and Marguerite Duane
Be With Me Playseum	Matthew McCombs
Sean and Courtney Whittington	Rafael Peinado and Nhu Vu
Greg Erdman and Kathleen Eder	Deborah Medalia
Create Arts Center	Lorielle Akintunde
Bob Grossi and Marie VanDam	Andrew Lee
Brandon Kohrt and Christina Chan	Hela Medical Spa
John Walker	Ewell Smith and Andrea Kavanagh
Kelly Alexander	Juan Risso and Angela Hunter
Andre and Trinishia Samuels	Brian Paxson and Leslie Nayman
Three Little Birds Sewing Co.	Keith and Cara Morris Stern
Carl Lopes and Katherine Wolf	Chadwick Canedy and Bona Yoon
Rebecca Brooks	Alicia Brooks
Melissa Javier-Barry	Carol Paik
United Way	Jamila Frone
Kimberly McLeod	Ashton Washington
LaDonna Kendrick	Sandi Verbois
\$500 - \$999	
Seth Pennington and Kathryn Jennings	Tom Berry

Malcolm Johnson and Johanna Martinsson	Jean-Paul and Sandra George
Paul and Elizabeth Brooks	National Geographic Partners
Debra Catts	David Kaufmann and Jeannie Chen
AmazonSmile	Shannon O'Farrell
John and Elizabeth Daggett	Jose and Maria Sousa
Kevin and Sarah Mooney	Abelardo and Ekaterina Torres
Will Weems and Mary Shaffner	Jevon Walton
Aaron Way	Seth Charde and Jade Huang
Casey and Molly Lothamer	Leon and Sabriya Williams
Sarabeth Berman and Evan Osnos	Hoyt King
Tim Kovacs and Lisa Wang	Mary Kumpuris
Tony Lin and Vanessa Howells	Michael Kopald
Washington Nationals Dream Foundation	Richard Gryziak and Leigh Verois
Robbie Lloyd	Andrew Mayock and Cindy Huang
Charles Howard	
\$1,000 plus	
Eversheds Sutherland (US) LLP	Tzu-I Amy Lee
Charles Crettier	Michael and Ellen Beares
Michael Tseng	David and Mallory Corlette
Dan and Dorothy McCuaig	Michael and Cady Panetta
Carl & Nancy Gewirz Fund	Adam Hellman and Lothlorien Redmond
Lewis Mottley	Marcus Hurley and Heather Whitford
David Talbot and Laurelle Lo	Christopher and Caitlin Clark
Ned and Jennifer Cabot	Michelle Stuntz

Aaron and Heather Book	Joseph and Lisa Marflak
Hugh Stevenson and Elena Gasol Ramos	Carole Nannes
Andrew Stanoch	Enver and Erica Hazar
Stefano Negri and Vanessa Bertelli	Anthony Yoder and Hannah Sommers
Christopher Chambers and Wai-Ling Mui	Howard Crusey
Michael and Alexandra Blasgen	James and Alexandra Bishop
Verizon	Lemar White
JB Kelly and Jennifer Epperson	Steven Gross and Micki Chen
Fred Atwater	Shane and Barrett Karr
Jill Johnson	Argo Hyman and Veronica Jimenez
Jon and Katherine Vogel	Glenn and Alexandra Thomas
Robert and Susan Collins	Michael Sandfort and Eve Wang
Sergei Mikhailov and Sara Bakker	
Noah Rosenberg and Shannon Roche	

III. Data Report

SY 2018-19 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: 569

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	64	78	80	76	69	70	70	62	0
Grade	7	8	9	10	11	12	Altern-a tive	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.*

Faculty and Staff Data Points

School	Teacher Attrition Rate: 16.67
School	Number of Teachers: <i>"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.</i> 60
School	Teacher Salary 1. Average: \$57,198.18 2. Range -- Minimum: \$ 31,930 Maximum: \$82,286
School Executive Compensation	Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY18-19. 1. Maquita Alexander: \$157,943 2. Cheri Harrington: \$108,150 3. Amy Quinn: \$102,339

