

**Washington Yu Ying Public Charter School
2020-2021 Annual Report**



**220 Taylor Street NE
Washington DC 20017
202-635-1950**

Vincent Baxter, Board Chair

TABLE OF CONTENTS

I. School Description	2
A. Mission and Vision Statements	2
B. School Program	3
Summary of Curriculum Design	3
PYP Programme Benefits	3
Parent Involvement Efforts	4
II. School Performance	5
A. Performance and Progress	5
Lessons Learned and Actions Taken	10
Collaborations Around the US and China	12
B. Unique Accomplishments & Media	12
C. List of Donors, Pro Bono Services & In-Kind Giving	14
Disclaimer	14
III. Data Report	15
SY 2020-2021 Annual Report Campus Data Report	15
Enrollment by grade level according to OSSE's Audited Enrollment Report	15
Faculty and Staff Data Points	15
Student Data Points	16
Appendix A: Staff Roster for 2020-2021	17
Appendix B: Board Roster for 2020-2021	25
Appendix C: Financial Statement for 2020-2021	27
Balance Sheet July 2020 through June 2021	27
Income Statement July 2020 through June 2021	28
Revenue	28
Appendix D: Approved Budget for 2021-2022	29

I. School Description

A. Mission and 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 (IB PYP), 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 PYP 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 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 four 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, for Grades 2-5. These students are instructed by a team of two 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. Depending on the grade level teachers and student groupings, the teachers will switch or will team teach. In our

PreK classrooms, we offer a full immersion learning experience in Mandarin Chinese. Our kindergarten and first grade students learn in a 75/25 language model with all subjects taught in Mandarin Chinese and English Language Arts in English, continuing the strong Mandarin foundation. 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.

Yu Ying students in the culminating grade of PYP, 5th grade, participate in the Exhibition. For this bilingual group project the students develop a course of research, presentation, and action based on one of the UN Sustainable Goals. Students synthesize and apply learning of previous years and reflect upon their journey through the PYP, within the Exhibition.

Parent Involvement Efforts

Parent Association Meetings

The Yu Ying Parent Association (PA) met monthly to actively support the school. The PA has an executive board but works closely with the school administration and is ultimately under the governance of the school. The PA fundraises for the school and hosts many community events. This year though there were some limitations for school events, the PA still established opportunities throughout the year, such as: Fall Fest, Hispanic Heritage Month, School Gala activities, school grounds projects, Chinese New Year, Black History Month, Spring Fun Day, and Teacher Appreciation Week. The PA meetings were available digitally for all families.

Monthly Coffees

The Leadership Team, Maquita Alexander - Executive Director/Cheri Harrington - Chief Operations Officer/Amy Quinn-Director of Teaching and Learning, hosted biweekly Administrative Coffees for Yu Ying parents. The coffees were a way for the school community to communicate directly with school administration in an intimate setting. They were successful, encouraged open communication and allowed for parent voices to be heard on many topics.

Parent Education Sessions

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 a virtual setting.

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 2020-2021 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: a Chinese New Year Fair, a Chinese Speaking Show, a Chinese Writing Show, and monthly Chinese Culture Challenges in Seesaw. A comprehensive resource list of learning materials is organized on a google site that is consistently updated and made available to parents. The Committee collaborated with the PA to host a fun-packed, family-oriented, yet safely distanced on-campus Chinese New Year Fair where parents were invited to volunteer, participate, and experience this Chinese culture event with their students.

Volunteers

Yu Ying has a history of inviting parents to volunteer. Throughout the 2020-2021 school year, our parent volunteers continued to support the school's efforts by sharing great virtual opportunities and supporting virtual and whole school events.

Field Trips (School and REEF)

For the 2020-2021 school year, the school had to suspend physical field trips for all students. The grade level staff and the specials staff found virtual field trips to schedule throughout the year. The students were still able to benefit from field trips, and guest speakers, throughout the year.

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, called Approaches to Learning in the PYP:
 - thinking
 - communication
 - research
 - self-management
 - social
- Researched best practices in inquiry based pedagogy
- Social-emotional and collaboration 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 the Grades 2-5 English classroom and the Grades 4-5 Chinese 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.
- From Kindergarten on, 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. Prior to Kindergarten, there is an intentional focus on a literacy rich environment, oral language development in Chinese, and early literacy skills in Chinese: phonemic awareness.

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. During distance learning, teachers utilized online manipulatives and tools. Such practices as Number Talks are used daily to help develop math communication skills. Daily math blocks include independent, small group, 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 taught in alignment with the science and social studies curriculum.

