

**Washington Yu Ying Public Charter School
2021-2022 Annual Report**



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Kelly Yee, Board Chair

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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 promote 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 for 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 six 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 organized opportunities throughout the year, such as: Fall Fest, Hispanic Heritage Month, School Gala activities, school grounds projects, Chinese New Year, Black History Month, KidFest, and celebrations for Teacher Appreciation Week. The PA meetings were available digitally for all families.

Monthly Coffees

The Leadership Team, Maquita Alexander - Executive Director/Amy Quinn-Director of Teaching and Learning, hosted monthly 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 and discuss how students were performing in Chinese, English, Math, Inquiry Units and managing elements of social-emotional learning.

Chinese Cultural Committee

At Yu Ying, staff incorporate Chinese culture into the daily curriculum and encourage parents and students to learn and recognize Chinese culture at home as well. In the 2021-2022 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 mooncake sale to celebrate Mid-Autumn festival, a Chinese New Year Fair, Chinese New Year door decoration contest, a staff Chinese New Year Fair, and participation in a virtual China Bridge competition. 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-filled, family-oriented on-campus Chinese New Year Fair where parents were invited to volunteer, participate, and experience this Chinese cultural event with their students.

Volunteers

Yu Ying has a history of inviting parents to volunteer. Throughout the 2021-2022 school year, our parent volunteers continued to support the school's efforts by supporting school and PA sponsored events, hosting outdoor read alouds, sharing expertise through virtual guest speaker events and helping to organize whole school virtual events.

Field Trips (School and REEF)

For the 2021-2022 school year, the school continued to suspend physical field trips for all students. The grade level staff and the specials team 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

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 includes phonemic awareness and phonics instruction, shared reading and interactive read alouds, guided reading and book club groups, opportunities to read independently, word study through the phonics and dissection of words (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. 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.
- In the 21-22 school year, the school piloted the use of Amira, a reading AI app to support student English reading development.

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. Teachers utilize both online learning tools and in class manipulatives. Such practices as Number Talks are used daily to help develop math communication skills. Daily math blocks include independent, small group, and whole 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 that are 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 of 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.
 - 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 what 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 reinforce current language skills and content area concepts being taught in the classrooms, and provide students the opportunity to have small group instruction in order to build oral language proficiency. 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.

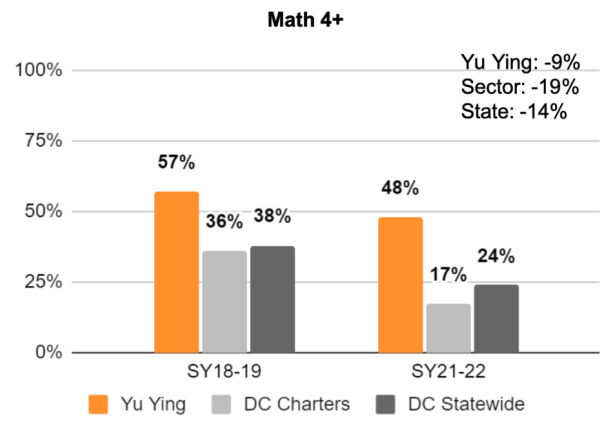
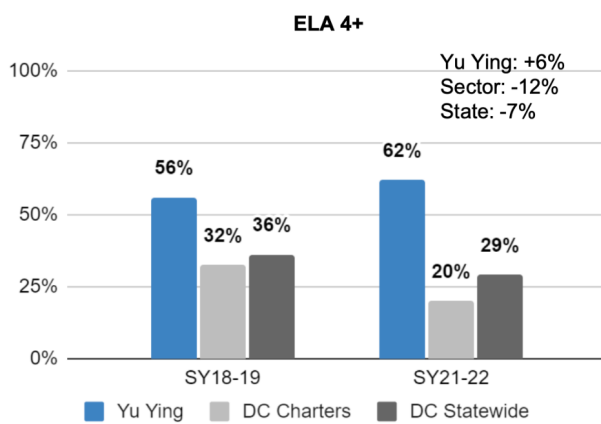
Student Performance

Washington Yu Ying PCS continues to educate students in a nurturing Chinese and English educational model each year as our mission states. During the 2021-2022 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.