Student Data Points

<i>School</i>	Total number of instructional days: 176 <i>Number of instructional days, not including holidays or professional development days, and emergency closure days for the majority of the school.</i>
<i>PCSB</i>	Suspension Rate: 1.1%
<i>PCSB</i>	Expulsion Rate: 0.0%
<i>PCSB</i>	Instructional Time Lost to Out-of-School Suspension Rate: 0.0%
<i>PCSB</i>	In-Seat Attendance: 95.7%
<i>PCSB</i>	Average Daily Attendance: <i>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.)</i>
<i>PCSB</i>	Midyear Withdrawals: Less than 1% (.5%) <i>(3/579)*100=0.518%</i>
<i>PCSB</i>	Midyear Entries: Less than 1% (.2%) <i>(1/579)*100= 0.173%</i>
<i>PCSB</i>	Promotion Rate: 99.4%
<i>PCSB</i>	College Acceptance Rates: Not Applicable
<i>PCSB</i>	College Admission Test Scores: Not Applicable
<i>PCSB</i>	Graduation Rates: Not Applicable

Appendix A: Staff Roster for 2018-19

Last Name	First Name	Title Assigned By LEA	Highest Level of Education	Highest Degree-Award Institution	Highest Degree Field/Major
Braisted	Kathryn	Lead English Teacher	MASTER'S	American University	Masters Certificate, Nutrition Education
Dong	Feng	Lead Chinese Teacher	MASTER'S	University of Minnesota, Twin Cities	Curriculum And Instruction
Wulamu	Zuoerguli	Chinese Teaching Fellow	BACHELOR'S	Xinjiang Normal University	Education
Bodner	Nicole	Sabbatical Lead Teacher	MASTER'S	Hunter College	Elementary Education
Chen	Hannah	English Language Learning Teacher	MASTER'S	Brooklyn College	Elementary Education
Chen	Yuying	Substitute Teacher	MASTER'S	University of Maryland, College Park	Foreign Language Education
Chen	Tuz-Ling	Lead Chinese Teacher	MASTER'S	National Changhua University of Education & Strayer University	Education & Administration Education
Chung	Yuching	Lead Chinese Teacher	BACHELOR'S	Wako University	English Literature & Comparative Culture
Crandall	Jillian	Performing Arts Teacher	MASTER'S	University of Maryland, College Park	Elementary Education
Fang	Aini	Lead Chinese Teacher	MASTER'S	The University of San Diego	Education
Gallagher	Margaret	Lead English Teacher	MASTER'S	Boston University	Art Education
Hagaman	Mary-Elizabeth	Special Education Teacher	MASTER'S	Catholic University of America	Teaching of Individuals in Early Childhood Special Education

Harris	Sarah	Lead English Teacher	MASTER'S	University of Surrey Roehampton, U.K.	Children'S Literature
Holley	Lisa	Teacher, Special Education	MASTER'S	American University	Special Education
Hua	Zhuying	Chinese Language Support	MASTER'S	Rutgers University	Statistics
Huse	Elizabeth	Library Associate	BACHELOR'S	Montclair State University	Family And Child Studies/Education
Ingram	Amanda	Lead English Teacher	MASTER'S	George Mason University	Curriculum And Instruction
Jia	Yunshuo	Lead Chinese Teacher	MASTER'S	Kanazawa Seiryō University	Management Science
Li	Shuo	Lead Chinese Teacher	MASTER'S	New York University	Teaching Foreign Language 7-12
Liang	Chiachu	Lead Chinese Teacher	MASTER'S	St.Johns University, Ny	Early Childhood Education
Liao	Yu	Chinese Teaching Fellow	BACHELOR'S	Lanzhou College of Chemical Industry	Economic Management And Major In Inorganic Technology
Mao	Peipei	Lead Chinese Teacher	MASTER'S	Michigan State University	Teaching And Curriculum
Morrow	Gabriella	Special Education Teacher	MASTER'S	Catholic Univeristy of America	Special Education
Mullins	Philip	Duty/Classroom Aide	HIGH SCHOOL		
Peck	Kristen	Lead English Teacher	BACHELOR'S	Catholic University of America	Early Childhood Education
Rose	Colleen	Reading Specialist	MASTER'S	Lesley University	Education
Santana	Ida	Duty Aide	ASSOCIATE'S	University of District of Columbia	Education
Shen	Hanlin	Lead Chinese Teacher	MASTER'S	New York University	Foreign Language Education