Science and Social Studies:

All science instruction is based on the IB science scope and sequence and the Next Generation Science Standards. All social studies instruction is based on the IB social studies scope and sequence and the DC social studies standards. The PYP approach integrates Science and Social studies into transdisciplinary, 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 understanding.

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 Measure of Academic Progress (MAP) for English language and math instruction (grades K-5); Literably for English reading instruction; Level Learning for Chinese reading instruction; STAMP4se for Chinese language instruction. Due to Covid, in the 2020-2021 school year (SY) we were only able to assess math via NWEA MAP twice in Grades 3-5, English reading via Literably three times in Grades 1-5, and Chinese reading two times for Grades 3-5.
 - 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. For the 2020-2021 school year, the before or after school groups were still able to be held virtually and at more flexible times for the students.

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 virtual classes included daily sessions where students received assistance with classwork, 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 2020-2021 school year, Yu Ying PreK3 - 5th grades continued to engage in internal and external formative and summative assessments.

- PreK3 and PreK4 utilized monthly assessments developed for demonstration of growth in pre-literacy and early math skills, as well as areas within Approaches to Learning skills of fine motor development, organizational development, understanding of symbolic language, representational skills and listening skills.
- Students in K-5 used Literably to assess reading comprehension growth in English Language Arts.
- Students in 1-5 used Level Chinese to assess reading comprehension growth in Chinese Language Arts.
- Students in K-5 used Yu Ying normed writing exemplars to assess growth in writing in English Language Arts.
- Students in PreK 3-5 used formative pre-assessments and summative post-assessments in math, science and social studies to demonstrate growth in learning.

While our SY 18-19 PARCC math scores (the last year our students were able to take PARCC) in grades 3-5 are above the city average, in SY 20-21 helping students to improve their mathematics understanding and to apply the mathematics conceptually was a continued instructional focus. Staff worked on better analysis of student understanding through MAP assessment scores in Grades 3-5.

In the 2020-2021 school year, Yu Ying students in 3rd-5th grades took the NWEA MAP assessment in math in October and June. As a nationally normed, adaptive-style assessment, we continue to believe the NWEA MAP assessment helps 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 math in the fall of the 2020-2021 school year. Yu Ying

uses the data from the assessment to monitor PreK 4 students not within normal limits, and within which areas, as they move from PreK 4 to K in order to ensure we are preparing students for success.

School Progress

During the school year of 2020-2021, Yu Ying maintained full accreditation by the Middle States Association for Secondary and Elementary Schools after a year of self-study and a four day accreditation visit in the early summer of 2019.

Yu Ying further updated ('enhanced') International Baccalaureate Primary Years Program (IB PYP) framework development of achievement of a rigorous, inquiry-based program in both Chinese and English. Yu Ying brought student agency to the center of student learning, and continued to utilize Project Zero Visible Thinking Routines and Youcubed Conceptual Math Mapping to embed critical thinking into our teaching and learning practices. The IB PYP Approaches to Learning, with the intentional development of social/emotional, communication, research, thinking and self-management skills throughout student learning was highlighted in 2020-2021. Team Leads continued to be in place during the 2020-2021 school year, with a focus on instructional leadership. Opportunities to focus on data and problem solving to enhance Yu Ying's instructional culture were included in weekly teacher reflections. Teachers participated in several 'thought and feedback' experiences, including staff PD days, team full day PD, and staff surveys, 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.

The focus and prioritizing of social emotional learning and community building continued in the virtual and hybrid learning contexts. With the use of Conscious Discipline materials and Restorative Justice practices, teachers utilized strategies and language from these trauma-informed programs, in age appropriate ways. In the past, when students weren't successful with the Tier 1 programs, we worked with interventions that supported students to talk and share, to help with problem-solving. These practices are aligned with Collaborative and Proactive Solutions (CPS) through Lives in the Balance - Dr. Ross Greene's model. Conscious Discipline and Restorative Justice practices were the main components to maintain a supportive social and emotional learning atmosphere and a supportive academic environment. A group of teachers joined together as a cohort in the Transcend's Study of Practice for Mental Health. This helped to identify areas of strength and areas in need of further growth across the Yu Ying community. Continued growth in meeting student social-emotional needs was evidenced by the continued low percentage of out of school suspension incidents at Yu Ying in the 2020-2021 school year.