This was the first PARCC test our students in grades 3 through 5 had ever taken. The pandemic put the PARCC on hold for school years 2019-2020 and 2020-21. Our commitment to our mission and incredible collaboration among all stakeholders helped us stay on pace with many of our learning goals. Here's a quick summary of the highlights:

- Yu Ying students scored much higher than other DC public charter schools. On every test, our students scored at least twice as high as other charter schools.
- The vast majority of our students scored a 3 or higher.
- Overall, Yu Ying students earning a 4 or higher on their English language arts (ELA) assessment increased by 6% when compared with school year 2018-19.
- The number of English language learners who scored a 4 or 5 continues to grow and even outpaces the overall charter school average for math.



While we had some big wins, there are also areas where we need to do better:

- Overall, our math scores are down from 2017-18 – particularly among last year’s 4th grade class.
- While Black students saw an increase in performance from SY18-19 in ELA, there continues to be a gap between the performance of our African American students and their classmates of other races.
- We also have work to do to improve the performance of students with disabilities and those classified as “at risk.”

In the 2021-2022 school year, Yu Ying students in K-5th grades took the NWEA MAP assessment in math and reading in the fall, winter and spring. As a nationally normed, adaptive-style assessment, we continue to believe the NWEA MAP assessment helps us better target interventions for struggling students. In SY 21-22 Yu Ying continued to work to improve students' mathematics understanding and to apply mathematics conceptually. Staff worked on better analysis of student understanding through MAP assessment scores in Grades 2-5.

Our results from NWEA MAP in SY21-22 are included below:

- 64% of K-5 students met or exceeded their spring growth targets in Math.
- 64% of K-5 students met or exceeded their spring growth targets in ELA.
- 77% of K-5 students **receiving ELA interventions** met or exceeded their spring growth targets.
- 85% of K-5 students **receiving math interventions** met or exceeded their spring growth targets.

In the 2021-2022 school year, students in grades 2-5 took the Stamp4se assessment in speaking and listening in the fall, and speaking, listening, reading and writing (grades 3-5) in the spring. Stamp4se is a language proficiency assessment that helps us find out students’ Chinese language proficiency levels. After the virtual learning year, we introduced the fall session so that we can establish a baseline and better target interventions and see students’ growth in their Chinese language skills. We monitor student performance on the assessment to drive instructional supports for students in grades 2-5 and hold ourselves to identified exit targets for our 5th graders as they transition from our

program.

Our SY21-222 results from STAMP4se for our 5th graders are included below:

- 88% of 5th graders scored Level Intermediate Mid-Advanced in Listening
- 92% of 5th graders scored Level Intermediate High in Speaking

PK3 and PK4 students took the *Brigance Inventory of Early Development III Standardized* assessment in early childhood literacy and math in the fall and spring of the 2021-2022 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.

Our results from the *Brigance Inventory of Early Development III Standardized Assessment* are included below:

- 97% of PreK 4 student results are within normal limits or above gifted cutoffs
- 96% of PreK 3 student results are within normal limits or above gifted cutoffs

School Progress

During the school year of 2021-2022, Yu Ying maintained full accreditation by the Middle States Association for Secondary and Elementary Schools.

Yu Ying renewed their International Baccalaureate Primary Years Program World School authorization, with an audit visit from the IBO in June 2022. Yu Ying was able to share their commitment to the 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 2021-2022. Team Leads continued to be in place during the 2021-2022 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 planning meetings. 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 consistently reflected on their learning and the learning process, which provided opportunities for staff to reflect on the student perspective.

The focus and prioritizing of social emotional learning and community building was a high priority throughout the school year as students adjusted to returning to school in person, but with periods of disrupted learning. In order to best support students' Social Emotional Learning (SEL), Yu Ying continued to use the trauma-informed strategies and practices of the Whole Child Model (grades