Song	Zenan	Sabbatical Lead Teacher	MASTER'S	University of Maryland College Park	Curriculum And Instruction
Song	Yu	Lead Chinese Teacher	MASTER'S	Teachers College, Columbia University	Applied Linguistics
Xian	Na	Lead Chinese Teacher	BACHELOR'S	Chongqing University of Technology	Management
Yang	Lijin	Chinese Language Coordinator	MASTER'S	University of San Francisco	International And Multicultural Education
Zhang	Qianyi	Lead Chinese Teacher	MASTER'S	George Mason University	Education
Zhang	Su	Classroom Aide	BACHELOR'S	Hebei Normal University	Education
Zheng	Mintong	Lead Chinese Teacher	MASTER'S	University of Maryland, College Park	Foreign Language Education
Zhong	Jianhua	Lead Chinese Teacher	MASTER'S	University of Maryland, College Park	Second Language Education
Zimmerman	Paula	Garden Arts Teacher	BACHELOR'S	Parsons School of Design	Illustration And Art Education
Alexander	Maquita	Excecutive Director	MASTER'S	Virginia Commonwealth University	Elementary Education
Alfaro	Elmer	Facilities Manager	BACHELOR'S	Colegio Leon Ziguena	Administration
D'assignies	Audrey	HR Manager	BACHELOR'S	American University of Paris	International Affairs
Harrington	Cheri	Chief Operating Officer	MASTER'S	University of Massachusetts	Public Policy & Administration
Hack	Edward	Business Manager	BACHELOR'S	Cleveland State University	Marketing
James	Stephanie	Learning Support Coordinator	MASTER'S	Trinity University	Educational Administration

Jones	Tynill	School Counselor / Social Worker	MASTER'S	Columbia University	Social Work
Lyons	Egypt	Business Associate	BACHELOR'S	University of District of Columbia	Applied Science, Psychology
Nelson	Brian	Technology or IT system administrator	BACHELOR'S	Frostburg State University	English
Nuri	Yawo	REEF Program Manager	BACHELOR'S	University of Massachusetts	Economics
Olin	Jennifer	Data Specialist	MASTER'S	Humphrey School of Public Affairs At The University of Minnesota	Public Policy
Perkins	Sarah	Project Development & Grants Coordinator	MASTER'S	University of Pennsylvania and University of North Carolina - Chapel Hill	East Asian Studies and Maternal and Child Health
Quinn	Amy	Director of Teaching and Learning	MASTER'S	University of Kansas	MS Ed in Curriculum and Instruction
Schleicher	Anne	Director of Operations	BACHELOR'S	University of Pittsburgh	Philosophy
Yurasko	Elizabeth	Business Associate	BACHELOR'S	University of Arizona	Geosciences
Zhou	Yu	Chinese Language Support	BACHELOR'S	The Ohio State University	Actuarial Science
Harris	Maureen	Executive Assistant	MASTER'S	Temple University	Education
Davenport	Diana	Occupational Therapists	MASTER'S		
Thomas	Darius	Speech-language Pathologists	MASTER'S	Howard University	Communication Sciences And Disorders
Balcom	Sung	Lead English Teacher	MASTER'S	University of Southern California	M.A. In Childhood Education