Teaching teams met weekly with the PYP Curriculum Coordinators and the Chinese Language Coordinator to plan, develop and implement math, English Language Arts, Chinese Language Arts and Science/Social Studies units of inquiry, as well as once per month with the RTI Coordinator for intervention needs. Every teaching team also met independently each week to further and fine tune

plans. 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 Curriculum Coordinators to look closely at the scope and sequence across subjects and within each unit of inquiry for both vertical and horizontal alignment. Important changes to our Program of Inquiry were made in May 2021, including the decision to implement our “Who We Are” units as the first unit for each grade level. This will allow a more sustained focus on social-emotional learning at the start of the school year.

A cohort of instructional and administrative staff participated in the Citybridge Equity By Design project. This year-long endeavor helped the cohort to consider how to support the school in development of educational design with equity at the forefront. The cohort’s goal was to institutionalize practices that help all students feel seen, heard and known at Yu Ying. Outcomes from the pilot project indicated growth in student perception of belonging.

The staff, under the guidance of the curriculum administration team, continue to develop a rigorous inquiry pedagogy curriculum, with student agency and belonging at the core, 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

In the 2020-2021 school year, due to COVID, Yu Ying paused its performance evaluation focus on both the Instructional and the Planning component of the Danielson Framework. Instead, a template that focused on inclusion, teacher presence, engagement, and pacing was used to provide targeted feedback in the virtual learning setting. This also drove the focus of PD sessions within striving to fully engage all students in virtual learning. Teacher observations were conducted using the template as a basis for constructive feedback. Teachers developed goals through competencies within the four areas in the template and self evaluated on their progress in the middle and at the end of the school year. Teachers received feedback on their performance through observations, both in written form and through conversations. Each teacher participated in a mid-year conversation and an end-of-year conversation to discuss progress. Teachers self-assessed their achievement of goals and their aspirations for the coming year during an end of the year conversation, which included a final performance evaluation for the school year. Despite continuing with virtual learning, all staff participated in these evaluation conversations.

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 2014-2015 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

In the 2020-2021 school year, various digital learning platforms were used to make sure that students continued to have rich, authentic, and engaging learning experiences for Chinese Language Arts in virtual learning and hybrid learning. During virtual learning, teachers from PreK3 to Grade 5 used Zoom to engage students in live conversations in Chinese with their teachers as well as with their peers. Teachers also used various voice recording functions in Seesaw to promote Chinese listening and speaking in the virtual setting.

After full implementation of Chinese language guided reading for Grades 1-5 in the 2018-2019 school year with provisional benchmark reading levels for each grade, the school had consistent Chinese reading instruction at appropriate levels of growth. In the 2020-2021 school year, the school continued to use the leveled reading assessment tool to analyze students' reading progress data and continued to use the determined benchmark reading level for each grade. The school will continue to monitor student reading progress and revisit benchmarks accordingly in the coming years.

In the 2020-2021 school year, Chinese teachers in Grades K-5 continued to implement interactive writing mini-lessons in the virtual learning and hybrid learning setting. Teachers used various digital platforms to provide students with timely and individualized feedback to their writing so that students could still experience the writing process in the virtual setting. Staff will continue to implement conferencing and small group structures in the writing block in the coming years to fully align with the English Language Arts scope and sequence for writing development.

Presenting Nationwide and Community Engagement

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, the 2021 Early Childhood Chinese Immersion Forum (ECCIF), the OSSE Multilingual Learner Conference, and the National Chinese Language Conference (NCLC). Staff presented on a variety of topics related to Chinese immersion practices including inquiry based pedagogy, early childhood practices, social-emotional learning and cultures of thinking.

In addition, Yu Ying staff have continued to be involved, virtually, in a wide variety of presentations about instructional best practices that align with our IB inquiry framework. This includes presentations about designing for equity, inquiry, creativity, concept based thinking, the PYP, language immersion, maker spaces, and thinking strategies at forums inclusive of George Washington University, New York University, DC Project Zero events, and regional and national workshop venues throughout the year. Six Yu Ying staff are trained IB workshop facilitators, authorization site visitors and consultants, 1 more staff member is in training. Four staff volunteer with Middle States Accreditation teams to accredit schools for the organization. Yu Ying continues to participate in the DC Environmental Literacy Cadre, continuing a commitment to sustainability education within its framework, and in the OSSE DC School Gardens movement.

Yu Ying students, staff and parents continued to participate in Chinese cultural events and celebrations throughout school in both virtual and in-person settings. This school year, the Chinese Cultural Committee partnered with the Yu Ying Parent Association organized a successful on-campus Chinese New Year Fair. We also kept our traditional Yu Ying Chinese Speaking Show and Chinese

Writing Show in the virtual learning settings to offer more opportunities for our students to speak and write Chinese.