PK-2) and Restorative Justice (grades 3-5). To better inform SEL for all students, Yu Ying administered the Devereux Early Childhood Assessment (e-DECA) in PK and the DESSA in grades K-5 at the beginning and end of the year. Teachers used the data from these assessments, in conjunction with the Whole Child Model materials and Restorative Justice practices, to develop developmentally appropriate student and classroom instruction to build strong classroom communities and peer to peer interactions, as well as to tailor student-specific SEL needs and strengths. 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. Whole Child Model and Restorative Justice practices were the main components to maintain a supportive social and emotional learning atmosphere and a supportive academic environment. These practices were further refined this year by using data from the SEL assessments to inform student, class and school-wide learning. Additionally, a group of teachers joined together as a cohort through The Ability Challenge, via a SOAR grant, to better meet students Tier 1 and Tier 2 needs. An initial report 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 office visits and in or out of school suspension incidents at Yu Ying in the 2021-2022 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. 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 2022, including the decision to continue to implement our "Who We Are" units as the first unit for each grade level. This allows a more sustained focus on social-emotional learning at the start of the school year.

The education leadership team continued to work with all instructional staff on issues of equity and designing for equitable learning. With an emphasis on learning environment, both physical and cognitive, to meet the needs of vulnerable students, staff engaged in equity dialogues.

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 2021-2022 school year,, Yu Ying continued to use a performance evaluation template that focused on inclusion, teacher presence, engagement, and pacing to provide targeted feedback in the

learning environment. This also drove the focus of PD sessions within striving to fully engage all students through social emotional belonging and an engaging and challenging learning environment. 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 beginning year, mid-year, 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.

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 2021-2022 school year, after a year of virtual learning, teachers used a variety of in-class learning engagements to help students be back in the Chinese immersion environment. In addition, teachers continued to use various digital learning platforms, such as Seesaw, Level learning, Quizlet, JoyReader etc, to help students build their Chinese language skills both in school and at home.

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 2021-2022 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 2021-2022 school year, Chinese teachers in Grades K-5 continued to implement interactive writing mini-lessons in class. Teachers 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, one 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 to organize 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 Federal Coronavirus State Fiscal Recovery Fund and the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Equivalent funding. The Public Charter School Reopening Facilities grant (\$90,909) supported on-campus learning by funding storage pods for excess furniture (to allow for classroom social distancing), outdoor learning structures, and additional cleaning staff for enhanced building sanitation. To combat pandemic related trauma, the ESSER III Equivalent grant (\$318,586) supported the salaries of essential staff. These included the Family Liaison, who strengthened relationships between our families with the greatest needs and ensured our programs were meeting students and families where they are, our School Social Worker who provided mental health supports for students and staff and our Chief Operating Officer, who planned, oversaw and instituted COVID safety protocols and compliance. We also received the FFY21 Scholarships and Opportunity (SOAR) Act Academic Quality Grant (\$116,170), which aims to increase literacy achievement for students who read below grade level, particularly students of color and low-income students. The project, titled the Literacy Achievement Program, consisted of differentiated reading support and small reading groups targeted to each student's specific reading needs.

Other OSSE grants include a \$16,806 ESEA grant from OSSE for teacher PD, an \$78,956 IDEA grant plus an additional \$17,980 in ARP-IDEA funds to support students with special needs.

Yu Ying also received a number of private grants. Rockefeller Philanthropy and the NoVo Foundation

granted \$7,500 for the Early Childhood Action Project: Chinese Immersion and Social Emotional Learning (SEL). The project incorporates SEL into Yu Ying's early childhood classrooms through teacher PD and Mandarin Chinese curricular materials. The Jewish Federation of Greater Washington awarded \$69,864 through Project Wish List for the Humanity Project. Through the project, a historian taught students American history through the perspective of people of color by using stories, songs and visual imagery.

Yu Ying participated in OSSE's Outdoor Learning Technical Assistance Program, from which we received in-kind consultation from Out Teach, and received an outdoor learning spaces plan.

Here are other accolades and unique accomplishments:

- **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 2022 Best Public Elementary School in DC by [Niche](#).**
- **Rated 9/10 on GreatSchools.net: [Explore Washington Yu Ying Public Charter School in Washington, DC](#).**
- **A fifth grade Yu Ying student won the 2021 Messages of Peace Contest. The winner's peace poem, "Thorns and Petals" is featured on a plaque in the MLK, Jr. World Peace Rose Garden.**
- **A fifth grade Yu Ying student won 1st place in the 2022 Chinese Bridge Competition K8 for the year of 2022. A fourth grade student won 2nd grade.**
- **Yu Ying hosted a half day CRIS (Career Readiness in Immersion School) virtual workshop in March for any participants that are interested in teaching in a Chinese immersion school.**
- **2022 National Chinese Language Conference: Three Yu Ying teachers hosted interactive breakout sessions with counterparts from other charter schools. Aini Fang and Saisai Yang worked with teachers from Yu Ming Charter School to present, "Embracing Student Agency in Writing: Expertise from two coasts" and "Building Support for Teachers Through Strategic Coaching," respectively. Allen Zhong collaborated with teachers from two other Chinese immersion schools to present "Playing, Talking, Co-constructing: Exemplary Teaching in Chinese preschool classrooms."**
- **2022 Diverse Charter Schools Coalition Annual Convening: ED Maquita Alexander and Director of Teaching and Learning presented on School Culture: Excellent Schools Visit.**

C. List of Donors \$500 and above

Alan Meltzer	Jennifer Shieh	Mei Huang
Amazon Smile Donations	Jessica Lin	Miles Farmer
Amy Hariani	Jevon Walton	Molly Murphy
Angela Seid	John Giles	Nancy Hariani
Ann Schlegelmilch	John Mahshie	Nando's Restaurant Group
Blythe Emigholz	John Wu	Paige Hoffman
Caitlin Clark	Jose Sousa	Project Wish List/Jewish
Cara Stern	Joseph Yen	Federation of Greater
Center for Bridging Cultures	Katherine Mccrobbie	Washington
Charities Aid Foundation	Katherine Mottley	Quinon Ng
Chris Chambers	Kathryn Jennings	Rachel Doud
Daniel and Dorothy McCuaig	Katie Leesman	Ramona Godbole
Darren Riley	Kevin Mooney	Rockefeller
David Boggs	Kimberly Tignor	Philanthropy/Novo
David Corlette	Kristen Smith	Foundation
David Masella	Latoya Stubbs	Sandra George
David Wu	Laura Fox	Sarah Arneson
Dianne Bauman	Laurelle Lo	Sarah Milsom
Ekaterina Torres	Lauren DeWerd	Sean Dryden
Eli Hopson	Lewis H. Mottley, Jr	Shannon O'Farrell
Elizabeth Pratt	Lindsay Zarwell	Stefano Negri
Erica Hazar	Ling Mui	Stephanie Cramer
Fidelity Charity Contribution	Liza Douglas	Taleesha Scott
Friends of the National	Lorielle Haastrup-Akintunde	Taryn Morrissey
Arboretum	Lory Alexander	Tom McSorley
George Burke	Madhuri Grewal	Vanessa Bertelli
Hannah Sommers	Mallory Corlette	Veronica Jimenez
Jade Huang	Manisha Modi	Wendy Rueda
Jennifer McLeod	Margaret Metcalf	William Morgan
		Youshea Berry

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.

III. Data Report

SY 2021-2022 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	86	80	80	74	71	61	53	0
Grade	7	8	9	10	11	12	Alternative	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: 12.70
School	Number of Teachers: 80 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary 1. Average: \$57,609 2. Range -- Minimum: \$32,932 Maximum: \$82,286
School Executive Compensation	Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY21-22. 1. Cheri Harrington: \$158,072.18 2. Maquita Alexander: \$152,973.04 3. Amy Quinn: \$113,300.00 4. Sarah Harris: \$102,137.09 5. Rebecca Rosenberg: \$101,432.98

Student Data Points

<i>School</i>	Total number of instructional days: 180
<i>PCSB</i>	Suspension Rate: 0.00%
<i>PCSB</i>	Expulsion Rate: 0.00%
<i>PCSB</i>	Instructional Time Lost to Out-of-School Suspension Rate: 0.00%
<i>PCSB</i>	In-Seat Attendance: 91.10%
<i>PCSB</i>	<p>Average Daily Attendance: <i>The SRA requires annual reports to include a school's average daily membership.</i> <i>To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment;</i> <i>(2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)</i></p>
<i>PCSB</i>	Midyear Withdrawals: 1.20% (7 students)
<i>PCSB</i>	Midyear Entries: 0.20% (1 student)
<i>PCSB</i>	Promotion Rate: 99.80%
<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 2021-2022