Ying	Qingdai	Lead Chinese Teacher	MASTER'S	University of Florida	Early Childhood and Teaching
Hills	Jenny	Lead English Teacher	MASTER'S	George Washington Graduate School	Elementary Education
Boly	Wendy	Special Education Teacher	MASTER'S	University of Maryland	Special Education
Howard	Caroline	Lead English Teacher	BACHELOR'S	Miami University	Early Childhood Education
Shores Gubartalla	Jayme	Special Education Teacher	MASTER'S	American University	Elementary Education
Lam	Kit	Lead Chinese Teacher	MASTER'S	The Hong Kong Institute of Education	Educational Counseling
Yang	Saisai	Chinese Teaching Fellow	MASTER'S	Guangxi Normal University	Developmental And Educational Psychology
Rosenberg	Rebecca	PYP Coordinator	MASTER'S	University of Wisconsin - Madison	Curriculum And Instruction
Mayes	Nicole	Assistant Principal	MASTER'S	University of Wisconsin-Milwaukee	
Muck	Allison	Lead English Teacher	MASTER'S	Canisius College	Childhood Education
Prather	Jada	Physical Education and Wellness Teacher	BACHELOR'S	New York Institute of Technology	Fine Art
Yuan	Liu	Chinese Teaching Fellow	MASTER'S	George Washington University	Education And Human Development
Brickhouse	Joan	Classroom Aide	ASSOCIATE'S	Community College of Baltimore County	Education
Evans Clarkin	Moira	RTI Coordinator	MASTER'S	Cambridge College	Education
Cathey	Melanie	Physical Education and	MASTER'S	University of Maryland	Curriculum And

		Wellness Teacher		College Park	Instruction
Feuling	David	Dedicated Aide	BACHELOR'S	George Washington University	Biology
You	Shan	Lead Chinese Teacher	BACHELOR'S	Sichuan University Jincheng College	English
De	Bi	Lead Chinese Teacher	MASTER'S	George Washington University	Elementary Education
Brown	Rachel	Lead English Teacher	MASTER'S	Relay Graduate School of Education	Elementary and Special Education
Solheim	Ian	English Teaching Fellow	MASTER'S	Michigan State University	TESOL
Geohaghan	Ashley	ELL Teacher	MASTER'S	London Metropolitan University	TESOL
Chang	Cao	Chinese Teaching Fellow	MASTER'S	University of Rochester Warner School of Education	Human Development
Feng	Yuning	Chinese Teaching Fellow	BACHELOR'S	Wake Forest University	Studio Art
Huang	Lihua	Lead Childcare Provider	MASTER'S	George Mason University	Early Childhood Education
Ampedu	Laurencia	Lead Childcare Provider	BACHELOR'S	University of Cape Coast	Psychology
Liu	Yimeng	Chinese Teaching Fellow	MASTER'S	New York University	TESOL
Ng	Annie	Lead English Teacher	MASTER'S	Harvard University	Language and Literacy
Dugan	Louise	Lead English Teacher	MASTER'S	Georgetown University	TESOL
Sun	Teng	Lead Chinese Teacher	MASTER'S	George Mason University	Early Childhood Education
Zhang	Miao	Lead Chinese Teacher	MASTER'S	University of Georgia	Education
Li	Mengjiao	Special	MASTER'S	John Hopkins	Special Education

		Education Teacher		University	
Yuan	Weijing	Assistant Childcare Provider	ASSOCIATE'S	Qingdao Chemical Engineering Institute	English
Jenkins	Kendra (Rochelle)	Lead English Teacher	MASTER'S	American University	Early Childhood Education
Li	Hui	Chinese Teaching Fellow	MASTER'S	George Washington University	Curriculum And Instruction
Li	Jing	Chinese Classroom Aide	BACHELOR'S	San Hao Technical School	Lab Management
Zhu	Yaofang	Chinese Teaching Fellow	MASTER'S	Catholic University of America	Psychology
Robinson	Gabrielle	English Teaching Fellow	BACHELOR'S	Virginia Commonwealth University	English
Zongshan	Xue	Chinese Teaching Fellow	BACHELOR'S	Northeast Normal University	English
Linying	Lyu	Chinese Teaching Fellow	BACHELOR'S	Chongqing Normal University	English
Ya	Peng	Dedicated Aide	MASTER'S	George Mason University	Linguistics
Monroe	Meghan	Dedicated Aide	48 Hours of College Credit	Salisbury University	English Literature
Curtis	Andrea	Assistant Childcare Provider	HIGH SCHOOL		
Chang	Jiaojiao	Long Term Substitute Assistant Teacher	MASTER'S	John Hopkins University	Music Education and General K-12
Mcgrath	Terri	Operations Associate	BACHELOR'S	University of Maryland University College	Homeland Security
McNulty	Bill	Clinical Social	MASTER'S		