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), IB MidAtlantic, IB Americas, the University of Maryland, George Mason University, George Washington University, and New York University in training and retaining English teachers and 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.

B. Unique Accomplishments & Media

Yu Ying received two COVID-19 related response grants from the Office of the State Superintendent of Education (OSSE) via the 2020 Coronavirus Aid, Relief, and Economic Security Act's Elementary and Secondary School Emergency Relief Fund (ESSER). The FFY19 and FFY20 SOAR Combined Grant (\$424,756) was a combination of the Scholarships and Opportunity (SOAR) Act Academic Quality Grant (\$116,170) and the ESSER I Equivalent Grant (\$318,586). The SOAR Academic Quality Grant aimed 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, consisted of differentiated reading support and small reading groups targeted to each student's specific reading needs. Through the ESSER I Equivalent portion of SOAR Combined, Yu Ying implemented a hybrid on-campus/distance learning program for SY 20-21. For hybrid learning, we were able to hire supervisory staff, purchase and supply PPE and technology for students and staff, purchase sanitizing supplies and install protocols to clean the school building and clean and filter the air. Yu Ying also received a \$310,231 Public Charter School Reopening Grant to hire additional staff for hybrid learning and to conduct COVID-19 testing of students and staff.

Other OSSE grants include a \$15,169 ESEA grant from OSSE for teacher PD and an \$81,033 IDEA grant to support students with special needs.

Private grants received include a \$10,970 Washington Area Community Investment Fund grant to support Childcare Center staff salaries, and a \$1,000 City National Bank *Reading is the Way Up* grant for books for our reading intervention program.

Fully accredited by the Middle States Association of Secondary-Elementary Schools.

Fully authorized by the International Baccalaureate Primary Years Program as a World School.

Member of the Diverse Charter Schools Coalition (DCSC) - a network of 57 members dedicated to creating excellent, inclusive, and equitable schools for all children.

www.diversecharters.org

Ranked #1 2021 Best Public Charter Elementary School in DC by Niche

Rated 9/10 on GreatSchools.net: [Explore Washington Yu Ying Public Charter School in](#)

[Washington, DC.](#)

Two Yu Ying students were winners of the 2020 Messages of Peace Contest and five received honorable mentions. The student winners' peace poems are featured on a plaque in the MLK, Jr. World Peace Rose Garden. Yu Ying's awardees can be found at the 7:25 and 19:41 marks in the celebratory [video](#).

A Yu Ying Alumnus and 5th grade student placed 4th and 5th respectively in the "Celebration of Youth" essay contest, featured in the Washington Post. [DC students wrote essays about pandemic challenges](#).

A DC Policy Center 2020 publication based on data from the 2018-19 school year lists Yu Ying as the most racially diverse public school in DC: [Update: Diversity in D.C.'s public schools, 2018-19](#).

The DC PCSB's [April 2021 Newsletter](#) featured an interview with Family Liaison, Autumn Jackson and School Social Worker Tynill Jones on supporting families during the pandemic.

Director of Teaching and Learning Amy Quinn and ED Maquita Alexander presented, "[Disrupting the Opportunity Gap in Diverse Public Charter School](#)" at the January 2021 Interrupting Inequity DCSC Annual Convening.

COO Cheri Harrington wrote a guest blog for the DC Charter School Alliance titled, "[Providing a World-Class Education During a Pandemic](#)."

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

Alice Chen and Vivek Murthy	Dorothy and Daniel McCuaig	Lindsay and Lucas Zarwell
Amazon Smile	Ebay Foundation	Liza and Keefer Douglas
Amy Lee	Erica Hazar and Enver Berker Hazar	Mabel's Labels
Ann Schlegelmilch and Yavar Moghimi	Hannah Sommers and Anthony Yoder	Madhuri and Amardeep Grewal
Anna Maria Ortiz	JB and Jennifer Kelly	Mallory and David Corlette
Bookworm Central	Jeannie Chen and David Kaufmann	Manisha Modi
Ensemble, Inc.	Jennifer and Michael Dabbs	Marc Weiner and Megan Price
Caitlin and Christopher Clark	Jerry Levine	Molly Murphy and Sean Dryden
California Community Foundation	Jevon Walton	Network for Good
Carl Lopes and Katherine Wolf	John Giles	Pamela and Warren Brown
Charles Howard	John Kenchelian	Sara Bakker and Sergei Mikhailov
Cheri Harrington	Jose and Maria Sousa	Sarabeth Berman and Evan Osnos
Council for International Cooperation	Justin Tan and Sue Lim	Sarah and Kevin Mooney
Darren Riley	Kate and Paul Judson	Sarah Arneson and Richard Dizinno
David Hoagland	Kathryn Jennings	Sarah Preis and Eli Hopson
Deborah Paenes	KenYatta Rogers	Segun and Abisola Kazeem
Deirdre MacWilliams	Kimberly and Charlie Haggart	Stephen and Wheilin Hwang
Dianne and Robert Bauman	Laurelle Lo and David Talbot	
	Lemar White	
	Lewis H. Mottley, Jr.	