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
Amaya	Juan	Chinese Fellow	BACHELOR'S	Catholic University	Music Composition
Anyambot	Mireille (Mimi)	Daycare Assistant	BACHELOR'S	University of Cameroon	Sociology
Balcom	Sung	English Language Learning Teacher	MASTER'S	University of Southern California	M.A. In Childhood Education
Beasley	Jasmine	Student Support Aide	BACHELOR'S	Bowie State University	Communications
Belay	Moni	Isolation Room Nurse	MASTER'S	Catholic University of America	Health Information Technology
Bloomfield	Brandon	Dedicated Aide	Community College	NOVA	Communication
Braisted	Kathryn	Lead English Teacher	MASTER'S	American University	Masters Certificate, Nutrition 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

Carr	Anijah	Dedicated Aide	HIGH SCHOOL		
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 (Crystal)	Lead Chinese Teacher	MASTER'S	National Changhua University of Education & Strayer University	Education & Administration Education
Cheung	Shirley	Chinese Fellow	MASTER'S	University of Maryland, College Park	Curriculum And Instruction
Clarkin Evans	Moira	RTI Coordinator	MASTER'S	Cambridge College	Education
Crandall	Jillian	Performing Arts Teacher	MASTER'S	University of Maryland, College Park	Elementary Education
d'Assignies	Audrey	HR Manager	BACHELOR'S	American University of Paris	International Affairs
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
Edwards	Yasmona	Interim Director of Childcare	BACHELOR'S	Bowie State University	Visual Communication & Digital Media Art
Fang	Aini	Lead Chinese Teacher	MASTER'S	The University of San Diego	Education
Gallagher	Margaret	Lead English Teacher	MASTER'S	Boston	Art Education

				University	
Goldblatt	Zach	English Lead	MASTER'S	Johns Hopkins University	Education
Gray	Jordan	Business Associate	BACHELOR'S	Central Michigan University	Political Science
Harrington	Cheri	Chief Operating Officer	MASTER'S	University of Massachusetts	Public Policy & Administration
Harris	Maureen	Humanities	MASTER'S	Temple University	Education
Harris	Sarah	IB PYP Coordinator/Assistant Principal	MASTER'S	University of Surrey Roehampton, U.K.	Children's Literature
Harvin-Conner	Malcolm	Lead English Teacher	MASTER'S	Johns Hopkins University	Elementary Education
He	Jurong	Chinese Lead Teacher	MASTER'S	Guizhou University	Linguistics and Applied Linguistics
Hills	Jennifer	Lead English Teacher	MASTER'S	George Washington Graduate School	Elementary Education
Holley	Lisa	Special Education Teacher	MASTER'S	American University	Special 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
Ingram	Clifton	Covid Manager	MASTER'S	The Boston Conservatory	Music in Composition
Jackson	Autumn	Assistant to the ED/Family Liaison	High School		
James	Stephanie	Learning Support Coordinator	MASTER'S	Trinity University	Educational Administration

Jenkins	Kendra (Rochelle)	Lead English Teacher	MASTER'S	American University	Early Childhood Education
Jin	Ming	Lead Chinese Teacher	MASTER'S	Johns Hopkins University	International Studies & Economics
Johnson	Jared	Student Support Aide	HIGH SCHOOL		
Jones	Tynill	School Counselor / Social Worker	MASTER'S	Columbia University	Social Work
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	Hong (Helen)	Chinese Fellow	Unable to obtain information		
Li	Jing	Chinese Classroom Aide	BACHELOR'S	San Hao Technical School	Lab Management
Li	Mengjiao	Special Education Teacher	MASTER'S	John Hopkins University	Special Education
Li	Shuo	Lead Chinese Teacher	MASTER'S	New York University	Teaching Foreign Language 7-12
Li	Site	Chinese Interventionist/Learning Support	MASTER'S	George Mason University	Curriculum & Instruction
Li	Yurong	Lead Resource Teacher	MASTER'S	Loyola University of MD	Montessori Education/Early Childhood
Liang	Chiachu	Lead Chinese Teacher	MASTER'S	St.Johns University, Ny	Early Childhood Education
Liao	Yu	Lead Chinese Teacher	BACHELOR'S	Lanzhou College of Chemical Industry	Economic Management And Major In Inorganic Technology
Liu	Shimiao	Lead Chinese Teacher	MASTER'S	University of Maryland	Cirriculum and Instruction