		Worker			
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Appendix B: Board Roster for 2018-19

*District Resident (P) parent representative

Ned Cabot*

Board Chair
Industry Manager, Government at Cisco Systems

Vincent Baxter (P)*

Vice Chair
Deputy Chief, Family Engagement, District of Columbia Public Schools
PCPSB Parent Complaint liaison

Sarabeth Berman*

Vice President of Public Affairs, Teach for All
Secretary

Amy L

PAC Consulting
Treasurer

Jevon Walton

Principal, The Philanx Group
Committee Member

Jose C. Sousa (P)*

Chief Administrative Officer, Urban Alliance
Committee Member

Kelly Yee

Management Consultant, BCS Incorporated
Committee Member

Daren Riley

Partner, Riley Trade Law PLLC
Committee Member

Wendy Rueda*

Consultant, N4 Solutions
Committee Member

Abigail Sze-Levine*

Committee Member

Michelle Stuntz

Senior Manager, Deloitte Consulting

Committee Member

Appendix C: Financial Statement for 2018-19

Balance Sheet

Balance Sheet			6/30/2019
Assets			Year End
Assets			
	Current Assets		
		Cash	11,350,932
		Accounts Receivable	184,374
		Other Current Assets	60,754
		Intercompany Transfers	0
		Total Current Assets	11,596,061
	Noncurrent Assets		
		Facilities, Net	14,812,999
		Operating Fixed Assets, Net	142,381
		Total Noncurrent Assets	14,955,381
	Total Assets		26,551,441
Liabilities and Equity			Year End
Liabilities and Equity			
	Current Liabilities		
		Accounts Payable	262,707
		Other Current Liabilities	590,788
		Accrued Salaries and Benefits	323,482
		Total Current Liabilities	1,176,977
	Equity		
		Unrestricted Net Assets	12,838,042
		Net Income	1,469,355
		Temporarily Restricted Net Assets	85,334
		Total Equity	14,392,732
	Long-Term Liabilities		
		Senior Debt	11,135,004

	Other Long-Term Liabilities	(153,271)
	Total Long-Term Liabilities	10,981,733
Total Liabilities and Equity		26,551,441

Income Statement

FY19 Financials

Forecast		
Income Statement		Actual
Revenue		
	State and Local Revenue	10,134,233
	Federal Revenue	429,674
	Private Grants and Donations	163,452
	Earned Fees	1,010,256
	Donated Revenue	112,350
	Total Revenue	11,849,965
Expenses		
	Salaries	5,835,038
	Benefits and Taxes	1,291,478
	Staff-Related Costs	134,571
	Rent	16,533
	Occupancy Service	439,590
	Direct Student Expense	859,076
	Office & Business Expense	761,805
	Donated Expense	75,028
	Contingency	0
	Total Expenses	9,413,118
Operating Income		2,436,847
Extraordinary Expenses		
	Interest	511,811
	Depreciation and Amortization	455,680
	Total Extraordinary Expenses	967,492
Net Income		1,469,355

Appendix D: Approved Budget for 2019-2020

		SY19-20
Revenue		
	State and Local Revenue	10,195,118
	Federal Revenue	271,349
	Private Grants and Donations	144,068
	Earned Fees	1,053,005
	Revenue Total	11,663,540
Expenses		
	Salaries	6,510,508
	Benefits and Taxes	1,477,551
	Staff-Related Costs	136,261
	Rent	3,332
	Occupancy Service	444,979
	Direct Student Expense	895,893
	Office & Business Expense	802,158
	Contingency	116,635
	Expenses Total	10,387,318
NET ORDINARY INCOME		1,276,222
Extraordinary Expenses		
	Depreciation and Amortization	444,007
	Interest	487,608
	Extraordinary Expenses Total	931,614
TOTAL EXPENSES		11,318,932
NET INCOME		344,608