Disclaimer

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.

Student Data Points

<i>School</i>	Total number of instructional days: 180
<i>PCSB</i>	Suspension Rate: 0.0%
<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: 93.7%
<i>PCSB</i>	<p>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></p>
<i>PCSB</i>	Midyear Withdrawals: 1.7% (10 students)
<i>PCSB</i>	Midyear Entries: 0.0% (0 students)
<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 2020-2021

Last Name	First Name	Title Assigned By LEA	Highest Level of Education	Highest Degree-Award Institution	Highest Degree Field/Major
Alexander	Maquita	Executive Director	MASTER'S	Virginia Commonwealth University	Elementary Education
Alfaro	Elmer	Facilities Manager	BACHELOR'S	Colegio Leon Ziguena	Administration
Alvarez	Gisselle	Lead English Teacher	MASTER'S	Johns Hopkins University	Masters in Elementary Education
Ampedu	Laurencia	Lead Childcare Provider	BACHELOR'S	University of Cape Coast	Psychology
Asfaw	Sarah	Lead Childcare Provider	MASTER'S	Master's in Finance	Southern New Hampshire University
Balcom	Sung	English Language Learning Teacher	MASTER'S	University of Southern California	M.A. In Childhood Education
Bao	Jie	Interim Lead Chinese Teacher	MASTER'S	University of Massachusetts Amherst	Bilingual/ESL/Multi cultura
Benton	Katherine	Chinese Teaching Fellow	MASTER'S	Middlebury Institute of International Studies	Master of Arts in Teaching a Foreign Language
Bodner	Nicole	Sabbatical Lead Teacher	MASTER'S	Hunter College	Elementary Education
Braisted	Kathryn	Lead English Teacher	MASTER'S	American University	Masters Certificate, Nutrition Education
Brickhouse	Joan	Classroom Aide	ASSOCIATE'S	Community College of Baltimore County	Education
Brown	Jaime	Special Education Teacher	MASTER'S	Notre Dame University of Maryland	Leadership in Special Education Exceptionalities

Brown	Rachel	Lead English Teacher	MASTER'S	Relay Graduate School of Education	Elementary and Special Education
Chang	Cao	Chinese Teaching Fellow	MASTER'S	University of Rochester Warner School of Education	Human Development
Chen	Hannah	English Language Learning Teacher	MASTER'S	Brooklyn College	Elementary Education
Chen	Tuz-Ling	Lead Chinese Teacher	MASTER'S	National Changhua University of Education & Strayer University	Education & Administration Education
Clarkin Evans	Moira	RTI Coordinator	MASTER'S	Cambridge College	Education
Crandall	Jillian	Performing Arts Teacher	MASTER'S	University of Maryland, College Park	Elementary Education
Curtis	Andrea	Assistant Childcare Provider	HIGH SCHOOL		
d'Assignies	Audrey	HR Manager	BACHELOR'S	American University of Paris	International Affairs
Davenport	Diana	Occupational Therapists	MASTER'S		
De	Bi	Lead Chinese Teacher	MASTER'S	George Washington University	Elementary Education
Dong	Feng	Lead Chinese Teacher	MASTER'S	University of Minnesota, Twin Cities	Curriculum And Instruction
Fall	Ely	PE Teacher	MASTER'S	Relay Graduate School of 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