Lyons	Egypt	School Secretary	BACHELOR'S	University of District of Columbia	Applied Science, Psychology
Mao	Peipei	Lead Chinese Teacher	MASTER'S	Michigan State University	Teaching And Curriculum
Marable	Desean	REEF Lead Teacher	HIGH SCHOOL		
Martin	Anthony	Chinese Fellow	BACHELOR'S	National Taiwan Normal University	Teaching Chinese as a 2nd language
McCray	Tammy	Student Support Aide	HIGH SCHOOL		
McKay	Tamika	Lead English Teacher	MASTER's	John Hopkins University	Elementary Education
McNulty	Bill	Clinical Social Worker	MASTER'S		Psychology
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
Niu	Yinchen	Chinese Teaching Fellow	MASTER'S	George Mason University	Data Analytics Engineering
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	Public Policy

				Minnesota	
Ouyang	Sophia	Lead Chinese Teacher	MASTER's	Johns Hopkins University	Elementary Education
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
Phaipanya	Anou	Lead Resource Teacher	MASTER'S	Victoria University of Wellington	Education
Prather	Jada	Physical Education and Wellness Teacher	BACHELOR'S	New York Institute of Technology	Fine Art
Queen	Michelle	Dedicated Aide	BACHELOR'S	Catholic University of America	Special Education
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
Rodriquez-Vale ntn	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	BACHELOR'S	University of	Philosophy

		and Enrollment		Pittsburgh	
Sellars	Victor	Lead English Teacher (P.E.)	BACHELOR'S	Hampton University	Psychology
Shen	Wei (Wendy)	Chinese Fellow	MASTER'S	Beijing University	Chinese Literature
Shen	Yanghao	Chinese Fellow	MASTER'S	Johns Hopkins University	Education
Shores Gubartalla	Jayme	Special Education Teacher	MASTER'S	American University	Elementary Education
Silver	TaTisha	Meal Operations Associate	HIGH SCHOOL		
Smith -Woods	Malayssa	Dedicated Aide	HIGH SCHOOL		
Sun	Ruoyang	Chinese Fellow	MASTER'S	Georgetown University	Arts and Sciences
Sun	Teng	Lead Chinese Teacher	MASTER'S	George Mason University	Early Childhood Education
Traverso	Maria	Daycare Lead Teacher	HIGH SCHOOL		
Velasquez	Sergio	Facilities Manager	HIGH SCHOOL		
Volpe	Melissa	Chief of Staff	BACHELOR'S	Brockport University	Accounting
Wang	Xiaoyu	Lead Chinese Teacher	MASTER'S	Tianjin Normal University	International Chinese Education
Watson	Alon	English Lead	MASTER'S	Johns Hopkins University	Education
Whitcomb	Zach	SPED Lead	BACHELOR'S	Univ. of Missouri - St. Louis	Special and Elementary Education
Williams Johnson	Michelle	HR Manager	MASTER'S	University of Maryland	HR Management
Wulamu	Zuoerguli	Lead Chinese Teacher	BACHELOR'S	Xinjiang Normal University	Education

Xian	Na	Lead Chinese Teacher	BACHELOR'S	Chongqing University of Technology	Management
Xu	Yiqing	Special Education Teacher	MASTER'S	George Washington University	Early Childhood Special Education
Yang	Lijin	Chinese Language Coordinator	MASTER'S	University of San Francisco	International And Multicultural Education
Yang	Saisai	Lead Chinese Teacher	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
Yunshuo	Jia (Emily)	Chinese Lead Teacher	MASTER'S	University of Marketing & Distribution Sciences	Marketing
Yurasko	Elizabeth	Business Associate	BACHELOR'S	University of Arizona	Geosciences
Zeigler	Chantal	Student Support Aide	HIGH SCHOOL		
Zhang	Longjun	Chinese Fellow	MASTER'S	University of the People	Education
Zhang	Miao	Lead Chinese Teacher	MASTER'S	University of Georgia	Education
Zhang	Qianyi	Lead Chinese Teacher	MASTER'S	George Mason University	Education
Zhang	Su	Classroom Aide	BACHELOR'S	Hebei Normal	Education