Hao	Mingming	Chinese Teaching Fellow	MASTER'S	The George Washington University	Secondary Education
Harrington	Cheri	Chief Operating Officer	MASTER'S	University of Massachusetts	Public Policy & Administration
Harris	Sarah	IB PYP Coordinator/Assistant Principal	MASTER'S	University of Surrey Roehampton, U.K.	Children'S Literature
Harvin-Conn er	Malcolm	Lead English Teacher	MASTER'S	Johns Hopkins University	Elementary Education
He	Jurong	Chinese Teaching Fellow	MASTER'S	Guizhou University	Linguistics and Applied Linguistics
Hills	Jenny	Lead English Teacher	MASTER'S	George Washington Graduate School	Elementary Education
Holley	Lisa	Special Education Teacher	MASTER'S	American University	Special Education
Howard	Caroline	Lead English Teacher	BACHELOR'S	Miami University	Early Childhood Education
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
James	Stephanie	Learning Support Coordinator	MASTER'S	Trinity University	Educational Administration
Jenkins	Kendra (Rochelle)	Lead English Teacher	MASTER'S	American University	Early Childhood Education
Jia	Yunshuo	Lead Chinese Teacher	MASTER'S	Kanazawa Seiryō University	Management Science
Jin	Ming	Chinese Teaching Fellow	MASTER'S	Johns Hopkins University	International Studies & Economics
Jones	Tynill	School Counselor / Social Worker	MASTER'S	Columbia University	Social Work
Koster	Erica	Substitute Teacher	MASTER'S	University of Virginia	Reading Instruction

Lam	Kit	Lead Chinese Teacher	MASTER'S	The Hong Kong Institute of Education	Educational Counseling
Lester	Taslym	Director of Operations	BACHELOR'S	Virginia Union University	English
Li	Shuo	Lead Chinese Teacher	MASTER'S	New York University	Teaching Foreign Language 7-12
Li	Yurong	Chinese Resource Teacher	MASTER'S	Montessori Primary Education LOYOLA UNIVERSITY	Education
Li	Mengjiao	Special Education Teacher	MASTER'S	John Hopkins University	Special Education
Li	Hui	Lead Chinese Teacher	MASTER'S	George Washington University	Curriculum And Instruction
Li	Jing	Chinese Classroom Aide	BACHELOR'S	San Hao Technical School	Lab Management
Li	Hong	Substitute Teacher	MASTER'S	Dalian University of Technology	Higher Education
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
Liu	Yimeng	Chinese Teaching Fellow	MASTER'S	New York University	TESOL
Liu	Jiamin	Chinese Teaching Fellow	BACHELOR'S	Sichuan Art University	Graphic Design
Lyons	Egypt	School Secretary	BACHELOR'S	University of District of Columbia	Applied Science, Psychology
Manchester	Amanda	Interim Lead English Teacher	BACHELOR'S	The University of Hong Kong	Language Education (Primary English)

Mao	Peipei	Lead Chinese Teacher	MASTER'S	Michigan State University	Teaching And Curriculum
McKay	Tamika	Interim Lead English Teacher	BACHELOR'S	North Carolina Agricultural and Technical State University	Child Development and Family Studies
McNulty	Bill	Clinical Social Worker	MASTER'S		
Milner	Katherlene	REEF instructional Leader	MASTER'S	Fort Valley State University	Master of Science Counselor Education
Morrow	Gabriella	Special Education Teacher	MASTER'S	Catholic University of America	Special Education
Muck	Allison	Lead English Teacher	MASTER'S	Canisius College	Childhood Education
Mullins	Philip	Duty/Classroom Aide	HIGH SCHOOL		
Nelson	Brian	IT systems administrator	BACHELOR'S	Frostburg State University	English
Nelson	Sandra	Communication Specialist	BACHELOR'S	Grand Valley State University	Public Relations
Ng	Annie	Lead English Teacher	MASTER'S	Harvard University	Language and Literacy
Nuri	Yawo	REEF Program Director	BACHELOR'S	University of Massachusetts	Economics
Olin	Jennifer	Data Management Specialist	MASTER'S	Humphrey School of Public Affairs At The University of Minnesota	Public Policy
Ouyang	Sophia	Interim Lead Chinese Teacher	BACHELOR'S	University of California	Cognitive Science
Peck	Kristen	Lead English Teacher	BACHELOR'S	Catholic University of America	Early Childhood Education
Perkins	Sarah	Project Development & Grants Coordinator	MASTER'S	University of Pennsylvania / University of North Carolina - Chapel Hill	East Asian Studies / Maternal and Child Health

Prather	Jada	Physical Education and Wellness Teacher	BACHELOR'S	New York Institute of Technology	Fine Art
Quinn	Amy	Director of Teaching and Learning	MASTER'S	University of Kansas	MS Ed in Curriculum and Instruction
Robinson	Gabrielle	Lead English Teacher	MASTER'S	John Hopkins University	Elementary Education
Rodriguez-V alentin	Mya	Interim Lead English Teacher	BACHELOR'S	Wesleyan University	Studio Art
Rose	Colleen	Reading Specialist	MASTER'S	Lesley University	Education
Rosenberg	Rebecca	IB PYP Coordinator/Assistant Principal	MASTER'S	University of Wisconsin - Madison	Curriculum And Instruction
Santana	Ida	Duty Aide	ASSOCIATE'S	University of District of Columbia	Education
Schleicher	Anne	Director of Accounts and Enrollment	BACHELOR'S	University of Pittsburgh	Philosophy
Sellars	Victor	Interim Lead English Teacher	BACHELOR'S	Hampton University	Psychology
Shores Gubartalla	Jayme	Special Education Teacher	MASTER'S	American University	Elementary 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
Stanoch	Andrew	Interim Lead Chinese Teacher	BACHELOR'S	American University of Paris	History & International Affairs
Sun	Teng	Lead Chinese Teacher	MASTER'S	George Mason University	Early Childhood Education
Thomas	Darius	Speech-language Pathologists	MASTER'S	Howard University	Communication Sciences And Disorders

Wang	Xiaoyu	Lead Chinese Teacher	MASTER'S	Tianjin Normal University	International Chinese Education
Wulamu	Zuoerguli	Lead Chinese Teaching	BACHELOR'S	Xinjiang Normal University	Education
Xian	Na	Lead Chinese Teacher	BACHELOR'S	Chongqing University of Technology	Management
Xin	Xia	Chinese Teaching Fellow	MASTER'S	Johns Hopkins University	Digital Education
Xu	Yiqing	Special Education Teacher	MASTER'S	George Washington University	Early Childhood Special Education
Xu	Younan	Chinese Teaching Fellow	MASTER'S	University of Pittsburgh	Foreign Language Education
Yang	Lijin	Chinese Language Coordinator	MASTER'S	University of San Francisco	International And Multicultural Education
Yang	Saisai	Chinese Teaching Fellow	MASTER'S	Guangxi Normal University	Developmental And Educational Psychology
Ying	Qingdai	Lead Chinese Teacher	MASTER'S	University of Florida	Early Childhood and Teaching
You	Shan	Lead Chinese Teacher	BACHELOR'S	Sichuan University Jincheng College	English
Yuan	Liu	Lead Chinese Teacher	MASTER'S	George Washington University	Education And Human Development
Yuan	Weijing	Assistant Childcare Provider	ASSOCIATE'S	Qingdao Chemical Engineering Institute	English
Yurasko	Elizabeth	Business Associate	BACHELOR'S	University of Arizona	Geosciences
Zhang	Qianyi	Lead Chinese Teacher	MASTER'S	George Mason University	Education
Zhang	Su	Classroom Aide	BACHELOR'S	Hebei Normal University	Education

Zhang	Wenjiao	HR Generalist	MASTER'S	Strayer University	Master of Science in Human Resource Management
Zhang	Yuhan	Chinese Teaching Fellow	MASTER'S	George Mason University	Management
Zhang	Miao	Lead Chinese Teacher	MASTER'S	University of Georgia	Education
Zheng	Liling	Chinese Teaching Fellow	BACHELOR'S	Hebei Normal University	Musicology
Zhong	Jianhua	Lead Chinese Teacher	MASTER'S	University of Maryland	Second Language Education
Zimmerman	Paula	Garden Arts Teacher	BACHELOR'S	Parsons School of Design	Illustration And Art Education
Zou	Chunyuan	Chinese Classroom Teacher	MASTER'S	University of Maryland	M.Ed. Curriculum and Instruction, World Language Education with Certificate
Zou	Yuanyuan (Maggie)	Chinese Teaching Fellow	MASTER'S	George Washington University	Chinese Language and Literature