				University	
Zhang	Xiaohong	Chinese Lead	BACHELOR'S	Dalian University of Foreign Language	English
Zhang	Yuhan	Chinese Teaching Fellow	MASTER'S	George Mason University	Management
Zheng	Liling	Chinese Teaching Fellow	BACHELOR'S	Hebei Normal University	Musicology
Zhong	Jianhua	Lead Chinese Teacher	MASTER'S	University of Maryland	Second Language Education
Zhu	Lin	Chinese Fellow	MASTER'S	American University	Education
Zimmerman	Paula	Garden Arts Teacher	BACHELOR'S	Parsons School of Design	Illustration And Art Education
Zou	Chunyuan	Chinese Lead Teacher	MASTER'S	University of Maryland	M.Ed. Curriculum and Instruction, World Language Education with Certificate
Zou	Wenji (Kelly)	Chinese Fellow	BACHELOR'S	Communication University of China	Linguistics

Appendix B: Board Roster for 2021-2022

*District Resident (P) parent representative

Kelly Yee

Chair

Management Consultant, BCS Incorporated

Committee Member

Lemar White, EDd.*

Vice Chair

Channel Lead - DEI Communities & Allies, Google

Committee Member

Robert Anderson*

Assistant General Counsel, Office of the United States Trade Representative

Committee Member

Liza Douglas* (P)

National Executive Lead, American Heart Association

Committee Member

Paige Hoffman*

Deputy Chief, School Improvement and Support, DCPS

Secretary

Marcus Hurley* (P)

Senior Project Manager, Mark G Anderson Consultants

Committee Member

Amy Lee

PAC Consulting

Treasurer

Daren Riley

Partner, Riley Trade Law PLLC

Governance Committee Chair

Wendy Rueda*

Communications Lead, National Cancer Institute

Committee Member

Jose C. Sousa * (P)

Chief Administrative Officer, Urban Alliance

Committee Member

Jevon Walton

Chief Development Specialist, Syndeo

Committee Member

Appendix C: Financial Statement for 2021-2022

Balance Sheet July 2021 through June 2022

Balance Sheet	6/30/22
Assets	Current
Current Assets	
Cash	12,386,273
Accounts Receivable	793,586
Other Current Assets	235,932
Intercompany Transfers	
Total Current Assets	13,361,791
Noncurrent Assets	
Facilities, Net	13,863,952
Operating Fixed Assets, Net	236,486
Total Noncurrent Assets	14,410,438
Total Assets	27,462,229
Liabilities and Equity	Current
Current Liabilities	
Accounts Payable	213,490
Other Current Liabilities	590,349
Accrued Salaries and Benefits	416,268
Total Current Liabilities	1,220,106
Equity	
Unrestricted Net Assets	15,876,559
Net Income	1,284,689
Temporarily Restricted Net Assets	42,887
Total Equity	17,204,135
Long-Term Liabilities	
Senior Debt	9,912,120
Other Long-Term Liabilities	(874,132)
Total Long-Term Liabilities	9,037,988
Total Liabilities and Equity	27,462,229

Income Statement July 2021 through June 2022

Income Statement	Actuals
Revenue	
_____	_____
Total State and Local Revenue	11,104,442
_____	_____
Total Federal Revenue	1,138,858
_____	_____
Total Private Grants and Donations	297,398
_____	_____
Total Earned Fees	1,104,173
—	_____
Total Revenue	13,644,870
Expenses	
_____	_____
Total Salaries	7,113,403
_____	_____
Total Benefits and Taxes	1,669,564
_____	_____
Total Staff-Related Costs	123,452
_____	_____
Total Rent	32,380
_____	_____
Total Occupancy Service	681,815
_____	_____
Total Direct Student Expense	831,306
_____	_____
Total Office & Business Expense	879,450
_____	_____
Total Contingency	0
—	_____
Total Expenses	11,331,368
Operating Income	2,313,502
Extraordinary Expenses	
_____	_____
Total Interest	513,797
_____	_____
Total Depreciation and Amortization	515,017
—	_____
Total Extraordinary Expenses	1,028,813
Net Income	1,284,689

Appendix D: Approved Budget for 2022-2023

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
 <i>Occupancy Expenses</i>	
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
 <i>General and Administrative Expenses</i>	
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