Appendix B: Board Roster for 2020-2021

***District Resident (P) parent representative**

Vincent Baxter (P)*

Chair

Deputy Chief, Family Engagement, District of Columbia Public Schools

PCPSB Parent Complaint liaison

Kelly Yee

Vice Chair

Management Consultant, BCS Incorporated

Committee Member

Robert Anderson*

Assistant General Counsel, Office of the United States Trade Representative

Committee Member

Sarabeth Berman*

Vice President of Public Affairs, Teach for All

Secretary

Liza Douglas*

National Executive Lead, American Heart Association

Committee Member

Amy Lee

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

Governance Committee Chair

Abigail Sze-Levine*

Consultant, Treasury Market Operations Funding Unit, IFC

Committee Member

Paige Hoffman*

*Deputy Chief, School Improvement and Support, DCPS
Committee Member*

Wendy Rueda*

*Consultant, N4 Solutions
Committee Member*

Lemar White, EDd.*

*Channel Lead - DEI Communities & Allies, Google
Committee Member*

Appendix C: Financial Statement for 2020-2021

Balance Sheet July 2020 through June 2021

Balance Sheet		6/30/21
Assets		Current
Current Assets		
	Cash	11,911,596
	Accounts Receivable	634,619
	Other Current Assets	91,250
	Intercompany Transfers	
	Total Current Assets	12,637,474
Noncurrent Assets		
	Facilities, Net	14,182,922
	Operating Fixed Assets, Net	260,763
	Total Noncurrent Assets	14,443,686
	Total Assets	27,081,160
Liabilities and Equity		Current
Current Liabilities		
	Accounts Payable	208,248
	Other Current Liabilities	542,147
	Accrued Salaries and Benefits	387,707
	Total Current Liabilities	1,077,824
Equity		
	Unrestricted Net Assets	15,279,438
	Net Income	538,276
	Temporarily Restricted Net Assets	96,923
	Total Equity	15,914,637
Long-Term Liabilities		
	Senior Debt	10,173,344
	Other Long-Term Liabilities	(144,923)
	Total Long-Term Liabilities	10,028,421
	Total Liabilities and Equity	27,081,160

Income Statement July 2020 through June 2021

Income Statement	Actuals
Revenue	
Total State and Local Revenue	11,228,095
Total Federal Revenue	599,446
Total Private Grants and Donations	104,963
Total Earned Fees	194,876
Total Revenue	12,127,380
Expenses	
Total Salaries	6,974,444
Total Benefits and Taxes	1,617,349
Total Staff-Related Costs	85,487
Total Rent	12,775
Total Occupancy Service	584,477
Total Direct Student Expense	605,823
Total Office & Business Expense	823,864
Total Contingency	0
Total Expenses	10,704,219
Operating Income	1,423,161
Extraordinary Expenses	
Total Interest	385,433
Total Depreciation and Amortization	499,451

Total Extraordinary Expenses	884,884
Net Income	538,276

Appendix D: Approved Budget for 2021-2022

Washington Yu Ying PCS

FY22 Annual Budget

REVENUE

Per Pupil Charter Payments - General Education	7,462,659
Per Pupil Charter Payments - Categorical Enhancements	1,559,178
Per Pupil Facilities Allowance	1,935,744
Federal Funding	137,117
Other Government Funding/Grants	635,298
Private Grants and Donations	123,163
Activity Fees	608,953
In-kind revenue	-
Other Income	91,798
TOTAL REVENUES	12,553,910

FUNCTIONAL EXPENSES

Personnel Salaries and Benefits

Principal/Executive Salary	588,399
Teachers Salaries	4,692,881
Special Education Salaries	565,666
Other Education Professionals Salaries	313,009
Business/Operations Salaries	743,694
Administrative/Other Staff Salaries	380,220
Employee Benefits and Payroll Taxes	1,638,788
Subtotal: Personnel Expense	8,922,658

Direct Student Expense

Educational Supplies and Textbooks	174,500
Student Assessment Materials/Program Evaluation	44,000
Contracted Student Services	371,838
Food Service	152,862

Other Direct Student Expense	70,084
Subtotal: Direct Student Expense	813,284

Occupancy Expenses

Rent	17,000
Depreciation (facilities only)	401,196
Interest (facilities only)	312,584
Building Maintenance and Repairs	145,000
Contracted Building Services	232,670
Other Occupancy Expenses	120,537
Subtotal: Occupancy Expenses	1,228,987

General and Administrative Expenses

Office Supplies and Materials	30,000
Office Equipment Rental and Maintenance	2,547
Telephone/Telecommunications	47,694
Legal, Accounting and Payroll Services	197,567
Insurance	61,343
Transportation	-
Professional Development	105,000
PCSB Administrative Fee	111,877
Management Fee	-
Interest Expense (non-facility)	1,776
Depreciation and Amortization (non-facility)	146,887
Other General Expense	525,240
Subtotal: General Expenses	1,229,930

TOTAL EXPENSES	12,194,859
OPERATING INCOME (LOSS)	359,051

CHANGE IN NET ASSETS	359,051
-----------------------------	----------------